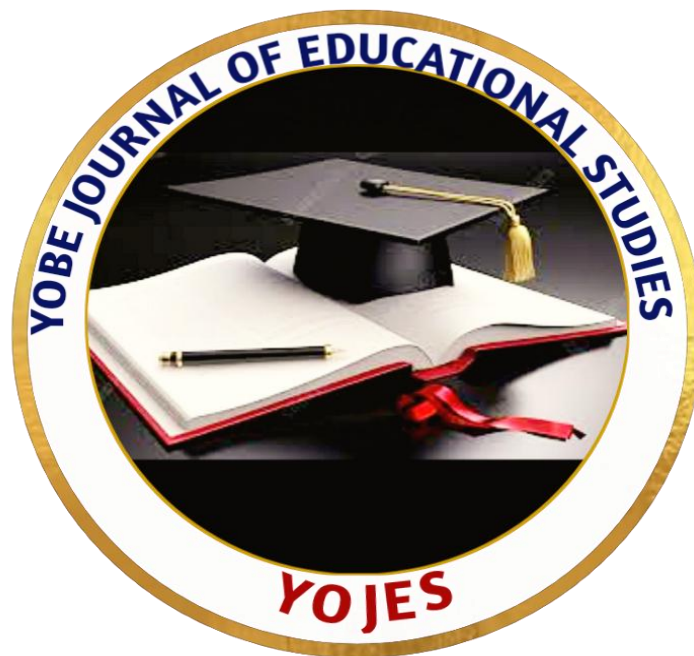


YOBE JOURNAL OF EDUCATIONAL STUDIES (YOJES)

Volume 5 number 1 June, 2026

ISSN: 1595-5338

new text



A PUBLICATION OF THE FACULTY OF EDUCATION, YOBE STATE UNIVERSITY, DAMATURU

@ YOBE JOURNAL OF EDUCATIONAL STUDIES (YOJES)

JUNE, 2026

All right reserved. No part of this journal may be produced or transmitted in any form, electronic or mechanical. Including photocopying, recording or by otherwise with the prior permission of the faculty or publisher.

ISSN No.: 1595-5338

Printed and published by
GOODLUCK EBELE JONATHAN LIBRARY
KM7, Gujba Road, P.M.B. 1144, Damaturu, Yobe State.

EDITORIAL BOARD

Editor in Chief:

Associate Prof. Usman Mohammed Dakasku - Yobe State University, Damaturu

Co-editors:

Prof. James Audu Ngada - Yobe State University, Damaturu
Associate Prof. Tahir Ahmad Adamu Koki - Yobe State University, Damaturu
Associate Prof. Amina Ibrahim Makintami - Yobe State University, Damaturu
Associate Prof. Umar Abdullahi - Yobe State University, Damaturu
Associate Prof. Sule Samuel Sardauna - Yobe State University, Damaturu

Editorial Secretary:

Associate Prof. Baba Babo - Yobe State University, Damaturu

Consulting Editors:

Prof. Bashir Alhaji Maina - Ahmadu Bello University, Zaria
Prof. Ahmad Iliyasu - Bayero University, Kano
Prof. Abdulwahab Salawudeen - Yobe State University, Damaturu
Prof. Mohammed Mala Daura - Yobe State University, Damaturu
Prof. Bulama Kagu - University of Maiduguri
Prof. Ibrahim Mohammed Yakasai - Sule Lamido University, Kafin Hausa
Prof. Moussa Oumar Keita - Yobe State University, Damaturu
Prof. Dugje Kadri - University of Maiduguri
Prof. Shariff Garba - Yobe State University, Damaturu
Associate Prof. Muhammad Alkhamis Idriss - Yobe State University, Damaturu

NOTE TO CONTRIBUTORS

Yobe Journal of Educational Studies (YOJES), a biannual Journal, is accepting papers from different area of specialization in Education with a view to disseminating the contributions of various authors across the globe, through the publication of different educational researches in their original kind. The Journal is doubled blind; peer reviewed and welcomes both empirical and systemic review papers within and outside Nigeria.

GUIDELINES FOR PAPER SUBMISSION:

1. Article should contain the name(s), address(es), email and phone number(s) of the author(s)
2. Abstract should be between 150-200 words
3. The article should be written in English Language
4. The text should be typed using double line spacing, 12 font size and Times New Roman
5. References should be current APA Style
6. Manuscript must be original not published or accepted by another journal
7. No paper should exceed 15 pages including references
8. Manuscript/Article can be submitted for vetting electronically via yobejournalofeducation11@gmail.com

TABLE OF CONTENTS

IMPACT OF QUALITY ASSURANCE CULTURE ON PUBLIC PRIMARY SCHOOLS
MANAGEMENT IN KADUNA STATE: A CASE STUDY OF SAMARU TOWN IN SABON-
GARI LOCAL GOVERNMENT AREA OF KADUNA STATE

Kabir, Zainab Abdulkadir Ph.D, Maryam Ningi Muhammed & Yusuf Alkasim Dantala.1

TEACHERS' PERCEPTION ON THE CAUSES AND SOLUTIONS TO POOR STUDENTS'
ACADEMIC PERFORMANCE IN MATHEMATICS IN WASSCE IN NIGERIA

Kamaldeen O. Suylyman, Busayo O. Alao, Abdulkadir T. Mohammed & Taiwo Alabi10

PROMOTING MENTAL HEALTH WITHIN HOMES AND FAMILIES: A CONTEMPORARY
REVIEW AND THEORETICAL PERSPECTIVE

Daniel Osarenmwanta Aideyan, PhD 24

EFFECT OF CYCLE ERGOMETRY TRAINING ON FORCED VITAL CAPACITY (FVC) OF
OVERWEIGHT FEMALE ADOLESCENTS IN BARIGA LOCAL GOVERNMENT AREA OF
LAGOS STATE, NIGERIA

Babarinde Omoyemi Hameed 45

ASSESSMENT OF THE ROLE OF WASTE MANAGEMENT PRACTICES IN ADDRESSING
ENVIRONMENTAL HEALTH PROBLEMS IN SHABU TOWN, LAFIA LOCAL
GOVERNMENT AREA OF NASARAWA STATE, NIGERIA

Nofiu, O. Daniel Ph.D, Didam, E. Ndip, Babarinde O. Hameed & Rasheed F. Muhammed ..54

ISSUES, CHALLENGES AND WAY FORWARD ON THE ROLE OF CLASSROOM
MANAGEMENT SKILLS IN NIGERIAN SCHOOLS

Dr. Babangida Yaki 63

IMPACT OF VISUAL AND AUDIO-VISUAL MATERIALS ON INTEREST AND
PERFORMANCE IN EVOLUTION AMONG SECONDARY SCHOOL STUDENTS

Faith Ojo Agbo 76

EFFECTS OF RECIPROCAL PEER-TUTORING ON STUDENTS' TEST ANXIETY AND
TRIGONOMETRY ACHIEVEMENT IN JOS NORTH LOCAL GOVERNMENT AREA,
PLATEAU STATE, NIGERIA

Sule Samuel Sardauna (Ph.D) 87

IMPACT OF FUEL SUBSIDY REMOVAL ON STAFF JOB COMMITMENT AND
STUDENTS' ACADEMIC PERFORMANCE OF FEDERAL UNIVERSITY OF EDUCATION,
ZARIA, KADUNA STATE, NIGERIA

Dr. Emmanuel Patrick Agene, Dr. Idris Alimi Omeiza & Dr. Lawal Bala99

RELATIONSHIP BETWEEN PRINCIPALS’ AND VICE PRINCIPALS’ PERCEPTIONS ON THE USE OF ICT IN HUMAN RESOURCES MANAGEMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN GASHUA EDUCATION ZONE, YOBE STATE, NIGERIA

Aina Adejoke Bethy. 109

STAKEHOLDERS’ PERCEPTIONS ON PRINCIPALS’ ROLE PERFORMANCE AND GOAL ACHIEVEMENT IN SENIOR SECONDARY SCHOOLS IN KANO METROPOLIS, KANO STATE, NIGERIA

Dr. Bello Magaji Abdu & Shafa’atu Usman Sarki 122

INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON SCHOOL ADMINISTRATION IN DAMATURU EDUCATION ZONE, YOBE STATE, NIGERIA

Umar Mallam Lawan 132

ETHICAL DILEMMAS IN CLASSROOM ASSESSMENT IN SOCIAL STUDIES EDUCATION: NAVIGATING CONFIDENTIALITY, CONSENT AND TRANSPARENCY

Zaliha Agie Nuhu Ph.D 143

IMPACT OF STAFFING AND RECRUITMENT EXERCISE ON THE ACHIEVEMENT OF BASIC EDUCATION PROGRAMMES IN KADUNA STATE, NIGERIA

Surajo Ahmad Magaji Ph.D, Abdulhakam Hamza Kwangila & Faiza Alhassan. 153

IMPACT OF TEACHERS’ AND PRINCIPALS’ CONFLICTS ON TEACHERS’ SERVICES DELIVERY IN PUBLIC SENIOR SECONDARY SCHOOLS DAMATURU EDUCATION ZONE, YOBE STATE, NIGERIA

Hadiza Yerwa Waziri 165

STAKEHOLDERS’ PERCEPTION ON PROVISION AND MANAGEMENT OF STUDENTS’ SERVICES IN HIGHER INSTITUTIONS OF LEARNING, YOBE STATE, NIGERIA

Maryam Sule Yusuf 179

ASSESSMENT OF PRESERVATION AND CONSERVATION OF INFORMATION RESOURCES IN ACADEMIC LIBRARIES IN YOBE STATE, NIGERIA

Abdulrahman K. I., Jibrin M. Mohammed K., Idris K. I. & Salisu M. D. 191

COMPARATIVE STUDY OF THE USE OF INSTRUCTIONAL MATERIALS AS STATED IN TEACHERS’ LESSON PLANS AND THEIR ACTUAL CLASSROOM IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN DAMATURU, YOBE STATE, NIGERIA

Abdullahi Mamman 205

IMPACT OF CAPACITY BUILDING ON TEACHERS' CLASSROOM MANAGEMENT AND MAINTENANCE OF INFRASTRUCTURAL FACILITIES IN PUBLIC SECONDARY SCHOOLS IN SOUTH-WEST ZONE, NIGERIA

Rasheed Olaposi Lamidi & Prof. B. A. Maina. 219

IMPACT OF QUALITY ASSURANCE CULTURE ON PUBLIC PRIMARY SCHOOLS MANAGEMENT IN KADUNA STATE: A CASE STUDY OF SAMARU TOWN IN SABON-GARI LOCAL GOVERNMENT AREA OF KADUNA STATE

BY

KABIR, ZAINAB ABDULKADIR Ph.D

Curriculum and Instruction Department, Federal University of Education, Zaria
zainabkabir08@gmail.com
+2348067776592,

MARYAM NINGI MUHAMMED

Curriculum and Instruction Department, Federal University of Education, Zaria
mmaryam382@gmail.com
+2347030396500

&

YUSUF ALKASIM DANTALA

Department of Curriculum and Instruction, Federal University of Education Zaria
yusufalkasim882@gmail.com
+2348030830831

ABSTRACT

This paper assesses Quality Assurance Culture on Public Primary Schools Management in Kaduna State: A Case Study of Samaru Town in Sabon-Gari Local Government Area of Kaduna State. The research design adopted for this study was descriptive survey type. The population for this study was one thousand six hundred seventy eight (1678) respondents drawn from school heads, teachers and Officials of Ministry of Education. The sample size for this study was 380 respondents. Questionnaire was the instrument used for data collection. The instrument was submitted to experts and they ascertained it face and content validity while a reliability index of 0.729 was found for the instrument using cronbach alpha. Descriptive statistics using frequency, percentages, means and standard deviation were used for data analysis. The study revealed that quality assurance culture has a positive impact on the management of primary schools in Sabon-Gari Local Government Area of Kaduna State. This positive impact can be seen as regular supervision of teachers in schools are adequately maintained, classroom as well as laboratory are well maintained, chalkboard and tables are adequately provided. The findings also showed that quality assurance culture positively influences lesson note management in primary schools. This can be seen through supervision of teachers' lesson notes, inspection of school and libraries/internet facilities are adequately provided and maintained. Based on the findings, it is recommended among others that: Ministry of Education (MOE) should prioritize infrastructural support. Adequate provision and maintenance of laboratories, libraries, and ICT resources must be ensured to complement quality assurance supervision and improve learning environments.

Keywords: Quality Assurance Culture, Management and Public Primary Schools.

Introduction

Education as the bedrock of every society and a tool for nation building enhances the economic, political, social, personal and technological development of every nation as it is evidently clear that no nation can rise above its educational level. Education can thus be said to be the most important weapon to produce a total person with the appropriate skills, knowledge, attitude and values required to live a fulfilled life. Primary education which is the foundation of all other formal education serves as the basic educational background upon which subsequent educational systems are built. To a very large extent, the solidity of primary education determines the difference between success and failure of subsequent educational systems.

The subject of quality assurance on the management of school records in primary school has become a very important matter in the sphere of primary education because these serves as the foundation for other educational systems. Quality assurance which literally means supervision of instruction is a vital weapon in achieving goals of education. It was observe by Oyedeji (2018), that when speaking on the supervising skills of the administrative head (which can also be applicable to primary school heads), no one is greater than their functions as supervisors, instruction and curriculum planners. Arogundade (2019) summed it up that the goals of education cannot be achieved without education and that supervision is the panacea for quality education. Mkpandiok (2017) described quality assurance as a holistic term which is directed towards education as an entity and that it entails the supplier and consumer and the various activities put in place to produce quality products and services. In a related development, Ajayi and Adegbesan (2007) contended that quality assurance is related to accountability both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to their contexts, missions and stated objectives. In the same vein, it was also seen by Oyewumi and Fatoki (2015) that quality assurance as a total, holistic process concerned with ensuring the integrity of outcomes and which places the responsibility of quality with factory (education) and thus is expressed through its relationship with its customers. Blumende (2001) reported that the decline in the quality of education in Nigeria cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. As opines by Ogunsaju (2004) corroborated this view by stating that the academic standard in all Nigeria educational institutions fell considerably below societal expectations.

The quality of teachers' preparation for his/her lesson is crucial to helping pupils reach high academic standards, yet some enter classrooms unprepared. Some teachers appear to shirk their responsibilities by not writing scheme of work, lesson notes, diaries among others as and when due. Lesson note which serves as a blueprint containing what to be taught, objectives to be achieved, steps to be involved as well as evaluation of teaching-learning processes is an essential note to be made available and consulted during teaching, but some teachers appear not to bother about going to class with well-prepared lesson note. Probable reason for teachers' unpreparedness for their class might be because of their headmasters' incapability of exercising their supervisory role. It is imperative to note that for meaningful and effective learning to take place, teachers' lesson notes must be well prepared and its quality ascertained by the headmaster or designated person because scantily or ill-prepared lesson notes could jeopardize attainment of school goals. Adewumi (2000) emphasized that in discharging their supervisory role, principals (which could also be applicable to headmasters) could help their teachers for better task performance in the preparation of lesson plans and lesson notes, good use of instructional methods and teaching aids. It is evidently clear from the various submissions that quality assurance revolve round the learner, teaching-learning processes, the contents as well as the learning outcomes and that supervision plays a pivotal role in school programmes. Teachers thus play an essential role and as well serve as the engine room of all these activities. This implies that teachers, as one of the inputs into the educational process constitute an important aspect of pupils' learning. Considering this point, it could be said that the level of performance in primary schools are intimately tied to the quality assurance measures put in place by the schools' head in accordance with laid down regulations by the governing body.

Statement of the Problem

The management of primary schools in Samaru, Sabon-gari Local Government Area of Kaduna State appears to be declining due to the absence of a deliberate Quality Assurance culture. Many schools lack systematic monitoring, feedback, and accountability mechanisms, leading to disorganized administration and poor educational outcomes. The problem is that without an embedded quality assurance culture, school management remains inconsistent and ineffective. Specifically, the preparation and use of lesson notes among teachers have become problematic. Many teachers prepare lesson notes superficially or fail to align them with curriculum standards,

yet there is no structured quality assurance process to review or correct these deficiencies. This lack of oversight directly undermines daily classroom instruction and pupil learning.

Similarly, the management of schemes of work is characterized by inconsistency and poor sequencing. Many primary schools operate with outdated or poorly followed schemes of work, resulting in fragmented curriculum coverage. The core problem remains the absence of a quality assurance culture that would mandate regular review and collaborative planning to ensure academic coherence across all grade levels. Therefore, this study investigates a survey on quality assurance culture of public primary schools management in Kaduna State: a case study of Samaru Town in Sabon-Gari Local Government Area of Kaduna State.

Objective of the Study

The study is set to achieve the following objectives:

- i. determine the impact of Quality Assurance culture on the management of primary schools in Samaru, Sabon-gari local government area of Kaduna State.
- ii. determine the impact of Quality Assurance culture on the management of lesson note in primary schools in Samaru, Sabon-gari local government area of Kaduna State.

Research Questions

The following questions serve to guide the conduct of this study:

- i. What is the impact of Quality Assurance culture on the management of primary schools in Samaru, Sabon-gari local government area of Kaduna State?
- ii. What is the impact of quality assurance culture on the aspect of lesson note in primary schools in Samaru, Sabon-gari local government area of Kaduna State?

Methodology

The research design adopted for this study was descriptive survey type. The population for this study was one thousand six hundred and seventy eight (1678) respondents drawn from school heads, teachers and Officials of Ministry of Education in Sabon-gari Local government in Kaduna State. The sample size for this study was 380 respondents comprising of 12 principals, 359 teachers and 9 Zonal Education Board Staff.

Questionnaire was the instrument used for data collection. The instrument was self-developed by the researchers purposely to elicit respondents' opinion on certain issues. The instrument was submitted to experts and they ascertained its face and content validity while a reliability index of

0.729 was found for the instrument using cronbach alpha. Descriptive statistics using frequency, percentages, means and standard deviation were used for data analysis.

Results

The data collected for this study were analyzed and presented according to the research questions. The responses of officials from the Ministry of Education (MOE), Head Teachers, and Teachers were summarized using mean scores and standard deviations. The findings are presented in tables and interpreted based on the respondents' opinions regarding the impact of quality assurance culture on the management of primary schools and lesson note practices in Sabon-Gari Local Government Area of Kaduna State.

Research Question One: What is the impact of Quality Assurance culture on the management of primary schools in Sabon-gari local government area of Kaduna State?

Table 1: Opinion of the respondents on the impact of Quality Assurance culture on the management of primary schools in Sabon-garilocal government area of Kaduna State

SN	Item Statement	Respondents	Response Categories					Mean	Std. dev.
			SA	A	U	SD	D		
1.	Regular supervision of teachers in schools are adequately maintained	M.O.E.	5	1	2	-	1	3.11	1.167
		Head	1	4	2	1	4	3.40	1.206
		Teachers	146	45	58	33	77	3.82	1.460
2.	Classrooms are well maintained. As a result of quality assurance	M.O.E.	5	1	2	-	1	3.00	1.323
		Head	4	-	3	-	5	3.25	1.375
		Teachers	57	36	105	54	107	3.82	1.268
3.	Chalk Boards are adequately provided.	M.O.E.	7	-	2	-	-	4.56	882
		Head	3	6	2	-	1	3.92	900
		Teachers	129	69	57	16	88	3.54	1.377
4.	Laboratories are well maintained.	M.O.E.	1	3	1	3	1	3.00	1.323
		Head	4	4	3	1	-	3.50	1.624
		Teachers	38	42	91	53	135	2.64	1.204
5.	Tables are adequately provided	M.O.E.	3	-	2	1	3	3.11	1.537
		Head	7	1	2	-	2	4.08	1.240
		Teachers	147	53	71	75	83	3.36	1.420

In table 1, items 1-5 revealed the opinion of Regular supervision of teachers in schools are adequately maintained in primary schools in Sabon-gari Local Government area of Kaduna State. Item 1 shows that Classrooms are provided for the students, this could be seen from the responses of the respondents where the mean of MOE is 3.11, Head Teacher is 3.40 and teachers is 3.82. From item 2, the responses of the respondents were all accepted that Classrooms are well maintained. As a result of quality assurance is provided with the mean score representing the MOE 3.00, Head Teacher 3.96 and teacher is 3.82. In respect to item 3, it was also accepted from the responses of the respondents that Classrooms are well maintained. As a result of quality assurance where the mean score representing the Head Teachers 4.56, teachers 3.92 and 3.32 for teachers. In item 4, provisions of chairs in the schools. Item 5 were also all agree that tables are provided in school.

Research Question Two: What is the impact of quality assurance culture on the aspect of lesson note in primary schools in Sabon-gari local government area of Kaduna State?

Table 2: Opinion of the respondent on impact of quality assurance culture on the aspect of lesson note in primary schools in Sabon-gari local government area of Kaduna State

SN	Item Statement	Respondents	Response Categories					Mean	Std. dev.
			SA	A	U	D	SD		
1	Teachers lesson note are adequately supervised	M.O.E	5	1	2	-	1	3.25	1.167
		Head	1	4	2	1	4	3.82	1.206
		Teachers	146	45	58	33	77	4.56	1.460
2.	Adequately inspection of school is well maintained.	M.O.E.	5	1	2	-	1	3.92	1.323
		Head	4	-	3	-	5	3.54	1.375
		Teachers	57	36	105	54	107	3.00	1.268
3.	Libraries are adequately provided.	M.O.E.	7	-	2	-	-	3.50	882
		Head	3	6	2	-	1	2.64	900
		Teachers	129	69	57	16	88	3.11	1.377
4.	Libraries are well maintained.	M.O.E.	1	3	1	3	1	4.08	1.323
		Head	4	4	3	1	-	3.36	1.624
		Teachers	38	42	91	53	135	2.78	1.204
5.	Internet/ICT is adequately provided.	M.O.E.	3	-	2	1	3	3.08	1.537
		Head	7	1	2	-	2	2.82	1.240
		Teachers	147	53	71	75	83	2.89	1.420

In table 2, items 1-10 reveal the opinion of Teachers lesson note are adequately supervised schools in in primary schools in Sabon-gari Local Government area of Kaduna State. Item 1 shows that Teachers lesson note are adequately supervised in the school, this could be seen from the responses of the respondents where the mean of MOE is 3.23, Head Teacher is 3.82 and teachers is 4.45.

From item 2, the responses of the respondents were all accepted that Adequately inspection of school are well maintained with the mean score representing the MOE 3.92, Head Teacher 3.54 and teacher is 3.00. In respect to item 3, it was also accepted from the responses of the respondents that Libraries are adequately provided, where the mean score representing the MOE 3.00, Head Teacher 3.50 and 2.64 for teachers. In item 4, shows that Libraries are well maintained. Chairs. Item 5 were also all agree that Internet/ICT is adequately provided.

Discussion

The study revealed that quality assurance culture has a positive impact on the management of primary schools in Sabon-Gari Local Government Area of Kaduna State. Findings showed that regular supervision of teachers, maintenance of classrooms, provision of chalkboards, and availability of tables were generally accepted by respondents as important outcomes of quality assurance practices. However, laboratory maintenance received lower responses from teachers, indicating inadequate attention in some schools. This finding agrees with that of Makiya, Mnyanyi and Ngirwa (2022) who investigated School Quality Assurance strategies in enhancing learning achievement among public primary schools in Arusha Region, Tanzania. The research revealed that regular school visits, follow-up visits, timely release of feedback, and using friendly language enhanced learning achievement.

The findings also showed that quality assurance culture positively influences lesson note management in primary schools. Respondents agreed that teachers' lesson notes are adequately supervised and school inspections are regularly conducted. The study further revealed moderate provision and maintenance of libraries, while Internet/ICT facilities were considered inadequately provided in many schools. This finding corroborates with that of Daniel and Biswalo (2025) who explored teachers' perceptions of the effectiveness of Internal School Quality Assurance implementation in enhancing primary school leadership in Dodoma Urban, Tanzania. Findings revealed that ISQA contributed to improved teacher involvement in decision-making, enhanced instructional supervision, better time management, and increased accountability. However,

challenges such as lack of training, inconsistent implementation, and limited administrative support hindered full effectiveness.

Conclusion

The study concludes that quality assurance culture positively influences certain aspects of primary school management, particularly regular teacher supervision, lesson note oversight, and maintenance of homework practices. However, significant deficiencies exist in infrastructural areas such as laboratories, libraries, and ICT facilities. These gaps undermine the full potential of quality assurance to enhance holistic school management in Sabon-gari Local Government Area of Kaduna State.

Recommendations

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

- i. Ministry of Education (MOE) should prioritize infrastructural support. Adequate provision and maintenance of laboratories, libraries, and ICT resources must be ensured to complement quality assurance supervision and improve learning environments.
- ii. Quality assurance units should extend supervision to head teachers. Regular monitoring and evaluation of head teachers' administrative and curriculum management practices, including scheme of work reviews, should be institutionalized.

References

- Adewumi, S.A. (2000). The Relationship between Supervisory Climate and Teacher-Student performance in Oyo state Secondary Schools. Unpublished Ph.D Thesis. University of Ibadan.
- Ajayi, T. & Adegbesan, S.O. (2007). Quality Assurance in Teaching Profession. Paper Presented at a Forum on Emerging Issues in Teaching Professionalism in Nigeria.
- Arogundade, B.B. (2019). *Fundamentals of School Supervision*. Ado-Ekiti: Greenline Publishers.
- Blumende, R.S. (2001). Making Schools Effective in Nigeria. *Journal of Education Research*, 5(1).
- Chaiyamart, S., Masena, C., Singpun, P., Kotta, P., & Morris, T. (2025). The supervision model to promote curriculum administration emphasizes learner competency of schools under the Office of Primary Educational Service Area. *Journal of Education and Learning*, 14(1), 227-234.
- Daniel, C. S., & Biswalo, U. P. (2025). Teachers' perceptions of the effectiveness of internal school quality assurance implementation in enhancing primary school leadership in Dodoma Urban. *Journal of Education and Practice*, 9(7), 17-32.
- Makiya, R., Mnyanyi, C., & Ngirwa, C. (2022). Quality assurance strategies in enhancing learning achievement among public primary schools in Arusha Region, Tanzania. *East African Journal of Education and Social Sciences*, 3(2).
- Mkpandiok, A. (2017). *Quality Assurance of Secondary Schools* in Akwa-Ibom States, Uyo. University of Uyo Printing Press.
- Ogunsaju, S. (2004). *A Guide to School Effectiveness in Nigeria*. Ibadan: Laville Publications.
- Oyedeji, B. (2018). *Management in Education: Principles and Practice*, Lagos: ARAS Publishers.
- Oyewumi, C.F. & Fatoki, O.R. (2015). Quality Assurance in Teachers' Education in Kwara State: Challenges and the Way Forward. *Merit Research Journal of Education and Review*, 3(2), 121.

TEACHERS' PERCEPTION ON THE CAUSES AND SOLUTIONS TO POOR STUDENTS' ACADEMIC PERFORMANCE IN MATHEMATICS IN WASSCE IN NIGERIA

BY

KAMALDEEN OLOHUNDARE SUYLYMAN

Department of Educational Foundations, Federal College of Education, Iwo, Osun State
sulymanko@fceiwo.edu.ng,

BUSAYO OLUWABUKOLA ALAO

Department of Educational Management, Kwara State University, Malete
busayo.alao@kwasu.edu.ng,

ABDULKADIR TUNDE MOHAMMED

Department of Educational Management, University of Ilorin
muhammedabdulkadir559@gmail.com

&

TAIWO ALABI

Future Leaders Model College, Ilorin
Alabitaiwo82@gmail.com

ABSTRACT

This study examined teachers' perception on the causes and solutions to poor students' academic performance in Mathematics in WASSCE in Nigeria. Descriptive research design was adopted. The population of the study comprised 1,202 Mathematics teachers in the 371 public secondary schools in Osun State, Nigeria. The study covered 15 local government areas. It used 557 Mathematics teachers, purposively selected from all the 181 schools in the areas. Causes and Solutions to Poor Students' Academic Performance in WASSCE Questionnaire" (CSPSAPWQ) was used to collect data. The instrument was validated and its reliability test yielded 0.85 reliability index. The study found that the causes of poor students' academic performance in WASSCE in Nigeria included poor seriousness of students to learning, poor commitment of teachers, inadequate coverage of the subject's syllabus and phobia for the subject. It was recommended that government should be more committed to the provision of adequate educational resources to schools, give more priority to the motivation of teachers, and highly focus on the capacity building of Mathematics teachers, to adequately equip them to effectively teach in a way that would enhance students' academic performance in Mathematics in WASSCE.

Keywords: Teachers, Perception, Causes, Solutions, Academic performance

Introduction

Mathematics is an important subject in secondary education curriculum in Nigeria. The weighty value of the subject makes it compulsory for every secondary school student to not only offer, but also pass in Senior School Certificate Examination (SSCE), with at least Credit 6, before he or she could be given admission in any tertiary institution in Nigeria. However, the problem of poor students' academic performance in Mathematics in West African Senior School Certificate Examinations (WASSCE) has been a major concern to the stakeholders in education. As reported by Vanguard (2025), out of the 1,969,313 candidates that sat for WASSCE, only 754,545

representing 38.32% had credit pass in Mathematics. This is not a good scenario, because 61.68% who failed the subject were not qualified to seek admission into tertiary institutions in Nigeria.

According to Olawale (2022), the problem of poor students' academic performance could be due to unappealing support of parents to their children's education. Friday (2023) maintained that teachers' commitment and competence, time factor, socio-economic background, school environment, students' attitude towards and phobia, and instructional materials have been identified as the factors responsible for poor academic performance of students in Mathematics. Hassan (2022) argued that inadequate knowledge of teachers, poor commitment of students, the technical nature, poor home support, and poor methodology could be responsible for poor students' academic performance in Mathematics. Kabiru (2021) asserted that the role which students contributed to poor academic performance in mathematics cannot be over-emphasised. Unless attitudes such as lateness, absenteeism and failure to study at home are shunned, the problem of poor performance in the subject could continue to occur. The study of Babatunde (2022) found that the causes of poor students' academic performance in mathematics were poor funding of education by government, poor students' commitment to learning, and poor parents' support to their children's education.

Abdulsalam and Najimudeen (2023) found in their study that inadequate teaching and learning materials, shortage of competent teachers, phobia for the subject, non-conduciveness of classroom environment, poor motivation of teachers by government and poor support of parents to the schooling of their children are the factors responsible for poor students' academic in Mathematics. The study conducted by Dada (2022) found that there was no significant difference in the opinions of male and female teachers on factors responsible for academic performance of students in Mathematics in secondary schools in Sokoto State, Nigeria.

As found by study carried out by Kolawole (2022), there was no significant difference in the male and female teachers' opinions on the factors responsible for poor students' academic performance in Mathematics in NECO in Nigeria. The outcome the research conducted by Victor (2022) revealed that there was no significant difference in the opinions of male and female teachers on the factors responsible for poor students' academic performance in Mathematics in secondary schools in Delta State.

Najimudeen et al. (2021) posited that increased dedication of teachers, adequate motivation of teachers by the government, adequate provision of educational facilities and instructional

resources, decongestion of classrooms, and improvement in home motivation for students could be used to solve the problem of poor students' academic performance in Mathematics. Peter (2021) argued that periodic capacity building of teachers, adequate provision of instructional resources, improvement in the motivation of teachers, increase in the parents' commitment to the schooling of their children could help solve poor students' academic performance in Mathematics.

The study of Abdulwaheed (2022) found that improvement of the school environment, adequate provision of fringe benefits to teachers, effective recruitment process and adequate supervision could help find solution to poor students' academic performance in Mathematics. Najimudeen et al. (2021) posited that increased dedication of teachers, adequate motivation of teachers by the government, adequate provision of educational facilities and instructional resources, decongestion of classrooms, and improvement in home motivation for students could be used to solve the problem of poor students' academic performance in mathematics. The study of Aderibigbe and Salami (2018) found that improved students' seriousness, adequate supervision of classroom teaching and learning, constant and periodic capacity building for teachers, and effective recruitment and selection process are effective solutions to poor students' academic performance in Mathematics. Olanipekun and Oladimeji (2018) asserted that if students could improve their seriousness, teachers give more dedication to teaching, government increases its dedication to education and parents give more support to their students, poor students' academic performance in Mathematics could be reduced.

The study of Abdulwaheed (2022) found that there was no significant difference in teachers' perception on the solutions to poor students' academic performance in Mathematics in secondary schools in Kogi State, Nigeria based on gender. The study of Peter (2021) revealed that there was no significant difference in teachers' opinions on the solutions to poor students' academic performance in Mathematics in secondary schools in Lagos West Senatorial District, based on gender. The outcome of the study carried out by Kolawole (2022) also revealed that there was no significant difference in the male and female teachers' opinions on the solutions to poor students' academic performance in Mathematics in NECO in Nigeria. It on this basis that this study is set out to assess the causes and solutions to poor students' academic performance in Mathematics in West African Senior School Certificate Examinations.

Statement of the Problem

Mathematics is a compulsory subject that all the senior secondary school students in Nigeria, who register for West African Senior Secondary School Certificate Examinations must pass, in addition to English language and other required subjects, before they could be considered for admission in tertiary institutions. As announced by the West African Examinations Council (WAEC), the table below shows the performance of students in Mathematics from 2016 to 2025.

Table 1: Performance of Students in WASSCE from 2015 to 2025

S/N	Year	Percentage of Students Who Got Credit and above in Mathematics
2.	2016	52.97
3.	2017	26.01
4.	2018	49.98
5.	2019	17.13
6.	2020	39.82
7.	2021	81.7
8.	2022	76.36
9.	2023	79.81
10.	2024	72.12
11.	2025	38.82

Source: West African Examinations Council (2025)

As shown in the Table, in the last 10 years, percentage of students who got credit pass was encouraging only in 2016, 2021, 2022, 2023 and 2024 because it was above average. The highest percentage of pass (81.7) was realised in the year 2021, but dropped by 8.43% in the year 2022. The percentage rose again by 3.45 in 2023, but reduced by 7.69 and 33.3 in 2024 and 2025 respectively. The downward fluctuations in the performance give the researchers a serious concern, because considering the importance of the subject, the percentage of pass is supposed to be increasing on yearly basis rather than nose-diving. According to Aderibigbe and Salami (2018), poor performance of students in Mathematics in WASSCE in few years back has not been encouraging, despite its essential nature for students' admission into tertiary institutions in Nigeria. Many researchers have conducted various studies related to this study. For instance, Oladimeji and Yusuf (2019) conducted a study on assessment of the factors responsible for academic performance of students in Mathematics in secondary schools in Sokoto State, Nigeria. Alabi and Komolafe (2018) investigated teachers' perception on the factors responsible for poor students' academic performance in Mathematics in secondary schools in Lagos State. Abdulsalam and Najimudeen (2023) assessed the factors responsible for poor students' academic in Mathematics in junior secondary schools in Nigeria State, Nigeria. However, none of the studies mentioned

focused on the causes and solutions to students' academic performance in Mathematics in WASSCE, using public secondary school teachers in Osun State as respondents; hence, this is the gap which this study filled.

Objectives of the Study

The study:

- i. examined the teachers' perceptions on the causes of poor students' academic performance in Mathematics in WASSCE in Nigeria;
- ii. investigated the teachers' perceptions on the solutions to poor students' academic performance in Mathematics in WASSCE in Nigeria;
- iii. found out the difference in the teachers' perceptions on the causes of poor students' academic performance in Mathematics in WASSCE in Nigeria based on gender; and
- iv. determined the difference in the teachers' perceptions on the solutions to poor students' academic performance in Mathematics in WASSCE in Nigeria based on gender.

Research Questions

The following research questions were answered:

- i. What are the teachers' perceptions on the causes of poor students' academic performance in Mathematics in WASSCE in Nigeria?
- ii. What are the teachers' perceptions on the solutions to poor students' academic performance in Mathematics in WASSCE in Nigeria?

Research Hypotheses

The following hypotheses were tested:

- Ho₁: There is no significant difference in the teachers' perceptions on the causes of poor students' academic performance in Mathematics in WASSCE in Nigeria based on gender.
- Ho₂: There is no significant difference in the teachers' perceptions on the solutions to poor students' academic performance in Mathematics in WASSCE in Nigeria based on gender.

Methodology

Descriptive research design of survey type was adopted for the study. The population of the study comprised 1,202 Mathematics teachers in all the 371 public secondary schools in Osun State, Nigeria as at January, 2025. There were three senatorial districts in Osun State and each had 10 local government areas. Random sampling technique was used to select five local government areas from each of the senatorial districts in the state to make a total of 15. Purposive sampling

technique was used to select all the 557 Mathematics teachers in all the 181 public secondary schools in the 15 local government areas as respondents in the study. Researcher-designed questionnaire titled “Causes and Solutions to Poor Students’ Academic Performance in WASSCE in Nigeria Questionnaire” (CSPSAPWNQ) was used to collect data for the study. The questionnaire was structured into three sections (A, B & C). Section A was used to gather bio-data information of the respondents, section B contained items on the causes of poor students’ academic performance in Mathematics, while section C was used to collect information on the solutions to poor students’ academic performance in WASSCE. Likert rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree was used for the study. Three experts in the field of Mathematics Education and Test and Measurement validated the instrument. The researchers ensured that all their observations were effected before production of the final copies administered to the respondents. Reliability of the instrument was carried out through the process of administering 25 copies of the questionnaire to 25 Mathematics teachers in some schools outside the local government areas used. Cronbach’s Alpha was used to analyse the data gathered and reliability index of 0.85 was realised.

The researchers visited the schools that were selected, to administer the questionnaire to the respondents. Mean and standard deviation were used to answer the research questions, while t-test was used to test hypotheses at 0.05 level of significance. All the analyses were done with the use of Statistical Package for Social Sciences (SPSS). All the mean scores from 1.00 to 2.49 were considered ‘Disagree’, while from 2.50 to 4.00 were adjudged ‘Agree.’ Out of the 557 copies of the questionnaire distributed, only 423 (77.7%) retrieved were used for analysis.

Results

Research Question 1: What are the teachers’ perceptions on the causes of poor students’ academic performance in Mathematics in WASSCE in Nigeria?

Table 2: Teachers’ Perceptions on the Causes of Poor Students’ Academic Performance in Mathematics in WASSCE in Nigeria

S/N	Items	$\bar{X}$	SD	Decision
1.	Poor seriousness of students to learning	3.75	1.42	Agree
2.	Poor commitment of teachers	3.41	1.29	Agree
3.	Inadequate coverage of the subject’s syllabus	3.18	1.11	Agree
4.	Ineffective compensation of teachers	2.99	.84	Agree

5.	Technical nature of the subject	3.32	1.20	Agree
6.	Incompetence of teachers who handle the subject	3.68	1.31	Agree
7.	distractions from students' homes	3.00	.97	Agree
8.	Poor support of parents to the schooling of their children	3.18	1.11	Agree
9.	Insufficiency of time to teach the subject	3.39	1.16	Agree
10.	Phobia for the subject	2.93	.82	Agree

$\bar{X}$: 1.00-2.49 = Disagree; 2.50-4.00 = Agree

Table 2 presents information on the teachers' perceptions on the causes of poor students' academic performance in Mathematics in WASSCE in Nigeria. As shown in the Table, all the 1-10 items (poor seriousness of students to learning, poor commitment of teachers, inadequate coverage of the subject's syllabus, ineffective compensation of teachers, technical nature of the subject, incompetence of teachers who handle the subject, distractions from students' homes, poor support of parents to the schooling of their children, insufficiency of time to teach the subject and phobia for the subject) had mean scores which were above 2.50 and such considered 'agree.'

Research Question 2: What are the teachers' perceptions on the solutions to poor students' academic performance in Mathematics in WASSCE in Nigeria?

Table 3: Teachers' Perceptions on the Solutions to Poor Students' Academic Performance in Mathematics in WASSCE in Nigeria

S/N	Items	$\bar{X}$	SD	Decision
1.	Increase in the time allotted for teaching the subject	3.74	1.39	Agree
2.	Improvement in the teachers' commitment to the teaching profession	3.63	1.28	Agree
3.	Adequate coverage of the subject's syllabus	3.55	1.23	Agree
4.	Provision of appealing compensation to teachers	3.09	1.02	Agree
5.	Adequate provision of capacity building programme for the teachers who handle the subject	3.50	1.18	Agree

6.	Increase in students' seriousness to the subject	3.07	.95	Agree
7.	Adequate parents' support to students' schooling	2.83	.70	Agree
8.	Poor support of parents to the schooling of their children	3.41	1.29	Agree
9.	Phobia elimination by students	3.02	.91	Agree
10.	Adequate provision of educational resources by government	3.83	1.50	Agree

$\bar{X}$: 1.00-2.49 = Disagree; 2.50-4.00 = Agree

Table 3 presents information on the teachers' perceptions on the solutions poor students' academic performance in Mathematics in WASSCE in Nigeria. The mean scores of items 1-10 (increase in the time allotted for teaching the subject, improvement in the teachers' commitment to the teaching profession, adequate coverage of the subject's syllabus, provision of appealing compensation to teachers, adequate provision of capacity building programme for the teachers who handle the subject, increase in students' seriousness to the subject, adequate parents' support to students' schooling, poor support of parents to the schooling of their children, phobia elimination by students and adequate provision of educational resources by government) are greater than 2.49; hence, it was agreed that they are solutions to examination malpractice.

Ho₁: There is no significant difference in the teachers' perceptions on the causes of poor students' academic performance in Mathematics in WASSCE in Nigeria based on gender.

Table 4: T-test Showing the difference in the Teachers' Perceptions on the Causes of Poor Students' Academic Performance in Mathematics in WASSCE in Nigeria Based on Gender

Gender	N	$\bar{X}$	SD	Cal. t-value	p-value	Decision
Male	234	3.41	1.27	2.65	.072	Ho ₁ Accepted
Female	189	3.15	1.03			

Table 4 presents the t-value of 2.65 and the p-value of .072 that is greater than 0.05 level of significance. Based on the above, the null hypothesis one (Ho₁) was accepted. This signifies that

there was no significant difference in the teachers' perceptions on the causes of poor students' academic performance in Mathematics in WASSCE in Nigeria based on gender.

H₀₁: There is no significant difference in the teachers' perceptions on the solutions to poor students' academic performance in Mathematics in WASSCE in Nigeria based on gender.

Table 4: T-test Showing the difference in the Teachers' Perceptions on the Solutions to Poor Students' Academic Performance in Mathematics in WASSCE in Nigeria Based on Gender

Gender	N	$\bar{X}$	SD	Cal. t-value	p-value	Decision
Male	234	3.49	1.21	2.51	.068	H ₀₂ Accepted
Female	189	3.25	1.09			

Table 4 presents the t-value of 2.51 and the p-value of .068 that is greater than 0.05 level of significance. Based on the above, the null hypothesis one (H₀₁) was accepted. This signifies that there was no significant difference in the teachers' perceptions on the causes of poor students' academic performance in Mathematics in WASSCE in Nigeria based on gender.

Discussions

The findings of the study revealed that (poor seriousness of students to learning, poor commitment of teachers, inadequate coverage of the subject's syllabus, ineffective compensation of teachers, technical nature of the subject, incompetence of teachers who handle the subject, distractions from students' homes, poor support of parents to the schooling of their children, insufficiency of time to teach the subject and phobia for the subject. This finding corroborates the finding of Waheed (2022) that the factors responsible for poor academic performance of students in Mathematics are phobia, poor teaching, poor attitude of students to learning, inadequacy of teaching and learning materials, poor motivation of teachers, fear of the subject and poor attention of parents to the children's education. This finding is in tandem with the finding of Wilfred (2022) that the factors responsible for poor students' academic performance in Mathematics in secondary schools in Kogi West senatorial district, Kogi State are nonchalant attitude of teachers to teaching, non-conduciveness of the environment, incompetence on the part of teachers, poor teacher motivation, peer influence, social media and harsh economy.

This study found that the solutions to poor students' academic performance in Mathematic in WASSCE in Nigeria are increase in the time allotted for teaching the subject, improvement in the teachers' commitment to the teaching profession, adequate coverage of the subject's syllabus, provision of appealing compensation to teachers, adequate provision of capacity building programme for the teachers who handle the subject, increase in students' seriousness to the subject, adequate parents' support to students' schooling, poor support of parents to the schooling of their children, phobia elimination by students and adequate provision of educational resources by government. This finding is in consonance with the finding of Wilfred (2022) that serious capacity building of Mathematics teachers, increase in teachers' salary, improvement of the conduciveness of school environment, increase in teacher-parents' relationship, extra-mural lessons and adequate provision of textbooks are solutions to poor academic performance of students in Mathematics. The finding supports the position of Olabisi and Peter (2020) that improved seriousness on the part of teachers and students, adequate supervision of classroom teaching and learning process, more commitment of parents to education of their children could help reduce poor academic performance in Mathematics.

As revealed through the findings of the study, there was no significant difference in the teachers' perceptions on the causes of poor students' academic performance in Mathematics in WASSCE in Nigeria based on gender. This indicates that teachers were significantly different in their views about the cause of poor students' academic performance in WASSCE in Nigeria. This finding aligns with the finding of Waheed (2022) that there was no significant difference in the opinions of teachers on the factors responsible for poor students' academic performance in Mathematics in Orire Local Government, Oyo State based on gender. This finding confirms the finding of Oladimeji and Yusuf (2019) found that there was no significant difference in the factors responsible for academic performance of students in Mathematics in secondary schools in Sokoto State, Nigeria based teachers' gender.

This study found that there was no significant difference in the teachers' perceptions on the solutions to poor students' academic performance in Mathematics in WASSCE in Nigeria based on gender. This connotes that male and female teachers were not of significant difference in their views on the solution to poor students' academic in Mathematics in WASSCE in Nigeria. This finding corroborates the finding of Olanipekun and Oladimeji (2018) that male and female teachers are not significantly different in their opinions on the solutions to poor students' academic

performance in Mathematics in secondary schools in Niger State, Nigeria. This finding supports the finding of Wilfred (2022) that teachers were not significantly different in the factors responsible for poor students' academic performance in Mathematics in secondary schools in Kogi West senatorial district, Kogi State based on gender.

Conclusion

The study concluded that the causes of poor students' academic performance in WASSCE in Nigeria are poor seriousness of students to learning, poor commitment of teachers, inadequate coverage of the subject's syllabus, ineffective compensation of teachers, technical nature of the subject, incompetence of teachers who handle the subject, distractions from students' homes, poor support of parents to the schooling of their children, insufficiency of time to teach the subject and phobia for the subject. Solutions to this menace included increase in the time allotted for teaching the subject, improvement in the teachers' commitment to the teaching profession, adequate coverage of the subject's syllabus, provision of appealing compensation to teachers, adequate provision of capacity building programme for the teachers who handle the subject, increase in students' seriousness to the subject, adequate parents' support to students' schooling, poor support of parents to the schooling of their children, phobia elimination by students and adequate provision of educational resources by government. Also, teachers, based on their gender, were not significantly different in their perceptions on the causes and solutions to poor students' academic performance in WASSCE in Nigeria.

Recommendations

The study recommended as follows:

1. Osun state government should be more committed to the provision of adequate educational resources to schools, give more priority to the motivation of teachers, and highly focus on the capacity building of Mathematics teachers, to adequately equip them to effectively teach in a way that would enhance students' academic performance in Mathematics in WASSCE.
2. Teachers should show more concern about the teaching profession by effectively discharging their duties with high level of passion in a way that would lead to adequate coverage of the syllabus, to give students maximum advantage of adequately preparing for the Mathematics examination and perform excellently.

3. There is need for parents to holistically support their children by providing all their school needs such as textbooks, notebooks and others; and ensure that they study their books at home, to be able to prepare for Mathematics examination and perform excellently.
4. Students should in their own interest intensify their seriousness to schooling, by attending lessons, doing home works and assignments, study when they have leisure either during school hours or at home, to be able to pass mathematics examination in flying color.

References:

- Abdulsalam, K. L., & Najimudeen, T. Y. (2023). Assessment of factors responsible for poor students' academic in Mathematics in junior secondary schools in Nigeria State, Nigeria. *Journal of Education, Science and Technology*, 5(1), 56-63.
- Abdulwaheed, M. K. (2022) Assessing the causes and solutions to poor students' academic performance in Mathematics in secondary schools in Kogi State, Nigeria. *African Journal of Education*, 2(2). 45-54.
- Al-Tameemia, R. A. N., Johnson, B., Gitayc, R., Abdel-Salam, A. G., Al Hazaae, K., BenSaidf, A., & Romanowskig, M. H. (2023). Determinants of poor academic performance among undergraduate students; A systematic literature review. *International Journal of Educational Research Open* 4, 2666-3740.
- Babatunde, B. Y. (2022). Impacts of instructional resources on students' academic performance in mathematics in secondary schools in Oyo State. *Journal of Business Education*, 3(2), 50-61.
- Hassan, G. N. (2022). Causes of poor students' academic performance in Mathematics in secondary schools in Oyo State. *Journal of Educational Research*, 2(2), 56-65.
- Iliasu, S. F., & Oloninisi, O. O. (2024). Comparative study of factors influencing students' academic performance of private and public universities in Kwara State for global best practices. *Review of Education* 36(1), 126-138.
- Kabiru, L. D. (2021). Assessment of the factors responsible for poor students' academic performance in Mathematics in secondary schools in Ilorin South Local Government, Kwara State. *Journal of Educational Psychology*, 4(2), 78-86.
- Kolawole, T. E. (2022). Assessing the causes and solutions to poor students' performance in Mathematics in NECO in Nigeria. *Journal of Social Science Education*, 2(2), 67-76.
- Oluwadare, E. T., & Wilson, L. R. (2019). Teachers' perception on the causes of students' academic performance in Economics in secondary schools in Lagos State, Nigeria. *Journal of Education and Practice*, 3(2), 78-81.
- Oyedare, O. O., Ogunjinmi, O. O., & Durojaiye, A. M. (2016). Parental involvement as a determinant of students' academic performance in agricultural science in selected secondary schools in Oyo Metropolis, Oyo State. *Journal of Education*, 2(2), 17-22.
- Peter, H. R. (2021). Causes and solutions to poor students' academic performance in Mathematics in secondary schools in Lagos West Senatorial District. *Multidisciplinary Journal of Education*, 3(1), 45-54.

- Salamonson, Y., Glew, P. J., Ramjan, L. M., Jefferies, D., Maneze, D., Crook, B., & Everett, B. (2020). Psychometric evaluation of the 11-item English language usage scale in commencing nursing students. *Nurse Education Today*, 96, 104599.
- Samer, M. A., & Mohammad A. B. Y. (2015). Low academic achievement: Causes and results. *Theory and Practice in Language Studies*, 5(11), 2262-2268.
- Sania, K. M., Adamb, M. M., Nadamac, S. G., Muhammadd, F. A., Madina S., Uduc, M. S., Mohammede, F., & Dattif, A. Y. (2024). Exploring the factors contributing to poor academic performance among senior secondary school students: A Case of Wamakko Local Government Area, Sokoto State. *Journal of Education and Learning Innovation*, 4(4), 580-593.
- Vanguard (2025, August 4). *WASSCE 2025: Only 38.32% of candidates passed English, Maths*. Retrieved from <http://www.google.com/amp/s/www.vanguardngr.com/2025/08/wassce-2025-Only-38-32-of-candidates-passed-english-maths/amp/?espv=1>
- Waheed, L. R. (2022). Factors responsible for poor students' academic performance in Mathematics in Orire Local Government, Oyo State. *Journal of Multidisciplinary Studies*, 3(2), 8-16.
- Wilfred, T. O. (2022). Assessing the factors responsible for poor students' academic performance in Mathematics in secondary schools in Kogi West senatorial district, Kogi State. *Journal of Educational Research and Development*, 3(1), 45-54.

**PROMOTING MENTAL HEALTH WITHIN HOMES AND FAMILIES: A
CONTEMPORARY REVIEW AND THEORETICAL PERSPECTIVE
BY**

DANIEL OSARENMWANTA AIDEYAN, PhD

Department of Health, Safety and Environmental Education, Faculty of Education, University of
Benin, Benin City
daniel.aideyan@uniben.edu

ABSTRACT

The promotion of mental health within the home environment has gained increasing attention in contemporary public health discourse due to its foundational role in shaping psychological wellbeing across the lifespan. This study explores how families function as primary agents of mental health development, emphasizing the interaction between individual, familial, and societal factors in sustaining wellbeing. The study situates its argument within Bronfenbrenner's Ecological Systems Theory, which provides a comprehensive lens to understand how the microsystem (home and family), mesosystem (community and social networks), exosystem (institutions and socioeconomic structures), and macrosystem (culture, values, and policies) interact to influence mental health outcomes. The review identifies several critical dimensions of mental health promotion in homes, including emotional literacy, parenting styles, family communication patterns, stress management, and resilience-building practices. It also highlights the influence of contemporary stressors; economic hardship, insecurity, digital overload, and changing family dynamics on family mental health, with particular attention to low- and middle-income countries such as Nigeria, where families often experience multidimensional stress. The study underscores that mental health promotion transcends clinical care and requires proactive, preventive, and empowering approaches within households. It advocates for integrating psychosocial education, family counseling, and supportive community linkages into public health systems to ensure that mental wellness is sustained at the grassroots level. The theoretical framework advanced in this paper proposes a holistic model that links family-based interventions with wider ecological and policy structures. Within this model, the home is conceptualized as both a protective and risk environment depending on the balance of psychosocial resources, relational cohesion, and socioeconomic stability. The study argues that for mental health promotion to be effective, strategies must address not only individual behaviors but also systemic and contextual barriers to wellbeing. The role of governments, educators, religious institutions, and the media is emphasized in fostering environments that destigmatize mental illness, enhance family communication, and support resilience. In conclusion, this contemporary review and theoretical synthesis illuminate the indispensable role of the home in sustaining mental health. It advances a conceptual framework that recognizes mental wellbeing as a product of continuous interaction between personal, familial, and societal systems. The study calls for interdisciplinary collaboration among health educators, psychologists, social workers, and health policymakers to design inclusive and context-responsive interventions that strengthen families as the nucleus of mental health promotion. It was recommended that government and educational administrators at all levels should established mental health promotion initiative with educational approach that equip parents, guardian and caregivers with the knowledge and skills to identify stressors, recognize signs of distress and promote positive coping mechanism within the family setting

Keywords: Mental Health, Family stress, Bronfenbrenner's Ecological Systems Theory, Psychological wellbeing

Introduction

Mental health promotion has become an essential component of global public health discourse, particularly in the 21st century where mental disorders contribute significantly to the global burden of disease. The World Health Organization (WHO) estimates that nearly one in four people will experience a mental or neurological disorder at some point in their lifetime, with depression and anxiety among the leading causes of disability worldwide (WHO, 2020). Beyond clinical conditions, mental health encompasses a broader concept of well-being, resilience, and the ability to cope effectively with stressors of life. This broader conception highlights the importance of environments where individuals live, learn, and grow—most notably, the home.

Average mental health” is not the same as “healthy”, for averaging always includes mixing in with the healthy the prevailing amount of psychopathology. What is healthy sometimes depends on geography, culture and the historical moment. Whether one is discussing state or trait also needs to be clear – is an athlete who is temporarily disabled with a fractured ankle healthy or unhealthy? Similarly, is an asymptomatic person with a history of bipolar affective disorder healthy or unhealthy? There is also “the two-fold danger of contamination by values” (Vaillant, 2003, p. 1374) – a given culture’s definition of mental health can be parochial, and, even if mental health is “good”, what is it good for? The self or the society? For fitting in or for creativity? For happiness or for survival? Low control at work and poor social support have important influences on both physical health (e.g. cardiovascular morbidity) and psychological health such as depression, (Kopp, Skrabski & Szedmák, 2000).

The home is often the primary site where mental health is shaped, reinforced, or challenged. From early childhood through adulthood, the household environment provides not only physical shelter but also the emotional climate that defines psychological development. Daily family interactions, communication patterns, conflict resolution strategies, and the degree of emotional support offered within households all significantly influence mental health trajectories (Repetti, Taylor, & Seeman, 2002). Thus, while mental health promotion is frequently pursued in schools, workplaces, and community health initiatives, the household remains a largely under-theorized yet critical site for fostering well-being. The global COVID-19 pandemic further underscored the centrality of the home in mental health. Lockdowns and restrictions shifted education, work, and social life into the domestic space, intensifying both the protective and risk factors associated with home environments. For some households, the increased time together fostered stronger bonds, resilience, and shared coping strategies. For others, the stress of economic hardship, confinement,

and unresolved conflicts exacerbated mental distress (Pfefferbaum & North, 2020). This duality highlights the need for a coherent framework that can both explain and guide mental health promotion within the home. Despite its importance, research on mental health promotion has tended to focus more on external institutions and broader community interventions, with relatively little theoretical synthesis specific to the household context. Existing literature provides fragmented insights into parenting, family systems, and resilience, but lacks a comprehensive, interdisciplinary model. This paper therefore seeks to address this gap by presenting a phenomenon-based study that develops a comprehensive theoretical framework for mental health promotion in homes.

The study draws from psychology, sociology, health promotion, and public health theories to articulate a model that explains how individual capacities, family processes, lifestyle practices, and broader socio-cultural influences interact within the household to shape mental health outcomes. By situating the home as a central site of mental health promotion, this paper argues for a paradigm shift that recognizes households not merely as private spaces but as crucial environments where lifelong mental health trajectories are cultivated.

Concept of Mental Health Promotion in Homes

Mental health promotion aims to strengthen positive mental health such as resilience, wellbeing, coping and reduce risk factors before clinical disorder develops. The household is a primary social environment where children's emotional development, parental stress, family coping strategies and daily protective factors like sleep, nutrition and routines. Recent and continuing macroeconomic reforms, currency moves, removal of fuel subsidies and high inflation have sharply increased cost of living and food prices and pushed millions into deeper poverty, producing widespread economic hardship for Nigerian household. These economic hardship increase stress. Food insecurity, unemployment and uncertainty; well documented pathways that raised anxiety, depression, suicide risk, family conflicts and reduce capacity to use protective health resources. Marital relationship can be a bliss one. However, a lot of issues may crop up in this relationship between two individuals if they do not consciously focus on maintaining, nurturing and sustaining their relationship. These affect the mental health of the couple that undermines the quality of the marital relationship. Mental health and mental illness are determined by multiple and interacting social, psychological and biological factors, just as are health and illness in general. The clearest evidence relates to the risks of mental illness, which in the developed and developing world are

associated with indicators of poverty, including low levels of education. The association between poverty and mental disorders appears to be universal, occurring in all societies irrespective of their levels of development. Factors such as insecurity and hopelessness, rapid social change and the risks of violence and physical ill-health may explain this greater vulnerability (Patel & Kleinman, 2003). Economic levels also have important implications for family functioning and child mental health (Costello et al., 2003; Rutter, 2003). Mental, social and behavioural health problems may interact to intensify each other's effects on behaviour and well-being. Substance abuse, violence and abuses of women and children on the one hand, and health problems such as heart disease, depression and anxiety on the other, are more prevalent and more difficult to cope with in conditions of high unemployment, low income, limited education, stressful work conditions, gender discrimination, unhealthy lifestyle and human rights violations (Desjarlais et al., 2015). Mental health for each person is affected by individual factors and experiences, social interaction, societal structures and resources and cultural values. It is influenced by experiences in everyday life, in families and schools, on streets and at work (Lahtinen et al., 1999; Lehtinen, Riikonen & Lahtinen, 1997). Another issue is the modern preoccupation with sexual "efficiency" and "performance" that hampers the development of a satisfying sexual relationship. This is further heightened by the misconceptions, myths and commercial propaganda. Couples may also face problems in their sexual relationship due to their inability to communicate clearly about their sexual wishes and feelings to each other because of fear, shyness, and ridicule. So either they continue with the routine way or seek out extramarital affairs. The lack of trust and understanding in the sexual relationship affects the mental health of the partners. Marriage partners may also have to make new sexual adjustments when they become parents. The roles of mother and father also pose new challenges of their own which if not handled properly may affect their marital relationship and consequently, their mental health. As the couples move together in their relationship, the finance and work obligations may create tension and stress in their relationship. In the present day world of ever increasing necessities and wants, financial issues can create a major strife between the couples. In addition to it, rearing children also affects their mental health especially in the lack of support system in case of the nuclear family system of present day society. As the couple gets older, retirement and health issues affect their marital relationship.

Research has pointed to two main pathways through which a person's mental and physical health and functioning mutually influence each other over time (WHO, 2001c), interacting with social and environmental influences on health. The first pathway is directly through physiological systems, such as neuroendocrine and immune functioning. The second pathway is through health behaviour. The term health behaviour covers a range of activities, such as eating sensibly, getting regular exercise and adequate sleep, avoiding smoking, engaging in safe sexual practices, wearing safety belts in vehicles and adhering to medical therapies. The physiological and behavioural pathways are distinct yet interact with one another and the social environment: health behaviour can affect physiology (for example, smoking and sedentary lifestyle decrease immune functioning) and physiological functioning can influence health behaviour (for example, tiredness leads to accidents).

Marriage is a socially legitimized sexual union, a life and death struggle maintained through the forces of law, companionship, friendship and romantic love. Kolo (2010), submitted that marital dysfunction is marriage that exist with elusion, shallow understanding of challenges of marital life, disrespect for each other, negative perceptions and selfish tendencies all these are associated with mental wellbeing and external environmental conditions. Marriage can have positive or negative effects on mental health of the couple depending on their perception and commitment to marriage. Usually marriage has mental health benefits on the couple in the early years as they perceive entering into a committed and happy relationship. However, it may also lead to feelings of anxiety and depression if they feel bogged down by the responsibilities and challenges of marriage. As they progress in this relationship, the extent of understanding and adjustment to each other and to both their families determine to a great extent their satisfaction and happiness. The truth is that when a man and woman come together in marriage, they come from different background and with different mind sets and benefits built up based on their background experience. The expectation is that they would, in the course of living together adjust to each other and grows into deeper love and oneness thereby increasing the stability of their marital relationship. Often this expectation is not realized in many marriages and consequently instead of the marriage relationships becoming stronger, more cohesive and more stable, it becomes weak and drifting apart sets in. Apart from the aforementioned variable, many married people have rather large amount of stress on their shoulders due to the prevailing conditions in the country today. Stress from work place, extended family issues, maintenance of children, school run, house chores, social

commitments and religious commitments all tend to increase stress in many marriages, especially among public servants who already have numerous official activities they are engaged in. Children from dysfunctional family/marriage sometimes become wayward, disobedient, school dropout, cultist, arm robbers, develop bitterness and hatred. Marital dysfunction is said to be a social problem that affect homes. Marital status may both affect mental health and be affected by it. For instance, Bipolar I disorder is more common in divorced and single persons than among married persons. In particular, marriage may reduce depression, anxiety and other symptoms through its effects on social support and intimate connection. Marital relationship suffers severe setback in case of substance abuse and addiction. Alcoholism disrupts the marital life and disturbs the mental health of the spouse. It results in anxiety, depression, stress, abuse, domestic violence and social isolation. It also affects the mental health of the children, destroys the family life, depletes the economic resources and reduces the status within the community. It is mostly the women who suffer greatly and may cause them to even attempt suicide. Anxiety disorder affects the marital relationship and may lead to depression and substance abuse.

Contemporary Stressors in Nigeria Families

Families in Nigeria face a complex mix of economic, social, health and security stressors that have intensified over last decade. These stressors interacts economic shocks worsen food insecurity, which increases household conflicts and intimate partner violence. Large scale macroeconomic changes (currency adjustments, subsidy removal, and high inflation) have sharply raised the cost of living in Nigeria, placing acute financial strain on households. Economic stress is strongly associated with higher parental anxiety, caregiving strain and family conflict. Household food insecurity has direct and indirect effects on family wellbeing. It elevates caregivers stress, undermines child nutrition and development and is linked with higher rates of household violence and poor mental health. Policy changes, most notably the 2023 removal of the fuel subsidy and the subsequent economic reforms have produced immediate increases in transport and commodity prices. Empirical and gray-literature analyses indicate these reforms markedly affected low-income households spending patterns, coping strategies and psychosocial wellbeing; although government cash transfer responses have been used to cushion the poorest. High unemployment and precarious informal sector work are major stressors, particularly for young adults and breadwinners. Unemployment reduces economic dependence within households, reduces self-esteem and is linked to family conflict, substance abuse and risk taking behaviours. Rapid urban

growth, Rapid urban growth, slum living conditions, overcrowding and weak social services produce chronic everyday stress for many urban families. Housing insecurity, poor sanitation and lack of recreational and educational infrastructure contribute to parental strain and reduced opportunities for child development. These chronic stressors interact with acute shocks above to undermine family resilience. Malouff et al. (2015) discussed the importance of a couple having a quality romantic relationship to assist with improving all aspects of the couple's life. The couple can be strengthened in body and mind, and their connection with each other tends to improve. This connection is needed to assist with pushing toward continued marital satisfaction and continued relationship growth. This connection is also needed to assist the couple in dealing with negative situations that tend to arise during the relationship that challenge the couple's ability to remain in the stage of marital bliss (Malouff et al., 2015). Issues tend to arise when the couple begins to face different obstacles and is tasked with maintaining marital satisfaction. Mental health involves all family members; thus, the better the well-being of the person with mental illness, the better the well-being of the caregivers and family members.

A good way to think about family stress is as an imbalance between the demands on the family and the family's ability to manage those demands. Family demands are comprised of (a) normative and nonnormative stressors (discrete events of change); (b) ongoing family strains (unresolved, insidious tensions); and (c) daily hassles (minor disruptions of daily life). Family capabilities include (a) tangible and psychosocial resources (what the family has) and (b) coping behaviors (what the family does). These demands are called stressors and include financial Concerns; lack of money, loss of job, additional expenses, health Concerns; illness in family, hospitalization, transitions; moving, children changing schools, death in family, quality of relationships; marital satisfaction, lack of time for family members, lack of support from extended family, special circumstances; alcoholism, poverty, conflict with the law and the role of stress on family experience specific challenges; a child not sleeping, a child crying for extended periods of time, a teen rebelling including very unruly illicit behaviours.

The family stress model provides a behavioral understanding of the contemporary issues and stressors in today's families. The family stress model shows how poverty and economic pressure affects the quality of interparental relationships, which in turn impacts on child outcomes. Longitudinal evidence shows that poverty or economic pressure impacts on parents' mental health, which can cause parental conflict and difficulties with parenting. These then negatively impact on

child outcomes and their future life chances, including externalising and internalising problems, academic and physical health difficulties, and social and interpersonal relationship problems. Increasingly parental conflict is seen as the central mechanism of or a precursor to poor parenting and negative child outcomes. This means that parenting interventions in families where there are high levels of parental conflict are unlikely to be effective, unless the interparental relationship is also addressed. It is important to remember that what is a stressor for one family may not be a stressor for another family. Some families may have developed positive coping mechanisms for the stress in their life. Other families may find the stress too much to deal with.

Work-Life Balance and Psychological Wellbeing among Couple

According to Purwatiningsih & Sawitri (2021) work-life balance is defined as the ability of each individual to be able to commit and distinguish which work duties and which are for his family and must be responsible for his work and outside of work. Meanwhile, according to (Alharbi, 2022) work-life balance itself is a process of balancing each worker both in private and public. This is more than just prioritizing the role of one's duties and family life. Meanwhile, according to Aliya & Saragih (2020) describes a person's ability to what extent to have involvement about his work and in the same family and is happy with the role he has in the work-life balance itself. The indicators used in this study are according to Purwatiningsih & Sawitri (2021), namely; Free time; working hour system; attitude of responsibility; professional attitude; division of engagement; individual satisfaction; individual, family and career balance; and warmth and well-being.

According to Deviana et al. (2023) Psychological well-being is the most basic foundation for fostering a sense of more responsibility for their potential, especially in being positive towards themselves or others, being able to make decisions, regulate their environment, have life goals, try to explore and develop themselves. Decreased quality of life, work home conflict, and emotional imbalance are some of the consequences of employees not having work–life balance (Hosseini et al., 2024). The productivity of an employee can be influenced by quality of work life and work–life balance (Bhende et al., 2020). Work and family demands and resources, personality antecedents, emotional behavior, and loss of interest in work are associated with not having work–life balance (Brough et al., 2020).

A person's mental health and wellbeing is the result of numerous factors. These include psychological factors like personality traits and biological factors like genetics, brain chemistry

and stress-coping skills; the social factors like relationships and socio-economic status; and the environmental factors like living conditions, access to healthcare and exposure to stressors

Overview of Theoretical Framework and its Application

Bronfenbrenner's Ecological Systems Theory (EST), first introduced in 1979 and later refined into the Bioecological Model, provides a comprehensive framework for understanding how environments influence human development. The theory emphasizes that individual growth and well-being are shaped by multiple layers of environmental contexts, ranging from the immediate family to broader cultural and policy structures. In mental health promotion within homes, EST offers a dynamic, multi-level lens to analyze how protective and risk factors interact to influence psychological outcomes.

The microsystem refers to the immediate environment where direct interactions take place, such as family members, caregivers, and siblings. Within the home, this is the most critical layer for mental health promotion. Practices that enhance mental well-being in this system include positive parenting, open communication, emotional regulation, and consistent routines. Reducing exposure to adverse childhood experiences (ACEs), such as domestic violence or neglect, is equally vital. For example, parents modeling effective stress-coping strategies—like prayer, exercise, or relaxation—provides children with healthy ways to manage anxiety. The mesosystem represents interactions between two or more microsystems, such as the home and school, or home and religious institutions. For mental health promotion, this layer highlights the importance of collaboration between parents, teachers, and faith leaders in fostering resilience. When parents and teachers jointly identify early signs of depression, interventions are timelier and more effective. Similarly, supportive peer groups and community networks strengthen mental health in households.

The exosystem encompasses external settings that indirectly affect families, such as parental workplaces, community resources, and media environments. Workplace stress often spills over into household interactions, influencing children's emotional security. Community health resources, such as counseling centers, either buffer or exacerbate mental health risks depending on availability. Additionally, digital media exposure shapes how families discuss and perceive mental health. The macrosystem consists of broader cultural values, beliefs, laws, and policies. Cultural attitudes toward mental health, such as stigma or collectivist values, directly influence how families address psychological distress. National mental health policies filter down to the

household level, affecting access to services and public awareness. In contexts where extended family and communal support are valued, households often have protective structures that promote resilience despite limited formal services.

The chronosystem highlights the influence of time and transitions, including life changes and historical events. Family mental health is shaped by transitions such as marriage, divorce, bereavement, or migration. Global crises, like the COVID-19 pandemic, have shown how households adapt by creating new coping strategies. Over time, generational shifts in parenting, cultural norms, and technology continue to redefine mental health promotion practices in homes. Ecological systems theory provides a comprehensive, integrative, and dynamic approach. It captures both immediate family dynamics and distal societal influences, making it well-suited for analyzing home-based mental health promotion. By incorporating supportive theories such as Social Cognitive Theory (micro level), Family Systems Theory (meso level), and Salutogenesis (macro and chrono levels), EST offers a flexible yet structured model for intervention. This study positions the home as the central microsystem for mental health promotion, shaped by interactions across all ecological levels. At the mesosystem level, schools and religious institutions collaborate with families. At the exosystem level, workplaces, healthcare services, and digital media influence household well-being indirectly. The macrosystem provides cultural and policy contexts that either support or hinder open dialogue and service access. The chronosystem ensures recognition of generational, transitional, and historical influences. This integrative framework highlights how mental health promotion in homes requires a multi-level, time-sensitive approach for sustainable outcomes.

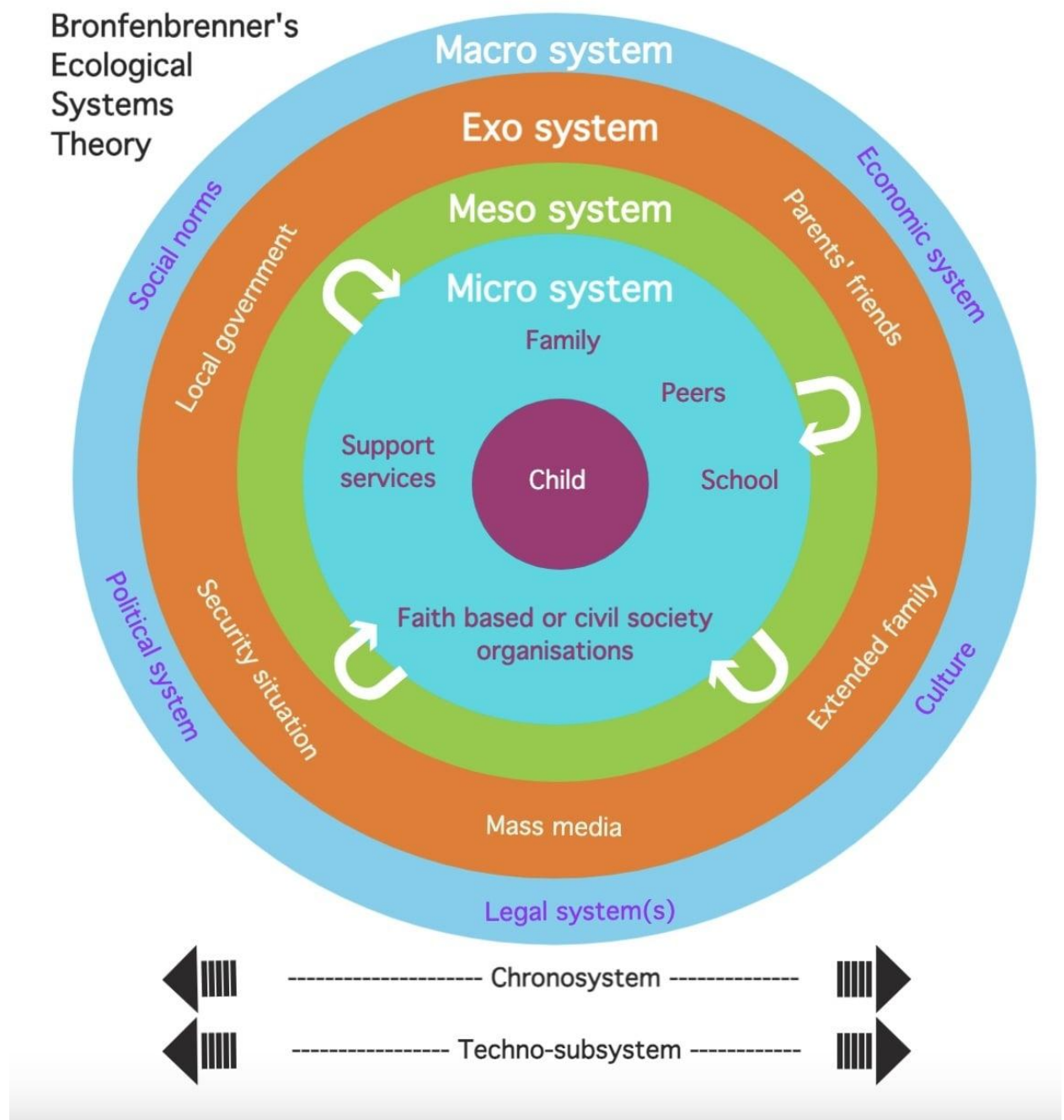


Fig: Contextual interactions of the Bronfenbrenner's Ecological Systems Theory

Health Education and Resilience in Promoting Happy Homes

The state of mind and perceived stress can impact people, resulting in anxiety and mood disorders (Gladstone et al., 2014), which are related to the psychological well-being. Stress on the other hand refers to the psychological reaction which occurs when people perceive an imbalance between the level of demand placed upon them and their capability to meet those demands. With

regard to marriage, the most popular sources of marital stress include money, children, daily routines, childlessness, busy schedules and poor communication. The effects on cognitive functioning, health, social relationships and emotional imbalance are some of the issues associated with psychological well-being (Huppert, 2009). Self-compassion was shown to have substantial indirect benefits on psychological well-being through mediating variables. The results indicate that self-compassion decreases psychological distress and boosts resilience, which in turn increases well-being (García-Campayo et al., 2024).

There are a range of factors which are associated with resilience to parental conflict and parenting difficulties in low income families. These include maternal social support, effective coping strategies, communication and problem-solving, community and neighbourhood support. In order to build resilience, the following could help; make connections with others, avoid seeing crises as insurmountable problems, accept that change is part of living, move toward your goals, take decisive actions, look for opportunities for self-discovery, nurture a positive view of yourself, keep things in perspective, maintain a hopeful outlook and take care of yourself.

Family resilience is the family's ability to maintain or resume effective functioning—including care of its members—following potentially traumatic events. Family resilience involves adaptation over time. Indeed, some traumatic stressors set off a cascade of difficulties, such as when a natural disaster leads to major disruption in housing, school, transportation, and/or family income. Sometimes families can “bounce back” to the way they were before the traumatic events; at other times resilience involves “bouncing forward”—making changes to allow successful functioning under changed circumstances. Family resilience will vary depending on several factors: the challenges from the current stressors, the level of pre-existing stress and everyday hassles, the family's coping skills, and the resources available from family members as well as other sources such as the community. Stressful events present different challenges as families change in membership, in the developmental level of their members, or in the care requirements of members with special needs. For example, tasks and community resource needs differ for families with young children versus adolescents, or for families with a frail elderly grand parent or a child with a developmental disability. Roles and resources shift with changes in family composition, such as the launching of an adolescent, the temporary absence of a parent due to military service or other work assignment, or loss due to divorce or death of a family member. Poorer standards of living are correlated with mental health problems (Ross et al 2010).

Community and cultural context can influence family resilience. Community-wide stressors such as poverty or community violence add to family stress. Community supports both formal programs and informal social supports can foster resilience. Cultural/social belief systems about dealing with adversity often affect families' beliefs and coping strategies. Sometimes traumatic stress is due to a high level of ongoing stressors, such as those associated with poverty and chronic community violence. Sometimes an event initially affects one family member but then causes a ripple effect throughout the family. For example, a family member's medical crisis or victimization can cause family concern, disrupt the family's sense of security about their ability to keep members safe, and threaten to overwhelm family functioning and resources. Often stressful or traumatic events have dissimilar effects on different individuals within the family. However, family resilience refers to the ability to maintain family functions, including providing support for all family members.

Families that are resilient tend to share the following characteristics: (a) They have beliefs and attitudes that facilitate coping. (b) They do their best to maintain routines and rituals but with flexibility. (c) They use effective communication about both information and feelings. (d) They show adaptive problem solving. Recognizing stressful situations is the first step to preventing and coping with stress; by avoiding some stressful situations, you can devote more time to enjoying yourself and achieving your goals; If you can't avoid stressful situations, you can get better at dealing with the stress they cause; most people find it helpful to be familiar with a variety of stress management strategies. Too much stress can contribute to family conflict. For a healthy home and optimal mental health in family relationship, the following can be helpful

Spend Time with Each Other. Married partners need time with each other in order to grow strong together. Plan regularly scheduled date nights and weekend activities. If a getaway is not immediately possible make it a goal that you will work toward. By spending time with your partner, you will better understand your differences and how to negotiate the problems they may cause. Forget the "quality vs. quantity time" discussion-healthy marriages need both.

Learn to Negotiate Conflict. Conflict is a normal part of a relationship. There is a point however when it can increase in intensity and become emotionally and sometimes physically unsafe. Working out problems in a relationship starts with understanding what your issues are and how to discuss them. There are many resources available to help you learn how to deal with conflict. Using these resources can go a long way in preserving how safe you and your partner feel.

Show Respect for Each Other at All Times. When a couple fails to respect each other they often slip into negative habits. Research shows that nothing can damage a relationship quicker than criticisms and put-downs. Treating your partner as you would like to be treated will do a lot to strengthen the bond between you. Paying your partner a compliment is a quick and easy way to show them respect. When you are tempted to complain to someone about one of your partner's flaws, ask yourself how you would feel if they did that to you.

Learn About Yourself First. Make it a point to work on self-discovery. Many partners enter into relationships without knowing enough about themselves. As a result they can also have difficulty learning about their partners. Learning about yourself will better equip you to grow as an individual and a partner. Regardless how long you've been together, there are always more things you can learn about him or her. What are his dreams for the future? What is her worst fear? What is the way he or she best gives or receives love? Imagine the intimacy and bond you will share over a lifetime together if you commit to discovering new things about one another!

Explore Intimacy. Marital intimacy can open your relationship to a whole new level of enjoyment and closeness. It is important, however, to remember that intimacy does not always mean sexuality. An often forgotten aspect of intimacy is the emotional type. An example of emotional intimacy is creating a safe space for your partner to share his or her emotions without fear of you being judgmental or making light of them. Learn the difference between emotional and physical intimacy and when each one is most appropriate. Offering your partner one type when they really need the other can create problems in your relationship.

Explore Common Interests. Couples thrive when they share similar interests. That doesn't necessarily mean each partner will enjoy every activity but it opens up the opportunity for greater sharing and compromise. Doing things separately is not bad but common interests are important to healthy marriages. A common interest may be cooking or eating new foods together, going for walks or playing cards. The goal is to have something outside of your family that you both enjoy.

Create a Spiritual Connection. Many couples grow closer when they share some form of spiritual connection. This can be done in many different ways. For example it may be achieved through an affiliation with a church, synagogue or mosque, through meditation or by simply spending time in nature or intimate conversation.

Improve Your Communication Skills. The ability to talk and listen to each other is one key to healthy marriage. You should never assume your partner knows what you are thinking or feeling.

Tell your spouse what is going on-and as a spouse, know when to simply listen. Learning to really hear your partner is a skill that may require practice. There are many resources available like books, marriage education workshops and online courses. All of these options can help couples learn how to communicate more effectively.

Forgive Each Other. If he or she hasn't already, your partner is going to do something that hurts, frustrates or upsets you. Guess what, you are going to do the same thing! Sometimes it might even be on purpose after an argument or misunderstanding. Forgiveness is a tricky but important virtue in a marriage especially since no one is perfect. Try to allow your partner some room to make mistakes, act quickly to apologize and fix problems. Doing so will help to encourage forgiveness and strengthen your marriage.

Look for the Best in Each Other. When you met your partner, you fell in love with some of his or her wonderful qualities. Over time however, your view of those qualities may have changed. For example, he may have been really good at saving money when you met. Now you just think he's cheap. Give each other the benefit of the doubt and create a list of all the things you love about your partner. It will help you to fall in love all over again.

Conclusion

This review affirms that the home environment is a vital arena for mental health promotion, serving as the first and most enduring context for psychosocial development and wellbeing. Contemporary evidence indicates that family dynamics encompassing communication quality, emotional regulation, parenting practices, and socioeconomic stability significantly influence the mental health outcomes of all household members. In light of increasing social and economic stressors, especially in developing contexts, the promotion of mental health within homes warrants deliberate attention in both policy and practice. The synthesis of current literature and theoretical insights highlights that mental health promotion in homes should be grounded in a comprehensive, preventive, and participatory approach. Applying Bronfenbrenner's Ecological Systems Theory provides a multidimensional framework that situates family wellbeing within the interplay of individual, interpersonal, community, and societal factors. Such a framework supports the design of interventions that enhance resilience, emotional literacy, and social connectedness while reducing stigma and maladaptive coping patterns within domestic settings. Ultimately, sustainable mental health promotion begins at home. Families must be recognized not merely as recipients of mental health interventions but as active partners in their creation and implementation.

Strengthening home-based mental health strategies requires coordinated efforts among researchers, policymakers, educators, and community health practitioners. Future empirical studies should aim to develop culturally responsive models that integrate family empowerment, social support, and community engagement to build psychologically healthy homes in contemporary societies.

Recommendation

1. Government and educational administrators at all levels should established mental health promotion initiative with educational approach that equip parents, guardian and caregivers with the knowledge and skills to identify stressors, recognize signs of distress and promote positive coping mechanism within the family setting.
2. Government and health policy makers should prioritize home-based mental health promotion by integrating family-centered interventions into community primary healthcare services, ensuring accessibility and sustainability through supportive policy frameworks.
3. Government should promote the socioeconomic empowerment of families through poverty alleviation, employment and social welfare programmes that reduce psychosocial stressors at home.
4. Government should support culturally sensitive and contextual practices of mental health promotion, hereby incorporating indigenous coping strategies, spirituality and community cohesion.

References:

- Alharbi, M. M. (2022). The Effect of Work-Life Balance on Performance: An Empirical Study in Jorandian and Indian Hospitals. *Manar Elsharq Journal for Management Studies and Commerce, MEJLL* 1(1), 1-4.
- Althammer, S. E., Reis, D., van der Beek, S., Beck, L., and Michel, A. (2021). A mindfulness intervention promoting work–life balance: how segmentation preference affects changes in detachment, well-being, and work–life balance. *Journal of Occupational Organizational Psychology*. 94, 282–308. doi: 10.1111/joop.12346
- Barrett, A.E. (2020). Marital Transitions and Mental Health. *Journal of Health and Social Behaviour*, 45, 451-464.
- Barry, M. (2017). Generic Principles of Effective Mental Health Promotion. *International Journal of Mental Health Promotion*, 9(2), 4-16.
- Barry, M. (2019). Addressing the Determinants of Positive Mental Health : Concepts, Evidence and Practice. *International Journal of Mental Health Promotion*, 11(3), 4-17.
- Bhende, P., Mekoth, N., Ingallhalli, V., and Reddy, Y. V. (2020). Quality of work life and work–life balance. *Journal of Human Values* 26, 256–265. doi: 10.1177/0971685820939380
- Blanchflower D.G. and A.J. Oswald (2004b), Money, Sex and Happiness: An Empirical Study. *Scandinavian Journal of Economics*, 106, 393-415.
- Bland, A. M., & DeRobertis, E. M. (2018). *Humanistic psychology*. In D. S.Dunn(Ed.),Oxford bibliographies in psychology. New York, NY: Oxford University Press.
- Boss, P. (2022). *Family stress managements*. Thousand Oaks CA: Cage.
- Bronfenbrenner, U., & Morris, P. A. (2016). *The bioecological model of human development*. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology: Theoretical models of human development*. Hoboken, NJ: Wiley.
- Brough, P., Timms, C., Chan, X. W., Hawkes, A., and Rasmussen, L. (2020). “*Work–life balance: Definitions, causes, and consequences*” in *Handbook of socioeconomic determinants of occupational health: From macrolevel to microlevel evidence*. ed. T. T heorell (London: Springer), 473–487.
- Burman, B. and G. Margolin (2012).Analysis of the Association Between Marital Relationships and Health Problems: An Interactional Perspective. *Psychological Bulletin*, 112, 39-63.
- Clark, A.E. and A.J. Oswald (2002). A Simple Statistical Method for Measuring How Life Events affect Happiness. *International Journal of Epidemiology*, 31, 1139-1144.

- Cohen, S. (2014). Social Relationships and Health. *American Psychologist*, 59, 676-684.
- Coombs, R. (2011). Marital Status and Personal Wellbeing: A Literature Review. *Family Relations*, 40, 97-102.
- DeRobertis, E. M. (2017). *The phenomenology of learning and becoming: Enthusiasm, creativity, and self-development*. New York, NY: Palgrave Macmillan. <http://dx.doi.org/10.1057/978-1-349-95204-5>
- DeRobertis, E. M., & McIntyre, S. (2016). *Development through a humanistic lens*. In R. Bargdill & R. Broomé (Eds.), *Humanistic contributions for psychology 101: Growth, choice, and responsibility* (pp. 117–132). Colorado Springs, CO: University Professors Press.
- Deviana, M., Umari, T. & Khadijah, k. (2023). Psychological Well-Being of Adolescents. *Journal of Education and Counseling*, 3463-3468.
- Emre, O., and De Spiegeleare, S. (2021). The role of work–life balance and autonomy in the relationship between commuting, employee commitment and well-being. *International Journal of Human Resources and Management*. 32, 2443–2467. doi: 10.1080/09585192.2019.1583270
- Friedli, L. & Parsonage, M. (2007). *Mental health promotion : Building an economic case*. Belfast: Northern Ireland Association for Mental Health. Retrieved from: http://www.chex.org.uk/media/resources/mental_
- Friedli, L. (2009). Mental Health, Resilience and Inequalities. WHO Regional Office for Europe. Retrieved from: <http://www.euro.who.int/document/e92227.pdf>
- García-Campayo, J., Barcelo-Soler, A., Martínez-Rubio, D., Navarrete, J., Perez-Aranda, A., Feliu-Soler, A., et al. (2024). Exploring the relationship between self compassion and compassion for others: the role of psychological distress and wellbeing. *Assessment* 31, 1038–1051. doi: 10.1177/10731911231203966
- Gladstone, G. L., Parker, G. B., Mitchell, P. B., Malhi, G. S., Wilhelm, K., & Austin, M. P. (2004). Implications of childhood trauma for depressed women: an analysis of pathways from childhood sexual abuse to deliberate self-harm and revictimization. *American Journal of Psychiatry* 161, 1417–1425. doi: 10.1176/appi.ajp.161.8.1417
- Gove, W.R., M. Hughes and C.B. Style (2013). Does Marriage Have Positive Effects on the Psychological Well-being of the Individual? *Journal of Health and Social Behaviour*, 24, 122-131.
- Herrman, H. & Jané-Llopis, E. (2012). The Status of Mental Health Promotion. *Public Health Reviews*, 34(2), 121

- Hosseini, Z., Rahimi, S. F., Salmani, F., Miri, M. R., Aghamolaei, T., and Dastjerdi, R. (2024). Etiology, consequences, and solutions of working women's work-life conflict: a qualitative study. *BMC Womens Health* 24:62. doi: 10.1186/s12905-023-02873-4
- Huppert, F. A. (2009). Psychological well-being: evidence regarding its causes and consequences. *Application of Psychological Health and Well Being* 1, 137–164. doi: 10.1111/j.1758-0854.2009.01008.x
- Karani, A., Deshpande, R., Jayswal, M., and Panda, R. (2022). Work-life balance and psychological distress: a structural equation modeling approach. *Human System Management*. 41, 1–15. doi: 10.3233/HSM-201145
- Keyes, C. L. M. (2002). The Mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43(2), 207-222.
- Kiecolt-Glaser J.K. & T.L. Newton (2011). Marriage and Health: His and Hers. *Psychological Bulletin*, 127, 472-503.
- Kim, D. H., Bassett, S. M., So, S., & Voisin, D. R. (2019). Family stress and youth mental health problems: Self-efficacy and future orientation mediation. *American Journal of Orthopsychiatry*, 89(2), 225-236.
- Kim H.,K. & P.C. McKenry (2012). The Relationship Between Marriage and Psychological Well Being: A Longitudinal Analysis. *Journal of Family Issues*, 23, 885-911.
- Lietz, C. A. (2007). Uncovering stories of family resilience: A mixed method study of resilient families, part 2. *Families in Society*, 88(1), 147-155.
- Malouff, J. M., Mundy, S. A., Galea, T. R., & Bothma, V. N. (2015). Preliminary findings supporting a new model of how couples maintain excitement in romantic relationships. *American Journal of Family Therapy*, 43(3), 227–237.
- Masterkaasa, A. (2012). Marriage and Psychological Well-being: Some Evidence on Selection into Marriage. *Journal of Marriage and the Family*, 54, 901-911.
- McDaid, D. & Park, A. L. (2011). Investing in mental health and well-being: findings from the DataPrev project. *Health Promotion International*, 26(suppl 1), i108-i139.
- McLanahan, S. and J. Adams (2017). Parenthood and Psychological Wellbeing. *Annual Review of Sociology*, 13, 237-257.
- Madiistriyatno, H. & Santoso I. (2021). *Quantitative Research Methodology*. Jakarta: Indigo Media.
- Morris, C. G., & Maisto, A. A. (2016). *Understanding psychology* (11th ed.). Pearson.

- Ordu, S. N. & Igbrude, M. A. (2016). Family stability of working class and non-working class women in Port Hartcourt Local Government of Rivers: Implication for counselling. *The Counsellor*, 22: 61-11.
- Patterson, J. (2012). Integrating family resilience and family stress theory. *Journal of Marriage and Family*, 64, 349-360.
- Polkinghorne, D. E. (2015). *The self and humanistic psychology*. In K. J. Schneider, J. F. Pierson, & J. F. T. Bugental (Eds.), *Handbook of humanistic psychology* (2nd ed., pp. 87–104). Los Angeles: Sage.
- Rahim, N. B., Osman, I., & Arumugam, P. V. (2020). Linking work-life balance and employee well-being: do supervisor support and family support moderate the relationship. *International Journal of Business and Sociology*. 21, 588–606. doi: 10.33736/ijbs.3273.2020
- Ross, C.E., J. Mirowsky & K. Goldsteen (2020). The Impact of the Family on Health: The Decade in Review. *Journal of Marriage and the Family*, 52, 1059-1078.
- Ryff, C.D. (2014). Psychological well-being revisited: advances in science and practice. *Psychother Psychosom*. 83(1), 10–28.
- Schneider, K. J. (2015). *Rediscovering awe: A new front in humanistic psychology, psychotherapy, and society*. In K. J. Schneider, J. F. Pierson, & J. F. T. Bugental (Eds.), *Handbook of humanistic psychology* (2nd ed). Los Angeles: Sage.
- Vaillant, G. (2003). Mental health. *American Journal of Psychiatry*, 160:1373–1384.
- Vogel, J. M. & the Family Systems Collaborative Group. (2017). *Family Resilience and Traumatic Stress: A Guide for Mental Health Providers*. Los Angeles, CA, and Durham, NC: National Center for Child Traumatic Stress.
- Vogel, J. M. & Pfefferbaum, B. (2014). *Family resilience after disasters and terrorism: Examining the concept*. In R. Pat-Horeczyk, D. Brom, & J. M. Vogel. (Eds). *Helping children cope with trauma: Individual, family, and community perspectives* (pp. 81-100). NY: Routledge.
- Walsh, F. (2006). *Strengthening family resilience*, (2nd ed). New York: Guilford Press.
- Walker L, Moodie R, Herrman H (2004). *Promoting mental health and well-being*. In: Moodie R, Hulme A (eds). *Hands on health promotion*. Melbourne, IP Communications: 238–248.
- Wickrama K., R.D. Conger & F.O. Lorenz (2015). Work, Marriage, Lifestyle and Changes in Men's Physical Health. *Journal of Behavioral Medicine* , 18, 97-111.

- Wickrama K.A.S., R.D. Conger and F.O. Lorenz et al (2017). Marital Quality and Physical illness: A Latent Growth Curve Analysis. *Journal of Marriage and the Family* , 59, 143-155.
- Williams, Kristi & Debra G. Umberson. 2004. “Marital Status, Marital Transition, and Health: A Gendered Life Course Perspective.” *Journal of Health and Social Behavior*, 45:81-98.
- Winefield, H. R., Gill, T. K., Taylor, A. W., & Pilkington, R. M. (2012). Psychological well-being and psychological distress: Is it necessary to measure both? *Psychology of Well-Being: Theory, Research and Practice*, 2, 3.
- Wheatley, D. (2012). Work-life balance, travel-to work, and the dual career household. *Personnel Review*, 41(6), 813–831.
- World Health Organization (2013). *Mental Health Action Plan 2013-2020*. Geneva: World Health Organization
- WHO (2001). *Strengthening mental health promotion*. Geneva, World Health Organization (Fact sheet no. 220).
- WHO (2002). *Prevention and promotion in mental health*. Geneva, World Health Organization.
- WHO (2003). *Investing in mental health*. Geneva, World Health Organization.
- Woolfolk, A. (2016). *Educational psychology* (13th ed.). New York, NY: Pearson.

EFFECT OF CYCLE ERGOMETRY TRAINING ON FORCED VITAL CAPACITY (FVC) OF OVERWEIGHT FEMALE ADOLESCENTS IN BARIGA LOCAL GOVERNMENT AREA OF LAGOS STATE, NIGERIA

BY

BABARINDE OMOYEMI HAMEED

babsomoyemi2@gmail.com

ABSTRACT

This paper find out the effect of cycle ergometry training on forced vital capacity (FVC) of overweight female adolescents in Bariga Local Government Area of Lagos State, Nigeria. Quasi Experimental design was used. The population for this study consisted of 124 female Secondary School students of Righteous Group of School, Bariga Local Government Area, Lagos State, between the ages of 13-16. All the 124 female students of the Righteous Senior Secondary School in Bariga Local Government Area, Lagos whose age fell between 13-16 were selected. The participants were selected using informed consent form and Physical Assessment Readiness Questionnaire which were used to screen participants for the study. The Body Mass Index (BMI) was computed as weight (kg) divided by height in meter squared (m^2). The findings of this study revealed significant improvement in the mean values of forced vital capacity (FVC) of the participants who participated in cycle ergometry in Bariga metropolis. The FVC of the participants increased from 2.80 ± 0.59 to 3.09 ± 0.66 which represents increment of 10.36%. It was concluded that that cycle ergometry programme significantly improved FVC of overweight female adolescents by 10.35% in Bariga metropolis. It was recommended that the parents/ward would be aware of the importance of engaging in any form of exercise particularly cycle ergometry, thereby encouraging and motivating their children to participate in exercise programme. This would checkmate the prevalence overweight in adolescents.

Keywords: Cycle Ergometry Training, Forced Vital Capacity, Overweight female adolescents

Introduction

Exercise has been a means of testing the physical capabilities and physiological responses of an individual that form the basis of good health and well-being (Ali, Badr, Batanony & Seri, 2022). It develops the ability to tolerate and withstand stress and carry on in circumstances where an unfit person cannot continue (Trapp, Chisholm, Freund & Boutcher; 2018). Previous studies have shown that regular exercise training and good physical fitness are related to better pulmonary functions (Farah, Christofaro, Balagopal, Cavalcante, de Barros & Ritti- Dias, 2015). Among the different systems affected by being overweight, the respiratory system deserves special attention, as being overweight can cause changes in respiratory function, exercise tolerance, pulmonary gas exchange, respiratory pattern, strength and endurance of the respiratory muscles (Van Huisstede, Cabezas, Birnie, Van de Geijn, Rudolphus & Mannaerts 2013).

Cycle ergometer is a fixed cycling machine in fitness testing to estimate the exercise intensity (power output) from the revolution per minute (rpm) and the resistance to pedalling, which can be adjusted to vary the intensity.(Anonymous, 2018). The machine functioning does not depend on the weather and the availability of bicycle route. Cycle ergometry is an important exercise for cardio-pulmonary fitness development, especially in overweight and obese adolescents who after years become adults.

Adolescents make up about 20% of the world's population, with 85% living in developing countries (Dehne, Karl, Riedner, Gabriele, 2021). Adolescence is a stage of maturation between childhood and adulthood and a critical period characterized by rapid growth and change with respect to physical, cognitive and social development (Chaitra, Ramesh, Deviprasad, Seema & Vijay, 2013). The World Health Organization defines adolescence as the period between the ages of 10 to 19 years (WHO, 2013).

In Nigeria, female adolescents participate less or do not engage in physical activities as they are not aware of the possible beneficial effects of aerobic exercise using cycle ergometer in reducing body weight status and improving pulmonary function (Chaitra, Narhare, Puranik & Maiyri, 2011). The researcher now aimed at sensitizing the overweight female adolescents on the possible beneficial effects of cycle ergometry in reducing body weight status and improving pulmonary function. This, the researcher achieved by involving overweight female adolescents in Bariga Local Government Area of Lagos state, Nigeria in the training programme.

Research Question

1. Can participation in cycle ergometry training improve Forced Vital Capacity (FVC) of overweight adolescents in Bariga Local Government Area of Lagos State?

Hypothesis

Ho₁ There is no significant effect of cycle ergometry training on Forced Vital Capacity (FVC) of overweight female adolescents in Bariga Local Government Area of Lagos State, Nigeria

Literature Reviews

Female Physical Fitness

The benefits of regularly participating in physical activity, through casual or organized participation seeking to improve fitness, mental well-being and social relationships, are well recognized (Biddle, 2021; Bailey, Wellard, Dismore, 2022; Crone, Smith, Gough,

2022). The skills generated through more structured sporting activities can also be readily applied to more everyday situations, such as dedication, application and team building. Youth sport programmes, fostering the development of these core skills, have also been suggested as a promising approach to reducing a range of problem behaviours among young people (Fraser-Thomas, Cote, Deakin, 2022) and promoting their social inclusion (SMART Company, 2022).

There are rising concerns about levels of physical activity, or inactivity, among female adolescents in particular. Nationally representative and longitudinal surveys among school-aged children illustrate that boys are more likely to participate in sports and physical activity compared with girls. Also, this gap between the genders becomes more pronounced with advanced age within the teenage years. It is noted that the proportion of girls aged 14–15 that do not participate in any active sports, on a weekly basis, has remained stable between 1992 and 2003 at 15 to 20% (Balding, 2024). To support effective health interventions in increasing participation levels among young women, research has a significant role to play. There is a clear need for a greater understanding of the (perhaps yet anticipated) antecedents of physical activity participation. Moreover, to raise levels of physical activity, we must be aware of the factors that influence ‘if’, ‘why’ and ‘when’ young women both commence and maintain their participation.

Equally, we must be aware of the factors that discourage or prevent their participation in physical activity. Of the methods available, this type of exploratory investigation into meanings, views and context lends itself to a qualitative approach. Only through a detailed exploration and understanding can recommendations for effective interventions be established. Relative to other health-related research of international public health significance, such as sexual health and alcohol use, it could be argued that less research has been conducted around the antecedents of young women’s physical activity.

Forced Vital Capacity (FVC)

This is the volume of air that can be expired rapidly with maximum inspiration (Hojati, Kumar & Soltani, 2013). There is an increase in the maximal shortening of the inspiratory muscles as an effect of training which improves forced vital capacity. Recent development in exercise physiology has shown significant positive improvements in FVC

as a result of 12 weeks of moderate intensity exercise. Adolescents who remained active had higher FEV1 and FVC than those who led a sedentary lifestyle (Nourry, Desuelle, Guinhouya, Baquet, Babic, & Bait, 2022). The FVC varies with body size and position during measurement. Average values range between 4 to 5 liters in healthy male adolescents, and 3 to 4 liters in healthy female adolescents. FVC is a strong indicator of lung function, which declines due to obesity and sedentary lifestyle (Acevedo-Garcia, Osypuk, McArdel & William, 2018).

Methodology

Quasi Experimental design was used. The population for this study consisted of 124 female Secondary School students of Righteous Group of School, Bariga Local Government Area, Lagos State, between the ages of 13-16. All the 124 female students of the Righteous Senior Secondary School in Bariga Local Government Area, Lagos whose age fell between 13-16 were selected. The participants were selected using informed consent form and Physical Assessment Readiness Questionnaire which were used to screen participants for the study. The BMI was computed as weight (kg) divided by height in meter squared (m^2) as recommended by McArdle, Katch & Katch (2014). Three research assistants were involved in this research. The research assistants assisted in taking the pulmonary variables measurement using Spirometer and monitoring the time used in cycle ergometry. Paired t-test analysis was used to answer the research hypothesis at 0.05 level of significant using SPSS version 22.

Training Programme

Cycle Ergometry

Before the commencement of training, the participants performed a five minute warm up jogging at LASUTH Physiology laboratory. This was done to prepare the body system for the physical exertion so as to prevent musculoskeletal injuries before the exercise programme. Following the warm-up, the participants began cycle ergometry training under the supervision of the researcher and research assistants. The participants were allowed to have 5 minutes rest in between the training session as most of them could not go for more than 10 minutes of the total duration required for the training session. This was to prevent build-up of lactic acid which may cause fatigue and reduce the efficiency of the participants. However, the trainings were altered depending on the rate of perceived physical exertion (RPE) of the participants using the modified Borg Scale. The scale rates from 6-20; where 6 stands for “no exertion at all” while 20 stands for “maximal exertion” in order to permit optimal adaptation to the

aerobic training. The first four weeks of training, representing initial training phase was maintained between 8 and 9 which are 'very light'. The second phase of 4 weeks of training was maintained between 10 and 11 representing 'light'. The final 4 weeks was monitored between 12 and 13 representing rate of perceive exertion (RPE) of 'somewhat hard'. The participants were taught the RPE rating of between 6 and 20. During 0-4th week of training, participants cycle at 40-50% Max HR intensity (HR max). During the 5-8th week, the participants cycle at 50-60% intensity HR. The last session (9-12th week), the participants cycle at 60-70% intensity (HR max). All post-training programme measurements were taken from the participants at the end of the 12th week.

Forced Vital Capacity (FVC)

This is the largest volume of air that can be delivered by a maximal forced exhalation after a full inspiration. Each subject was told to breathe tidally; inhale slowly to total lung capacity and exhales as hard and as fast as possible to residual volume. Each subject was made to repeat the process twice and the average was recorded as the forced vital capacity. Assessment of FVC involves preparing the participants, measuring the variables, determining accuracy of 1 spirometric tracing and quality control.

The participants were made to seat comfortably and in a relax position, at least to avoid anxiety. They were told the purpose and the technique of the procedure. The correct demonstration was carried out by the technicians to the participants before inviting each of them to carry out the test. Their first attempts by the participants were not recorded to ensure the participants get familiar with the procedure and be able to carry it out efficiently. Then vital information about the subject which shall include: Age, Sex, Race, Clinical information, Height, Medications (if any) especially bronchodilators and steroids was noted and indication for referral and the type of test required were recorded, Weight. (Gregory, 2010).

The procedure for measuring FVC involves first using clean, disposable mouthpiece attached to the spirometer (a fresh one for each subject). The participants were asked to breathe in as deeply as possible (full inspiration). Then the participant hold her breathe just long enough to seal the lips around the mouth piece. After which the subject were be asked to breathe out forcefully as fast as possible until there was nothing left to expel. They kept blowing out until maximum expiration was achieved.

Results

This section answer the research question and hypothesis using mean, standard deviation and paired sample t-test analysis.

Research Question 1: Can participation in cycle ergometry training improve Forced Vital Capacity (FVC) of overweight adolescents in Bariga Local Government Area of Lagos State?

Table 1: Mean and Standard Deviation of Cycle Ergometry Training and Forced Viatal Capacity

Variable	Testing Period	Mean	SD
FVC	Pre test	2.80	0.59
	Post test	3.09	0.66

Table 1 above shows the mean and standard deviation on the participation in cycle ergometry training improvement on forced vital capacity (FVC) of overweight adolescents. Pre-test have mean of 2.80 and standard deviation of 0.59 while post-test have mean of 3.09 and standard deviation 0.66. This shows that participation in cycle ergometry training can improve forced vital capacity of overweight adolescents in Bariga Local Government Area of Lagos State.

Hypothesis 1: There is no significant effect of cycle ergometry training on forced vital capacity (FVC) of overweight female adolescents in Bariga Local Government Area of Lagos State, Nigeria.

Table 2: Paired t-test analysis of the pre and post test scores of FVC of the participants

Variable	Testing Period	Mean	SD	Df	t	P
FVC	Pre test	2.80	0.59	31	-2.123	0.42
	Post test	3.09	0.66			

t(31) = 1.96 $p \leq 0.05$ * = significant

Table 1 shows the paired t-test analysis of the pre-posttest scores of the FVC of the participants. An observation of the result showed that 12 weeks of cycle ergometry had significant effect on the FVC of the subjects $t(31) = -2.123$, $p \leq 0.05$. FVC had marked improvement of 10.35%.

Discussion

The findings of this study revealed significant improvement in the mean values of forced vital capacity (FVC) of the participants who participated in cycle ergometry in Bariga metropolis. The FVC of the participants increased from 2.80 ± 0.59 to 3.09 ± 0.66 which represents increment of 10.36%. This is supported by the research conducted by Alpay, Altug & Hazar, (2018), who found out from their study that FVC values were 3.13 ± 0.68 liters for the children who engaged in sports and 2.71 ± 0.64 liters for the children who do not engage in sports, and between the forced vital capacity of these groups they found a meaningful ($p < 0.01$) difference. The possible explanation for this could be that regular forceful inhalation and deflation of the lungs for prolonged periods lead to strengthening of respiratory muscles and their greater endurance, accounting for increased FVC.

Conclusion

Based on the limitations of this study, it was found that cycle ergometry programme significantly (i) Improved FVC of overweight female adolescents by 10.35% in Bariga metropolis. The participation in cycle ergometry training improved forced vital capacity (FVC) of the overweight female adolescent ($p \geq 0.042$).

Recommendations

The study recommended that:

1. The parents/ward would be aware of the importance of engaging in any form of exercise particularly cycle ergometry, thereby encouraging and motivating their children to participate in exercise programme. This would checkmate the prevalence overweight in adolescents.
2. Corporate organization could also be of help by partnering with the federal government agencies to providing a proper awareness about the benefit of aerobic exercise such as cycle ergometry training and also assist in building fitness laboratories and amusement parks where sporting facilities are available for adolescents and the general public to use

References:

- Ali, A. T, Badr N. M, Batanony M. M, & Seri, Z. M. (2022). Ventilatory functions response to respiratory exercise program in workers of Tourah, faculty of Physical Therapy, *Cairo University. Egypt Journal of Bronchology*.
- Alpay, B., Altuğ K., Hazar S., İlköğretim O., Takımlarındayer A. (2018). alan11-13 yaş grubu öğrencilerin bazı solunum ve dolaşım parametrelerinin spor yapmayan öğrencilerle karşılaştırılarak değerlendirilmesi. *Journal of Mehmet Akif Uni.* 8.
- Bailey, R., Wellard, I., Dismore, H. (2022). Girls and physical activities: a summary review. *Educational Health*.
- Balding, J. (2024). Young people in Exeter: Schools Health Education Unit. *Journal of Human Hypertension* 15(7): 487-493.
- Biddle, S.J.H., Mutrie N. (2021). *Psychology and Physical Activity Determinants, WellBeing and Interventions*. London: Routledge.
- Chaitra, B., Narhare P., Puranik N., Maiyri V. (2011). Effect of aerobic exercise training on pulmonary function tests: A pragmatic randomized controlled trail. *International Journal of Pharmacology and Biological Sciences* 2(4):455-60.
- Crone, D., Smith A., Gough B. (2022). ‘I feel at one, totally alive and totally happy’: a psycho-social explanation of the physical activity and mental health relationships. *Health Education of Research* 20: 600–11.
- Dehne, F., Karl E., Riedner T., Gabriele I., (2021). Young people’s health in context. Health Behaviour in School-aged Children (HBSC) study: international report from the 2021/2022 survey. Copenhagen, WHO Regional Office for Europe, 2024 (Health Policy for Children and Adolescents, No. 4) <http://www.euro.who.int/Document/e82923.pdf>.
- Farah, B.Q., Christofaro, D.G, Balagopal, P.B., Cavalcante, B.R., de Barros M.V., RittiDias R.M. (2015). Association between resting heart rate and cardiovascular risk factors in adolescents. *European Journal of Pediatric*.174(12):1621-8.
- Fraser-Thomas, J.L., Cote J., Deakin J. (2022). Youth sport programs: an avenue to foster positive youth development. *Physical Education of Sport Pedagogy* 10: 19–40.
- Hojati, Z., Kumar, R., & Soltani, H., (2013). Aerobic exercise in adolescents with obesity: preliminary evaluation of a modular training program and the modified shuttle test. *BMC Pediatric*.
- McArdle, W.D., Katch, F. I., & Katch, V.L. (2014). *Exercise Physiology*, edn.

- Nourry, C., Deruelle, F., Guinhoya, C., Baquet, G., Fabre, C., Bart, F., & Mucci, P. (2022). High intensity intermittent running training improves function and alters exercise breathing pattern in children. *European Journal of Applied Physiology*, 94(4).
- SMART Company. (2022). *From the Wings: An Inquiry into the Role of Sports and Creative Activities in Tackling Social Inclusion*. London: SMART.
- Trapp, E. G., Chisholm, D. J., Freund, J., & Boutcher, S. H. (2018). The effects of high intensity intermittent exercise training on fat loss and fasting insulin levels of young women. *International Journal of Obesity*, 32, 684–691. doi:10.1038/sj.ijo.0803781.
- Van Huisstede, A., Cabezas, C., Birnie, E., van de Geijn J., Rudolphus, A., Mannaerts, G., (2013). Systemic inflammation and lung function impairment in morbidly obese participants with the metabolic syndrome. *Journal of Obsterics*. 131349.
- WHO (2013). *Obesity and overweight*. Preventing and managing the global epidemic report of WHO consultant on obesity, Geneva; Switzerland.

**ASSESSMENT OF THE ROLE OF WASTE MANAGEMENT PRACTICES IN
ADDRESSING ENVIRONMENTAL HEALTH PROBLEMS IN SHABU TOWN, LAFIA
LOCAL GOVERNMENT AREA OF NASARAWA STATE, NIGERIA**

BY

NOFIU, OLUWATOBI DANIEL Ph.D

ORCID ID: 0000-0002-3560-9516

daniel4gem@gmail.com,

+2347066053547,

DIDAM, ESTHER NDIP

Samaru College of Agroiculture, Division of Agricultural Colleges, Ahmadu Bello University,

BABARINDE OMOYEMI HAMEED

babsomoyemi2@gmail.com

&

RASHEED FATIMA MUHAMMED

Federal College of Forestry Mechanization, Afraka, Kaduna State

ABSTRACT

This empirical study examined the role of waste management practices in addressing environmental health problems in Shabu Town, Lafia Local Government Area of Nasarawa State, Nigeria. The study adopted a descriptive survey research design to investigate the role of waste management practices on environmental health conditions among residents of the area. Out the population of 40113, a sample of 200 respondents were selected using simple random sampling techniques. Data were collected through structured questionnaires and analyze using simple percentage and frequency. The findings revealed that improper waste disposal practices such as open dumping, indiscriminate littering, and inadequate waste collection systems significantly contribute to environmental health problems including water pollution, air pollution, flooding, and the spread of communicable diseases in Shabu Town. The study further established that effective waste management practices such as regular waste collection, environmental sanitation campaigns, recycling, and public health education can significantly reduce environmental health risks. The study recommended increased government intervention, provision of waste disposal facilities, community participation in sanitation activities, and implementation of environmental health policies to improve waste management practices in the area.

Keywords: Waste management, environmental health, sanitation, pollution, public health, Shabu Town.

Introduction

Waste management has emerged as one of the most pressing environmental and public health challenges confronting developing nations in the twenty-first century. Rapid urbanization, industrialization, population growth, and changing consumption patterns have significantly increased the volume of waste generated across urban and rural communities. In many developing countries, particularly Nigeria, the inability of local authorities and environmental agencies to effectively manage waste has contributed to serious environmental health problems such as pollution, disease outbreaks, flooding, and environmental degradation (Akinbile & Yusoff, 2024).

Waste management refers to the systematic process of collecting, transporting, processing, recycling, and disposing of waste materials in ways that minimize harmful effects on human health and the environment. According to the World Health Organization, improper waste disposal poses significant risks to environmental safety and public health because accumulated waste serves as breeding grounds for pathogens and disease vectors. Effective waste management therefore plays a critical role in maintaining environmental sanitation, preventing communicable diseases, and promoting sustainable development.

Globally, municipal solid waste generation has continued to rise due to increasing urban population densities and industrial activities. The World Bank estimated that global waste generation could increase by over 70% by 2050 if urgent waste management strategies are not implemented. Developing countries are disproportionately affected because many lack adequate infrastructure, financial resources, and institutional frameworks needed for effective waste management systems (Kaza et al., 2018).

In Nigeria, waste management remains a persistent environmental challenge despite various government interventions and environmental sanitation programs. Many urban and semi-urban communities experience poor waste collection services, indiscriminate refuse disposal, inadequate landfill systems, and weak environmental regulations. Waste materials are commonly dumped in open spaces, drainage channels, rivers, and roadsides, resulting in environmental pollution and increased public health risks (Ogwueleka, 2024). The situation is worsened by rapid population growth, poverty, lack of environmental awareness, and insufficient funding for waste management infrastructure.

Environmental health problems associated with poor waste management are numerous and severe. Improper disposal of solid waste contributes to contamination of water sources, air pollution from open burning of refuse, soil degradation, and blockage of drainage systems. These environmental conditions encourage the spread of diseases such as malaria, cholera, typhoid fever, diarrhea, dysentery, and respiratory infections (Nwachukwu et al., 2021). Waste accumulation also creates offensive odors and unpleasant living conditions that negatively affect the quality of life of residents.

In many Nigerian communities, environmental sanitation has become increasingly difficult due to ineffective waste management practices and weak enforcement of sanitation laws. Although environmental sanitation exercises are periodically organized by state and local governments, the

impact is often limited because waste generation continues to exceed disposal capacity. Additionally, inadequate public participation and poor environmental attitudes among residents further complicate efforts toward environmental cleanliness and sustainable waste management. Shabu Town, located in Lafia Local Government Area of Nasarawa State, is one of the rapidly developing communities experiencing environmental challenges associated with poor waste management practices. The growth in commercial activities, population expansion, and urban settlement patterns in the area has led to increased waste generation. However, available waste disposal facilities and waste collection services remain inadequate to meet the growing environmental demands of the community.

Indiscriminate dumping of refuse along roadsides, drainage systems, vacant lands, and waterways has become a common environmental problem in Shabu Town. During the rainy season, blocked drainage channels often result in flooding, water stagnation, and increased mosquito breeding. Open burning of waste materials contributes to air pollution and respiratory health problems among residents. In addition, the lack of organized recycling systems and insufficient environmental education have worsened environmental sanitation conditions within the community.

The environmental health implications of poor waste management in Shabu Town are becoming increasingly alarming. Residents are exposed to communicable diseases, contaminated water sources, and unhealthy living environments. Children and vulnerable populations are particularly at risk because of their increased exposure to polluted surroundings and disease-causing organisms. The persistence of these environmental problems indicates the need for effective waste management strategies and stronger environmental health interventions.

Waste management practices such as waste segregation, recycling, proper refuse collection, sanitary landfill disposal, environmental education, and community sanitation exercises have been identified as important strategies for reducing environmental health hazards. Studies have shown that communities with effective waste management systems experience lower rates of disease outbreaks, improved environmental cleanliness, and better public health outcomes (Adewale, 2020). Therefore, the adoption of sustainable waste management practices is essential for protecting environmental quality and improving human health.

Furthermore, environmental health is closely linked to sustainable development goals, particularly Sustainable Development Goal 3, which focuses on good health and well-being, and Sustainable

Development Goal 11, which promotes sustainable cities and communities. Effective waste management contributes to environmental sustainability by reducing pollution, conserving natural resources, and improving sanitation standards within communities.

Despite various environmental sanitation initiatives introduced by government agencies and environmental authorities in Nasarawa State, waste management challenges continue to persist in Shabu Town. There is limited empirical evidence regarding the effectiveness of current waste management practices and their role in addressing environmental health problems within the community. Consequently, this study seeks to examine the role of waste management practices in addressing environmental health problems in Shabu Town, Lafia Local Government Area of Nasarawa State, Nigeria.

Statement of the Problem

Poor waste management practices have remained a major environmental challenge in Shabu Town, Lafia Local Government Area of Nasarawa State. The indiscriminate disposal of refuse in open spaces, drainage channels, and roadsides has contributed to environmental pollution and public health risks (Akinbile & Yusoff, 2024). Despite efforts by environmental agencies and local authorities, waste accumulation continues to increase due to inadequate waste collection services, lack of proper disposal facilities, poor public attitudes toward sanitation, and insufficient environmental education.

These conditions have resulted in frequent outbreaks of diseases, unpleasant environmental conditions, blocked drainage systems, and increased environmental pollution. Consequently, there is a need to assess the role of waste management practices in addressing these environmental health problems and identify measures that can improve sanitation and public health outcomes in Shabu Town.

Objectives of the Study

The objectives of the study are to:

1. Identify the common waste management practices in Shabu Town.
2. Examine the environmental health problems associated with poor waste management in Shabu Town, Lafia Local Government Area of Nasarawa State, Nigeria.
3. Assess the effectiveness of existing waste management strategies in the area.
4. Suggest measures for improving waste management practices in Shabu Town, Lafia Local Government Area of Nasarawa State, Nigeria.

Research Questions

1. What are the common waste management practices in Shabu Town?
2. What environmental health problems are associated with poor waste management in the area?
3. How effective are the existing waste management practices in Shabu Town?
4. What relationship exists between waste management practices and environmental health conditions?
5. What measures can improve waste management practices in Shabu Town, Lafia Local Government Area of Nasarawa State, Nigeria?

Methodology

The study adopted a descriptive survey research design to investigate waste management practices and environmental health problems in Shabu Town. The population of the study consisted of 40113 residents of Shabu Town, Lafia Local Government Area of Nasarawa State. A sample size of 200 respondents was selected using simple random sampling techniques to ensure fair representation of the population. Data were collected using structured questionnaires and observation methods. The questionnaire consisted of sections on demographic information, waste management practices, environmental health conditions, and possible solutions. Data were analyzed using descriptive statistics such as frequency counts, percentages, and mean scores.

Results

Research Question One: What are the common waste management practices in Shabu Town?

Table 1: Common Waste Management Practices among Residents

Waste Management Practice	Frequency	Percentage (%)
Open dumping	78	39.0
Burning of waste	52	26.0
Disposal in drainage channels	34	17.0
Use of government waste bins	21	10.5
Recycling/reuse	15	7.5
Total	200	100

Table 1 indicates that open dumping was the most common waste disposal method among residents, accounting for 39.0% of responses. This was followed by burning of waste at 26.0%, while only 10.5% used government-approved waste bins and 7.5% practiced recycling or reuse of waste materials. The findings suggest that improper waste disposal methods dominate in Shabu Town, thereby contributing to environmental pollution and public health concerns.

Research Question Two: What environmental health problems are associated with poor waste management in Shabu Town?

Table 2: Environmental Health Problems Associated with Poor Waste Management

Environmental Health Problem	Frequency	Percentage (%)
Malaria and mosquito infestation	64	32.0
Water pollution	48	24.0
Flooding due to blocked drainage	37	18.5
Air pollution from burning waste	29	14.5
Cholera and typhoid outbreaks	22	11.0
Total	200	100

The results in Table 2 show that malaria and mosquito infestation were identified as the major environmental health problems associated with poor waste management, accounting for 32.0% of responses. Water pollution accounted for 24.0%, while flooding caused by blocked drainage channels represented 18.5%. These findings demonstrate that poor waste disposal practices contribute significantly to environmental degradation and disease transmission in the study area.

Research Question Three: How effective are the existing waste management practices in Shabu Town?

Table 3: Effectiveness of Existing Waste Management Practices

Response	Frequency	Percentage (%)
Very Effective	18	9.0
Effective	41	20.5
Fairly Effective	56	28.0
Ineffective	85	42.5
Total	200	100

Table 3 shows that 42.5% of respondents considered existing waste management practices ineffective, while only 9.0% viewed them as very effective. This suggests that current waste management systems in Shabu Town are inadequate in controlling environmental pollution and maintaining sanitation standards.

Research Question Four: What measures can improve waste management practices in Shabu Town?

Table 4: Measures for Improving Waste Management Practices

Suggested Measure	Frequency	Percentage (%)
Provision of more waste bins	61	30.5
Regular waste collection services	54	27.0
Public environmental education	39	19.5
Enforcement of sanitation laws	28	14.0
Community sanitation exercises	18	9.0
Total	200	100

Table 4 reveals that the provision of more waste bins was the most preferred strategy for improving waste management practices, accounting for 30.5% of responses. Regular waste collection services followed with 27.0%, while public environmental education accounted for 19.5%. The findings emphasize the need for improved waste disposal infrastructure and public awareness campaigns.

Discussion of Findings

The findings of this study revealed that open dumping and burning of refuse are the predominant waste disposal methods in Shabu Town. This aligns with studies conducted in many Nigerian urban and semi-urban communities where inadequate waste disposal infrastructure contributes to indiscriminate dumping of refuse. The study also found that poor waste management practices contribute significantly to environmental health problems such as malaria, water pollution, flooding, and air pollution. The accumulation of waste in drainage systems creates stagnant water that serves as breeding grounds for mosquitoes and other disease vectors. Furthermore, the study established that existing waste management systems in Shabu Town are largely ineffective due to inadequate waste collection services, poor government intervention, and low public participation in sanitation activities. The majority of respondents agreed that there is a strong relationship between waste management practices and environmental health conditions. The study additionally identified provision of waste bins, regular waste collection, environmental education, and enforcement of sanitation laws as major strategies for improving waste management practices in the area.

Conclusion

The study concluded that poor waste management practices significantly contribute to environmental health problems in Shabu Town, Lafia Local Government Area of Nasarawa State. Indiscriminate waste disposal, inadequate sanitation facilities, and low public awareness have worsened environmental pollution and public health risks in the area. Effective waste management practices such as regular waste collection, public environmental education, recycling, and proper

disposal systems can substantially improve environmental health conditions and reduce disease prevalence. Therefore, collaborative efforts between government agencies, community leaders, and residents are necessary to achieve sustainable environmental sanitation in Shabu Town.

Recommendations

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

1. Government should provide adequate waste disposal facilities and ensure regular waste collection services.
2. Environmental sanitation laws should be strictly enforced to discourage indiscriminate waste disposal.
3. Public awareness campaigns should be organized to educate residents on proper waste management practices.
4. Environmental health officers should conduct regular inspections and monitoring of sanitation conditions.

References:

- Adewale, O. A. (2020). Waste management practices and environmental health in urban Nigeria. *Journal of Environmental Studies*, 12(3), 45–58.
- Akinbile, C. O., & Yusoff, M. S. (2024). Environmental impact of leachate pollution on groundwater supplies in Akure, Nigeria. *International Journal of Environmental Science and Development*, 10(2), 81–87.
- Ezeah, C., Fazakerley, J. A., & Roberts, C. L. (2024). Emerging trends in informal sector recycling in developing countries. *Waste Management Journal*, 29(2), 92–99.
- Kaza, S., Yao, L., Bhada-Tata, P., & Van Woerden, F. (2018). *What a waste 2.0: A global snapshot of solid waste management to 2050*. World Bank.
- Nwachukwu, M. A., Feng, H., & Alinnor, J. (2021). Assessment of environmental sanitation and public health in Nigerian urban communities. *African Journal of Environmental Science*, 15(4), 110–124.
- Ogwueleka, T. C. (2024). Municipal solid waste characteristics and management in Nigeria. *Iranian Journal of Environmental Health Science and Engineering*, 6(3), 173–180.
- United Nations Environment Programme. (2021). *Solid waste management and environmental sustainability*. Nairobi: UNEP.
- World Health Organization. (2022). *Guidelines on sanitation and health*. Geneva: WHO.
- World Health Organization. (2022). *Guidelines on sanitation and health*. Geneva, Switzerland: WHO.

ISSUES, CHALLENGES AND WAY FORWARD ON THE ROLE OF CLASSROOM MANAGEMENT SKILLS IN NIGERIAN SCHOOLS

BY

DR. BABANGIDA YAKI

Department of Curriculum and Educational Technology, Federal University of Education,
Kontagora, Niger State
babangidayaki1970@gmail.com
+2348137469574

ABSTRACT

Effective classroom management is a foundational component of successful curriculum implementation in Nigerian schools, shaping both the instructional environment and student outcomes. Classroom management refers to the strategies and skills teachers employ to organize learning environments, maintain discipline, and facilitate productive teacher–student interactions. Amid Nigeria’s evolving educational landscape, teachers are increasingly challenged by large class sizes, limited resources, and insufficient professional preparation, which undermine their capacity to manage classrooms effectively and implement curriculum goals successfully. Research suggests that structured classroom management enhances student engagement, reduces disruptions, and supports higher academic achievement. However, persistent systemic issues including inadequate training, lack of instructional materials, overcrowding, and socio-cultural factors create barriers to effective classroom practice and curriculum implementation. This paper critically examines classroom management skills as they relate to curriculum delivery in Nigerian schools, identifies key challenges, and proposes practical recommendations for teacher training, policy reform, and pedagogical innovation to strengthen educational quality and learning outcomes.

Key words: Classroom management, Skill, Curriculum implementation

Introduction

Education serves as a vehicle for national development, cultural preservation, and socio-economic transformation. Central to educational success in schools is the effective implementation of the curriculum the organized set of learning experiences designed to achieve specific educational outcomes. In Nigerian schools, curriculum implementation represents the translation of educational goals into classroom activities and learner achievements. However, this translation is heavily mediated by classroom management the array of skills, techniques, and competencies teachers utilize to foster conducive learning environments, regulate student behavior, and optimize instruction. Despite the centrality of classroom management to the teaching–learning process, many Nigerian schools struggle to achieve the full promise of the curriculum due to persistent challenges that weaken teacher capacity and educational quality.

Classroom management encompasses the strategies teachers use to create orderly, engaging, and purposeful learning environments. It involves establishing routines, enforcing rules consistently, organizing the physical learning space, promoting positive behavior, and fostering constructive

teacher–student relationships. These skills are vital for reducing disruptions, enhancing focus, and maximizing instructional time (Umaru, 2022). Effective classroom management is not merely about discipline; it is central to scaffolding the learning process and facilitating meaningful engagement with curriculum content. Indeed, research in Nigerian secondary schools has shown that structured classroom practices such as clear rules, interactive pedagogies, and positive behavioral support strongly predict student engagement and academic achievement, particularly in science subjects (Onyimonyi, 2025).

Curriculum implementation, on the other hand, involves the systematic delivery of planned instruction to achieve desired educational outcomes. It includes teachers’ interpretation of curriculum content, selection of pedagogical approaches, assessment of student learning, and adaptation of instructional practices to local contexts. As Sangoleye et al. (2022) observe in the senior secondary school context, effective curriculum implementation requires not only sound curriculum design but also strategic processes that help teachers operationalize content in ways that align with learners’ needs. In this sense, classroom management is a necessary precondition for meaningful curriculum delivery: without a well-managed classroom, instructional objectives cannot be realized, learning time is lost to disruptions, and students’ academic potential remains unfulfilled.

Nigeria’s educational sector grapples with structural challenges that significantly influence classroom management and curriculum implementation. Schools often face chronic underfunding; shortages of instructional resources, limited access to modern teaching materials, and inadequate infrastructure issues that constrain teachers’ ability to organize effective learning spaces. For instance, research on classroom conditions in Nigerian schools points to overcrowded classrooms and a lack of teaching materials as major obstacles to managing learning environments effectively (Writer Points Research Project, 2025).

Despite these challenges, research underscores the positive impact of effective classroom management on curriculum implementation and student learning. Effective classroom managers establish clear expectations, build supportive relationships, and use proactive strategies to minimize disruptions and enhance instructional flow. Such educators are better positioned to implement curriculum content in ways that engage students and promote critical thinking. For example, studies in Nigerian secondary schools show that classrooms characterized by well-defined rules, structured routines, and interactive teaching practices lead to higher levels of student

engagement and improved learning outcomes (Onyimonyi, 2025). Therefore, enhancing classroom management skills is not an ancillary task but a core strategy for improving educational quality and achieving curriculum goals.

Conceptual Framework

Under conceptual framework, the concepts of classroom management and curriculum implementation were critically discussed to shed more light on the major variables of the study.

Classroom Management

Classroom management is one of the most extensively researched constructs in educational theory and practice. Over time, scholars have provided diverse definitions reflecting evolving perspectives from discipline-oriented interpretations to holistic, learner-centered conceptualizations. Contemporary definitions emphasize the integration of behavioral guidance, instructional organization, and relational dynamics in fostering effective learning environments. This section critically examines various scholarly definitions of classroom management and synthesizes their implications for educational practice.

Management of Classroom to Maintain Order and Discipline

Historically, classroom management was primarily associated with maintaining discipline and controlling student behavior. Although modern conceptions have expanded, discipline remains a core component. According to Emmer and Sabornie (2021), classroom management refers to “the teacher’s actions to establish and sustain an orderly environment conducive to learning.” This definition highlights structure, organization, and behavioral regulation as essential components. The emphasis is on maintaining order to maximize instructional time and minimize disruptions. Similarly, Evertson and Weinstein (2020) defined classroom management as “the actions teachers take to create an environment that supports academic and social-emotional learning.” While this definition broadens the scope beyond discipline, it still acknowledges that order and organization are foundational to effective instruction. The authors argue that without clear expectations and consistent routines, learning objectives are difficult to achieve. These definitions recognize that classroom order is not an end in itself but a prerequisite for meaningful curriculum engagement.

Classroom Management as Instructional Organization

Modern educational research increasingly conceptualizes classroom management as intertwined with instructional practices. Oliver, Wehby, and Daniel (2021) defined classroom management as “a set of teacher behaviors that establish and maintain classroom conditions that enable effective

teaching and learning.” Their empirical work demonstrates that proactive instructional planning, smooth transitions, and structured routines reduce disruptive behaviors and enhance academic engagement.

Hattie (2020), in his synthesis of meta-analyses on visible learning, conceptualizes classroom management as part of effective teaching practice, emphasizing clarity of learning intentions, structured lessons, and feedback mechanisms. From this perspective, classroom management is inseparable from pedagogy; effective instructional design itself serves as a preventive management strategy. This instructional orientation shifts the focus from reactive discipline to proactive organization of learning experiences.

Concept of Curriculum Implementation

Curriculum implementation is a central concept in educational theory and practice, representing the bridge between curriculum planning and actual classroom instruction. While curriculum development focuses on designing educational goals, content, and assessment frameworks, curriculum implementation concerns how those plans are enacted in real teaching and learning contexts. The effectiveness of any educational reform or curriculum innovation ultimately depends on how well it is implemented at the classroom level.

Curriculum Implementation Plans

One of the most widely accepted definitions conceptualizes curriculum implementation as the translation of written curriculum documents into classroom practice. Fullan (2020) defined implementation as “the process of putting into practice an idea, program, or set of activities and structures new to the people attempting or expected to change.” Within the educational context, this means transforming curriculum reforms into daily teaching practices. This definition highlights the dynamic and transformative nature of implementation, emphasizing that curriculum implementation involves behavioral and institutional change. Similarly, Ornstein and Hunkins (2022) defined curriculum implementation as “the operational phase of curriculum development in which planned learning experiences are executed by teachers and experienced by students.” Their definition underscores the interactive relationship between teachers and learners during implementation. It recognizes that curriculum implementation is not merely about delivering content but about facilitating learning experiences.

In the Nigerian context, Yusuf and Ahmed (2023) described curriculum implementation as “the systematic execution of curriculum content through instructional strategies, classroom interaction,

and assessment processes in line with national educational objectives.” This contextualized definition emphasizes alignment with policy goals and national development priorities. These definitions collectively portray curriculum implementation as a translation process that moves curriculum from theory into action.

Instructional Practice of Curriculum Implementation

Another body of literature conceptualizes curriculum implementation primarily as the instructional actions of teachers. According to Wiles and Bondi (2021), curriculum implementation refers to “the practical delivery of curriculum through teaching methods, learning activities, and assessment strategies.” This definition emphasizes the teacher’s central role as the executor of curriculum content. It suggests that effective implementation depends on pedagogical competence and classroom management skills. Hattie (2020) further links implementation to instructional effectiveness, arguing that curriculum goals are realized only when teachers apply evidence-based teaching strategies that maximize student engagement and achievement. Thus, implementation is deeply intertwined with instructional quality.

Similarly, Adebayo and Adu (2021) defined curriculum implementation as “the teacher’s ability to organize, manage, and deliver curriculum content in ways that enhance student understanding and performance.” From this perspective, curriculum implementation is fundamentally pedagogical. It is not limited to following curriculum guides but involves adapting teaching approaches to learner needs.

Theoretical Framework

The theoretical framework for a study on classroom management skills for effective curriculum implementation in Nigerian schools is anchored on complementary educational theory that explains how teaching, learning, and classroom processes interact to influence curriculum enactment. This section discusses Behaviourist theory which provides conceptual lenses for understanding how teachers manage classrooms and implement curriculum effectively within the Nigerian educational context.

Behaviourist Theory

Behaviourist Theory, associated with scholars such as B.F. Skinner, emphasizes observable behavior and reinforcement (Skinner, 1953). The theory posits that behavior can be shaped through positive reinforcement, negative reinforcement, and punishment. In classroom management, behaviorist principles are often applied through reward systems, classroom rules, and disciplinary

measures. Teachers reinforce desirable behaviors such as attentiveness and participation while discouraging disruptive conduct. Although modern educational approaches emphasize learner-centered strategies, behaviourist principles remain relevant in Nigerian schools where maintaining order in large classrooms can be challenging. Effective use of reinforcement strategies supports classroom stability, thereby creating an environment conducive to curriculum implementation. However, reliance solely on punitive measures may hinder learner motivation. Therefore, behaviourist strategies should be balanced with constructivist and humanistic approaches to ensure holistic curriculum delivery.

Empirical Studies

Empirical research offers critical evidence about the relationship between classroom management skills and effective curriculum implementation. Quantitative, qualitative, and mixed-methods studies have examined how teacher competencies, instructional strategies, classroom environments, and systemic factors influence academic outcomes and curriculum enactment.

Academic Achievement of Good Classroom Management

A growing body of research emphasizes the direct link between effective classroom management and student achievement an essential outcome of curriculum implementation. In a large-scale mixed methods study in the United States, Oliver, Wehby, and Daniel (2021) found that proactive classroom management strategies (e.g., clear expectations, structured routines, and positive reinforcement) significantly predicted reductions in disruptive behavior and increases in academic engagement across grade levels. Their quantitative analysis showed that teachers who consistently used such strategies reported higher academic achievement among students compared to those relying on punitive or reactive approaches. Similarly, Hattie's (2020) meta-analysis synthesizing over 1000 studies worldwide identified classroom management as a high-impact factor for student achievement, noting that it accounts for significant variance in learning outcomes above and beyond instructional strategies alone. Hattie's effect size analysis revealed that environments characterized by clear routines, strong behavioral signals, and coordinated classroom organization consistently outperformed classrooms where management was weak or inconsistent.

In the Nigerian context, empirical research corroborates these international findings. Adebayo and Adu (2021) conducted a survey of 500 secondary school teachers across southwest Nigeria to examine the relationship between classroom management practices and students' academic performance. The study used standardized questionnaires and school performance records and

found statistically significant positive correlations between teachers' use of structured classroom routines and learners' achievement in core subjects. Specifically, classrooms with well-defined rules and consistent enforcement demonstrated higher average scores in English and Mathematics examinations.

Systemic and Environmental Constraints

Empirical studies consistently identify systemic and environmental constraints that impact classroom management and, consequently, curriculum implementation. Ogunode and Musa (2022) examined public secondary schools in Nigeria and found that overcrowded classrooms significantly impeded effective management. Using classroom observations and teacher surveys, the researchers documented that student-teacher ratios often exceeded 60:1, limiting teachers' ability to monitor individual behavior and implement learner-centered activities. The study also noted that overcrowding led to increased noise levels, reduced student participation, and task diffusion, all of which undermined curriculum delivery.

Similarly, Ibrahim and Suleiman (2023) investigated how infrastructural deficits affect teaching and learning in northern Nigerian schools. Their qualitative case study revealed that inadequate facilities such as insufficient desks, poor ventilation, and lack of teaching aids created chaotic learning environments where teachers struggled to maintain order and pace lessons. Students reported boredom and disengagement during poorly resourced lessons, leading to higher incidence of disruptive behavior.

Issues and Challenges of Classroom Management

Classroom management is recognized as a cornerstone of effective teaching and learning, yet it remains one of the most challenging aspects of the teaching profession globally. While its role in promoting academic achievement and facilitating curriculum implementation has been widely affirmed, numerous factors hinder teachers' ability to manage classrooms effectively. These challenges are multifaceted, arising from individual teacher limitations, student behavioral issues, institutional constraints, policy environments, and broader socio-cultural and economic contexts. Some of the issues and challenges affecting effective classroom management include:

Lack of Continuing Professional Development

Even when initial training is adequate, ongoing professional development often fails to sustain or deepen classroom management expertise. Sangoleye (2022) highlight that in many Nigerian states, in-service training focuses on curriculum content rather than behavioral management, leaving

teachers unprepared to handle the evolving complexities of modern classrooms. Professional development that is voluntary, sporadic, or untailored to teachers' actual challenges tends to have limited impact. Research by Bayode and Ekundayo (2024) demonstrated that structured mentoring and collaborative professional learning communities significantly improved teacher practices, suggesting that job-embedded learning opportunities are more effective than one-off workshops.

Disruptive and Non-Compliant Behaviors

Student misbehavior remains a major classroom management challenge, particularly in contexts where large class sizes amplify disciplinary issues. Simonsen et al. (2020) identified disruptive behavior as one of the most frequently cited barriers to effective instruction. These include talking out of turn, non-compliance with teacher requests, bullying, and off-task behavior all of which reduce instructional time and derail curriculum delivery. In Nigerian secondary schools, Ogunode and Musa (2022) reported that overcrowded classrooms often experience higher levels of student misbehavior due to limited teacher supervision and inadequate engagement strategies. Teachers in such environments find it difficult to attend to individual needs, resulting in frustration and increased incidences of misconduct.

Overcrowded Classrooms

Overcrowding remains one of the most significant structural impediments to effective classroom management. Ogunode and Musa (2022) documented that public secondary schools in Nigeria often operate with student-teacher ratios exceeding 60:1. Such conditions make it virtually impossible for teachers to monitor behavior, engage students meaningfully, or implement interactive teaching strategies. Large classes not only raise the likelihood of misbehavior but also limit opportunities for individualized instruction, peer collaboration, and formative assessment critical elements of effective curriculum implementation (Hattie, 2020).

Inadequate Resources and Infrastructure

Related to overcrowding is the issue of inadequate infrastructure. Ibrahim and Suleiman (2023) found that poor classroom facilities, insufficient seating, inadequate learning materials, and lack of teaching aids create chaotic learning environments. Teachers struggle to maintain discipline when students are physically uncomfortable, poorly engaged, and forced into suboptimal seating arrangements. Furthermore, the lack of instructional technology and multimedia tools limits teachers' capacity to employ diverse and engaging strategies, increasing the likelihood of student disengagement and behavioral problems.

Way Forward

Classroom management is indispensable for effective curriculum implementation, yet schools especially in contexts like Nigeria face persistent challenges ranging from teacher preparedness deficits to systemic constraints and socio-cultural pressures. While identifying problems is important, responding with strategic, sustainable, and evidence-based solutions is crucial for lasting educational improvement.

Integrating Classroom Management into Pre-Service Training

Research indicates that many teacher preparation programs globally and in Nigeria under-emphasize practical management training, leaving novice teachers unprepared for real classroom dynamics (Okeke & Nwosu, 2024; Smith & Shryock, 2021). To address this, teacher education curricula should embed dedicated courses on classroom management grounded in research evidence covering behavior support frameworks, positive discipline models, culturally responsive strategies, and conflict mediation (Simonsen et al., 2020). Include simulation labs and classroom practicums that model diverse scenarios, enabling teacher candidates to reason, reflect, and practice responses to real student behaviors (Creswell & Creswell, 2022).

Prioritizing Sustained Professional Development

Initial preparation is insufficient without ongoing learning opportunities. Empirical evidence shows that short, isolated workshops have limited impact unless embedded within broader systems of continuous professional growth (Bayode & Ekundayo, 2024; Sangoleye, 2022). Effective professional development (PD) should promote job-embedded learning through coaching, reflective practice, peer observation cycles, and collaborative learning communities.

Leveraging Technology for Teacher Learning

Digital platforms offer scalable opportunities for professional development, especially where face-to-face training is limited. Virtual communities of practice, online modules, and instructional videos allow teachers to share strategies, access expert content, and learn asynchronously (Trust, 2021). Especially in contexts where professional development resources are scarce or unevenly distributed, technology can democratize access to evidence-based classroom management training.

Reducing Class Sizes

One of the most pervasive constraints remains overcrowding. Evidence from Nigeria and elsewhere indicates that large class sizes make classroom management exponentially more difficult, reducing teacher monitoring capacity and increasing behavioral issues (Ogunode &

Musa, 2022; Ibrahim & Suleiman, 2023). Policy and investment should aim to expand classroom infrastructure to accommodate smaller cohorts, recruit and retain more qualified teachers to improve teacher-student ratios, explore team-teaching models where multiple educators share responsibility for large groups and reduction in class size is consistently linked to improved behaviour, engagement, and instructional quality.

Conclusion

Effective curriculum implementation in Nigerian schools is intricately linked to the quality of classroom management. The findings from this journal underscore that classroom management is not merely about maintaining discipline, but it is a multifaceted pedagogical process encompassing the organization of learning environments, facilitation of instructional time, promotion of student engagement, and cultivation of positive teacher–student relationships. Well-managed classrooms provide the structural and psychological foundations necessary for the enactment of curriculum objectives, ensuring that both content coverage and learner outcomes are optimized (Oliver, 2021, Simonsen, 2020).

References:

- Adebayo, F. A., & Adu, E. O. (2021). Teachers' classroom management practices and students' academic performance in Nigerian secondary schools. *African Educational Research Journal*, 9(3), 712–720.
- Aigbavboa, O. A., & Oladipo, R. S. (2023). Mentoring early-career teachers: Effects on classroom management and instructional effectiveness. *Nigerian Journal of Teacher Development*, 15(1), 89–107.
- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Bayode, J. O., & Ekundayo, H. T. (2024). Professional learning communities and reflective practice in classroom management. *Journal of Educational Innovation and Practice*, 10(2), 142–161.
- Bear, G. G. (2020). *Classroom management: A positive approach to behavior support* (3rd ed.). Guilford Press.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage Publications.
- Datnow, A., & Park, V. (2020). *Professional collaboration with purpose: Teacher learning toward equitable and excellent schools*. Routledge.
- Emmer, E. T., & Sabornie, E. J. (2015). *Handbook of classroom management* (2nd ed.). Routledge.
- Evertson, C. M., & Weinstein, C. S. (2020). *Handbook of classroom management: Research, practice, and contemporary issues*. Routledge.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- Fullan, M. (2020). *The new meaning of educational change* (6th ed.). Teachers College Press.
- Garwood, J. D., & Vernon-Feagans, L. (2022). Classroom management and student engagement: A multidimensional framework. *Educational Psychology Review*, 34(2), 645–670.
- Hattie, J. (2020). *Visible learning: The sequel*. Routledge.
- Ibrahim, M., & Suleiman, A. (2023). Challenges of curriculum reform implementation in Northern Nigeria. *Journal of Educational Development Studies*, 11(2), 55–68.
- Liang, J., & Hsieh, M. (2021). Attention and behavior challenges in classrooms: Implications for teacher support. *Journal of School Psychology*, 84, 45–59.

- Ogunode, N. J., & Musa, A. (2022). Infrastructural constraints and curriculum implementation in Nigerian public secondary schools. *International Journal of Educational Policy Research and Review*, 9(4), 45–52.
- Okeke, C. I., & Nwosu, K. C. (2024). Classroom management competence among newly recruited teachers in Southeast Nigeria. *Nigerian Journal of Teacher Education*, 18(1), 102–118.
- Oliver, R. M., Wehby, J. H., & Daniel, J. (2021). Teacher classroom management practices: Effects on disruptive behavior and academic outcomes. *Journal of Educational Psychology*, 113(2), 309–325.
- Onyimonyi, C. C. O., Agi, K. M., & Namo, D. (2025). Impact of classroom management on students' engagement and learning outcomes in selected Nigerian secondary science classes. *Sokoto Educational Review*.
<https://sokedureview.org/index.php/SER/article/view/565>
- Ornstein, A. C., & Hunkins, F. P. (2022). *Curriculum: Foundations, principles, and issues* (8th ed.). Pearson.
- Piaget, J. (1970). *Science of education and the psychology of the child*. Viking Press.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2021). Teacher–student relationships and engagement: Conceptualizing, measuring, and improving classroom processes. *Educational Psychologist*, 56(2), 75–90.
- Priestley, M., Biesta, G., & Robinson, S. (2021). Teacher agency and curriculum making: Agents of change and spaces for manoeuvre. *Curriculum Inquiry*, 51(2), 123–145.
- Print, M. (2020). *Curriculum development and design* (3rd ed.). Routledge publications.umyu.edu.ng
- Sangoleye, S. A., Adedapo, A., & Olajo, B. O. (2022). Senior secondary school curriculum: Issues and strategies for effective implementation. *African Journal of Educational Management*, 22(1), 221–234.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2020). Evidence-based practices in classroom management. *Education and Treatment of Children*, 43(3), 223–248.
- Skinner, B. F. (1953). *Science and human behavior*. Macmillan.

- Smith, D., & Shryock, S. (2021). Professional development and classroom management: Experimental evidence from middle school teachers. *Teaching and Teacher Education*, 99, Article 103283.
- Snyder, J., Bolin, F., & Zumwalt, K. (1992). Curriculum implementation. In P. W. Jackson (Ed.), *Handbook of research on curriculum* (pp. 402–435). Macmillan.
- Trust, T., Carpenter, J. P., & Krutka, D. G. (2021). Leading educators' professional learning: The role of technology facilitated communities. *Journal of Technology and Teacher Education*, 29(1), 89–110.
- Umaru, Y. (2022). Improving classroom control and management: Focus on solutions for effective teaching–learning process in Nigeria. *UMYU Journal of Educational Research*.
- UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wang, M. T., Degol, J. L., & Henry, D. A. (2020). Classroom climate and student motivation: A multidimensional perspective. *Learning and Instruction*, 65, 101–115.
- Wiles, J., & Bondi, J. (2021). *Curriculum development: A guide to practice* (10th ed.). Pearson.
- Writer Points Research Project. (2025). Effect of classroom management techniques in improving academic performance of senior secondary students – Lagos State case study.
- Yusuf, H. T., & Ahmed, R. (2023). Curriculum implementation challenges in Nigerian secondary schools: Implications for policy and practice. *Nigerian Journal of Curriculum Studies*, 30(1), 88–102.

IMPACT OF VISUAL AND AUDIO-VISUAL MATERIALS ON INTEREST AND PERFORMANCE IN EVOLUTION AMONG SECONDARY SCHOOL STUDENTS BY

FAITH OJO AGBO

Department of Science Education, Faculty of Education, Ahmadu Bello University, Zaria,
Kaduna State, Nigeria
faithtawani@gmail.com
+234-9062147864

ABSTRACT

This study investigated the Impact of visual and audio-visual materials on interest and performance in evolution among secondary school students. Quasi-experimental design was adopted for the study. A sample of 400 students was drawn from a population of 3,499 to select three (3) schools out of twenty (20) using simple random sampling technique. The study was guided by two research questions and two null hypotheses. Two instruments, Evolution Concepts Performance Test (ECPT) and Students' Evolution Interest Questionnaire (SEIQ) were used to collect data. The reliability of ECPT and SEIQ was 0.82 and 0.78 respectively using Pearson Product Moment Correlation Coefficient (PPMC) statistics and Cronbach Alpha Coefficient formula respectively. Six null hypotheses were tested at $p \leq 0.05$ level of significance using one way Analysis of Variance (ANOVA) and Kruskal Wallis test statistics. The following were the major findings: Students exposed to visual and audio-visual materials performed and retained concepts significantly better than their counterparts exposed to lecture method. On the basis of the findings, it was recommended that biology teachers should incorporate visual and audio-visual materials more into the mainstream of pedagogy in the teaching of evolution.

Introduction

The quality of education of any nation depends solely on the educational background of its teachers and teaching methodology they employed. This is because no education system can rise above the qualities of its teachers. The economic strength of a nation is always assessed in terms of its performance in science and technology. In view of this importance, the Federal Government of Nigeria emphasized the teaching of science and technology in all institutions as contained in the national policy of education, Federal Republic of Nigeria (FRN, 2013). The countries educational policies and programs are being directed towards the science which includes Biology. Biology is a science subject that deals with the study of living organism. It has been discovered that our day to day activities was mainly on biology. Biology as an inquiry science is defined as a systematic process of making enquiry about living and non-living things in the environment. The term biology is coined from two Greek words "Bio" meaning life and "Logos" meaning the study. Hence, Biology can simply be defined as the study of life (Sylvia & Michael, 2012). Biology provides a systematic understanding of nature which comprises of plant and animals. It equally studies adaptation of organisms to a specific functions of the environment. Consequently, at the senior

secondary school level in Nigeria, students are given basic in biological studies ahead. Biology teachers are also acquainted with different methods of teaching to facilitate learning biology among senior secondary students. There are different methods or strategies of teaching Biology by which a biology teacher can employ. Some of these methods range from demonstration, discovery, experimental, excursion, field trip, expository approach, inquiry, problem solving, participatory methods among other.

However, lecture methods are the most popular one use by teachers. Ahmed and Abimbola (2011) view the use of inappropriate teaching methods as the major cause of students' poor performance in Biology examination. The problem of poor academic performance in science subject like biology has persisted over the twenty years (Eguabor, 2001; Olalekan & Jerome, 2006; Oyarole, 2016). This observation has evoked much research effort aimed at evolving means of re-addressing the situation. Akubuilu, (2014) attributed the poor academic performance in Biology student poor moral, poor preparation of teachers, overcrowded class rooms, inadequate use of laboratory, gross underfunding and inadequacy of reward for excellence in science teaching and learning. To help improve students' performance, Biology needs to be taught using effective method. Hence, this study investigated the impact of visual and audio-visual materials on interest and academic performance in evolution concept among Biology students.

Evolution which is the focus of this study is defined as a gradual orderly change from one condition to another (Michael, 2012). The principle of evolution implies the development of an entity in the course of time through a gradual sequence of changes, from a simple to a more complex state. In other words, it maintains that the different kind of organisms that we see today have evolved from common ancestors over millions of years. Charles Darwin (1859) has define evolution as “decent with modification”, that is, closely related species resembling one another of their inheritance and differing from one another because of hereditary differences accumulate during the separation of their ancestors. In other words, evolution is the process by which related population diverge from one another giving rise to new species or higher groups (Dodson & Dodson, 2012). The life sciences community accepts the centrality of evolutionary concepts and processes for understanding the unity, diversity, and history of life. The adaptive characteristics of organisms are consequences of concept to arouse and sustains students' performance, give all student in a class the opportunity to experience, necessary for new learning, and making learning more permanent.

Visual and audio-visual materials in Biology facilitates teaching and learning activities. Eniayeju, (2005) posited that it is very important to use instructional aid for instructional delivery to make students acquire more knowledge and to promote academic standard. Bassey (2012), conceived visual and audio-visual materials as a wide range of materials and devices designed to provide realistic imaginary and substitute experiences in order to enrich curricular expanses of many kinds. From the afore-mentioned meaning of visual and audio-visual materials, the best way of helping students to learn is to bring them face to face with the world which education intends to introduce to them. Visual and audio-visual learning aids on teaching has proved to be effective in the learning outcomes. Public secondary schools in Nigeria are faced with multiple problems which contribute to poor performance in national examinations. stressing the effectiveness of visual materials in learning, estimated that about 40% of our concepts are based on visual experience, 25% on auditory, 17% on tactile, 15% on miscellaneous organic sensation and 3% on taste smell. With the above assertion, audio-visual materials are important in the teaching and learning processes. They bring about clarity, extending experience, encouraging participation, stimulating interest, individualize instruction, serves as a source of information and making learning permanent.

Audio-visual materials are those materials that use the combination of both sense of hearing and seeing to convey meaning and present information. Audio-visual resources play a major role in making learning permanent, and perceptual materials readily associate themselves with the unique experiential background of each individual. Natoli, The use of visual and audio-visual materials facilitate effective communication and transfer of information, knowledge, skills, interest and retention. Azubuike and Obianmu (2004) added that visual and audio-visual materials contribute to student understanding, factual leaning, permanence of learning habit and skills, retention and interest and so on, Obianmu (2004) clearly illustrates how the use of media (simple visual materials) facilitates an ease better understanding of information with better view of images and general sharpening of intelligence. The use of visual and audio-visual materials can be applied in teaching and learning of Biology. Edith (2001), reported that for learning to be meaningful and effective, learners must be sufficiently motivated. Therefore, it is logical that insufficient, non-availability and improper use of instructional media can negatively influence the academic performance of the students. This is because the advantages and contributions of visual aid is lacking. These advantages include motivating, awakening students' interest and retention in the learning process and diversifying sensory appeal modalities.

Ogunleye (2000), listed of visual and audio-visual materials or resources that can be used in the teaching and learning of Biology to include books, films, slides, pictures, resource persons, demonstration, radio, maps of a categories, educational charts, furniture, televisions, chalkboards, diagrams, sketches, cartoons, stamps, video tapes, overhead projectors, slide projectors, tape recording. Hence, the researchers have seen the need for the utilization of visual and audio-visual materials or resources in the teaching and learning of Biology is very essential. Therefore, this study determine the impact of visual and audio-visual materials on interest, retention and performance of students in evolution concept in senior secondary schools. It is assumed that the use of visual and audio-visual materials improve students' interest, retention and performance.

Concepts more familiar to the learners. Thus, learners are able to grasp the concepts and learn more meaningfully. Bruner advocated that the use of Visual and audio-visual materials are of great importance in the teaching of science. Visual and audio-visual materials can lead to knowledge and cognitive development of students. For example, visual and audio-visual materials can enable the simplified version of complex phenomena to be produced, and hence concept formation and better understanding of the issue under discourse. The use of visual and audio-visual materials improves interest and performance in the teaching and learning of science. Therefore, this study examined the impact of visual and audio-visual materials on interest and performance in evolution among secondary school students.

Vygotsky's theory of social interaction (1978), states that a child's cognitive development is as a result of social interactions. The theory perceives learning as a social process that takes place in a context that allows for social interactions and communication which eventually leads to the construction of knowledge and cognitive development. According to this theory, learning first occurs through human interaction, after that, with help of tools (including language) and human mediation, it is eventually internalized. The internalization of knowledge, according to Vygotsky is a progression that begins with an interpersonal process before it proceeds into an intrapersonal one. Vygotsky emphasizes that young children are curious and actively involved in their own learning and the discovery and development of new understandings. Social interaction plays a fundamental role in the development of cognition. Social interaction emphasizes that effective learning happens through participation in social activities, making the social context of learning crucial.

Vygotsky emphasizes on the role of active involvement in learning in relation to the child's environment. The teacher acts as a facilitator who encourage students to discover principles for themselves and to construct knowledge by working to solve realistic problems. This implies that the students must take some responsibility for their learning. This is because they have to be actively involved in teaching and learning process. The social interaction theory of Vygotsky is related to the present study in that teaching and learning focus on improving students' interest, performance and also provides the context that allows for social interactions and communications between student-student and teacher-students. Based on the explanations of Bruner and Vygotsky, therefore, this study is hinged on their theories. Hence, this study investigated the impact of visual and audio-visual materials on interest, and performance in evolution concept among secondary school students.

Research Question

The following research question are formulated to guide the study:

- i. What is the difference between the mean performance scores of students taught evolution concepts using visual and audio-visual materials and those taught using lecture method?
- ii. What is the mean difference between the interest level of students taught evolution concepts using visual and audio-visual materials and those taught using lecture method?

Null Hypotheses

The following hypotheses were formulated to guide the study:

- i. H_{01} : There is no significant difference between the mean performance scores of Biology students taught evolution concepts using visual and audio-visual materials and those taught using lecture method.
- ii. H_{03} : There is no significant difference between the interest level of students taught evolution concept using visual and audio-visual materials and those taught using lecture method.

Methodology

The research design adopted for this study is quasi-experimental design involving a pre-test, post-test and post-test. The study involved three groups namely; experimental group 1, experimental group 2 and control group. All groups were pretested each on Interest and Performance before the administration of treatment. Intact classes of SS2 students were sampled from each of the three school to make up the sample size of 400 SS2 students. This sample is in accordance with Sambo

(2008) who stated that minimum of thirty sample size is viable in an experimental research of this nature. Simple random sampling technique involving "balloting" method was used to select three (3) Secondary Schools out of the twenty (20) Secondary Schools in the population. This was done by taking the corresponding serial numbers of the setter. Secondary Schools written on pieces of paper, shuffled while three (3) students were asked to pick out of the twenty (20) available in a pieces of paper in an unbiased manner (randomly). Descriptive statistics of mean and standard deviation were used to answer the research questions. While ANOVA and Kruscal Wallis were used to test the hypotheses.

Result

The data obtained from the experimental groups 1, 2 and control groups were used in answering the research questions and testing the hypotheses. The research questions were answered using descriptive statistics such as mean and standard deviation while analysis of variance was used to test the hypotheses.

Answering the Research Questions and testing the Null Hypotheses

Research Question One: What is the difference between the mean performance scores of students taught evolution concept using visual and audio-visual materials and those taught using lecture method?

To answer question one, a descriptive statistics of mean and standard deviation were used.

Table 1a: Mean and Standard Deviation of Posttest Scores for Experimental Group (EG1) and Control Group (CG)

Groups	N	Mean	Std. Deviation	Mean Difference
Visual-Aids	148	60.41	10.35	17.14
Control	100	45.27	11.02	

Table 1a showed that the mean scores of the Experimental Group (EG1) that is taught using visual aids teaching method was 60.41 with standard deviation of 10.35 while the Control Group (CG) that is taught using lecture method has 45.27 with standard deviation of 11.02. A mean difference of 17.14 was recorded. It is clear from the figures in Table 1a that the Experimental Group exposed to visual aids teaching method performed better than their counterpart exposed to lecture method.

Table 1b: Mean and Standard Deviation of Posttest Scores for Experimental Group (EG2) and Control Group (CG)

Groups	N	Mean	Std. Deviation	Mean Difference
Audio-Visual	150	59.26	11.91	17.14

Control	100	45.27	11.02
---------	-----	-------	-------

Table 1b showed that the mean scores of the Experimental Group (EG2) that is taught using Audio-Visual aids was 59.26 with standard deviation of 11.91 while the Control Group (CG) that is taught using lecture method has 45.27 with standard deviation of 11.02. A mean difference of 17.14 was recorded. It is clear from the figures above that the Experimental Group2 exposed to Audio-Visual aids performed better than their counterpart exposed to lecture method.

Null Hypothesis One: There is no significant difference between the mean performance scores of Biology students taught evolution concept using visual and audio-visual materials and those taught using lecture method.

To test Null Hypothesis one, ANOVA Results of Posttest Mean Scores for the Experimental Groups (EGs) and Control Group (CG) were used. The detail of the results is presented below

Table 2: ANOVA of Posttest Mean Scores for the Experimental Groups and Control Group

Groups	Sum of Squares	df	Mean Square	F	p-value	Remark
Between Groups	53.32	2	16517.12	134.02	0.001	Significant
Within Groups	31.97	497	123.24			

Significant at $p \leq 0.05$ level

Analysis from the Table 1b, indicated that the calculated F-value is 134.023 with the degree of freedom Between Groups and Within Groups 2 and 497, degree of freedom total is 499). This value is greater than F-ctrl at $\alpha = 0.05$ level of significance ($p = 0.001 < \alpha = 0.05$). It shows that there is a significant difference between the post test scores of the EG that is visual, audio-visual and CG that is lecture method. Therefore, the null hypothesis which states that there is no significant difference between the mean performance scores of Biology students taught evolution concept using visual and audio-visual materials and those taught using lecture method is rejected.

Research Question Two: What is the mean difference between the interest level of students taught evolution concept using visual and audio-visual materials and those taught using lecture method? To answer research question two a descriptive statistics of mean rank and sum of rank were used.

Table 3a: Summary of Mean Interest Rank of Experimental and Control Groups

Groups	N	Mean Rank	Sum of Rank	Mean Rank Difference
Visual-Aids	148	72.47	4855.50	27.1
Lecture	100	45.37	2404.50	

Table 3a showed that the posttest interest mean rank value of 72.47 was obtained in the experimental group one with a value of 4855.50 as the sum of rank. Table 3a also revealed that the posttest interest mean rank value of the control group was 45.37 with 2404.50 as the sum of rank. A mean rank difference of 27.1 was obtained and this showed that students taught using Visual-Aids (experimental group 1) developed a higher level of interest in evolution than students taught using lecture method (control group). This implies that Visual-Aids enhanced students' interest in evolution.

Table 3b: Summary of Mean Interest Rank of Experimental and Control Groups

Groups	N	Mean Rank	Sum of Rank	Mean Difference	Rank
Audio-Visual	150	68.47	4845.20	23.10	
Lecture	100	45.37	2404.50		

Table 3b showed that the posttest interest mean rank value of 68.47 was obtained in the experimental group two with a value of 4845.20 as the sum of rank. Table 3b also revealed that the posttest interest mean rank value of the control group was 45.37 with 2404.50 as the sum of rank. A mean rank difference of 23.10 was obtained and this showed that students taught using Audio-visual-materials (experimental group 2) developed a higher level of interest in evolution than students taught using lecture method (control group).

Null Hypothesis Two: There is no significant difference between the interest level of students taught evolution concept using visual and audio-visual materials and those taught using lecture method.

To test Null Hypothesis Two, Kruskal-Wallis statistics on interest level of students taught using visual and audio-visual materials and lecture method were used. The summary of the analysis is presented in Table 4.

Table 4: Summary of Kruskal-Wallis Mean Interest Rank for Students in the Experimental and Control Groups

Variable	N	Mean Rank	Df	H-test	P-value	Remark
Visual	148	72.47				
Audio-Visual	150	68.47	3	21.37	0.01	Sig
Lecture	100	45.37				

Significant at $P < 0.05$

Table 4 Result of Kruskal-Wallis test shows the mean rank on the level of interest among two experimental and one control groups. The result revealed the H-value of 21.37 at 3 degree of

freedom gave a P-value of 0.01. This value is significant at $P \leq 0.05$ ($p = 0.01 < \alpha = 0.05$). There is no significant difference between the interest level of student taught evolution concept using visual and audio-visual materials and those taught using lecture method is hereby rejected. Hence, it was concluded that a significant difference exists between the interest levels of three groups. In order to ascertain which of the groups is significantly different from the others the data was subject to the Dunn-Bonferroni post hoc test for pairwise comparison. The result revealed that the pairwise comparison of the students in the experimental groups 1 and 2 was not significant at $P \leq 0.05$. Other pairwise comparisons were found to be significant at $P \leq 0.05$. Thus the null hypothesis is rejected. This implies that the experimental groups taught the evolution concepts using Visual aids and Audio-visual significantly have higher level of interest than the control group taught using lecture method.

Conclusion

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

Visual and Audio-visual materials improved the academic performance of senior secondary school students in Evolution. Evolution concepts are retained better when Visual and Audio-visual materials are used as a medium of instruction. Both genders benefitted equally well when taught using Visual and Audio-visual materials. Visual and Audio-visual materials should be used in higher institutions like colleges of Education and the universities respectively. The two teaching strategies are gender friendly. Visual and Audio-visual materials bring about increased interest for the learning of evolution among students and facilitates better retention and attitude toward the learning of Biology.

Recommendations

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

1. The Visual Aids and Audio-Visual aids should be incorporated into the main stream of pedagogy in the teaching of Biology at secondary school levels by Nigerian Educational and Research Development Council (NERDC) because this study establish that there is significant difference between the academic performance of students exposed to Visual Aids and Audio-Visual aids and those exposed to lecture method.
2. Training of science teachers should be organized and focus more on use Visual Aids and Audio-Visual aids for teaching Biology concepts by the government research centers like

Nigerian Educational and Research Development Council (NERDC), Nigeria Institute of Physics (NIP) and relevant professional bodies like Science Teachers' Association.

3. Workshops and conferences should be organized and focus more on how to use Visual Aids and Audio-Visual aids among low, medium and high ability for the teaching Biology concepts.
4. Institutions like the College of Education, Faculty of Education in the University should incorporate Visual Aids and Audio-Visual aids into their curriculum at all level. This will ensure the development of its knowledge in the teachers on training.

References:

- Ahmed, M. A. & Abimbola, I. O. (2011). Influence of teaching experience and school location on Biology teachers' rating of the difficult levels of nutrition concept in Ilorin, Nigeria. *Journal of Science Teachers' 7*(2,52-61).
- Akubuilu, F. (2014) Repositioning Adult and Formal Education for Nigerian Educational Development. *Journal of Educational Policy and Entrepreneur Research Jeper Vol 5 No. 9*.
- Bassey, S.W (2012). Improvisation of Instructional materials on Students' Achievement in Mathematics.
- Dodson, E.O & Dodson, P. (2012) *Evolution: Process and Product* (2nd Edition). Prindle Weber & Schmidt.
- Eniayeju P.A 2014 – The Effect of Concept Mapping guided discovery integrated teaching approach and chemistry studies achievement and retention.
- Eniayeju A.A 2005. The effect of instructional material on students achievement in mathematics. *Journal of Educational Research and development 3*(1).
- Eguabor, V.O. 2001 Improvisation and the use of integrated science teaching aid in the Junior Secondary School. *STAN Journal*, 41(2) 216-218.
- Sylvia S.M & Micheal W. (2012) *Human Biology. Biology is a study of life*. 12th edition.
- Ogunleye, B.O 2002- The state of science teaching in Nigeria Secondary School. *Journal of Science Teachers Association of Nigeria*. 35 (1&2), 9-15.
- Olalekan, M.N, & Jerome S.I. (2006) strategies for Enhancing the teaching and learning of mathematics *Journal of Educational Research and Policies*.
- Oyarole, A.Y. (2016). Impact of collaborative strategy on retention and performance in ecology concepts among concrete and formal reasoning ability students, Zaria Nigeria. Unpublished M.Ed Dissertation, Ahmadu Bello University, Zaria.

EFFECTS OF RECIPROCAL PEER-TUTORING ON STUDENTS' TEST ANXIETY AND TRIGONOMETRY ACHIEVEMENT IN JOS NORTH LOCAL GOVERNMENT AREA, PLATEAU STATE, NIGERIA

BY

SULE SAMUEL SARDAUNA (Ph.D)

Department of Science Education, Faculty of Education, Yobe State University, Damaturu, Nigeria.

profsam8@gmail.com

+234- 07061893719

ABSTRACT

This study examined the effects of reciprocal peer-tutoring on students' test-anxiety and trigonometry achievement in Jos North Local Government Area, Plateau State. The study employed a quasi-experimental design involved pre-test and post-test measures with non-randomized control and experimental groups. A total of 478 senior secondary one (SS1) made up the target population. A sample size of 65 students chosen through purposive sampling technique of intact classes were used. Data collection utilized two instruments namely: Trigonometry Achievement Test (TAT) with a reliability coefficient of 0.81 established using the test-retest method and Trigonometry Test-Anxiety (TTA) which had a reliability coefficient of 0.84 using Cranach's Alpha method, Study was guided by two research questions and two null hypotheses. Through Mean Standard deviation, research questions were answered and Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. The findings revealed among others that; there was significant difference in trigonometry performance between students taught using Reciprocal Peer Tutoring (RPT) and those taught using Conventional Instructional Method (CIM) ($p = 0.002 < \alpha = 0.05$). In conclusion, the study confirmed that Reciprocal Peer Tutoring was more effective in enhancing students' achievement than CIM and also reduce test- anxiety among students. It was recommended among others that; mathematics teachers should be exposed to Reciprocal Peer-Tutoring (RPT) through conferences, seminars, workshops, and in-service training.

Keywords: *Conventional instructional method, Mathematics, Test-Anxiety, Trigonometry; Reciprocal Peer-Tutoring*

Introduction

The development of science and technology in any nation of the World heavily depends on Mathematics. Its importance has been vital to society since prehistoric times to the present today. In secondary schools, mathematics is a vital subject essential for life's various aspects, and cannot be overlooked or ignored. Knowing this, the federal government of Nigeria has made it a compulsory subject, outlining specific objectives for teaching mathematics in secondary schools. These objectives include providing a solid foundation for everyday life, fostering an interest in mathematics, developing computational skills, cultivating accuracy in problem-solving, and establishing a necessary groundwork for further education. The Nigerian secondary school mathematics curriculum, as outlined by Ahmad and Auwal (2021), covers seven critical areas

namely: algebra, mensuration, number and numeration, geometry, trigonometry, statistics, and probability. But this study precisely covers trigonometry component of mathematics.

Trigonometry is an aspect of mathematics that explores the relationships between side lengths and angles of triangles. The field originated in the 3rd century BC, in the Hellenistic world, through the use of Geometry in astronomical studies. It is an essential topic in the secondary school curriculum because it helps students build crucial cognitive abilities, skills and strategies. Trigonometry offers rich problem-solving opportunities and cultivates reasoning and proof skills/capabilities. Trigonometry's unique combination of algebraic and Geometric concepts, accompanied by visual elements/representations makes it crucial for mathematical progress. However, research shows that students find it difficult or hard to grasp (Akkoc, 2008). The complexity of trigonometry lies in its abstract concepts like algebraic equations and formulas. Students who do not understand the basics always struggle with later or advanced topics (Dumus, 2004). In addition to the difficulty of trigonometry as a subject, students are always not motivated to learn it. For instance, Dogan (2001) examined the opinions of students (n=1316) about trigonometry. The results indicated that 22 % of the students liked trigonometry, 46 % did not like it, and 31 % of students said that they did not even want to talk about trigonometry; 46 % of them said that they did not want to study trigonometry. The results suggest that many students had a negative attitude towards learning trigonometry. Due to these reasons, trigonometry contents should be examined to highlight the importance of boosting students' confidence and interest, with a focus on for teachers' roles in achieving this goal. According to Chief Examiner (2016), conventional teaching methods fall short for many students, leading to poor students' performance/outcomes and increased anxiety, particularly when it comes to trigonometry concepts. Considering these problems, the present research intends to investigate whether teaching trigonometry concepts of mathematics through Reciprocal Peer Tutoring (RPT) can improve students' academic performance and assuage test anxiety.

Reciprocal Peer Tutoring (RPT) refers to a collaborative instructional technique or strategy in which students of the same age and class take turns assuming the roles of tutees (learners) and tutors. In other words it is an instructional approach where students take turns teaching and learning from each other. As reported by Ginga, Mohammed, and Usman (2019), RPT empowers students take on teaching roles, monitor their peers' progress, and evaluate their work through observations

or work samples. This method not only boosts academic performance and reduces disruptive behavior but also develops social competence, skills, and peer acceptance.

Reciprocal Peer Tutoring has considerable potential to reduce test anxiety by giving support through group learning, specifically when tackling difficult concepts. Collaborative group work can create a more relaxed and supportive setting or environment, where humor helps to foster enjoyable or positive learning experiences. This approach is particularly valuable in inclusive classrooms, as group work can easily accommodate diverse learning needs and abilities. Cooperative and active learning aspects of RPT, have been uncovered to mitigate mathematics anxiety and positively enhance students' performance or outcomes in the subject.

By incorporating RPT, teachers can gain additional time to work on upcoming lesson plans, while students benefit from receiving more personalized instruction and engaging in active learning. Moreover, RPT enables students to monitor their progress, encouraging accountability and take ownership and responsibility for their task or work.

Ginga, Mohammed and Usman (2019) asserted that RPT enhances the academic performance by providing opportunities for students to teach, monitor, and evaluate each other's work through observations and collaborative studies. Fransco et al. (2018) and John (2016) highlighted the positive impact of RPT on students' cognition and its ability to reduce mathematics test anxiety through social interaction within the strategy. The experimental group, engaged in RPT, spent more time in the learning process, experienced direct interaction, and felt comfortable, which fostered active learning. In the end, RPT proved beneficial for both cognitive and social gains. Also, the positive findings may certainly be ascribed to students' adherence, attention, participation and active engagement with the RPT approach, which may have enhanced their interest during teaching and learning processes.

From Researcher's view, mathematics anxiety is defined as fear or apprehension of mathematics, which is often characterized by feelings of unease, concern, or dread that impede an individual's performance in mathematical tasks. The concerns of mathematics anxiety are well documented in the literature, including the inability to understand mathematical concepts, reduced mathematics achievement, avoidance of mathematics courses, limitations in selecting college majors and future careers, and negative emotional experiences.

Hembree (1998) asserts that test anxiety has a negative impact on academic performance in diverse educational settings. The study carried out by Xiao (2013) revealed an inverse correlation between

test anxiety and test performance among Chinese senior high school students. Ünal-Karagüven (2015) carried out a study that revealed a significant proportion of high school students in Saghez City, located in the Kurdistan province, experienced test anxiety. The findings of the study showed that a considerable proportion of male students (37%) and female students (53%) experienced the impact of this phenomenon. The study conducted by Oladipo and Oqungbamila (2013) on the association between academic levels and students' faculty as determinants of test anxiety among Nigerian students. The study's findings suggested that test anxiety is a pervasive phenomenon unaffected by students' academic level or faculty affiliation. The claims mentioned above provide support for the presence of test anxiety in secondary schools and the subsequent distress encountered by students. Despite the recognition of the issue, there is a lack of intervention programs or research efforts aimed at addressing it, particularly within Nigerian context.

Statement of the Problem

Trigonometry teaching in Nigerian secondary schools has become a pressing concern or issue, given the consistently high rates of students' mass failure, as reported by the Chief Examiner (2016, 2018 & 2019). Various significant issues have been identified as underlying causes of students' persistent poor grades in the Senior School Certificate Examination (SSCE). Research by Ahmad and Baba (2021) reports several issues: including students' difficulty in applying trigonometry concepts to real world problems, combined with inappropriate teaching methods and a failure to adopt innovative approaches despite the existence of better alternatives. The effect of Mathematics anxiety are well-documented in literature and include students' struggles with understanding mathematics concepts, decreased achievement, and unpleasant emotional experiences. On the basis of this, it is necessary for the researcher to explore the teaching methods that can enhance students' academic achievement and reduce test anxiety in trigonometry aspect of mathematics in Jos North Local Government Area, Plateau State, Nigeria in particular.

Objectives of the Study

The study's objective was to examine the effects of reciprocal peer-tutoring on students' test-anxiety and trigonometry achievement in Jos North Local Government Area, Plateau State, Nigeria. Basically, the study sought to find out;

1. If the difference exists between the achievement of students taught trigonometry using Reciprocal Peer Tutoring (RPT) and those taught using Conventional Instructional Method (CIM) in Jos North Local Government Area of Plateau State, Nigeria; and

2. Whether the difference exists between the test-anxiety levels of students taught trigonometry using Reciprocal Peer Tutoring (RPT) and those taught using Conventional Instructional Method (CIM) in Jos North Local Government Area, Plateau State, Nigeria.

Research Questions

In line with the study's objectives, the following research questions were posed and addressed:

1. Do students taught trigonometry using Reciprocal Peer Tutoring (RPT) perform better than those taught using Conventional Instructional Method (CIM) in Jos North Local Government Area, Plateau State, Nigeria?
2. Do students taught trigonometry using Reciprocal Peer Tutoring (RPT) experience lower test anxiety compared to those taught using Conventional Instructional Method (CIM) in Jos North Local Government Area, Plateau State, Nigeria?

Research Hypotheses

At $\alpha = 0.05$ level of significance, the following null hypotheses were tested:

1. There is no significant difference in trigonometry achievement between students taught using Reciprocal Peer Tutoring (RPT) and those taught using Conventional Instructional Method (CIM) in Jos North Local Government Area, Plateau State, Nigeria.
2. There is no significant difference in test anxiety level between students taught trigonometry using Reciprocal Peer Tutoring (RPT) and those taught using Conventional Instructional Method (CIM) in Jos North Local Government Area, Plateau State, Nigeria.

Methodology

A quasi-experimental research design method was used, incorporating pretest and posttest measures with non-randomized control and experimental groups. The control group received conventional instruction or teaching, whereas the experimental group was taught using reciprocal peer tutoring. Existing intact classes were used to prevent disruption to the schools' usual activities. The target population for this study included 478 senior secondary one (SS1) students from all the public senior secondary schools in Jos North Local government area. The choice of SS1 students was due to the fact that the concepts/units taught during the study fall within the SS1 mathematics curriculum. Also, public secondary schools were chosen because of their similar socio-economic status, admission policy, and staffing. The study used sample of 65 students met in the intact classes of two senior secondary schools with one school assigned as the experimental

group (35) students and the other as control group (30) students. These schools were selected using purposive sampling techniques as a result of their uniformity in curriculum contents.

The study used two data collection instruments: Trigonometry Achievement Test (TAT) and Trigonometry Test-Anxiety (TTA) questionnaire. The TAT comprised thirty (30) objective questions derived from the Senior Secondary School Certificate Examination (SSCE) and the National Examination Council (NECO), with options A-E. The TAT served as the post-test to measure students' academic achievement in Trigonometry after the treatment has been given while TTA measures test-anxiety levels. Initially, the TAT comprised forty objective test items (questions) but was later reduced to thirty (30) items through face and content validity by three experts, two in mathematics Education and one in Measurement and Evaluation. Thereafter, the suggestions and comments made were used to modify the instrument before final administration. The reliability coefficient for TAT yielding a value of $r = 0.81$ established using the test-retest method. The Trigonometry Test-Anxiety (TTA) questionnaire was also constructed by the researcher utilizing a five-point likert-scales. The TTA comprised ten statements, and respondents were asked to rate their personal feelings after each statement using numbers 1 to 5. The ratings ranged from 1 (not at all or never true) to 5 (extremely highly or always true). The reliability of TTA yielded 0.84 using Cronbach's Alpha coefficient. Two lesson Plans were designed for the treatment of the groups: the Reciprocal Peer-Tutoring Lesson Plan (RPTLP) for the experimental group and the Conventional Instructional Method Lesson Plan (CIMLP) for the control group. Subsequently, the experimental group received instruction using the RPTLP, while the control group received instruction using the CIMLP. The treatment duration lasted for five weeks. After the treatment, data was collected and analyzed using mean and Analysis of Co-variance (ANCOVA) at 0.05 level of significance.

Results

Data analysis was conducted in the context of the research questions and testing the null hypotheses:

Research Question One: Do students taught trigonometry using Reciprocal Peer Tutoring (RPT) perform better than those taught using Conventional Instructional Method (CIM) in Jos North Local Government Area, Plateau State, Nigeria?

Table 1: Mean and Standard Deviation scores of Students taught Trigonometry using RPT and those taught using CIM

Groups	N	Pre-test Mean	Post-test Mean	SD	Mean gain/loss
--------	---	---------------	----------------	----	----------------

RPT	35	35.4	62.7	13.6	27.3
CIM	30	32.2	51.5	11.7	19.3
Total	65				

Table 1 showed the pre-test and post-test mean and standard deviation achievement scores of students for the experimental and control groups. The experimental group scored 35.4 (pre- test) and 62.7 (post-test), with a mean gain of 27.3. While the control group scored 32.2 (pre-test) and 51.5 (post-test), with a mean gain of 19.3 in that order. Thus, both experimental and control groups demonstrated improvement, indicating a positive effect. Meanwhile, the mean gain of 27.3 for the experimental group is higher than the control group which recorded 19.3. This signifies that students taught trigonometry using RPT achieved better with higher post-test scores than those taught using CIM.

Hypothesis One: There is no significant difference in trigonometry achievement between students taught using Reciprocal Peer Tutoring (RPT) and those taught using Conventional Instructional Method (CIM) in Jos North Local Government Area, Plateau State, Nigeria.

Table 2: Summary of ANCOVA test for Significant Difference in Trigonometry Achievement between Students Taught Trigonometry using RPT and CIM.

Source	Type III Sum of Squares	Df	F	P-value	Decision
Corrected Model	2682.341 ^a	2	123.541	.000	
Intercept	1421.341	1	35.326	.000	
Pretest	83.533	1	0.004	.841	
Method	8356.671	1	115.210	.002*	S
Error	37102.532	62			
Total	431025.000	65			
Corrected Total	12030.154	64			

S* = Significant at 0.05 level

Table 2 indicated the calculated value of $F(1, 62) = 115.210$ is significant at .002 for the method main effect ($p < \alpha = 0.05$). This implies that there is a significant difference in trigonometry achievement between students taught using Reciprocal Peer Tutoring (RPT) and those taught using Conventional Instructional Method (CIM). Hence, the null hypothesis was rejected. Conclusively, students in the experimental group (RPT) achieved better than those in control group (CIM) in terms of trigonometry academic achievement.

Research Question Two: Do students taught trigonometry using Reciprocal Peer Tutoring (RPT) experience lower test anxiety compared to those taught using Conventional Instructional Method (CIM) in Jos North Local Government Area, Plateau State, Nigeria?

Table 3: Mean Test-anxiety Achievement scores of Students taught Trigonometry using RPT and those taught using CIM

Groups	N	Pre-test Mean	Post-test Mean	SD	Mean gain/loss
RPT	35	44.2	50.3	16.3	6.1
CIM	30	46.4	67.3	18.5	21.2
Total	65				

Data in Table 3 showed the following mean test anxiety achievement scores: Experimental group (pre-test; 44.2, post-test; 50.3; gain: 6.1) and Control group (pre-test; 46.4, post-test; 67.3; gain: 21.2) in that order. The results indicated a positive effect on both experimental and control groups. However, the mean gain of 6.1 for the experimental group is lower than that of control group. This connotes students taught trigonometry using RPT demonstrated lower level of test- anxiety than those students in the control group (CIM).

Hypothesis Two: There is no significant difference in test anxiety levels between students taught trigonometry using Reciprocal Peer Tutoring (RPT) and those taught using Conventional Instructional Method (CIM) in Jos North Local Government Area, Plateau State, Nigeria

Table 4: Summary of ANCOVA test for Significant Difference in Test-Anxiety Achievement Scores between Students Taught Trigonometry using RPT and CIM.

Source	Type III Sum of Squares	Df	F	P-value	Decision
Corrected Model	5230.344 ^a	2	32.463	.000	
Intercept	1429.380	1	20.421	.000	
Pretest	76.103	1	0.008	.0742	
Method	156.525	1	0.535	.000*	S
Error	1626.122	62			
Total	323635.000	65			
Corrected Total	15234.162	64			

S* = Significant at 0.05 level

Table 4 indicates the calculated value of $F(1, 62) = 0.535$ is significant at .000 for the method main effect ($p < \alpha = 0.05$). This showed that there is a significant difference in test-anxiety levels between students taught trigonometry using Reciprocal Peer Tutoring Strategy (RPT) and those

taught using Conventional Instructional Method (CIM). Thus, the null hypothesis was rejected. In conclusion, students in the experimental group (RPT) showed lower levels of test-anxiety than those in control group (CIM).

Discussion of Findings

Findings were discussed around the research questions and guided by the null hypotheses. The findings of this study regarding the research questions and null hypotheses revealed that the students in experimental group, which was exposed to Reciprocal Peer Tutoring (RPT), achieved better than the students in control group exposed to Conventional Instructional Method (CIM). The possible reason for these findings could be attributed to active engagement that probably encourages students' active participation, discussion and engagement with the material, leading to deeper understanding and retention. This finding corroborates the assertions made by Ginga, Mohammed and Usman (2019) that RPT enhances the academic achievement by providing opportunities for students to teach, monitor, and evaluate each other's work through observations and collaborative studies.

The findings are also in line with the findings of Fransco et al. (2018) and John (2016) who highlighted the positive impact of RPT on students' cognition and its ability to reduce mathematics test anxiety through social interaction within the strategy. The experimental group, engaged in RPT, spent more time in the learning process, experienced direct interaction, and felt comfortable, which fostered active learning. In the end, RPT proved beneficial for both cognitive and social gains. Also, the positive findings may certainly be ascribed to students' adherence, attention, participation and active engagement with the RPT approach, which may have enhanced their interest during teaching and learning processes.

More so, the finding revealed that the experimental group, exposed to Reciprocal Peer Tutoring Strategy, exhibited lower level of test-anxiety compared to the control group. The possible reason for this finding could be ascribed to social support provided by Reciprocal Peer Tutoring in learning environment where students feel comfortable asking questions and clarifying doubts, reducing anxiety. This finding agrees or aligns with the findings of Jerry, Desmond, and Rose (2019) who emphasized the significant relationship between mathematics test anxiety and achievement. They noted that while mild nervousness can enhance achievement, excessive anxiety can interfere with exam outcomes. Students that are mostly involved in RPT may feel more at ease when interacting with their peers as tutors, leading to enhanced studying habits, increased

concentration on learning tasks, reduced anxiety, and better comprehension of concepts (Ahmad & Baba, 2021). Similarly, this finding tells that RPT was not effective to both groups. This suggests that both groups had no equal level of test-anxiety and this can be accredited to students' interaction, motivation, attention and treatment given to them (experimental group) by the teachers using the RPT strategy.

Conclusion

Consistent with the findings, the study revealed that students in the Reciprocal Peer Tutoring (RPT) group achieved significantly better than those in Conventional Instructional Method (CIM) group. Students in the experimental group demonstrated lower levels of test anxiety compared to the students in the control group. Therefore, these findings confirmed that Reciprocal Peer Tutoring was more effective in enhancing students' achievement than CIM and also decrease test-anxiety among students.

Recommendations

Recommendations were drawn from the study's findings by the researcher as follows:

1. Mathematics teachers should be exposed to Reciprocal Peer Tutoring through conferences, seminars, workshops, and in-service training. This will provide them with the necessary knowledge and skills to effectively implement Reciprocal Peer Tutoring in their classrooms. Professional development opportunities should be provided to enhance their understanding of the strategy and its benefits.
2. Students should be encouraged to actively engage in group work. Collaborative learning environments can greatly assist in understanding the subject matter, reducing anxiety, building trust among peers, and creating a sense of ease in the classroom.

References:

- Ahmad, M.U. & Baba, W. (2021). Causes of Mathematic anxiety among secondary school students in Minna Metropolis. *Abacus .The Journal of Mathematical Association of Nigeria* 46(1) 234-244.
- Ahmad, M. U. & Auwal, H. (2021). Relationship between mathematics test-anxiety and mathematics achievement among senior secondary school students in Bida Local Government Area, Niger State. *Kano Journal of Educational Psychology*. 3(1), 24-30.
- Akkoc, H. (2008). Pre-service Mathematics teachers' concept images of radian. *International Journal of Mathematical Education in Science and Technology*, 39(7), 857 – 878.
- Barroso, C., Ganley, C. M., McGraw, A. L., Geer, E., Hart, S. A. & Daucourt, M. C. (2021). A meta-analysis of the relation between math anxiety and math achievement. *Psychological Bulletin*, 147(2), 134-168. <https://doi.org/10.1037/bu10000307>.
- Dogan, A. (2001). Genel liselerde okutulan Trigonometri konularinin ogretiminde ogrencilerin yanilgilari, yanislari ve Trigonometri konularina karsi ogrenci tutumlari uzerine bir arastirma. Unpublished doctoral dissertation, SelcukUniversity, Konya, Turkey
- Durmus, S. (2004). Matematikte ogrenme gucluklerinin saptanmasi uzerine bir calisma. *Kastamonu Egitim Dergisi*, 12(1), 125-128.
- Francisco, J. A. Lidon, M. Gil, L & Ana, M. (2018). Peer-tutoring and academic achievement: A meta-Analysis. *Eurasia Journal of Mathematics, Science & Technology Education*, 14(1), 337
- Ginga, U. A, Mohammed, B. & Usman, N. (2019). Effect of reciprocal teaching strategy on students' performance in word problem leading to simultaneous equations for creativity in Basic secondary and tertiary education in Yobe State. *Abacus, the Journal of Mathematical Association of Nigeria*, 44(1), 250-259.
- Hassan, A. A. (2010). Effect of school type on usual perception of geometry shapes and performance of junior secondary school students in Minna Metropolis. *Journal of Studies in Science and Mathematics Education*, 1(1), 12-18.
- Hembree R (1988). Correlates, causes, effects and treatment of test anxiety. *Rev Educ Res.*;58(1):47–77.
- Jerry, Z. Desmond, B. & Rose, Z. (2019). The effect of mathematics anxiety on the achievement of senior secondary school two students in Jos North Government Area, Plateau State, *Abacus, the Journal of Mathematical Association Nigeria*, 44(1), 402-409.

- John, T. M. (2016). Effect of class wide and reciprocal peer tutoring strategies on students' mathematical problem-solving achievement in electricity concept in Physics. *International Journal of Education Learning and Development*, 4(3), 37-44.
- Oladipo, SE, Ogungbamila A. (2013). Demographic predictors of test anxiety among undergraduates. *Int J Learn Dev.* ;3(1):62–66.
- Para, T. & Johnston-Wilder, S. (2023). Addressing mathematics anxiety: A Case Study in a high school in Brazil. *Creative Education*, 14(2), 377-399. doi: 10.4236/ce.2023.142025
- Ünal-Karagüven, M.H. (2015). Demographic factors and communal mastery as predictors of academic motivation and test anxiety. *J Educ Train Stud*, 3(3), 1–12.
- West African Examination Council (WAEC) (2016, 2018 & 2019). Chief Examiner's reports.
- Xiao J. (2013). Academic stress, test anxiety, and performance in a Chinese high school sample: the moderating effects of coping strategies and perceived social support. PhD Dissertation, Georgia State University.

IMPACT OF FUEL SUBSIDY REMOVAL ON STAFF JOB COMMITMENT AND STUDENTS' ACADEMIC PERFORMANCE OF FEDERAL UNIVERSITY OF EDUCATION, ZARIA, KADUNA STATE, NIGERIA

BY

DR. EMMANUEL PATRICK AGENE

Curriculum and Instruction Department, Faculty of General Education, Federal University of Education, Zaria, Kaduna State
emmanuelpatrickagene@gmail.com
+2348054555410,

DR. IDRIS ALIM I OMEIZA

Curriculum and Instruction Department, Faculty of General Education, Federal University of Education, Zaria, Kaduna State
shehuidris621@gmail.com
+2348139009657

&

DR. LA WAL BAL A

Curriculum and Instruction Department, Faculty of General Education, Federal University of Education, Zaria, Kaduna State

ABSTRACT

This study investigates the impact of fuel subsidy removal on staff job commitment and students' academic performance at Federal University of Education, Zaria, Kaduna State, Nigeria. The study has two research objectives which were all in line with the research questions. Descriptive survey design was employed. Based on the analysis of the data collected from the study, the research found that, staff and students who are from a disciplined home perform better than those from undisciplined homes even at the face of economic stress and challenges brought about as a result of fuel subsidies removal. It was also recommended among other things that: Government should put in place modalities to assist staff and students to cushion the negative effects of fuel subsidies removal on the Federal University of Education, Zaria academic activities and its operations, Kaduna State, Nigeria. This will go a long way to improve on the staff job commitment and students' academic performance in Federal University of Education, Zaria, Kaduna State, Nigeria.

Keywords: Fuel subsidy removal, job commitment and academic performance

Introduction

The removal of fuel subsidy has been a contentious issue in Nigeria, with far-reaching implications for various sectors of the economy, including education. In 2023 the Nigerian government announced the removal of fuel subsidy, citing economic reasons and the need to allocate resources to other critical sectors. This research aims to explore how these changes affect staff job commitment and students' academic performance. Federal University of Education, Zaria (FUEZ), like other tertiary institutions in Nigeria, has been affected by this policy change. The university community, comprising staff and students, has had to adapt to increased fuel prices, which have

led to higher transportation costs, increased living expenses, and reduced disposable income. The impact of fuel subsidy removal on staff and students of Federal University of Education, Zaria is multifaceted. Staff may experience reduced productivity, decreased motivation, and increased stress levels due to financial constraints. Students, on the other hand, may face challenges in attending classes regularly, participating in academic activities, and completing assignments on time.

Nigeria's fuel subsidy removal policy has been a contentious issue, with proponents arguing it will reduce corruption and increase government revenue, while opponents argue it will increase poverty and inequality. Federal University of Education, Zaria, like other universities, faces challenges in maintaining staff morale and student engagement and performance due to limited resources and infrastructure. The impact of fuel subsidy removal on staff commitment and students' academic performance in Federal University of Education, Zaria is a critical area of study, given the university's role in producing skilled professionals for Nigeria's development. Despite the potential consequences of fuel subsidy removal on education, there is a paucity of research on its specific impact on staff and students of Federal University of Education, Zaria. This study aims to fill this knowledge gap by investigating the socio-economic impacts of fuel subsidy removal on staff and students of Federal University of Education, Zaria.

Academic performance occupies a very important place in education as well as in learning process. Itodo (2021) performance is a pointer to the determinant of the future of students and the nation. It is considered as a key criterion to judging one's total potentialities and capacities which are frequently measured by the examination results, this account for the reason why scholars have been working hard to entangle factors that militate against good academic performance, which has attracted the attention of scholars and parents. Socio-economic background of parents has been identified as a significant factor influencing students' academic performance. This study aims to investigate the relationship between socio-economic background and academic performance of students in Federal University of Education, Zaria, Kaduna State, Nigeria. The relationship between socio-economic background and academic performance has been a long-standing concern in education. Research has consistently shown that students from higher socio-economic backgrounds tend to perform better academically than those from lower socio-economic backgrounds. This disparity is attributed to various factors, including access to resources, parental

involvement, and cultural capital. Nigeria's fuel subsidy removal policy has been a contentious issue, with proponents arguing it will reduce corruption and increase government revenue, while opponents argue it will increase poverty and inequality (Enuka, 2020). Federal University of Education, Zaria, like other universities, faces challenges in maintaining staff morale and student engagement and performance due to limited resources and infrastructure. The impact of fuel subsidy removal on staff commitment and students' academic performance in Federal University of Education, Zaria is a critical area of study, given the university's role in producing skilled professionals for Nigeria's development.

Objectives of the Study

The following were the objectives of the study:

1. to examine the socio-economic impacts of fuel subsidy removal on staff job commitment of Federal University of Education, Zaria, Kaduna State, Nigeria; and
2. to investigate the effects of fuel subsidy removal on the academic performance of students of Federal University of Education, Zaria, Kaduna State, Nigeria.

Research Questions

To further guide the study, the researchers raised the following research questions:

1. what are the socio-economic impacts of fuel subsidy removal on staff job commitment of Federal University of Education, Zaria, Kaduna State, Nigeria?
2. how does fuel subsidy removal affect the academic performance of students of Federal University of Education, Zaria, Kaduna State, Nigeria?

Concept of Fuel Subsidy

Fuel subsidy is a government program that reduces the price of fuel, such as gasoline, diesel, or kerosene, by subsidizing the cost of production, transportation, or sale. The government pays a portion of the fuel's cost, allowing consumers to buy it at a lower price than its market value (Umali, 2021). Fuel subsidy removal, also known as deregulation or liberalization, is the elimination or reduction of government subsidies on fuel prices. This means that the government no longer pays a portion of the fuel's cost, allowing market forces to determine the price. Many countries, including Nigeria, have implemented fuel subsidies, but their effectiveness and sustainability are often debated among policymakers and experts. Fuel subsidy is a government payment or support that reduces the cost of fuel, making it cheaper for consumers (Obla, 2023).

This implies that, it is a financial benefit that helps keep fuel prices low, often to: relieve financial burden on citizens; stimulate economic growth; control inflation; and Governments pay a portion of the fuel's cost among others.

Concept of Fuel Subsidy Removal

Fuel subsidy removal, it refers to government deliberate economic policies to deregulate and liberalized to an extent the price of crude oil. It is the elimination or reduction of government subsidies on fuel prices. This implies that the government no longer pays a portion of the fuel's cost, allowing market forces to determine the price. Many countries, including Nigeria, have implemented fuel subsidies, but their effectiveness and sustainability are often debated among policymakers and experts. Fuel subsidy is a government payment or support that reduces the cost of fuel, making it cheaper for consumers (Obla, 2023).

According to Omojo (2021) itemized the following as some of the associated problems with the removal of fuel subsidies against staff and students. They include:

1. Reduced purchasing power: higher fuel prices can lead to reduced purchasing power, affecting staff's ability to afford basic necessities;
2. Increased transportation costs: higher fuel prices can increase transportation costs for staff, potentially affecting their ability to commute to work;
3. Financial stress: The financial burden of fuel subsidy removal can lead to increased stress levels, affecting staff's mental health and overall well-being;
4. Reduced productivity: financial stress and increased costs can lead to decreased productivity, affecting staff's ability to perform their duties effectively; and
5. Brain drain: if the university is unable to adjust salaries or benefits to keep pace with inflation, it may lead to a brain drain as staff seek better opportunities elsewhere.

Nasiru (2024) the following will be the ardent pains: fuel prices increase to reflect market values; consumers pay the full cost of fuel without government support; and the government reduces or eliminates its financial burden of subsidizing fuel. However, fuel subsidy removal can also lead to: higher fuel prices, potentially increasing transportation costs and inflation; negative impacts on low-income households, who may struggle to afford fuel; potential shortages or hoarding, if price adjustments are not managed smoothly. Nigeria, for example, has implemented fuel subsidy removal policies in the past, aiming to deregulate the downstream petroleum sector and promote economic efficiency. Students' academic performance is a critical determinants of students' future

academic and career prospects, particularly, in science-related fields. In Nigeria, the fuel subsidy removal has affected negatively and almost grounded to a halt educational activities in the school system. Even examination bodies such as National Business and Technical Examinations Board (NABTEB) and among other that play a vital role in assessing students' knowledge and skills are in a fix (Abutu, 2024). However, the question remains as to whether the fuel subsidy removal also negate the socio-economic backgrounds of parent and which in turn influence the academic performance of their children at school or not. This study investigated the impact of fuel subsidy removal on staff and students academic performance in Federal University of Education, Zaria, Kaduna State, Nigeria. By examining the relationship between this two variables, this research aim to provide valuable insight into the effectiveness of the university educational system and how it affect examinations in relations to parent's size of income, social status, and level of education among others. The problems associated with fuel subsidy removal include: increased fuel prices: higher fuel costs lead to increased transportation and production costs, affecting the overall economy; inflation: higher fuel prices can trigger inflation, reducing purchasing power and affecting the standard of living; economic hardship: sudden price increases can lead to economic hardship, particularly for low-income households; social unrest: fuel subsidy removal can lead to protests, strikes, and social unrest, as seen in Nigeria; short-term economic disruption: removal can cause short-term economic disruption, affecting businesses and industries; unemployment: increased fuel costs can lead to higher production costs, potentially resulting in job losses; dependence on alternative energy: sudden removal can make it difficult for people to switch to alternative energy sources; impact on vulnerable populations: subsidy removal can disproportionately affect vulnerable populations, such as the poor, who rely heavily on subsidized fuel; potential for smuggling: higher fuel prices can lead to increased smuggling of subsidized fuel from neighboring countries; and political backlash: Governments may face political backlash and criticism for removing subsidies, potentially affecting their popularity (Igba, 2024). This implies that, it is essential to implement measures to mitigate these effects, such as gradual price increases, social protection programs, and investments in alternative energy sources.

Methodology

The research design used in the study is descriptive survey. This design according to Inuwa (2023) involves the gathering of data about target population from a sample and generalizing the findings obtained from an analysis of the sample to the entire population. The sample of this study consisted

of all the Eighty-Five (85) academic staff and 115 students and simple random sampling technique was used. Self-constructed questionnaire tagged: 'IFSRSJCPQ' Impact of Fuel Subsidy Removal on Staff Job Commitment and Students' Academic Performance Questionnaire was employed. The researchers used frequency and simple percentages to answer the two (2) researcher questions.

Results

For the purpose of this study, the data are presented based on each of the research questions formulated as follows:-

Research Question One: what are the socio-economic impacts of fuel subsidy removal on staff job commitment of Federal University of Education, Zaria, Kaduna State, Nigeria?

The responses of the subjects to relevant items in the questionnaire were analyzed and the results presented in Table 1.

Table 1: Impact of Fuel Subsidy Removal on Staff Job Commitment

S/N	Items	Yes (%)	No (%)
1.	Fuel subsidy removal affect your social disposition and job commitment as staff of the university negatively?	62 (72.94%)	23(27.06%)
2.	Do fuel subsidy removal affect your economic welfare and job commitment as a staff on the campus?	64(75.29%)	21(24.71%)
3.	How effective is your job commitment for curriculum delivery in departments/faculties as a result of fuel subsidy removal?	17(83.53%)	14(16.47%)
4.	Do increase in the cost of transportation as a result of fuel subsidy removal affect your job commitment in your school?	80 (94.12%)	5 (5.58 %)
5.	Do you think that you have a conducive environment in the face of harsh economic realities?	68 (80%)	17(20%)
6.	Fuel subsidy removal is not a major issue in curriculum mobilization in your school	42 (49.41%)	43(50.59%)

Source: Field Survey, 2026.

Table 1 above shows that items 1, 2, 3, 4, 5 and 6 agreed that fuel subsidy removal affect staff job commitment due to the economic condition on the campus such as: high cost of living, increase in house rent, transportation cost, power supply issues and among others within and around the institution. Based on the fact that majority of the respondents were of the view that fuel subsidy removal brought in a lot of economic challenges which affect staff job commitment (the high percentage of number). Meanwhile, item 6 shows that there was poor curriculum delivery by

academic staff as a result of fuel subsidy removal in the Faculty of General Education, Federal University of Education, Zaria with the low percentage of Yes (49.41%)

Research Question Two: how does fuel subsidy removal affect the academic performance of students of Federal University of Education, Zaria, Kaduna State, Nigeria?

The responses of the subjects to relevant items in the questionnaire were analyzed and the results presented in Table 2.

Table 2: Impact of Fuel Subsidy Removal on Students' Academic Performance

S/N	Items	Yes (%)	No (%)
1.	As a student, do increase in cost of transportation affect your academic performance negatively?	102 (88.69%)	13(11.31%)
2.	Fuel subsidy removal affect your standard of living on campus?	64(75.29%)	7(6.09%)
3.	As a student, are you comfortable with your weekly bills at the face of this economic realities?	112(97.39%)	3(2.61%)
4.	As a student, how do you rate your monthly allowance from your parents in terms of feeding?	110 (95.65%)	5(4.35 %)
5.	As a student, how do you rate the funding used on power point for your presentation and online tasks?	106(92.17%)	9(7.83%)

Source: Field Survey, 2026.

Table 2 above shows that items 1, 2, 3, 4 and 5 agreed which implies that there is negative impact on students' academic performance as a result of fuel subsidy removal based on the responses clearly stated in Table 2 with highest percentage (%). Meanwhile, items 3 and 4 shows that there was economic hardship on campus due to the highest number of respondents of 112 and 110 which represent 97.39% and 95.17% respectively who said no to those aspects of e-learning.

Discussion

Two major findings from this study were revealed based on the research questions and the null hypotheses formulated. In the first finding, it was revealed that fuel subsidy removal was major challenge facing staff job commitment, students' academic performance and overall curriculum delivery and their impact on staff and students in Faculty of General Education, Federal University of Education, Zaria, Kaduna State, Nigeria. This significant challenge was greatly noticed in their areas of cost of living, transportation, feeding, general curriculum delivery and among others. Thus, this finding is in conformity with the assumption of Abutu (2024) that since fuel subsidy

removal is the major issue affecting staff job commitment, students' academic performance and overall school curriculum delivery, governments at all levels should map a way out to alleviate these challenges brought as a result of fuel subsidy removal on staff job commitment, students' academic performance and general school curriculum delivery to improve staff job commitment, students' academic performance and general school curriculum delivery in Nigerian schools.

Secondly, the study revealed that student's academic performance is poorly affected due to fuel subsidy removal and the government should find ways out to cushion the negative effect on students on campus by providing transport system at affordable cost within and outside the campus for students and to also subsidizing some essential items for them. This will boost their morale and improve their academic performance in the on-going harsh economic realities on ground. This finding goes contrary to the idea of Idu (2019) who opines that fuel subsidy removal should not be seen as the sole dis-enhancing factor for students' poor performance but capacity building in areas of staff should also be considered.

Conclusion

Conclusively, based on the findings of the study from the research questions, the following conclusion was drawn: negative impact on attendance and morale of staff and students due to increases transport costs, making it harder for staff and students to commute daily. Many lecturers and students reported reduced workdays or lateness. On the part of staff, financial strain from higher fuel prices and stagnant salaries lowers motivation and commitment. Studies show subsidy removal and poor remuneration explain up to 98.3% of variance in job performance. Also, higher transport cost limit attendance at workshops, conferences, and reduce funds for research. Students' class attendance and participation in extra-curricular activities is lower because of increased transport costs. Studies at Federal University, Gusau and others found higher failure rates and lower grades post-subsidy removal. Attendance, access to materials and stress levels account for – 41% of variance in academic achievement. Increased social and economic vices such as: hunger, inability to pay for transport and financial stress push some students toward dropout, cyber fraud or other risks.

Recommendations

Based upon the facts so far revealed from the study and the discussions therein, the researchers wish to put up the following recommendations:

1. Government should roll out transport subsidies, free/subsidized shuttle services for staff and students; and feeding programs to cushion transport and living costs.
2. Government should review and adjust academic staff salaries to reflect current fuel/transportation costs. Salary structures have been static since 2010 while fuel prices rose ten times.
3. Government should expand students' financial support. Scholarships, students' loans and part-time job opportunities on or near campus; and
4. The University Management of Federal University of Education, Zaria should: consider staggered timetables or reduced in-person days where feasible, as done in Colleges of Education post-subsidy removal; provide subsidized transport within campus, food support, and increase access to e-learning materials to reduce travel needs; introduce housing/car loan schemes and flexible repayment plans to reduce financial burden; and to set up a committee to monitor how subsidy removal affects staff and students and adjust policies quickly.

References:

- Abutu, O. (2022). Impact of fuel crisis on the academic performance of Chemistry students in Benue State, Nigeria. Unpublished Ph. D thesis submitted to Postgraduate College, Delta State University.
- Agaba, A. F. (2021). Impact of computer-based instructions, students' engagements and acquisition of 21st century skill among Economics students in Benue State, Nigeria. Unpublished Ph. D thesis submitted to Postgraduate College, Kogi State University, Anyigba.
- Enuka, I. G. (2020). *Principles of macro-economic analysis*. Obollo: Ezeulu publications.
- Idu E. (2019). *Fundamentals of educational research and statistics*. Otukpo: Ojema printing press.
- Inuwa, Y. (2023). *Economics for senior secondary schools in West Africa*. Otukpo: Okpijegbenum publications.
- Isalu, C. (2018). *Fundamentals of curriculum innovation and implementation*. Ankpa: Onu
- Itodo, W. (2021). *Introduction to educational statistics*. Makurdi: Oracle press.
- Nasiru, D. I. (2024). *Fundamentals of educational technology*. Otukpo: Emema printing press.
- Obla, L. (2023). *Teaching practice made easy*. Efecho: Iyaboche printing press.
- Omojo, B. (2021). *Curriculum studies and process*. Otukpo: Twins publishers.
- Umali, A. Z. (2021). Effect of Astin's model of change on receptive lingual proficiency and performance of secondary schools English Language with Post-Lingual impairment in Kaduna State, Nigeria. Unpublished Ph. D thesis submitted to Postgraduates Studies, Benue State University, Makurdi.

RELATIONSHIP BETWEEN PRINCIPALS' AND VICE PRINCIPALS' PERCEPTIONS ON THE USE OF ICT IN HUMAN RESOURCES MANAGEMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN GASHUA EDUCATION ZONE, YOBE STATE, NIGERIA**BY****AINA ADEJOKE BETHY**

Department of Arts and Social Science Education, Yobe state university, Damaturu. Yobe State
ainabetty4@gmail.com
+2347067513910

ABSTRACT

This study investigated Relationship between Principals' and Vice Principals' Perceptions on the Use of ICT in Human Resources Management in the Public Senior Secondary Schools within Gashua Educational zone, Yobe state, Nigeria. The research was guided by two objectives and two corresponding research questions and one hypothesis. The study adopted a descriptive survey research design. The population comprised 66 respondents (22 principals and 44 vice principals) with a proportionate sample of 44 participants. A self -structured questionnaire was used to answer the research questions. The instrument was validated by some experts in the faculty of education Yobe State University. In order to determine the reliability of the instruments, a pilot test was conducted and the reliability index of 0.71 was obtained. A descriptive statistic of mean and standard deviation was used to answer the research questions and Pearson product moment correlation was used to test the null hypothesis at 0.05 significant level. The findings revealed that principals received ICT as highly relevant in HRM particularly in staff record management, communication and teacher appraisal. However, ICT utilization was found to be moderate with greater application and in attendance records and communications than in workload allocation and training. The study concluded that while principals and vice Principals recognized potential of ICT in enhancing HRM efficiency, infrastructural and training challenges limit its full adoption. It recommended that provision of ICT facilitates regular capacity building for principals and stronger policy support to promote effective ICT – driven HRM in schools.

Keywords: Information and Communication Technology (ICT), Human Resource Management, Perceptions.

Introduction

Globally, the integration of Information and Communication Technology (ICT) has transformed organizational management and administration, including the education sector. ICT is now considered indispensable for effective human resource management (HRM) processes such as recruitment, deployment, appraisal, training, and staff record-keeping (Adu et al., 2018). In countries with advanced educational systems, principals and school administrators increasingly rely on ICT tools to enhance efficiency, transparency, and decision-making (Organisation for Economic Co-operation and Development [OECD], 2020).

In Africa, the growing demand for digital transformation in education highlights the importance of ICT in managing human resources within schools. ICT applications in HRM enable efficient record management, reduction of paperwork, improved communication, and better monitoring of

teachers' performance (Bandeke & Adekunle, 2020). However, disparities in ICT infrastructure and limited digital literacy among school administrators remain challenges in many African nations (Mtebe, 2019).

In Nigeria, ICT integration in secondary school management has received significant attention in policy documents such as the National Policy on Education (FRN, 2014). Principals are expected to use ICT facilities to streamline HRM functions such as teacher evaluation, workload management, and training needs assessment. However, many schools face challenges ranging from inadequate ICT facilities, irregular electricity supply, insufficient training, and low funding, which hinder effective adoption (Eze et al., 2020).

In Yobe State, particularly in the Gashua Education Zone, ICT adoption in HRM is still evolving. Despite government interventions such as training programs and provision of ICT centers, many principals perceive ICT usage as either cumbersome or underutilized (Audu & Usman, 2021). Understanding principals' perceptions is crucial because their attitude and competency determine the extent to which ICT can be effectively deployed for HRM tasks.

Human resource management (HRM) in education is the strategic approach to managing people within schools to achieve organizational effectiveness. It covers recruitment, deployment, training, appraisal, promotion, and staff welfare (Armstrong, 2020). In the context of secondary schools, principals play a central role in HRM since they are responsible for coordinating teaching and non-teaching staff to ensure quality education delivery. With the advent of Information and Communication Technology (ICT), HRM functions are gradually shifting from manual processes to digital platforms, enabling principals to perform tasks more effectively.

ICT in HRM refers to the use of digital tools such as computers, school management information systems (SMIS), human resource databases, biometric systems, e-recruitment portals, e-record keeping, and communication platforms to manage staff. Principals' perceptions of ICT adoption influence its effective utilization. If principals perceive ICT as useful, easy to use, and supportive of school operations, they are more likely to integrate it into HRM (Davis, 1989).

Technology Acceptance Model (TAM) theory (Davis, 1989) posits that Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) shape attitudes toward technology and influence adoption behavior. Principals' perception of ICT in HRM can be explained by how useful and easy they consider it. The relevance of the technology acceptance model (tam) to principals' perception of the use of ICT in human resource management in public senior secondary schools in Gashua

education zone, Yobe state Nigeria, lies in its ability to explain how principals accept and use technology for administrative purposes. Tam emphasizes two key factors: perceived usefulness, which reflects the extent to which principals believe that ICT will improve their efficiency in managing staff records, communication, and performance appraisal; and perceived ease of use, which relates to how simple principals perceive ICT tools to be when applied to human resource tasks. These factors shape their attitudes and intentions toward adopting ICT, which ultimately determines whether they integrate it into school administration. In the context of Gashua education zone, Yobe State Nigeria where challenges such as inadequate training, infrastructure gaps, and limited access to digital resources exist, tam provides a framework to understand the conditions under which principals are likely to embrace or resist ICT in human resource management. By applying tam, stakeholders can identify barriers to ICT adoption and design interventions, such as training, provision of ICT facilities, and policy support, that will enhance principals' acceptance and effective use of ICT in managing human resources.

Globally, ICT has transformed HRM by digitizing staff records, improving communication, enabling online recruitment, and automating performance appraisal (OECD, 2020). In schools, ICT simplifies HRM processes such as attendance tracking, payroll management, teacher evaluation, and professional development programs (UNESCO, 2021).

In Africa, ICT adoption in HRM is growing but constrained by inadequate infrastructure, limited training, and financial resources (Adegboyega, 2021). Principals' perception plays a key role, as positive attitudes drive the integration of ICT into HRM practices.

In Nigeria, government initiatives such as the National Policy on ICT in Education (2019) have emphasized digital integration into school management, yet gaps remain in rural areas like Yobe State, where challenges include poor internet connectivity, inadequate ICT facilities, and low principal competence (Olatunji & Adebayo, 2020).

Ibrahim (2021) in Yobe State Nigeria revealed that limited ICT facilities hindered principals' ability to manage staff digitally, despite recognizing ICT's importance. Musa (2022) in Borno State found that principals who received ICT training reported better efficiency in HRM practices compared to those without training.

Adeyemi and Afolabi (2020) investigated principals' perception of the use of Information and Communication Technology (ICT) in human resource management in public secondary schools in Lagos State. The study adopted a descriptive survey design with a population of 345 principals

and a sample of 172 selected through simple random sampling. Data were collected using a validated questionnaire with a reliability coefficient of 0.87 and analyzed using mean, standard deviation, and chi-square statistics. The findings revealed that principals perceived ICT as useful for record keeping, staff appraisal, and communication efficiency, although inadequate infrastructure and lack of training limited its effective use. The study recommended regular ICT training and provision of adequate ICT facilities.

The study is relevant to the present study because both focused-on principals' perception of ICT use in human resource management. However, the previous study was conducted in Lagos State, while the present study was carried out in Gashua Education Zone, Yobe State. In addition, the previous study used chi-square statistics, whereas the present study employed Pearson Product Moment Correlation at 0.05 level of significance.

Okonkwo (2021) examined principals' perception of the use of Information and Communication Technology (ICT) in human resource management in secondary schools in Anambra State. The study adopted a correlational research design with a population of 259 principals and a sample of 150 selected through stratified random sampling. Data were collected using a structured questionnaire with a reliability coefficient of 0.91 and analyzed using mean, standard deviation, and Pearson Product Moment Correlation. Findings showed a positive relationship between principals' perception of ICT use and effective human resource management practices such as record management, recruitment, and communication. The study recommended improved ICT infrastructure and continuous professional development for principals.

The study was relevant to the present study because both investigated principals' perception of ICT use in human resource management. However, the previous study was conducted in Anambra State using a correlational design, while the present study was conducted in Gashua Education Zone, Yobe State, using a descriptive survey design.

Nwosu and Eze (2023) examined principals' perception of ICT utilization in managing human resources in public secondary schools in Enugu State. The study adopted a descriptive correlational design with a population of 305 principals and a sample of 152 selected through proportionate random sampling. Data were collected using a self-developed questionnaire titled Principals' ICT and HRM Perception Inventory (PIHPI), which had a reliability coefficient of 0.93. Mean, standard deviation, and multiple regression analysis were used for data analysis. The findings revealed that principals perceived ICT as important in managing teachers' records, staff

deployment, and performance appraisal. However, challenges such as inadequate funding and limited technical skills hindered effective ICT utilization. The study recommended continuous ICT leadership training and increased government support for digital transformation in educational management.

The study is relevant to the present study because both focused-on principals' perception of ICT use in human resource management. However, the previous study was conducted in Enugu State using a descriptive correlational design, while the present study was conducted in Gashua Education Zone, Yobe State, using a descriptive survey design. In addition, the previous study analyzed data using mean, standard deviation, and multiple regression analysis, whereas the present study employed mean, standard deviation, and Pearson Product Moment Correlation at 0.05 level of significance. The review further showed that ICT enhances efficiency in HRM, although challenges such as poor infrastructure, inadequate training, and limited ICT facilities continue to affect its effective utilization in Nigeria.

Statement of the Problem

Effective HRM is critical for achieving quality education at the secondary school level. However, in many Nigerian schools, HRM processes are still largely manual, leading to inefficiencies, delays in decision-making, and poor staff record management. While ICT has been identified as a potential solution, principals' perceptions of its relevance, usability, and challenges determine its adoption. The researcher has observed in Gashua Education Zone, Yobe State Nigeria, despite policy emphasis, little is known about principals' views on ICT use in HRM. This gap necessitates the researcher to embark on this study.

Objectives of the Study

The objectives of the study are to:

1. Examine the Relationship Between Principals' and Vice Principals' Perceptions on The Use of ICT in Human Resources Management in the Public Senior Secondary Schools within Gashua Educational zone, Yobe state, Nigeria.
2. Determine the Relationship principals' and vice Principals' Perception on the extent of ICT utilization in HRM tasks in Gashua Education Zone, Yobe State Nigeria.

Research Questions

1. What is Relationship between Principals' and Vice Principals' Perceptions on the Use of ICT in Human Resources Management in the Public Senior Secondary Schools in Gashua Educational zone, Yobe state, Nigeria.
2. To what extent do principals' and vice Principals' perceive ICT as being utilized in HRM tasks in Gashua Educational Zone, Yobe State Nigeria?

Research Hypotheses

Ho₁: There is no significant relationship between principals' and vice Principals' perception of ICT relevance and its utilization in HRM.

Methodology

Descriptive survey design was employed. The population of the study was sixty-six (66) which comprised of twenty-two (22) principals and forty-four (44) vice principals in twenty-two (22) Public Senior Secondary Schools in Gashua Educational Zone, Yobe State Nigeria Proportionate sampling techniques was used to select forty-four (44) respondents which comprised of twenty-two principals in all Public Senior Secondary Schools and twenty-two vice principals. The sample was determined by the used of Research Advisor (2006) table of determining sample size. The instrument used for data collection was self-structured questionnaire title 'principals' perception of the use of ICT in human resource management (PPICT-HRMQ). The researcher presented the questionnaire for face validation to three experts in the faculty of Education Yobe State University. Pilot testing was conducted on 5 principals in Damaturu education zone, Yobe State Nigeria, using Test re-test Method. The reliability index yielded 0.71 which makes the instrument good to use for the study. Questionnaires were administered directly to principals and vice principals with the help of research assistants. The data collected was analyzed using the descriptive statistics of mean (x) and standard deviation for the research questions while hypotheses were using inferential statistics of Pearson Product Moment Coefficient at 0.05 level of significance.

Results

The results of the analysis conducted on principals' and vice principals' perceptions on the relationship and extent of ICT utilization in Human Resource Management (HRM) tasks in public senior secondary schools within Gashua Education Zone, Yobe State Nigeria. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation was used to test the hypothesis.

Research Question One: What are Principals' and vice principals' perceptions of the relevance of ICT in human resource management in public senior secondary schools in Gashua Educational Zone, Yobe State Nigeria?

Table 1: Mean and Standard deviation responses on Principals' and vice principals' perceptions the Relevance of ICT in Human Resource Management (N = 33) in Public Senior Secondary School in Gashua Education Zone, Yobe State, Nigeria.

S/N	Statement	SA	A	UD	D	SD	Mean	Decision
1	ICT enhances staff record management	14 (42.4%)	12 (36.4%)	4 (12.1%)	2 (6.1%)	1 (3.0%)	4.09	Agreed
2	ICT improves communication with staff	13 (39.4%)	13 (39.4%)	3 (9.1%)	3 (9.1%)	1 (3.0%)	4.00	Agreed
3	ICT helps in teacher appraisal and monitoring	12 (36.4%)	14 (42.4%)	3 (9.1%)	3 (9.1%)	1 (3.0%)	3.97	Agreed
4	ICT reduces administrative workload	11 (33.3%)	15 (45.5%)	4 (12.1%)	2 (6.1%)	1 (3.0%)	3.94	Agreed
5	ICT enhances decision-making in HRM	13 (39.4%)	12 (36.4%)	4 (12.1%)	3 (9.1%)	1 (3.0%)	4.00	Agreed

Source: Field Survey (2025)

Table 1 presented the analysis of principals' and vice principals' perceptions the relevance of ICT in human resource management (HRM). The results showed that the majority of respondents strongly agreed and agreed that ICT plays a vital role in enhancing staff record management (78.8%), improving communication with staff (78.8%), facilitating teacher appraisal and monitoring (78.8%), reducing administrative workload (78.8%), and supporting decision-making processes (75.8%). The mean scores for all the items ranged between 3.94 and 4.09, with an overall mean of 4.00, suggesting a high level of agreement among principals regarding the significance of ICT in HRM. This finding implied that principals recognize ICT as a powerful tool that improves administrative efficiency, transparency, and data-driven decision-making within schools. It also indicated that ICT is increasingly viewed as essential for effective management of human resources, particularly in areas related to staff management, communication, and performance monitoring.

Research Question Two: To what extent do principals perceive ICT as being utilized in HRM tasks in Gashua Educational Zone, Yobe State Nigeria?

Table 2: Mean and Standard deviation on Extent of ICT Utilization in Human Resource Management Tasks (N = 33) in Gashua Educational Zone, Yobe State Nigeria.

S/N	Statement	SA	A	UD	D	SD	Mean	Decision
1	Principal always uses ICT tools for teacher attendance records	10 (30.3%)	14 (42.4%)	4 (12.1%)	3 (9.1%)	2 (6.1%)	3.82	Agreed
2	Principal uses ICT tools in staff promotion and appraisal	9 (27.3%)	13 (39.4%)	5 (15.2%)	4 (12.1%)	2 (6.1%)	3.70	Agreed
3	Principal uses ICT tools for workload allocation	8 (24.2%)	14 (42.4%)	5 (15.2%)	4 (12.1%)	2 (6.1%)	3.67	Agreed
4	Principal uses ICT tools for training and development	9 (27.3%)	12 (36.4%)	6 (18.2%)	4 (12.1%)	2 (6.1%)	3.67	Agreed
5	Principal uses ICT tools for teacher communication	10 (30.3%)	13 (39.4%)	4 (12.1%)	4 (12.1%)	2 (6.1%)	3.79	Agreed

Source: Field Survey (2025)

Table 2 displayed the responses on the extent to which principals' and vice principals utilize ICT tools in performing HRM tasks. The results revealed that a majority of respondents agreed that ICT is often used for teacher attendance record keeping (72.7%), staff promotion and appraisal (66.7%), workload allocation (66.6%), training and development (63.7%), and teacher communication (69.7%). The mean scores, which range between 3.67 and 3.82, indicated a moderate to high level of ICT utilization across different HRM functions. The highest mean (3.82) was recorded for the use of ICT in attendance records, while the lowest (3.67) was for workload allocation and training. This suggested that although ICT adoption in HRM is gaining ground, its application remains uneven across various administrative functions. In general, principals demonstrate moderate engagement with ICT in managing school human resources, but more institutional support and capacity-building may be required to achieve full-scale integration.

Hypothesis One: There is no significant relationship between principals' and vice principals' perceptions of ICT Relevance and Utilization in HRM.

Table 3: Pearson Product Movement Correlation between Principals' and vice principals' perceptions of ICT Relevance and ICT Utilization on HRM in Public Senior Secondary Schools in Gashua Education Zone, Yobe State, Nigeria.

Variables	N	Mean	SD	r	p-value	Remark
ICT Relevance	33	4.00	0.94			

				0.684	0.000	Reject H_{01}
ICT Utilization	33	3.73	1.04			

Source: Field Survey (2025)

The Pearson correlation coefficient ($r = 0.684$, $p = 0.000 < 0.05$) indicated a strong positive and statistically significant relationship between principals' and vice principals' perception of ICT relevance and their utilization of ICT on HRM in Public senior Secondary School Gashua Education zone, Yobe State Nigeria. This implied that the more principals perceive ICT as relevant, the higher their likelihood of integrating it into HRM activities.

Discussion

The first finding of this study revealed that principals generally perceived ICT as relevant to HRM, particularly for communication, staff appraisal, and record management. Hypothesis one also showed a strong positive and statistically significant relationship that exist between principals' perception of ICT relevance and their utilization of ICT in HRM. This aligned with the findings of Okoro & Akande (2019) who reported ICT's importance in improving efficiency in school administration. The study was aligned with Johnson (2020) in the UK who found that ICT-supported HRM systems improved teacher monitoring and appraisal, enhancing transparency. The study was also supported by Kumar study (2021) in India who revealed that principals' perceptions of ICT significantly influenced their use of digital records in HRM, Nwosu (2020) in Kenya who reported that principals perceived ICT as essential for staff management but cited poor infrastructure as a barrier and Adegboyega (2021) in Ghana showed that ICT adoption in HRM improved communication and training but depended on leadership perception and ICT literacy.

The second finding revealed moderate utilization of ICT in HRM, especially in areas such as workload allocation and staff training. This finding corroborates Eze et al. (2020), who highlighted low ICT integration in Nigerian schools despite principals' awareness of its benefits. The study was also aligned with Olatunji & Adebayo (2020) who founded that many secondary school principals perceived ICT as important for HRM but lacked adequate training. Ibrahim (2021) in Yobe State, Nigeria revealed that limited ICT facilities hindered principals' ability to manage staff digitally, despite recognizing ICT's importance. Musa (2022) in Borno State, Nigeria founded that principals who received ICT training reported better efficiency in HRM practices compared to those without training. The study was not aligned with Yusuf and Mohammed (2020) Results revealed that principals perceived ICT as highly effective in staff record management but less effective in recruitment and training due to poor internet access.

Conclusion

Based on the findings, the study concluded that principals in Gashua Education Zone recognize the importance of ICT in managing human resources in schools. However, actual utilization of ICT tools remains low to moderate due to infrastructural, financial, and training challenges. The persistent barriers undermine the potential of ICT in enhancing efficiency, transparency, and accountability in HRM.

Recommendations

In light of the findings and conclusions, the following recommendations are made:

1. The government of Yobe State, in collaboration with stakeholders, should supply public secondary schools with modern ICT infrastructure (computers, projectors, HR software, and reliable internet).
2. Principals and administrative staff should undergo regular ICT training and workshops to improve their digital literacy and enhance effective use of ICT in HRM.

References

- Abdullahi, M. (2021). Principals' perception of ICT in HRM in public senior secondary schools in Gashua Education Zone, Yobe State. *Journal of Educational Management Research*, 9(2), 55–68.
- Adegboyega, T. (2021). ICT adoption in educational administration: Challenges and prospects in Sub-Saharan Africa. *African Journal of Educational Management*, 19(2), 22–34.
- Adegboyega, T. (2021). ICT adoption in school management: Evidence from West Africa. *African Journal of Education Management*, 15(2), 45–59.
- Adeyemi, S. O., & Afolabi, T. J. (2020). Principals' perception of ICT use in human resource management in Lagos State public secondary schools. *Journal of Educational Technology and Management*, 8(1), 33–47.
- Adu, E. O., Eze, C., & Salami, O. (2018). The role of ICT in human resource management in education. *Journal of Education and Practice*, 9(12), 45–53.
- Ali, A., Yusuf, M., & Umar, H. (2022). Principals' perception of ICT adoption in HRM functions of public senior secondary schools in Gashua Education Zone, Yobe State. *Journal of Educational Leadership and Policy*, 15(3), 112–128.
- Ali, H., Musa, I., & Bukar, A. (2022). Adoption of ICT in human resource management in secondary schools: Evidence from Yobe State. *International Journal of School Leadership*, 14(1), 102–118.
- Ali, M. U., & Ibrahim, A. M. (2022). Assessment of principals' perception of ICT use in human resource management in Kano State public secondary schools. *Journal of Contemporary Educational Research*, 10(2), 88–104.
- Armstrong, M. (2020). *Armstrong's handbook of human resource management practice* (15th ed.). Kogan Page.
- Audu, J., & Usman, S. (2021). ICT adoption in school management: Perceptions and challenges among principals in Yobe State. *Nigerian Journal of Educational Technology*, 6(1), 33–47.
- Bandle, S. O., & Adekunle, O. (2020). Digital transformation and HRM in Africa: The case of Nigerian schools. *International Journal of Education and Development Using ICT*, 16(4), 73–85.
- Becker, G. (1993). *Human Capital: A Theoretical and Empirical Analysis*. University of Chicago Press.

- Bello, M., Aliyu, H., & Dungus, Y. (2023). Principals' perception of ICT use in HRM among public secondary schools in Gashua Education Zone, Yobe State. *Journal of ICT in Education*, 11(2), 55–70.
- Bello, U., Ibrahim, F., & Abdullahi, A. (2023). ICT and administrative efficiency in HRM in senior secondary schools of Gashua Education Zone. *African Educational Review*, 18(2), 33–47.
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340.
- Eze, T. I., Okeke, C., & Eya, N. (2020). ICT integration and challenges in school administration in Nigeria. *Journal of Education and Human Development*, 9(2), 99–110.
- Federal Republic of Nigeria (FRN). (2014). *National Policy on Education* (6th ed.). NERDC Press.
- Garba, A., Ibrahim, U., & Musa, L. (2024). Principals' perception of ICT use in human resource management in public senior secondary schools in Gashua Education Zone, Yobe State. *International Journal of Education and Technology*, 12(1), 14–29.
- Garba, S., Mohammed, K., Aisha, F., & Yakubu, D. (2024). Principals' perception and ICT-driven HRM in public senior secondary schools. *Yobe State Journal of Educational Studies*, 6(1), 25–39.
- Ibrahim, A. (2021). ICT use in human resource management in secondary schools in Yobe State. *Nigerian Journal of Educational Research*, 10(1), 77–89.
- Johnson, P. (2020). Digital HRM in education: A case study of UK schools. *British Journal of Educational Technology*, 51(4), 1123–1137.
- Kumar, S. (2021). Principals' perception and use of ICT in school human resource management in India. *International Journal of Educational Administration*, 13(4), 201–215.
- Mtebe, J. (2019). ICT integration challenges in Sub-Saharan Africa's educational institutions. *African Journal of Information Systems*, 11(1), 1–16.
- Musa, A. (2022). ICT training and HRM efficiency among school principals in Borno State. *Journal of Educational Leadership in Africa*, 8(2), 43–57.
- Musa, H. (2022). Principals' ICT competence and HRM in Borno State secondary schools. *Journal of Educational Leadership in Nigeria*, 7(1), 65–78.
- Nwosu, C. (2020). ICT and HRM in Kenyan schools: Perception of principals. *Kenya Journal of Education*, 7(1), 18–30.
- Nwosu, R. A., & Eze, E. C. (2023). Principals' perception of ICT utilization in human resource management in Enugu State public secondary schools. *Nigerian Educational Review Journal*, 15(1), 59–77.

- OECD. (2020). *Digital transformation in education management*. Paris: OECD Publishing.
- Okeke, U. (2021). Perception and ICT adoption among secondary school leaders. *Nigerian Educational Review*, 19(3), 102–118.
- Okonkwo, L. C. (2021). Principals' perception and use of ICT in human resource management in Anambra State secondary schools. *Nigerian Journal of Educational Research and Development*, 9(2), 102–118.
- Olatunji, K., & Adebayo, J. (2020). Digital integration in school management: Perceptions of Nigerian secondary school principals. *Journal of Educational Technology and Policy*, 14(2), 87–102.
- Olatunji, K., & Adebayo, T. (2020). ICT in school administration in Nigeria: Challenges and opportunities. *Journal of Educational Policy*, 12(2), 89–104.
- UNESCO. (2021). *ICT in education: Monitoring the evolution of ICT integration in schools*. UNESCO Publishing.
- Yusuf, A., & Mohammed, B. (2020). Principals' perception of ICT in human resource management in Gashua Education Zone, Yobe State. *Nigerian Journal of School Leadership*, 5(2), 22–39.
- Yusuf, A., & Mohammed, L. (2020). ICT and human resource management in Yobe secondary schools: Principals' perception. *Nigerian Journal of Educational Leadership*, 12(3), 89–101.

STAKEHOLDERS' PERCEPTIONS ON PRINCIPALS' ROLE PERFORMANCE AND GOAL ACHIEVEMENT IN SENIOR SECONDARY SCHOOLS IN KANO METROPOLIS, KANO STATE, NIGERIA

BY

DR. BELLO MAGAJI ABDU

Aminu Kano College of Islamic and Legal Studies, Kano State
belmag6810@gmail.com
+2348034519669

&

SHAFATU USMAN SARKI

Aminu Kano College of Islamic and Legal Studies, Kano State
Shafauusmansarki@gmail.com
+2348063346708

ABSTRACT

This study was conducted on stakeholders' perceptions on principals' role performance and goal achievement in senior secondary schools in Kano metropolis, Kano state, Nigeria. The objectives of the study were to examine stakeholders' perceptions on role performance of principals on staff development in secondary schools in Kano Metropolis, Kano State; examine the stakeholders' perceptions on the role performance of principals on maintenance of discipline in secondary schools in Kano Metropolis, Kano State, two (2) research questions, two (2) hypotheses were formulated for the study. Descriptive survey research design was adopted for the study. The population of the study was three thousand, five hundred and fourteen (3514) respondents, which comprised of 103 principals, 3389 teachers, and 22 Ministry of Education Evaluators. Samples of 346 respondents which comprised 11 principals, 333 teachers, and 2 MOE Evaluators were used. Sample size was selected using recommended sample size of Research Adviser 2006. A structured questionnaire with a five-point Likert scale was used for data collection from the respondents. The data collected were presented in tables and were analyzed using simple Percentage, mean and Standard Deviation to answer the research questions. The two hypotheses were tested using One-way Analysis of Variance (ANOVA) for the null hypotheses at 0.05 level of significance. Descriptive statistic was used to analyze the bio- data of the respondents. Findings among others revealed there was significant difference in the opinions of stakeholders on the role performance of principals on staff development and maintenance of discipline. Based on the findings, the following recommendations were made among others, that School principals, government and professional bodies in education sector should promote capacity development of teachers through intensive and regular seminars/workshops to improve their knowledge, pedagogical skills and competences to enhance quality of teaching and learning in secondary schools. And Principals must be worthy models, in order to enforce discipline and enforcing rules should be done fairly and consistently

Keywords: Stakeholders, Performance of Principals, Staff Development, Maintenance of Discipline

Introduction

Education has been widely acknowledged as an instrument for achieving socio-economic growth and national development. This is true of the fact that it is through well planned and implemented

educational systems that advanced nations of the world have achieved high level of socio-economic growth and national development. No wonder Ingersoll (2003) viewed education as the key to solid development of the individual for the acquisition of competencies necessary for self-development and national development. In Nigeria, there are different levels of educational institutions among which are the secondary school level; this is also regarded as the post-primary school level. Secondary school is an educational institution where full-time education is provided and directed at pupils between the ages of eleven or twelve and eighteen plus. This definition shows that secondary school is a school where children receive education after they have received primary education and it, therefore, serves as a link between primary and tertiary education institutions.

The NPE (2004) articulated the broad goals of secondary schools as including the preparation of students for useful living within the society, and preparation for higher education. In any school environment especially the public secondary schools setting, there must be a principal who occupies a high status by virtue of his appointment as the school head. The principal has the primary functions of exhibiting effective instructional leadership for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals. The Federal Republic of Nigeria (FRN, 2014) and Litchfield (2003) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluation of students' progress and achievement, promotion and enhancement of learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals.

Apart from instructional supervisory functions, the school principal performs some other administrative duties. He is faced with extremely difficult challenges emanating from the school, immediate community and environs, Ministry of Education (MOE) and Kano State Senior Secondary Schools Board (KSSSSB). Johnson (2006) identified administrative practices of the school's head to include managing, administering the curriculum and teaching, staff, personnel, discipline, planning, staff appraisal, relationship with immediate community and use of practical skills for the achievement of the policies of the organization. Consequently, Dunu (2006) reflected the importance of the teachers in giving complementary assistance to principal's function when he described teachers as the fulcrum on which the curriculum revolves. As a matter of fact, the role

performance of a school principal on staff development involves regular training and retraining of members of staff. The principal is expected to support and equip staff with knowledge and skills to respond positively to the ever-changing phenomenon of education to meet contemporary societal challenges by attending workshops, seminars and in-service training (Arikewuyo, 2006). Therefore, the school principal is expected to care for the professional development and welfare of his teachers to avoid lowering the working morale of his teachers and the tone of the school.

The success of any level of education is hinged on the quality, regular and continuous staff development and maintenance of discipline. Principals generally seem to spend more of their official hours on administrative functions to the detriment of effective supervision process and programmes of the school. The current high rate of administrative lapses in public secondary schools in Kano metropolis which manifest into indiscipline, Student misbehavior is a prevailing problem affecting schools not only in Nigeria but also across the many nations around the world. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes. The school principal and teachers are faced with problems of student's misbehavior every day. The indiscipline problem in schools is ranked as a major problem among students of secondary schools in Nigeria. Disruptive behavior is a concern to schools, parents and to fellow students, whose education may be adversely affected. So it cannot be ignored, and schools ought to tailor a well-understood sound behavioral and discipline policy. When schools effectively communicate rules, set high expectations and provided frequent feedback, the need for discipline will likely be infrequent.

Principal ship involves the control of human and material resources for the achievement of the school goals and objectives. Sitting at the top of the administrative ladder of the Secondary School level therefore is the principal. It has however been observed in recent times that appointment of principals to manage schools is not based on administrative professionalism but on politics and mass promotion. This practice does not go well with effective secondary school administration. Little seem to have been done by Ministry of Education and stakeholders to improve the quality and competence of principals.

In view of these facts, the researcher is faced with exploring the stakeholder's perceptions on the role performance of principals in secondary schools in Kano Metropolis, Kano state. The researcher is therefore set to investigate whether these problems happen as a result of secondary school principal's nonperformance of their leadership roles, and also find out opinions of other

major stakeholders on job performance of these school leaders in public secondary schools in Kano Metropolis.

Objective of the Study

The following objectives were stated in order to guide the study:

1. Examine stakeholders' perceptions on the role performance of principals on staff development in secondary schools in Kano Metropolis, Kano State;

Research Question

The following research question guided the study:

1. What are the stakeholder's perceptions on the role performance of principals on staff development in secondary schools in Kano Metropolis, Kano State?

Hypothesis

1. There is no Significant Difference in Stakeholders' Perceptions on the Role Performance of Principals on staff Development in Secondary schools in Kano Metropolis, Kano State.

Methodology

A descriptive survey research design method was adopted in this study. The choice of this design was based on numerous advantages. Through this design a generalization of the findings could be inferred without the researcher going into the population as a whole, it is capable of covering a large area accurately within the time frame and funds available (Imam, 2000). The population of this study was 3514 comprising 3389 teachers, 103 principals and 22 Ministry of Education, Science, Technology and Innovation Evaluators. Structured questionnaire was used to collect relevant data (opinion) from selected samples (Teachers, Principals and Ministry of Education, Science, Technology and Innovation Evaluators). The sample size of this study is 346 stakeholders, comprising of 333 teachers, 11 principals and 2 Ministry of Education, Science, Technology and Innovation Evaluators.

Result

Research Question One: What are the stakeholder's perceptions on the role performance of principals on staff development in secondary schools in Kano Metropolis, Kano State?

Table 1: Mean and Standard Deviation on Respondent Opinion on Role Performance of Principals on Staff Development in Secondary Schools in Kano Metropolis Kano State.

S/NO	Item Statement	Categories of Respondents	Response Categories						
			SA	A	U	SD	D	Mean	S.D
1	The principal recommends teachers who are qualified for in-service training in my school.	Principals	00	01	01	00	00	.70	1.494
		Teachers	25	147	103	35	07	3.31	1.117
		MOE	01	00	00	00	00	3.50	1.121
		Evaluators							
2	The principal encourages and supports teachers to attend conferences.	Principals	00	02	00	00	00	.80	1.687
		Teachers	44	106	125	39	11	3.34	1.086
		MOE	01	00	00	00	00	3.50	2.121
		Evaluators							
3	The principal encourages and supports teachers to attend workshops.	Principals	00	02	00	00	00	.80	1.687
		Teachers	28	107	127	49	12	3.19	1.079
		MOE	00	00	00	01	01	3.50	2.121
		Evaluators							
4	The principal encourages and support teachers to attend seminars.	Principals	00	02	00	00	00	.80	1.687
		Teachers	30	89	143	53	09	3.16	1.045
		MOE	00	00	00	01	01	4.00	1.414
		Evaluators							
5	The principal encourages and supports teachers to attend symposia.	Principals	00	00	00	00	00	.80	1.687
		Teachers	34	102	129	46	12	3.22	1.095
		MOE	00	00	01	01	00	3.00	2.828
		Evaluators							
6	The principal does not encourage and support the experienced teachers to mentor the inexperienced ones.	Principals	02	00	00	00	00	.40	.843
		Teachers	29	99	131	58	05	3.18	1.061
		MOE	01	00	00	01	00	1.00	.000
		Evaluators							
7	The principal does not encourage and support orientation for newly recruited teachers in the school.	Principals	02	00	00	00	00	.40	.843
		Teachers	30	98	115	66	14	3.11	1.122
		MOE	02	00	00	00	00	2.50	2.121
		Evaluators							
8	The principal does not encourage and support non-academic staff to go for in service training.	Principals	00	00	01	01	00	.40	.966
		Teachers	29	103	140	32	16	3.18	1.115
		MOE	00	185	07	00	08	3.89	2.121
		Evaluators							
9	The principal does not encourage and support non-academic staff to go for conferences.	Principals	01	01	00	00	00	.30	.675
		Teachers	52	110	104	30	27	3.31	1.235
		MOE	00	01	00	01	00	1.50	.707
		Evaluators							
10	The principal does not encourage and support non-academic staff to go for workshops and seminars.	Principals	01	00	00	00	00	.30	.675
		Teachers	48	75	132	43	21	3.14	.1234
		MOE	00	00	00	01	01	1.00	.000
		Evaluators							

Table 1, showed the opinion of Principals, Teachers and MOE Evaluators in response to the items.

Item 1, Attempted to find out whether principal recommends teachers who were qualified for in-service training in my school. Finding revealed that .70 mean score of principals, 3.31 mean score of teachers and 3.50 mean score of MOE Evaluators were in agreement with the statement. Item 2, the analysis attempted to investigate whether principal encouraged and supports teachers to attend conferences. The analysis showed that .80 mean score of principals, 3.34 mean score of teachers and 3.50 mean score of MOE Evaluators agreed with the statement. Item 3, sought to find

out that principal encouraged and supported teachers to attend workshops. The responses showed that .80 mean score of principals, 3.19 mean score mean score of teachers and 3.50 mean score mean score of MOE Evaluators Agreed with the statements. Likewise, item 4 sought to investigate whether principal encouraged and supported teachers to attend seminars. The result showed that .80 mean score of principals, 3.16 mean score of teachers and 4.00 mean score of MOE Evaluators Agreed with the statements. The result showed that both MOE Evaluators and teachers have indeed benefited from the conduct of the research in secondary school in Kano state. However, Item 5, Finding revealed that principal encouraged and supported teachers to attend symposia. The results showed that .80 mean score of principals, 3.22 mean score of teachers and 3.00 mean score of MOE Evaluators Agreed with the statements. Item 6 tried to find out that principal did not encourage and support the experienced teachers to mentor the inexperienced ones.

The analysis showed that .40 mean score of principals, 3.18 mean score of teachers and 1.00 mean score of MOE Evaluators Agreed with the statements. Item 7 tried to find out whether principal did not encourage and support orientation for newly recruited teachers in the school. The opinion of the respondents showed that .40 mean score of principals, 3.11 mean score of teachers and 2.50 mean score of MOE Evaluators Agreed with the statements. Item 8, tried to investigate whether principal did not encourage and support non-academic staff to go for in service training. The result revealed that .40 mean score of principals, 3.18 mean score of teachers and 3.89 mean score of MOE Evaluators Agreed with the statements. Item 9 tries to investigate whether principal did not encourage and support non-academic staff to go for conferences. The analysis showed that .30 mean score of principals, 3.31 mean score of teachers and 1.50 mean score of MOE Evaluators Agreed with the statements. Item 10, tried to find out if principal does not encourage and support non-academic staff to go for workshops and seminars. The result revealed that .30 mean score of principals, 3.14 mean score of teachers and 1.00 mean score of MOE Evaluators Agreed with the statements.

Hypothesis One: There is no Significant Difference in Stakeholders' Perceptions on the Role Performance of Principals on staff Development in Secondary schools in Kano Metropolis, Kano State.

Table 2: Analysis of Variance of no Significant Difference in Stakeholders' Perceptions on the Role Performance of Principals on staff Development in Secondary schools in Kano Metropolis, Kano State.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	5.238	2	3423.023	53.674	.000	3.23
Within groups	48.157	341	63.773			
Total	28593.206	343				

Table 2 reveals the results of (ANOVA) above. It shows f-ratio value (53.674) at 2 df 341 and at the level 0.05. The critical value (3.23) is less than f.ratio values (53.674), The probability level of significance P (.000) is less than 0.05. This means that there is a significant difference in the opinion of respondents on the Role of performance of principals on staff development in secondary schools. Therefore, the null hypothesis is rejected.

Table 3: Summary of Scheffe's Multiple Comparison Test on the Role performance of Principals on Staff Development in Secondary schools in Kano Metropolis, Kano State.

Respondents	N	Mean
M O E Evaluators	2	26.0000
Principal	10	5.7000
Teacher	332	32.1446

Table 3 above shows the mean score of MOE Evaluators was found to be closer to that of teachers, implying that the difference between the two respondents was not significant. However, the mean score of principals was found to be lower than that of MOE Evaluators and teachers. This implies that the principals differ significantly in their opinions regarding the Role performance of principals on staff development in secondary schools in Kano Metropolis, Kano State.

Discussion

Results from hypothesis testing on stakeholder's perceptions on the role performance of principals on staff development revealed that there is a significant difference in their perceptions. $P = .000$ 0.05. Therefore, the hypothesis is rejected. Teachers opined that they need to attend seminars to enhance their skills. This is line with Muriana (2014) who stated that staff development leads to staff effectiveness.

Recommendation

The following recommendation is made based on the finding of the study:

- 1 School principals, government and professional bodies in education sector should promote capacity development of teachers through intensive and regular seminars / workshops to improve their knowledge, pedagogical skills and competences to enhance quality of teaching and learning in secondary schools.

References

- Adesina, S. (2002). *Educational Management*. Enugu: Fourth Dimension Publishing Company.
- Al-Talib, H. (1993). *Training Guide for Islamic Workers, Herndon, Virginia U.S.A. International Graphic, Aminu I (2013) the mandate: A compendium on Governor Isa Yuguda' Tenure 2007 to date*. Bauchi, state ministry of information, Published 30th August, 2013
- Anjoku, B.S. (2009). *Management of Human Resources in a School System*. University of Jos. Unpublished Lecture Notes.
- Arikewuyo, M. O. (2006). *Element of Personnel Management in Babalola and Ayeni A.O et al(eds) Educational Management thought and practice*. Ibadan: Codal Publisher
- Certo, G. L. (1997). *Education Management in Kenya*. Kenya: Kenya University press.
- Corner, B.F. (2001). *Effective Communication skills*. Macmillan Publishers.
- Daniel, W., & Duke, S.O (2009). *Impact of Discipline on Learners Behaviour*. Warri: Boska Nigeria Publishing Company.
- Dunu, S. (2008). *Dynamics of Management*. Ibadan: Zoe Publishers.
- Esa, O. (2003). Teacher Professional Development for Optimal Performance. *Ghana Education Journal* vol (3)7 pps 61, 192-102.
- Esu, H. B. (1997). *Teacher and the Society*. Lagos: Bright Star Publishers.
- Etudor, J. C. (2003). *Continuing Staff Development Programmes for Teachers in Nigeria*. Benin City: Joda Publications.
- Ingersoll, R. & Smith, J. (2003). *The Wrong Solution to the School Community Issues*. Education Leadership. 60(8) 30-33
- Johnson, S. M. (2006). *The Workplace Matters: School Quality, Administration, an Effectiveness*. Retrieved from <http://www.nea.org/research/bestpractices/images/wcreport.pdf>
- Lawal, M. I. (2004). *Development Programmes that Enhances Classroom Management*. Lagos: Brightway Publishers.
- Madumere-Obike, T. (2007). *Effective leadership Styles for School Management*. Owerri: Tochi Publishers.
- Miyiwa, B. (2004). *Curbing Indiscipline in Secondary Schools*. Ilorin: Afonja Pulishers.
- Muraina. B. (2014). *Principals Managerial Skills and Administrative Activities in Secondary Schools in Oyo State*. Unpublished Dissertation

- Federal Republic of Nigeria (2004). *National policy on education*. Federal Ministry of Information Printing Division.
- Odogba, W. I. (2006). *Management of negative behaviour in adolescents*. Retrieved from <http://www.characterforlife.org>
- Ojotifeitimi, O. (1992). Teaching profession in the 21st century in Nigeria. *Global Journal of Human Science and Education*. 4(6). pp 45-50
- Vince, Z. (2014). *The School Organization and Community*. Retrieved from <http://www.watilis.org/reportpdf>

**INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
ON SCHOOL ADMINISTRATION IN DAMATURU EDUCATION ZONE, YOBE
STATE, NIGERIA
BY**

UMAR MALLAM LAWAN

Department of Arts and Social Science Education, Yobe State University, Damaturu
umarmallamlawan@gmail.com
+234(0)7066336861

ABSTRACT

The study investigated the influence of ICT on school administration in public senior secondary schools in Damaturu Education Zone. The study adopted a survey research design. The study has a population of twenty (22) public senior secondary schools with 537 teachers and school administrators. Stratified random sampling was used to select a sample of 125 respondents comprising one hundred (100) teachers and twenty-five (25) school administrators from five (5) public senior secondary schools in Damaturu Education Zone. The instrument used for data collection was survey questionnaire which was self-constructed in four-point rating scale by the researcher. The instrument was validated by two research experts. The reliability coefficient of the instrument was estimated using Cronbach Alpha. The coefficient of the instrument obtained was 0.81 which indicated the reliability strength of the instrument. The instrument was administered directly to participants and responses were analyzed using frequency counts and simple percentages. Findings revealed that ICT positively influences personnel administration, financial management and supervision of instruction. Based on these results, it is recommended that educational stakeholders invest in ICT infrastructure and training programs to strengthen administrative capacity and promote digital transformation in public senior secondary schools.

Keywords: *Information and Communication Technology, School Administration, Personnel Management, Financial Administration, Instructional Supervision*

Introduction

Information and Communication Technology (ICT) flows into the systems of many organization around the world. Organizations for one reason or the other employ digital tools in the management of their human and material resources. Nowadays, almost every organization is at least using one ICT tool to support administrative tasks. Anekwe (2008) simply refers information and communication technology as all that is involved in gathering and processing information using modern communication technologies such as computers and other related equipment so that the service (output) generated can reach all that desire them at reasonable cost and in good time to overall benefit of mankind. The inculcation of information and communication technology in the administrative system of the school is considered to be part of the extensive technological modernization of administration and education, as well as of the Information Society's action for electronic government (e-Government) and electronic learning (eLearning) (Adebayo, 2011). E-government is a system of organizing and directing the activities of certain group of persons in

order to accomplish a specified end using ICT devices. School administration is a tasking responsibility that involve the coordination of both human and material resources to accomplish a pre-defined objective. However, the emergence of ICT in the modern society has necessitated the implementation of advanced technologies for the performance of various administrative works within the school organization (Saiti & Prokopiadou, 2009).

Chika and Raji (2020), the modern society have continued to experience consistent change in the ways of doing things over the years. This is because modern society is characterized by rise in information and communication technology usage in all spheres of the society. The rapid growth in information and communication technology had brought notable changes in the twenty first century and has affected the demands of the modern societies. ICT is becoming increasingly important in our day to day lives even the education system is not excluded. Information and communication technology are a new wave of technology that necessitates innovation and development in various sectors of the society. It comprises diverse range of technologies that enables easier access to information, storage, retrieval, communication among others.

Statement of the Problem

In developed and many developing contexts, the integration of ICT has reorganized administrative processes such as student enrollment, fee management, staff records, academic reporting, and communication with stakeholders. However, within the Damaturu Education Zone of Yobe State, Nigeria, there is a growing public concern that the administrative processes in public senior secondary schools remain mostly manual, characterized by paper-based records, time-consuming procedures, and errors in record-keeping, difficulties in retrieving information, and poor communication channels.

Despite emphasis on ICT integration on school administration, and the potential benefits it offers, a significant disparity appears to exist between this potential and the on-ground administrative reality in Damaturu Education Zone. This continued reliance on inefficient manual administrative systems is likely hindering organizational effectiveness, leading to administrative bottlenecks, poor service delivery, and ultimately, hindering the overall quality of education in the zone. Therefore, this study seeks to investigate the influence of ICT on school administration within the Damaturu Education Zone.

Research Objectives

The main objective of this study is to examine on Influence of Information and Communication Technology (ICT) on School Administration in Damaturu Education Zone, Yobe State, Nigeria. Other specific objectives are to:

1. Determine the influence of Information and Communication Technology on Personnel Administration in Public Senior Secondary Schools in Damaturu Education Zone.
2. Determine the influence of Information and Communication Technology on Financial Administration in Public Senior Secondary Schools in Damaturu Education Zone.
3. Determine the influence of Information and Communication Technology on Supervision of Instructions in Public Senior Secondary Schools in Damaturu Education Zone.

Research Questions

The following research questions were answered in the study:

1. What is the influence of Information and Communication Technology on Personnel Administration in Public Senior Secondary Schools in Damaturu Education Zone?
2. What is the influence of Information and Communication Technology on Financial Administration in Public Senior Secondary Schools in Damaturu Education Zone?
3. What is the influence of Information and Communication Technology on Supervision of Instructions in Public Senior Secondary Schools in Damaturu Education Zone?

Empirical Studies

David, Yulian, Siminto, Yasir and Hizbul (2024) conducted a study on technology integration in educational management and its impact on community participation. The study's findings indicated that the integration of technology in educational management has brought about fundamental changes in the field of education, not only in administrative aspects but also in community involvement. This transformation has created an educational ecosystem that is more inclusive, flexible, and responsive to the needs of the community. Increased accessibility, parental involvement, student participation, and the development of digital skills serve as evidence that these changes have a significant positive impact.

Kakande, Nabukeera, Matovu and Ssali (2024) conducted a study on ICT Integration in Management of Public Secondary Schools in Buikwe District Uganda. The Findings revealed that ICT hardware has a strong positive and statistically significant effect on the management of public secondary institutions in Buikwe District. Likewise, ICT software demonstrated a similarly strong

positive impact. Moreover, internet connectivity was found to exert a moderate positive influence on the management of these schools. The research underscores that the integration of various ICT components-hardware, software, and internet connectivity is essential for enhancing the administration of public secondary schools in Buikwe District. The study suggests that increasing the use of these technologies will improve management practices. It recommends that government officials and school administrators focus on efficient ICT integration in decision-making processes, as this will significantly enhance the electronic management of critical information such as student records and grades, leading to greater accuracy, accessibility, and ultimately better school management.

Nkemjika and Raji (2020) conducted a study on the influence of information and communication technology in secondary school administration in Abia State. The findings of the study showed that application of information and communication technology is capable of improving the delivery of administration service in secondary schools. The study recommended that government should provide adequate computers and ICT tools in schools especially for administrative purposes and teaching and learning.

Methodology

The study adopted a survey research design. The study has a population of twenty (22) public senior secondary schools with 537 teachers and school administrators. Stratified random sampling was used to select a sample of 125 respondents comprising one hundred (100) teachers and twenty-five (25) school administrators from five (5) public senior secondary schools in Damaturu Education Zone. The instrument used for data collection was survey questionnaire which was self-constructed in four-point rating scale by the researcher. The instrument was validated by two research experts. The reliability coefficient of the instrument was estimated using Cronbach Alpha. The coefficient of the instrument obtained was 0.81 which indicated the reliability strength of the instrument. The instrument was administered directly to participants and responses were analyzed using frequency counts and simple percentages. The selection ensured adequate representation of both teaching and administrative personnel involved in school management.

Data were collected using a structured questionnaire developed on a four-point Likert scale format, ranging from Strongly Agree (SA) to Strongly Disagree (SD). The instrument was designed to capture respondents' perceptions across three key areas: personnel administration, financial administration and supervision of instruction. The responses were analyzed using frequency

counts and simple percentages to determine the distribution of opinions and identify prevailing trends in ICT usage across the selected schools.

Results

This section presents the findings of the study based on the data collected from 125 respondents across public senior secondary schools in Damaturu Education Zone, Yobe State, Nigeria. The results are organized according to the three research questions. Descriptive statistics were used to answer each research question. The findings are presented in tables, followed by interpretive narratives.

Research Question One: What is the influence of Information and Communication Technology on Personnel Administration in in Public Senior Secondary Schools in Damaturu Education Zone?

Table 1: Influence of ICT on Personnel Administration

S/N	Items	SA	A	UD	D	SD
1	ICT has simplified the process of storing and retrieving staff records (e.g., Biodata, qualifications).	22 (17.6%)	56 (44.8%)	6 (4.8%)	26 (20.8%)	15 (12.0%)
2	ICT tools (e.g., email, school whatsapp group) have improved the speed and effectiveness of communication among staff	40 (32.0%)	50 (40.0%)	8 (6.4%)	17 (13.6%)	10 (8.0%)
3	ICT is used effectively for scheduling staff duties and assigning responsibilities.	28 (22.4%)	47 (37.6%)	12 (9.6%)	25 (20.0%)	13 (10.4%)
4	ICT has facilitated the automation of leave application and approval processes for staff	30 (24.0%)	42 (33.6%)	15 (12.0%)	23 (18.4%)	15 (12.0%)
5	Online recruitment platforms have made the process of hiring new staff more transparent and effective	35 (28.0%)	38 (30.4%)	14 (11.2%)	20 (16.0%)	18 (14.4%)

The data in Table 1 presents the responses on the influence of ICT on personnel administration. Results revealed that, majority of respondents 78 (62.4%) are of the opinion that, ICT has simplified the process of storing and retrieving staff records, while only 41 respondents (32.8%) disagreed or strongly disagreed. Similarly, 90 respondents (72.0%) affirmed that ICT tools like email and WhatsApp have improved staff communication, with just 27 respondents (21.6%) expressing disagreement. Further analysis shows that 75 (60.0%) respondents believed that, ICT is effectively used for scheduling staff duties, while 38 respondents (30.4%) disagreed. On the automation of leave applications, 72 respondents (57.6%) supported the claim, whereas 38 respondents (30.4%) did not. Lastly, 73 respondents (58.4%) agreed that online recruitment

platforms have enhanced transparency and effectiveness in hiring, compared to 38 respondents (30.4%) who disagreed. Therefore, majority of the responses indicated a strong positive perception of the role of ICT in improving personnel administration. The results also suggested that, ICT tools are increasingly being integrated into administrative functions, leading to greater efficiency, transparency and communication among staff in public senior secondary schools across the zone.

Research Question Two: What is the influence of Information and Communication Technology on Financial Administration in Public Senior Secondary Schools in Damaturu Education Zone?

Table 2: Influence of ICT on Financial Administration

S/ N	Items	SA	A	UD	D	SD
1	The use of accounting software (or spreadsheets) has improved the accuracy of financial record-keeping	38 (30.4%)	44 (35.2%)	10 (8.0%)	20 (16.0%)	13 (10.4%)
2	ICT has reduced errors and instances of financial fraud in school administration	32 (25.6%)	46 (36.8%)	15 (12.0%)	18 (14.4%)	14 (11.2%)
3	ICT helps in the preparation of school budget	41 (32.8%)	40 (32.0%)	9 (7.2%)	19 (15.2%)	16 (12.8%)
4	Digital record-keeping of income and expenditure has made financial audits easier to conduct.	34 (27.2%)	48 (38.4%)	11 (8.8%)	17 (13.6%)	15 (12.0%)
5	ICT has brought about greater transparency and accountability in school financial management.	36 (28.8%)	42 (33.6%)	13 (10.4%)	18 (14.4%)	16 (12.8%)

Table 2 presented the influence of ICT on financial administration. Results revealed that, 82 (65.6%) of the respondents are of the opinion that, accounting software and spreadsheets have improved the accuracy of financial record-keeping. Similarly, 78 respondents (62.4%) affirmed that ICT has helped reduce errors and financial fraud, compared to 32 respondents (25.6%) who disagreed. In terms of budgeting, 81 respondents (64.8%) agreed that ICT supports the preparation of school budgets, while 35 respondents (28.0%) disagreed. Likewise, 82 respondents (65.6%) acknowledged that digital record-keeping has made financial audits easier, with only 32 respondents (25.6%) expressing disagreement. Finally, 78 respondents (62.4%) agreed that ICT has enhanced transparency and accountability in financial management, while 34 respondents (27.2%) disagreed. Therefore, ICT has had a significant positive influence on financial administration in public senior secondary schools within Damaturu Education Zone.

Research Question Three: What is the influence of Information and Communication Technology on Supervision of Instructions in Public Senior Secondary Schools in Damaturu Education Zone?

Table 3: Influence of ICT on Supervision of Instruction

S/N	Items	SA	A	UD	D	SD
1	School administrators use digital tools (e.g., tablets, laptops) to record and analyze classroom observation data	37 (29.6%)	43 (34.4%)	11 (8.8%)	20 (16.0%)	14 (11.2%)
2	ICT facilitates better planning and monitoring of the school curriculum and academic calendar	39 (31.2%)	40 (32.0%)	12 (9.6%)	18 (14.4%)	16 (12.8%)
3	The use of ICT has made it easier to monitor and evaluate students' academic performance (e.g., using result software).	35 (28.0%)	46 (36.8%)	10 (8.0%)	19 (15.2%)	15 (12.0%)
4	ICT helps in monitoring teacher's compliance to school policies	33 (26.4%)	44 (35.2%)	14 (11.2%)	20 (16.0%)	14 (11.2%)
5	ICT enables the electronic sharing of supervision reports with teachers for immediate feedback	40 (32.0%)	38 (30.4%)	12 (9.6%)	18 (14.4%)	17 (13.6%)

Table 3 presents the influence of ICT on supervision of industries. Results revealed that, 80 respondents (64.0%) believed that school administrators use digital tools like tablets and laptops to record and analyze classroom observation data, while 34 respondents (27.2%) disagreed. Similarly, 79 respondents (63.2%) affirmed that ICT facilitates better planning and monitoring of the curriculum and academic calendar, compared to 34 respondents (27.2%) who disagreed. In terms of student performance monitoring, 81 respondents (64.8%) agreed that ICT tools such as result software have made evaluation easier, while 34 respondents (27.2%) disagreed. Additionally, 77 respondents (61.6%) agreed that ICT helps monitor teachers' compliance with school policies and 78 respondents (62.4%) supported the use of ICT for electronic sharing of supervision reports, enabling timely feedback. Therefore, ICT has a significant influence on the supervision of instruction in public senior secondary schools within Damaturu Education Zone. It also plays a vital role in enhancing instructional supervision. Its application in data recording, curriculum monitoring, and performance evaluation and feedback mechanisms contributes to more efficient and transparent school management.

Discussion

The present study revealed that Information and Communication Technology (ICT) has a significant influence on personnel, financial, and instructional administration in public senior

secondary schools within Damaturu Education Zone. These findings are consistent with Imiruaye and Christogonus-Anyanwu (2024), who reported that ICT tools enhance administrative efficiency, particularly in staff record management and internal communication. The current study's results also align with the work of Okebukola (2023), who emphasized that digital platforms streamline administrative tasks and reduce bureaucratic delays in Nigerian schools.

In the area of financial administration, the current study found that ICT improves accuracy, transparency, and audit readiness. This supports the findings of Abdulhamid, Musa, and Olayemi (2024), who highlighted the role of accounting software in reducing financial errors and promoting accountability. Similarly, Eze and Nwankwo (2023) argued that ICT adoption in school finance leads to better budget planning and fraud prevention, which mirrors the perceptions of respondents in the present study.

Regarding instructional supervision, the present study showed that ICT facilitates classroom observation, curriculum planning, and performance evaluation. These findings are in line with Margaret and Masara (2024), who asserted that ICT integration enhances instructional quality and supports national education goals. Furthermore, Adebayo and Yusuf (2023) found that digital tools improve feedback mechanisms between administrators and teachers, reinforcing the current study's conclusion that ICT enables timely sharing of supervision reports. Lastly, the study by Bello and Tanko (2024) emphasized that ICT strengthens policy compliance monitoring among teachers, which corresponds with the positive responses observed in the current study.

Conclusion

Based on the findings of the present study, it is evident that Information and Communication Technology (ICT) plays a greater role in enhancing administrative functions in public senior secondary schools within Damaturu Education Zone. Across personnel, financial and instructional domains, ICT tools have contributed to improved efficiency, transparency and responsiveness in school operations. The study further reinforces the relevance of ICT in modern educational management, aligning with recent literature that advocates for its integration as a catalyst for institutional development and accountability.

As schools continue to adopt digital solutions, it becomes imperative for stakeholders to invest in infrastructure, capacity building and policy frameworks that support sustainable ICT use. In conclusion, the influence of ICT on school administration is both transformative and necessary. Its integration into secondary education systems offers a pathway to more effective governance,

improved instructional oversight and robust financial management. Future efforts should focus on expanding access, training personnel and leveraging technology to meet evolving educational demands.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed to improve the integration and effectiveness of Information and Communication Technology (ICT) in school administration within Damaturu Education Zone.

1. Government and educational stakeholders should provide adequate ICT facilities such as computers, internet connectivity, printers, projectors, and administrative software in public senior secondary schools to enhance effective personnel, financial, and instructional administration.
2. Regular training, workshops, and seminars should be organized for principals, vice principals, bursars, and teachers to improve their ICT competencies and ensure effective utilization of digital tools in school administration.
3. School management should fully integrate ICT into staff record management, communication systems, financial reporting, instructional supervision, and data storage to improve efficiency, transparency, and accountability.
4. The Ministry of Education and relevant agencies should allocate sufficient funds specifically for ICT development, maintenance, and upgrading in public secondary schools to ensure sustainability of digital administrative practices.
5. Educational authorities should establish clear ICT implementation policies and monitoring frameworks to guide the effective use of technology in school administration and ensure compliance with best practices.
6. Government should collaborate with relevant agencies and private organizations to ensure stable electricity supply and affordable internet services in schools to facilitate uninterrupted ICT operations.
7. Schools should adopt computerized accounting and financial management systems to improve accuracy in budgeting, expenditure tracking, auditing, and financial reporting.
8. School administrators should utilize digital platforms and applications for classroom supervision, lesson monitoring, curriculum implementation tracking, and feedback delivery to enhance teaching effectiveness.

9. Schools and government agencies should partner with ICT companies, NGOs, and international development organizations to support ICT training, infrastructure provision, and technical support services.
10. Periodic assessment should be conducted to evaluate the effectiveness of ICT usage in school administration and identify areas requiring improvement for better educational service delivery.

References

- Abdulhamid, A., Musa, I., & Olayemi, T. (2024). Digital resilience in post-COVID school finance: A Nigerian perspective. *Journal of Educational Technology and Management*, 12(1), 45–59.
- Adebayo, A. (2011). Principles and practice of public administration. Ibadan: Spectrum Books Ltd.
- Adebayo, S., & Yusuf, M. (2023). Enhancing instructional supervision through ICT: Evidence from Nigerian secondary schools. *African Journal of Educational Leadership*, 11(2), 77–90.
- Anekwe, J. U. (2008). Information and communication technology in M. O. Ofoefuna (ed). *Functional approach to education tech*. Onitsha Ofena Publishers.
- Bello, R., & Tanko, A. (2024). ICT and teacher policy compliance in public schools. *Journal of School Administration and Policy Studies*, 8(1), 33–47.
- Chika, N., & Raji, W. (2020). Influence of information and communication technology in secondary school administration in Abia State. *GSC Advanced Research and Reviews*, 2020, 03(01), 026–035
- David, R.K, Yulian, P., Siminto, W., Yasir, R. & Hizbul, K.Z (2024). Technology Integration in Educational Management: Its Impact on Community Participation. *Jurnal Terobosan Peduli Masyarakat (TIRAKAT)*, 1(1) 10-20 <https://doi.org/10.61100/j.tirakat.v1i1.101>
- Eze, C., & Nwankwo, L. (2023). ICT adoption and financial transparency in Nigerian education. *International Journal of Educational Finance*, 6(3), 102–118.
- Imiruaye, J., & Christogonus-Anyanwu, C. (2024). ICT and administrative efficiency in public secondary schools in Nigeria. *African Journal of Educational Research*, 18(2), 101–115.
- Kakande, H., Nabukeera, M., Matovu, M. & Ssali, M.B. (2024). ICT Integration in Management of Public Secondary Schools in Buikwe District Uganda. *International Journal for Multidisciplinary Research*. 6(4) 1 -14.
- Margaret, A., & Masara, B. (2024). ICT integration in instructional supervision: A catalyst for national development. *Nigerian Journal of Educational Leadership*, 9(3), 88–102.
- Okebukola, P. (2023). Digital transformation in Nigerian education: Challenges and prospects. *West African Journal of Education and Innovation*, 15(1), 12–29.
- Saiti, A., & Prokopiadou, G. (2009). Impact of Information and Communication Technologies on School Administration: Research on the Greek Schools of Secondary Education. *Electronic Government*, (5693), 305-316.

ETHICAL DILEMMAS IN CLASSROOM ASSESSMENT IN SOCIAL STUDIES EDUCATION: NAVIGATING CONFIDENTIALITY, CONSENT AND TRANSPARENCY

BY

ZALIHA AGIE NUHU Ph.D.

Faculty of Arts and Social Sciences, Yusuf Maitama Sule Federal University of Education, Kano

zalihanuhu@gmail.com

+2348037014920

ABSTRACT

Assessment is central to effective teaching and learning, yet it is often embedded with ethical challenges that shape students' educational experiences. This paper explores the ethical dilemmas teachers face in classroom assessment, focusing on three critical dimensions: Confidentiality, Consent and Transparency. Confidentiality concerns arise when teachers manage students' academic records, provide feedback, or disclose performance information in ways that may compromise privacy. Consent is frequently overlooked, as students are rarely consulted about assessment methods, purpose, or the use of their data. Transparency poses another challenge as unclear or inconsistent communication of assessment criteria, grading standards, and feedback processes can create perceptions of bias and unfairness. Through a conceptual analysis of relevant literature and ethical frameworks, this paper demonstrates how neglecting this principle undermines trust, equity and the validity of assessment practices. It argues that addressing these dilemmas requires deliberate strategies such as safe guarding student information, ensuring informed participation in assessment processes, and adopting clear, open practices that promotes accountability. The paper recommends integrating ethical guidelines into teacher training and professional development to enhance educators' competence in handling sensitive assessment issues. The study argues that by embedding ethics in to classroom assessment, teachers can foster fairness, uphold student's dignity, and strengthen the credibility of educational evaluation.

Keywords: Classroom Assessment, Ethical Dilemmas, Confidentiality, Consent, Transparency and Fairness

Introduction

Assessment is a central pillar of the teaching –learning process, providing teachers learners and policy makers with valuable information for decision –making. Beyond measuring academic achievement, classroom assessment serves as diagnostic, formative and summative functions, shaping instructional practices and influencing learners' future opportunities. However, assessment is never value free, it is deeply situated within ethical considerations that determine whether the process upholds fairness, credibility and the dignity of learners (Levy-fedman, 2025). Among the most pressing ethical dimension in contemporary classroom are issues of confidentiality, consent and transparency, each of them poses dilemmas for educators striving to balance institutional demands with professional responsibility.

Confidentiality in assessment concerns the protection of learners' personal and academic information. Breaches occur when assessment outcomes are disclosed publicly or handled carefully, exposing students to ridicule or stigma (Cadime et al. 2024). Similarly, the principle of consent often overlooked in routine classroom practices- underscores student's right to be informal participants in assessment processes. Studies have shown that learners increasingly expect opportunities to understand and agree to how assessment data are used, particularly in technology –mediated context. (Jin et al 2024). Transparency, on the other hand, requires that grading criteria, feedback, and evaluation procedures are communicated clearly. Lack of transparency has been linked to students' perceptions of bias and mistrust in the fairness of assessment (Murchan & Siddiq, 2021)

Ethical dilemmas emerge when these principles conflict with institutional expectation or pedagogical practice. For instance, publicly display in score may motivate some students but simultaneously violates confidentiality and risks psychological harm (Maliki, 2025). Similarly, rigid assessment policies may prioritize accountability at the expense of student consent and inclusiveness. Teachers often face these challenges under conditions of large class sizes, limited training in ethical assessment, and pressure from high-stakes examinations (Liu et al 2024) consequently, even well-intentioned educators may inadvertently compromise ethical standards. Scholars agree that resolving such dilemmas requires more than technical solutions; it calls for a reflective, principled approach to assessment (Stiggins 2017) Pophany, 2018). Recent research further highlights the need for continuous dialogue on how ethical frameworks can guide assessment in both traditional and digital environments (Jin et al, 2024), Maleki, 2025). This paper, therefore, examines the ethical dilemmas embedded in classroom assessment, with a focus on confidentiality, consent and transparency. It argues that addressing these ethical dimensions is critical not only for protecting learner's right but also for sustaining trust in educational system and enhancing the integrity of teaching and learning.

Conceptual Classification

To properly situate the discussion on ethical dilemmas in classroom assessment, it is pertinent to clarify the key concepts: classroom assessment, ethical dilemmas, confidentiality, consent and transparency.

Classroom Assessment

Classroom assessment refers to the systematic process through which teachers collect, interpret, and use information about students learning to improve instructional and enhance achievement (Brookhert, 2017). Assessment is the practical application of measurement and pass to as all testing could be subsumed under assessment, so could all assessment be subsumed. Under measurement Obioma 1988 in Nuhu (2020) defined assessment as the process of using the results obtained from measurement to take relevant decisions about a programme been assessed. Classroom assessment involves two major types of activities, collecting information about how much knowledge and skills students have learned (measurement) and making judgment about the adequacy or acceptability of each student's level of learning (evaluation). Both the measurement and evaluation aspects of classroom assessment can be accomplished in a number of ways. It could be both formative assessment-ongoing checks for understanding and summative assessment– evaluation at the end of a learning unit. Classroom assessment not only measures learning outcomes but also informs teaching decisions, provides feedback and guide students improvement. There are different methods of organizing assessment. It could be in the form of individual assessment, group assessment, self – assessment or peer assessment.

Ethical Dilemmas

An ethical dilemma arises when an educator faces a situation that requires choosing between competing moral principles, where no option is entering free of ethical consequences as (Strike & Soltis 2009). In classroom assessment dilemmas occur when the teacher's responsibility to evaluate student's objectively conflicts with issues of fairness, confidentiality, or institutional requirements. For example, a teacher may feel pressured to inflate grades to meet school performance targets, even when doing so compromises integrity. Similarly deciding whether to disclose struggling student's grades to their peers or parents without consent can place a teacher in a moral quandary.

Confidentiality

Confidentiality in education entails safe guiding student's personal information, assessment records, and results from unauthorized disclosure. According to Mcmillian (2018), maintaining confidentiality builds trust between students and teachers and ensures compliance with professional codes of conduct. A breach of confidentiality may occur when a teacher publicly announces test scores in class, exposing students to embarrassment or ridicule. In context when

class rankings are openly displayed, confidentiality can be compromised, creating ethical tensions between transparency of results and protection of individual privacy.

Consent

Consent refers to the voluntary agreement of students or, in the case of minor, their guardians to participate in assessment practices with a full understanding of their purpose and implications (Creswell & Poth, 2018). In classroom contexts, consent is often implied, yet ethical challenges emerge when students are not adequately informed about assessment procedures, or when assessments are high-stake and compulsory.

Transparency

Transparency in classroom assessment involves clear communication of assessment purposes, criteria, methods and grading procedures (Stiggin, 2014). It requires teachers to be open and consistent in how they design and implement assessment, thus preventing bias and ensuring fairness. Transparency not only enhances student trust but also motivates learners by making expectations explicit.

Together, these corrupts from the ethical issues that teachers must navigate when designing and implementing classroom assessment without careful attention to confidentiality, consent and transparency assessment practices may compromise students rights, fairness and the integrity of education. When teacher share rubrics, explain expectations and provide constructive feedback, they empower students to take responsibility of their learning. However, lack of transparency such as vague grading systems or hidden criteria can foster perceptions of bias and erode student confidence in the fairness of the process for example. A student may feel disadvantages if grading standards are not communicated in advance, or if different criteria are applied inconsistent across learners.

Theoretical/Conceptual Framework

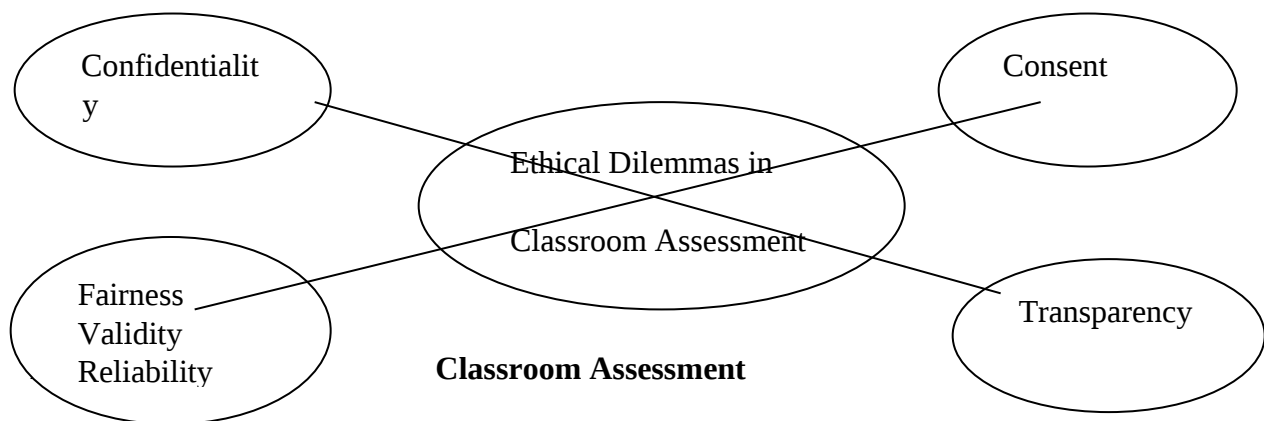
Ethical dilemmas in classroom assessment can best be understood through the dual lens of ethical theories and assessment principles. From an ethical stand point, dominant perspective guide teachers' discussion. A deontological approach emphasizes duties and professional obligations (Kant, 2002). For instance, a teacher may withhold student records from unauthorized access despite administrative pressure, prioritizing ethical duty over convenience in contrast, a utilitarian approach stress outcomes that benefit the greatest number (Mill, 1998). A teacher might, therefore, disclose aggregate class results to motivate improvement even if individual privacy is partially

compromised. This perspective highlights the inherent tension between protecting individual rights and fulfilling broader educational goals.

Complementing ethical theories are the principles of classroom assessment- fairness, validity, reliability and transparency (Mcmillian, 2018, & Stiggins 2014). Fairness demands equity in assessment practices, validity ensure that assessment measures intended learning outcomes, reliability guarantees consistency, and transparency requires openness in criteria and procedures when ethical dilemmas arise- such as balancing confidentiality with transparency or compulsory testing with genuine consent- teachers interpret these principles to maintain both credibility and justice in assessment practices figure 1 presents the conceptual framework guiding this paper. At its core are ethical dilemmas in classroom assessment, surrounded by the intersecting principles of confidentiality, consent, transparency, fairness, validity and reliability. The model illustrates the interconnected nature of these principles and how teacher must constantly balance them to ensure ethically sound assessment practice.

The arrows show how each principles interacts with and influences the teacher ethical decision-making.

Framework for Ethical Dilemmas in Classroom Assessment



Classroom assessment, while central to teaching and learning, is fraught with ethical tensions that requires teacher to make difficult choices. Among the most pressing dilemmas are those surrounding confidentiality, consent and transparency. These principles often overlap and conflicts arise when the pursuit of one undermines another.

Confidentiality

Confidentiality requires that the teacher safe guard student's personal information and assessment results from unauthorized disclosure, respecting confidentiality foster trust, protects students

dignity and upholds professional standards (Mcmillian 2018). However, dilemmas occur when institutional demands conflict with privacy. Example in some schools, teachers are required to post students test scores on a classroom notice board to motivate competition while this practice may encourage high performance, it risks embarrassing weaker students and damaging their self-esteem. Another example is when a parent insists on accessing a teenagers assessment records against the students wishes. Here, teacher must decide whether to respect the student's right to privacy or comply with parental authority.

Consent

Consent involves students' or guardians' voluntary agreement to participate in assessment activities with adequate understanding of their purpose and consequences (Creswell & Poth, 2018). In practice, consent is often implied in classroom settings since participation in school based assessment is typically compulsory. However, dilemmas arise when students are not properly informed about how their responses will be used. Example A teacher might assign a reflective essay asking students to describe personal experiences. If this essay is graded without informing students beforehand of their academic standing, students may feel pressured in to sharing sensitive details. Similarly, when students work is collected for research or bench- marking purposes, teachers may face ethical questions about whether explicit consent was obtained from students and their guardians.

Transparency

Transparency entails open communication about the purposes, criteria methods and consequences of assessment (Stiggins, 2014). Transparent practices such as sharing rubrics, explaining grading policies, and providing feedback build trust and enhance fairness. However, dilemmas occur when full transparency conflicts with other principles. Example a teacher may choose not to disclose the weighting of an upcoming test to prevent students from "teaching to the test" and neglecting broader learning goals. While this preserves validity, it reduces openness. Conversely providing overly detailed information about exam questions might compromise, fairness if some students exploit the information better than others.

In summary, dilemmas of confidentiality, consent and transparency illustrate the complexity of ethical decision- making in classroom assessment. Teachers are continually required to navigate competing principles, balancing their responsibilities to students parents, and institutions while safe-guiding fairness and integrity.

The ethical challenges of confidentiality, consent and transparency highlight the realities teachers face in balancing student rights with institutional expectations. These dilemmas cannot be entirely eliminated, but they can be thoughtfully managed through deliberate strategies that promote fairness, integrity and trust.

Navigating the Dilemmas Strategies for Teachers

While ethical dilemmas in classroom assessment cannot be completely avoided, teachers can adopt deliberate strategies to minimize harm and uphold fairness, confidentiality, and integrity. These strategies emphasize professional judgment, clear communication and adherence to ethical standards.

1. Establishing clear Assessment Policies

Teachers should develop and communicate assessment policies that explicitly address grading criteria, feedback practices and the handling of student's records. For example, providing students with rubrics before assignments, not only enhances transparency but also reduces the likelihood of perceived bias when policies are clear and consistent, students are less likely to question the fairness or objectivity of assessment.

2. Protecting Confidentiality through Professional Practices

To safeguard confidentiality, teachers should avoid public announcements of individual scores or displaying of results ways that identify students. Instead, feedback can be delivered privately, either through digital platforms with secure logins or personalized feedback sheets. Teachers should also exercise discretion when discussing student's performance with parents, ensuring that conversations are respectful of students' right to dignity and privacy.

3. Obtaining and Respecting Consent

Although, formal consent is often impractical in classroom context, teachers can still cultivate a culture of informed participation. This involves explaining the purpose and scope of assessment, especially when they involve personal reflections, portfolios or non-traditional tasks. When students work is used for research benchmarking or public display, explicit consent from students and guardians should be sought in line with institutional guidelines.

4. Promoting Transparency and Fairness

Transparency can be achieved by making assessment criteria and expectation explicit from the beginning. Teachers should explain grading strategies, provide examples of high quality work, and clarify how different tasks contribute to final grades. Additionally, providing timely, constructive

feedback enhances trust and supports students learning. At the same time teachers must balance transparency with validity, ensuring that openness does not compromise the integrity of assessment tasks.

5. Continuous Professional Development

Ethical assessment requires ongoing professional reflection and growth. Teachers should engage in professional development opportunities focused on assessment ethics, fairness and inclusivity. Collaboration with colleagues can also provide perspective and shared solutions to ethical challenges. Schools and teachers education programmes should embed ethics in assessment training to better prepare educators for real-world dilemmas.

6. Leveraging Technology Responsibly

Digital platforms can support confidentiality and transparency when used responsibly. Online grading systems password-protected portals and digital rubrics allow students to access feedback security. However, teachers must be mindful of data privacy issues, ensuring that student information is not misused or shared without authorization. Responsible use of technology thus becomes safeguard rather than a risk.

In practice, these strategies underscore the need for teachers to balance ethical principles with institutional realities. By being intentional, reflective and student-centered, educators can navigate dilemmas in ways that uphold both professional integrity and the learning needs of their students.

Conclusion

Classroom assessment remains a powerful tool for monitoring learning and guiding instruction, but it is equally a space where ethical dilemmas frequently emerge. Issues of confidentiality, consent and transparency underscore the complexity of teachers' responsibilities in balancing student's right with institutional demands. Left unaddressed, these dilemmas can erode trust, distort fairness and compromise the validity of assessment outcomes.

The discussion in this paper also shown, that navigating ethical dilemmas, requires teachers to exercise professional judgment informed by ethical theories and assessment principles.

Recommendations

1. Teachers should adopt a student-centered approach by ensuring confidentiality, fairness and informed participation in assessment.
2. Teachers should reflect regularly on ethical challenges and seek peer collaboration for shared solutions.

3. The school and administrators should develop clear guidelines on ethical assessment practices.
4. The school should ensure technological platforms used for assessment safeguard student's data and uphold privacy.
5. Policy makers should integrate assessment ethics explicitly into teacher education curricular and professional standards.
6. There should be continuous professional development programs focused on ethical decision making and assessment literacy

References

- Brookhart, S. M. (2017). *How to give effective feedback to your students* (2nd ed.). ASCD.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Kant, I. (2002). *Groundwork of the metaphysics of morals* (A. W. Wood, Trans.). Yale University Press. (Original work published 1785)
- Liu, J., Li, K., & Zhang, Y. (2024). A comparative mixed methods study of in-service teacher's ethical decision and ethical reasoning. *Psychology in the Schools*, 61(2), 353–368. <https://doi.org/10.1002/pits.232226>
- Maleki, A. (2025). Voices from the virtual classroom: Students' views towards ethical challenges in the context of online formative assessment. *Discover Education*, 4(1), 156. <https://doi.org/10.1007/s44217-025-00001-8>
- McMillan, J. H. (2018). *Classroom assessment: Principles and practice for effective standards-based instruction* (7th ed.). Pearson.
- Nuhu, Z. A. (2020). *Social studies in education for tertiary institutions*. Akmat Business Tycon.
- Popham, W. J. (2018). *Classroom assessment: What teachers need to know* (9th ed.). Pearson.
- Stiggins, R. J. (2014). *Revolutionize assessment: Empower students, inspire learning*. Corwin Press.
- Stiggins, R. J. (2017). *The perfect assessment system: What it is and how it works*. ASCD.
- Strike, K. A., & Soltis, J. F. (2009). *The ethics of teaching* (5th ed.). Teachers College Press.

**IMPACT OF STAFFING AND RECRUITMENT EXERCISE ON THE ACHIEVEMENT
OF BASIC EDUCATION PROGRAMMES IN KADUNA STATE, NIGERIA
BY**

SURAJO AHMAD MAGAJI Ph.D

Department of Educational Foundations and Curriculum Ahmadu Bello University, Zaria
surajmahmed@gmail.com
+2348039680691,

ABDULHAKAM HAMZA KWANGILA

Kaduna State Universal Basic Education, Sabon Gari Local Government Education Authority
abdulhakamhamza1@gmail.com
+2347038889325

&

FAIZA ALHASSAN

Nigerian Immigration Service Kaduna State Command, Zaria front office kofarJatau, Zaria
faizaalasan@gmail.com
+2348037758841

ABSTRACT

This study investigated the impact of staffing and recruitment exercises on the achievement of basic education programmes in Kaduna State, Nigeria. The study was guided by two objectives, two research questions, and two null hypotheses. A descriptive survey design was adopted. The population comprised of 40,652 basic education stakeholders, including teachers, head teachers, and SUBEB officials across the Educational Zones of Kaduna State. Using Krejcie and Morgan's sampling table, a sample of 381 respondents was selected through proportional sampling. Data were collected using a validated researcher-designed instrument titled Human Resource Management Practices Scale (HRMPS). Descriptive statistics (mean and standard deviation) were used to answer the research questions, while ANOVA was employed to test the hypotheses at 0.05 significance level. Findings revealed that staffing significantly affects the achievement of basic education goals by influencing teacher adequacy, quality, deployment patterns, and instructional effectiveness. Results also showed that recruitment exercises impact programme achievement through merit-based selection, transparency, stakeholder involvement, and the recruitment of qualified and specialized teachers. Inadequate and irregular recruitment, political interference, and the placement of unqualified teachers were found to hinder literacy, numeracy, and effective communication outcomes. ANOVA results indicated no significant differences in respondents' opinions across stakeholder categories. The study recommends the strengthening of recruitment guidelines, institutionalization of transparent and merit-driven hiring processes, regular teacher replacement, and improved staffing strategies to enhance the achievement of basic education programmes in Kaduna State.

Introduction

Quality basic education is the foundation for national development and human capital formation. The success of basic education programmes such as the Universal Basic Education (UBE) in Nigeria depends largely on the availability of competent and adequately deployed teachers. According to Onah (2022), staffing constitutes one of the most critical components in the

administration of educational institutions because it determines the quantity and quality of human resources required to implement academic programmes effectively.

In Kaduna State, the effective implementation of basic education initiatives such as literacy development, numeracy strengthening, and school improvement programmes relies heavily on a functional staffing and recruitment system. Staffing ensures the right number of teachers, while recruitment determines the quality and competencies of those employed. As noted by Olatunji (2021), when staffing processes are inconsistent or poorly managed, learning outcomes decline due to high pupil–teacher ratios, teacher absenteeism, and administrative inefficiencies.

Recruitment exercises, when properly executed, guarantee that qualified professionals are selected based on merit, competence, and educational needs. Aina and Ibrahim (2020) emphasize that transparent and credible recruitment systems improve teacher professionalism, job commitment, and instructional quality. This is particularly essential in public basic schools in Kaduna State, where persistent teacher shortages, uneven deployment, and political interference remain major challenges.

Given the strategic importance of staffing and recruitment to basic education quality, this study investigates how these processes influence the achievement of basic education programmes in Kaduna State.

Objectives of the Study

The study aims to:

1. Examine the impact of staffing on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State
2. Determine the impact of recruitment exercises on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State

Research Questions

1. In what ways does staffing impact the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State?
2. What is the impact of recruitment exercises on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State?

Hypotheses

The following null hypotheses were tested at a 0.05 significance level:

1. **HO₁:**There is no significant difference in the opinion of teachers, head teacher, SBMC and SUBEB officials on the impact of staffing on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State
2. **HO₂:**There is no significant difference in the opinion of the respondents on the impact of recruitment exercises on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State

Methodology

The research design that was used for the study is descriptive survey, which aims to describe the current status of a phenomenon with respect to variables or conditions in a situation at a given point in time. The population for this study comprises of 40,652 Basic Education Stakeholders which include primary school teachers, head teacher, and SUBEB Officials in the Educational Zones of Kaduna State, Nigeria. The sample size of this study is 381 Basic Education Stakeholders out of the entire population of 40,652 primary school teachers, head teacher, and SUBEB Officials in the Educational Zones of Kaduna State, Nigeria. A sample random sampling technique was used for the study. The study utilised an instrument designed by the Researchers entitled: Human resource management practices Scale (HRMPS) for data collection. The questionnaire is based on five Likert type scale consisted of the following codes: Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree. It will consist six sections (A to C) structured as follows: Section A: This section gather the bio-data of the respondents. Section B: This section contains 10 items designed to assess impact of staffing on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State. Section C: This section also consists of 10 items, focusing on the impact of recruitment exercises on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State. Section. Each section will be presented in a closed-ended format, requiring respondents to select their level of agreement with the statements provided, ensuring consistency and ease in data analysis. HRMPS was validated by experts from Measurement and Evaluation, expert from Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University.

The Researchers co-opts the services of two research assistants who were trained by the Researchers on how to administer and collect the completed copies of the questionnaire. The data collected was subjected to both descriptive and inferential statistics. Frequencies and percentage

were used in analysing the demographic data of the respondents, mean and standard deviation were used in answering research questions, while Analysis of variance (ANOVA) was used to analyze the formulated hypotheses at 0.05 level of significance.

Results

The two research questions were answered as follows:

Research Question One: What is the impact of staffing on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State?

Data on the impact of staffing on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State, Nigeria were analyzed using frequency and mean as summarized in Table 4.

Table 1: Frequency and Mean on the Impact of Staffing on the Achievement of Permanent Literacy, Numeracy, and Effective Communication in Basic Education Programme of Kaduna State

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
1	There is shortage of teachers in Basic Education programme of Kaduna State which accounts for low literacy and numeracy attainment among learners.	Teachers	130	108	34	22	18	3.99
		Head Teachers	14	12	4	2	1	4.09
		Education Officers	2	1	0	0	0	4.67
2	The majority of teachers implementing Basic Education programme of Kaduna State are not qualified, which accounts for low literacy and numeracy attainment among learners.	Teachers	120	110	36	26	20	3.91
		Head Teachers	12	14	4	2	1	4.03
		Education Officers	2	1	0	0	0	4.67
3	The urban located schools have adequate numbers of teaching staff; this accounts for high literacy, numeracy and effective communication among urban learners.	Teachers	140	100	32	24	16	4.03
		Head Teachers	15	12	3	2	1	4.15
		Education Officers	2	1	0	0	0	4.67
4	There is shortage of teaching staff in rural schools; this accounts for low literacy and numeracy attainment among learners in rural areas.	Teachers	126	104	38	24	20	3.94
		Head Teachers	13	13	4	2	1	4.06
		Education Officers	2	1	0	0	0	4.67
5	Before recruitment exercises, Kaduna State carries out school census to know the number of learners, available teachers, and the number of teachers needed.	Teachers	98	102	44	40	28	3.65
		Head Teachers	10	11	6	4	2	3.69
		Education Officers	1	1	1	0	0	4.00
6	A sufficient number of teaching staff ensures effective communication skills are developed among learners in Kaduna State's Basic Education Programme.	Teachers	118	106	38	28	22	3.87
		Head Teachers	13	12	4	3	1	4.00
		Education Officers	2	1	0	0	0	4.67
7	Kaduna State regularly conducts job analysis to determine the qualification, subject needs, and available resources before recruitment exercises.	Teachers	96	100	46	40	30	3.62
		Head Teachers	10	11	6	4	2	3.70
		Education Officers	1	1	1	0	0	4.00
8	The shortage of teachers in rural areas negatively affects learners' literacy, numeracy, and communication skills in Kaduna State.	Teachers	126	108	34	26	18	3.96
		Head Teachers	14	12	4	2	1	4.09

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
9	Teacher training and professional development opportunities are limited, which contributes to low teaching quality in Kaduna State's Basic Education Programme.	Education Officers	2	1	0	0	0	4.67
		Teachers	120	110	36	26	20	3.91
		Head Teachers	12	14	4	2	1	4.03
10	Uneven distribution of teaching staff between urban and rural schools affects the achievement of literacy and numeracy goals in Kaduna State.	Education Officers	2	1	0	0	0	4.67
		Teachers	126	106	34	28	18	3.94
		Head Teachers	14	12	4	2	1	4.09
		Education Officers	2	1	0	0	0	4.67
Grand Mean								4.26

The analysis in Table 1 revealed that all the mean scores for teachers, head teachers, and education officers were above the benchmark mean of 3.0, indicating agreement on all the items. The findings showed that staffing significantly influences the achievement of permanent literacy, numeracy, and effective communication in the Basic Education Programme of Kaduna State. Specifically, shortage of teachers, inadequate qualified personnel, uneven distribution of staff between urban and rural schools, and limited teacher training negatively affect learners' outcomes. Conversely, adequate staffing and proper recruitment practices were found to enhance literacy, numeracy, and communication skills among learners. The grand mean of 4.26 further confirmed that staffing has a significant impact on the achievement of the programme objectives in Kaduna State.

Research Question Two: How do recruitment exercises have impact on the achievement of permanent literacy, numeracy and effective communication Basic Education Program of Kaduna State?

Data on How do recruitment exercises have impact on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State, Nigeria were analyzed using frequency and mean as summarized in Table 2.

Table 2: Frequency and Mean on the Impact of Recruitment Exercises on the Achievement of Permanent Literacy, Numeracy, and Effective Communication in Basic Education Programme of Kaduna State

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
11	The transparency of recruitment exercises in Kaduna State impacts the achievement of permanent literacy and numeracy in Basic Education Programme.	Teachers	124	102	38	28	20	3.90
		Head Teachers	14	12	4	2	1	4.09
		Education Officers	2	1	0	0	0	4.67
12		Teachers	110	106	44	28	24	3.80
		Head Teachers	12	13	4	3	1	3.97

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
13	Teachers' recruitment in Kaduna State was carried out in a fair and merit-based manner, hence contributing to the development of effective communication skills among learners.	Education Officers	1	1	1	0	0	4.00
		Teachers	128	104	38	26	16	3.97
		Head Teachers	14	13	3	2	1	4.12
14	The recruitment of teachers with specialized training impacts the achievement of permanent literacy and numeracy in Kaduna State's Basic Education Programme.	Education Officers	2	1	0	0	0	4.67
		Teachers	116	108	42	28	18	3.89
		Head Teachers	13	12	5	2	1	4.03
15	The recruitment process influences the equitable distribution of qualified teachers across urban and rural schools in Kaduna State.	Education Officers	2	0	1	0	0	4.33
		Teachers	120	106	40	26	20	3.90
		Head Teachers	13	13	4	2	1	4.06
16	The involvement of educational stakeholders in the recruitment exercises improves the implementation of Basic Education curriculum goals in Kaduna State.	Education Officers	2	1	0	0	0	4.67
		Teachers	102	98	46	40	26	3.67
		Head Teachers	10	12	5	4	2	3.72
17	Recruitment in Kaduna State is most often politically motivated, with no attention given to the actual needs for effective implementation of Basic Education Curriculum for permanent literacy, numeracy and effective communication.	Education Officers	1	1	1	0	0	4.00
		Teachers	114	102	40	34	22	3.80
		Head Teachers	12	12	5	3	1	3.94
18	Teachers are not recruited regularly to replace the retired teachers who will effectively implement the Basic Education Curriculum in Kaduna State.	Education Officers	2	1	0	0	0	4.67
		Teachers	126	108	38	24	16	3.97
		Head Teachers	14	12	4	2	1	4.09
19	Effective teacher recruitment strategies contribute to the sustainability of literacy, numeracy, and communication programs in Kaduna State.	Education Officers	2	1	0	0	0	4.67
		Teachers	118	104	40	28	22	3.86
		Head Teachers	12	13	4	3	1	3.97
20	Recruitment practices that allow unqualified teachers to enter the workforce hinder literacy, numeracy, and communication outcomes in Kaduna State.	Education Officers	1	1	1	0	0	4.00
		Teachers	108	102	44	34	24	3.76
		Head Teachers	11	12	5	3	2	3.81
	Overall, teachers' recruitment process in Kaduna State is poorly managed, which negatively affects achievement of Basic Education goals in Kaduna State.	Education Officers	1	1	1	0	0	4.00
		Teachers	108	102	44	34	24	3.76
		Head Teachers	11	12	5	3	2	3.81
Grand Mean								4.07

The analysis in Table 2 revealed that all the mean scores for teachers, head teachers, and education officers were above the benchmark mean of 3.0, indicating agreement on all the items. The findings showed that recruitment exercises significantly influence the achievement of permanent literacy, numeracy, and effective communication in the Basic Education Programme of Kaduna State. Transparent, fair, and merit-based recruitment, as well as the employment of qualified teachers, were found to improve literacy, numeracy, and communication outcomes among

learners. However, politically motivated recruitment, poor management of recruitment processes, failure to replace retired teachers, and the recruitment of unqualified personnel negatively affect curriculum implementation and programme goals. The grand mean of 4.07 further confirmed that recruitment exercises have a significant impact on the achievement of the programme objectives in Kaduna State.

Hypotheses Testing

The two null hypotheses that were formulated to test differences of opinion among the group of respondents involved in the study were analyzed using One-way Analysis of Variance (ANOVA) at 0.05 level of significance.

Null Hypothesis 1 (Ho₁): There is no significant difference in the opinion of teachers, head teacher, SBMC and SUBEB officials on the impact of staffing on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State.

Table 3: One-way Analysis of Variance (ANOVA) on the opinions regarding impact of staffing on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	48.206	2	16.069	24.432	.213	Retained
Within Groups	159.160	348	.658			
Total	207.366	350				

The analysis of result in Table 3 shows the differences in opinions of teachers, head teachers, SBMC, and SUBEB officials on the impact of staffing on the achievement of permanent literacy, numeracy, and effective communication in the Basic Education Programme of Kaduna State. The result reveals a p-value of 0.213, which is greater than the fixed probability level of 0.05. Thus, there is no significant difference in the opinions of stakeholders regarding the impact of staffing, and the null hypothesis is retained.

Null Hypothesis 2 (Ho₂): There is no significant difference in the opinion of the respondents on the impact of recruitment exercises on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State.

Table 4: One-way Analysis of Variance (ANOVA) on the opinions regarding impact of recruitment exercise on the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State.

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	27.516	2	9.172	14.200	.326	Retained
Within Groups	156.309	348	.646			
Total	183.825	350				

The analysis of result in Table 4 shows the differences in opinions of respondents on the impact of recruitment exercises on the achievement of permanent literacy, numeracy, and effective communication in the Basic Education Programme of Kaduna State. The result reveals a p-value of 0.326, which is greater than the fixed probability level of 0.05. Thus, there is no significant difference in the opinions of stakeholders regarding the impact of recruitment exercises, and the null hypothesis is retained.

Discussion of Findings

Staffing has impact on the achievement of permanent literacy, numeracy, and effective communication in the Basic Education Programme of Kaduna State ($P = 0.213$). This finding supports the work of Fasuyi (2011) who reported that one of the fundamental determinants of the effectiveness and efficiency of the educational sector is the quality of its human resources. Thus, there is need for adequate human resource planning which is concerned with matching resources to the sector's need. The findings of this study revealed that staffing significantly influences the achievement of permanent literacy, numeracy, and effective communication in the Basic Education Programme of Kaduna State. The study found that shortage of qualified teachers, uneven distribution of staff between urban and rural schools, and inadequate teacher training negatively affect curriculum implementation and learners' outcomes. These findings are in agreement with the study of Ogunode and Nasir, who reported that shortage of professional teachers hinders effective implementation of the Basic Education Curriculum in Nigeria. The findings also agree with Kelly et al., who observed that effective teacher recruitment practices are essential for securing quality educators and improving educational outcomes. This implies that adequate staffing and proper recruitment practices are necessary for the successful achievement of literacy, numeracy, and communication goals in the Basic Education Programme of Kaduna State. Similarly, a study by Papaioannou et al. (2020) found that competency-based recruitment approaches improve teacher quality and retention. Moreover, a review by Strauss et al. (2018)

emphasizes the value of diverse recruitment sources, including social media and community partnerships. According to a study by Grissom et al. (2019), teacher recruitment strategies focused on school culture and support significantly influence teacher job satisfaction and retention. Effective teacher recruitment practices, therefore, attract and retain top teaching talent, enhancing instructional excellence and student outcomes.

Recruitment exercises such as transparency, merit-based selection, and fairness impact the achievement of permanent literacy, numeracy and effective communication in Basic Education Program of Kaduna State ($P = 0.326$). This study is in line with the report of (Lowell 2014) who stated that Achievement of permanent literacy, numeracy and effective communication depends on the nature of the teachers recruited to performance the job. When recruitment process is characterized unhealthy practices such as nepotism, discrimination, favoritism, compensation of loyalists, the basic education will be manned by unqualified teachers qualified and the output such irregularities could the production of basic education graduates who could not read nor write. Recruitment involves the attraction of many people who are available and willing to work for an organization while selection is a process whereby there is a sorting out or elimination of qualified and unqualified people who can meet their job and the organization's requirements (Prabhu et al. 2020).

The recruitment procedure starts when you know you require another person in the department, either because a current staff has left, or on the grounds that there is new work to be finished. It does not complete until after the arrangement has been made. The main stages of the recruitment are explained below; the first thing to do is to identify the vacancy where recruitment gives chances to divisions to adjust staff ability to define its activities and objectives, and for departmental and individual development. Proper arranging and assessment of the need will promptly enlist the correct individual for the role and group. To carry out a job analysis if this position will be new to your department as this will also help to identify the gaps that are lacking in the organization. (Naddler and Wiggs 1996).

Advertising is a key part of the recruitment process. Research analyzing advertisements for faculty positions indicates that many departments announce faculty vacancies in an amateurish fashion that may not accomplish desired recruitment goals (Winter, 1997). Shortcomings identified included unprofessional display, lack of differentiation and the placement of ads too late in the recruitment period. The purpose behind advertising is to contact the biggest qualified gathering of

people. Your procedure for seeking and advertising ought to be dictated by your initial discourses with employees and the search committee. Ensure that the wording of your promotion does work to avoid conceivable volunteers. Your attention ought to be on consideration as opposed to avoidance, especially when endeavoring to enhance office or personnel. Other practices at other North American colleges accentuate the significance of utilizing expansive descriptors in your advert.

What characterized recruitment process determine the quality of teachers will eventually get into primary education system which will translate into quality of the instruction being deliver and the consequence of it's on the learners' literacy, numeracy and communication skills. Effective teacher recruitment practices are critical for securing high-quality educators in Basic Education programs. Research by Kelly et al. (2022) highlights the importance of alignment between recruitment strategies and school district goals. Similarly, a study by Papaioannou et al. (2020) found that competency-based recruitment approaches improve teacher quality and retention. Moreover, a review by Strauss et al. (2018) emphasizes the value of diverse recruitment sources, including social media and community partnerships. According to a study by Grissom et al. (2019), teacher recruitment strategies focused on school culture and support significantly influence teacher job satisfaction and retention. Effective teacher recruitment practices, therefore, attract and retain top teaching talent, enhancing instructional excellence and student outcomes.

Conclusion

This study concluded that staffing and recruitment exercises significantly influence the achievement of the Basic Education Programme in Kaduna State, Nigeria. The findings revealed that teacher shortages, uneven distribution of staff, inadequate qualifications, and poor recruitment practices negatively affect literacy, numeracy, and effective communication among learners. The study also found that transparent and merit-based recruitment processes improve instructional quality and programme implementation. Therefore, effective staffing, equitable teacher deployment, and continuous professional development are essential for achieving the objectives of the Basic Education Programme in Kaduna State.

Recommendations

1. Government and education authorities should ensure adequate recruitment and equitable distribution of qualified teachers between urban and rural schools to improve literacy, numeracy, and communication skills among learners.

2. Recruitment exercises should be based on transparency, merit, and professional competence in order to prevent the employment of unqualified teachers into the Basic Education Programme.
3. Kaduna State Universal Basic Education Board (SUBEB) should conduct regular teacher needs assessments and job analysis before recruitment to identify staffing gaps and subject needs in schools.
4. Government should provide continuous professional development, training, induction, and mentorship programmes for teachers to enhance instructional quality and effective curriculum implementation.
5. Retired teachers should be replaced promptly through regular recruitment exercises to avoid teacher shortages and improve programme effectiveness in schools.
6. Educational administrators and Quality Assurance officers should strengthen monitoring and evaluation mechanisms to ensure proper teacher deployment, accountability, and effective implementation of the Basic Education Programme in Kaduna State.

References

- Adeyemi, T. (2019). Staffing and school effectiveness in Nigerian public schools. *Journal of Educational Planning*, 11(2), 55–70.
- Aina, P., & Ibrahim, M. (2020). Recruitment practices and teacher quality in Nigerian basic schools. *African Journal of Pedagogy*, 7(1), 33–49.
- Kaduna State Universal Basic Education Board (SUBEB). (2023). *Annual Education Report*. Kaduna: SUBEB Publications.
- Okeke, U. (2022). Teacher recruitment and its implications for educational quality. *Journal of Human Resource Development in Education*, 9(1), 73–88.
- Olatunji, F. (2021). Human resource management challenges in basic education delivery. *International Journal of Education Management*, 13(4), 112–125.
- Onah, R. (2022). Staffing and productivity in public education systems. *Journal of Educational Administration*, 18(3), 41–57.
- Uche, C., & Agbo, J. (2021). Teacher workload and instructional performance in Nigerian basic schools. *Journal of Curriculum Studies*, 15(2), 88–105.

**IMPACT OF TEACHERS' AND PRINCIPALS' CONFLICTS ON TEACHERS'
SERVICES DELIVERY IN PUBLIC SENIOR SECONDARY SCHOOLS DAMATURU
EDUCATION ZONE, YOBE STATE, NIGERIA**

BY

HADIZA YERWA WAZIRI

Department of Social Science Education, Faculty of Education, Yobe State University Damaturu,
Nigeria

hadizasardauna@gmail.com
+2348035654273

ABSTRACT

This study examined how conflicts between principals and teachers impact teachers' service delivery in public senior secondary schools within Damaturu Education Zone. Two (2) objectives with corresponding two (2) research questions and two (2) hypotheses have guided the study. A descriptive survey design was used; the population was made up of Seven Hundred and Seventy-Six (776) Teachers (including Principal and Vice Principal) in the existing Eleven (11) Public Senior Secondary Schools. Sample size of Two Hundred and Sixty (260) respondents from 11 secondary schools in Damaturu Education Zone was selected using research advisor (2006) table of determining sample size. The instrument used for data collection was structured four (4) Likert's scale Questionnaire titled: Impact of Teachers' and Principals' Conflict on Teachers' Service Delivery (ITPCTSD). The instrument was validated and reliability index of 0.87 after conducting a pilot testing using test-retest. Data collected were analyzed using the descriptive statistics of mean ($\bar{x}$) and standard deviation to answer the research questions. Chi-square was used to test the hypotheses at 0.05 level of significance. The findings revealed that principal-teacher conflict negatively affect teachers' job performance. Specifically, the overbearing dominance of principals significantly hinders effective service delivery. To address this, the study recommends that school supervisors improve monitoring. The Ministry of Education should provide adequate staff and teaching facilities to reduce workloads and prevent conflict. Furthermore, schools should adopt participatory leadership, encourage collective bargaining, and involve teachers and parents in decision-making. This fosters a sense of belonging and improves the school environment.

Keywords: Teacher, Principals, conflicts and Service Delivery.

Introduction

Education is universally recognized as a vital instrument for national development and social transformation. The achievement of educational goals depends largely on the effectiveness of teachers and school administrators who work collaboratively to create a conducive learning environment. Teachers play a central role in curriculum implementation, knowledge dissemination, student assessment, and character development, while principals provide leadership, supervision, and administrative support necessary for the smooth operation of schools (Arop et al., 2021). The success of any educational institution therefore depends on the existence of a harmonious relationship between teachers and principals.

Service delivery in education refers to the effectiveness with which teachers perform their professional responsibilities, including lesson preparation, classroom instruction, student

evaluation, classroom management, and participation in school activities (Ofojebe & Ezugoh, 2022). Effective service delivery is essential for improving students' academic achievement and ensuring quality education. However, the level of teachers' service delivery is often influenced by organizational factors such as leadership style, communication patterns, job satisfaction, motivation, and interpersonal relationships within the school environment (Akinwale & George, 2023).

Conflict is an inevitable phenomenon in every organization, including educational institutions. It arises when individuals or groups perceive incompatibility in their interests, goals, values, expectations, or access to resources (Rahim, 2023). In schools, conflicts may occur between principals and teachers due to disagreements over decision-making processes, leadership approaches, workload distribution, disciplinary measures, staff welfare, promotion opportunities, and communication practices (Igbokwe & Nwankwo, 2021). While conflict can sometimes stimulate innovation and positive change when effectively managed, unresolved conflicts often result in dissatisfaction, reduced cooperation, and poor organizational performance (Robbins & Judge, 2022).

The relationship between principals and teachers is critical to the attainment of educational objectives. Principals are expected to foster a supportive work environment characterized by mutual respect, trust, and collaboration. However, when principals adopt authoritarian leadership styles, fail to involve teachers in decision-making, or demonstrate favoritism, conflicts may emerge (Yusuf & Mohammed, 2022). Likewise, conflicts may arise when teachers resist administrative directives, fail to comply with established regulations, or challenge management decisions. Such situations may create tension within the school environment and negatively affect teachers' commitment to their duties.

Research has shown that workplace conflicts significantly influence employees' productivity, morale, and job performance. In educational settings, persistent conflicts between teachers and principals may lead to absenteeism, reduced motivation, poor lesson delivery, and diminished commitment to teaching responsibilities (Okeke & Eze, 2021). These outcomes may ultimately affect students' academic performance and hinder the achievement of school goals. According to Nwosu and Okechukwu (2023), schools characterized by frequent conflicts often experience low staff morale, poor communication, and ineffective service delivery compared to schools where cordial relationships exist among staff members.

In Nigeria, the education sector continues to face numerous challenges, including inadequate funding, shortage of instructional materials, poor working conditions, and administrative disputes. These challenges have contributed to increasing tensions between school administrators and teachers in many public secondary schools (Federal Ministry of Education, 2022). Conflicts arising from issues such as delayed promotions, uneven workload distribution, inadequate welfare packages, and exclusion from decision-making processes have been reported to affect teachers' effectiveness and commitment to service delivery (Adebayo & Olaniyi, 2023).

In Yobe State, particularly within Damaturu Education Zone, public senior secondary schools operate under challenging conditions that require strong collaboration between principals and teachers. However, anecdotal evidence and observations suggest that conflicts between school administrators and teachers occasionally occur due to differences in expectations, communication gaps, leadership practices, and resource allocation. These conflicts may adversely affect teachers' motivation, job satisfaction, and overall effectiveness in carrying out their instructional and non-instructional responsibilities (Bello & Ahmed, 2024).

Despite the growing concern regarding workplace conflicts in schools, there is limited empirical evidence on the specific impact of teachers' and principals' conflicts on teachers' service delivery in public senior secondary schools in Damaturu Education Zone, Yobe State. Most existing studies have focused on leadership styles, teacher motivation, and job satisfaction without adequately examining how conflicts between teachers and principals affect service delivery. Consequently, there is a need to investigate the nature and extent of such conflicts and their implications for teachers' effectiveness. It is against this background that this study seeks to examine the impact of teachers' and principals' conflicts on teachers' service delivery in public senior secondary schools in Damaturu Education Zone, Yobe State, Nigeria.

Relevant literature was reviewed on conflicts in educational institutions, with particular emphasis on principal–teacher conflicts and teachers' job performance in schools. Thus, Ezubelu (2004) investigated the causes of conflict and strategies for conflict resolution in primary schools in the Awka Education Zone of Anambra State. The study sought to identify the major conflict issues among primary school administrators and the strategies employed in managing and controlling such conflicts. The findings highlighted various sources of conflict within schools and emphasized the importance of effective conflict management in promoting harmonious working relationships.

Similarly, Ghaffar (2005) conducted a study on principal–teacher conflicts in public secondary schools in Delta and Edo States. The study examined the types and causes of conflicts, the aspects of school administration affected by conflicts, their effects on school operations, and the strategies adopted in resolving them. The findings revealed that conflicts significantly affected school administration and educational outcomes, thereby necessitating appropriate conflict management mechanisms.

In another study, Nnokam and Chinda (2008) examined the level of utilization of conflict management strategies by principals and teachers in junior secondary schools in Port Harcourt Local Government Area of Rivers State. The study focused on the use of integrating, dominating, compromising, and avoiding strategies in resolving conflicts and their implications for internal school administration. The findings showed that the effective application of appropriate conflict management strategies contributed positively to school administration and interpersonal relationships within schools.

Furthermore, Theresa (2004) examined the causes and effects of conflict on teachers' performance in the Tema Metropolis of Ghana. The study adopted a descriptive survey design and utilized questionnaires to collect data from 305 respondents who were selected through random and purposive sampling techniques. Data were analyzed using the Statistical Package for Social Sciences (SPSS). The findings revealed that conflicts were caused by both personal and structural factors. Differences in perception emerged as the dominant personal factor, while competition over limited resources was identified as the major structural factor. The study further revealed that the negative effects of conflict outweighed the positive effects on teachers' performance. Among the conflict management strategies employed, integrating was the most frequently used, whereas compromising was the least utilized. Based on these findings, the study recommended that the Ghana Education Service organize workshops, seminars, and training programmes to equip teachers with conflict management skills.

The study by Theresa (2004) is closely related to the present study because both studies focus on the influence of conflicts within secondary schools. However, notable differences exist between the two studies. While Theresa's study was conducted in Ghana, the present study is conducted in Nigeria, specifically in public senior secondary schools in Damaturu Education Zone, Yobe State. Furthermore, Theresa's study focused on the impacts of conflict on teachers' job performance,

whereas the present study examines the impact of teachers' and principals' conflicts on teachers' service delivery.

Methodologically, Theresa's study was guided by four research objectives, four research questions, and four hypotheses, whereas the present study is guided by two research objectives, two research questions, and two hypotheses. Theresa's study involved 305 principals and teachers selected through random and purposive sampling techniques, while the present study involves 260 respondents drawn from eleven public senior secondary schools. Although both studies utilized questionnaires for data collection, the analytical techniques differ. Theresa employed SPSS for data analysis, whereas the present study uses mean scores, percentages, standard deviations, and t-tests to analyze

Statement of the Problem

The achievement of educational goals in secondary schools largely depends on the quality-of-service delivery provided by teachers. A school environment has diverse values, beliefs and attitudes making it inevitable for conflict to occur among and between students, parents, teachers and non-teaching staff. Principals and teachers are expected to work in harmony with each other for an efficient performance on the part of the teachers. Observations however have shown that conflicts arise from time to time, which affect the good relationship between principals and their teachers. The researcher observed that in Damaturu Education Zone where only Four (4) out of Eleven (11) Public Senior Secondary Schools operate in their actual school, and teachers were relocated to new environment where they may face many challenges. There is prevalence of conflicts between the principals and teachers due to poor administration, not involving teachers in decision making, communication problems and rigid control that led to low staff morale in secondary schools. Any conflict situation is bound to inhibit the overall performance of the teachers and by extension the smooth running of the school.

It is against this background that this study seeks to examine the impact of teachers' and principals' conflicts on teachers' service delivery in public senior secondary schools in Damaturu Education Zone, Yobe State, Nigeria, with a view to providing information that may assist educational administrators and policymakers in promoting harmonious working relationships and improving educational outcomes.

Objectives of the Study

The study was set to determine the:

1. Causes of teachers' and Principals' Conflicts in Public Senior Secondary Schools in Damaturu Education Zone, Yobe State Nigeria; and
2. Impact of Principals' Over Dominance on Teachers' Effective Service Delivery in Public Senior Secondary Schools in Damaturu Education Zone, Yobe State Nigeria.

Research Questions

The following research questions guided the study:

1. What are the causes of Teachers' and Principals' Conflict in Public Senior Secondary Schools in Damaturu Education Zone, Yobe State, Nigeria?
2. What is the impact of Principals over Dominance on Teachers' Effective Service Delivery in Public Senior Secondary Schools in Damaturu Education Zone, Yobe State, Nigeria?

Research Hypotheses

Ho1: There are no significant differences in the opinions of Respondents on the Causes of Conflicts between Teachers' and Principals in Public Senior Secondary Schools in Damaturu Education Zone, Yobe State, Nigeria.

Ho2: There are no significant differences on the impact of Principal over Dominance on Teachers' Effective Service Delivery in Public Senior Secondary Schools in Damaturu Education Zone, Yobe State, Nigeria.

Methodology

The Descriptive Survey Design was employed for the study. The population was made up of Seven Hundred and Seventy-Six (776) Teachers (including Principals and Vice Principals) in the existing Eleven (11) Public Senior Secondary Schools in the Five (5) Local Government Areas of Damaturu Education Zone. The sample size was Two Hundred and Sixty (260) respondents from 11 Secondary Schools in Damaturu Education Zone Yobe State, Nigeria.

The instrument used for data collection was structured four (4) Likert's scale Questionnaire titled: Impact of Teachers' and Principals' Conflict on Teachers' Service Delivery in Public Senior Secondary schools in Damaturu Education Zone Yobe State, Nigeria. To ensure the validity of the instrument, the researcher presented the questionnaire for face validation to the supervisor and two experts in the field of educational administration and Planning in the Department of Education Yobe State University.

In order to determine the reliability of the instrument for the study, the researcher conducted reliability test on 40 teachers in two different Secondary Schools outside the sampled schools of

the study. The result yielded a Crombach Alpha Coefficient of 0.87 on the whole instrument and it was considered high enough and reliable for the study.

Quantitative data were analyzed using the Descriptive Statistics of Frequency, percentage and mean to answer the research questions while inferential statistics of Chi-square was used to test the hypotheses at 0.05 level of significance.

Results

This contains the analysis and presentation of data collected from the respondents. The analysis was carried out to determine the impact of teachers' and principals' conflicts on teachers' service delivery in public senior secondary schools in Damaturu Education Zone, Yobe State. The findings are presented according to the specific objectives of the study, while interpretations are provided to explain the implications of the results. Also, it includes the testing of hypotheses formulated for the study at 0.05 level of significance.

Research Question One: What are the causes of Teachers' and Principals' Conflict in Public Senior Secondary Schools in Damaturu Education Zone, Yobe State, Nigeria?

Table1: Frequency, percentage and mean on Causes of Conflict between the Principal and Teachers in Public Senior Secondary School in Damaturu Education Zone.

S/N	Statements	SA	A	DA	SD	Mean	Decision
1.	Teachers and principals do not work As a team.	66 (27.39%)	113 (46.89%)	43 (17.84%)	5 (2.07%)	2.88	Agreed
2.	Staff meetings are not usually arranged.	71 (29.46%)	88 (36.51%)	41 (17.01%)	14 (5.81%)	2.67	Agreed
3.	Social relationship between the Principals and teachers is poor	54 (22.41%)	121 (50.21%)	40 (16.60%)	7 (2.90%)	2.76	Agreed
4.	Staff welfare matters are ignored by Principals and teachers.	61 (25.31%)	109 (45.23%)	22 (9.13%)	14 (5.81%)	2.61	Agreed
5.	There is no stable peace between the principals and the teachers.	48 (19.92%)	92 (38.17%)	52 (21.58%)	26 (10.79%)	2.48	Disagreed
Total Mean						2.68	

Source: Field Survey (2026)

The findings of Table 1 revealed that respondents generally agreed that conflicts between teachers and principals in public senior secondary schools in Damaturu Education Zone are characterized by a lack of teamwork, irregular staff meetings, poor social relationships, and inadequate attention to staff welfare. The respondents indicated that teachers and principals do not effectively work together as a team, while limited staff meetings reduce opportunities for communication and

consultation. They also agreed that poor interpersonal relationships and neglect of staff welfare contribute to misunderstandings and dissatisfaction within the school environment.

However, respondents disagreed with the statement that there is no stable peace between principals and teachers, suggesting that despite the existence of certain conflict-related issues, the overall relationship between both parties remains relatively peaceful. The grand mean of 2.68 indicates general agreement that these factors are common sources of conflict in the schools studied. Overall, the findings suggest that ineffective communication, weak collaboration, and inadequate welfare considerations are major factors contributing to teachers' and principals' conflicts, which may affect the smooth functioning of schools and teachers' effectiveness in service delivery.

Research Question Two: What are the impact of principal over dominance on effective service delivery in public senior secondary schools in Damaturu Education Zone Yobe State, Nigeria.

Table2: Frequency, Percentage and Mean on Impacts of Principal Over Dominance on Teachers Effective Service Delivery in Public Senior Secondary School in Damaturu Education Zone.

S/N		RESPONSES				Mean Decision	
		SA	A	DA	SD		
6.	The principal dominates the Activities in the school.	96 (39.83%)	17 (7.05%)	36 (14.94)	13 (5.39%)	2.86	Agreed
7.	The principal exert authority to teachers.	97 (40.25%)	0 (0.00%)	63 (26.14)	19 (7.88%)	2.84	Agreed
8.	The principal does not allow the teachers to freely express their feelings.	118 (48.96%)	16 (6.64%)	41 (17.01)	15 (6.22%)	2.72	Agreed
9.	The principals makes an over Expectation from the teachers.	93 (38.59%)	28 (11.62%)	47 (19.50)	11 (4.56%)	2.62	Agreed
10.	The principal ignores the suggestion of his subordinates	106 (43.98%)	15 (6.22%)	32 (13.28)	7 (2.90%)	2.96	Agreed
Total Mean						2.80	

Source: Field Survey (2026)

The findings of Table 2 revealed that respondents generally agreed that principal over-dominance affects teachers' effective service delivery in public senior secondary schools in Damaturu Education Zone. The respondents agreed that principals dominate school activities, exert excessive authority over teachers, restrict teachers from freely expressing their opinions, make excessive demands on teachers, and often ignore the suggestions of their subordinates. Among these factors,

the highest concern was that principals ignore teachers' suggestions, indicating limited participation of teachers in decision-making processes.

The grand mean score of 2.80 further confirmed the respondents' agreement that principal over-dominance is prevalent in the schools studied. These findings suggest that excessive control, authoritarian leadership practices, lack of consultation, and limited teacher involvement in school administration may negatively influence teachers' morale, commitment, and job performance. Consequently, such practices may hinder effective service delivery and reduce the overall achievement of educational objectives in public senior secondary schools within the study area.

Hypothesis One: There are no Significant differences in the opinion of respondents on causes of conflict between Principal and Teacher on Teachers' Service delivery in Public Senior Secondary Schools in Damaturu Education Zone Yobe State, Nigeria.

Table3: Summary of Chi-Square Analysis on the Opinion of Respondents on causes of Conflict Between Principal and Teacher on Teachers' Service Delivery in Public Senior Secondary Schools in Damaturu Education Zone, Yobe State, Nigeria.

Response Category	Observed Frequency	Expected Frequency	Chi-Square Value(χ^2)	Df	p-value	Remark
Strongly Agree	60	48.2	108.62	4	0.00	Reject H ₀₁
Agree	105	48.2				
Undecided	24	48.2				
Disagree	40	48.2				
Strongly Disagree	13	48.2				
Total	241					

Source: Field Survey (2026)

Results from table3 revealed that, there is no Significant Difference in the opinion of respondents on conflict between Principal and Teacher on Teachers' Service Delivery in Public Senior Secondary Schools Damaturu Education Zone Yobe State, Nigeria because the p-value of 0.00 is less than the level of significant ($\alpha = 0.05$). Therefore, hypothesis one is rejected. Hence the conflict between principals and teachers had impacts on teachers' Service Delivery in most Public Secondary Schools in Damaturu Education zone, Yobe State, Nigeria.

Hypothesis Two: There are no Significant Differences on the impacts of principals over dominance on effective service delivery in Public Senior Secondary Schools in Damaturu Education Zone Yobe State, Nigeria.

Table 4: Summary of the Chi-Square Analysis on the Significance Relationship between Principals over Dominance and Conflict on Effective Service Delivery in Public Senior Secondary Schools in Damaturu Education Zone

Response Category	Observed F	Expected F	χ^2	df	p-value	Remark
Strongly Agree	67	48.2	116.324	4	0.00	RejectH ₀₂
Agree	102	48.2				
Undecided	15	48.2				
Disagree	44	48.2				
Strongly Disagree	13	48.2				
Total	241					

Source: Field Survey (2026)

Table 4 revealed that, there is no significant impact of principals over dominance and conflict on effective service delivery in Public Secondary Schools in Damaturu Education Zone because the p-value of 0.00 is less than the level of significant ($\alpha = 0.05$). Therefore, hypothesis one was rejected. Hence principal over dominance has impact on effective service delivery in Public Senior Secondary Schools in Damaturu Education Zone Yobe State, Nigeria.

Discussion

The study revealed that majority of the respondents agreed that there was significant causes of conflict in secondary schools' respondents agreed that conflict exist between the principal and the teachers. The result contradicts the statement of Nye (2013). He had stated that a total absence of conflict would be unbelievable, boring and a strong indication that conflicts is/are being suppressed. Again, against the result of these study is the statement of Harod Kerzner (1998). He stated that conflict is part of change and therefore inevitable. The nonexistence of conflict between the principals and the teachers as it was noted in this study might have been as a result of campaign against poor relationship between the principal and teachers by the education authorities in the recent years. The findings of the study was also in line with Ezubelu (2004) who revealed that out of 10 items investigated, eight causes conflicts among school administrators. This implies that conflicts exist among school administrators and may continue to prevent them from working in synergy towards primary school administration, if some strategies are not adopted to control it.

The study also revealed that Principals over dominance has significant impact on effective service delivery in Public Senior Secondary Schools in Damaturu Education Zone Yobe State, Nigeria. The respondents' opinions to research question one shows that the principals' domination activities

cause conflict. The finding was supported by Okonkwor (2011) study that indicates conflicts were caused by personal and structural factors. The dominant personal factor was differences in perception with the dominant structural factor was sharing of common and limited resources. The study contradict hence, over dominance cannot be a source of conflict between the principal and the teachers. The respondents accepting that the principal exert authority to the teachers may be considered necessary for the principal to stir up the teachers to their duties.

Conclusion

Based on the findings of the study, it has been established that, there was a significant cause of teachers' and principals' conflicts in Damaturu Education Zone, Yobe State, Nigeria and also principals over dominance have a significant impact on effective service delivery in Public Senior Secondary Schools in Damaturu Zone, Yobe State, Nigeria.

Recommendations

On the basis of the findings and conclusions drawn, the following recommendations offered:

1. Regarding the causes of principal and teacher conflict, the school supervisor has to follow up and monitor activities of principals through supervision and discussion as well as provide training on gaps among teachers and principals.
2. Furthermore, School principals have to use better mechanisms in exchange of information with teachers timely through, mini-medias and well-prepared notice board so as to carry along the teachers in schools' activities rather than being seen dominance.

References

- Adebayo, A. A., & Olaniyi, S. O. (2023). Administrative conflicts and teachers' productivity in public secondary schools in Nigeria. *International Journal of Educational Management*, 11(2), 45–58.
- Achoka, J. (2019). *The role of the secondary school principal in Quebec English schools* (Unpublished master's dissertation). McGill University, Quebec, Canada.
- Adomi, E. E., & Anie, S. O. (2005). Conflict management in Nigerian universities. *Journal of Library Management*, 2, 520–530.
- Akinwale, T. O., & George, P. A. (2023). School climate and teachers' job performance in secondary schools. *Journal of Educational Research and Development*, 8(1), 73–86.
- Arop, F. O., Ekpang, M. A., & Owan, V. J. (2021). School leadership and teacher effectiveness in secondary schools. *International Journal of Education and Evaluation*, 7(3), 15–28.
- Bello, M. A., & Ahmed, A. S. (2024). Organizational conflict and teacher commitment in public secondary schools in North-East Nigeria. *African Journal of Educational Studies*, 12(1), 90–104.
- Billingham, R., & Sack, A. (2017). Conflict tactics and the level of emotional commitment among unmarried couples. *Human Relations*, 40, 59–74.
- Ezubelu, N. U. (2004). *Causes and strategies for resolution of conflicts in primary schools in Awka Education Zone* (Unpublished B.Ed. project). Nnamdi Azikiwe University, Awka.
- Fadipe, J. O. (2000). Efficiency indicators for quality control in Nigeria. *NIKPA Journal*, Ondo State, Nigeria.
- Federal Ministry of Education. (2022). *National policy on education implementation report*. Federal Ministry of Education.
- Ghaffar, A. (2010). Conflict in schools: Its causes and management strategies. *Journal of Managerial Sciences*, 2, 213–227.
- Hanson, E. M. (2021). *Educational administration and organizational behavior*. Allyn & Bacon.
- Harold, K. (1998). *Understanding organizational behaviour*. Kent Publishing.
- Igbokwe, I. C., & Nwankwo, B. C. (2021). Conflict management strategies and staff performance in secondary schools. *Nigerian Journal of Educational Administration and Planning*, 21(2), 112–126.

- Kahler, T. U. (2006). *Contemporary management issues*. Prentice Hall.
- Makaye, J., & Ndofirepi, A. (2012). Conflict resolution between heads and teachers: The case of four schools in Zimbabwe. *Greener Journal of Educational Research*, 3, 105–110.
- Nnamara, M. A. (2005). *Essential conflict management skills for principals*. Jet Publishers.
- Nnokam, N. C., & Chinda, N. N. (2008). Principals' and teachers' utilization of conflict management strategies in secondary schools. *Journal of Educational Administration Studies*, 5(2), 45–58.
- Nwosu, K. C., & Okechukwu, J. N. (2023). Workplace conflict and organizational effectiveness in educational institutions. *Journal of Educational Leadership Studies*, 10(4), 55–69.
- Nye, R. D. (2013). *Conflict among humans*. Harcourt Brace World.
- Ofojebe, W. N., & Ezugoh, T. C. (2022). Teachers' service delivery and students' academic achievement in Nigerian secondary schools. *Journal of Education and Practice*, 13(6), 33–47.
- Onefaghara, R. O. (2010). *Influence of conflicts on school climate in Imo State* (Unpublished M.Sc. dissertation). Nnamdi Azikiwe University, Awka.
- Plunkett, W. R., & Attner, R. F. (2019). *Introduction to management*. PWS-Kent Publishing.
- Rahim, M. A. (2016). Toward a theory of managing organizational conflict. *International Journal of Conflict Management*, 13(3), 206–235.
- Rahim, M. A. (2023). *Managing conflict in organizations* (5th ed.). Routledge.
- Reichers, A. E. (2016). Conflict and organizational management. *Journal of Applied Psychology*, 77, 508–514.
- Robbins, S. P., & Judge, T. A. (2022). *Organizational behavior* (19th ed.). Pearson.
- Thapa, T. (2013). *Conflict management in schools*. Research Division, Tribhuvan University.
- Thomas, K. W. (2016). Conflict and conflict management. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 889–935). Rand McNally.
- Udoezika, C. (2006). *Relationship between staff personal conflicts and students' academic performance in secondary schools* (Unpublished M.Ed. thesis). Nnamdi Azikiwe University, Awka.

- Whitaker, K. S. (2016). Exploring causes of principal burnout. *Journal of Educational Administration*, 30, 60–71.
- Yusuf, A. R., & Mohammed, H. U. (2022). Leadership style and teacher-principal relationship in public secondary schools. *Journal of Educational Administration and Policy Studies*, 14(3), 120–132.

STAKEHOLDERS' PERCEPTION ON PROVISION AND MANAGEMENT OF STUDENTS' SERVICES IN HIGHER INSTITUTIONS OF LEARNING, YOBE STATE, NIGERIA

BY

MARYAM SULE YUSUF

Department of Education, Faculty of Arts and Sciences Education, Yobe State University,
Damaturu, Yobe State, Nigeria
maryamsule1972@gmail.com
+2348036790365

ABSTRACT

The study examined stakeholders' perceptions on provisions and management of students' services in higher institutions of learning, Yobe State, Nigeria. The study was guided by two objectives with corresponding two research questions and two hypotheses. Descriptive survey design was used in conducting the study. The population of the study consisted of 27,934 which included 74 management staff, 2,726 teaching staff, 3,974 non-teaching staff, and 21,160 students in higher institutions of learning in Yobe State, Nigeria. In all, 260 respondents were sampled. This included 65 teaching staff, 75 non-teaching staff, 104 students' representatives and 16 management staff were selected using simple random sampling technique Data were collected using a validated closed-ended questionnaire, yielding Cronbach's Alpha Coefficient of 0.87. Descriptive statistics of mean and standard deviation were used to answer the research questions while inferential statistics Analysis of Variance Kruskal-Wallis Test was used to test the null hypotheses at 0.05 level of significance. The results indicated that stakeholders had low perceptions of both transport and library services management. Despite the low ratings, there was a consensus among the diverse stakeholders groups on these services. Accordingly, the study recommended that Federal and State Governments should provide bursaries and scholarships, particularly to financially underprivileged, disabled, and outstanding students. Additionally, it urged that school libraries be well-equipped with modern resources to address identified service deficiencies.

Keywords: *Stakeholders' Perceptions, Provision, Management, Students' Services*

Introduction

Higher education is widely recognized as a fundamental driver of a nation's socio-economic, political, cultural, and industrial development, functioning as a critical mechanism for the production of human capital and wealth. To achieve educational quality, institutions must invest in comprehensive staff training that fosters a facilitative environment characterized by coordination, cooperation, and empathetic student engagement. Concurrently, it is imperative to identify and adapt to the evolving needs of the student population to ensure their academic satisfaction and success.

Debates in academia have focused on the performance of Nigerian university students compared to those in developed countries, emphasizing the role of students' welfare and social services as critical indicators of institutional quality. These services, which include accommodation,

counseling, career guidance, academic tutoring, course information, student union support, financial aid, degree marketability, and transportation, form a vital support system essential for fostering a conducive learning environment for all students.

The management of student services involves various stakeholders, each with unique roles influenced by their interests. External stakeholders, like government and accrediting bodies, focus on compliance and quality assurance, while internal stakeholders, including university staff and students, concentrate on enhancing the quality of educational services. The student affairs unit is tasked with overseeing these services, requiring effective management strategies aligned with institutional goals. The goal is to promote the development of skills and values to create capable citizens as outlined by Nigerian educational objectives. Moreover, the interconnectedness of society necessitates efficient transportation systems to facilitate human and material movement, pointing to the critical role transportation plays in achieving these objectives. Ultimately, it is vital that student welfare and social services are properly managed to ensure their effectiveness and impact.

John (2012) investigated the student's perception of factors affecting their utilization of health care services provided in a tertiary institution and assess students' attitude towards it utilization. Uzomo (2016) examined transportation problems for students in Dares Salaam city. It focuses on the distance a student travels from home to school, students' transportation cost and the effects of transportation problems on student school attendance. Ibrahim (2017) also conducted research on the perception stakeholders on the utilization of information resources in Yobe State tertiary institutions in Nigeria. The issue that requires consideration was how these resources were organized to fill the information needs of users. Arimah (2018) conducted a study on the perception of stakeholders on catering services in higher institution in Maiduguri, Borno State with specific attention to Ramat polytechnic Maiduguri. As a quantitative study, the paper relies heavily on primary sources of data gotten from the responses of staff and students via the instrumentality of questionnaire and Interview. A sample size of 214 was drawn out of a population of 458 respondents, while purposive sampling technique was used to select respondents. It was concluded that catering service provider lacks sufficient expertise in their area of service, hence, the study recommends that the service provided be replace with a better hand.

Libraries also play a crucial role in the academic landscape, serving as the core of university education, research, and self-development. They provide access to essential resources, thereby

facilitating a supportive environment for both faculty and students, as emphasized by Adegun (2015), who regards the library as the heartbeat of intellectual society. The primary functions of university libraries align with institutional goals, which include supporting undergraduate education, assisting faculty research, and encouraging personal development. Proper planning of library services is vital to meet the needs of its academic community. The effectiveness of academic libraries is determined by factors such as service quality, collection depth, staff knowledge, and facilities, as noted by Osagie (2015) and further explored by Ugah (2014), who highlights the importance of perceived service quality. This study investigates stakeholder views on the provision of welfare and social services in higher education institutions in Yobe State, Nigeria, positing that service quality is fundamental to educational standards and national economic development.

Statement of the Problem

Over the past two decades, governments have increasingly adopted Public-Private Partnerships (PPPs) as a strategic policy to finance and construct student hostels, aiming to mitigate the critical shortage of accommodation and meet the rising demand for welfare services in higher institutions. This shift has been necessitated by the increasing strain on public resources, which has rendered the government unable to single-handedly meet the infrastructural demands of the growing student population in Yobe State.

Despite these interventions, the provision and management of essential student services including hostel accommodation, library resources, health services, guidance and counselling, and internet access remain profoundly inadequate (Ibrahim, 2017). Preliminary investigations indicate that the state of these services across tertiary institutions in Yobe State is deplorable and unconducive to academic life. This chronic inadequacy not only impedes the quality and accessibility of these services but also poses a substantial threat to students' academic performance and holistic development.

The persistent increase in student enrolment has further exacerbated the strain on these limited services and facilities. The current inability to effectively provide and manage these critical resources risks undermining educational quality, leading to poor academic outcomes and hindering students from achieving their full potential.

In view of the above, this study is designed to investigate stakeholders' perceptions regarding the provision and management of welfare and social services in higher institutions of learning in Yobe

State, Nigeria, with the aim of identifying systemic failures and proposing actionable areas for urgent improvement.

Objectives of the Study

The objectives of this study were to assess:

1. Stakeholders' perceptions on provision and management of Transport Services in higher institutions in Yobe State, Nigeria; and
2. Stakeholders' perceptions on provision and management of Library Services in higher institutions in Yobe State, Nigeria

Research Questions

This study seeks answers to the following research questions:

1. What are the stakeholders' perceptions on provision and management of Transport Services in higher institutions in Yobe State, Nigeria?
2. What are the stakeholders' perceptions on Provision and Management of Library Services in higher institutions in Yobe State, Nigeria?

Research Hypotheses

The following hypotheses were formulated to guide the study and tested at 0.05 level of significance:

- Ho₁ There was no significant difference in the perceptions of stakeholders on provision and Management of Transport Services in higher institutions in Yobe State, Nigeria.
- Ho₂ There was no significant difference in the perceptions of stakeholders on provision and Management of Library Services in higher institutions in Yobe State, Nigeria.

Methodology

The study employed a descriptive survey research design. The target population comprised 27,934 individuals from higher institutions in Yobe State, including 74 management staff, 2,726 teaching staff, 3,974 non-teaching staff, and 21,160 student representatives. A sample size of 260 respondents was selected using a simple random sampling technique. The sample distribution was as follows: 65 teaching staff, 75 non-teaching staff, 104 student representatives, and 16 management staff.

Data were collected using a closed-ended questionnaire, adapted from the work of Maina (2016) with minor modifications to suit the current research context a five points likert scale questionnaire was used to answer the research questions. The instrument's validity was established through

scrutiny by experts in the Department of Education at Yobe State University for face and content validity. To determine reliability, a pilot test was conducted in institutions outside the final sample, using 20 respondents and the method used for the pilot test was test-retest method. The instrument yielded a high reliability coefficient of 0.87, which was very high, which made the questionnaire to be reliable as calculated using Cronbach's Alpha. The collected data were analyzed using descriptive statistics (mean and standard deviations) to address the research questions. For the null hypotheses, the inferential statistic of the Kruskal-Wallis Test (a non-parametric Analysis of Variance) was applied and tested at a 0.05 level of significance.

Results

Research Question One: What are the Stakeholders' Perceptions on Provision and Management of Transport Services in higher institutions in Yobe State, Nigeria?

Table 1: Mean and Standard deviation on perceptions of stakeholders on provision and management of Transport Services in higher institutions in Yobe State, Nigeria

S/N	Item Statement	MEAN	SD	Decision
1	There is functional bus service department in your school	2.32	.82	Disagreed
2	The buses shuttle every day for the benefit of students	2.48	.91	Disagreed
3	Your school buses are used for conveyance of students to hostel, sport and education visit	1.85	.93	Disagreed
4	All the buses used for transporting students are road worthy.	1.83	.99	Disagreed
5	Your school provides waiting station for students'	2.74	1.09	Disagreed
6	New buses are provided to students regularly	3.63	1.77	Agreed
7	The buses are available all the time in your school.	2.25	1.50	Disagreed
8	Transport fare is considerable in your school	3.51	.96	Agreed
9	The buses service department is well managed	3.02	1.42	Agreed
10	Management regulates the shuttle activities every day	1.48	.50	Disagreed
11	The buses use for conveyance of students are well maintained	1.68	.55	Disagreed
12	Your school services the buses regularly.	2.81	1.11	Disagreed
13	Management replaces the spoiled part instantly	1.27	.49	Disagreed
14	Management supervises the drivers regularly to ensure safety of student	2.39	1.23	Disagreed
Summative Mean		2.37		

Table 1 revealed the mean score of perceptions of stakeholders on provision and management of Transport Services in higher institutions in Yobe State, Nigeria. The summative mean score was 2.37 which is below the decision point. Therefore, by implication, stakeholders' perceptions on provision and management of transport services in higher institutions in Yobe State, Nigeria is low.

Research Question Two: What are the Stakeholders' Perceptions on Provision and Management of Library Services in higher institutions in Yobe State, Nigeria?

Table 2: Mean and Standard deviation on perceptions of Stakeholders on Provision and Management of Library Services in higher institutions in Yobe State, Nigeria

S/N	Item Statement	MEAN	SD	Decision
1	There is functional library service department in your school	3.32	1.90	Agreed
2	There is library in each faculty of your school	2.12	1.19	Disagreed
3	There is general library in your school	4.11	1.32	Agreed
4	There is e-library for students' accessibility to Internet.	2.96	1.27	Disagreed
5	There are newspapers and magazine for students reading.	2.94	1.12	Disagreed
6	Students are allowed to borrow books from the library when necessary.	2.43	1.04	Disagreed
7	The library is available for students use all the time	2.38	1.45	Disagreed
8	Current books and journals are available in the library	2.67	.82	Disagreed
9	Your school library is well maintained	1.63	.81	Disagreed
10	Required and recommended Books for each faculty and department are provided in your school library	2.57	1.10	Disagreed
11	The books and journal provided are well maintained	4.10	1.15	Agreed
12	The management supervises library regularly	2.30	1.25	Disagreed
13	Projects kept in library are properly managed	2.80	1.43	Disagreed
14	Library attendants arrange the catalog when necessary	3.66	1.46	Agreed
Summative Mean		2.85		

Table 2 presents the mean score of perceptions of Stakeholders on Provision and Management of Library Services in higher institutions in Yobe State, Nigeria. The mean score 2.85 indicates that the perceptions of stakeholders on provision and management of library services in higher institutions in Yobe State, Nigeria is low. This is because the summative mean of 2.85 is less than the benchmark decision point.

Hypothesis One: There was no significant difference in Stakeholders' Perceptions on Provision and Management of Transport Services in higher institutions in Yobe state, Nigeria.

Table 3: Kruskal-Wallis Test on significant difference in the perceptions of stakeholders on provision and Management of Transport Services in higher institutions in Yobe State, Nigeria.

							Kruskal-Wallis Test		
Factor	Status	N	Mean	SD	SE	CoVar	χ^2	df	p-Value
Transportation	Academic Staff	65	2.575	0.805	0.100	0.313	0.374	3	0.945

Factor	Status	N	Mean	SD	SE	CoVar	Kruskal-Wallis Test		
							χ^2	df	p-Value
Services	Management Staff	16	2.711	0.967	0.242	0.357			
	Non-Academic Staff	75	2.583	0.894	0.103	0.346			
	Students	104	2.630	0.871	0.085	0.331			

Result in table 3 revealed the Kruskal-Wallis test on whether there are significant differences in stakeholders' perceptions (academic staff, management staff, non-academic staff, and students) regarding the provision and management of transport service in higher institutions in Yobe State, Nigeria. The results indicate no significant differences in perception of hostel accommodation services among the groups ($\chi^2(3) = 0.374$, $p = 0.945$). Hence, null hypothesis is accepted.

Hypothesis Two: There was no significant difference in Stakeholders' Perceptions on Provision and Management of Library Services in higher institutions in Yobe State, Nigeria.

Table 4: Kruskal-Wallis Test on significant difference in the perceptions of stakeholders on provision and Management of Library Services in higher institutions in Yobe State, Nigeria.

Factor	Status	N	Mean	SD	SE	CoVar	Kruskal-Wallis Test		
							χ^2	Df	p-Value
Library Services	Academic Staff	65	3.321	0.998	0.124	0.301			
	Management Staff	16	3.330	0.798	0.199	0.239			
	Non-Academic Staff	75	3.476	0.834	0.096	0.240	2.154	3	0.541
	Students	104	3.306	0.931	0.091	0.282			

Result in table 4 revealed the Kruskal-Wallis test on whether there are significant differences in stakeholders' perceptions (academic staff, management staff, non-academic staff, and students) regarding the provision and management of library service in higher institutions in Yobe State, Nigeria. The results indicate no significant differences in perception of hostel accommodation services among the groups ($\chi^2(3) = 2.154$, $p = 0.541$). Hence, null hypothesis is accepted.

Discussion

Research question one determine the perceptions of stakeholders on provision and management of Transport Services in higher institutions in Yobe State, Nigeria while research hypothesis tested the significant difference in the perceptions of stakeholders on provision and Management of Transport Services in higher institutions in Yobe State, Nigeria and the finding revealed that Stakeholders' perceptions on provision and management of Transport Services in higher

institutions in Yobe State, Nigeria is low there is no significant difference in stakeholders' perceptions on provision and management of Transport Services in higher institutions in Yobe State, Nigeria. The finding add credence to the earlier finding of Uzomo (2016) who investigated transportation problems for students in Dares Salaam city and found out that transportation system has significant effects on students' school attendance. Some students miss first periods in the morning, escape afternoon sessions as they try to get transport, skip school day due to lack of bus fare, beg for money and private cars assistance which put them into temptations and the traps of devils as well as harassment from bus operators. Therefore, in every human society, interaction is unavoidable, this is more so when a defined geographical space is variedly endowed with human and material resources in significant quantities. Such condition necessitates exchange among individual and group components of the society, thus implying transport-demand. Similarly, Munby (2018) attests that transportation is an indispensable need of every human society no matter its mode of operation it, therefore, becomes imperative that state planners and policy-makers must lend ample consideration to the means and modes of both human and material mobility. Transportation is not sought after for the purpose of mere movement. Moreover, transport is also significant to the society in promoting national unity and social economic integration, generating sense of togetherness, and mutual understanding in a diversified society like Nigeria. The importance of transport is further evident in the fact that the world's biggest cities and found in transport routes-rail, water, road and air with the growing demands on the road as a major mode of transport, the highway management and administration could not function efficiently due to stress and neglect of traffic education and training programme for the operators/drivers and the managers most especially in the developing countries like Nigeria.

Research question two sought to determine the perceptions of Stakeholders on Provision and Management of Library Services in higher institutions in Yobe state, Nigeria and research hypothesis tested the significant difference in the perceptions of stakeholders on provision and Management of Library Services in higher institutions in Yobe State, Nigeria and the finding revealed that there is no significant difference in the perceptions of stakeholders on provision and Management of Library Services in higher institutions in Yobe State, Nigeria. The finding negate the finding of Neuman (2007) who conducted a research on the study the perception of undergraduates students on the use of library as an aid to use of information resources in university libraries in North West, Nigeria and found out that students' perception of the use of library course

as an aid to their use of various information resources in circulation, catalogue, reference, serials and e-resources were all positive. Similarly, the finding negate the study of Ibrahim (2017) who also conducted research on the perception stakeholders on the utilization of information resources in Yobe State tertiary institutions in Nigeria and found out that majority of the students, representing 59. 8% was getting the needed materials when they searched by themselves that is, without catalogue. However, according to Nwezeh and Shabi (2011) librarians have information dissemination as their predominant function. The library has a unique position as a potential educational force in the university community of staff and students' of different levels especially in this era of information communication technology which can facilitate the libraries' capability to reach out to direct users as well as remote access users. Although students are important part of the setup of academic institutions being the major users of academic library facilities, the staff particularly the academic staff also makes maximum use of the library. Agboola and Bamigboye (2011) also maintain that the quality and strength of any educational programme depends on the library; not the library as a magnificent building but the use of it. Similarly, Ajibero (2015) saw a university library as the heart of the university using the human and material resources at its disposal to support teaching, learning and research objectives of the institution. Professional librarians that work in the university libraries especially in this information era have always engaged themselves with the collection, organization and dissemination of information resources to support research and learning. These are resources in both print and electronic formats. That is why librarians in the university libraries are fully recognized as academic staff.

Conclusion

Based on the findings of the study it was concluded that these services (internet, accommodation, library, transportation, and cafeteria) were very low. As such, the research has identified links between perceptions of stakeholders on provision and management of internet services, hostel accommodation services, health services, transport services, library services, catering activities in higher institutions in Yobe State, Nigeria. Therefore, the research have concluded that agreement in the perceptions of stakeholders across various services, implying that the diverse groups within the higher education institutions in Yobe State generally hold similar views on the provision and management of these services.

Recommendations

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

1. Federal and State Government should endeavour to give bursary award and scholarship to higher institutions students, particular attention should be given to students with demonstrated financial problems (indigent students), physically challenged students, outstanding and talented in sports and best students in the departmental and faculty courses to mitigate the problems that may arise as a result of transportation.
2. School management should ensure that the school library is well furnished with updated books, journals, periodicals, newspapers among others.

References

- Adegun, A. I., Oyewumi, O. O., Oladapo, Y. O., & Sobalaje, A. J. (2015). Effectiveness of Library Service and Resources in an African University. <https://www.iiste.org/Journals/index.php/IKM/article/view/20582/0>
- Afolayan, F.O. (2015). Funding Higher Education in Nigeria. *Journal of Research and Method in Education*, 5(1): 63-68.
- Ajibero, P. V. (2015). Poor Quality of Education in Nigeria, Causes & Solution (2nd ed.). University of Jos.
- Agbola, S. D., & Bamiboye, K. C. (2011). *Influence of Social Service on Students Academic Performance*. University of Nigeria Press.
- Akinsanya, O. O. (2010). Financing Higher Education in Nigeria. *International Journal of African and African American Studies*, 5(1): 69-72
- Ibrahim, M. (2017). Evaluation of students' services at University of Nigeria, Nsukka. (Unpublished seminar paper, Educational Foundations, University of Nigeria, Nsukka).
- Kent, H. (2015). *The Value of Higher Education: Individual and Societal Benefits*. Arizona State University, Oct. P. 4.
- Maina B. A. (2016). A Design Questionnaire on the Provision and Management of Facilities in School.
- Mainardes, E. W. (2010). An Exploratory Research on the Stakeholders of a University. *Journal of Management and Strategy*, 1(1): 76-88.
- Meenyinikor, J. N. D. (2014). Managing Nigerian Tertiary Educational Institutions: A Panacea for National Security. *International Journal of Education Learning and Development*, 2(1): 17-33.
- Muhammad, M. A. (2018). Assessment of management of student welfare and social services in Secondary, Unpublished manuscript
- National Policy of Education (2004). Federal Ministry of Education. Lagos. NERDC.
- Neuman, W. L. (2007). *Social research method: qualitative and quantitative approaches*. (5thed.). New York: Allyn and Bacon.
- Nwezeh&shabi (2011). "The Growth and Development of Nigerian Universities". Overseas Liaison Committee: *American Council on Education*: 1–28.

- Osagie, R. O. (2015). Private sector participation in the provision and management of students' hostels in Nigerian universities. In Akpa, G.O., Udo, S.U. and Fagbamiye, E.O. (eds). *Deregulating the provision and management of education in Nigeria*, Joss: M.P. GINAC Concept Ltd.
- Sheldreke, N. C. (2014). Impact of Tertiary Institution on Nigerian Economy, Unpublished Manuscripts
- Ugah, A.D. (2014). Staff and quality of information sources and the use of library services in a university library. *Library Philosophy and Practice*. Retrieved Dec. 26, 2014 from www.webpages.uidaho.edu/~mbolin/ugah8.htm
- Uzomo, H. R. (2016). Impact of library service on student academic performance, unpublished dissertation Udu.

ASSESSMENT OF PRESERVATION AND CONSERVATION OF INFORMATION RESOURCES IN ACADEMIC LIBRARIES IN YOBE STATE, NIGERIA

BY

ABDULRAHMAN KABIR IBRAHIM

College of Health Sciences and Technology Nguru Yobe State, Nigeria
kabarabulrahman66@gmail.com
+2348035579372,

JIBRIN MUHAMMAD

College of Health Sciences and Technology Nguru Yobe State, Nigeria
jibrilmuhammad222@gmail.com
+2348034992987,

MOHAMMED KACHALLAH

College of Health Sciences and Technology Nguru Yobe State, Nigeria
Mohammedkachallah88@gmail.com
+2348138324745,

IDRIS KABIR IBRAHIM

College of Health Sciences and Technology Nguru Yobe State, Nigeria
idriskabiribrahim@gmail.com
+2348036919220

&

SALISU MOHAMMED DINDIN

Federal Medical Centre Nguru Yobe State, Nigeria
Smdindin79@gmail.com
+2348036452173

ABSTRACT

The research reveals the assessment of preservation and conservation of information resources in academic libraries in Yobe state. The objectives of study determined the forms of information resources in Yobe state academic Libraries, the causes of deterioration of information resources in academic libraries in Yobe state, the factors of deterioration of information resources in Yobe state academic libraries and the preventive measures available for forestalling the deterioration/or destruction of information resources in these Libraries. A survey research design was adopted; the population of the study is one hundred and twenty six (126) staff of the institutions under study selected using research advisor table. Simple random sampling technique was used and all the 99 questionnaires distributed to the respondents which served as the sampling size and the data were retrieved and analysed using frequency count and percentage, the findings revealed that majority of the information resources in the libraries were in books form which shows it also reveal that dust, bad shelving, humidity and heat were the major causes of deterioration of information resources in the libraries, the findings of the study also shows that environmental factors human factors and biological factors were the major factors of deterioration of information resources in the libraries and recommended that, The libraries should collaborate with the management and ensure the provision of electronic resources in the libraries, the libraries should also employ more staff for regular cleaning, shelving and maintain favourable condition, libraries should utilize modern preservation and conservation tools such as technological enabled ICT devices, which will aid adequate storage and enhance the durability and longevity of information materials in the libraries.

Introduction

The library is one of the functional organs of higher institutions charged with the responsibility of collecting, processing, organizing, disseminating and securing all sources of information (print and non-print) to meet the needs of all members of the academic community (staff, students and researchers) Omeluzor, et al (2017) The academic libraries as it is called developed strategies and programs towards meeting the informational needs of it community to enhance teaching, learning and research activities of the academic community (Manuwa, et al., 2018).

Library is a repository of knowledge, and social institution saddled with the responsibility of disseminating the knowledge to the people without any discrimination (Sheeja, 2012). Information collections are the priceless heritage of mankind as they preserve facts, ideas, thoughts, accomplishments and evidence of human development in multifarious areas, ages and directions (IFLA-PAC China centre, 2006). Preserving and conserving of information resources is the cultural heritage becomes not only the academic commitment but also the moral responsibility of librarians, who are in charge since proper dissemination of library materials is only possible when the documents are in good and usable condition (Ramokate, 2006).

Preservation by definition are activities associated with maintaining library and archival materials for use either in their original physical form or in some other usable way, while Conservation is one aspect of preservation activity as it implies the active use of preventive measures or processes to repair damaged materials and ensure continued existence of materials (popoola, 2003; Alegbeleye, 2008 & walter 2013). Preservation and conservation of deteriorating information materials in libraries has become a global phenomenon to which libraries must aggressively respond to if the mission of meeting the information needs of their patrons would be achievable in an era of dwindling budgetary allocation to libraries. (Ramokate, 2006).

Information resource is a collection of valuable information generated by human activities. In a broader sense, it also includes related equipment, personnel and capital (Nkem 2019). An academic library as stated by Aina (2004) has a main purpose of supporting the objectives of an academic environment in the areas of learning, teaching, research and service. These include libraries in universities, colleges of education, and polytechnics (Emojorho & Nwalo, 2009). Academic library as an indispensable instrument for intellectual development. A well-stocked academic library is a storehouse of information, or a record of human experience to which users may turn

for data or information (Yusuf & Iwu (2010)) The study intended to investigate the assessment of preservation and conservation of information resources in academic libraries in Yobe State.

Literature Review

Printed books are made up of sheets of paper on which page numbers are printed on both sides. The sheets, which are assembled together, are then arranged in a correct order and sewn together along the edge, which is protected with a cover.

According to Nwegbu and Ezema (2009), these are book materials found in the library that contain facts of information and are not written of one's opinion. They can only be consulted by users but cannot be borrowed. They are designed in such a way that one cannot read them from cover to cover but can be consulted for specific information. Reference Materials are basically of two types; the one which informs the user where he can find the needed information like Bibliographies and Indexes, and the reference materials that contain actual information needed by the user, for example: Encyclopaedias, dictionaries, directories etc. Serials are materials that are published in successive parts with numerical or chronological designation and are intended to be continued indefinitely. Each issue is published independently. It could be weekly, monthly, quarterly, bi-annually, or annually. Serials publications include periodicals, journals, newsletters, newspapers, magazines, proceedings of conferences etc. The term serials and periodicals are often used interchangeably, although serial is a more embracing term that covers periodicals, journals and magazines, pamphlets etc. The physical format of a serial is not different from that of a book.

Non print materials are information resources that are very essential in academic library. These are materials that are found in the library that are not in form of printed books, reference materials, periodicals and government documents. As the name implies, they are not in printed form. The invention of technologies has made it possible for other formats to be used in recording human knowledge other than books. Examples of these non-print materials include – cartographic materials, graphic materials, audios, visuals and audio-visuals materials

According to Iman, Adeyoyin, Jegede and Adesanya, (2008), digital materials are all information resources in machine readable format such as Compact Discs Read Only Memories (CD-ROMs), diskettes, flash drives, films, microfiche and allied accessories such as computer software and hardware. In agreement, the United Nations Educational, Scientific and Cultural Organisation, UNESCO draft charter (2003), defined digital materials as, resources of human knowledge or expression, whether cultural, educational, scientific and administrative, or embracing technical,

legal, medical and other kinds of information, that are increasingly created digitally, or converted into digital form from existing analogue resources. These digital materials include texts, databases, still and moving images, audio, graphics, software, and web pages, among a wide and growing range of formats. They are frequently ephemeral, and require purposeful production, maintenance and management to be retained.

A research conducted by Osunride and Adetunla, (2017) reveals the data were collected and analysed based on Mazilna conceptual framework which identified causes of deterioration of library materials among the sampled institutions' as "Air pollution" is the least cause of deterioration of print material with a mean score of 2.0 while "Moisture" has less effect on none print materials with a mean score of 1.9. The most profound cause of deterioration on both print and non-print was found to be "Dust and particulate matter" with a mean score of 2.4 and 2.2 respectively. The spread of mean score shows that nearly all the identified causes of deterioration have little extent of effects on the library materials. This implies that very little is required by the management to improve the effects of those causes on the library materials since their effects are little.

In every library, one major function of library and librarians is the management of information materials for effective utilization. Some of this management processes are preservation and conservation practices. The whole essence of preservation and conservation practices is to ensure that information materials are in good shape for use at any point in time. Preservation and conservation practices often include policies and strategies, environmental control, housekeeping activities, training in the handling of archival materials (patrons and staff), security, disaster management and access (Eden & Feather, 1997).

Control, care and handling of information resources, disaster preparedness and recovery, binding and method involved in caring library information resources.

In a study carried out by Ishola (2017). On Preservation and Disaster Management of Frequently-use Collections in University Libraries A Case Study of Three University Libraries" the findings reveal that there were problems of preservation and disaster management practice in the academic libraries and the findings were analysed using mean and standard deviation.

Oluwaniyi, (2015) studied the maintenance and preservation of information resource on 145 schools, where observation and questionnaire as instrument for data collection and reported that dusting and regular floor mopping were the available preservation measures put in place (100% of

the sample) and fans were the available preservation equipment and materials (67.6% of the sample). The level of school management support of preservation was very high at 62.1%, and the Oluwaniyi level of staff training given on preservation of information resources (based on the school orientation programs (85.5% of the sample). The results also showed that lack of funds and inadequate information on the aspect of preservation of information resources was the major obstacles in those school libraries (92.4% and 74.8% respectively).

Timothy, (2017) shows the responses of librarians on the possible solutions of preservation and conservation of information resources in Bingham University. It was observed that enacting and implementing preservation and conservation policy have a frequency of 9 with a percentage of 90%; installation of strong anti-virus by the University, improved funding by the University management, adequate environment control/cleaning and dusting off library materials have a frequency of 8(8%), each. While regular fumigation had a frequency of 7(70%). Also detective cameras/alarm and air regulators/air conditions both had 6(60%), with creating onthe- site and off-site back-up files identified with a frequency of 5(50%). Finally, marsh wire had a frequency of 2(20%).

Matthews & Eden, (1996) in a research paper on Disaster Management Training in Libraries, they employed a correlational survey research and presents the findings of a research project that was undertaken by British Libraries covering libraries, information centres, museums, archive centres. Certain policies and practices have been suggested which should be adopted in libraries for managing a disaster. Major emphasis is given on the points that libraries should work in cooperation, take practical measures to minimise disaster risk, preparedness for a quick response. A practical and regular training session is essential for any disaster management programme

Statement of the Problem

Ideally, Academic and Research Institutions should have functional libraries to support their academic and research programmes, these libraries serve the purpose of providing current information to the user community which adds awareness or understanding of some topic, problem or event's (Martin, 2015). Martin further asserted that “they provide information not only for leisure but also for education and research supports the educational programmes of their parent institution and the research needs of students and faculty. In this regard, the academic Libraries are expected to collect, organize and maintain the collections in a useful condition towards meeting

the above needs. They are also expected to provide a conducive environment in which collections will have a longer life Span.

Ironically, however many library collections especially in the third world are reported to be facing imminent danger of destruction due to many factors such as light temperature and humidity, insect pests, rodent attack, paper acidity, natural disasters man made factors etc. (Alegbeleye, 2018). Thus, while many of the libraries of the developed countries of the World have well planned, organized and coordinated conservation and preservation programmes to combat the above problems both at the local, national and international levels, the situation for instance, in developing countries like Nigeria is pathetic. Alegbeleye has noted that, large number of document in developing countries are in advanced state of deterioration due to climatic factor, internal degradation, catastrophe, improper handling, poor designed storage areas use of untrusted materials which have done more harm than good to documents and lack a trained staff.

The issue of collection deterioration in developing nations is the issue of lack of funding combined with information explosion which has become a source of concern to most librarians since much of their collections are potentially irreplaceable due to lack of funds. For example it has observed in almost all academic libraries in Yobe state there is lack of conservation policies and units to take care of the programme.

The deterioration of library information resources in recent times is alarming. Preservation and conservation of information resources in academic libraries play a vital role that cannot be overemphasized. Preservation prevents deterioration of information resources and elongates the life span of information resources. However, the rate at which information resources are getting deteriorated is unabated. The situation may lead to wear and tear, bad shelving, dust particles and growth of biological and chemical agents. The specific situation relating to preservation and conservation of materials in Yobe state academic Libraries, shows that deterioration due to climatic factor, internal degradation, catastrophe, improper handling, poor designed storage areas use of untrusted materials and lack of trained staff which have done more harm than good to documents. Other problems observe in Yobe State Academic Libraries include non-availability of programmes of preservation and conservation through policies. It is against this background that the researcher carried out a research on the assessment of preservation and conservation in academic libraries in Yobe State Academic Libraries.

Objectives of the Study

The objectives of the study were to;

- i. Identify the types of information resources that are available in academic libraries in Yobe state
- ii. Determine the technique used for preservation of information resources in academic libraries in Yobe state
- iii. Identify the factors that cause deterioration of library information resources in academic libraries in Yobe State.
- iv. Examine the preventive measures are available for forestalling the deterioration/or destruction of information resources in academic libraries in Yobe

Research Question

1. What are the types of information resources that are available in academic libraries in Yobe state?
2. What are the techniques used for preservation of information resources in academic libraries in Yobe state?
3. What are the factors that cause deterioration of library information resources in academic libraries in Yobe State.?
4. What preventive measures are available for forestalling the deterioration/or destruction of information resources in these Libraries?

Methodology

The study adopted descriptive survey research design, the population of the study comprised of 126 library staff in Federal Polytechnic Damaturu, Federal College of Education (Technical) Potiskum, Yobe State University, Damaturu and Shehu Sule College of Nursing and Midwifery. Thus, the researcher used the four (4) selected academic libraries in Yobe State. proportionate and stratified sampling method were employed, The research used ninety-nine (99) as the sample size as recommended by research advisory table of 2006. At 0.01 degree of accuracy/margin error and confidence of 95.00%. Data for this study were collected using questionnaire and were analysed using descriptive statistics of frequency counts and percentages for the research questions.

Results

The four research questions were answered using frequency and percentage.

Research Question One: What are the forms of information resources in Yobe state academic libraries?

Table 1: Forms of Information Resources in Academic Libraries

Forms	Frequency	Percentage %
Books	71	71.71%
Disk	11	11.11%
Films	5	5.05%
Internet sources	12	12.12%
Total	99	100%

Sources: Field Survey

The table above shows the distribution of responses based on forms of information resources available in the academic libraries which indicated majority of the information resources in the libraries were in books form which shows 71 respondents with 71.71% followed by internet resources which shows 12(12.12%), 11(11.11%) and 5(5.05%) indicated disk form and films form respectively. This implies that majority of the respondent agreed that forms of information resources available in academic libraries are in form of papers.

Research Question Two: What are the causes of deterioration of library information resources in academic libraries in Yobe state?

Table 2: Causes of Deterioration of Library Information Resources in Academic Libraries

Print resources	Frequency	Percentage %
Bad shelving	38	38.38%
Dust	40	40.40%
Excessive light	10	10.10%
Moisture	6	6.6%
Excessive photocopying	5	5.5%
Total	99	100%

Non print resources	Frequency	Percentage%
Atmospheric pollution	1	1.1%
Biological agent	26	26.26%
Humidity	43	43.43
Dust	28	28.28%
Magnetism	1	1.1%
Total	99	100%

Sources: Field Survey

Table 2 shows the distribution of responses based on causes of deterioration of print information resources in the libraries which shows the majority of the causes are bad shelving and dust which signified 38(38.38%) and 40(40.40%). Moisture as the causes of deterioration of the print resources which indicated 6(6.06%). Excessive light and excessive photocopying shows

10(10.10%) and 5(5.05%) respectively. This shows that majority of the respondent are of the opinion that bad shelving and dust are the must causes of deterioration in the academic libraries in Yobe State.

On the other hand non print information resources shows that dust and humidity and heat were the major causes of deterioration of non-print information resources in the libraries which indicated 28(28.28%) and 43(44.43%) followed by biological agent of deterioration which has 26 respondent with 26.26%. Atmospheric pollution and magnetism has 1(1.01%) and 1 (1.01%) respectively. This shows that majority of the respondent agreed that dust and humidity and heat were the major causes of deterioration of non-print information resources in academic libraries in Yobe State, Nigeria.

Researches Question Three. What are the factors of deterioration of information resources in Yobe state academic libraries?

Table 3: The Factor Deterioration of information Resources in Academic Libraries

Factors	Frequency	Percentage %
Biological factors	25	25.25%
Chemical factors	3	3.03%
Environmental factors	43	43.43%
Human factors	27	27.27%
Disaster	1	1.1%
Total	99	100%

Sources: Field Survey

Majority of the respondents in the table above shows that environmental factor is the major factors of deterioration of information resources in the libraries which indicated 43 respondents with 43.43% followed by human factors which show 27 respondents with 27.27%. Biological factor has 25(25.25%). While chemical factors and disasters has 3(3.03) and 1 (1.01%) respectively. This implies that majority of the respondents shows their view that, environmental factor is the major factors of deterioration of information resources in the academic libraries.

Research Question Four: What preventive measures are available for forestalling the deterioration/or destruction of information resources in these Libraries?

Table 4: Preventive Measures that are Available for Forestalling the Deterioration/or Destruction of Information Resources

Preventive measures	Frequency	Percentage %
Regular fumigation	20	20.20%
Marsh wire	25	25.25%
Detective camera	1	1.1%
Adequate environmental control	40	40.40%
Enacting presser/conser policy	12	12.12%
Air regulation/air condition	2	2.2%
Total	99	100%

Sources: Field Survey

The table above shows the preventive measures of deterioration of information resources in the libraries under study, which shows the majority of the respondents indicated that adequate environmental control, marsh wire and regular fumigation as the major preventive measures of deterioration in the libraries which indicated 40 (40.40%), 25(25.25%) and 20 (20.20%) followed by enacting preservation and conservation policy which shows 12(12.12%). air regulation and detective camera has 2(2.02%) and 1(1.01%) respectively. Finally, the result revealed that majority of the respondents are of the opinion that, adequate environmental control, marsh wire and regular fumigation as the major preventive measures of deterioration in the academic libraries under study

Discussion of findings

Finding on form of information resources available, the result shows that most of the information in the libraries were inform of papers (printed information resources). Base of the percentages majority of the respondents shows that most of the information resources in the libraries were in paper form which indicated 71.71%. This is in line with study carried out by Oluwaseun, Ottong, and Ottong (2017) which reveal that all respondents reported resources were in paper form. 57% reported disks, 32% reported use of Internet resources, and 27% reported resources in the form of tapes. The study is also in agreement with research carried out by Timothy, (2017) in a research titled Preservation and Conservation of Library Resources in Bingham University Library, Karu, Nasarawa State, Nigeria. The study sought to identify forms of library resources available in the library, and it was revealed that print resources were predominant.

Findings on causes of deterioration of print information resources; the result reveal that dust, bad shelving, humidity and heat were the major causes of deterioration of information resources in the libraries. This is collaboration with study conducted by Oluwaniyi (2015) studied 145 schools and

reported that dusting and regular floor mopping were the available preservation measures put in place (100% of the sample) and fans were the available preservation equipment and materials (67.6% of the sample). The study is also in line with research conducted by Timothy, (2017) in a research titled Preservation and Conservation of Library Resources in Bingham University Library, Karu, Nasarawa State, Nigeria. The study revealed that physical cleaning and dusting, fumigation, binding and photocopying were the major methods of preserving and conserving of the library resources found in the library. Poor funding, lack of preservation policy, and inadequate planning of preservation and conservation of e-resources were identified as the major challenges of preservation and conservation of these library resources.

Findings on factors that deterioration of information resources; result shows that environmental factors human factors and biological factors were the major factors of deterioration of information resources in the libraries. This is in line with the opinion of (Popoola, 2003; Alegbeleye, 2008; Walker, 2013) which says external causes of deterioration of collections include poor handling, theft or vandalism, fire and flood, pests, pollution, light and incorrect temperature and relative humidity. (Alegbeleye, 1991) noted that, many library collections especially in the third world are reported to be facing imminent danger of destruction due to many factors such as light temperature and humidity, insect pests, rodent attack, paper acidity, natural disasters man made factors etc it is also in agreement with Adetunla & Osunride (2016) revealed that library security is the most used measure of preservation and conservation practices. Dust and particulate matter are the greatest causes of deterioration of library materials. The research further revealed that dusting, cleaning and proper shelving are the major techniques adopted by the libraries. The study concluded that lack of proper preservation and conservation practices in the universities are the cause of resource loss and deterioration. The study recommended that libraries should utilize modern preservation and conservation tools such as technological enabled ICT devices, which will aid adequate storage and enhance the durability and longevity of information materials in the libraries.

Finding on preventive measures of deterioration of information resources also revealed that adequate environmental control, marsh wire and regular fumigation were the preventive measures of deterioration of information resources in the libraries. This is in line with Study conducted by Mahapatra and Chalkrabarti (2003) noted that insects and pests can be controlled by chemical treatments like fumigation and using chemicals in the affected areas. The optimal range of temperature for microorganisms to survive is 200C to 400C and for insects is 200C to 300C.

Termite's infection starts from the soil. Preservation and conservation practices often include policies and strategies, environmental control, housekeeping activities, training in the handling of archival materials (patrons and staff), security, disaster management and access

Conclusion

Based on the finding of the study it was concluded that dust, bad shelving, humidity and heat were the major causes of deterioration of information resources in the libraries, as such regular dusting, proper shelving should be observe in the libraries to prevent future occurrences of these deteriorations. The study also shows that environmental factors, human factors and biological factors were the major factors of deterioration of information resources in the libraries, the libraries should utilize modern preservation and conservation tools such as technological enabled ICT devices, which will aid adequate storage and enhance the durability and longevity of information materials in the libraries. The finding also indicated that adequate environmental control, marsh wire and regular fumigation were the preventive measures of deterioration of information resources in the libraries. The libraries should ensure the above so as to prevent the resources from future deterioration.

Recommendations

The following recommendations were made based on the finding

1. The libraries management in Yobe State should ensure the provision of electronic resources in the libraries to showcase the problem of book or paper forms.
2. The libraries management in Yobe State should also employ more staff for regular cleaning, shelving and maintain favourable condition.
3. Libraries management in Yobe State should utilize modern preservation and conservation tools such as technological enabled ICT devices, which will aid adequate.

Reference

- Alegbeleye, O. D. Adetunla, G. B., & Osunride, A. A. (2016). Preservation and Conservation of Library Materials in University Libraries in South-West, Nigeria. *International Journal of Online and Distance Learning*, 1(1), 12–25. Retrieved from <https://www.iprjb.org/journals/index.php/IJODL/article/view/183>
- Aina, L.O. (2004). Library and Information Science Text for Africa, Ibadan: Sam-adex Printers.
- Eden, P. & Feather, J. (1997) Preservation policies and strategies in British archives and record offices: a survey . *Journal of the Society* 8 (1) 32.
- Emojorho and Nwalo (2009) foundation for digital preservation. *A report to the council on library and information*
- Iman, A., Adeyoyin, S.O, Jegede, O.R. & Adesanya, O. (2008). Library and information: an introductory text for students in tertiary institutions. Abeokuta: Eagle publishers.
- Ishola, R.O. (2017) "Preservation and Disaster Management of Frequently-Use Collections in University Libraries: A Case Study of Three University Libraries". *Library Philosophy and Practice (e-journal)*. 1568. <http://digitalcommons.unl.edu/libphilprac/156>
- Mahapatra, P. K. (2003). Preservation in libraries: Perspectives, Principals and practices. New Delhi: Ess. Ess.Publications. Muhammad, U.N. (2006). *Preservation and conservation of library materials*:
- Manuwa, A., Agboola, B. & Aduku, B. S. (2018). Effects of Library Orientation on Library Use in Two Academic Libraries in Gashu'a, Yobe State, Nigeria. *Journal of Library and Information Sciences*. 6, 2, 49-55
- Nkem Ekene Osuigwe (2019) Managing and adopting library information services for future users Library Review, 2012.24, 2012. Impact of scholarly output on university ranking
- Omeluzor, S. U., Akibu, A.A., Dika, S. I. & Ukangwa, C.C. (2017). Methods, Effect and Challenges of Library Instruction in Academic Libraries: *Library Philosophy and Practice (e-journal)* Libraries at University of Nebraska-Lincoln. 1-12.
- Osunride and Adetula (2017) Preservation and conservation of library materials in university libraries in south-west, Nigeria. *Published by European Centre for Research Training and Development UK* (www.eajournals.org)
- Oluwaniyi, S. A. (2015). Preservation of information resources in selected school libraries in Akwa Ibom State, Nigeria.

- Oluwasegun, Akin-Fakorede; Ottong, Eno J.; and Ottong, Ubong J. (2017) "Preservation of LibraryResources in Nigeria Universities: a Study of Collections in Cross River State Universities,"Communications of the IIMA:15 : Iss. 3, Article 4.Available at: <https://scholarworks.lib.csusb.edu/ciima/vol15/iss3/4>
- Popoola, S.O. (2003). Preservation and Conservation of Information Resources. Ibadan: *Practice (e-journal)*. 1220. <https://digitalcommons.unl.edu/libphilprac/1220/>
- Ramokate, K. (2006). Preserving the African memory: critical challenges for ESARBICA organisations. *ESARBICA Journal* 25:84-93Records, July, 19-23, 2015, Ibadan, Nigeria resources. Washington: Council on library and Information resources.
- Sheeja (2012) Knowledge management tool for the enhancement of Library Visibility. <https://books.google.com.ng/books?id>
- Sunil & Kumar (2009) Preservation of Library Materials: Problems and Perspective
- Salsini, P. (1966), The Flood Florence, November 4, A Tuscan Trilogy. Archived from the original on 11 April 2013. Retrieved 16 February 2013. Survey. Available: <http://ehostvgw4.epnet.com>
- Timothy Z.A (2017), Preservation of Archives in Tropical Climates: an annotated bibliography. *The care and Handling of Library Materials International Preservation Issues One*
- UNESCO: Information society division. Retrieved on April 13, 2025
- Yusif and Iwu (2010), Use of Academic Library: A Case Study of Covenant University, <http://eprints.covenantuniversity.edu.ng/3277>

**COMPARATIVE STUDY OF THE USE OF INSTRUCTIONAL MATERIALS AS
STATED IN TEACHERS' LESSON PLANS AND THEIR ACTUAL CLASSROOM
IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN DAMATURU, YOBE
STATE, NIGERIA**

BY

ABDULLAHI MAMMAN

Department of Arts and Social Science Education, Faculty of Education, Yobe State, University
abdullahimammanali@gmail.com

ABSTRACT

The study examined the comparative analysis between teachers stated instructional materials in lesson plans and their actual implementation in classroom practice in public secondary schools within Damaturu Metropolis, Yobe State, Nigeria. Two research objectives, two research questions and one hypothesis guided the study. A descriptive survey design was employed. The population of 574 teachers (including principals and vice principals) from seven (7) public secondary schools was used. The sample size of 217 respondents was randomly selected using the Research Advisor (2006) sample size table guide. Data were collected using a structured questionnaire titled Comparative Analysis of Teachers' Stated Instructional Materials in Lesson Plans and Implementation in Classroom Practice Questionnaire (CATSIMLP-ICPQ) and observation checklist. The instrument was validated by three experts from the Faculty of Education, Yobe State University, and its reliability was confirmed through a test-retest procedure after conducting a pilot test yielding a Cronbach's alpha coefficient of 0.97. Data were analyzed using mean and standard deviation to answer the research questions, while the Chi-square (χ^2) test was employed to test the hypothesis at a 0.05 level of significance. The results revealed that teachers showed a moderate level of alignment (overall mean = 3.38, SD = 1.17) between their stated and implemented instructional materials. Traditional materials such as chalkboards (stated = 96.77%; implemented = 94.47%) and textbooks (stated = 88.47%; implemented = 82.03%) were most frequently used, while materials like ICT tools (stated = 33.64%; implemented = 23.96%) and audio-visual aids (stated = 38.71%; implemented = 30.41%) were the least implemented. The major factors accounting for discrepancies included shortage of instructional materials (mean = 4.00, SD = 1.09), time constraints (mean = 3.97, SD = 1.05), and large class sizes (mean = 3.92, SD = 1.06). The study concluded that although teachers recognize the importance of diverse instructional materials, the actual classroom implementation is constrained by limited resources, overcrowded classrooms, and inadequate administrative support. It was recommended that education stakeholders should provide sufficient teaching resources, enhance teacher training on material improvisation, and promote the integration of digital instructional technologies to improve teaching effectiveness and learning outcomes.

Keywords: *Comparative Analysis, Instructional Materials, Lesson Planning, Classroom Practice.*

Introduction

Effective teaching in contemporary educational systems extends beyond mastery of subject content and pedagogical skills; it also depends greatly on teachers' ability to use relevant instructional materials. Materials such as textbooks, charts, models, laboratory apparatus, real objects, audio-visual aids, and ICT tools significantly enhance student engagement and simplify abstract concepts. Ogunniyi (2019), notes that these resources transform theoretical ideas into concrete

learning experiences, stimulate learners' senses, and improve retention. They also allow teachers to diversify instructional methods to suit different learning styles.

Lesson planning is another critical component of effective instruction. A well-prepared lesson plan outlines objectives, teaching methods, assessment procedures, and instructional materials needed for teaching. International education bodies emphasize that lesson planning promotes teacher preparedness, ensures organized instruction, and enhances learning outcomes (OECD, 2020; UNESCO, 2021). While teachers in developed contexts often have adequate access to diverse instructional materials, many educators in sub-Saharan Africa face difficulties due to limited facilities, overcrowded classrooms, and inadequate funding. Mawere and Chinamasa (2018) emphasize that such constraints often prevent teachers from implementing the materials they had originally planned to use.

In Nigeria, lesson planning is a professional requirement set by the National Policy on Education and reinforced through routine supervision (FRN, 2019). Teachers are expected to identify instructional materials that align with curriculum standards and learning objectives. Despite this, several studies have shown discrepancies between instructional materials listed in lesson plans and those used in practice. Adeyemi (2021) and Olatunji & Adebayo reveal that many teachers include materials in plans merely to meet administrative demands, raising concerns about the authenticity of lesson planning and the quality of instruction.

Instructional materials, as described by Ibe and Okafor (2020), are crucial for stimulating learner interest and supporting knowledge retention through multisensory engagement. Nwafor (2021), similarly notes that such materials bridge the gap between abstract knowledge and practical learning. However, teachers sometimes approach lesson plans as bureaucratic documents rather than practical guides to instruction (Okeke & Amadi, 2020), leading to poor implementation of listed materials in actual classroom practice.

International studies confirm similar issues. Mokoena (2021), found that South African teachers often list numerous instructional materials but struggle to implement them due to large class sizes, limited facilities, or time constraints. Aliyu (2023), also notes that inadequate funding hinders many Nigerian schools from providing essential teaching aids. These challenges undermine teaching quality, reduce accountability, and limit students' learning opportunities.

Bridging the gap between planned and implemented instructional materials requires systemic solutions, including adequate provision of resources, ongoing professional development, and

effective supervision. These interventions are particularly important in regions like Yobe State, where schools face chronic infrastructural challenges.

This study is guided by Constructivist Learning Theory by Piaget and Vygotsky, which holds that learners construct knowledge actively through engagement with their environment. Instructional materials play a central role in this learning process by enabling students to explore, manipulate, and interpret information. When teachers identify instructional materials in their lesson plans, they are selecting tools necessary for learners' meaning-making; therefore, examining the extent to which these materials are implemented in the classroom is crucial for assessing the application of constructivist principles in Damaturu Metropolis.

International evidence supports the significance of this issue. Anderson and Hardman (2022) found that European teachers frequently list more instructional materials than they use due to curriculum overload and limited instructional time. Brown (2021), similarly observed in the United States that accountability pressures often create a disconnect between planned and actual classroom practices. In Africa, studies in South Africa (Mokoena, 2021) and Kenya (Mwangi, 2020), show that teachers sometimes list materials they do not have access to, reflecting both administrative expectations and resource limitations.

Within Nigeria, several scholars have documented these challenges. Adeyemi and Olatunji (2022), reported that teachers often include instructional materials in lesson plans to meet inspectorate expectations rather than for classroom use. Ali and Usman (2021), found that low implementation in Yobe State is largely due to poor infrastructure and weak supervision. Ibrahim (2023), further observed in Borno and Yobe States that lack of professional commitment and inadequate monitoring also contribute to this gap.

Musa and Ibrahim (2021), in a similar study in Kaduna State, reported significant disparities between planned and implemented instructional materials and recommended improved supervision and teacher training. Their study, though related, differs from the present one in setting, sample size, and research instruments. The current study examines Damaturu Metropolis using a larger sample of 217 teachers and the Comparative Analysis of Teachers' Stated Instructional Materials in Lesson Plans and Implementation in Classroom Practice Questionnaire (CATIMLPICPQ).

Okeke (2019), in Enugu State, found a moderate correlation between planned and actual material use, while Balogun and Adebayo (2020), in Kwara State revealed that although 72% of teachers

listed materials in lesson plans, only 48% used them in class, pointing to the need for improved professional development.

Collectively, previous studies show that discrepancies between planned and implemented instructional materials are widespread and influenced by factors such as poor resourcing, overcrowded classrooms, weak supervision, and teacher attitudes. These discrepancies limit the effectiveness of teaching and reduce the potential impact of instructional materials on learning outcomes.

The present study contributes to existing literature by examining the extent of these discrepancies in public secondary schools in Damaturu Metropolis. By using both descriptive and inferential analyses, it aims to determine whether significant differences exist between the materials teachers plan to use and those they actually implement, thereby offering recommendations for improving instructional planning and classroom practices in Yobe State.

Statement of the Problem

Although lesson plans are mandatory tools for effective teaching, classroom observations in Nigerian secondary schools often show that many teachers either underutilize or neglect the instructional materials they state in their lesson plans. This misalignment may negatively affect students' engagement, comprehension, and overall academic performance. In Damaturu Metropolis, the researcher as school administrator with more than 10 years' experience has observed that, the problem is compounded by inadequate supply of resources, poor monitoring, and teachers' lack of commitment. Yet, limited empirical studies have specifically examined this problem within Damaturu Metropolis, Yobe State, Nigeria making this study both timely and significant. This prompted the researcher to embarked on this study.

Objectives of the Study

The following objectives guided the study:

1. Compare the differences between teachers stated instructional materials and actual implementation in Damaturu Metropolis, Yobe State, Nigeria; and
2. Investigate the factors responsible for any discrepancies between lesson plans and classroom practice in Damaturu Metropolis, Yobe State, Nigeria.

Research Questions

The following questions guided the study

1. To what extent do differences exist between teachers' reported use of instructional materials and their actual implementation of instructional materials in Damaturu Metropolis, Yobe State, Nigeria?
2. What factors account for discrepancies between teachers' lesson plans and classroom implementation in Damaturu Metropolis, Yobe State, Nigeria?

Research Hypothesis

One hypothesis guided the study and tested at 0.05 level of significance:

H₀: There is no significant difference between the instructional materials stated in teachers' lesson plans and those implemented in classroom practice in public secondary schools in Damaturu Metropolis.

Methodology

The study employed descriptive survey design. The population of five hundred and seventy-four (574) teachers (including principals and vice principals) in seven (7) public senior secondary schools in Damaturu Metropolis was used. The sample of two hundred and seventeen (217) respondent was selected using simple random sampling techniques through the guide of research advisor (2006) table of determining sample. The instruments used for data collection was structured 12-item five-point rating scales questionnaire titled "Comparative Analysis of Teachers' Stated Instructional Materials in Lesson Plans and Implementation in Classroom Practice Questionnaire (CATIMLP-ICPQ) and observation checklist. To ensure the validity of the instruments, the researcher presented the questionnaire for face validation to three experts in the faculty of Education Yobe State University. To determine the reliability of the instrument pilot test was conducted on 20 teachers through test-retest in one school outside the sampled schools of the study. The result yielded a Cronbach alpha coefficient of 0.97. The data collected was analyzed using the descriptive statistics of mean ($\bar{x}$) and standard deviation for the research questions while inferential statistics of Chi-square was used to test the hypotheses at 0.05 level of significance.

Results

The results are presented in order of research questions and hypotheses that guided the study. Five-point rating scale was adopted for the study, 3.0 was used as mean cut-off point. Any item with mean of 3.0 and above was considered as having a difference in comparison and was agreed while any mean below 3.0 was considered as not having a difference in comparison and was not agreed.

Two hundred and seventeen (217) copies of the questionnaires were distributed and all were duly filled and returned for analysis.

Research Question One: To what extent do differences exist between teachers stated and implemented instructional materials in Damaturu Metropolis, Yobe State, Nigeria?

Table 1: Mean and Standard Deviation of Respondents on differences between teachers stated and implemented instructional materials in public Secondary Schools in Damaturu Metropolis in Yobe State.

Source: Field Survey (2026)

S / N	Statement	TVGE	TGE	TME	TVLE	NAA	$\bar{x}$	SD	Decision
1	I always list textbooks as instructional materials in my lesson plans.	42 (19.35%)	95 (43.78%)	28 (12.90%)	31 (14.29%)	21 (9.68%)	3.49	1.16	TGE
2	I always implement the textbooks listed in my lesson plans.	38 (17.51%)	88 (40.55%)	41 (18.89%)	30 (13.82%)	20 (9.22%)	3.44	1.12	TGE
3	I often state teaching aids (charts, models, diagrams) in my lesson plans.	50 (23.04%)	80 (36.87%)	35 (16.13%)	30 (13.82%)	22 (10.14%)	3.49	1.2	TGE
4	I implement the teaching aids stated in my lesson plans during classroom teaching.	33 (15.21%)	72 (33.18%)	47 (21.66%)	40 (18.43%)	25 (11.52%)	3.22	1.17	TGE
5	I state laboratory equipment (where applicable) in my lesson plans.	55 (25.35%)	77 (35.48%)	31 (14.29%)	29 (13.36%)	25 (11.52%)	3.5	1.22	TGE
6	I utilize the laboratory equipment as stated in my lesson plans.	29 (13.36%)	64 (29.49%)	56 (25.81%)	41 (18.89%)	27 (12.44%)	3.12	1.18	TGE
Grand mean							3.38		TGE

The results in Table 1 revealed a moderate level of consistency between teachers stated instructional materials and their actual implementation in classroom practice. Most teachers reported that they frequently list textbooks ($\bar{x} = 3.49$) and laboratory equipment ($\bar{x} = 3.50$) in their lesson plans, indicating that these materials are considered essential for instructional delivery. However, the mean scores for their implementation particularly for laboratory equipment ($\bar{x} = 3.12$) and teaching aids ($\bar{x} = 3.22$) were lower, showing a noticeable gap between what is planned and what is practiced. The standard deviations ranging from 1.12 to 1.22 suggest moderate variability in teachers' responses. Overall, the data imply that while teachers recognize the importance of using various instructional materials, their actual use in classroom teaching is sometimes limited by contextual and resource-related factors.

Table 2: Observation checklist on the extent do differences exist between teachers stated and implemented instructional materials in Damaturu Metropolis, Yobe State, Nigeria.

S/ N	Instructional Type	Material	YES (Stated in Lesson Plan)	NO (Not Stated)	YES (Observed in Classroom)	NO (Not Observed)
1	Textbook / Teacher's Guide		192 (88.47%)	25 (11.53%)	178 (82.03%)	39 (17.97%)
2	Chalkboard / Whiteboard		210 (96.77%)	7 (3.23%)	205 (94.47%)	12 (5.53%)
3	Charts / Posters / Diagrams		175 (80.65%)	42 (19.35%)	143 (65.90%)	74 (34.10%)
4	Models / Realia		128 (58.99%)	89 (41.01%)	102 (47.00%)	115 (53.00%)
5	Laboratory Apparatus		112 (51.61%)	105 (48.39%)	89 (41.01%)	128 (58.99%)
6	Audio-Visual Aids (e.g., radio, TV)		84 (38.71%)	133 (61.29%)	66 (30.41%)	151 (69.59%)
7	ICT (Laptop/Projector)	Tools	73 (33.64%)	144 (66.36%)	52 (23.96%)	165 (76.04%)

Source: Field Survey (2026)

The findings in Table 2 further confirmed the presence of differences between teachers' lesson plans and observed classroom practices. A very high proportion of teachers (88.47%) stated textbooks or teachers' guides in their lesson plans, with 82.03% actually observed using them in class, showing a small discrepancy. Chalkboards or whiteboards were the most consistently used instructional tools, with nearly all teachers (96.77%) stating and 94.47% implementing them. However, substantial differences were observed in the use of visual and technology-based materials. For instance, while 80.65% of teachers listed charts, posters, or diagrams, only 65.90% were observed using them. Similarly, only 23.96% used ICT tools, despite 33.64% stating them in their plans. These results indicated that teachers largely rely on traditional teaching materials such as chalkboards and textbooks, whereas the integration of innovative or technology-driven resources remains low due to factors such as inadequate facilities, limited technical skills, or lack of institutional support.

Research Question Two: What factors account for discrepancies between teachers' lesson plans and classroom implementation in Damaturu Metropolis, Yobe State, Nigeria?

Table 3: Mean and Standard Deviation of Respondents on factors account for discrepancies between teachers' lesson plans and classroom implementation in public Secondary Schools in Damaturu Metropolis in Yobe State.

S/N	Statement	SA	A	UD	D	SD	($\bar{x}$)	SD	Decision
1	Shortage or lack of instructional materials in my school prevents me from using all stated materials.	97 (44.70%)	68 (31.34%)	20 (9.22%)	19 (8.76%)	13 (5.99%)	4	1.09	Agreed
2	Time constraints in the classroom limit my ability to implement all stated	89 (41.01%)	75 (34.56%)	23 (10.60%)	18 (8.29%)	12 (5.53%)	3.97	1.05	Agreed

	materials.								
3	Large class sizes make it difficult to use some of the instructional materials I planned.	84 (38.71%)	78 (35.94%)	22 (10.14%)	20 (9.22%)	13 (5.99%)	3.92	1.06	Agreed
4	Financial constraints hinder me from providing or improvising instructional materials.	79 (36.41%)	72 (33.18%)	30 (13.82%)	22 (10.14%)	14 (6.45%)	3.83	1.1	Agreed
5	Administrative support (monitoring, funding, provision of resources) affects my use of stated instructional materials.	70 (32.26%)	75 (34.56%)	31 (14.29%)	26 (11.98%)	15 (6.91%)	3.74	1.12	Agreed
6	Teacher workload and number of periods per week affect the implementation of planned materials.	64 (29.49%)	69 (31.80%)	36 (16.59%)	30 (13.82%)	18 (8.29%)	3.61	1.15	Agreed
Grand mean							3.84		Agreed

The results in Table 3 showed that several contextual factors significantly influence the discrepancy between teachers planned and implemented instructional materials. The highest mean score ($\bar{x} = 4.00$) was recorded for shortage or lack of instructional materials, followed closely by time constraints ($\bar{x} = 3.97$) and large class sizes ($\bar{x} = 3.92$), indicating that these are the major barriers preventing teachers from fully executing their lesson plans. Financial constraints ($\bar{x} = 3.83$) and insufficient administrative support ($\bar{x} = 3.74$) were also highlighted as contributing factors. The relatively high mean scores (all above 3.60) suggest that these challenges are widespread among teachers in the study area. The standard deviation values (ranging from 1.05 to 1.15) indicate moderate agreement among respondents. Overall, the findings suggest that the lack of resources, excessive workload, and limited institutional backing significantly hinder teachers' ability to implement their planned instructional materials effectively in public secondary schools in Damaturu Metropolis.

Hypothesis one: There is no significant difference between the instructional materials stated in teachers' lesson plans and those implemented in classroom practice in public secondary schools in Damaturu Metropolis.

To test this hypothesis, the Chi-square (χ^2) statistical method was applied to determine whether the availability of instructional resources influences teachers' ability to implement those materials during classroom teaching. The level of significance was set at 0.05 (5%).

Table 4: Chi-square Analysis on the Difference between Teachers' Stated and Implemented Instructional Materials in Public Secondary Schools in Damaturu Metropolis

Responses	Observed N	Expected N	df	χ^2	p-value	Remark
Strongly Disagree	48	43.4	4	112.417	0.000	Reject H_{01}
Disagree	65	43.4				
Undecided	32	43.4				
Agree	47	43.4				
Strongly Agree	25	43.4				
Total	217					

Source: Field Survey, (2026)

Table four revealed the, Chi-square value ($\chi^2 = 112.417$) with 4 degrees of freedom yielded a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a statistically significant difference between the instructional materials teachers stated in their lesson plans and those implemented in classroom practice. Therefore, the null hypothesis (H_{01}) is rejected, and the alternative hypothesis is accepted. This implies that there is a significant difference between what teachers plan to use as instructional materials and what they actually implement during classroom teaching in public secondary schools in Damaturu Metropolis. The rejection of the null hypothesis suggests that teachers' lesson plans do not fully align with their classroom practices regarding instructional materials. Although teachers plan to use a range of teaching aids such as charts, models, laboratory equipment, and ICT tools, their actual classroom use is restricted mainly to traditional materials like chalkboards and textbooks.

Discussion

The findings of this study were discussed based on research questions and hypotheses tested: Research question one and hypothesis one revealed a clear gap between what teachers plan and what they implemented. While lesson plans often reflected modern and diverse instructional materials, classroom observations revealed that teachers relied mainly on chalkboards, verbal explanations, and sometimes textbooks. This suggests that lesson plans were more "idealistic" whereas classroom realities were constrained by limited resources and contextual challenges. This aligns with the findings of Adeyemi (2019), who noted that lesson plans in Nigerian schools often reflect curriculum expectations rather than the actual materials available in classrooms. In practical terms, the stated materials represented what teachers intended or knew should enhance learning,

but the actual implementation showed dependence on what was readily available and convenient. The study is also consistent with Anderson and Hardman (2022) who found that in European schools, teachers frequently indicated diverse instructional aids in lesson plans but used only a limited selection in practice, citing time pressures and curriculum overload. Similarly, the study supported the work of Brown (2021) who revealed that accountability driven lesson planning often failed to reflect classroom realities. The study is also aligned with Mokoena (2021) study in South Africa who noted that lesson planning was often treated as an administrative task, with teachers listing instructional aids they never intended to use.

The findings of research question two revealed that several factors were identified as contributing to the gap: Schools lacked adequate instructional materials, particularly ICT facilities and science teaching aids. This prevented teachers from translating plans into practice, Many teachers had limited exposure to the practical use of teaching aids, leading to underutilization despite stating them in lesson plans, lack of functional laboratories, and insufficient classrooms hindered the effective use of planned instructional resources, Overcrowded classrooms and heavy teaching loads made it difficult for teachers to apply more engaging and resource-intensive instructional materials, lack of teachers motivation and Due to pressure to complete the syllabus, teachers often skipped the use of elaborate instructional materials even if planned. These findings are consistent with Yusuf and Dada (2020), who emphasized that discrepancies between lesson plans and classroom practice in Nigerian secondary schools are strongly linked to systemic underfunding and teacher-related challenges. The study was also consistent with Mwangi (2020) who observed that inadequate resources contributed significantly to the mismatch between lesson plans and actual implementation. The study also aligns Adeyemi and Olatunji (2022) who reported that teachers frequently included instructional materials in lesson notes to satisfy school inspectors, but classroom practices reflected limited use of these resources due to overcrowded classrooms and inadequate facilities. The study supported Ali & Usman (2021) specifically noted that in Yobe State, infrastructural deficits and poor supervision were major contributors to the discrepancy. More recently, Ibrahim (2023) in Borno and Yobe States found that teachers' lack of professional commitment, coupled with weak monitoring systems, led to lesson plans that were not faithfully implemented.

Conclusion

The study concludes that significant differences exist between teachers stated instructional materials in lesson plans and those actually used in classrooms in public secondary schools in Damaturu Metropolis. While basic materials like textbooks and chalkboards are consistently employed, the use of teaching aids, laboratory equipment, and ICT tools is limited. This gap highlights the disparity between planned instruction and classroom realities. Factors contributing to these discrepancies include shortages of materials, limited lesson time, large class sizes, financial constraints, and insufficient administrative support. Addressing these challenges through improved resource provision, teacher training, and stronger institutional support is essential for enhancing instructional delivery, fostering active learning, and improving educational outcomes in these schools.

Recommendations

Based on the findings, the following recommendations were made:

1. Government and school authorities should provide sufficient and functional instructional materials to support classroom instruction and align with teachers' lesson plans. Furthermore, teachers should develop the capacity to improvise instructional materials from locally available resources whenever the required materials are not provided or are inadequate.
2. Principals and education supervisors should strengthen monitoring of both lesson plans and classroom practices to ensure alignment between planning and implementation.

References:

- Adepoju, O. (2020). *The role of lesson planning in effective curriculum delivery in Nigerian schools*. Lagos: Macmillan.
- Adeyemi, A. (2021). *Instructional materials and classroom practice in Nigerian secondary schools*. *Journal of Education Research*, 15(3), 45–57.
- Adeyemi, T., & Olatunji, K. (2022). Lesson planning and classroom practices: A critical review of Nigerian secondary schools. *African Journal of Pedagogical Studies*, 8(1), 101–115.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211.
- Ali, M., & Usman, I. (2021). Challenges of instructional material implementation in Yobe State secondary schools. *Journal of Educational Supervision*, 9(3), 44–59.
- Aliyu, B. (2023). Systemic constraints in instructional material use among Nigerian teachers. *Contemporary Education Review*, 11(2), 88–102.
- Anderson, R., & Hardman, P. (2022). Aligning lesson plans and classroom practices: Evidence from European schools. *International Journal of Teaching and Learning*, 19(4), 213–229.
- Balogun, F., & Adebayo, A. (2020). Lesson plans versus classroom practice: The case of instructional materials in Kwara State. *Nigerian Journal of Teacher Education*, 14(2), 76–91.
- Balogun, T. & Adebayo, K. (2020). Consistency between lesson planning and classroom practice in Kwara State. *International Journal of Instructional Design*, 7(3), 65-79.
- Bello, M. (2022). Teachers' lesson planning and instructional material utilization in Kano public schools. *Journal of Educational Supervision and Management*, 5(1), 23-37
- Bello, S. (2022). Planned and actual use of instructional materials in public secondary schools: An empirical study. *West African Journal of Education*, 20(1), 33–50.
- Brown, J. (2021). Accountability and lesson planning in U.S. classrooms: A mismatch with practice. *American Journal of Educational Policy*, 16(3), 145–160.
- Creswell, J. W., & Creswell, J. D. (2021). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.
- Danladi, H. & Umar, A. (2023). Comparative study of planned and actual use of instructional materials in Adamawa secondary schools. *African Journal of Educational Studies*, 18(2), 87-102.

- Danladi, H. (2023). Comparing lesson plan statements and classroom practices in Adamawa State. *Journal of Educational Studies*, 12(2), 64–78.
- Federal Republic of Nigeria (FRN). (2019). *National policy on education* (6th ed.). Abuja: NERDC Press.
- Ibe, C., & Okafor, P. (2020). Instructional materials and effective teaching in Nigerian secondary schools. *Nigerian Educational Research Journal*, 11(1), 91–104.
- Ibrahim, M. (2023). Professional commitment and instructional material use in Borno and Yobe States. *Journal of African Educational Development*, 15(3), 119–135.
- Mawere, M., & Chinamasa, E. (2018). Challenges of instructional material provision in African schools. *African Education Review*, 12(4), 67–79.
- Mawere, M., & Chinamasa, E. (2018). Instructional material uses in resource-constrained African schools. *African Journal of Education and Technology*, 6(2), 12–27.
- Mokoena, L. (2021). Lesson planning and implementation in South African schools: A critical appraisal. *South African Journal of Education Practice*, 15(2), 98–112.
- Musa, A. & Ibrahim, S. (2021). Lesson planning and instructional material utilization in Kaduna State secondary schools. *Nigerian Journal of Educational Research*, 15(2), 45-59.
- Musa, A., & Ibrahim, M. (2021). Disparities in planned and implemented instructional materials in Kaduna State. *Journal of Curriculum Studies*, 9(2), 57–73.
- Mwangi, P. (2020). Resource availability and lesson plan implementation in Kenyan public schools. *East African Journal of Education*, 7(3), 36–49.
- Nwachukwu, C. (2022). Lesson planning and teaching effectiveness in Nigerian secondary schools. *International Journal of Education*, 8(2), 101–112.
- Nwafor, C. (2021). Instructional resources as catalysts for inclusive learning. *Journal of Educational Innovation*, 5(2), 25–39.
- OECD. (2020). *Teaching and learning in the 21st century: Aligning planning with practice*. Paris: OECD Publishing.
- Ogunniyi, J. (2019). Instructional materials and pedagogical effectiveness. *Nigerian Journal of Teacher Education*, 6(1), 89–102.
- Okeke, C. (2019). Planned versus actual use of instructional resources in Enugu State secondary schools. *Nigerian Journal of Research in Education*, 13(1), 42–58.

- Okeke, C., & Amadi, F. (2020). Lesson planning and professional accountability among Nigerian teachers. *Journal of Teacher Education in Africa*, 10(2), 60–74.
- Okeke, J. (2019). Correlation between teachers' lesson plan statements and classroom use of instructional materials. *Journal of Education and Practice*, 10(8), 101-112.
- Okoro, P. (2020). *Lesson planning and implementation strategies*. Ibadan: University Press.
- Olatunji, A., & Adebayo, J. (2022). Lesson plans as pedagogical tools: Examining gaps in Nigerian classrooms. *Journal of Contemporary Education*, 14(3), 87–101.
- UNESCO. (2021). *Global education monitoring report: Resources and learning outcomes*. UNESCO Publishing.
- UNESCO. (2021). *The role of instructional resources in improving learning outcomes*. Paris: UNESCO.

IMPACT OF CAPACITY BUILDING ON TEACHERS' CLASSROOM MANAGEMENT AND MAINTENANCE OF INFRASTRUCTURAL FACILITIES IN PUBLIC SECONDARY SCHOOLS IN SOUTH-WEST ZONE, NIGERIA.

BY

RASHEED OLAPOSI LAMIDI

Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria
rasheedlamidi12@gmail.com
+2348033939238

PROF. B. A. MAINA

Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria
bashirmaina61@yahoo.com
+2348038899836

ABSTRACT

The study examined the Impact of Capacity Building on Teachers' Classroom Management and Maintenance of Infrastructural Facilities in Public Secondary Schools in South- West Zone, Nigeria. The study had 2 objectives among which were to; examine the Impact of Capacity Building on Teachers' Classroom Management in Public Secondary Schools in South- West Zone, Nigeria; and ascertain the Impact of Capacity Building on Teachers' Maintenance of Infrastructural Facilities in Public Secondary Schools in South- West Zone, Nigeria. Two research questions and two hypotheses were asked and formulated respectively, which are in line with objectives. The study adopted a descriptive survey research design with a population of 76,360 comprising 2,686 Principals, 72,055 Teachers, and 1,619 Officials of Ministries of Education and a sample of 383. Descriptive statistics (frequency and mean) were used to answer the research questions, while One-Way Analysis of Variance (ANOVA) was used to test the hypotheses at a 0.05 level of significance. The findings of the study revealed, that Capacity building on teachers' classroom management enhanced the ability of teachers to maintain a functional, disciplined, and productive classroom environment. Teachers employed diverse skills, created solid lesson plans, and reduced classroom disruptions ($P = 0.111$) and Capacity building on teachers' ability to maintain infrastructural facilities positively affected school maintenance and student learning. Teachers and principals are better equipped to manage resources, ensured proper facility use, and promote conducive learning environments ($P = 0.320$). The study concluded that capacity building significantly enhanced teachers' classroom management and maintenance of infrastructural facilities in public secondary schools in the South-West Zone, Nigeria. The study recommended among others that teacher trainings should focused on classroom management skills to maintain disciplined and productive learning environments in public secondary schools in South-West Zone, Nigeria and that Teachers and school leaders should continue to be trained on the proper maintenance and utilization of school infrastructural facilities in public secondary schools in South-West Zone, Nigeria.

Keywords: *Capacity Building, Teachers' Effectiveness, Classroom management, Infrastructural Facilities.*

Introduction

Capacity building is crucial for teachers to effectively manage classrooms and maintain infrastructural facilities in public secondary schools. In Nigeria, particularly in South-West Zone, the quality of education is often hindered by inadequate teacher training and poor infrastructure. These and other challenges perceived by stakeholders in education are of great concerns and indeed worrisome among educators and other stakeholders. One of the prerequisites for successful and excellent education is qualified and committed teachers. Teachers perform nation-building roles through effective implementation of curriculum in schools and the role of teachers will continue to increase in tandem with the current developments in the world of education because education is a social phenomenon that is dynamic often subjected to changes and innovations in the society (Omar, Khuan, Kamaruzaman, Marinah and Jamal, 2011).

Capacity building - through training, workshops, and support - plays a vital role in enhancing teachers' skills. Effective classroom management boosts student engagement and learning outcomes. Also, proper maintenance of infrastructural facilities like classrooms, laboratories, and libraries create a conducive learning environment. Studies have shown that teachers who undergo capacity building programmes are equipped with modern classroom management techniques and effective infrastructural facility maintenance thereby yielding a positive impact on students' academic performance in the long-run. Osuji, C. U. (2014) linked capacity building with effective classroom management and improving infrastructural facility maintenance. Therefore, he opined that teachers with capacity building training had better classroom management skills.

In order to achieve this laudable objective, capacity building for teachers is crucial for improving teachers' classroom management and maintenance of infrastructural facilities in public secondary schools in Nigeria. Therefore, this study examines the impact of capacity building on teachers' classroom management and maintenance of infrastructural facilities in public secondary schools in South-West Zone, Nigeria.

In spite of government huge commitment in secondary education, (financial, manpower, school facilities, infrastructures, ICT facilities and teacher training, there seems to be no any remarkable improvement in students' accomplishment in term of academic performance due to poor classroom management and inadequate infrastructural facilities maintenance by teachers and school leaders in public secondary schools. This is why the researcher believed that teachers' capacity building could be the most important ingredient that can be used to improve students' academic

performance. If teachers are exposed regularly to training on classroom management and maintenance of infrastructural facilities coupled with discipline, the application of those capacity building will definitely be impacting students' academic performance and learning outcomes in public secondary schools in South -West Zone, Nigeria. Capacity building equips teachers with strategies for effective classroom management, skills for maintaining and utilizing infrastructural facilities and ability to adapt to changing educational needs. Hence, Teacher's classroom management skill and ability to maintain infrastructural facilities in teaching-learning process are measures of teacher effectiveness.

Ayeni, A. J. (2017) explored the relationship between teachers' classroom management and maintenance of school facilities in Ondo State, Nigeria and find out that teachers' classroom management practices were generally effective, with most teachers maintaining order and discipline. Also, infrastructural maintenance of facilities like classrooms, toilets, and laboratories was generally poor. But recommended that with regular capacity building for teachers in both classroom management strategies / skills and maintenance of infrastructural facilities would be of great assistance in achieving more and effective learning outcomes.

Similarly, effective capacity building programmes can result in teachers' confidence, improve classroom management, and adequate maintenance of infrastructural facilities, ultimately enhance student learning. However, there's a gap in understanding how these training programmes impact teachers' ability to manage classroom and maintain school facilities in teaching and learning process.

Statement of the Problem

The quality of education in public secondary schools in South-West Zone, Nigeria, is often hindered by inadequate classroom management and poor maintenance of infrastructural facilities. Despite the importance of capacity building for teachers, many schools in the South-West Zone, Nigeria, lack access to effective training programs, leading to poor classroom management and discipline, inadequate utilization and maintenance of facilities, low academic performance and achievement and high teacher turnover rates. Amidst these challenges, teachers' classroom management and maintenance of infrastructural facilities are crucial factors impacting student engagement and academic outcomes in public secondary schools. While capacity building programs aim to enhance teacher effectiveness, there's a dearth of empirical evidence on how these initiatives impact teachers' classroom management and ability to maintain infrastructural facilities

of the schools. This lack of understanding hampers efforts to design targeted interventions, potentially limiting the effectiveness of capacity building efforts and, by extension, student learning outcomes in the south-west zone, Nigeria. This study examines the impact of capacity building on teachers' classroom management and maintenance of infrastructural facilities in public secondary schools in South-West Zone, Nigeria, aiming to identify gaps and recommend solutions.

Objectives of the Study

The specific objectives of the study are to:

1. examine the Impact of Capacity Building on Teachers' Classroom Management in Public Secondary Schools in South-West Zone, Nigeria; and
2. ascertain the Impact of Capacity Building on Teachers' Ability to Maintain Infrastructural Facilities in Public Secondary Schools in South-West Zone, Nigeria.

Research Questions

The following research questions are asked to guide the study:

1. How does Capacity Building impact Teachers' Classroom Management in Public Secondary Schools in South-West Zone, Nigeria?
2. What is the Impact of Capacity Building on Teachers' Ability to maintain Infrastructural Facilities in Public Secondary Schools in South-West Zone, Nigeria?

Hypotheses

The following hypotheses are formulated and tested to guide the study:

H₀₁: there is no significant Difference in the Opinions of the Respondents on Impact of Capacity Building on Teachers' Classroom Management in Public Secondary Schools in South-West Zone, Nigeria; and

H₀₂: there is no significant Difference in the Opinions of the Respondents on Impact of Capacity Building on Teachers' Ability to maintain Infrastructural Facilities in Public Secondary Schools in South-West Zone, Nigeria.

Literature Review

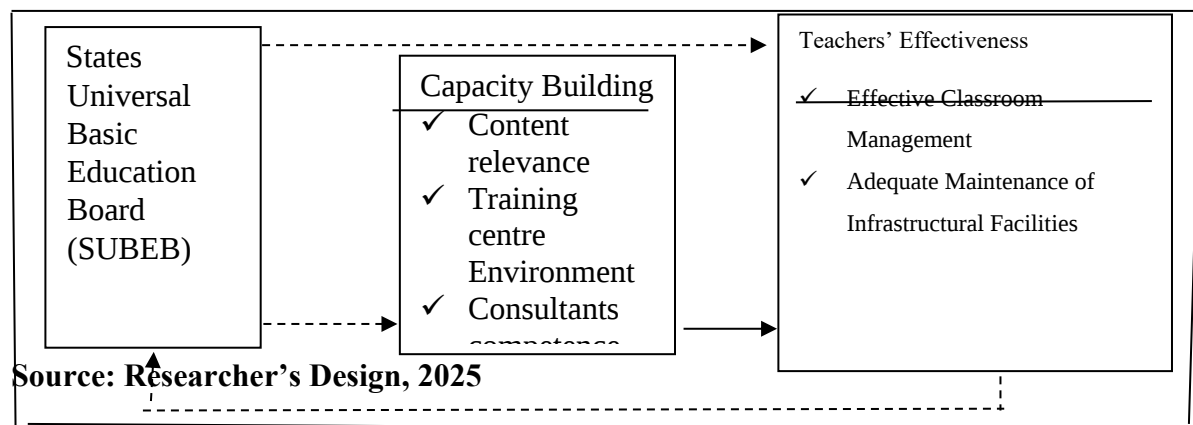
The study reviewed some related literatures and came up with a conceptual framework relevant to the study. Followed by Theoretical Framework related to the study. Other reviews include Impact of Capacity Building on Teachers' Classroom Management in Public Secondary Schools, Impact of Capacity Building on Teachers' Ability to Maintain Infrastructural Facilities in Public

Secondary Schools, Empirical Studies related to the present study were conducted and summarised.

Conceptual Framework of Capacity Building on Teachers' Classroom Management and Maintenance of Infrastructural Facilities

This framework illustrates how capacity building impact classroom management and infrastructural facilities through teachers' effectiveness using the identified determinants. There are two constructs from the topic; Capacity Building (Independent variable) and Classroom Management and Infrastructural Facilities (Dependent variable)

Conceptual Framework of Capacity Building on Teachers' Classroom Management and Maintenance of Infrastructural Facilities for Teacher Effectiveness



Theoretical Framework

Five theories were adopted for the study. They are:

Human Capital Theory (Becker, 1964):

Investing in teacher training and development enhances their skills and productivity, leading to improved classroom management and facility maintenance.

Social Cognitive Theory (Bandura, 1986):

Teachers' self-efficacy and confidence in managing classrooms and facilities are impacted by their training, experience, and environment.

Theory of Planned Behavior (Ajzen, 1991):

Teachers' intentions to manage classrooms and maintain facilities are impacted by their attitudes, subjective norms, and perceived behavioral control, which can be shaped by capacity building.

Systems Theory (von Bertalanffy, 1968):

Schools are complex systems where teacher capacity building can impact various components, including classroom management and facility maintenance.

Maslow's Hierarchy of Needs (Maslow, 1943):

Teachers' basic needs (e.g., safety, security) must be met before they can focus on higher-level needs (e.g., effective classroom management, facility maintenance), which can be addressed through capacity building can improve teachers' communication skills and clarity.

Methodology

The research design used for this study is descriptive survey design, which is particularly effective for gathering data about people's opinion and perceptions, beliefs, and attitudes in a systematic manner (Creswell & Creswell, 2018). The population of this study has 76,360 comprising 2,686 Principals, 1,619 officials of Ministries of Education and 72,055 Teachers in the South-West Zone, Nigeria. The states include: Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States. The sample size for the study was 383 as recommended by Research Advisor Table (2006) comprising 260 teachers, 90 Principals and 33 officials of the Ministries of Education in the Zone distributed by using proportionate sampling. The stratified sampling technique was used to sample 3 states out of the 6 states in South-West Zone. The states are: Ogun, Ekiti and Osun state. The instrument used for data collection was a structured questionnaire designed by the researcher. The reliability index stood at 0.812 at 0.05 level of significance and data collected were analysed using frequency and mean for research questions while hypotheses were tested using one-way analysis of variance (ANOVA) respectively.

Results

Research Question One: How does Capacity Building impact Teachers' Classroom Management in Public Secondary Schools in South-West Zone, Nigeria.

The research question one relates to items in the questionnaire designed which gather respondents' (principals, teachers and Ministries of Education officials) opinions on Teachers' Classroom Management in Public Secondary Schools in South – West Zone, Nigeria and data obtained were analyzed using frequency and mean as summarized in Table 1.

Table 1: Opinions of Respondents on the Impact of Capacity Building on Teachers' Classroom Management in Public Secondary Schools in South West Zone, Nigeria

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
1	Through visits by officials of Quality Assurance practices, the teacher uses variety of skills and techniques to create a high-performing learning environment.	Teachers	100	95	30	25	10	3.96
		Principals	34	33	12	7	4	4.12
		MOE Officials	14	12	4	2	1	4.21
2	Through visits by officials of Quality Assurance practices, both the students and the teacher get the most out of the classroom experience.	Teachers	105	92	28	25	10	3.98
		Principals	35	32	12	7	4	4.17
		MOE Officials	15	12	3	2	1	4.21
3	Through visits by officials of Quality Assurance practices, the principal establishes opportunities for academic learning and personal growth.	Teachers	98	90	35	25	12	3.92
		Principals	33	32	15	6	4	4.07
		MOE Officials	14	12	4	2	1	4.21
4	Through visits by officials of Quality Assurance practices, there is functional environment for the teacher and students.	Teachers	102	95	30	20	13	3.97
		Principals	34	33	12	6	5	4.12
		MOE Officials	14	13	3	2	1	4.24
5	Through visits by officials of Quality Assurance practices, the principal ensures students are focused, motivated, and productive through adequate learning.	Teachers	108	92	28	20	12	4.00
		Principals	36	32	12	6	4	4.16
		MOE Officials	15	13	3	2	0	4.24
6	Through visits by officials of Quality Assurance practices, there is reduction of bad classroom behaviour and other disruptions in this school.	Teachers	100	95	30	25	10	3.96
		Principals	34	33	12	7	4	4.12
		MOE Officials	14	12	4	2	1	4.21
7	Through visits by officials of Quality Assurance practices, the principal creates solid lesson plans that form the foundation of effective classroom management.	Teachers	105	90	30	25	10	3.94
		Principals	35	32	12	6	5	4.14
		MOE Officials	15	12	4	2	0	4.21
8	Through visits by officials of Quality Assurance practices, the principal knows each individual teacher's strengths and weaknesses in this school.	Teachers	102	95	30	20	13	3.97
		Principals	34	33	12	6	5	4.12
		MOE Officials	14	13	3	2	1	4.24
9	Through visits by officials of Quality Assurance practices, principal ensures that effective disciplinary measures are taken against any teacher found guilty.	Teachers	108	92	28	20	12	4.00
		Principals	36	32	12	6	4	4.16
		MOE Officials	15	13	3	2	0	4.24
Grand Mean								4.11

Source: Field work (2025)**Note:** SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

Research Question Two: What is the Impact of Capacity Building on Teachers' Ability to maintain Infrastructural Facilities in Public Secondary Schools in South-West Zone, Nigeria?

The research question two relates to items in the questionnaire designed which gather respondents' (principals, teachers and Ministries of Education officials) opinions on Teachers' Ability to maintain Infrastructural Facilities in Public Secondary Schools in South – West Zone, Nigeria and data obtained were analyzed using frequency and mean as summarized in Table 2.

Table 2: Opinions of Respondents on the Impact of Capacity Building on Teachers' Ability to maintain Infrastructural Facilities in Public Secondary Schools in South-West Zone, Nigeria

S/N	Item Statement	Respondents	SA	A	U	D	SD	Mean
10	Through visits by officials of Ministry of Education, Principals and Teachers are able to maintain infrastructural facilities in secondary schools.	Teachers	110	95	30	15	10	4.13
		Principals	38	34	10	5	3	4.10
		MOE Officials	15	14	3	1	0	4.30
11	There is adequate financial resource allocation to maintain infrastructural facilities in secondary schools.	Teachers	100	90	35	20	15	3.94
		Principals	36	32	12	4	6	4.07
		MOE Officials	14	12	4	2	1	4.21
12	Capacity building of teachers enhanced teacher productivity in secondary schools.	Teachers	105	95	30	15	15	4.12
		Principals	36	34	10	5	5	4.08
		MOE Officials	15	14	3	1	0	4.30
13	Capacity building of teachers leads to effective infrastructural facilities management in secondary schools.	Teachers	110	95	28	15	12	4.14
		Principals	37	34	10	5	4	4.12
		MOE Officials	15	14	3	1	0	4.30
14	Provision of infrastructural facility increased teachers' motivation.	Teachers	108	98	28	15	11	4.14
		Principals	36	34	10	6	4	4.11
		MOE Officials	15	14	3	1	0	4.30
15	Adequate provision and effective maintenance of infrastructural facilities improve students' academic performance in secondary schools.	Teachers	112	96	28	12	12	4.17
		Principals	37	34	10	5	4	4.12
		MOE Officials	15	14	3	1	0	4.30
16	Capacity building received by teachers support infrastructure maintenance.	Teachers	110	98	28	12	12	4.15
		Principals	36	34	10	5	5	4.13
		MOE Officials	15	14	3	1	0	4.30
17	Secondary school leadership support impacts school infrastructural facilities maintenance.	Teachers	105	95	30	15	15	4.12
		Principals	36	34	12	5	3	4.07
		MOE Officials	15	14	3	1	0	4.30
18	Most common infrastructure facilities in secondary schools are classrooms, laboratory, library, sport facilities etc.	Teachers	108	95	30	15	12	4.15
		Principals	36	34	10	5	5	4.13
		MOE Officials	15	14	3	1	0	4.30
Grand Mean								4.17

Source: Field work (2025)

Hypothesis One: There is no significant Difference in the Opinions of the Respondents on Impact of Capacity Building on Teachers' Classroom Management in Public Secondary Schools in South-West Zone, Nigeria.

To test this hypothesis, items in the questionnaire related to hypothesis one were considered and inferential statistics of Analysis of Variance (ANOVA) was used as presented in Table 3.

Table 3: One-way Analysis of Variance (ANOVA) on opinions of the Respondents on Impact of Capacity Building on Teachers' Classroom Management in Public Secondary Schools in South-West Zone, Nigeria

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	10.416	2	0.106	1.032	0.111	Retained
Within Groups	32.860	383	0.095			
Total	42.276	385				

Source: Field Work (2025)

The analysis of the result in Table 3 showed the opinions of principals, teachers, and officials of the Ministries of Education on the impact of capacity building on teachers' ability to motivate students in public secondary schools in the South-West Zone, Nigeria. The result revealed a p-value of 0.111, which is greater than the fixed probability level of 0.05. This indicated that there is no significant difference in the opinions of the respondents on the impact of capacity building on teachers' ability to motivate students in the zone. Therefore, the null hypothesis (H_0) is retained.

Hypothesis Two: There is no significant Difference in the Opinions of the Respondents on Impact of Capacity Building on Teachers' Ability to maintain Infrastructural Facilities in Public Secondary Schools in South-West Zone, Nigeria.

To test this hypothesis, items in the questionnaire related to hypothesis two were considered and inferential statistics of Analysis of Variance (ANOVA) was used as presented in Table 4.

Table 4: One-way Analysis of Variance (ANOVA) on the Opinions of Respondents on Impact of Capacity Building on Teachers' Ability to maintain Infrastructural Facilities in Public Secondary Schools in South-West Zone, Nigeria

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	0.353	2	0.313	2.121	0.320	Retained
Within Groups	31.754	383	0.201			
Total	32.107	385				

Source: Field Work (2025)

The analysis of the result in Table 6 showed the opinions of principals, teachers, and officials of the Ministries of Education on the impact of capacity building on teachers' communication in public secondary schools in the South-West Zone, Nigeria. The result revealed a p-value of 0.320, which is greater than the fixed probability level of 0.05. This indicated that there is no significant difference in the opinions of the respondents on the impact of capacity building on teachers' communication in the zone. Therefore, the null hypothesis (H_0) is retained.

Conclusions

Based on the findings of this study, it is concluded that capacity building significantly enhanced teachers' performance in public secondary schools in the South-West Zone, Nigeria. Capacity building has a positive impact on teachers' classroom management and maintenance of infrastructural facilities in public secondary schools in South-West, Zone Nigeria. Thus, it could be concluded that:

1. teachers maintained a functional, disciplined, and productive classroom environment focusing on teacher – student relationship; and
2. teachers and principals managed school resources adequately, ensured proper facility use, and promoted conducive learning environments.

Recommendations

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

1. Training should continue to focus on classroom management skills to maintain disciplined and productive learning environments in public secondary schools in South-West Zone, Nigeria; and
2. Teachers and school leaders should continue to be trained on the proper maintenance and utilization of school infrastructural facilities in public secondary schools in South-West Zone, Nigeria.

References

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- Ayeni, A. J. (2017). Teachers' classroom management and maintenance of school facilities in secondary schools in Ondo State, Nigeria. *International Journal of Advanced Research in Education and Society*, 3(2), 1-12.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, 84(2), 191-215.
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Prentice Hall
- Becker, G. S. (1964). *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. National Bureau of Economic Research.
- Creswell, J.W. & Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage, Los Angeles.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396
- Omar, A. K., Khuan, W. B., Kamaruzaman, J., Marinah, A. & Jamal, N. Y., 2011. Teacher capacity building in teaching and learning: The changing role of school leadership. *Academic Leadership Journal*. 9 (1): Winter 2011.
- Osuji, C. U. (2014). Capacity building of teachers as a strategy in bridging the gap in Nigerian educational system. *African Education Indices*, 7(1), 1-15.
- Shannon, C. E., & Weaver, W. (1949). *The mathematical theory of communication*. Urbana, IL: The University of Illinois Press, 1-117
- Von Bertalanffy, L. (1968). *General System Theory: Foundations, Development, Applications*. George Braziller.