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**SCHOOL RESOURCES' MANAGEMENT AND SUSTAINABLE
DEVELOPMENT GOAL 4 IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS
STATE**

BY

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Abstract

This study examined the relationship between the availability and management of school resources for sustainable Development Goal 4 in public senior secondary schools in Rivers State. The study was guided by three (3) research questions and three (3) hypotheses. The study adopted a correlation survey research design. The population of the study comprised 7,184 principals and teachers from 291 public senior secondary schools in Rivers State. A sample of 379 respondents was drawn from the entire population using Taro Yamane formula. The instrument for the study was a two set of questionnaires titled: School Resources' Management Scale (SRMS) and Sustainable Development Goal 4 Scale (SDG4S) were structured after the 4-point rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The instruments were validated and reliability coefficients of 0.84, 0.81 and 0.87 were obtained respectively. Research questions 1-3 were answered using Pearson Product Moment Correlation Coefficient formula, while same correlation statistics were used to test hypotheses 1-3. The results of the findings revealed that there is a very high relationship between the instructional aids, teachers, students and Sustainable Development Goal 4 in public senior secondary schools in Rivers State. Based on the findings, it was recommended among others that principals should continue to ensure that instructional aides are provided or improvised and establish guidelines for proper handling for teachers to guarantee that boys and girls in the secondary school system have access to quality childhood development as advocated in SDG4 targets.

Introduction

Education is a major factor that helps in stimulating national development. The process of education is to develop the cognitive, affective and psychomotor faculties of individuals and groups to equip them with the knowledge and skills necessary to survive and make society progress. A good educational system is vital in any country as it produces the desired personnel required to function in any facet of national life and development process.

Resources have different meanings depending on the context in which it is applied. In this study, resources have to do with those things that enable an individual or organisation to reach their goals. Resources are those necessary inputs which an institution depends on for its survival and improvement. Asodike and Adieme as cited in Obi and Ogbuagu (2020) opine that resources are all the things that are used unswervingly and ultimately to assist, induce or boost the spread or achievement of knowledge, proficiency, and skills. Onuka (2019) states that resources are means by which production and services are provided for the benefit of an organisational clientele or the profitability of the organisation itself depending on whether it is a profit-oriented or a social service provider.

School resources are responsive to the changing programmes of educational delivery and at a minimum, should provide a physical environment that is comfortable, safe, secure, accessible, well-illuminated, well-ventilated, and aesthetically pleasing. The school resources consist of not only the physical structure but also the human and financial arrangement (Enaohwo as cited in Obi & Ogbuagu, 2020). In agreement with this view, Asodike and Jaja (2016) classify school resources to include; material or physical resources, human/personnel resources and financial resources.

Material resources are tangible facilities such as school plants and facilities like classrooms, laboratories and laboratory equipment, library facilities, furniture, office/staff quarter buildings, play-ground, modern educational electronic gadgets, security gadgets, teaching aids, computers, projectors, sports and musical equipment and many more, which can be used to accomplish educational goals. The school plant and facilities (materials) management involves the proper arrangement, maintenance and utilization of these material resources for the services of the school and by the objectives of the school.

Also, human elements at work in school are the human or personnel resources. They consist of the students, teachers, administrative staff, non-academic staff, etc. These categories of

human resources in the school are gifted with a range of abilities, talents and attitudes to encourage efficiency and maximize profit (Bratton & Gold, 2022). Their needs and organizational needs should be properly managed to create an equilibrium that will yield maximum output for the organization. In addition, financial resources are the economic inputs available for and consumed on the education system. Examples are school fees, special levies, grants/donations, education taxes, Impress or funds from the government. The major concern of school financial resources management relates to the school budget (Obi & Ogbuagu, 2020).

Hence, it is on this premise that this study intends to investigate the relationship between the management of school resources and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.

Statement of the Problem

School material resources in many public secondary schools today are said to be poorly managed and have been of great concern to stakeholders in education and many well-meaning individuals in society. It has been observed that material resources provided in the school seem not to be properly taken care of; some of the existing ones seem to be in a dilapidated state, while some seem to lack good maintenance or do not function at all to influence the achievement of SDG4 targets. The teachers lack motivation to teach and perform other classroom/school responsibilities, thereby resulting in students' nonchalant attitudes toward learning and poor performance in both internal and external examination, necessitated by a non-captivating learning environment.

This scenario has made it difficult for proper budgeting and allocation of funds to meet the school resources maintenance needs. The dearth of school resources is not always the problem holding public secondary schools back, especially in the attainment of SDG4; in countless situations, it is the nonexistence of a proper management culture. Therefore, the study intends to find out if there is a relationship between the management of school resources and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

1. Find out the relationship between the management of instructional aids and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.
2. Examine the relationship between the management of teachers and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.
3. Investigate the relationship between the management of students and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.

Research Questions

1. What is the relationship between the management of instructional aids and Sustainable Development Goal 4 in public senior secondary schools in Rivers State?
2. What is the relationship between the management of teachers and Sustainable Development Goal 4 in public senior secondary schools in Rivers State?
3. What is the relationship between the management of students and Sustainable Development Goal 4 in public senior secondary schools in Rivers State?

Hypotheses

1. There is no significant relationship between the management of instructional aids and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.
2. There is no significant relationship between the management of teachers and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.
3. There is no significant relationship between the management of students and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.

Literature Review

Management of Instructional Aids and Sustainable Development Goal 4

Instructional aids or materials are school materials resources (books, chalk or whiteboard, picture, specimen, map, globe, etc.) that help the teacher to effortlessly carry out the teaching-learning process. Instructional aids can facilitate the learning process by making it interesting and less time-consuming. The management of instructional aids by teachers enables learners to use their hearing or seeing abilities and actively perform something while learning. Instructional materials are all the tools which are needed by the teacher to provide help and encouragement to students' learning activities (Ema & Ajayi, 2019). In the words of Onyejemezi as cited in Eya and

Ureme (2021), instructional materials are resources or teaching materials, which a teacher utilizes in the course of presenting a lesson to make the content of the lesson understandable to the learners.

To ensure quality instructional delivery for the benefit of both teacher and learner as enshrined in SDG4 targets, secondary education requires the appropriate use of a judicious mix of print, audio, visual, audio-visual and other materials. These materials include; textbooks, journals, magazines, periodicals, wall charts, posters, pictures, maps, globes, filmstrips, slides, projectors, graphs, radio, tape recorders and televisions. (Adebule, 2019; Okam, 2023).

Management of Teachers and Sustainable Development Goal Four

A teacher guides others in gaining knowledge, skills and abilities that are necessary for possible adjustments in society for future development. The teacher facilitates the acquisition of desirable knowledge and skills and inculcates socially acceptable attitudes into the learners for present and future development (Madumere-Obike, et al., 2018). The teacher imparts knowledge to the students and helps them acquire certain skills, attitudes, and creates desirable changes in the behaviour of the students. Good teachers possess unique qualities including a passion for their subjects and the ability to transfer to the learners, sound knowledge, excellent communication and interpersonal skills for the social and economic growth of a nation (Afangideh, 2021).

Management of teaching staff or teachers comprises the effective use of human resources in the educational institution through proper management of people-related activities. Emphasizing the importance of teacher management in increasing the effectiveness of secondary schools, the teacher facilitates personal and professional development for individuals and groups, enabling them to achieve their potential and contribute to the provision of excellence in teaching and research development (Iloabuchi, et al., 2016).

Consequently, Abdullahi (2019) opines that secondary educational institutions should put in place appropriate teacher management strategies to support all staff and encourage their involvement in the development and implementation of secondary school policies and sustainable development goal four. Therefore, Iloabuchi, et al., (2016) and Abdullahi (2019) identify the following as ways of managing teachers as part of human resources in the school for quality education delivery:

a. Motivation

Motivation is associated with teacher productivity. It is a process by which people are equally managed to satisfy their basic drives, perceived needs and personal goals, which trigger

human behaviour and personal development. Motivation may also be seen as the willingness to exert high levels of effort towards organizational goals conditioned by the efforts to satisfy some individual and societal needs.

Teachers' motivation plays an important role in the promotion of teaching and learning excellence. In other words, motivated teachers are more likely to motivate students to learn in the classroom, and ensure the implementation of educational reforms like SDG4 and feelings of satisfaction and fulfillment. While teachers' motivation is fundamental to the teaching and learning process, many teachers are not highly motivated, motivation has proven to be positively associated with teacher productivity and therefore with the quality of education (Broussard & Garrison, 2019).

b. Supervision

Achieving effectiveness is not a simple task, giving subordinates daily instructions, guidance, and discipline, as required to be able to accomplish their duties and responsibilities, are the major problems that a supervisor faces. Classroom supervisory practices should promote teacher effectiveness to achieve the best maximal effects in quality education delivery. As a result, this makes the teacher like the work environment. Good supervisory practices increase the teaching/ learning effectiveness of students as they facilitate teachers to develop competencies according to specified effectiveness behaviour in several classroom activities (Dammas, 2019).

Good supervision will provide the teacher the opportunity to study the effects of the supervisory activities and improve his knowledge and management of the classrooms successfully. Supervision gives reputation and recognition to the teachers and generates a friendly working environment based on warm human relations (Peretomode as cited Nwaogu, 2019).

Management of Students and Sustainable Development Goal Four

Students play a crucial and active role in education. They involve and interact with teachers, other staff and students, participate in classroom discussions, and act in a receptive manner. The importance of student personnel in the school lies in the fact that it enhances the quality of the educational experience for students to take advantage of learning and personal developmental opportunities. Management of students as human resources is one of the essential functions of the school administrator. It is defined as involving all the activities that are rendered to the students for the achievement of educational objectives apart from the normal classroom instructions (Okonkwo & Obineli, 2023).

Management of students as part of human resources in the school is an important area in the administration of secondary schools which seeks to provide orientation for students to facilitate adjustment to school life and aim towards self-knowledge, and self-realization. In an attempt to manage students in the schools, students are provided with individual and group counselling, placement and follow-up services.

Methodology

This study examined the relationship between the availability and utilization of school resources and sustainable Development Goal 4 in public senior secondary schools in Rivers State. The study was guided by three (3) research questions and three (3) null hypotheses. The study adopted a correlation survey research design. The population of the study comprised 7,184 principals and teachers from 291 public senior secondary schools in Rivers State. A sample of 379 respondents was drawn from the entire population using Taro Yamane formula. The instrument for the study was a two set of questionnaire titled: School Resources' Management Scale (SRMS) and Sustainable Development Goal 4 Scale (SDG4S) were structured after the 4-point rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The instruments were validated and reliability coefficients of 0.84, 0.81 and 0.87 were obtained respectively. Research questions 1-3 were answered using Pearson Product Moment Correlation Coefficient formula, while same correlation statistics were used to test hypotheses 1-3. Data obtained were run using Statistical Packages of the Social Sciences (SPSS) version 23.

Results and Discussion

Research Question 1: What is the relationship between the management of instructional aids and Sustainable Development Goal 4 in public senior secondary schools in Rivers State?

Table 1: Pearson Product Moment Correlation Analysis on the Relationship between the Management of Instructional Aids and Sustainable Development Goal 4 in Public Senior Secondary Schools in Rivers State.

Variable	Σ	Σ^2	n	Df	ΣXY	r	Decision
Management of Instructional Aids (X)	10197	2123	368	366	2732	0.88	Very High Relationship
Sustainable Development Goal Four (Y)	10360	3612					

Source: *Researcher's Field Result, 2023*

Data in Table 1 presents information on the relationship between the management of instructional aids and Sustainable Development Goal 4 in Public Secondary Schools in Rivers State. The observed r. value came out as 0.88. From the scale of measurement, 0.88 falls between 0.80 and 1.00 which resulted in a very high relationship. This result shows that there is a very high relationship between the management of instructional aids and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.

Research Question 2: What is the relationship between the management of teachers and Sustainable Development Goal 4 in public senior secondary schools in Rivers State?

Table 2: Pearson Product Moment Correlation Analysis on the Relationship between the Management of Teachers and Sustainable Development Goal 4 in Public Senior Secondary Schools in Rivers State.

Variable	Σ	Σ^2	n	df	ΣXY	r	Decision
Management of Teachers (X)	10201	2436	368	366	2753	0.81	Very High Relationship
Sustainable Development Goal Four (Y)	10360	3756					

Source: *Researcher's Field Result, 2023*

Data in Table 2 presents information on the relationship between the management of teachers and Sustainable Development Goal 4 in Public Senior Secondary Schools in Rivers State. The observed r. value came out as 0.81. From the scale of measurement, 0.81 falls between 0.80 and 1.00 which resulted in a very high relationship. This result shows that there is a very high relationship between the management of teachers and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.

Research Question 3: What is the relationship between the management of students and Sustainable Development Goal 4 in public senior secondary schools in Rivers State?

Table 3: Pearson Product Moment Correlation Analysis on the Relationship between the Management of Students and Sustainable Development Goal 4 in Public Senior Secondary Schools in Rivers State.

Variable	Σ	Σ^2	n	Df	ΣXY	r	Decision
Management of Students (X)	10246	2661	368	366	2867	0.86	Very High Relationship
Sustainable Development Goal Four (Y)	11220	3980					

Source: *Researcher's Field Result, 2023*

Data in Table 3 presents information on the relationship between the management of students and Sustainable Development Goal 4 in Public Secondary Schools in Rivers State. The observed r. value came out as 0.86. From the scale of measurement, 0.86 falls between 0.80 and 1.00 which resulted in a very high relationship. This result shows that there is a very high relationship between the management of students and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.

Hypothesis 1: There is no significant relationship between the management of instructional aids and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.

Table 4: Transformed r-ratio on the Relationship between the Management of Instructional Aids and Sustainable Development Goal 4 in Public Senior Secondary Schools in Rivers State.

Variable	Σ	Σ^2	n	df	ΣXY	r	r-ratio	z-crit.	Decision
Management of Instructional Aids (X)	10197	2123							
			368	366	2732	0.88	35.32	1.96	Sig. Rejected H ₀
Sustainable Development Goal Four (Y)	10360	3612							

Source: *Researcher's Field Result, 2023*

Data on Table 4 reveal that a very high relationship exists between the management of instructional aids and Sustainable Development Goal 4 in public senior secondary schools in Rivers State. To establish the significance of the relationship, the r-ratio was computed and an index of 35.32 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 366, indicating that there is a significant relationship between management of instructional aids and Sustainable Development Goal 4 (calculated $z = 35.32 > \text{critical } z = 1.96$ at $p < 0.05$ and $df = 366$). Therefore, the null hypothesis of no significant relationship between the management of instructional aids and Sustainable Development Goal 4 in public senior secondary schools in Rivers State is rejected in favour of the alternative that, there is a significant relationship

between the management of instructional aids and Sustainable Development Goal Four in public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant relationship between the management of teachers and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.

Table 5: Transformed r-ratio on the Relationship between the Management of Teachers and Sustainable Development Goal 4 in Public Senior Secondary Schools in Rivers State

Variable	Σ	Σ^2	n	df	ΣXY	r	r-ratio	z-crit.	Decision
Management of Teachers (X)	10201	2436							
			368	366	2753	0.81	22.05	1.96	Sig. Rejected H_0
Sustainable Development Goal Four (Y)	10360	3756							

Source: *Researcher's Field Result, 2023*

Data in Table 5 reveal that a high positive relationship exists between the management of teachers and Sustainable Development Goal 4 in public senior secondary schools in Rivers State. To establish the significance of the relationship, the r-ratio was computed and an index of 22.05 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 366, indicating that there is a significant positive relationship between the management of teachers and Sustainable Development Goal 4 (calculated $z = 22.05 > \text{critical } z = 1.96$ at $p < 0.05$ and $df = 366$). Therefore, the null hypothesis of no significant relationship between the management of teachers and Sustainable Development Goal 4 in public senior secondary schools in Rivers State is rejected in favour of the alternative that, there is a significant relationship between the management of teachers and Sustainable Development Goal Four in public senior secondary schools in Rivers State.

Hypothesis 3: There is no significant relationship between the management of students and Sustainable Development Goal 4 in public senior secondary schools in Rivers State.

Table 6: Transformed r-ratio on the Relationship between the Management of Students and Sustainable Development Goal 4 in Public Senior Secondary Schools in Rivers State.

Variable	Σ	Σ^2	n	df	ΣXY	r	r-ratio	z-crit.	Decision
Management of Students (X)	10246	2661	368	366	2867	0.86	33.22	1.96	Sig. Rejected H_0
Sustainable Development Goal Four (Y)	10360	3980							

Source: *Researcher's Field Result, 2023*

Data in Table 6 reveal that a very high relationship exists between the management of students and Sustainable Development Goal 4 in public senior secondary schools in Rivers State. To establish the significance of the relationship, the r-ratio was computed and an index of 33.32 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 366, indicating that there is a significant relationship between the management of students and Sustainable Development Goal 4 (calculated $z = 33.22 > \text{critical } z = 1.96$ at $p < 0.05$ and $df = 366$). Therefore, the null hypothesis of no significant relationship between the management of students and Sustainable Development Goal 4 in public senior secondary schools in Rivers State is rejected in favour of the alternative that, there is a significant relationship between the management of students and Sustainable Development Goal Four in public senior secondary schools in Rivers State.

Discussion

Management of Instructional Aids and Sustainable Development Goal 4 in Public Senior Secondary Schools

The third finding of the study revealed that there is a very high relationship between the management of instructional aids and Sustainable Development Goal 4 in public senior secondary schools in Rivers State. Differently, a corresponding finding from a test of hypothesis shows that there is a significant relationship between the management of instructional aids and Sustainable Development Goal 4 in public senior secondary schools in Rivers State. These findings are in tandem with UNESCO (2019), Adaralegbe (2019), Garba (2021), Okafor (2021) who in their studies found there exists a relationship between the management of instructional aids and Sustainable Development Goal 4 attainment. Garba (2021) further noted that instructional aids help bridge the gap between reality and the abstract. Also, Adaralegbe (2019) pointed out that the management of instructional aids is necessary for the attainment of any Sustainable Development Goal Four objectives. Osunde and Miller (2019) stressed that instructional aids as school material resources must not only be available but properly managed to enhance performance in the acquisition of relevant skills, knowledge and attitude which is pinpointed in SDG4 targets.

However, the findings contradict Ojedele (2019) who pointed out that instructional aids in many public schools in Nigeria have suffered neglect as a result of carelessness, ignorance, lack of commitment and lack of financial resources for its management. This has resulted in a poor and insignificant relationship with quality education delivery. This corroborates the study of Obi (2021) which indicated that poor management of teaching aids is one of the factors responsible for the downward trend in the student's academic performance in Senior School Certificate Examination, (SSCE). His study results revealed that 36.7% of graduate teachers in secondary schools were not trained to manage instructional aids. If there is a low relationship between the management of instructional aids and students' performances in English Language and Mathematics, it is a result of a lack of qualified teachers to manage the instructional aids.

Management of Teachers and Sustainable Development Goal 4 in Public Senior Secondary Schools

The fourth finding of the study showed that there is a very high relationship between the management of teachers and Sustainable Development Goal 4 in public senior secondary schools

in Rivers State. Similarly, a corresponding finding from a test of hypothesis shows that there is a significant relationship between the management of teachers and Sustainable Development Goal 4 in public senior secondary schools in Rivers State. This may explain why teachers are regarded as the most influential people in the lives of the children (facilitators) and society at large. These findings are in line with Iloabuchi, et al (2016), Dammas (2019), Nwankwo (2020), and Afangideh (2021) who in their study found that there is a positive link between the management of teachers and Sustainable Development Goal 4. Dammas (2019) buttressed that quality education which is the hallmark of SDG4 to some extent depends on how well teachers are managed especially in the area of training, supervision and motivation since they are one of the key inputs to education delivery in schools.

In addition, the finding concurred with Madumere-Obike, et al (2018) who opined that the proper management of teachers facilitates the acquisition of desirable knowledge and skills and inculcates societally acceptable attitudes into the learners for present and future development. Given this, Abdullahi (2019) suggested that secondary educational institutions should put in place appropriate teacher management strategies to support their teachers and encourage their involvement in the development and implementation of sustainable development goal four targets. This is because effective management of staff (teachers) is essential to research development, approaches and strategies of teaching and learning as well as meeting the changing needs of institutions and societies which is another hallmark of SDG4.

Management of Students and Sustainable Development Goal 4 in Public Senior Secondary Schools

The fifth finding of the study revealed that there is a very high relationship between the management of students and Sustainable Development Goal 4 in public senior secondary schools in Rivers State. Also, a corresponding finding from a test of hypothesis establishes that there is a significant relationship between the management of students and Sustainable Development Goal 4 in public senior secondary schools in Rivers State. These findings are in tandem with Amalu, et al (2019) and Etebu, et al (2022) who reported in their studies management of students correlates with Sustainable Development Goal 4. Etebu, et al (2022) explained that the management of students is an integrated part of education and so, there is a need to make an effort to ensure that activities and services that are geared towards the development of the students are provided in school to enable quality education which is the focus of SDG4. Amalu, et al (2019) warned that

to sustain a quality education system, both professionals and teacher counsellors should leave no stone unturned in the area of adequate provision of services namely; educational, vocational and personal social services that will help in the proper management of the students.

On the other hand, the findings disagree with Nwuzor (2021) who observed that the physical condition under which students are looked after in schools is very dehumanizing. This has led to a low and insignificant relationship with the achievement of quality education delivery in schools for the attainment of SDG4. Omu (2021) also added that many public schools in Nigeria are in a state of disrepair, buildings and equipment are obsolete. Considering this, Akpan (2019) said that attention must be given to the maintenance of school facilities with periodic inspections. Osagie (2022), observed that the increase in enrolment of students in recent times has led to an increase in the usage of the limited facilities deterring quality and inclusive education as highlighted in SDG4 targets.

Conclusion

Based on the findings of the study, it is concluded that the availability and management of school resources such as instructional aids, teachers and students are exact important variables of Sustainable Development Goal 4 in public senior secondary schools in Rivers State. There is a significant relationship between the management of school resources and Sustainable Development Goal 4.

Recommendations

1. Principals should continue to ensure that, instructional aids are provided or improvised and establish guidelines for proper handling for teachers to guarantee that boys and girls in the secondary school system have access to quality childhood development as advocated in SDG4 targets.
2. The school principals should continue to ensure their active involvement in the supervision and training of teachers, irrespective of their gender, personal relationships and religious affiliations to ensure that, students experience effective learning outcomes in schools as enshrined in the SDG4. quality secondary education in Rivers State
3. The school management should continue to ensure that, the school environment is safe, secure and conducive to learning and should also introduce innovative educational programmes for students, including those with disabilities to have access to technical and vocational training which are other hallmarks of SDG4.

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**COMPENSATORY APPROACHES AND ATTAINMENT OF SUSTAINABLE
DEVELOPMENT GOAL FOUR IN PUBLIC SENIOR SECONDARY SCHOOLS IN
RIVERS STATE**

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ABSTRACT

The study examined the compensatory approaches and attainment of sustainable development goal four in public senior secondary schools in Rivers State. Two research questions and two hypotheses guided the study. The population of the study was 939 of public senior secondary school principals and vice principals in Rivers State. Using proportionate sampling technique, the sample size drawn was 520 principals and vice principals. Data were collected using two self-structured questionnaires titled Compensatory Approaches Questionnaire (CAQ) and Attainment of sustainable development goal four Questionnaire (ASDG4Q). The reliability index was obtained using Cronbach alpha. Data was analysed using simple regression and multiple regression to answer the research questions while the T-Test associated with simple regression and ANOVA associated with multiple regression was used to answer research hypotheses. Some findings of the study were that the Compensatory Approaches showed that free education for all and free transportation had a high positive prediction on attainment of sustainable development goal four with 55.3% and 50.6% respectively. Based on the findings, recommendations made were: The government should introduce free transportation in schools and implement free education for the realization attainment of sustainable development goal four. Conclusively, components of compensatory approach jointly predicted attainment of sustainable development goal four in public senior secondary schools in Rivers State.

Key Words: Compensatory Approaches, Sustainable Development Goal Four

Introduction

Education is an instrument that is used to achieve national development and progress. It is a means of enhancing prosperity, productivity and a refuge in adversity. As William Butler Yates rightly puts it “education is not the filling of a pail but the lighting of a fire”. Education is a powerful weapon that individuals can use to change their reality. It has been measured as an investment in human capital that has always had direct and indirect multiple impact on individuals, families and the society at large. Also seen as a fundamental tool in the development of any society and a reflection of the human intellectual development of that society; education can be expressed as the means through which the societal values, norms and skills are preserved, developed and consciously transmitted. It has been a tool by which a people, using their human ability can preserve its existence and passed on from generation to generation those aspects of their culture and values which they consider worthwhile. Indeed, the priceless legacy any parent can bequeath to their children is quality education. When passed on from generation to generation yet unborn as batons are passed from one person to another in a relay race education will undoubtedly lead to sustainable development and growth in any community.

In Nigeria, there has been intense pressure on educators or teachers to design and develop impactful strategies and approaches to better achieve institutional, student-oriented, individual and globally accepted goals in education (Dorfman et al., 2022). These strategies or approaches, if well implemented, will have an astronomical effect on teachers' attitudes towards high-quality education as well as improved perception, personalities, and learning capacities by the students will be experienced.

The real quintessence of the Sustainable Development Goals (SDG) established by over 190 countries who are member nations of the United Nations at a global summit in September 2015 is to ensure that there is attainable prosperous plan of action for people and the planet (Assembly, 2015). There are seventeen sustainable development goals stipulated to cover various facets that are essential for the growth and development of member nations. The sustainable development goal in education comes under attainment of sustainable development goal four out of the seventeen (17) Sustainable Development Goals (SDGs). Attainment of sustainable development goal four (SDG4) is a well-defined list of items and prerequisites cutting across languages and cultures for the maximization of available resources with the benefits of addressing the present

and the future needs while simultaneously achieving competitive advantage in the educational system of member countries of the United Nations (Feil & Schreiber, 2017). The introduction of attainment of sustainable development goal four (SDG4) in the year 2015 among other things is targeted at revamping the educational system of member countries of the United Nations so as to meet global demands. The key demand of SDG4 (Quality Education) as it relates to secondary education is to have an educational system that will serve the interest of the affluent, middle class and poor citizens of member nations.

Abok (2022) observed that presently the problem of education in Nigeria is not only about poor teaching methods, unqualified teachers and acute shortages of infrastructure and facilities but that a child who is in poverty suffers high incidence of adverse physical, health, developmental delays and emotional behavioural problems than those from more affluent homes which will definitely have an impact on the child's academic outcome and general wellbeing. He admitted that it is on the basis of these circumstances that children are disadvantaged educationally. The consequences of these is being felt by the Nigerian society as advents of kidnapping, unrest, rapes and whatever that is related to evil is a daily reoccurrence.

To curb these evil vices, the Sustainable Development Goal which is quality education must be provided through compensatory approach for the educationally disadvantaged. A compensatory approach is an alternative way of completing an activity and resolving a real or perceived predicament which in this scenario is poor quality of education. A compensatory approach weighs the positive and negative attributes of the considered alternatives and allows for positive attributes to compensate for the negative ones. Compensatory approaches can be environmental modifications or behavioral strategies designed to bypass persistent impairment in attention, memory, executive-function, cognitive skills as a means to achieve desired rehabilitation goals in the educational system. Environmental modifications could include the use of external aids or modifying the setting in which activities take place.

Also, there are Compensatory approaches could be programmes and policies that can be put in place to ensure that Attainment of sustainable development goal four (Quality Education) is achieved in Nigeria. These approaches, strategies and educational methods are necessary to compensate the educationally dispossessed children for the academic experience lost in Public Senior Secondary Schools in Rivers State and Nigeria at large. Hence, the introduction and

accomplishing of compensatory Innovative ways and approaches such as free education for all, free school transportation, free school meals, award of scholarship, provision of adequate school plant facilities, infrastructural laboratories, functional libraries, workshops, qualified teachers, accommodating school environment, promotion of equity, gender equality and many more towards achievement of Attainment of sustainable development goal four is not just pertinent but timely.

These approaches, strategies and educational methods are necessary to compensate the educationally dispossessed children for the academic experience they have lost in Public Senior Secondary Schools in Rivers State and Nigeria at large. Hence, the introduction and accomplishing of compensatory Innovative ways and approaches such as free education for all and free school transportation.

Statement of the Problem

The surest tool that leads to the development of any society is education. This is because of the role it plays in the preparation and inculcating right motives in the citizens to produce right thinking and productive individuals capable of supplying the development needs of the society. Education is the right of every child Millions of children in Nigeria and Rivers State in particular that are admitted and those yet to be admitted mostly in public senior secondary schools continue to experience exclusion and educational dispossession.

Some of the problems responsible for the students deprivations include; insufficient budgetary allocation, inadequate and malfunctioning school plant facilities, inconsistent educational policies, shortage or non- existence of teaching materials and laboratory equipment and insufficient quality teachers or man-power. Therefore inventive and critical thinking that will lead to creating strategies and approaches is a must for secondary school administration. These compensatory approaches and strategies will guide the administrator towards meeting the global demand for quality education thereby making education affordable and accessible to all. Therefore the researcher was burdened with the following questions: are there alternative ways and approaches that can lead to improved quality education? Can the swift attainment of sustainable development goal four be made a reality through the implementation of compensatory approaches? Can more than one compensatory approaches be utilized, implemented and replicated at the same time for effective results towards the attainment of sustainable development goal four in public senior secondary schools in Rivers State?

Aim and Objectives of the Study

The aim of the study examined compensatory approaches and attainment of sustainable development goal four (SDG4) in Public Senior Secondary Schools in Rivers State. The objectives sought to:

1. find out the extent to which free education for all predicts attainment of sustainable development goal four in Public Senior Secondary School in Rivers State.
2. ascertain the extent to which free transportation predicts Attainment of sustainable development goal four in Public Senior Secondary School in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does free education for all predict Attainment of sustainable development goal four in Public Senior Secondary School in Rivers State?
2. To what degree does free transportation predict Attainment of sustainable development goal four in Public Senior Secondary School in Rivers State?

Hypotheses

The following hypotheses tested at 0.05 level of significance guided the study.

1. Free education for all does not significantly predict Attainment of sustainable development goal four in Public Senior Secondary School in Rivers State.
2. Free transportation does not significantly predict Attainment of sustainable development goal four in Public Senior Secondary School in Rivers State.

Methodology

This study adopted the Correlational research design. In this study the dependent variable is Attainment of sustainable development goal four (SDG4) and independent variables are free education and free transportation. The population of the study comprised of the 939 principals and vice principals in 313 public secondary schools in Rivers State. The sample of this study comprised 520 Principals and vice principals in the public senior secondary schools in Rivers State. Proportionate sampling technique was used for the study. The research instrument utilized for data collection in this study was two sets of self-structured questionnaires; Compensatory Approach Questionnaire (CAQ) and Attainment of sustainable development goal four Questionnaire (ASDG4Q) with 90 items in all.

The questionnaire items was arranged in the modified 4 point Likert rating scale which are Very High Extent (VHE)= 4, High Extent (HE)=3, Low Extent (LE)=2 and Very Low Extent (VLE)= 1. 520 copies of questionnaire were administered to the respondents. Respondents were given some time to respond to the statements and were collected on the spot. Out of 520 copies administered, 509 copies were properly filled and retrieved representing 98% success. Simple regression was used to answer the research questions 1-7 while multiple regression was used to answer research question eight. On the other hand, t–test associate with simple regression was used to test hypotheses 1-7 while ANOVA associated with multiple regression was used to test hypotheses eight at 0.05 level of significance using SPSS.

Results and Discussion

Data Analysis and Empirical Results.

Research Question 1: To what extent does free education for all predict attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State?

Table 1: Simple regression analysis on the extent free education for all predicts attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Model	R	R Square	Adjusted R Square	Decision
1	.744	.553	.421	High Extent

Table 1 showed that the R was .744 while R square and adjusted R square were .553 and .421 respectively. The coefficient determinism was calculated to be 55.3% (.553 x 100). This means that to a high extent free education for all predicted attainment of sustainable development goal four with 55.3%. By implication, free education for all has a high positive prediction on attainment of sustainable development goal four. This implies that improving free education for all will lead to attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Research Question 2: To what extent does free transportation predict attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State?

Table 2: Simple regression analysis on the extent free transportation Predict attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Model	R	R Square	Adjusted R Square	Decision
1	.712	.506	.393	High Extent

Table 2 revealed that the R was .712 while R square and adjusted R square were .506 and .393 respectively. The coefficient determination was calculated to be 50.6% (.506 x 100). This means that to a high extent free transportation predicted attainment of sustainable development goal four with 50.6%. By implication, free transportation has a high positive prediction on attainment of sustainable development goal four. This implies that provision of free transportation will lead to the achievement of attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Test of Hypotheses

Hypothesis 1: Free education for all does not significantly predict attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Table 3: t-test associated with simple regression on prediction of free education for all on attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Model		Unstandardized Coefficients		Standardized Coefficient	Alpha Level	t	Probability value	Remark
		B	Std. Error	Beta				
1	Free education for all	4.008	3.121		0.05	1.411	.162	hypothesis is Rejected
2	Attainment of sustainable development goal four	.863	.061	.744		13.731	.000	

Table 3 revealed that the probability value of .000 ($p < 0.05$) is less than the alpha level of 0.05. Therefore the hypothesis is rejected. This implied that free education for all significantly predicted attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Hypothesis 2: Free transportation does not significantly predict attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Table 4: t-test associated with simple regression on prediction of free transportation on attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Model	Unstandardized Coefficients		Standardized Coefficient s	t	Probability value	Remark
	B	Std. Error				
1	2.412	2.164	0.05	.879	.326	hypothesis is Rejected
2	.863	.061	.712	13.731	.000	

Table 4 revealed that the probability value of .000 ($p < 0.05$) is less than the alpha level of 0.05. Therefore the hypothesis is rejected. This implied that free transportation significantly predicted attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Discussion of Findings

The discussion of findings were done under the following headings

Free Education for all and Attainment of sustainable development goal four

Table 1 showed that free education for all has a high positive prediction on attainment of sustainable development goal four with 55.3%. The finding is in agreement with Fawehinmi (2020) that quality of education given to people determines the standard of growth achieved. This anchors the federal government's statement that education has been adopted as an instrument par excellence for effective national development (Federal Republic of Nigeria, 2014). In Nigeria, education is reduced to the concept of mass literacy and mass coping or even mass certification. Meanwhile, a lot of policies and programmes are introduced into the Nigerian education system, sometimes in the name of "free and compulsory education". Observations have shown that, some of such programmes have turned out to generate more problems than they seem to solve.

Osokoya (2005) the result therefore, is that quality or standard education has been replaced by mass literacy or mass certification, leading to the annual turn-over of unemployed graduates as against the production of human assets, required for societal growth and development. Therefore, it is necessary to discuss the implication of the concept of free education, the level of its reality and its effect on the quality of education in Nigeria.

For Attainment of sustainable development goal four (SDG4) which is Quality Education to be achieved, free education must entail the removal of every constraint to sound and quality education. The government must ensure the establishment of various kinds of schools and expansion of school curriculum to help each child develop according to his or her ability, age, interest, and so on. It means that, the establishment and provision of library facilities, technical and vocational equipment, recruitment and retention of qualified and adequate manpower are made available without any cost. Also, the provision of tuition free; free books, free accommodation, free transportation, free uniform, and other personal uses of the learner are made available with no charges or cost.

Therefore, free education simply means, the removal of every socio-cultural impediment to the child's education at no cost. The sum total of all these, makes education free. The partial implementation of the above can never qualify the system as free, because the absence of any one of the above constitutes constraint to the child's access to quality education. It will be noted that free education does not mean reduction of quality at the expense of quantity. It does not also imply the removal of some constraints, but the removal of all constraints to the child's access to both quality and quantity education. Therefore, hypothesis one showed that free education for all

significantly predicted attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Free Transportation and Attainment of sustainable development goal four

Table 2 showed that free transportation has a high positive prediction on attainment of sustainable development goal four with 50.6%. The finding is in agreement with Ajasa and Azeez (2021) who stated that the issue of transportation is more than just a matter of physical mobility. It is intertwined with social, economic, and environmental dimensions, all of which are vital components of sustainable development. As the world's population continues to grow and urbanization accelerates, the demand for accessible, affordable, and eco-friendly transportation becomes more pressing. This is not only a matter of convenience but a fundamental issue of social justice and equity.

Many individuals, especially those in economically disadvantaged regions, are denied their right to education due to transportation barriers. For them, free transportation can be a game-changer, opening doors to educational opportunities that might otherwise remain closed. Boeren, (2021) averred that Transportation is a critical factor in ensuring equal educational opportunities for all. In many regions, students face significant challenges in accessing education due to long distances, lack of infrastructure, and limited financial resources. As a result, students may be forced to walk long distances or may be unable to attend school altogether. Free transportation initiatives aim to address these barriers by providing students with a reliable and affordable means of reaching educational institutions. The benefits of free transportation are its potential to enhance access and attendance rates. By removing financial barriers, students from low-income families can overcome transportation challenges and attend school regularly.

This, in turn, can lead to improved educational outcomes and increased opportunities for upward social mobility. Research has shown that free transportation programmes can increase attendance rates, reduce dropout rates, and improve academic performance in disadvantaged communities. Free transportation initiatives also contribute to addressing socioeconomic inequalities in education. Students from low-income families often face additional challenges in accessing quality education, perpetuating a cycle of poverty. By providing free transportation, these initiatives help level the playing field, ensuring that all students have equal opportunities to succeed academically. Another significant advantage of free transportation aligning with SDG4 is its potential to promote environmental sustainability. By providing a centralized transportation

system, these initiatives can reduce the number of private vehicles on the road, leading to decreased carbon emissions and improved air quality. Additionally, promoting the use of public transportation can instil sustainable travel habits in students from an early age, fostering a culture of environmental responsibility.

Smith et al. (2021) emphasize the pivotal role of transportation in reducing educational inequalities, highlighting that disadvantaged students who lack adequate transportation options face significant barriers to attending school regularly. Moreover, Green & Johnson (2022) reveals that access to free transportation is directly correlated with increased school attendance and improved academic performance in underserved communities. Therefore, hypothesis two showed that free transportation significantly predicted attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Conclusion

Based on the research findings, compensatory approaches such as free education for all, free transportation lead to the attainment of sustainable development goal four by 55.3 and 50.6% respectively. The hypotheses have revealed that all the variables significantly predicted attainment of sustainable development goal four in Public Senior Secondary Schools in Rivers State.

Recommendations

Based on the findings, the following recommendations are proffered:

1. The school managers should improve in their free education for all for the realization of attainment of sustainable development goal four.
2. The government should introduce free transportation in schools for the realization of attainment of sustainable development goal

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**DISTANCE STUDENTS' UTILIZATION OF EDUCATIONAL APPS FOR
LEARNING AT NATIONAL OPEN UNIVERSITY OF NIGERIA.**

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Abstract

The 21st century system of operation came with technological innovations and advancements. 21st century new technological innovations and advancement is aimed at achieving students' growth, effectiveness and proficiency. . This study focused on Distance Students' utilization of Educational Apps for Learning at National Open University of Nigeria. The study adopted a descriptive survey design which is mainly an investigative study. The study has an aim and was guided by one specific objective. This study focused on three hundred level distance students of National Open University of Nigeria based on they are in their penultimate class and level with no stress of the daily academic routines and lectures of the university since they just returned from teaching practice with the vast knowledge, experience and exposure they have gotten, hence they were best suited for this article. The Faculty of Education was the host faculty having many departments. The study focused on National Open University of Nigeria in three geo- political zones of Nigeria having Enugu for South East, Ekiti for South West and Rivers State for South South all in Nigeria. To utilize means to use. The above postulations depicted great influence to study environments, information and its channels have on the students' performances in every course of study in the academic domains. Therefore, great care needs to be exercised in the events of teaching and learning activities to ensure that students' utilization of these educational app is enshrined and captivated in order to actualize the ideal course and learning process. Hence students use of these educational apps and is benefits, advantages and disadvantages are discussed by the researcher

Keywords: Educational Apps, NOUN, Learning, Utilization, Distance Students

INTRODUCTION

The National Open University of Nigeria (NOUN) was initially established July 22, 1983 as a Spring board for open and distance learning in Nigeria. It was suspended by the government on 25th April 1984. However, its resuscitation and full commencement of study and academic

activities began on 12th April 2001. This was made possible by the former president of Nigeria Chief Olusegun Obasanjo. The University is nationally acclaimed and situated in virtually every state in Nigeria as study centers. The institution population as at its commencement and enrollment of students stood at 32,400. Nationwide National Open University of Nigeria have a total of 515,000 Students all over the country divided in different study centers with its headquarters in jabi Abuja.

Their motto ‘‘LEARN AT ANY PLACE AT YOUR PACE’’. Graduates of NOUN also go for the compulsory yearly national youth service corps if mobilized by their different study centers. Three National Open University of Nigeria study centers from three geo political zones of Nigeria comprising of south east, south west and south south was used for this study (Rivers, Ekiti and Enugu). The National Open University of Nigeria Rivers State is located at Nigeria Television Authority (NTA) Mgbuoba Road along Ozuoba axis in the heart of Port Harcourt city while that of Ekiti is located Beside Ekiti State Government College, Along Federal Polytechnic Road, Ado Ekiti, Ekiti State, also Enugu study center is located at 87/89 Nike-Lake Road Trans ekulu, Enugu, Enugu State. The building is a modern day building painted green having both Staff, students, classrooms, office outlets and ICT rooms.

The National Open University of Nigeria operates fully as an Open Distance Learning (ODL) institution where one can read and source documents online, through the internet and study from home or anywhere in the world without facial contact or interactions with lecturers or instructors. Lecturers and students interact rapidly in this aspect because in National Open University of Nigeria, students literary do not have physical access to reach out to their lecturers, but with mobile gadgets and online applications, they can communicate with them and get active instructions from them on how best to read, get ideas, derive views and fully actualize their academic dreams and aspiration, all these are possible because of the 21st century mobile technologies, tools and gadgets. Some students in developed nations use Edmodo, YouTube, Wikis, Google docs and Google classroom which act as a reliable means of communication; classes are fixed on groups, ideas are shared, knowledge is passed and above all, relative study of aimed views are stated out in such groups where every active member in the groups sees all the activities of the group without really going to classes or seeing either the teachers or lecturers face to face, but in all, knowledge is acquired.

AIM AND OBJECTIVE OF THE STUDY

The aim of this study is to assess DISTANCE STUDENTS' UTILIZATION OF EDUCATIONAL APPS FOR LEARNING AT NATIONAL OPEN UNIVERSITY OF NIGERIA.

The objective of this study:

1. assess the extent of usage of educational apps for learning by distance students of National Open University of Nigeria.

CONCEPT OF UTILIZATION (USAGE)

Utilization which can be defined as the action of making practical and effective use of something. Utilization rate is the measure of available time used for billable work expressed as a percentage. Utilization rate can be determined by dividing a team members' total number of billed hours by the total hours they have available. Utilization rate simply measures available time used for billable work. Utilization breeds interest.

Utilization is the action of using something, i.e., making practical and effective use of on practice. Put simply; the term refers to the use of something or the process of using same thing effectively. In business, utilization may also refer to the percentage of available time that a machine, device, or employee is actively is working. We can also use the term for a fraction of the available time that a system is operating. Rather than available time, we can also use the term when looking at available resources. In other words, out of all the machines of one kind that there are, the percentage that are currently in use. Utilization simply means usage, to make use of something for a purpose. The amount of something available, produced, etc. compared with the total amount that exists or that could be produced.”

CONCEPT OF 21ST CENTURY TECHNOLOGY

Technology increases and improves students' interest in learning. Every learner learns faster with the use of these listed mobile technological tools and gadgets. Learning is an everyday activity; those tools help in giving broader views and vast definitions of everything on the surface of the earth. These tools are referred to as mobile technologies because they are

moveable and portable, they can be easily carried to any destination. They aid and support the brain work of man's initiative. Use of these technological tools to teach, example **YOUTUBE** makes teaching and learning interesting and gives a clearer view for teachers to impact positively with aided visual examples and broader meanings. Mobile technologies have indeed made work easier for students and teachers. Research works are now simple because in view of the findings, the internet gives one more than 100 views differently, but all leading and directing to same thing. Indeed, the use of mobile technologies and tools is an awesome experience and makes teaching and learning more interesting.

The fastest of all internet search engines "**Google**" is indeed of great use and importance for verification, research findings, observations, et cetera. YouTube was created out from google. It is a well-developed search engine just like chrome, Mozilla Firefox, opera mini, UC browser, chrome canary, Askme.com, Baidu, Yahoo, Bing, AOL, etc. All these sites aid search and finding with the help of technological devices.

However, majority of National Open University of Nigeria students are seen as people who either are old, advanced, people with busy work schedules, working and schooling students and above all some with disabilities who could not pass through the normal everyday stress of the conventional university and the hectic environment. In Open University, students definitely need to research and study every time to actualize one's views, vision, dreams and aspiration. Inability of NOUN students to often see a teacher before them in the classroom leads them to collaborative work and unity in studying amongst students. National Open University of Nigeria as a fully known ODL or ODeL (Open Distance Electronic Learning) institution that operates digitally not in an analogue way.

YouTube provides many services including upload, downloading, watching and sharing video. YouTube allows exchange of views and proposals about videos, also allocating channels for transfer of lectures and conferences; and channels for courses which displays a series of videos to explain the skills and educational experiences. Due to dense use of YouTube in educational purposes, Google launched the service "YouTube for school" which includes video clips of educational materials and courses (Mohammed, et al, 2016).

EVOLUTION OF ODL SYSTEM (distance students)

Once upon a time, Africa has been involved in ODL before the coming of the (Colonial era) white. The different sounds of the drum signify a particular message. When a knife is sent to a man without the head, it tells that the wife is dead. Burden of knowledge gradually shift from the teacher. As technology improves, it then moved to distance education whereby no more face to face interaction, teacher may not be fully involved at all, wider coverage of subject areas and duration for learning are no longer fixed and the burden of knowledge has fully shifted to the student (Williams, 2009).

The Nigerian model of open and distance learning, emphasizes interactive texts (strengthened with other resources such as CD—ROMs, DVDs, USB sticks, e-books etc in teaching and learning. It is a model that relies neither solely on face-to-face interventions nor on entirely online interactions. This model was adopted due to the current physical state, academic and infrastructural facilities in Nigeria.

Evolution of the ODL System: Social Convergence Approach

- i. Aristocratic, feudalistic and dependents
- ii. Fascism, autocratic forms of governance
- iii. Structures
- iv. Admission process was subjective and selective
- v. Restrictive courses
- vi. Explosion in ICT generation and deployment

Models of Distance Education

A model can be drawn from the evolution of ODL

1. Traditional model
2. Correspondence model
3. Study Centre model
4. Educational broadcasting model
5. Non-contact model
6. Study yourself alone model
7. Vacation contact model, popularly called Sandwich programme
8. E-learning model

INNOVATION IN EDUCATION

Innovation in education means doing what's best for all students. Teachers, lessons, and curriculum have to be flexible. We have to get our students to think and ask questions. We need to pique their curiosity, and find ways to keep them interested. Innovation means change, so we have to learn that our students need more than the skills needed to pass the state assessments given every spring. We have to give them tools that will make them productive in their future careers." Kimberly Shley - Innovation, to me, means finding any way you can to reach all of your students. This means being willing and flexible to adjust what you teach and how you teach. We have to keep our students engaged and excited to learn. We have to create a safe place for them to make mistakes, take risks, and ask questions. Innovation in education is always seeking knowledge that will support new and unique ideas in instructional techniques that will reach the students in more effective and exciting ways. Whitney (2018) defined Innovation in education as stepping outside of the box, challenging our methods and strategies in order to support the success of all students as well as ourselves. This transformation may be small or a complete overhaul, but it is done with purpose and support of the whole student.

CONCEPT OF GOOGLE

Google was officially launched in 1998 by Larry page and sergey brin to market google search, which has become the most used web-based search engine. Larry Page and Sergey Brin, students at Stanford University in California, developed a search algorithm at first known as "Backrub" in 1996, with the help of Scott Hassan and Alan Steremberg. The search engine soon proved successful and the expanding company moved several times, finally settling at Mountain View in 2003. This marked a phase of rapid growth, with the company making its initial public offering in 2004 and quickly becoming one of the world's largest media companies. The company launched google news in 2002, Gmail in 2004, Google Maps in 2005, Google Chrome in 2008, and the social network known as Google+ in 2011 (which was shut down in April 2019), in addition to other many products. In 2015, Google became the main subsidiary of the holding company Alphabet Inc. The search engine went through many updates in attempts to eradicate search engine Optimization.

CONCEPT OF YOUTUBE

The advent of new web technology with high-speed broadband and mobile application has made video streaming via Internet more accessible to the general population. A social website like YouTube provides users the opportunity for endless creativity and innovative learning due to its freedom of creation and storytelling functionality, as well as to a vast database of videos and other resources. The fast-paced evolution of technology continually creates tools and applications for researchers in online education while traditional web-based learning lacks the intense fact-to-face attribute of learning, "YouTube, the product of Web 2.0 technology, provides both learner and instructor a bridge to engage through video and text (Bloom and Johnson, 2010).

The integration of social media in teaching and learning has evolved greatly in the past decade. Online learning has already become a popular trend hence, YouTube, a social media website that was created for homemade videos, has become the single largest video database in a short amount of time. Stanford and other universities all around the world have been developing websites based on new technology to provide education to anybody who has internet access. Additionally, web 2.0, a technology that allows massive online user engagements, opens a gate to fill the gap between technology and learning experiences. One aspect of the benefits of video use in teaching and learning is the area of facilitating thinking and problem solving. In the connection between visual clues, the memory process, and the recall of new knowledge, made by University of Queensland (2017), University of Queensland (2017), observed. that "the creative challenge of using moving images and sound to communicate a topic is indeed engaging and insightful, adding that it also enables students to acquire a range of transferable skills" in addition to filmmaking itself. These include research skills, collaborative working, problem solving, technology and organizational skills. observation indicates that moving images and sound as characterized by video, do create impression and stimulate students' understanding of the topic taught, thereby bringing about good performance in academics.

CONCEPT OF LECTURE METHOD

The lecture method of teaching involves the oral presentation of facts/concepts by a teacher/instructor before audience/students? It is also called the "talk-chalk" teaching method. It is the most common method of teaching as it gives the teacher the opportunity to teach a large class at once. This method of teaching is teacher-centered because the teacher controls the entire classroom activities, giving the students all the information needed. This makes the students

passive and encourages rote memorization of facts. In most cases, this method of teaching goes alongside with some visual illustrations on a board by the teacher or some images, charts, video clips, etc. all these serve as instructional materials to facilitate understanding and retention. From the ongoing, it may be deduced that lecture method may not be a good way of teaching, but this method also has its strength.

Advantages of Lecture Teaching Method

1. In this teaching method, a large number of topics can be covered in a single class period.
2. Using this method exclude the using of any equipment or laboratory.
3. Learning material is not required.
4. Students' listening skills are developed.

CONCEPT OF E-LEARNING AND THE INTERNET

Vikoo and Anikpo (2016) defined Internet as combination of hardware and software, signed to enable information to be passed and shared between two or more autonomous computers. A computer is said to have Internet network when it is configured (software) to share information with two or more computers irrespective of the geographical location with the use of and other hardware. The internet is a telecommunications network that uses telephone lines, cables, satellites and wireless connections to connect computers and other devices to the World Wide Web. All modern computers can connect to the internet, as can many mobile phones and some televisions, video game consoles and other devices. The global network of computer networks is what is been referred as Internet. When computers are connected with Internet facility, information can be passed across as many computers that are connected with similar facilities network and concept of their inter-connecting groups of computer systems for sharing information (Vikoo & Anikpo 2016).

(Vikoo & Anikpo 2016) defined it as a global network of computers and network. The internet system is the boards or center of all computer-mediated communication. It includes of numerous of unified computers networks whose coverage is wide-reaching also which make available a massive and unbelievable group of simply available information.

The Internet is a group of computers which are interconnected to share information. Mini users normally connect to internet using smart phone modem, cable modem. Or DSL. An Internet Service Provider (ISP) links the home user to other computers. Files that are moved over the internet are called Web pages. Computers that store these Web pages are called Web servers or a Web server to function efficiently, internet connectivity is required.

Internet Usage/Usefulness in the Classroom

1. Ferdi, (2018) itemized ten main reasons why teachers use the Internet: The use of Internet in learning gives the students more opportunity to associate with other learners across the globe. Share and learn from different point of view.
2. When students are given a project-base work, they process it to accomplishing the task through internet research, by so doing students learn on their own
3. Using Internet to teach helps teacher to manage time, by learning materials that can be shared via email and other form of interactive tools.
4. Teaching and learning through the cloud-base tool motivate students to learn at their pace through individualize learning.
5. Some learning materials can be sourced from different open access at low or no cost
6. To expand opportunities for “tele-mentoring”
7. To help teachers communicate and share experience and ideas with other teachers
8. To help bring the school and the community closer together.
9. To help teachers spread good news about what is happening in their classrooms.
10. Teachers’ profession is being invigorated when they blend the method of teaching through the use of internet.

E-learning involves the use of information and communication technologies in education. It plies the application of numerous types of media that deliver text, audio, video, pictures and animation. E-learning is highly suitable for Open and Distance Learning Institutions due to its flexibility (the learners decide when, where and how to learn). E-learning integration has brought about a new paradigm shift in education. The application of the various media increases attention, concentration and motivation of the students. It also allows remote teaching and learning as well as collaboration among learners and instructors. In the fast-paced world of e-learning the available

technologies to make a course new and exciting are always changing, and course content can and should be updated quickly to give students the very latest information.

Disadvantages of E-Learning

- i. Lack of availability of proper infrastructure facilities
- ii. Lack of awareness of upcoming technologies towards c-learning based adult education
- iii. Security risk in adopting c-learning
- iv. There is an urgent need to upgrade the infrastructure facilities. Many educational institutions lack proper infrastructure facilities for the adoption of c-learning based adult education.

Google and YouTube Application in the Classroom

Kristen (2015) noted that, "YouTube is one of the most popular websites on the planet and a vast resource for educational content", adding that, "the site is home to over 10 million videos tagged as educational, many of them are submitted by our fellow teachers". The postulation of Kristen (2015) indicates that YouTube is a reliable social media that can contribute maximally to the education of learners, as well as their respective positive end performance.

However, ways of using YouTube in the classroom has been identified by Kristen (2015) viz:

- a. **Bring** in videos that show students a more fun side of lesson: This point shows that, many lessons can be enhanced with the right video. Something visual and entertaining that speaks to the subject one is teaching breaks up the monotony of a lecture, brings some fun into the lesson, and keeps your students more engaged and interested in the subject or course.
- b. **Create** YouTube playlists as student assignments or as recommended extra resources: Since it is obvious that "some people learn better by watching than reading, therefore providing video alternatives to the reading homework one assigns could pay off for some students. You can create playlists, either to supplement the other work you assign or as an alternative, and simply send the link to the students for viewing. A playlist puts it all into an easy, well-organized format for consumption" (Kristen, 2015).
- c. **Record** class lessons or lecture and save them for future viewing: Kristen (2015), still holds that, "YouTube can become a repository for saving and sharing any lectures you recorded". She maintained that, "our guide on flipped classroom discusses some of the best technologies to use for recording a class, if you need help with that part" (Kristen, 2015). "Once the video is created, YouTube makes it easy to send the link to any student that

missed class, or keep track of the different videos you have in case you want to review them before giving the same lesson next year".

- d. **Take** it to the next level: Kristen (2015), still submitted that, "if one wants to do a little more with the video assignments you give, you can use Edpuzzle to:
1. Crop the videos so you are only showing the most important parts.
 2. Add your own audio voice over commentary to them
 3. Include quizzes to assess student understanding of the video.

Therefore, this gives the teacher more control over what his students view and what they get out of it, and allows the teacher to keep track of who has viewed the assigned videos and how well they understand the concepts covered.

"Ed puzzle is a site that allows users to select a video and customize it by editing, cropping, recording audio, and adding questions to make an engaging presentation or lesson" (David, 2014). However, Azeez (2019) in his work noted that social media has revolutionize our world and has enabled humans to create content, share them and bookmarked there., etc._

Learning Educational technology with YouTube and Google as an Educational Apps

(The way forward)

The Educational benefit of Google Apps is equipped with all necessary tools for communication, collaboration, documentation, storage, sharing, learning and high security. Google Apps for Education includes Gmail, Calendar, Contacts, Drive (Docs, Sheets, Slides, Forms, Drawing), Sites, Groups and many more.

The utilization of YouTube videos in the classroom may be beneficial for instructors and entertaining students. Students are more interested in exciting activities and they're more likely to pay attention when they watch videos instead of having read walls of text in books and notes. Both educational apps aid and support educational technology learning and teaching for easy understanding and comprehension.

10 Benefits of YouTube and Google as an educational apps for learning

1. Reduces the Expenses of Online Education
2. YouTube and Google serve as a Wealth of Educational Resources Available to Users

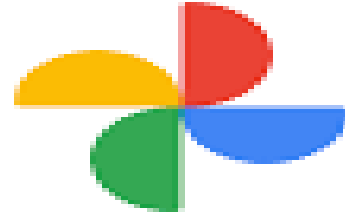
3. Microlearning and mobile technology
4. Providing Assistance with the Admissions Process as well as Other Procedures
5. To get access to free and high-quality lecture material
6. To improve communication, participation. Critical thinking. Creativity and collaboration
7. To make your material helpful with transcription
8. To reinforce the material
9. To encourage participation from all forms of students
10. To display laboratories and experiments

The 4c s' of Learning

The 4c s' of Learning are;

1. Communication: There must be constant communication.
2. Collaboration: There must be full participation and collaboration.
3. Critical thinking: The intelligent quotient opens the critical thinking abilities.
4. Creativity: creativity sets in to improve comprehension, understanding and learning.

However, below are google and YouTube logo, students of NOUN, collaborating students using google and YouTube to learn and NOUN building.



You **Tube**



**BENEFITS/ADVANTAGES ON THE USE OF EDUCATIONAL APPS
(YOUTUBE AND GOOGLE) FOR LEARNING**

1. Availability
2. Cost effectiveness
3. Systematic learning
4. Gamification
5. Interactive learning
6. Sustainability
7. Communication
8. Engagement
9. Personalized learning
10. Enhances classroom performance
11. Better collaboration among students
12. Making learning fun

**DISADVANTAGES ON THE USE OF EDUCATIONAL APPS (YOUTUBE
AND GOOGLE) FOR LEARNING**

1. Distraction
2. Decreased social interaction
3. Students need less screen time
4. Accessibility
5. Hardware issues
6. Motivation
7. Possibility of cheating
8. Technical issues
9. No feedbacks
10. Poor technology

CONCLUSION

As noted earlier, the emergence of digital tools with the view to enhancing effective teaching and learning has come to stay and is part of the global migration in educational inventions. This educational enhancement tool involves applications like Google classroom, YouTube study etc. one of the challenges in education probably is or in the short time will not be good applications for learning by will be the ability to effectively utilize these applications especially by students to learn effectively.

RECOMMENDATIONS

1. Since it was found that there is no significant usage of educational apps for learning by students of National Open University of Nigeria, it is recommended that students should be given more orientations by educational technology experts on the availability and need to adopt these applications in the learning process.
2. Since female students use educational applications, more compared to males, it is recommended that more orientations should be given to boys on the need to use these applications. It is also important to monitor the activities of male students to ensure that they are mandated to learn using these applications. These could be achieved through giving compulsory assignments or test using some of these applications as this will force them to use the applications to solves do their task.
3. Since there are differences on the usage of educational apps for learning by students based on State, it is recommended that stakeholders in the states who are backward in the use of these applications should do more to improve their awareness and demands for students to utilize educational applications in the course of learning.

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DISTANCE STUDENTS' INTEREST ON THE USE OF EDUCATIONAL APPS FOR LEARNING AT NATIONAL OPEN UNIVERSITY OF NIGERIA: A GENERAL SUMMARY.

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Abstract

The study focused on Distance Students' Interest on the use of Educational Apps for Learning at National Open University of Nigeria. The study adopted a descriptive survey design which is mainly an investigative study. The study has an aim and was guided by one specific objective. This study focused on three hundred level distance students of National Open University of Nigeria with no stress of daily academic routines and lectures of the university since they just returned from teaching practice with the vast knowledge, experience and exposure they have gotten.. The Faculty of Education was the host faculty having many departments. The study focused on National Open University of Nigeria in three geo- political zones of Nigeria having Enugu State for South East, Ekiti State for South West and Rivers State for South-South all in Nigeria.

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JUSTIFICATION OF THE STUDY

The decaying educational system and *jakpa* syndrome has become a big issue to worry about in Nigeria. it worries me to wonder why students are more interested in money than their academics. Yahoo yahoo seems to pay them faster or is it education

Maybe, teaching personnel or the approaches adopted during lesson delivery may be an impediment to student learning faster, understanding accurately and attaining the desired knowledge expected of them.

Could it be a problem of low horizons and exposures on their intelligent quotient, emotional quotient, social quotient and adversity quotient.

Perhaps, lack of alignment between technology, curriculum and instruction, lack of funds to feed or maintain the struggle of academic life, maybe limited perceived effectiveness of technology, pile of changing trends, perhaps viable exposures on the use of 21st century technological tools and gadgets or laxity among students, maybe low self-esteem amongst students, low communication and interaction or maybe low communication and interaction among students.

Could it be the fall back to adopting conventional expository lecture method which most times may be dull or mainly teacher centered which makes students passive in learning.

Could it be laziness on the part of students to read and learn, could it be poor teaching methods or unqualified 21st century teachers, maybe not involving gamification into teaching and learning since students love more of what they can see and touch. Maybe low communication, collaboration and creativity on the part of students and teachers.

Against this backdrop, hence this research and article on distance students' interest on the use of educational apps for learning at national open university of Nigeri

Aim and Objective of the study

The aim of this study is to assess DISTANCE STUDENTS' INTEREST ON THE USE OF EDUCATIONAL APPS FOR LEARNING AT NATIONAL OPEN UNIVERSITY OF NIGERIA.

The objective of this study:

1. To verify the extent of interest of distance students on the use of educational apps for learning at National Open University of Nigeria.

Concept of Students' Interest

In explaining what interest connotes, one looks somewhat at the intrinsic and extrinsic variables or factors that can spur the students' interest and attention in a teaching and learning situation. That

is, these factors are seen as what determine it. In this regard, the views of experts in the explanation of self-determination of interest will aid a great deal in our direction of inquiries or study. However, Lewin (1936) in Krapp (2002) asserted that, "the individual, as a potential source of action, and an aspect of the environment, as the object of action, constitute a dynamic unit." Lewin maintained that; interest is considered as a relational concept. An interest represents a specific connection between a person and an object in his or her life-space" (Krapp, 2002). Krapp further states that, toward some of these objects, a person will develop a close relationship that under certain conditions, could become an individual interest (Krapp, 2002). "An object of interest can refer to concrete things" Krapp (2002).

Interest goes with the mind, thought, reasoning and brain. The above postulations depicted the great influence our study environments, information and its channel have on the students' performances in every course of study in the academic domains. Therefore, great care needs to be exercised in the events of teaching and learning activities to ensure that students' interests are captivated in order to actualize the ideal course or subject-matter objectives. Because it is believed that when the objectives of any course of study is achieved, the situation will intrinsically restructure the mind sets of the scholars and cause them to act or behave in line with the new imbibed information or concepts. As highlighted earlier, there are diverse factors or phenomena of interest to be considered in the explanation or analysis of students' interests in the academic realm. And some of these factors are guided by the views of experts covering the objects of interest and the characteristics of the interest concept. "The object of an interest-related action is a: fact that exists outside the person, the person's conception of the object is decisive for the action" (Krapp, - 2002). To Krapp, the object of interest can be viewed as an external factor that can arouse and captivate the interests of the students, and that obviously depends on the attractive and educative nature of the object.

1. **Cognition Aspect:** The cognitive factor is viewed as a prime mover in the academic life of a student. Prenzel (1988) in Krapp (2002) had a deeper look at the cognitive aspect of students with respect to interest, and submitted that, "an action of interest is based on comparatively differentiated (complex) cognitive schemata concerning the object of interest and that it simultaneously increases cognitive complexity-. It is indeed of good position to accept that students' interests are cognitively characterized by a comparatively

distinguished structure with respect to the domain of the interest object, and that each action of interest may transcend to a further differentiation of this structure.

2. **Growth of Interest:** Every interested student is not okay or content with his or her present level of knowledge or abilities in the circle of interest. However, there is always the curiosity to access and obtain new information, to study and secure new knowledge, and to expand the competencies related to this domain. This implies that the student should have the knowledge about things he or she does not know and is yet able to do. Prenzel (1988) refers to this as "knowledge about inherent object engagements that goes beyond the domain of already executed interest-related actions" (Krapp, 2002). In buttressing the above concept of growth of interest, Krapp (2002) submitted that:

Emotional Characteristics: On the emotional characteristics of the students' interest, Prenzel (1988) in Krapp (2002) expanded it as he esteemed three diverse components: (a) tension, in the sense of an optional level of arousal; (b) empathic content-specific emotional experiences (c) feelings of competence.

To be interested in something can imply that someone cares about it. It implies that the very factor is vital and relevant to the individual. According to Dewey (1913) in Judith and Chris (2009) interest means "being engaged, engrossed, or entirely taken up with an activity, object, or topic. Two categories of interest abound — individual interest and situational interest. "Individual interest is more enduring, and tract-like, and endures over time'. It can be considered a disposition that individuals take with them from one context to the next" (Judith & Chris, 2009). Interest as a concept is considered as a process that contributes to learning and performance. That is to say that, "being interested in a topic is a mental resource that enhances learning which then leads to better performance and achievement. Research has demonstrated that both situational and individual interest promote attention, recall, task persistence, and effort" (Judith & Chris, 2009). Situational interest is very momentary and situationally bound in nature.

CONCEPT OF 21ST CENTURY TECHNOLOGY

Technology increases and improves students' interest in learning. Every learner learns faster with the use of these listed mobile technological tools and gadgets. Learning is an everyday

activity; those tools help in giving broader views and vast definitions of everything on the surface of the earth. These tools are referred to as mobile technologies because they are moveable and portable, they can be easily carried to any destination. They aid and support the brain work of man's initiative. Use of these technological tools to teach, example **YOUTUBE** makes teaching and learning interesting and gives a clearer view for teachers to impact positively with aided visual examples and broader meanings. Mobile technologies have indeed made work easier for students and teachers. Research works are now simple because in view of the findings, the internet gives one more than 100 views differently, but all leading and directing to same thing. Indeed, the use of mobile technologies and tools is an awesome experience and makes teaching and learning more interesting.

The fastest of all internet search engines "**Google**" is indeed of great use and importance for verification, research findings, observations, et cetera. YouTube was created out from google. It is a well-developed search engine just like chrome, Mozilla Firefox, opera mini, UC browser, chrome canary, Askme.com, Baidu, Yahoo, Bing, AOL, etc. All these sites aid search and finding with the help of technological devices.

However, majority of National Open University of Nigeria students are seen as people who either are old, advanced, people with busy work schedules, working and schooling students and above all some with disabilities who could not pass through the normal everyday stress of the conventional university and the hectic environment. In Open University, students definitely need to research and study every time to actualize one's views, vision, dreams and aspiration. Inability of NOUN students to often see a teacher before them in the classroom leads them to collaborative work and unity in studying amongst students. National Open University of Nigeria as a fully known ODL or ODeL (Open Distance Electronic Learning) institution that operates digitally not in an analogue way.

YouTube provides many services including upload, downloading, watching and sharing video. YouTube allows exchange of views and proposals about videos, also allocating channels for transfer of lectures and conferences; and channels for courses which displays a series of videos to explain the skills and educational experiences. Due to dense use of YouTube in educational purposes, Google launched the service "YouTube for school" which includes video clips of educational materials and courses (Mohammed, et al, 2016).

Evolution of ODL system (distance students)

Once upon a time, Africa has been involved in ODL before the coming of the (Colonial era) white. The different sounds of the drum signify a particular message. When a knife is sent to a man without the head, it tells that the wife is dead. Burden of knowledge gradually shift from the teacher. As technology improves, it then moved to distance education whereby no more face to face interaction, teacher may not be fully involved at all, wider coverage of subject areas and duration for learning are no longer fixed and the burden of knowledge has fully shifted to the student (Williams, 2009).

The Nigerian model of open and distance learning, emphasizes interactive texts (strengthened with other resources such as CD—ROMs, DVDs, USB sticks, e-books etc in teaching and learning. It is a model that relies neither solely on face-to-face interventions nor on entirely online interactions. This model was adopted due to the current physical state, academic and infrastructural facilities in Nigeria.

Evolution of the ODL System: Social Convergence Approach

- vii. Aristocratic, feudalistic and dependents
- viii. Fascism, autocratic forms of governance
- ix. Structures
- x. Admission process was subjective and selective
- xi. Restrictive courses
- xii. Explosion in ICT generation and deployment

Models of Distance Education

A model can be drawn from the evolution of ODL

- 9. Traditional model
- 10. Correspondence model
- 11. Study Centre model
- 12. Educational broadcasting model
- 13. Non-contact model
- 14. Study yourself alone model
- 15. Vacation contact model, popularly called Sandwich programme
- 16. E-learning model

Innovation in Education

Innovation in education means doing what's best for all students. Teachers, lessons, and curriculum have to be flexible. We have to get our students to think and ask questions. We need to pique their curiosity, and find ways to keep them interested. Innovation means change, so we have to learn that our students need more than the skills needed to pass the state assessments given every spring. We have to give them tools that will make them productive in their future careers.” Kimberly Shley - Innovation, to me, means finding any way you can to reach all of your students. This means being willing and flexible to adjust what you teach and how you teach. We have to keep our students engaged and excited to learn. We have to create a safe place for them to make mistakes, take risks, and ask questions. Innovation in education is always seeking knowledge that will support new and unique ideas in instructional techniques that will reach the students in more effective and exciting ways. Whitney (2018) defined Innovation in education as stepping outside of the box, challenging our methods and strategies in order to support the success of all students as well as ourselves. This transformation may be small or a complete overhaul, but it is done with purpose and support of the whole student.

Concept of Google

Google was officially launched in 1998 by Larry page and sergey brin to market google search, which has become the most used web-based search engine. Larry Page and Sergey Brin, students at Stanford university in California, developed a search algorithm at first known as "Backrub" in 1996, with the help of Scott Hassan and Alan Steremberg. The search engine soon proved successful and the expanding company moved several times, finally settling at mountain view in 2003. This marked a phase of rapid growth, with the company making its initial public offering in 2004 and quickly becoming one of the world's largest media companies. The company launched google news in 2002, Gmail in 2004, Google Maps in 2005, Google Chrome in 2008, and the social network known as Google+ in 2011 (which was shut down in April 2019), in addition to other many products. In 2015, Google became the main subsidiary of the holding company Alphabet Inc. The search engine went through many updates in attempts to eradicate search engine Optimization.

Concept of YouTube

The advent of new web technology with high-speed broadband and mobile application has made video streaming via Internet more accessible to the general population. A social website like YouTube provides users the opportunity for endless creativity and innovative learning due to its freedom of creation and storytelling functionality, as well as to a vast database of videos and other resources. The fast-paced evolution of technology continually creates tools and applications for researchers in online education. While traditional web-based learning lacks the intense fact-to-face attribute of learning, "YouTube, the product of Web 2.0 technology, provides both learner and instructor a bridge to engage through video and text (Bloom and Johnson, 2010).

The integration of social media in teaching and learning has evolved greatly in the past decade. Online learning has already become a popular trend hence, YouTube, a social media website that was created for homemade videos, has become the single largest video database in a short amount of time. Stanford and universities all around the world have been developing websites based on new technology to provide education to anybody who has internet access. Additionally, web 2.0, a technology that allows massive online user engagements, opens a gate to fill the gap between technology and learning experiences. One aspect of the benefits of video use in teaching and learning is the area of facilitating thinking and problem solving. In the connection between visual clues, the memory process, and the recall of new knowledge, made by University of Queensland (2017), University of Queensland (2017), observed. that "the creative challenge of using moving images and sound to communicate a topic is indeed engaging and insightful, adding that it also enables students to acquire a range of transferable skills" in addition to filmmaking itself. These include research skills, collaborative working, problem solving, technology and organizational skills. observation indicates that moving images and sound as characterized by video, do create impression and stimulate students' understanding of the topic taught, thereby bringing about good performance in academics.

Concept of Lecture Method

The lecture method of teaching involves the oral presentation of facts/concepts by a teacher/instructor before audience/students? It is also called the "talk-chalk" teaching method. It is the most common method of teaching as it gives the teacher the opportunity to teach a large

class at once. This method of teaching is teacher-centered because the teacher controls the entire classroom activities, giving the students all the information needed. This makes the students passive and encourages rote memorization of facts. In most cases, this method of teaching goes alongside with some visual illustrations on a board by the teacher or some images, charts, video clips, etc. all these serve as instructional materials to facilitate understanding and retention. From the ongoing, it may be deduced that lecture method may not be a good way of teaching, but this method also has its strength.

Advantages of Lecture Teaching Method

5. In this teaching method, a large number of topics can be covered in a single class period.
6. Using this method exclude the using of any equipment or laboratory.
7. Learning material is not required.
8. Students' listening skills are developed.

CONCEPT OF E-LEARNING AND THE INTERNET

Vikoo and Anikpo (2016) defined Internet as combination of hardware and software, signed to enable information to be passed and shared between two or more autonomous computers. A computer is said to have Internet network when it is configured (software) to share information with two or more computers irrespective of the geographical location with the use of and other hardware. The internet is a telecommunications network that uses telephone lines, cables, satellites and wireless connections to connect computers and other devices to the World Wide Web. All modern computers can connect to the internet, as can many mobile phones and some televisions, video game consoles and other devices. The global network of computer networks is what is been referred as Internet. When computers are connected with Internet facility, information can be passed across as many computers that are connected with similar facilities network and concept of their inter-connecting groups of computer systems for sharing information (Vikoo & Anikpo 2016).

(Vikoo & Anikpo 2016) defined it as a global network of computers and network. The internet system is the boards or center of all computer-mediated communication. It includes of numerous of unified computers networks whose coverage is wide-reaching also which make available a massive and unbelievable group of simply available information.

The Internet is a group of computers which are interconnected to share information. Mini users normally connect to internet using smart phone modem, cable modem. Or DSL. An Internet Service Provider (ISP) links the home user to other computers. Files that are moved over the internet are called Web pages. Computers that store these Web pages are called Web servers or a Web server to function efficiently, internet connectivity is required.

Internet Usage/Usefulness in the Classroom

11. Ferdi, (2018) itemized ten main reasons why teachers use the Internet: The use of Internet in learning gives the students more opportunity to associate with other learners across the globe. Share and learn from different point of view.
12. When students are given a project-base work, they process it to accomplishing the task through internet research, by so doing students learn on their own
13. Using Internet to teach helps teacher to manage time, by learning materials that can be shared via email and other form of interactive tools.
14. Teaching and learning through the cloud-base tool motivate students to learn at their pace through individualize learning.
15. Some learning materials can be sourced from different open access at low or no cost
16. To expand opportunities for “tele-mentoring”
17. To help teachers communicate and share experience and ideas with other teachers
18. To help bring the school and the community closer together.
19. To help teachers spread good news about what is happening in their classrooms.
20. Teachers’ profession is being invigorated when they blend the method of teaching through the use of internet.

E-learning involves the use of information and communication technologies in education. It plies the application of numerous types of media that deliver text, audio, video, pictures and animation. E-learning is highly suitable for Open and Distance Learning Institutions due to its flexibility (the learners decide when, where and how to learn). E-learning integration has brought about a new paradigm shift in education. The application of the various media increases attention, concentration and motivation of the students. It also allows remote teaching and learning as well as collaboration among learners and instructors. In the fast-paced world of e-learning the available

technologies to make a course new and exciting are always changing, and course content can and should be updated quickly to give students the very latest information.

Disadvantages of E-Learning

- v. Lack of availability of proper infrastructure facilities
- vi. Lack of awareness of upcoming technologies towards c-learning based adult education
- vii. Security risk in adopting c-learning
- viii. There is an urgent need to upgrade the infrastructure facilities. Many educational institutions lack proper infrastructure facilities for the adoption of c-learning based adult education.

Google and YouTube Application in the Classroom

Kristen (2015) noted that, "YouTube is one of the most popular websites on the planet and a vast resource for educational content", adding that, "the site is home to over 10 million videos tagged as educational, many of them are submitted by our fellow teachers". The postulation of Kristen (2015) indicates that YouTube is a reliable social media that can contribute maximally to the education of learners, as well as their respective positive end performance.

However, ways of using YouTube in the classroom has been identified by Kristen (2015) viz:

- e. **Bring** in videos that show students a more fun side of lesson: This point shows that, many lessons can be enhanced with the right video. Something visual and entertaining that speaks to the subject one is teaching breaks up the monotony of a lecture, brings some fun into the lesson, and keeps your students more engaged and interested in the subject or course.
- f. **Create** YouTube playlists as student assignments or as recommended extra resources: Since it is obvious that "some people learn better by watching than reading, therefore providing video alternatives to the reading homework one assigns could pay off for some students. You can create playlists, either to supplement the other work you assign or as an alternative, and simply send the link to the students for viewing. A playlist puts it all into an easy, well-organized format for consumption" (Kristen, 2015).
- g. **Record** class lessons or lecture and save them for future viewing: Kristen (2015), still holds that, "YouTube can become a repository for saving and sharing any lectures you recorded". She maintained that, "our guide on flipped classroom discusses some of the best technologies to use for recording a class, if you need help with that part" (Kristen, 2015). "Once the video is created, YouTube makes it easy to send the link to any student that

missed class, or keep track of the different videos you have in case you want to review them before giving the same lesson next year".

- h. **Take** it to the next level: Kristen (2015), still submitted that, "if one wants to do a little more with the video assignments you give, you can use Edpuzzle to:
4. Crop the videos so you are only showing the most important parts.
 5. Add your own audio voice over commentary to them
 6. Include quizzes to assess student understanding of the video.

Therefore, this gives the teacher more control over what his students view and what they get out of it, and allows the teacher to keep track of who has viewed the assigned videos and how well they understand the concepts covered.

"Ed puzzle is a site that allows users to select a video and customize it by editing, cropping, recording audio, and adding questions to make an engaging presentation or lesson" (David, 2014). However, Azeez (2019) in his work noted that social media has revolutionize our world and has enabled humans to create content, share them and bookmarked there., etc._

Learning Educational technology with YouTube and Google as Educational Apps

(The way forward)

The Educational benefit of Google Apps is equipped with all necessary tools for communication, collaboration, documentation, storage, sharing, learning and high security. Google Apps for Education includes Gmail, Calendar, Contacts, Drive (Docs, Sheets, Slides, Forms, Drawing), Sites, Groups and many more.

The utilization of YouTube videos in the classroom may be beneficial for instructors and entertaining students. Students are more interested in exciting activities and they're more likely to pay attention when they watch videos instead of having read walls of text in books and notes. Both educational apps aid and support educational technology learning and teaching for easy understanding and comprehension.

10 Benefits of YouTube and Google as an educational apps for learning

2. Reduces the Expenses of Online Education
3. YouTube and Google serve as a Wealth of Educational Resources Available to Users

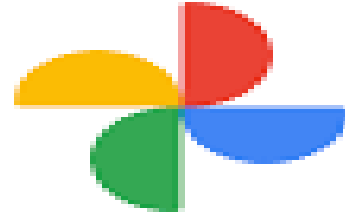
4. Microlearning and mobile technology
5. Providing Assistance with the Admissions Process as well as Other Procedures
6. To get access to free and high-quality lecture material
6. To improve communication, participation. Critical thinking. Creativity and collaboration
8. To make your material helpful with transcription
9. To reinforce the material
10. To encourage participation from all forms of students
11. To display laboratories and experiments

The 4c s' of Learning

The 4c s' of Learning are;

5. Communication: There must be constant communication.
6. Collaboration: There must be full participation and collaboration.
7. Critical thinking: The intelligent quotient opens the critical thinking abilities.
8. Creativity: creativity sets in to improve comprehension, understanding and learning.

However, Below are google and YouTube logo, students of NOUN, collaborating students using google and YouTube to learn and NOUN building.



You **Tube**



CONCLUSION

As noted earlier, the emergence of digital tools with the view to enhancing effective teaching and learning has come to stay and is part of the global migration in educational inventions. This educational enhancement tool involves applications like Google classroom, YouTube study etc. one of the challenges in education probably is or in the short time will not be good applications for learning by will be the ability to effectively utilize these applications especially by students to learn effectively.

RECOMMENDATIONS

1. Since it is found that students have high level of interest in the use of educational applications for learning, it is recommended that educational stakeholders should tap into this interest by providing the students with the enabling environment that will make them use educational applications in learning.
2. Both male and female students should maintain the level of interest in the use of educational applications since there is no difference in their interest.
3. Similarly, since there is a significant difference in the interest of students in educational apps for learning based on State, it is equally recommended that backwards states on this regard should improve by inviting experts in educational technology to educate the students on the need to use these applications in their state.

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EDUCATIONAL TASK OUTSOURCING AND RESOURCE UTILIZATION IN PUBLIC SENIOR SECONDARY SCHOOLS IN BAYELSA STATE

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Abstract

The paper examined educational task outsourcing and resource utilization in public senior secondary schools in Bayelsa State. Two (2) research questions and two (2) hypotheses guided the study. The design of the study was correlational, the population as the 297 principals in public senior secondary schools in Bayelsa State, from which 198 principals were selected and sample using the stratified random sampling technique in combination with the multi-stage procedure. The study had two (2) instruments. These were the researcher designed validated 20-items educational task outsourcing and educational resources saving scale (ETOERSS) and resource utilization scale (RUS) with reliability indices of 0.88 and 0.78 respectively, obtained using Cronbach Alpha Statistical procedure. Pearson's Product Moment Correlation Coefficient formular (r) was used in answering the research questions 1 and 2 while z.ratio was used in testing hypotheses 1 and 2 at 0.05 level of significance. The findings of the study show among others that educational task outsourcing and educational resources saving singularly and jointly relates with resource utilization to a very high extent and that educational task outsourcing and educational resources saving singularly and jointly significantly relate with resource utilization in public senior secondary schools in Bayelsa State. The study concluded that educational task outsourcing and educational resources saving have strong relationships with resource utilization in public senior secondary schools in Bayelsa State. Consequently, it was recommended among others that School administrators should continue to use the existing educational resources saving measures while also identifying new ones to assist in the continuous and viable utilization of school resources.

Keywords: Education, Task, Outsourcing, Resources Saving and Resource Utilization.

Introduction

Education in all its three domains (cognitive, affective and psychomotor), and types (formal, semi-formal and informal), has been perceived to be a veritable, virile and prolific tool in attaining and achieving personal and national development, social re-construction, gender equality, women and youth empowerment, administrative proficiency and increased human productivity. The list seems to be endless. This has inspired and compelled nations of the world to adopt education as a working tool for the attainment of their goals and visions.

In an effort to meet the demand of education, it is necessary to determine whether the resources in education function appropriately so as to be in line with the intended educational objectives. Such resources fall in three categories; human resources, financial resources and instructional materials. Therefore, it is vital for educationists to always determine the expenses to be incurred on such resources (Magala, 2010). Educational resources are everything put in use in the school system that may enhance teaching and learning. Resources can also be referred to as the sum total of everything employed directly or indirectly to support the acquisition of knowledge, skill and competence and the state or condition of these resources goes a long way to determine the success of any educational programme (Akinsolu, 2012).

The utilization of educational resources is very vital because of its roles in the achievement of educational objectives and goals. According to Ayodele and Ogbiye (2018), the extent to which an educational institution achieves its objectives could be related to the educational resources utilized. It is not how much resources are allocated, but also how well the available resources are effectively utilized to enhance the development of education. In this context, educational resources refer to time and forms of material resources (such as buildings, classroom, laboratories, library, dormitories and office space for staff, equipment, internet facilities, source of power supply, visual and audio visual gadgets, computers and printers, photocopier machines, etc). Every human activity has to start by considering the expected output or objectives. To achieve set aim or objectives, certain inputs or resources must be efficiently utilized. Investment in human capital has over the years been recognized as the bedrock of increased productivity and hence, enhanced economic development.

Resource utilization is the level of use of the resource in an attempt to accomplish a specified goal or objective. According to Oladimeji (2014), resources utilization is the percentage of time that a component is actually used as compared with the total time that the component is available for use.

It is the degree or extent to which a resource is put into effective use. Asiyai (2006), saw physical resources as the entire school plan or educational facilities such as blocks of classrooms, staff rooms, laboratories and laboratory equipment, workshops, libraries, playgrounds, storage space and others which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institutions, for the sole objective of bringing about effective and purposeful teaching and learning experiences.

Statement of the Problem

Providing quality education to students is the primary goal of the education system. Excellence is the greatest advantage that a school can have in relation to a direct competition. However, maintaining a high standard can be costly and the cost reduction in education is not always looked upon favourably. Therefore, these organizations need to find a middle ground. It is necessary to gain efficiency and reduce costs, but without compromising the education of the students. In view of these, stakeholders of the education have traded blames on each other concerning the rising cost of education and measures of control. The administrators have been accused of inadequate control of costs and eventually lack of initiatives on the cost control measures. The administrators on the other hand have accused the government of lack of or inadequate funds/resources. These debates and blames however have not provided solutions hence the need for a study on the cost reduction initiatives. Even though there is the issue of financial inadequacies in terms of subventions given to schools, it seems that monies released to school administrators are not being properly utilized. Could this be because the administrators lacks cost reduction initiatives to effectively manage the resources. The study seeks to examine the relationship that exist between educational task outsourcing and resources saving on resource utilization in public senior secondary schools in Bayelsa State.

Aim and Objectives of the Study

The study examined educational task outsourcing of resource utilization in public senior secondary schools in Bayelsa State. Specifically, the study sought to achieve the following objectives;

1. Determine the relationship between educational task outsourcing and resource utilization in public senior secondary schools in Bayelsa State.

2. Determine the relationship between educational resources saving and resource utilization in public senior secondary schools in Bayelsa State.

Research Questions

The following research questions guided the study.

1. What is the relationship between educational task outsourcing and resource utilization in public senior secondary schools in Bayelsa State?
2. What is the relationship between educational resources saving on resource utilization in public senior secondary schools in Bayelsa State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant relationship between educational task outsourcing and resource utilization in public senior secondary schools in Bayelsa State.
2. There is no significant relationship between educational resources saving and resource utilization in public senior secondary schools in Bayelsa State.

Literature Review

Educational resources may be seen as anything that promotes the achievement of educational goals. In addition, these resources may be meaningful in accordance with the purposes for which they are sought. Fundamentally they are tools or asset for wealth creation, innovations in the process of change which bring improvement into the system (Ebong, 2006). Therefore, no system can operate without resources that are relevant to the improvement of that system. Obasi and Asodike (2014), opined that resources have different connotations and meanings depending on the context in which it is used. To them, resources cover anything that can be utilized in order to achieve objectives or goals of an organization. Onuka in Obasi and Asodike (2014), sees resources as any means by which production and services are provided for the benefit of an organizational clientele or the profitability of the organization itself depending on whether it is a profit oriented

or a social service provider. As suggested, without needed resources, no organizational goal can be achieved.

Educationally, Adetoro in Obasi and Asodike (2014), is of the view that resources covers all things that are used directly and indirectly for the purpose of supporting, facilitating, influencing or encouraging transmission or acquisition of knowledge, competence, skills and know-how. By implication, resources which are outside the school, but are of indirect benefit to the school with or without the knowledge of the school could also be seen as resources. Qualitative education, all resources must be out to use to contribute to the smooth running of the school (Obasi and Asodike, 2014). Hence, resources may also be seen as anything which are currently available and those which may be sustainably useful for the achievement of set goals of any organization. Based on this point, it is very important to define the concept of resources utilization.

According to Ebong (2006), resource utilization involves making actual use of a given facility to achieve desired goal(s). This therefore implies that resources must be of use to such organizations. The resources used in any formal organization such as the school are usually handled by the human resource. Since resources are short in supply efficient and effective human resource is required to assist in the prudent utilization of available resources. It is the human resource that knows which department in the organization should get more or less of the available resources. Therefore, resource management is one of the key functions carried out by the human resource of any organization (Awolaju, 2016).

According to Okorie (2016), students learning outcomes in school is largely dependent on availability and appropriate utilization of resource, because the students acquire skills using these resources. These resources include buildings, furniture, playground, compound, toilet facilities, books, lighting, teaching materials among others. These facilities play a vital role in the

actualization of the educational goals and objective by satisfying the physical and emotional needs of the staff and students. Abayomi and Olukayode (2018), asserted that resources in schools are important in education because learning takes place best through discovery, exploration, and interaction with the internal and external environments. The adequacy of physical resources and teaching materials as well as their effective utilization has been a matter of serious concern to educators. The utilization of resources in education brings about fruitful learning outcomes since it stimulates and motivates students (Okorie, 2016).

Ekundayo (2009), also emphasizes that resources are very important in the development of qualitative education. He further stated that resources in any situation imply the money, the man and the materials available for the realization of organizational goals. Thus, resources in education system refer to everything that contributes to the smooth running of the academic programme and realization of the educational goal(s) (Obasi and Asodike, 2014).

Types of Resource Utilization

In the modern business landscape, resource utilization is a key performance indicator. The organizations strive to achieve optimum utilization of their work force to enhance profitability. This is crucial to the organization as it has a direct impact on their bottom line. However, it is not as simple as it seems, especially in the case of multifaceted or complex projects. Resource utilization varies based on the types of organizations. These are;

1. Overall resource utilization
2. Billable resource utilization
3. Non billable resource utilization
4. Strategic resource utilization

1. Overall Resource Utilization: This is the method of measuring how much a resource is utilized in totality against its availability or capacity. This can be measured as; Overall Resource Utilization = Actual or Allocated Time/Available Resource Time or Resource Capacity.
2. Billable Resource Utilization: This is the method of measuring how much a resource is utilized for billable work against its availability or capacity. This is measured as, Billable Resource Utilization = Actual or Allocated Billable Time/Available Resource Time or Resource Capacity.
3. Non-Billable Resource Utilization: This is a method of measuring how much a resource is utilized for non-billable work against its availability or capacity. This is measured as; Non-billable Resources Utilization = Actual or Allocated Billable Time/Available Resource Time or Resource Capacity.
4. Strategic Resource Utilization: This is the method of measuring how much a resource is utilized for strategic projects. Strategic projects are for achieving long term strategic goals of the organization. This is measured as; strategic resource utilization = Actual or Allocated Strategic Time/Available Resource Time or Resource Capacity
(<http://www.saviom.com>blog>h...,2021>)

Educational Task Outsourcing and Resource Utilization

The outsourcing of education services has been widely adopted across international context as a tested solution or panacea to meet various educational problems including school management, curriculum design, teaching and student discipline contracting third party providers, it is argued that educational task out sourcing enhances organizational goals such as efficiency, quality, and school improvement. However, impacted on established notions concerning the boundaries around teacher's work (Hursh, 2016). According to Norris and Kushner (2015), educational task outsourcing has been framed in these discourses within problem solution logic, as a cost effective

solution to a range of educational problems in diverse views. Task outsourcing has been wheeled out as a solution to these challenges on the grounds of efficiency, cost cutting, quality and improvement. Task outsourcing in education, is when external resources to an organization are contracted to supply particular goods and services (Mol, 2007). Sperka (2020), suggested that educational task outsourcing includes building and retaining a fair degree of planned and bilateral association with external organizations, aiming to extend, substitute or replace internal capabilities. Out-sourcing in general terms can be considered as a process of procuring goods and services from external providers (Williams et al., 2011).

For decades, colleges and universities have been able to easily and comfortably provide the needed and highly demand quality education through financial help and support from public funds, state grants, funding for research, private organizations, and Alumni. However, an increasingly slowing economy, declining students' enrolment, state budget cuts, decreased funding for research, and rapidly increased costs of education have led many schools into tremendous financial difficulties. Most secondary schools tuition is drastically on the rise while the quality of services and teaching offered are on the edge. To rectify this situation while remaining competitive, to improve services and to increase enrolments, many institutions of higher education have turned to several management approach including task outsourcing (Wood, 2009). Outsourcing, which is a form of privatization, refers to the concept of transferring the provision of an education service to a private enterprise (Wertz, 2003). These types of business consist of contracting out with private or external businesses to provide needed sources or products at less cost and of superior quality than the school. Educational task outsourcing is not a new concept to institutions of higher learning and it has been moderately growing in this particular sector despite the limited knowledge of the concept (Kennedy, 2002). He further posited that inspite of recent research on task outsourcing, there have been a very limited amount of data or statistics about outsourcing in higher education and the need for such data have been recognized as more colleges and universities turn to outsourcing (<https://www.researchgate.net>3129...2022>).

Task outsourcing, as a practical strategy tool has appeared for a long time. However, the official definition did not exist until 1997. Scholars have been arguing about the definition. However, the broad definition of task outsourcing is that it obtains activities that an organization has the knowledge and resources to execute from outside of the organization. Recently, Ishizaka et al. (2020), examined the existing literature from 1994 to 2020 and came to a comprehensive

conclusion: “Outsourcing is a business agreement, either domestic international (known as offshoring), and strategic management initiative for gaining a competitive advantage of a firm by contracting out their existing internal and external non value added functions, value added functions, and core competencies to competent supplier(s) to productive products and services efficiently and effectively for the outsourcing firm. This definition contained multiple elements including multiple branches and sub-branches. First and the most fundamental is that outsourcing is a business agreement. It indicates that demander and supply reach a consensus through oral or written agreement. Secondly, outsourcing is a strategic management initiative that is used to contract-out the firm’s either existing functions core competencies to earn the opportunity to stand out in the market. This indicated that companies can out-source not only the functions but also the core competencies to the third parties.

Educational Resources Saving and Resource Utilization

Climate change is now a global challenge. The Nigerian education system should be ready to take collaborative actions to rise to this challenge. In connection to this, schools are argued to formulate and put in place their school-based environmental policy with an aim to enhance students’ environmental awareness, develop their environmentally friendly attitude and promote green practices and environmental education. Schools should join force with staff and students to implement various measures to use resources effectively and avoid or reduce waste ([https://edb.gov.hk>about-sch..,2022](https://edb.gov.hk/about-sch..,2022)). Woodhall (2003), pointed out some measures to save resources and reduce expenses. They include;

1. Economy in the use of stationaries:

Use blank side of used paper for drafting.

Print on both sides of the paper

Use recycled paper

Minimize photocopies

Re-use envelopes or use transit envelopes

Do not use envelopes for unclassified documents

Communicate within and outside school by email (including exchange of information, issue of invitation letters)

Use the format of electronic files to keep and release school information

Urge staff to use their own cups instead of paper cups

Use plain paper fax machines

Check the settings before photocopying or printing

Use photocopiers and printers equipped with double sided printing function

Use old letter heads to print incoming fax messages

Use blank side of used paper to make note pads

Use old sets of documents for re-circulation

Encourage students to keep their old exercise books for paper recycling (<https://www.edb.gov.hk/about-sch,2022>).

2. Economy in the use of Water:

Teach students not to play with water in the toilet

Avoid flushing the toilet unnecessarily

Irrigate plant in the morning or in the evening to avoid rapid evaporation under the mid day's scorching sun

Arrange for prompt repair to any dripping tap or leaking water when found

3. Economy in the use of Electricity

Use task light to minimize general lighting

Modify group lighting switches to individual switches

Avoid excessive levels of illumination

Use fluorescent tubes, light emitting diode lamps or compact fluorescent lamps where practicable

Consider replacing electromagnetic ballasts of fluorescent lamps to electronic ballasts.

Consider replacing conventional exit signs to LED exit signs

Keep all windows, light bulbs and light fittings clean to maintain optimum lighting performance

Maximum day light usage

Maintain only those lighting which are essential for safety, security or others specific purposes in areas that are not frequently occupied

Extend the application of renewable energy to buildings undergoing major renovation and retrofitting where applicable (<https://www.edb.gov.hk/about-sch,2022>).

4. Other Good House-keeping Practices:

Appoint a designated staff member to follow up on the implementation of the energy saving measures in school premises

Monitor the usage of electricity, water and paper.

Conduct routine checks to ensure unnecessary lighting/air-conditioners, communal facilities (e.g photocopiers) are switched off outside school and office hours.

During recesses, lunch breaks and after classes are over switch off the lights and air conditioners in the classrooms once nobody is in the rooms.

Remind the last person to leave the classroom/office to switch off all electrical appliances.

Switch on computers, printers and projectors only when needed.

Attach notices to all switches and exits to remind staff to turn off lights, air conditioners and other appliances.

Remind staff and students on regular basis on the need to save resources.

Adopt a green purchasing policy

Re-use decorative materials

Reduce number of greetings cards by sending electronic cards

Make appropriate green lunch arrangement and follow the principles of reducing waste e.g use re-usable food containers and cutlery; facilitate students to bring and use re-usable cutlery given to them: implement on-site food portioning; portion out food in a flexible manner; and encourage students to bring their own lunches (<https://www.edb.gov.sg/about-sch,2022>).

Methodology

The study adopted a correlational research design. It is correlational because it sought to establish the relationship that exists between educational task outsourcing and educational resource saving on resource utilization in public senior secondary schools in Bayelsa State. The population of this study comprised all 297 principals in the public senior secondary schools in Bayelsa State. There are 297 public senior secondary schools in Bayelsa State. The study sampled 198 principals using the Taro Yamane formula, representing 70% of the entire population in the Public Senior Secondary Schools in Bayelsa State. The study adopted the stratified random sampling technique and multi-stage sampling procedure. The study used two sets of instrument for data collection. The first instrument was titled; educational task outsourcing and educational resources saving scale

(ETOERSS) while the second were titled; resource utilization scale (RUS). The instruments were divided into three sections A, B and C: Section A for collection of demographic data, section B was focused on educational task outsourcing and educational resources saving which had 20 items that covered the two indicators under study, while section C was focused on resource utilization which had 35 items on it. The questionnaire items were structured based on the modified four point likert type rating scale weighted as follows;

Strongly Agree (SA) = 4 points

Agree (A) = 3 points

Disagree (D) = 2 points

Strongly Disagree (SD) = 1 point

The instrument for this study were validated for face and content validity using the supervisors and three (3) experts in the field of Educational Measurement and Evaluation. This enabled the researcher to obtain a critical assessment of the instrument in terms of appropriateness and adequacy. The suggestions from these experts were used to improve the content of the instrument before administration. To determine the reliability coefficient of the research instruments, Cronbach Alpha method were adopted. The researcher administered twenty (20) copies of the instruments to respondents outside the sample. The Cronbach Alpha were used because the instruments were administered once, dichotomously scored and also create room for determination of interrelated reliability. A coefficient of 0.7 and above was considered acceptable for use in this study. The 198 copies of the research questionnaires were administered to the respondents by the researcher with the assistance of two research assistants. The researcher ensured that all the copies of the questionnaires given out were completed and returned promptly. The instruments of the study were scored on a 4 to 1 scale as follows; 4 – Very high extent and Strongly agree, 3 – High extent and Agree, 2 – Low extent and Disagree and 1 – Very low extent and Strongly Disagree Pearson Product Moment Correlation Coefficient was used in answering the research questions 1 – 2 while z-ratio was used in testing hypotheses 1 – 2 while hypothesis 9 was tested using one way Analysis of Variance (ANOVA) at 0.05 level of significance.

Results and Discussion

Research Question One: What is the relationship between educational task outsourcing and resource utilization in public senior secondary schools in Bayelsa State?

Table 1: Summary of Pearson Product Moment Correlation Coefficient on the relationship between educational task outsourcing and resource utilization in public senior secondary schools in Bayelsa State.

Variables	N	r	Decision
Educational Task Outsourcing Resource Utilization	198	0.88	Very high relationship

Legend	Scale
N: Number of Respondent	0.00-0.25 - Very low relationship
r: Pearson calculated value	0.26 – 0.50 Low relationship
	0.51 – 0.75 – High relationship
	0.76– 1.00 Very high relationship

Data on table 1 showed a summary of Pearson Product Moment Correlation Coefficient on the relationship between educational task outsourcing and resource utilization in public senior secondary schools in Bayelsa State. From the responses from 198 respondents, calculations were done and r.value which resulted in 0.88 r.value. With 198 respondents and 0.88 r.calculated value, and reference to the scale of measurement, 0.88 translates to very high relationship. Based on the foregoing, it is established that, there is a very high relationship between educational task outsourcing and resource utilization in public senior secondary schools in Bayelsa State.

Research Question Two: What is the relationship between educational resource saving and resource utilization in public senior secondary schools in Bayelsa State?

Table 2: Summary of Pearson Product Moment Correlation Coefficient on the relationship between educational resource saving and resource utilization in public senior secondary schools in Bayelsa Sate.

Variables	N	r	Decision
Educational Resources Saving Utilization	198	0.79	Very high relationship

The legend and scale for table 1 apply

Data on table 2 showed a summary of Pearson Product Moment Correlation Coefficient on the relationship between educational resource saving and resource utilization in public senior secondary schools in Bayelsa State. From the responses from 198 respondents, calculations were

done and r.value which resulted in 0.79 r.value. With 198 respondents and 0.79 r. calculated value and reference to the scale of measurement, 0.79 translates to very high relationship. Based on the foregoing, it is established that, there is a very high relationship between educational resource saving and resource utilization in public senior secondary schools in Bayelsa State.

Hypotheses

H₀₁: There is no significant relationship between educational task outsourcing and resource utilization in public senior secondary schools in Bayelsa State.

Table 3: Summary of z-ratio analysis on the relationship between educational task outsourcing and resource utilization in public senior secondary schools in Bayelsa State.

Variables	N	r	Df	z-score	Sig.	Alpha level	Decision
Educational Task Outsourcing Resource Utilization	198	0.88	196	29.02	0.00	0.05	Significant

Data on table 3 showed a summary of z-ratio analysis on the relationship between educational task outsourcing and resource utilization in public senior secondary schools in Bayelsa State. With 198 respondents, the r. value came out as 0.88, using 196 degree of freedom, resulting in z-ratio score of 29.02 at 0.05 level of significance using .00 as the exact probability value. At 0.05 level of significance and 196 degree of freedom, the 29.02 z-ratio score is rejected because the exact probability value of .00 is less than the 0.05 level of significance set as bench mark.

Following from the foregoing observations, the researcher rejected the null hypothesis in favour of the alternative that there is a significant relationship between educational task outsourcing and resource utilization in public senior secondary schools in Bayelsa State.

H₀₂: There is no significant relationship between educational resource saving and resource utilization in public senior secondary schools in Bayelsa State.

Table 4: Summary of z-ratio analysis on the relationship between educational resource saving and resource utilization in public senior secondary schools in Bayelsa State.

Variables	N	r	Df	z-score	Sig.	Alpha level	Decision
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Educational Saving Resource Utilization	198	0.88	196	23.28	0.01	0.05	Significant
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Data on table 4 showed a summary of z-ratio analysis on the relationship between educational resource saving and resource utilization in public senior secondary schools in Bayelsa State. With 198 respondents, the r. value came out as 0.88, using 196 degree of freedom, resulting in z-ratio score of 23.28 at 0.05 level of significance using .01 as the exact probability value. At 0.05 level of significance and 196 degree of freedom, the 23.28 z-ratio score is rejected because the exact probability value of .01 is less than the 0.05 level of significance set as bench mark.

Following from the foregoing observations, the researcher rejected the null hypothesis in favour of the alternative that there is a significant relationship between educational resource saving and resource utilization in public senior secondary schools in Bayelsa State.

Discussion of Findings

What is the relationship between educational outsourcing and resource utilization in Public Senior Secondary Schools in Bayelsa State?

The findings of this study revealed that there is a very high relationship between educational task outsourcing and resource utilization in Public Senior Secondary Schools in Bayelsa State. The task of hypothesis showed that there is a significant relationship between educational task outsourcing and resource utilization in Public Senior Secondary Schools in Bayelsa State. This finding is in agreement with Williams et al. (2011) who stated that outsourcing in general term can be considered as a process of procuring goods and services from external provides.

According to them, task outsourcing in education, is when external resources to an organization are contracted to supply particular goods and services. However, an increasingly slowing economy, declining student's enrollment, state budget cuts, decreased funding for research and rapidly increased costs of education have led many schools into tremendous financial difficulties

What is the relationship between educational resources saving and resource utilization in Public Senior Secondary Schools in Bayelsa State?

The findings of this study revealed that there is a very high relationship between educational resources saving and resource utilization in Public Senior Secondary Schools in Bayelsa State?

The test of hypothesis showed that there is a significant relationship between educational resources saving and resource utilization in Public Senior Secondary Schools in Bayelsa State

This finding is in agreement with Woodhall (2002) who pointed out some measures to save resource and reduce expenses. They include; economy in the use of stationeries economy in the use of water and economy in the use of electively. According to him, other good housekeeping practices include, remind staff and students on regular basis on the need to save resources, switching on computes, punters and projectors only when needed, attach notices to all switchers and exits to remind staff to turn off lights and other appliances, conduct routine checks to ensure unnecessary lighting, adopt a green card purchasing policy, re-use decorative materials, communal facilities (e.g photocopies) are switched off outside school and official hours, re-use number of greeting cards by sending electronic cards, and appoint a designated staff member to follow up on the implementation of the energy –saving measure effected in Secondary Schools in Bayelsa State, it will help save costs and reduce expenses.

Conclusion

The study concluded that educational task outsourcing and educational resources saving have strong relationship with resource utilization in public senior secondary schools in Bayelsa State.

Recommendations

Based on the findings and conclusion of the study, it is recommended as follows:

1. Secondary school administrators should continue to use the existing educational task outsourcing strategies in the cost reduction efforts which also identifying new task outsourcing approaches for continuous resource utilization in secondary schools.
2. School administrators should continue to use the existing educational resources saving measures while also identifying new ones to assist in the continuous and viable utilization of school resources.

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INTEGRATING THE 21ST CENTURY LEARNING SKILLS AND CRITICAL THINKING SKILLS IN THE CONTEMPORARY TEACHING- LEARNING PROCESSES IN PUBLIC TERTIARY INSTITUTIONS IN RIVERS STATE

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ABSTRACT

The study focused on an appraisal of the integration of the 21st century skills in contemporary teaching-learning processes in public tertiary institutions in Rivers State. Specifically, the objectives of the study are to: find out whether 21st century learning skills are integrated in contemporary teaching-learning processes in public tertiary institutions in Rivers State. Secondly, to determine whether 21st century critical thinking skills are integrated in contemporary teaching-learning processes in public tertiary institutions in Rivers State. Descriptive survey research design was integrated. Population of the study was 10,083 made up of 3,712 lecturers and 6,371 post graduates. Taro Yamane formula was applied to arrive at a benchmark sample size of 385 respondents which was increased to 700 for more acceptable generalization. Instrument for data collection was a questionnaire titled “Integration of the Twenty-first Century Skills in Contemporary Teaching-Learning Processes Questionnaire (ITCSCTLPQ)” structured on a modified 4-point Likert type scale of very high extent (VHE), high extent (HE), low extent (LE) and very low extent (VLE) weighted 4, 3, 2 and 1. Criterion mean was 2.5 while the criteria for the decision were as follows: 1.00-1.24 (VLE), 1.25-2.49 (LE), 2.50-3.74 (HE) and 3.75-5.00 (VHE). Pearson’s Product Moment Correlation Co-Efficient Formula was adopted to establish the reliability index of (r) 0.84. Mean and standard deviation were used in answering the research questions while z-test was adopted in testing the null hypotheses at 0.05 level of significance. The findings of the study revealed that 21st century learning skills are adopted and it aids new and innovative ideas and promotes proper articulation of the right ideas in contemporary teaching-learning processes. Furthermore, critical thinking skills develop the ability to manipulate, analyze, manage and store information using modern technology in contemporary teaching-learning

processes. It is however recommended among other things that government at all levels. Teachers should rebrand and upgrade themselves intellectually for greater responsibility and service delivery. Learners should be highly focused, internalize and implement the 21st century skills in their daily lives.

Introduction

Prior to the development of the 21st century Skills, schools across the globe channeled their energy and resources in providing students with literacy and numeracy skills which were geared towards gaining content and knowledge. But as society developed with the passage of time, development in technology and telecommunication transformed the face of education and made knowledge easily accessible (Care, 2016). According to Eaton in Pacific Policy Research Centre (2010), the 21st century has introduced new trends in education in both the developed and developing countries of the world at all levels of education.

The authentication and pursuance of the 21st century skills into the educational system began in the United States of America in 1981 when the United States Secretary of education established the National Commission on Excellence in Education to critically examine the quality of education in the United States.

The survey lasted for two (2) years and in 1983, a report titled “A Nation at Risk” was presented by the Commission which proffered an overhauling of the school system by incorporating a set of skills known as the 21st century skills.

In 2006, stakeholders in the academia and captains of industries under the guidance of the United States Secretary of Labour Commission on Advancing Necessary Skills (SCAN) suggested that the corporate world in addition to basic literacy and numeracy skills now require applied skills such as critical thinking and competencies, collaboration, information, media, technology and communication skills (Erik & Andrew in Pacific Policy Research Centre, 2010).

Thus, they suggested that these skill set should be incorporated into the curriculum. By December 2018, it was recorded that forty-five (45) out of the fifty (50) States in America had completely adopted the common core Standards of education.

The 21st century skill set is a major question posed by stakeholders in the educational sector and captains of industries in the workplace due to the paradigm shift of academic expectations and evolving technologies in the school system and in the workplace, there is a need to painstakingly bridge the gap in order that graduates from the school system can adequately fit into the dynamic workforce and remain relevant in the developmental strides of the nation. Simply put, 21st century skills encompass twelve distinct skills, abilities and competencies that today's students are in dire need of, in order to succeed with ease in their careers in this information era (Stauffer, 2022).

These twelve skills are further grouped into three categories namely:

- 1) Learning Skills: These include Critical thinking, Creativity, Collaboration and Communication. Together, they are referred to as the four C's (4C's).
- 2) Literacy Skills: These include: Media, Information and Technology. Together, they are known as MIT.
- 3) Life Skills: These include: Flexibility, Leadership, Initiative, Productivity, Social skills. Together, they are commonly known as FLIPS.

The concept 'teaching' has been defined by several scholars in diverse ways based on their perceptions at the time. Evans (1996) in Umerah, Akaegbobi & Eyisi (2014), defined teaching as a variety of related activities that include instructing, training, educating and schooling. Ali (2000) in Umerah et al (2014), identified teaching as a complex task that involves a wide range of demonstration of certain performance criteria such as utilizing skills, competencies, knowledge of subject matter, evaluation and lots more, all integrated in such a way as to produce measurable learning. From these definitions, one can attest to the fact that the office or task of a teacher is not an easy one because giving instruction is a complex activity, which involves knowing what to teach (instruct) and how to teach it in order that the learner acquire quality knowledge, right attitudes and appropriate skills for lifelong education. In addition, Okoh (2003) in Elekwa, Okai & Okanezi (2014), defined teaching as an effort by an experienced person to impart skills, knowledge and so on, to a less experienced person through a process that is morally and formally acceptable. In other words, teaching is a systematic and organized process of transmitting knowledge, values, skills, attitudes and information in agreement with stipulated professional principles.

Etymologically, the term learning is derived from the German verb 'lernen' (lehren) which is borrowed from the English word 'learnian' (laeran) meaning 'to teach' (The Chambers Dictionary, 1993 in Akioh, 2019). Hilgard in Akioh (2019), defined learning as “*a process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of nature response tendencies, maturation or temporary state of the organism*”. Simply put, learning is a process which causes a change in behaviour of an individual as a result of experience from interaction between the individual and the environment.

Badura Albert and Wolfgang Kohler, pioneers of cognitive learning theory, defined learning as a relatively permanent change in behaviour traceable to experience and practice (Ejiofor in Akioh, 2019). Learning is the relatively permanent change in a person's knowledge or behaviour due to experience. This definition has three components: first, the duration of the change is long-term rather than short-term. Secondly, the locus of the change is the content and structure of knowledge in memory or the behaviour of the learner and thirdly, the cause of the change is the learner's experience in the environment rather than fatigue motivation, drugs, physical condition or physiologic intervention (Richard E. Mayer in Malamed, 2023). From the above definitions, it can be deduced that learning is an ongoing process or activity that enables the learner to acquire new or modify existing knowledge, skills, attitudes, values and behaviour with a view to bringing about a desirable worthwhile change in behaviour and character. The hallmark of learning is to acquire knowledge, while knowledge is power, knowledge also leads to development; of course development is not worthwhile if it is not sustained.

In Nigeria and indeed globally, tertiary education is the vehicle that aims at ensuring that the youths are adequately equipped with relevant skills, knowledge, innovative competencies and ideas that will ensure that they are well positioned to contribute to the overall development of the nation.

The National Policy on Education (FRN, 2013:39) states that tertiary education is “the education given after Post Basic Education in institutions such as Universities and Inter-University Centres and Colleges of Education, Monotechnics, Polytechnics and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). The Policy goes further to specifically describe the goals of Tertiary Education which includes to: “contribute to national development through high level manpower training; provide

accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market...”.In line with the above stated goals of tertiary education, it becomes a matter of urgency that University education has to provide for its students the needed environment to acquire the appropriate knowledge, skills, values and attitudes in order to benefit from the education and to make meaningful contributions towards the development of Nigeria (Obanya in Okorosaye-Orubite, 2022).

21st century learning skills and the contemporary learning teaching processes

The 21st century learning embodies an approach to teaching that incorporates content to skills. Without skills, students are left to memorize facts, recall details for worksheets and relegate their educational experiences to passivity. Without content, students may engage in problem-solving teamwork experiences that fall into triviality, into relevance without rigor. Rather, the 21st century learning paradigm offers an opportunity to synergize the margins of the content versus skills, debate and bring it into a framework that dispels these dichotomies. Twenty-first-century learning means hearkening to cornerstones/ milestones of the past to help us navigate our future (Education Week, 2010). Embracing the 21st century learning model requires consideration of those elements that could comprise such a shift: creating learners who take intellectual risks, fostering learning dispositions and nurturing school communities where everyone is a learner.

In addition, twenty-first (21st) century skills refers to twelve unique skills, abilities and learning dispositions which have been systematically identified as basic requirement for success in the 21st century society and workplace by a team of educators, business leaders, academicians and governmental agencies (Dede, 2009). Simply put, 21st century skills encompasses twelve distinct skills, abilities and competencies that today’s students are in dire need of, in order to succeed with ease in their careers in this information era (Stauffer, 2022). These twelve skills include: Critical thinking, Creativity, Collaboration, Communication, Information literacy, Media literacy, Technology literacy, Flexibility, Leadership, Initiative, Productivity and Social skills.

The Educational Testing Service (ETS) in one of its publications titled “Digital Transformation: A Literacy Framework for ICT Literacy (2007), defined 21st century learning skills as the abilities

to: collect and/ or retrieve Information; organize and manage information; evaluate the quality, relevance and usefulness of information and generate accurate information through the use of existing resources. On a more comprehensive scale, the 21st century skills aims at attaining 21st century learning through digital age literacy, incentive thinking, effective communication and high productivity.

21st Century Communication Skills and the Contemporary Teaching-Learning Processes

Communication is the act of sending and receiving messages between two or more individuals, which could either be, verbal or non- verbal. Learning is basically a social activity in schools, workplace or other environment. Communication skill set refers to the ability of individuals to express themselves clearly in a group, using oral, written and non- verbal languages. Trilling & Fadel in Pacific Policy Research Centre (2010), argued that today's students should be able to communicate clearly by:

- 1) Articulating thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and context;
- 2) Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions;
- 3) Use communication for a variety of purpose such as, to inform, instruct, motivate and persuade.
- 4) Utilize multiple media and technologies and know how to judge their effectiveness as well as assess their impact
- 5) Communicate effectively in diverse environment including multi- lingual.

Communication Skills are the key to social integration in the 21st century. Presently, communication can be interpersonal, that is, a two- way interaction with someone else; interpretive, that is, understanding and interpreting a one-way aural or written text or presentational, that is, presenting information in either a written or oral format (Gayatri, 2023). Students need to learn how to effectively communicate both in person and through various forms of media, including social media, email and texting. They also need to learn how to interpret and analyze media messages to understand the information presented and the impact it may have on society. By developing these skills, students will be better equipped to navigate the digital world and communicate effectively with others (Pinkerton, 2023). In written communication, which is

explicitly taught in English language, students learn to write to meet various needs, such as, to explain, to persuade, to synthesize, in the forms of research papers, email, journal, science report, reflection, summary and lots more. Communicating to share ideas and express feelings helps in improving relationships.

Communication both verbal and non-verbal is at the core of everything we do. Articulating thoughts and ideas effectively using oral, written or non-verbal communication skills in a variety of forms and contexts; listening effectively to decipher meaning, including knowledge, values, attitudes and intentions; using communication for a range of purposes, that is, to inform, instruct, motivate and persuade; utilizing multiple media and technologies and knowing how to judge their effectiveness and assess their impact is what is essential in people's daily transactions. On the career front, contributions to discussions and debates is seen as an added advantage. Beefing up one's communication skills is the need of the hour.

21st Century Critical Thinking Skills.

According to Trilling & Fadel in Pacific Policy Research Centre (2010), critical thinking was defined as the ability to reason effectively, analyze, interpret, evaluate, summarize and synthesize information. Critical thinking in the 21st century according to (P21), stems from the availability of advanced technologies for accessing, manipulating creating, analyzing, managing, storing and communicating innovation.

The 21st century critical thinking and problem-solving skills are essential for students to succeed in today's society. These skills involve analyzing information, evaluating arguments and developing creative solutions to complex problems (Pinkerton, 2023). By developing these skills students are better equipped to navigate the rapidly changing world and make informed decisions in both their personal and professional lives.

Statement of the Problem

Globally and indeed in Nigeria, there is a phenomena that has occurred nearly in all aspect of a nation's economy, the educational system inclusive. This phenomena is globally called an

accelerating pace of change, which has transformed the world and has streamlined the native of the world to a “global village”.

The 21st century is a knowledge-based society which is fully enriched and driven by innovative ways of imparting knowledge, skills and competences to students and innovative ways of carrying out job specifications in the work place unlike what was obtainable three decades ago. There is a paradigm shift between the knowledge content in our schools and the overwhelming realities in the workplace. Based on this disparity, there is a need to painstakingly bridge the gap between town and gown. The problem of the study therefore is stated in question form: Is the 21st century learning skills adopted in contemporary teaching- learning processes in public tertiary institutions in Rivers State?.

Objectives of the Study

The objectives of this study are to:

1. Find out whether 21st century learning skills are integrated in the contemporary teaching-learning processes in public tertiary institutions in Rivers State.
2. Determine whether 21st century critical thinking skills are integrated in contemporary teaching-learning processes in public tertiary institutions in Rivers State.

Research Questions

- 1) To what extent are the 21st century learning skills integrated in contemporary teaching-learning processes in public tertiary institutions in Rivers State?
- 2) To what extent are the 21st century critical thinking skills integrated in contemporary teaching-learning processes in public tertiary institutions in Rivers State?

Hypotheses

Based on the research questions, the following null hypotheses testable at 0.05 level of significance were formulated to guide the study.

H₀₁: There is no significant difference in the mean rating/responses of lecturers and postgraduates in the 21st century learning skills and the contemporary teaching- learning processes in public tertiary institutions in Rivers State.

Ho₂: There is no significant difference in the mean rating/responses of lecturers and postgraduates in the 21st century critical thinking skills and the contemporary teaching-learning processes in public tertiary institutions in Rivers State.

Methodology

The basic design for this study was the descriptive survey design which enabled the researcher to effectively collect information from the respondents about the problem of the study. According to Osaat (2009), the descriptive survey design involves the gathering of facts about an investigative situation, state or event and describing in a systematic manner the characteristics of a given population. The area of study is Rivers State. Rivers State is one of the Thirty-Six States of Nigeria. Its capital and largest city, Port Harcourt is economically and educational significant to the development of Nigeria. It is a state that most Nigerian youths long to stay because the state houses strategic tertiary institutions.

The population of the study consist of all lecturers and postgraduates in all the seven public tertiary institutions in Rivers State. The total number of lecturers are three thousand seven hundred and twelve (3,712) while postgraduates are six thousand three hundred and seventy-two (6,372) making it a total number often thousand and eighty three (10,083).

The sample size for the study is seven (700) hundred persons. Taro Yamane's sampling formula was applied which gave three hundred and eighty-five (385). Since the product of Taro Yamane sampling formula is the minimum benchmark, the author therefore, increased the sample size to seven hundred (700) persons. Having decided the sample size, stratified sampling technique was applied and afterwards, simple random sampling technique was also applied. Later, the sample from each stratum were added together to arrive at the aforementioned sample size of 700. The instrument for data collection was a questionnaire designed by the researcher with the title Integration of the Twenty-first Century Skills in Contemporary Teaching-Learning Processes Questionnaire (ITCSCTLPQ). The questionnaire consisted of two sections: 'A' and 'B'. Section 'A' contained information on the bio-data of the respondents. Section 'B' contained question items based on the problem of study and research questions. The instrument adopted the modified 4-point Likert scale of : Very High Extent (VHE) , High Extent (HE), Low Extent (LE) and Very Low Extent (VLE).

The face and content validities of the instrument were established by two experts in the field of Measurement and Evaluation who read through and made necessary corrections and comments. Their corrections and comments were incorporated into the work. To ascertain the reliability of the instrument, test retest method was adopted. The researcher administered the questionnaire to a group of twenty (20) respondents outside the sample size of the study. After two weeks, the questionnaire was re-administered to the same respondents, Thereafter, the pre-test and post- test scores were correlated using Pearson's Product Moment Correlation to calculate the reliability index which was obtained at 0.84. This result confirmed that the instrument was reliable for the study. The author adopted direct method to administer the questionnaire with three trained research assistants. This was aimed at ensuring high return rate and accuracy of the instruments by the respondents. Thereafter, the retrieved questionnaire which was six hundred and sixty-eight (668) made up of one hundred and twenty-seven (127) lecturers and five hundred and forty-one (541) postgraduates were statistically analyzed using mean and standard deviation.

Mean and standard deviation were used to answer the research questions. The criterion mean 2.5 was used to take decision about the research questions and the decision taken determined the extent of the rating item. The criteria for the decision was as follows: 1.00-1.24 (VLE), 1.25-2.49 (LE), 2.50-3.74 (HE) and 3.75-5.00 (VHE) respectively. The hypotheses were tested using t-test. A t-test is a statistical analysis/test that is used to compare the means of two groups. Also, it is often used in hypothesis testing to determine whether a process or treatment actually has an effect on the population of interest or whether two groups are different from one another (Bevans, 2020).

Results and Discussions

Research Question 1: To what extent are the 21st century learning skills integrated in contemporary teaching-learning processes in public tertiary institutions in Rivers State?

Table 1: Mean ratings and Standard Deviation of the Lecturers and Post Graduates Responses on the integration of the 21st century learning skills in contemporary teaching-learning processes in public tertiary institutions in Rivers State.

S/N	ITEMS	Lecturers (N=127)		Post Graduates (N=541)		Weighted Mean	Decision
		Mean (X)	SD	Mean (X)	SD		
1.	Lecturers incorporate creative skills which foster the production of new ideas and innovations in contemporary teaching - learning processes in public tertiary institutions in Rivers State.	3.34	1.18	2.76	1.66	3.05	High Extent
2.	The integration of communication skills promote proper articulation of thoughts and ideas in contemporary teaching -learning processes.	3.34	1.82	2.70	1.64	3.02	High Extent
3.	Integrating communication skills enables the articulation of thoughts and ideas either orally, non-verbally and in written form in contemporary teaching - learning processes.	3.87	1.97	3.18	1.78	3.53	High Extent
4.	The integration of communication skills by lecturers and postgraduates enhances effective listening, articulation and interpreting meaning in contemporary teaching- learning processes.	3.54	1.88	3.21	1.79	3.38	High Extent
Cluster Total		14.09	7.50	11.85	6.87	12.98	
Cluster Mean		3.52	1.88	2.96	1.72	3.25	

From Table 1 above, lecturers and post graduates attested to the fact that incorporating creative skills in contemporary teaching-learning processes foster the production of new ideas and innovations. This is supported by the weighted mean score of 3.05. Also, lecturers and post graduates responded that the adoption of communication skills promote proper articulation of thoughts and ideas in contemporary teaching-learning processes. This is supported by the weighted

mean score of 3.02. In addition, weighted mean score of 3.53 indicates that adopting communication skills in contemporary teaching-learning processes enable the articulation of thoughts and ideas either orally, non-verbally and in written forms. Finally, both lecturers and post graduates attested to the fact that communication skills enhance effective listening, articulation and interpreting meanings in contemporary teaching-learning processes. This is supported by the weighted mean score of 3.38.

Since the weighted cluster mean of 3.25 is above the criterion mean of 2.50, the researcher therefore concludes that 21st century learning skills are integrated in contemporary teaching-learning processes in public tertiary institutions in Rivers State.

Research Question 2: To what extent are the 21st century critical thinking skills integrated in contemporary teaching-learning processes in public tertiary institutions in Rivers State?

Table 2: Mean Ratings and Standard Deviation of Lecturers and Post Graduates Responses on the integration of the 21st century critical thinking skills in public tertiary institutions in Rivers State.

S/N	ITEMS	(N=127)	Lecturers (N=541)		Post Graduates Mean		Weighted	Decision
			Mean (X)	SD	Mean (X)	SD		
1.	Lecturers and postgraduates adopt critical thinking skills as these enhances the development of new, creative and innovative ideas in contemporary teaching- learning processes..		3.31	1.82	3.16	1.78	3.24	High Extent
2.	Integrating critical thinking skills enable lecturers and postgraduates to develop the ability to manipulate analyze, manage and store information using modern technology contemporary teaching-learning processes.		3.09	1.76	2.68	1.62	2.89	High Extent
3.	The integration of critical thinking skills by lecturers enable postgraduates to ask relevant questions in contemporary teaching - learning processes.		2.87	1.70	3.24	1.80	3.06	High Extent
4.	Integrating critical thinking skills by lecturers encourages prompt feedback on decisions made and processes embarked upon by postgraduates in contemporary teaching-learning processes.		2.73	1.65	2.77	1.67	2.75	High Extent
Cluster Total			12.00	6.93	11.85	6.87	11.94	

Cluster Mean**3.00****1.73****2.96****1.72****2.99**

From Table2 above, lecturers and post graduates attested to the fact that 21st century critical thinking skills enhances the development of new creative ideas and innovative ideas in contemporary teaching-learning processes. This is supported by the weighted mean score of 3.24. Also, lecturers and post graduates attested to the fact that 21st century critical thinking skills help to develop the ability to manipulate, analyze, manage and store information using modern technology in contemporary teaching-learning processes. This is supported by the weighted mean score of 2.89. Moreover, lecturers and post graduates responded to the fact that 21st century critical thinking skills enable post graduates to ask relevant questions during the contemporary teaching-learning processes. This is supported by the weighted mean score of 3.06.

Therefore, since the weighted cluster mean of 2.99 is above the criterion mean of 2.50, the researcher therefore concludes that 21st century critical thinking skills are integrated in contemporary teaching-learning processes in public tertiary institutions in Rivers State.

Testing of Hypotheses

Ho₁: There is no significant difference in the mean rating of lecturers and postgraduate the 21st century learning skills and the contemporary teaching-learning processes in public tertiary institutions in Rivers State.

Table 1: Summary of z-test analysis on the difference of 21st century learning skills and the contemporary teaching-learning processes in public tertiary institutions in Rivers State.

Respondents	N	\bar{X}	SD	Level of Sig.	Df	Z-calculated	z-critical	Decision
Lecturers	127	3.52	1.88					Significant
Post-Graduates	541	2.296	1.76	0.05	666	57	2.003	Reject Ho ₁

Data in Table 1 showed that lecturers respondents (127 in number) had a mean rating of 3.52 and standard deviation of 1.88 while post graduates respondents (541 in number) had a mean rating of 2.96 and standard deviation of 1.72. These yielded a calculated z-value of 57 which is greater than

the critical z-value of 2.003 at 666 degrees of freedom. The value was considered to be significant. The null hypothesis was rejected. Therefore, it was then concluded that there is a significant difference in the mean rating of lecturers and postgraduates in the integration of the 21st century learning skills and contemporary teaching-learning processes in public tertiary institutions in Rivers State.

H₀₂: There is no significant difference between the 21st century critical thinking skills and the contemporary teaching-learning processes in public tertiary institutions in Rivers State.

Table 2: Summary of z-test analysis on the difference between the 21st century critical thinking skills and the contemporary teaching-learning processes in public tertiary institutions in Rivers State.

Respondents	N	\bar{X}	SD	Level of Sig.	Df	t-calculated	t-critical	Decision
Lecturers	127	3.52	1.88					Significant
Post-Graduates	541	2.296	1.76	0.05	666	57	2.003	Reject H ₀₂

Data in Table 2 showed that lecturers respondents (127 in number) had a mean rating of 3.00 and standard deviation of 1.73 while the post graduates respondents (541 in number) had a mean rating of 2.96 and standard deviation of 1.72. These yielded a calculated Z-value of 4 which is greater than the critical z-value of 2.776 at 666 degrees of freedom. The value was considered to be significant. Therefore, the null hypothesis was rejected. Therefore, the researcher concluded that there is a significant difference in the mean rating of lecturers and postgraduates in the 21st century critical thinking skills and the contemporary teaching-learning processes in public tertiary institutions in Rivers State.

Discussion of Findings

The result of the study revealed that 21st century learning skills, for instance, creativity skill fosters new ideas and innovation while communication skill promotes proper articulation of ideas, thoughts, effective listening, interpreting and expression either orally, non-verbally and in written form. This is supported by Trilling & Fadel in Pacific Policy Research Centre (2010), who stated that creative and communication skills under the 21st century learning skills, will enable students

to articulate thoughts and ideas effectively using oral, written and non-verbal communication in a variety of forms and context. The result of the study revealed that the adoption of communication skills which is an aspect of 21st century learning skills by lecturers and post graduates enhances effective listening, articulation of ideas and interpreting meaning in contemporary teaching-learning processes. This is supported by Trilling and Fadel in Pacific Policy Research Centre (2010) who argued that communication skills enable today's students to communicate clearly by listening effectively to decipher meaning, including knowledge, values, attitudes and intentions as well as communicate effectively in diverse environment including multi-lingual.

The result of the study revealed that 21st century critical thinking skills enhances the development of new creative and innovative ideas. The study further revealed that 21st century critical thinking skill develops in an individual the ability to manipulate, analyze, manage and store Information using modern technology, thereby enhancing contemporary teaching—learning processes. This is supported by Partnership for 21st century skills (P21) in Pacific Policy Research (2010), who asserted that critical thinking in the 21st century is necessitated through the availability of advanced technologies for accessing, manipulating, creating, analyzing , managing, storing and communicating Information. The result of the study also revealed that critical thinking skill in the 21st century encourages learners to ask relevant questions and prompt feedback on decisions made and processes embarked upon, all these are geared towards ensuring, encouraging and enhancing sustainable development both in the classroom and workplace.

Conclusion

Both 21st century learning skills and critical thinking skills are integrated in the contemporary teaching-learning processes in public tertiary institutions in Rivers State.

The 21st century learning skills such as creativity skills fosters new ideas and innovation while communication skill promotes proper articulation ideas, thoughts, new ideas, effective listening, interpreting and expression of these thoughts and ideas either orally, verbally, non- verbally and in written forms.

The 21st century critical thinking skills in addition to the development of new and innovative ideas, it also develops in an individual the ability to access, manipulate, create, analyze, manage, store communication effectively through the availability of advanced technologies.

21st century skills are top-notch for students to succeed in a knowledge-based world and incorporating the teaching of these skills into the classroom alongside more academic-focused teachings will help students as they graduate and matriculate into the workplace. Thereby bridging the gap between the town and the gown.

Recommendations

In the light of the findings from the study, the following recommendations were made:

1. Government at all levels should endeavour to provide adequate infrastructural facilities, procurement of 21st century technological tools and an enabling teaching and learning environment.
2. Government at all levels should stop paying lip service to the educational sector, they should borrow a new leaf from the Western nations who match their words with actions by fully adopting and implementing the 21st century skills in the educational sector. This will help in repositioning our educational sector for the better.
3. Teachers should rebrand and upgrade themselves intellectually for greater responsibility and service delivery.

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ETHNIC POLITICS AS CORRELATES OF STAFF WELFARE AND EQUALITY OF EDUCATIONAL OPPURTUNITIES AMONG CITIZENS IN NIGERIA

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Abstract

This study is on ethnic politics as correlates of staff welfare and equality of educational opportunities among citizens in Nigeria. The study adopted the correlational design. The population of the study consisted of an estimated 500,000 individuals between the ages of 20 to 60 who are eligible to participate in the electoral process, elderly people who are above 60 years across five major occupation including civil service, politics, Non-Governmental Organizations, Civil Societies and the academia. This population was drawn from selected organizations like churches, religious places, hospitals and institutions of higher learning. A sample of 900 respondents drawn across south-south zone of Nigeria was used for the study. The researcher relied on multi-stage sampling procedure. The researcher used two instruments namely, Ethnic Politics Questionnaire (EPQ) and the Educational Development Indicators Scale (EDIS). The validity of both instruments was determined by experts while the reliability of both instruments was determined using Cronbach Alpha with reliability indices obtained for “Ethnic Politics Questionnaire” (EPQ) revealed a reliability index of 0.71 and 0.82 for Educational Development Indicators Scale (EDIS). Simple regression and ANCOVA was used to analyze the data. The findings revealed that ethnic politics significantly relates with equal educational opportunity ($p=0.029<0.05$). On the contrary, there was no significant relationship between ethnic politics and staff welfare ($p=0.124>0.05$). Also, gender had no influence ($p=0.892>0.05$) on the relationship between ethnic politics and educational development. Based on the finding, it was recommended among others that the National Orientation Agency should be more effective in educating the masses and the would-be politicians on the need to practice true politics devoid of ethnic sentiment.

Keywords: Ethnic Politics, Staff Welfare, Equality Educational Opportunities

Introduction

Education is the source of progression. It is also the way to our destiny as accomplishments are developed when individuals have enough knowledge, capacities, and an appropriate approach. It is a process of accumulating advanced techniques that can be used by several people to transform society's old standards. Education is a path to the enduring measure that changes an individual's reasoning and ability to achieve a particular objective. It allows individuals to look at their considerations and contemplations and empowers them to dwell extraordinarily. To deal with issues and do creativity, we first need to gain the ability for certain limits. We require developed learning and experience to come out dynamically innovative. So education is the key to success. It develops the ability to make moves and manage issues individually. Moreover, it gives the capacity to have a perspective and a look at life from a different point of view. Education is a consistent cycle that secures positive changes in human life and lead. We can similarly describe it as "a pattern of getting information through examination. Education is attained as a necessity for life. People's distinguished state of mind and lifestyle comes with educational, mental, physical, moral, and social development. Duration of course is identified as formal, informal or non-formal. In every nation, it is certain that there should be development and this cuts across all aspect including education. A society can never progress if its population is not educated up to the mark and do not have the knowledge of advanced techniques and technologies. Having a modern mentality put a great impact on any society. It creates an immediate effect on the economy's condition, educational and financial turn of events. Through this type of approach, the person achieves profitability and work effectiveness.

Assad (2007) stated that there are various factors that may work against national development. To him, while some of these factors are natural and as a result of environmental forces, others on the other and are created through political ideation and abnormality. One such may include ethnic politics. Adebami and Uche (2015) observed that ethnic politics had been in existence since the colonial days in Nigeria. According to Ako-Nai (2008) ethnic politics and rivalry could be linked to colonial imperialists who adopted the method of divide and rule to govern. Then ethnic groups were played against one another for economic gain from the British imperialists. To this end, Ako-Nai (2008) argued that the initial politics of separation by the British imperialists is the bedrock of continued conflict among the major ethnic groups in Nigeria even after independence. Chogugudza (2008) in his work *Ethnicity Main Cause of Instability, Civil Conflict and Poverty in Africa*,

observes that some of the colonial officers planted ethnic rivalries amongst indigenous populations by employing a strategy of 'divide and rule' in the various colonized places. The divide-and-rule strategy adopted generated mutual suspicions among different ethnic groups in many African nations a situation which persists even till now.

Again, Adagbabiri and Okolie (2019) stated that subsequently, political instability, abject poverty, acute youth unemployment, heightened crime rate, poor health prospects, and widespread malnourishment have been the main features of Nigeria's political economy. One of the major explanations for the failure of all development programmes in Nigeria has been the absence of democracy and intermittent military intervention in politics (Ogundiya, 2010). Faulty development policies pursued since independence have left the people pauperized and decimated. Also, failure to play by the rules of the game of party politics brings the country close to the state of nature. This is manifested in increasing poverty, diseases, youth unemployment, poor medical care, poor housing facilities, lack of potable water, epileptic power supply, lack of access to power and resources by minority groups and their exclusion from policy making (Egharevba & Chiazor, 2013). Meanwhile, it is not an overstatement to contend that the return of the country to electoral democracy in 1999 has not made a significant impact on the economic and social well-being of the people or in the overall development indices. To this end, it could be that the type of politics played in Nigeria could contribute to the development of underdevelopment of education and one of these major political scales is ethnic politics.

Ethnic identity manipulation has been one of the challenges of 'tearing Nigeria apart'; and the inability of the Nigerians to integrate ethnic identities into their nation's structure has worsened the situation (Aquiline-Tarimo, 2008). It is understandable that Nigeria like many other nations in Africa is a multi-ethnic society that has lived peacefully for many years. However, the recent happening in Nigeria has shown that the dominant ethnic groups constitute a major political problem within the nation. According to Aquiline-Tarimo (2008). From independence also, the dominant ethnic groups in Nigeria (Hausa, Yoruba and Igbo) had been engaged in the activities of controlling the political power of the nation, with the primary aim of controlling the resources of the state. The sole ambition of controlling the economic activities of the nation has led to a 'keen hunt', for political power, especially at the centre by the various ethnic groups in Nigeria. The political calculation and permutation of who gets what, when, and how of the political cum

economic potentialities of the nation are the main sources of hostility and conflicts. This has continued to threaten the political stability and advancement of Nigeria as a nation. The incessant struggle for power is always heating up the nation's polity and in turn influencing the educational development of Nigeria. Apart from the fact that this action has continued to polarize the nation along ethnic group divides, the degree of human losses in every political violence associated with power struggle is unquantifiable.

Politics of ethnicity has made it difficult for Nigeria to have the right leaders in its political sojourn over sixty-three years of independence, except for a very few of her leaders who have demonstrated total commitment to the nation's development. Ethnic politics has been a clog in the wheel of educational advancement of the nation such that, only few African educational institutions have been ranked among the world best not to talk of Nigeria. The election of candidates so far has been based on 'where the candidates came from rather than on the right candidates for the election' (Umezina, 2012). Similarly, ethnic politics has also created an avenue whereby corrupt leaders are being supported by their ethnic groups. Instead of the citizens vehemently rejecting corrupt leaders and condemning their activities, they do support them due to ethnicity and ethnic politics, thereby, making these leaders continue in a corrupt manner with impunity. Ethnic politics no doubt has had a lot of negative consequences for the nation's development with consequential effects on the advancement educational opportunities in the nation. It is noted that ethnic politics may affect the overall wellbeing of the educational system. This could be the staff or employee welfare, the provision of educational opportunities etc.

Employee welfare means anything done for the comfort and (intellectual or social) improvement of the employees, over and above the wages paid. In simple words, it means "the efforts to make life worth living for workmen." It includes various services, facilities and amenities provided to employees for their betterment. These facilities may be provided voluntarily by progressive entrepreneurs, or statutory provisions may compel them to provide these amenities; or these may be undertaken by the government or trade unions, if they have the required funds. However, in the course of the study, staff welfare will be operationally tied to their salary package and other monetary entitlements.

According to Sabo, Umar and Kaoje (2019), to understand this more clearly, it is helpful to recognize just how far Nigerian academics have seen a long-term decline in their salary levels. This process has been one of long historical development; hence, one can trace the problem of salaries and conditions of service back to the immediate post-independence era. The prevailing economic situation in Nigeria was such that the annual salary of a lecturer was sufficient to buy a car, and so the liquidation of a car loan five years later was not a strain.

The synchronization of the civil service under the “unified public service”, a recommendation of the Udoji & Co advisory committee of 1975, brought about a further devaluation of academic labor in Nigerian universities. Under this scheme, the university professor's salary was capped at £11,568, which placed him or her at par with a permanent secretary of the same grade at the state level, but lower than the latter's counterpart at the Federal level. A comparison of the remuneration of the then ruling military class with the university staffers before and after the Udoji recommendation makes the matter clearer. At Nigeria's independence in 1960, an Assistant Lecturer was paid more than both a Sub-Lieutenant and Lieutenant; a Lecturer II more than a Lieutenant Colonel, a Reader/Associate Professor more than a Colonel and Brigadier.

The phrase "equality of educational opportunity" is problematic to deal with. It is an evasive phrase that needs lots of analyses and such analyses may be confusing. The problem with the definition of " educational opportunity" is two-fold-practical, how to achieve equal opportunities and conceptual- the concept of the phrase "equal educational opportunities. It is widely accepted that educational opportunities for children ought to be equal. This thesis follows from two observations about education and children: first, that education significantly influences a person's life chances in terms of labor market success, preparation for democratic citizenship, and general human flourishing; and second, that children's life chances should not be fixed by certain morally arbitrary circumstances of their birth such as their social class, race, and gender. But the precise meaning of, and implications for, the ideal of equality of educational opportunity is the subject of substantial disagreement (Jencks 1988). This entry provides a critical review of the nature and basis of those disagreements.

Questions about the just distribution of educational opportunity are especially vexing given the scarcity of resources allocated to education. Although developed societies provide some education for free to their citizens, funding for education is always in competition with the need to provide

citizens with other social goods. As Amy Gutmann writes: “The price of using education to maximize the life chances of children would be to forego these other social goods” (Gutmann 1999). Other basic welfare needs (e.g., housing, healthcare, food), as well as cultural goods (e.g., museums, parks, concert halls), must be weighed against public funds allocated to education, thereby making high-quality education even in highly productive societies scarce to some degree. This scarcity is evident on several fronts with respect to higher education in the United States, which attracts applicants from all over the world. There is fierce competition for admission to highly selective colleges and universities in the U.S. that admit fewer than 10% of applicants. In this arena, wealthier parents sometimes go to great lengths to bolster their children’s applications by paying for tutoring, extracurricular activities, and admissions coaching activities that can put applicants without these resources at a significant disadvantage in the admissions process.

Formal equality of opportunity is the view that formal rules that make reference to personal or ascriptive characteristics should not be obstacles to achieving certain goals. Such characteristics include race, socio-economic class, gender, religion, and sexuality. It is essentially a concept of equality before the law. It is often understood as an anti-discrimination principle (See the entry on equality of opportunity for more discussion). As applied to educational opportunity, formal equality of opportunity requires the removal of formal obstacles, in the form of laws or entrance criteria for educational institutions, which refer to ascriptive characteristics. For instance, formal equality of opportunity is opposed to legally segregated schools whose admissions policy states that students be white, male or belong to a certain religion. This conception is likewise opposed to laws that endorse or require segregation in schools. The Brown decision is certainly consistent with at least formal equality of opportunity. At the same time, it is worth noting that formal equality of opportunity is at odds with the tolerant attitude many societies take toward schools and colleges that are segregated by sex and religion. One possible way in which these practices might be reconciled with formal equality of educational opportunity would be to argue that this principle applies only to public educational institutions and not private schools and colleges. Some people accept that formal equality of opportunity is a sufficient norm to guide the distribution of educational opportunities, but most political and moral philosophers accept it as necessary but not sufficient. A principle of non-discrimination leaves open whether and to what extent the state needs to provide the resources that are required for education, or how those resources should be distributed (see Gutmann 1999). Since resources are necessary for education whether in the form

of books and materials, teachers, facilities, and so on formal equality of opportunity is compatible with some children failing to actually receive an education. Formal equality of opportunity fails to provide effective equality of opportunity.

Additionally, formal equality of educational opportunity is not concerned with the informal rules, social norms, or private discrimination that people in a society face that can have a profound effect on a child's opportunities for education. Consider that formal equality of opportunity is compatible with school segregation, if school attendance zones were determined by residence and residence were segregated by race and social class (as is typically the case in the U.S.). If integration is a moral imperative, formal equality of opportunity cannot achieve this goal (Anderson 2010). Many people believe that insofar as informal discrimination is an unfair obstacle to educational opportunity, it is a serious problem that requires policy attention. Even if formal equality of opportunity could be defended as a just distributional principle outside of the educational context, perhaps because going beyond it violates certain rights (see Nozick 1997), it cannot be defended in the context of schooling. No democratic society can justify failing to educate the children of its poorest students.

While Nigeria keeps lagging behind, other African countries are stepping up. According to the World Education Forum (2021), only Seychelles, Tunisia, Egypt, South Africa, Kenya, Mauritius, Algeria, Botswana, Cape-Verde and Namibia were ranked first top 10 among African Institutions. In all these, it is baffling that these countries with lower economic power than Nigeria have shown more commitment to improve their education system while Nigeria is still wallowing in lackluster. Industrial actions have characterized Nigeria's education system. It is estimated that 60% of residents in Nigeria live in poverty, lacking access to sufficient resources such as healthcare, schooling, and income. With more of the population in poverty, the lower standard of living there is. This is also due to high unemployment, with over 25% of Nigerians without a job. The government is struggling to create new jobs and investments, leading to higher inequality within the country. This means there is a lack of funding for infrastructure such as housing and schools which would help Nigerians in poverty. Much of the issues of poverty and inequality also have to do with high corruption in the country. This is a negative indicator for Nigeria as it prevents people from being able to take up higher employment and higher incomes.

Aim and Objectives

The aim of the study is to investigate ethnic politics as correlates of staff welfare and equality of educational opportunities among citizens in Nigeria. In specific terms, the researcher intends to;

1. Investigate the extent to which ethnic politics relates with academic educational staff welfare in Nigeria.
2. Ascertain the extent to which ethnic politics relates with equal educational opportunity in Nigeria.
3. Find the influence of gender on the extent to which ethnic politics relates with educational development in Nigeria.

Research Questions

The following research questions guided the study.

1. To what extent does ethnic politics relate with academic staff welfare in Nigeria?
2. What is the extent of relationship between ethnic politics and Equal educational opportunity in Nigeria?
3. To what extent does gender influence the relationship between ethnic politics and educational development in Nigeria?

Hypotheses

The following hypotheses guided the study;

1. There is no significant relationship between ethnic politics and academic staff welfare in Nigeria.
2. Ethnic politics has no significant relationship with equal educational opportunity in Nigeria.
3. There is no significant influence of gender on the relationship between ethnic politics and educational development in Nigeria.

Methodology

The study adopted correlational design. The population of the study consisted of an estimated 500,000 individuals, between the ages of 20 to 60 who are eligible to participate in the electoral process drawn across five major sectors including civil service, politics, Non-Governmental Organizations, Civil Societies and academia. This population was drawn from selected organizations like churches, religious places, hospitals and institutions of higher learning. As at the time of the study, due to the infinite nature of population, no standard data is documented. However, Nwankwo (2016) maintained that where the population is infinite, a researcher can have an estimated population. The researcher estimated the population of these category of persons to be about 500,000 within the area. A sample of 900 respondents drawn across south-south zone of Nigeria was used for the study. The researcher relied on multi-stage sampling procedure in the process of drawing these respondents. First, the researcher adopted the purposive sampling technique to focus on states within the south-south region of Nigeria. After this, the researcher used simple random sampling by balloting to draw two LGA's from each of the state. This was done by writing all the names of the L.G.As in the six states in piece of paper and folding them. From here the researcher handpicked two which revealed the name of the two L.G.A's in the state giving it a total of 12 LGAs. After this, the researcher used purposive sampling technique to restrict sampling to only urban areas in these LGAs. At stage three, the accidental sampling technique were employed by the researcher. Here, the researcher visited churches, religious organizations and other organized institutions distributing the questionnaire to only eligible persons. These eligibilities were able to read and respond independently to the items in the instruments. The eligibility also included their area of work which includes civil service, politics, Non-Governmental Organizations, Civil Societies, and academia as stated above. The researcher finally used non-proportionate sampling to draw 15 respondents from each of the profession. This gave a total of 75 respondents from the five selected profession and 900 respondents across the 12 Local Government Areas from the six states that make up the south-south states of Nigeria.

The researcher used two instruments for the study namely "Ethnic Politics Questionnaire (EPQ) as well as the Educational Development Indicators Scale (EDIS). The Ethnic Politics Questionnaire (EPQ) is an adapted instrument from the works of Sheldon (2001) with a modified like the 4-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly

Disagree (SD). The instrument contains two sections (A & B). In section A, demographic information including gender and socio-economic status as well as the occupational affiliation of the respondents are measured. In Section B, the instrument contains thirteen (13) items carefully drawn to scale the extent of ethnic politicking of the respondents.

On the other hand, the Educational Development Indicators Scale (EDIS) is a researcher developed instrument to measure some indicators of educational development. The instrument is designed like the 4-point Likert scale of Strongly Agreed (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument contains two (2) sub-sections. From sub-section I-II, the researcher generated items that measure the academic staff welfare and provision of equal educational opportunities. The instrument contains twenty (20) items in all. The validity of both instruments was determined by giving copies of the instrument to the researcher supervisors and three other experts in Measurement and Evaluation. They were requested to vet the instrument for face and contents. After their vetting, the researcher ensured that all corrections were made before drafting the final copy of the instruments. The reliability of both instruments was determined using Cronbach Alpha. Twenty (25) copies of the instruments was given to pilot group who was not part of the original sample, but which shared similar characteristics with the target sample. After their response, the data were subjected to Cronbach Alpha analysis via SPSS. The reliability indices obtained for Ethnic Politics Questionnaire was 0.81 while the “Educational Development Indicators Scale” (EDIS) revealed sub-sectional reliability indices of 0.81 and 0.68 for academic staff welfare as well as equal educational opportunities respectively. These coefficient indices showed that the instruments were highly reliable. Simple regression, multiple regression as well as analysis of Covariance (ANCOVA) was used to analyze the data that was generated.

Result

Research Question One: To what extent does ethnic politics relate with academic staff welfare in Nigeria?

Hypothesis One: There is no significant relationship between ethnic politics and academic staff welfare in Nigeria.

Table 1: Simple regression analysis of relationship between ethnic politics and academic staff welfare in Nigeria.

Model	R	R Square	Adjusted R Square			
1	.085	.006	.005			
Model	Sum of Sq.	Df	Mean Sq.	F	Sig.	Result
Regression	157.379	1	157.379	2.079	.124	Insignificant
Residual	27826.936	898	30.988			
Total	27984.316	899				

Analysis in table 1 shows that calculated R is 0.085. The R square value is 0.006 while the adjusted R square is 0.005. From the R square value, it is seen that ethnic politics has a relationship of about 0.6% (0.006×100) with academic staff welfare in Nigeria. Calculated F was 2.07 while sig value was 0.124. Hence, since sig ($p=0.124 > 0.05$) is greater than 0.05 alpha, the null hypothesis is retained meaning that there is no significant relationship between ethnic politics and academic staff welfare in Nigeria.

Research Question Two: What is the extent of relationship between ethnic politics and Equal educational opportunity in Nigeria?

Hypothesis Two: Ethnic politics has no significant relationship Equal educational opportunity in Nigeria.

Table 2: Simple regression analysis of relationship between ethnic politics and Equal educational opportunity in Nigeria.

Model	R	R Square	Adjusted R Square			
1	.127	.014	.013			
Model	Sum of Sq.	Df	Mean Sq	F	Sig.	Result
Regression	.585	1	.585	11.020	.029	Significant
Residual	26807.864	898	29.853			
Total	26808.449	899				

The analysis shows that calculated R is 0.127. The R square value is 0.014 while the adjusted R square is 0.0132. From the R square value, it is seen that ethnic politics has a relationship of about 1.4% (0.014×100) with provision of equal educational opportunity in Nigeria. Calculated F was 11.02 while sig value was 0.029. Hence, since sig ($p=0.029 < 0.05$) is less than 0.05 alpha, the null hypothesis is rejected and the alternate retained meaning that ethnic politics has a significant relationship provision of equal educational opportunity in Nigeria.

Research Question Three: To what extent does gender influence the relationship between ethnic politics and educational development in Nigeria?

Hypothesis Three: There is no significant influence of gender on the relationship between ethnic politics and educational development in Nigeria.

Table 3: Analysis of Covariance of influence of gender on the relationship between ethnic politics and educational development in Nigeria.

Gender	Mean	Std. Deviation	N
Male	19.41	5.364	424
Female	19.50	5.353	476

Source	Sum of Sq.	Df	Mean Sq	F	Sig.	Result
Corrected Model	65.125	2	32.562	1.136	.322	Insignificant
Intercept	11089.045	1	11089.045	386.822	.000	
Ethnic. Politics	63.238	1	63.238	2.206	.138	
Gender	.530	1	.530	.019	.892	
Error	25714.354	897	28.667			
Total	366563.000	900				
Corrected Total	25779.479	899				

The analysis in the table shows that male respondents were 424 while females were 476. The mean value was 19.41 for male and 19.50 for female. Standard deviation was 5.36 and 5.35 respectively. From the intercepts, calculated F value was 0.019 while the sig value was 0.892. Hence, since Sig ($p=0.892>0.05$) is greater than alpha of 0.05, the null hypothesis is retained meaning that there is no significant influence of gender on the relationship between ethnic politics and educational development in Nigeria.

Discussion of Findings

Research finding one shows that there is no significant relationship between ethnic politics and academic staff welfare in Nigeria. This means that the welfare of civil servants especially in the educational sector is not dependent or is not a function of ethnic politics. This therefore means that the extent to which academic staff welfare will be taken serious is not dependent on politics of ethnicity. This findings is however very surprising to the researcher because just as noted in the

above discussion based on other findings, it is seen that ethnic politics has a negative impact on the overall development and provision of infrastructure as well as the suspicion that it could also influence the staff welfare. The findings of Korgenic (2015) however differ from the current finding when reiterated that politics of ethnicity has a negative impact on the welfare development of civil servants.

From research findings two, it is revealed that ethnic politics has a significant relationship with the provision of equal educational opportunities in Nigeria. This finding means that politicians or government practicing ethnic politics will certainly influence the provision of educational opportunities either positively or negatively. This finding also implies that educational opportunities to citizens of the country may be hampered if politicians get into the office through ethnic lines and as such may not have a genuine interest of the people at heart. The finding of the study is not surprising to the researcher because as noted above through earlier findings, government of ethnic politics is devoid of true democracy which has the interest of the people at heart. Therefore, the provision of education opportunities by encouraging all to partake in the educational process irrespective of gender, status, ethnicity and abilities by the citizens may be hampered if the governments practice politics of ethnicity. The finding of the study is in line with that reported by Oyiborume (2020) who reported significant relationship between ethnic politics and equality of education.

From research findings three, it is reported that there is no significant influence of gender on the relationship between ethnic politics and educational development in Nigeria. This finding means that both male and female respondents did not differ in their opinion on the relationship between ethnic politics and educational development in Nigeria. It means that male and female respondents have agreed that ethnic politics have a significant influence on the educational development in Nigeria. The finding of the study may come because both male and female respondents and citizens in general have observed keenly the disadvantage of ethnic politics in the educational development process. They might have also observed the bias nature or regional development in terms of education as a result of politics of ethnicity. The finding is not surprising to the researcher because both male and female respondents have unanimously observed the influences that such politics may have on the advancement of education in Nigeria. The finding of Osadola and Ajayi (2021) further support the current finding.

Summary of Findings

From the analysis in the respective tables, it is found that;

1. There is no significant relationship between ethnic politics and academic staff welfare in Nigeria.
2. Ethnic politics has a significant relationship with the provision of equal educational opportunity in Nigeria.
3. There is no significant influence of gender on the relationship between ethnic politics and educational development in Nigeria.

Conclusion

It is widely observed that true democracy is elusive in the political landscape of Nigeria. While some may practice total dictatorship, others practice politics of egocentrism and bitterness. In all, these all anchor on politics of ethnicity where politicians practice politics based on ethnic lines and sentiment. Politics of ethnicity has for a long time bedeviled the physical development of Nigeria as a nation including the development of education in particular as it is widely believed that educational development in any nation amount to the social economic development of such nations. The disadvantage of ethnic politics in educational development is enormous which include limiting equal educational opportunities for citizens. This to a greater extent has made the nation to be less competitive educationally compared to other nations.

Recommendations

Based on the findings, it is recommended that;

1. Political stakeholders should take up the welfare of staff and not to leave it in the hands of the government alone.
2. Politicians should not gamble with the provision of equal opportunities for citizens in every geopolitical region, local government or the nation at large neither should they gamble with the equal provision of education opportunities for both genders or people living with disability.

3. Politicians and others who provide educational opportunities should provide it in such a way that will be gender balance.

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SCHOOL BASED MANAGEMENT COMMITTEE ROLES FOR ADMINISTRATION OF UNITY COLLEGES IN RIVERS STATE, NIGERIA

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Abstract

This study investigated School-Based Management Committee Roles for administration of Unity Colleges in Rivers State, Nigeria. Two research questions and two hypotheses guided the study. The study adopted a descriptive research design. The population comprised 490 academic staff (3 principals and 487 teachers) in the 3 unity colleges in Rivers State. A sample of 242 principals and 3 teachers were drawn from the schools. The sampling techniques used were the purposive and stratified sampling techniques. The instrument used for data collection was a well-structured questionnaire titled: "School Based Management Committee Role for Administration of Unity Colleges Questionnaire" (SBMCRAUCQ) developed by the researcher. The face and content validities of the instrument were validated by three experts in the Faculty of Education and Cronbach Alpha Statistics was used to determine the internal consistency of the instrument, which yielded a coefficient as follows; 0.83 for school-based management committee roles while the reliability coefficient of 0.80 and 0.77 were obtain respectively. The research questions were answered using mean and standard deviation, while the hypotheses were tested at 0.05 level of significance using z-test. The findings revealed that school-based management committee roles include managing school-based management policies and composition of school-based management committee for administration of unity colleges in Rivers State, Nigeria. Based on the findings of the study, the researcher recommended amongst others that principals should ensure that policies that would benefit both students, staff and the outside communities should be enacted and implemented accordingly in order to achieve the objectives of the committee for effective administration. Also, members of the school-based management committee should fulfill their responsibilities by effectively performing their respective roles.

Keywords: School Based Management, Committee Roles, Administration.

Introduction

School effectiveness is a challenge to stakeholders in education. Although several studies have examined this issue, adequate attention has not been paid to School-Based Management Committee (SBMC) strategies (advocacy, resource mobilization, resource control, communication and instruction monitoring) and community participation as predictors of school effectiveness. The management of education in those days did not pose any problem to parents because the voluntary agencies and the native authorities were fully involved in the management of education. These ordinances were considered first and most effective move by the government to manage schools and education in general. By then, it was not every child that had access to western education, but only the sons or servants of the Chiefs and Emirs or those that were fortunate to be sponsored by their community through scholarship that were the initial beneficiaries of the system (Adedokun, 2015).

School based management committee falls under the umbrella of participative management because when people participate in making decisions that affect them, they are more likely to develop a deep sense of ownership and commitment to the decisions. The major idea of SBMC is that people who primarily benefit from education (that is, children, their parents, and other community members) should have a say in the management of educational system. During an economic crisis, many governments could be handicapped to guarantee the quality of education at all levels, as a result, to supplement the financial shortage, deploying limited financial and human resources and sharing costs become inevitable, hence the need for SBMC (Abayomi, 2019).

School Management Boards (SMBs) were able to direct the courses in which the schools were able to achieve immensely in the past. The inactivity of these boards was indeed the beginning of what has led to the decay in public schools today. The implementation of the UBE

had faced many challenges while basic schools in Nigeria experienced shortage of infrastructure, as well as committed and quality teachers. Authorities in some of these schools have low esteem in ensuring standard and achievement of school objectives (Adedokun, 2018). The condition of UBE schools had made many regions, states and communities to become extremely concerned about issues such as the maintenance of ageing facilities, protection against vandalism, the re-use and adaptation of buildings, upgrading outdated furniture and equipment, managing the use of premises for more than one purpose, as well as other related issues pertaining to expenditure.

As studies and experiences strongly indicated (Uko, Umosen, & Caleb, 2015), achievement was greater in above-standard schools than in substandard schools. It was therefore the obligation of any reasonable community to improve infrastructure in its schools. It was necessary for SBMCs to develop necessary strategies for promoting this community participation in all aspects of school processes. According to Pinnock (2017), community participation is one of the key factors to determine school effectiveness. It helps increase the accountability of schools by reducing teacher absenteeism, increasing teachers' efforts and these generally seem to contribute to improved basic school effectiveness. It also helps develop true democratic processes in school development processes.

The Universal Basic Education Commission (UBEC) issued the guidelines for the implementation of NCE policy to all States Universal Basic Education Board (SUBEB) to implement SBMC roles in their states. Parents, teachers, community members, educational managers and other educational stakeholders were all brought together to form a School-Based Management Committee (SBMC), and the school head serves as the powerful secretary of the committee. The SBMCs were charged with the responsibilities of participating in school planning processes. They are to produce school development plans; oversee to the use of resources made

available to schools; monitor school activities, including pupils' attendance and teachers' absenteeism; share information on the schools with parents, government and civil society stakeholders; encourage broad participation by all stakeholders in school activities; encourage full participation of children and women in all SBMC activities; and mobilize communities for schools improvement.

Through SBMC, a community could contribute in different ways towards the provision of funds to reduce the financial burdens of secondary schools by contributing towards the provision and maintenance of school facilities and source for funds to complement the effort of the government. Bakwai (2018) submitted that there is a significant relationship between SBMC resource mobilization strategies and infrastructural development. Effective planning is an essential responsibility of every principal in secondary school system as it helps to facilitate reliable decision making, policy implementation, effective communication, proper leadership and coordination of all activities required for goal attainment. The activities related to school management are highly complex in nature, as a result, it imperative to enhance their efficiency and effectiveness through planning. Such planning entails the selection and sequential arrangement of learning contents and methods from the curriculum, syllabus, scheme of work and lesson plan procedures.

The Federal Unity Colleges have become victims of rot and neglect; the Federal Government appears to have abandoned its responsibility; parent teachers associations hire and “fire” teachers for Federal Government Colleges. The nation is so often treated with unpleasant stories involving the headships of Federal Government Colleges and Chairpersons of Parent-teachers Associations of their schools (Abdulkareem, 2013). However, although, the reasons for establishing the Federal Unity Schools are still valid today, but should the Federal Government

lose sight of the current social, economic, and political realities at this time just to retain them? SBMC as a matter of policy engage in supervision of 104 Federal Government Colleges to serve as vehicles for National Unity and Models for states and Private Secondary Schools.

SBMCs in Nigeria were to help promote transparency and accountability in school, promote effective monitoring and evaluation of schools progress, enhance effective education service delivery through school governance and improve school community relationship. They were to promote active community participation in school development planning, support schools to achieve their set objectives, mobilize communities to participate in decision affecting their schools, and facilitate support for the disadvantaged groups within the school community. In general, SBMCs have fostered the opportunity for community participation in decision-making. Although, community participation in education pre-dated the compulsory public schooling with the evidence that education was historically family and community based.

The forms of community support needed for school development recently became more formalized in SBMC policies, with new forms of community participation emerging. Community participation had been used as panacea to solving complex problems related to school and education in general. It is not something that suddenly appears in education delivery. In fact, not all communities were passive in the education of their children. Until in the last century, communities were the most responsible in managing schools. Even at the time of conducting this study, there were places in Nigeria where communities organized themselves to provide and manage schools for their children. Although the participation of communities in school administration has not been extended to a wider practice. It helps increase the accountability of schools by reducing teacher absenteeism, increasing teachers' efforts and these generally seem to contribute to improved basic school effectiveness. It also helps develop true democratic processes

in school development processes. The ultimate measure of school effectiveness is students' outcomes indicated by their examination results. A school could be regarded as effective if its students exhibit proficiency in reading, writing and computational skills, practical and vocational skills, exhibit the desired level of knowledge in various subjects in the curriculum, and performed good in their examination (Adepoju & Akinwunmi, 2021).

School can be considered effective if its students are able to use available school resources properly and cautiously and are able to take responsibility for their learning. However, the state of secondary schools in the state seems not to suggest that the private sector have heeded the clarion call for participation by the government. This study is therefore contemplated to examine the school based management role for administration of unity college in Rivers State.

Aim and Objectives of the Study

The aim of the study was to investigate School Based Management Committee roles for administration of Unity Colleges in Rivers State, Nigeria. Specifically, the objectives sought to:

1. find out what constitute School-Based Management policies in Unity Colleges in Rivers State
2. ascertain the composition of School Based Management Committee in Unity Colleges in Rivers State.

Research Questions

The following research questions were posed to guide the study

1. What constitute School Based Management policies in Unity Colleges in Rivers State?
2. What is the composition of School Based Management Committee in Unity Colleges in Rivers State?

Hypotheses

H₀₁: There is no significant difference between the mean scores of the opinions of teachers and principals on what constitute School Based Management Policies in Unity Colleges in Rivers State.

H₀₂: There is no significant difference between the mean scores of the opinions of teachers and principals on the composition of School Based Management Committee in Unity Colleges in Rivers State.

Methodology

The study adopted descriptive survey design since its emphasis was in finding out school based management committee roles for effective administration of unity colleges in Rivers State. The population for this study consisted of the 490 teachers and principals in the 3 unity colleges in Rivers State. The sample size that was used for this study was 242 teachers and 3 principals gotten using purposive and stratified sampling techniques. The instrument that was used for data collection in this study was a self-structured questionnaire titled 'School Based Management Committee Role for Administration of Unity Colleges Questionnaire' (SBMCRAUCQ) The questionnaires were structured using four points modified Likert type rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with values 4,3,2, and 1 respectively. The instrument was face and content validated by three experts in University of Port Harcourt. The reliability of the instrument was estimated using Cronbach Alpha Statistics with a co-efficient of 0.83 for school-based management committee roles while the reliability co-efficient of 0.80 and 0.77 were obtain respectively. Copies of the questionnaires were administered by the researcher and two research assistants and 245 copies which represented 89.7% return rate were

retrieved. The research questions were answered using mean and standard deviation, while the hypotheses were tested at 0.05 level of significance using z-test.

Results

Answers to Research Questions

Research Question 1: What constitute School Based Management policies in Unity Colleges in Rivers State?

Table 1: Mean and Standard Deviation on the mean scores of the opinions of principals and teachers on what constitute School Based Management policies in Unity Colleges in Rivers State

S/N	Items	Principals 3		Teachers 242		Mean set	
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	$\bar{X}\bar{X}$	Decision
1	The membership of SBMCs shall be composed of a maximum of 17 members	2.72	0.37	2.60	0.56	2.66	Agreed
2	Within SBMCs, committees should be established where and whenever special focus is needed	2.54	0.45	2.55	0.28	2.54	Agreed
3	Strong partnership must exist between the Head teacher, the teachers, pupils, parents, SBMC members and members of the wider community	2.65	0.25	2.71	0.47	2.68	Agreed
4	SBMC also Serve as a bridge between the community, LGEAs and SUBEB	2.75	0.46	2.53	0.51	2.64	Agreed

5	SBMC policy has it that all children have the right to education as specified in the constitution	2.60	0.58	2.71	0.38	2.65	Agreed
Aggregate mean and standard deviation		2.65	0.42	2.62	0.44	2.63	Agreed

Data on Table 1 show that items 1, 2, 3, 4 and 5 had weighed mean ratings above the criterion mean of 2.50 and were agreed on as what constitute School Based Management policies in Unity Colleges in Rivers State. In summary, with an aggregate mean of 2.63, above the criterion mean of 2.50, principals and teachers agreed that what constitute school based management policies in Unity Colleges in Rivers State are; the membership of SBMCs shall be composed of a maximum of 17 members, within SBMCs, committees should be established where and whenever special focus is needed, strong partnership must exist between the Head teacher, the teachers, pupils, parents, SBMC members and members of the wider community, SBMC also serve as a bridge between the community, LGEAs and SUBEB and SBMC policy has it that all children have the right to education as specified in the constitution.

Research Question 2: What is the composition of School Based Management Committee in Unity Colleges in Rivers State?

Table 2: Mean and Standard Deviation on the mean scores of the opinions of principals and teachers on the composition of School Based Management Committee in Unity Colleges in Rivers State.

S/N	Items	Principals 3		Teachers 242		Mean set	
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	$\bar{X}\bar{X}$	Decision
6	Traditional leader	2.67	0.87	2.59	0.52	2.63	Agreed
7	At least one youth representative (ideally between the ages of 15-20)	2.84	0.23	2.64	0.68	2.74	Agreed
8	Teacher	2.61	0.34	2.58	0.47	2.59	Agreed

9	PTA representative			3.00	0.23	2.92	0.51	2.96	Agreed
10	SBMC Chairman			2.66	0.43	2.70	0.45	2.68	Agreed
11	Head Teacher			2.56	0.44	2.72	0.54	2.64	Agreed
12	Community Development Association representative			2.80	0.61	2.55	0.82	2.67	Agreed
Aggregate mean and standard deviation				2.73	0.45	2.67	0.58	2.70	Agreed

Data on Table 2 show that items all items 6-12 had weighed mean ratings above the criterion mean of 2.50 and were agreed on as the composition of School Based Management Committee in unity Colleges in Rivers State. In summary, with an aggregate mean of 2.70, above the criterion mean of 2.50, principals and teachers agreed that the composition of School Based Management Committee in unity Colleges in Rivers State include; Traditional leader, at least one youth representative (ideally between the ages of 15-20), teacher, PTA representative, SBMC Chairman, Head Teacher and Community Development Association representative.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean scores of principals and teachers on what constitute School Based Management Policies in Unity Colleges in Rivers State.

Table 3: Summary of z-test Analysis of the Mean Ratings of the opinions of principals and teachers on what constitute School Based Management policies in Unity Colleges in Rivers State.

Category	n	X	SD	df	z-cal.	z-crit.	Sig.	Decision
Principals	3	2.65	.42					Hypothesis is rejected
Teachers	242	2.62	.44	243	2.32	1.96	0.05	

P<0.05

Data on Table 3 show summaries of z-test analysis of the mean ratings of principals and teachers on what constitute School Based Management policies in Unity Colleges in Rivers State. The z-calculated value used in testing the hypothesis came out as 2.32, while the z-critical value stood as 1.96 using 218 degrees of freedom at 0.05 level of significance. At 0.05 level of significance, 218 degrees of freedom, the calculated value of 2.32 is greater than the z-critical value of 1.96; hence there is a significant difference between the mean ratings of the respondents. Based on the observations, the researcher rejected the null hypothesis in favour of the alternative that there is a significant difference between the mean ratings of principals and teachers on what constitute School Based Management policies in Unity Colleges in Rivers State.

Hypothesis 2: There is no significant difference between the mean scores of the opinions of principals and teachers on the composition of School Based Management Committee in Unity Colleges in Rivers State

Table 4: Summary of z-test Analysis of the Mean Ratings of principals and teachers on the composition of School Based Management Committee in Unity Colleges in Rivers State

Category	N	X	SD	df	z-cal.	z-crit.	Sig.	Decision
Principals	3	2.73	.45	243				Hypothesis is rejected
Teachers	242	2.67	.58		2.41	1.96	0.05	

P<0.05

Data on Table 4 show summaries of z-test analysis of the mean ratings of principals and teachers on the composition of School Based Management Committee in unity Colleges in Rivers State. The z-calculated value used in testing the hypothesis came out as 2.41, while the z-critical value stood as 1.96 using 218 degrees of freedom at 0.05 level of significance. At 0.05 level of significance, 218 degrees of freedom, the calculated value of 2.41 is greater than the z-critical value of 1.96; hence there is a significant difference between the mean ratings of the respondents.

Based on the observations, the researcher rejected the null hypothesis in favour of the alternative that there is a significant difference between the mean ratings of principals and teachers on the composition of School Based Management Committee in unity Colleges in Rivers State.

Discussion of Findings

School Based Management Policies

The study revealed that what constitute school based management policies in Unity Colleges in Rivers State are; the membership of SBMCs shall be composed of a maximum of 17 members, within SBMCs, committees should be established where and whenever special focus is needed, strong partnership must exist between the Head teacher, the teachers, pupils, parents, SBMC members and members of the wider community, SBMC also serve as a bridge between the community, LGEAs and SUBEB and SBMC policy has it that all children have the right to education as specified in the constitution. This is in agreement with the findings of Bakwai (2018), whose finding revealed that creating a conducive working environment that would motivate both the teachers and students alike for greater performance for the purpose of achieving the educational goals and school success.

The Rivers State Policy requests that each SBMC will be constituted based on representations of the diverse groups with an interest in improving the learning outcomes of the pupils/students in schools. The membership of SBMCs shall be composed of a maximum of 17 members. Within SBMCs, committees should be established where special focus is needed: for example it will be necessary to form a finance committee to support the SBMC with managing money. The finding also agrees with Ejekam (2011) which found out that the way in which SBMCs are selected and organised can contribute to building partnership, increasing voice and demand for better education delivery through active participation.

Results from the second finding revealed that the composition of School Based Management Committee in unity Colleges in Rivers State include; Traditional leader, at least one youth representative (ideally between the ages of 15-20), teacher, PTA representative, SBMC Chairman, Head Teacher and Community Development Association representative. This finding collaborates with the finding of Igbozuruike, Ebunu and Onu (2017) that discovered that school based management composition enhances the effectiveness of schools by involving various stakeholders, such as teachers, parents, and community members, in the decision-making processes.

One of the fundamental principles of SBM is the active involvement of various stakeholders. Teachers, parents, administrators, and community members collaborate to make decisions about curriculum, budgeting, and school policies. This is in agreement with Ijaduola (2018) which found out that this inclusive approach ensures a more holistic and diverse perspective, fostering a sense of ownership and commitment among stakeholders. SBM introduces a higher level of accountability at the school level. With decision-making powers, schools are responsible for the outcomes of their choices. This accountability cultivates a culture of continuous improvement, encouraging schools to adapt and innovate to achieve better educational outcomes.

The SBMC being a significant organ plays a major role in advocating for effective participation and contribution of members of the community to the school programs which enables the school management to develop positive learning culture, maintain discipline and achieve better academic performance. Nwaduku (2018) did not differ in his opinion when he stated that it also helps in motivating both the community members and teachers to use their creativity and initiative as necessary inputs towards enhancing effective teaching learning process for the accomplishment of educational goals.

Conclusion

Based on the findings of this study, it was concluded that school-based management committee roles for administration of unity colleges in Rivers State include school-based management policies and composition of school-based management committee.

Recommendations

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

1. Policies that would benefit both students, staff and the outside communities should be enacted and implemented accordingly in order to achieve the objectives of the committee for effective administration.
2. Members of the school-based management committee should fulfill their responsibilities by effectively performing their respective roles.

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MANAGEMENT OF DISTRACTIONS USING JOB ROTATION FOR TEACHERS' EFFECTIVE JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE.

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Abstract

The study examined the management of distractions for teachers' effective job performance in public senior secondary schools in Rivers State. One research question and one hypothesis were used to answer the question and test the hypothesis of the study, respectively. The design for the study was the analytic descriptive survey, the population was the 298 public senior secondary schools in Rivers State and the sample was 298 principals which represented all the principal in public senior secondary schools in the state. Respondents of the study responded to a validated 60-item instrument titled Management of Distraction for Teachers' Effective Job Performance Scale (MDTEJPS) designed by the researcher in the modified 4-point Likert-Scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) with reliability indices of 0.87 obtained using Cronbach Alpha Statistical procedures. Mean and standard deviation were used in answering the research questions while z-test was used in testing the hypotheses at 0.05 alpha level of significance. The results of the study showed that, the utilization of job rotation in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State. The study also establishes significant differences between the mean ratings of the respondents on the extent to which the utilization of job rotation, enhances teachers' effective job performance and significant differences between the respondents on the extent to which the utilization of job rotation enhances teachers' effective job performance in public senior secondary schools in Rivers State. Consequently, it was concluded that, the management of distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State. The study then recommended that school principals should continue to use the identified instrumentation of job rotation in managing distractions as they can enhance teachers' effective job performance in schools.

Introduction

The school administrator is charged with lots of functions to perform in the day-to-day running of the school, and one of the most challenging functions of the school administrator is managing staff members for effective job performance. Nwankwo (2016) points out that, effective teaching and learning cannot take place in a poorly managed school environment where teachers and students are disorderly and disrespectful due to off-tasks activities emanating from distractions during teaching and learning. He stressed that without apparent rules and procedures to guide behaviour in the workplace, chaos and frustration becomes the norm and both the school administrator, teachers and students suffer under such a situation. This implies that the school administrator needs to see what impose as distractions that take away valuable work time and what ways to defeat those distractions.

There are internal and external factors that could bring about distractions in public senior secondary schools. Distractions can come from technology, friends and family, noise, pollution, flooding, dilapidated school physical facilities, frequent meetings and informal group activities or social interactions amongst colleagues, sports and hobbies, eating of food, teacher's manner of communication, poor classroom environment, teacher's unpreparedness, disorderly classroom among others. Distractions can come from activities teachers do themselves or from other teachers in the workplace, it can also be caused by noise and unauthorized frequent movement in and out of the school environment, teachers can also be distracted by social media, especially mobile phones. Berry and Westfall (2015) found out that, 80% of teachers look at cell phone at least once per class to either text or talk during teaching and learning.

The increase in devices being used by teachers adds to the distraction in the classroom during teaching and learning such as online games, social media, communication with friends, YouTube videos and entertainment, online shopping, unrelated learning, use of online messaging Apps. Distractions can also take many different forms besides technology, Tesch et-al (2018) evaluated 57 different distractions in the classroom both external and self-generated, the top most external distractions include students' difficulty in understanding the teacher, due to teachers off-task activities, students talking and unnecessary movement in the classroom, poor classroom climate amongst others.

Academic factors include teachers not prepared for the lesson, coming to school late, coming to class with unfinished lesson notes, inability of the teacher to understand the scheme of work, lack of instructional materials related to the lesson amongst others. Psychological factors: teachers' inability to handle the subject, negative attitude of teacher towards the students, work pressure, low self-esteem amongst others.

Behaviour of teachers: tardiness, unnecessary talking, eating in the classroom, chewing gum, disputes between staff members, arriving late to class, window watching, frequent movement during lesson time, leaving the class before the allocated time, amongst others.

School environment variables: noise from the environment, location of the classroom, the class size, physical condition of the classroom e.g. the room temperature, dirty environment, leaking roof amongst others.

Distraction Management Techniques

It is important to consider the significance of maintaining order and discipline in any organization especially in school environment because establishing and maintaining order is central to what

school administrators do to encourage teachers' engagement which supports teachers' effective job performance in the school. Doyle (2016) explains that, without order, the school head is hard pressed to promote teachers' job performance, this implies that employees management is the act of bringing or connecting together all the activities pre-planned to achieve school set goals thus, employees management is the progression of strategies that school administrators utilize to promote order and teachers engagement which enhances the right learning outcomes. Doyle explains that, employees management is hinged on three fundamental principles of teaching in maintaining order in the school such as "content, conduct and covenant management" content refers to the curriculum management, conduct refers to discipline management, while covenant refers to relationship management, he stressed that specialists in the field of education, aim at encouraging and establishing teacher's self-control through a process of promoting positive teacher achievement and behaviour. The implication of this, is that academic achievement, teacher efficacy, teacher and student behaviour are directly linked with the concept of school and classroom management. The school administrator's effectiveness in distraction management is assessed by his/her ability to use varied management techniques and strategies to control staff members towards effective job delivery.

Preventive Technique: Preventive approaches to distraction management techniques involves creating a conducive school environment climate for both teachers and students, establishing fair workable rules and consequences for breaking the rules for both students and the teachers, consistent feedback regarding their behaviour. Preventive techniques also include assigning duties already planned (work plan) use of praise and rewards to teachers for good behaviour and the principal must emphasize or explain the value of the behaviour that will be rewarded and also explain to the teachers the expected skills to earn the reward. The head teacher/principal should

also encourage teachers' collaboration in selecting rewards and define the appropriate behaviour that earn rewards. Awang, et al (2015) reveals that, the principal praise or reward to teachers for their contributions is a frequently used staff management strategy. Omenka and Otor (2015) reveals that, praise and recognition of teacher's behaviour in the work place enhance their academic delivery and achievement.

Proactive and Reactive Approaches: The proactive (Non-interventionist) technique management is generally geared towards planning ahead to get rid of any behavioural issues before they occur in the work place. It is more constructive than the preventive(interventionist) strategy which often lead to positive behaviour and the development of self-discipline. This approach requires the head teacher to use good communication skills to communicate their social and academic expectations to their teachers as this will motivate the teachers to obey and accept rules and regulations. Also supervising, cautioning teachers, modification in the work plans, asking and answering questions in any area of concern, meeting with staff members, collaboration with colleagues, assigning tasks to teachers amongst others. Adeyemo (2014) posits that, distraction management strategies have a direct effect on teachers' performance and students' learning. However, school heads need good competence to manage teachers' work place behaviour in schools.

Distraction management techniques as used in this study, refers to tactics adopted by school administrators to ensure decorum in the school, create a healthy and conducive atmosphere for teachers' effective job performance, such as:

Effective communication.

Use of reward.

Use of innovative instructional strategies by school principals during supervisions

Constant engagement of teachers in work activities.

Ensuring a conducive school atmosphere.

Use of work rules and regulations (behaviour contract).

Administrators acting as models of good behaviour.

Regular use of questions and answers by the head teacher during supervision

Stimulating good school climate by building excitement for content and work plans through the use of job rotation.

Document rules.

Monitoring of teachers and feedback by addressing off-task behaviour quickly.

The importance of distraction management strategies/techniques include;

1. It creates and sustains an orderly teaching and learning environment in the school.
2. It improves meaningful academic learning and encourages social-emotional growth between the teachers and students.
3. It increases teachers' academic engagement and lowers teachers' negative off-task behaviour.

Use of Job Rotation in Managing Distractions for Teachers' Effective Job Performance.

Job rotation refers to the systematic movement of an employee from one duty to another duty in the work place to improve job satisfaction and reduce boredom. Job rotation is a personnel management strategy used in public secondary schools, which school administrators use to effectively manage teachers' distractions.

Job rotation play a huge role in school's academic achievements therefore, school managers must understand how the rotation of duties can help teachers stay engaged and ultimately improve their

job experience. Rajae et al (2020) notes that, job rotation can significantly impact teachers' concentration levels. Organizing a flexible duty arrangement gives the school manager opportunity to feel a sense of connection in the school by intentionally planning teachers' work plan in accordance with curriculum tasks and activities. In public secondary schools, teachers are rotated from one class to another and from one committee to another to promote effective teachers' service delivery.

In public senior secondary schools, distractions arise from interpersonal relationships between teachers and their colleagues, teachers and their students, boredom, workload, feeling of unequal treatment amongst others. One important aspect of job rotation management is the ability of the school head to move teachers away from responsibility where they are susceptible to distractions, which is important for both the academic and social development of the school. Effective distractions management is the actions school administrator take to create an environment that supports and facilitates both academic and social-emotional learning. Thus, it is important to establish and sustain an orderly environment in the school.

Use of job rotation for distractions management in secondary schools is related to principals' decisions and actions with regard to the teachers' area of training and specialization which has to be in line with both the teacher's own goal desire to be achieved and the school culture. Farmer et al. (2016) agreed that managing a work place with a great ethnic diversity of teachers may be difficult. Wanarka and Ruhl (2018) argues that, job rotation in the work place can increase on-task behaviour and decrease off-task behaviour. Job rotation technique is important in a given school environment as it directly influences the teachers and students for better or for worse.

The application of job rotation can be used to manage distractions arising from staff members conflict, informal group activities and other off-task behaviours in schools. Specifically, job

rotation is used to manage distractions arising from informal group activities. Teachers develop informal relationships and groups with their colleagues when they remain in the same position or committee for a long time and may disrupt the implementation of planned programmes of the school to unplanned activities that do not contribute to the academic achievement of the school goals. Also, teachers who teach the same class for a long time develop informal relationships, the school administrator upon realizing that informal relationships among teachers, or between teachers and their students are causing distractions can decide to rotate teachers' jobs or classes for job effectiveness.

Use of job rotation for managing distractions arising from boredom:

The school is an organization where division of labor and specialization is applied, thus a teacher may be assigned to teach a particular subject and perform the same task throughout their career as secondary school teachers. The implication of this is that teachers are subjected to monotonous job performance which may cause boredom and distractions. For instance, a teacher who is assigned the duty of form mistress/master may be bored doing it every term. The application of job rotation provides a good management technique as a veritable administrative human resource management strategy for managing staff distractions as well as the students. Wanarka and Ruhl (2018) describes job rotation as a tool that is far too often taken for granted in the delivery of service in schools. Principal's decision of implementing a particular job rotation must be based on exposing the teacher to almost every aspect of the job. Ojiaku (2016) states that, job rotation gives teachers opportunity to cope with distractions that exist in the various teachers' service delivery in the school.

Job rotation can also be used to reduce workload and promote equity:

Job rotation is a strategy used by the school administrator to ensure that teachers take periodic break from tedious and overwhelming task. For example, a teacher may be given a more tedious workload than other teachers who earns the same amount of remuneration but with less challenging task, this may pose a form of distraction as that teacher may consider the responsibility more challenging than others. Wang (2015) argues that, teachers who cannot cope with their workload have difficulties in following the school manager's instruction, lose interest in the job and discontinue their teaching and learning task.

In public secondary schools, there are some responsibilities teachers consider more challenging than others and if job rotation is not applied by the school administrator, it may create staff distractions, Orluwene (2013) opines that, employees will be motivated if they receive equal reward with other colleagues who perform similar tasks. This implies that the theory of equity should be applied by the school head using job rotation to promote feelings of equity and fairness to teachers who receive same salary in order to achieve school goals and objectives.

The management of distractions through the implementation of job rotation in public senior secondary schools can promote effective and efficient service delivery. This is because it will help to encourage positive academic behaviour, support teacher's on- task behaviour during independent work, facilitate interaction between teacher and students' relationship etc.

To promote professionalism and competence:

The effectiveness of teacher's job performance in any given classroom can be measured in relation to students' participation (the number of times students raise their hands to ask or answer question), students' performance in external and internal examinations, grades received on (home-work, assignments, exams etc.). Teacher's management, (the teacher's ability to control the behaviour of

students and number of times the teacher engaged in correcting undesired behaviour). Teacher instruction (the kind of lesson being taught and how it is being delivered. All these determine to a large extent the effectiveness of a teacher's job performance.

Job rotation can be used to identify areas where teachers need professional assistance in order to increase their service delivery in schools. One of the ways the school manager could discover a teacher who is either not performing well or facing difficulty in a particular class is through job rotation. For instance, a teacher may be ineffective in teaching Civic Education due to lack of qualification in Civic Education, the school manager may rotate jobs and reassign someone who is specialized in that area.

The practice of job rotation helps the school administrator to determine if the teacher's ineffectiveness in teaching a particular subject is due to staff's distraction or students' negative perception and attitude towards the teacher, his/her teaching methodology, teacher's level of subject mastery amongst others. Job rotation allows both the head teacher and teachers to identify the possible cause of negative attitude between the teacher and the students especially in relation to teaching style and teacher's personality. An important factor to consider with job rotation is that school managers cannot get the best out of their teachers if they do not rotate teachers' job from time-to-time. Thus, the head teacher needs to plan to utilize job rotation depending on the size of work force and number of duties to be assigned. Where it is difficult to change or rotate duty, the head teacher can intentionally maximize teacher's engagement by implementing other active teaching and learning activities (Wanarka & Ruhl 2018). Job rotation depends on the consideration and goals of the school and to what extent it will help achieve these goals.

Statement of the Problem

One of the management goals of school administrators in this ‘Age of distractions’ is to ensure teachers’ effective job delivery. In public senior secondary schools, teachers play critical roles as no school can achieve the educational goals without teachers’ commitment and productivity. School administrators are confronted with a lot of challenges in the course of their administrative duties, especially in maintaining teachers’ focus and direction on on-task activities that are goal oriented

Interest groups in education hold the opinion that students’ poor performance in their academic works, their high rate of failure in both internal and external examinations and indulgence in exam malpractice amongst others seem to be teachers’ poor classroom delivery, consequently the decline in quality education, teachers complain of students classroom off-task behaviours which makes teaching and learning difficult, thus, their inability to finish termly scheme of work amongst others. In fact, low teachers’ job satisfaction due to students’ distraction problems were the second most frequently cited reason after poor salaries, and lack of job incentives for teacher’s job dissatisfaction. Stake holders in education hold the opinion that students’ performance appears to replicate teachers’ job performance in public senior secondary schools in Rivers State.

It is as a result of this, that this study investigated management of distractions for teachers’ effective job performance in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of the study was to examine the management of distractions for teachers’ effective job performance in public senior secondary schools in Rivers State.

Specifically; the objective of the study was to:

- ascertain the extent to which the utilization of job rotation in managing distractions enhances teachers' effective job delivery in public senior secondary schools in Rivers State.

Research Question

The following research question was formulated to guide the study:

- To what extent does the utilization of job rotation in managing distractions enhance teachers' effective job performance in public senior secondary schools in Rivers State?

Hypothesis

The null hypothesis was tested in the study at 0.05 alpha level.

H₀₁: There is no significant difference between the mean ratings of the opinions of male principals and female principals in public senior secondary schools on the extent to which the utilization of job rotation enhances teachers' effective job performance in public senior secondary schools in Rivers State.

Methodology

The study adopted analytic descriptive design with a population of 298 public senior secondary schools in Rivers State. A sample size of 298 public senior secondary school principals was drawn from the 298 schools using the census and proportionate stratified sampling technique representing 95% of the entire population. The instrument used in the study was a 10- item questionnaire titled "Management of Distractions for Teachers' Effective Job Performance Questionnaire (MDTEJPQ)" developed by the researcher, was structured on a 4-point rating scale of Very High Extent (VHE) =4points, High Extent (HE) =3points, Low Extent (LE)=2points and Very Low Extent (VLE) =1point. The instrument was validated by researcher's supervisors and three experts in the field of measurement and evaluation University of Port-Harcourt, the reliability yielded an

index of 0.75 for job rotation. The reliability was ascertained using the Cronbach Alpha Formula. Mean and Standard deviation were used to answer the research question while z-test was used to test the hypotheses at the 0.05 level of significance. 2.50 was used as the decision rule hence mean scores of 2.50 and above were considered as high extent while mean scores lower than 2.50 were considered low extent.

RESULTS AND DISCUSSIONS

Answers to Research Question

Research Question 1: To what extent does the utilization of job rotation in managing distraction enhance teachers effective job performance in public senior secondary schools in Rivers State?

Table 1: Mean and Standard Deviation on the Mean Ratings of the opinions of male Principals and female Principals in public senior secondary schools on the Extent to which the Utilization of Job Rotation in Managing Distraction Enhances Teachers Job Performance in Public Senior +Secondary Schools in Rivers State.

S/N	ITEMS	\bar{x}_1	SD1	\bar{x}_2	SD2	$\bar{x}_1\bar{x}_2$	Remark
1	Use of job rotation enables the head teacher to manage distractions arising from staff's boredom.	2.83	0.37	2.80	0.38	2.82	HE
2	Job rotation gives the school principal the ability to organize teacher's teaching in a way that motivate teachers and avoid distractions arising from role conflicts between staff members.	2.72	0.56	2.71	0.57	2.72	HE
3	Job rotation is used for managing distractions arising from unplanned activities such as informal group activities.	2.77	0.65	3.18	0.51	2.98	HE
4	Use of job rotation helps the teacher to be in control of the class, and avoid distractions arising from staff members lacking competence for a given task.	2.80	0.71	3.24	0.55	3.02	VHE
5	Use of job rotation helps the head teachers determine the specific area a teacher is lacking	2.84	0.82	3.37	0.58	3.11	VHE

	and then select a technique and style which allows the teacher to improve on the task.						
6	Job rotation exposes teachers' knowledge of the subject matter and enables the school principal place him/her properly to deliver effectively.	2.87	0.75	3.18	0.38	3.03	VHE
7	Job rotation enables the school administrator to accomplish the weekly, termly and yearly contents according to the education curriculum and syllabus.	3.07	0.93	3.17	0.38	3.12	VHE
8	Job rotation is used for managing distractions arising from students off-task behaviour.	2.63	0.71	3.12	0.32	2.88	HE
9	Job rotation helps the head teacher to select and place the proper personnel in the proper position to avoid distractions arising from task incompetence.	2.81	0.82	3.12	0.32	2.88	HE
10	Job rotation enables the school administrator to know how to guide teachers to prevent off-task difficulties which will facilitate increased teachers' achievement.	2.82	0.76	3.15	0.85	2.99	HE
		2.82	0.71	3.11	0.52	2.97	HE

*** The Scale of measurement for Table 1 applies**

Data on table 1 show that item 1, 2, 3, 8, and 10 had weighted mean ratings between 2.00 and 2.99, indicating that male and female principals in public senior secondary schools responded that, the utilization of job rotation in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State to a high extent.

Differently, items 4, 5, 6, 7, and 9 had mean ratings between 3.00 and 4.00 (very high extent). In summary, with an aggregate weighted mean of 2.97 within the range of 2.00 and 2.99 (very high extent) male principals and female principals in public senior secondary schools responded that the utilization of job rotation in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State to a high extent.

Hypothesis 1: There is no significant difference between the mean ratings of male principals and female principals in public senior secondary schools on the extent to which the utilization of job rotation in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State.

Table 2: Summary of z-test Analysis of the Mean Ratings of male and female Principals in public senior secondary schools on the Extent to which the Utilization of Job Rotation in Managing Distractions enhances Teachers Effective Job Performance in Public Senior Secondary Schools in Rivers State.

Gender	N	Mean	Std. Deviation	df	t-cal	Sig.	Alpha	Decision
Male principals	90	28.2222	4.07452	268	7.62	.00	.05	Significant
Female principals	180	31.1889	2.31292					

Data in Table 9 presents the summary of z-test analysis of the mean ratings of male and female principals in public senior secondary schools on the extent to which the utilization of job rotation in managing distraction enhances teachers' effective job performance in public senior secondary schools in Rivers State. The calculated z-test value used in testing the hypothesis resulted in 7.62, using 268 degrees of freedom at 0.05 alpha level and 0.00 significant value. At 0.00 significant value, 0.05 alpha level, the calculated value of 7.62 is rejected because the significant level of 0.00 is less than the alpha value of 0.05. Hence, there is a significant difference between the respondents. Based on the foregoing observations, the researcher rejected the null hypothesis in favour of the alternative that there is a significant difference between the mean ratings of male and female principals in public senior secondary schools on the extent to which the utilization of job rotation in managing distractions enhances teachers effective job performance in public senior secondary schools in Rivers State.

Discussion of Findings

Utilization Job Rotation in Managing Distraction for Enhancing Teacher Effective Job Performance in Public Senior Secondary Schools in Rivers State.

The findings of the study were that, the utilization of job rotation in managing distractions enhances teachers' effective job performance in public senior secondary schools in Rivers State, to a high extent. Also, a corresponding finding from test of hypothesis establishes that, there is a significant difference between the mean ratings of male and female principals in public senior secondary schools on the extent to which the utilization of job rotation in managing distractions enhances teacher effective job performance in public senior secondary schools in Rivers State. These findings are in tandem with Salih, Al-Nabulsi and Abbed (2015), Abiante (2018), Suleman, Brigab, Boaliye and Sonie-Mensah (2021), Oguntade and Wemdu (2019), Shahin, Husim and Khain (2023). These scholars and researchers have appreciable research and scholarly evidences to the effect that using job rotation in managing distractions enhances teacher job performance in school and the performance of personnel in other organizations. A possible explanation for the trend in the finding may be in the fact that, the respondents or principals have tried many styles and strategies of distractions management and found job rotation to be a strong instrument, hence, the direction of their responses. These findings imply that, the use of job rotation in managing distractions is capable of eliciting high performance from organizational personnel in schools and other organizations.

Conclusion

Based on the findings of the study, it is concluded that distraction management strategies which include the utilization of job rotation are verifiable instrumentations of distraction management for enhancing teachers' effective job performance in public senior secondary schools in Rivers State.

Recommendation

1. School administrators in the public senior secondary school system in Rivers State should continue to employ the use of job rotation in managing distractions encountered by teachers to ensure the sustenance of the tempo of teachers' job performance effectiveness.

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**MANAGEMENT OF ACADEMIC STAFF WORK-LIFE BALANCE FOR EFFECTIVE
SERVICE DELIVERY IN TERTIARY EDUCATIONAL INSTITUTIONS IN AKWA
IBOM STATE.**

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ABSTRACT

This study investigated the strategies of managing work-life balance and how they are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State. Two research questions were answered and corresponding hypotheses tested at 0.05 level of significance. Descriptive research design was adopted for the study. The population of the study comprised three thousand five hundred and seventy-one (3571) lecturers, of whom (1587) were male and 1984 female, drawn from three (3) universities; which include: two (2) federal and one (1) state owned universities, and two (2) polytechnics. The sample size was three hundred and eighty (380) respondents from the total population of three thousand five hundred and seventy-one (3571) lecturers. The purposive sampling technique was adopted to select the sample for this study. The instrument used for data collection was the researcher's self-structured questionnaire titled: Management of Academic Staff Work-life Balance for effective Service Delivery in Tertiary Educational Institution Scale(MASWLBESDTEIS). The instrument was validated by three experts and standardized through item analysis. The reliability of the instrument was determined using Cronbach Alpha which yielded a reliability estimate of 0.90. Data collected were analyzed using descriptive statistics, mean and standard deviation to answer the research questions while z-test statistics was used to test the null hypotheses at 0.05 level of significance. Findings revealed that majority of the lecturers strongly agreed that self-management strategies of work-life balance like personal mission statement, building habits on things, positive thinking, and establishing firm priorities, among others are applied by academic staff for effective service delivery in tertiary

educational institutions. The results also showed that majority of strategies tested did not differ significantly between male and female respondents in the three public universities. The study concluded that implementing effective strategies for managing work-life balance like self-management strategies, time management strategies, stress management strategies, change management strategies, technology management strategies, and leisure management strategies among academic staff in tertiary educational institutions can greatly enhance their service delivery and overall performance. It was recommended, among others that tertiary educational institutions in Akwa Ibom State should provide training and workshops on self-management strategies for all academic staff, regardless of gender, to enhance their effectiveness in service delivery.

Keywords: MANAGEMENT, ACADEMIC STAFF, WORK-LIFE BALANCE, EFFECTIVE SERVICE DELIVERY, TERTIARY INSTITUTIONS.

Introduction

In contemporary society, achieving a balance between professional and family life is a significant challenge for nearly all organizations and institutions. Employees across various fields—whether religious, political, or secular—face similar difficulties. Both family and work are crucial aspects of life, and individuals must strive to balance them. Focusing too much on one at the expense of the other can lead to stress and negative outcomes. Each person plays a vital role in both their professional and personal lives, aiming to meet their needs, yet finding this balance is often difficult. This imbalance can result in reduced quality of service in the workplace. Striving for work-life balance is challenging as individuals seek ways to be happy and content without conflict between these important roles. People tend to prioritize work over family life, causing various imbalances and discomfort. Work-life balance is considered achieved when an individual's right to a fulfilling life both within and outside paid work is recognized and respected.

Many people around the world struggle to balance their work and family responsibilities. Although the concept of work-life balance is widely discussed, finding a suitable definition remains challenging. Work-life balance involves adjusting work practices to help employees integrate their job with other responsibilities, such as caring for children or elderly relatives. It does not imply an equal division of time but rather a combination of interactions among different aspects of life. The benefits and drawbacks of achieving or failing to achieve this balance can impact society at various levels. For academic staff in higher education, work-life balance means achieving a satisfactory

equilibrium between work and personal activities, including parental duties and other personal interests.

The education sector, particularly the university system in Nigeria, has been grappling with challenges, as observers have raised concerns about the quality-of-service delivery. In the rapidly evolving academic landscape, the service delivery of academic staff in tertiary institutions is of paramount importance. As the most crucial workforce in these institutions, academic staff are expected to perform optimally to ensure effective knowledge production, dissemination, and community service for learners. Balancing family and work-life in today's demanding work environment is a prevalent challenge faced by many individuals. Despite the global pursuit of work-life balance, only a small portion of scholars have proposed an acceptable definition of this phenomenon. Higgins et al. (2004), opined that, work-life balance involves adjusting work schedules to allow employees to harmonize their employment responsibilities with other obligations, such as caring for the elderly or children.

Work-life balance involves managing work and family life to achieve both individual and organizational goals. Aremu and Abogunrin (2018) describe it as experiencing satisfaction across all life domains. This balance integrates work and non-work aspects harmoniously, enabling employees to reach their potential in all life roles. Achieving work-life balance reduces stress and health issues related to work, leading to greater life satisfaction and the ability to meet both work and family commitments. Without this balance, personal issues outside of work can demoralize academic staff and reduce their service quality.

To maintain high-quality service, tertiary institutions can implement work-life balance strategies like time management, technology management, and leisure management. Time management, in particular, allows academic staff to set flexible working hours, enhancing their ability to balance personal needs with professional responsibilities. Failure to adopt these strategies can result in higher job stress, dissatisfaction, and an unbalanced work life.

Organizations are recognizing the importance of work-life balance and are investing resources to help employees balance their work and personal roles, which improves service delivery. Work-life balance is especially relevant for tertiary academics. As Karatepe and Tekinkus (2006) noted, both single parents and single individuals face challenges in balancing work with personal commitments. Balancing a career with personal or family life is challenging and affects satisfaction

in both areas. Increased work demands make it difficult for employees to harmonize work and family life, often requiring long hours and tight schedules, which affects work-life balance. Work-life balance does not mean equal distribution of time; rather, it involves adjusting work structures to allow employees to manage work and household tasks, such as caring for children or elderly relatives (Mendes and Weerakkody, 2017). It extends beyond personal and job responsibilities, impacting psychological, societal, and economic wellbeing (Abdul Kadir, 2018). The integration of work and home responsibilities has become a pressing issue, particularly in the academic realm. This may be due to the unique nature of academic work and its relationship with the activities within the academic environment. Educational institutions face a series of challenges, with the most significant being employee-related factors, which often determine the outcome of other aspects. Employees are the lifeblood of an organization and are pivotal in determining the overall quality of service delivery. Employees in the education system grapple with the challenge of balancing work and family responsibilities to maintain a harmonious life. Responsibilities such as teaching, administrative tasks in tertiary institutions, and self-development programs like seminars and conferences can be overwhelming for individual employees to manage alongside family affairs. These challenges frequently overlap, as academic staff often work extra hours organizing weekend classes and other schedules, spending significant time away from home. Consequently, this study examines the management of work-life balance for academic staff to ensure effective service delivery in tertiary educational institutions in Akwa Ibom State.

Statement of Problem

Work-life balance has become a significant concern for both employers and employees in tertiary educational institutions. Academic staff encounter numerous work-related challenges, such as emotional stress, burnout, hypertension, and premature death. When work and home responsibilities are not balanced, conflicts arise, leading to emotional stress and poor job performance. Lecturers, while striving to meet educational goals, also have social and personal needs that compete for their attention daily. Failure to meet these needs creates imbalances and stress. The increasing student population adds to the lecturers' workload, often exacerbating these issues. To address this, lecturers need work-life balance practices that allow them to fulfill both organizational and personal needs effectively.

Despite the recognized importance of work-life balance in managing work and home responsibilities, scholars argue that academic staff lack essential skills such as self-management, time management, stress management, change management, technology management, and leisure management. These skills are crucial for achieving organizational and educational goals. This study aims to explore how these work-life balance strategies can enhance service delivery in tertiary institutions in Akwa-Ibom State. This concern motivated the researcher to conduct the study.

Aim and objectives of the Study

The study examined the strategies of managing work-life balance and how they are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa-Ibom State. Specifically, the objectives were to:

1. Determine the self-management strategies of work-life balance for academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State.
2. Find out the time-management strategies of work-life balance for academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State.

Research Questions

The following research questions guided the study:

1. What self-management strategies of work-life balance are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State?
2. What time management strategies of work-life balance are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between the mean ratings of male and female academic staff on the self-management strategies applied for effective service delivery in tertiary educational institutions in Akwa Ibom State.
2. There is no significant difference between the mean ratings of male and female academic staff on the time management strategies applied for effective service delivery in tertiary educational institutions in Akwa Ibom State.

CONCEPTUAL FRAMEWORK

Concept of work-life balance

In today's fast paced global world, the concept of work-life balance is growing in importance day by day. However, the expression work-life balance was first used in the late 1970s to describe the balance between an individual's work and personal life in the United States when women were having multiple roles. Work-life balance is a broad concept including proper prioritizing between career and ambition on one hand, compared with pleasure, leisure, family and spiritual development on the other hand. Maintaining a work-life balance can be hard with people finding a possible means of being happy and content without the two roles conflicting. People tend to lean towards work-life than their personal family life leading to a number of imbalances and uncomfortable living. This is being observed as a result of the economic situation of the country as there is so much retrenchment and layoffs in work places. The concept of work-life balance has been growing amongst academics and practitioners and is at the core of issues central to human resource development (Sturges *et al.*, 2004). They posited that work-life balance denotes a balance not only between work and family, but also between work and the rest of one's life activities. According to Kockemoer and Mostert (2010), various researchers in the work-family literature have classified previously researched antecedents of work-life balance into the following three main categories: demographic and personal characteristics, family or non-work characteristics and work or job-related characteristics. Demographic and personal characteristics include gender, age, family status, negative affectivity and personality.

The practice of work-life balance is an extension of Elton Mayo's human relations movement. The works of Mary Parker Follet, McGregor Douglas Theory X and Y, and William Duchi's Theory Z are further extensions of the human relations movement. Since 1970s work-life balance was introduced, many organizations are becoming conscious of work-life balance benefits especially in the Western world (Nwogu and Kaegon, 2010). Clark, (2010) defined work-life balance as the degree to which an individual can simultaneously balance the emotional, behavioural and time demands of paid work, family and personal duties. Work-life balance is said to be achieved when an individual's right to a fulfilled life inside and outside the paid work is accepted and respected. Thus, some persons may refer to it as the flexible working arrangements that allow both parents and non-parents a balance between work responsibilities and personal responsibilities. Balance in context of work-life balance is highly a subjective concept which implies a satisfying relationship perceived by a person between domains of life and work. The more the balance, the happier and productive a person is at work. Work-life balance in its broadest

sense comprises of three key words which are: work, life and balance, and can be termed as an individual's level of satisfaction, involvement or compatibility among the multiple roles in life. An individual's work-life balance will vary over time, often on a daily basis. The right balance for an individual today will probably be different for tomorrow. However, the best work-life balance is different for all because all have different priorities and different values. On this note, work-life balance is the state where a person chooses to equally prioritize the demands of work and career and the demands of their personal life. An individual who lacks this balance has more work and home obligations, works longer hours and lacks personal time. The need to seek work-life balance is driven by external and internal factors.

Greenhaus and Powell (2016), viewed work-life balance as the extent to which an individual is equally engaged and satisfied with his or her family and work role. They suggested that work-life balance is defined by three interconnected components and keys:

- Time balance: this is the equal time given to both work and family roles.
- Involvement balance: this is the equal level of psychological involvement given to both work and family roles.
- Satisfaction balance: this is the equal level of satisfaction derived in both work and family roles. Greenhaus and Powell (2016), believed that for anyone to achieve work-life balance, the components above must be considered.

Greenhaus, Collins and Shaw (2013), stated that researchers seem to have different approaches to an acceptable definition of work-family balance, thus, in that review of several definitions, Kalliath and Brough (2018), identified six different but commonly used definitions as seen below:

1. Work-life balance reflects an individual's orientation across different roles
2. Work-life balance is about people having a measure of control over when, where and how they work.
3. The extent to which an individual is engaged in and equally satisfied with his or her work and family roles respectively.
4. Low level of inter-role conflict and high levels of inter-role facilitation contribute to higher levels of perceived work-family balance
5. Achieving satisfying experience in all life domains and to do so requires personal resources such as energy, time and commitment to be well distributed across domains

6. The extent to which an individual's effectiveness and satisfaction in work and family roles are compatible with the individual's life role priorities at a given point in time.

From the above definitions, Kalliath and Brough (2018) defined work-life balance as the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual's current life priorities. Today, work-life balance has shifted to incorporate both the issues and strategies aimed at effective time management for employees. It has also expanded to include burnout prevention and stress management. Academic staff today want better time management skills to spend time with their families and on their personal interest.

Lakshmi and Siyatha (2013) defined work-life balance as the competence to schedule the hours of an individual's professional and personal life activities so as to live a healthy and peaceful life, work-life balance seems to create satisfaction and good functioning at work and home with a minimum of role conflicts. In a bid to balance work-life and family life, work-family conflicts usually occur. Work-family conflict occurs when there are incompatible demands between the work and family roles of an individual that makes participation in both roles more difficult. Thus, in this type of conflict, the work time is interfering with the family and leisure time, one takes work duties home for completion, thereby allowing the time meant for family roles suffer while the family-work conflict arises when family responsibilities eat into work time and hours. For example, the health of a child that needs to be attended to, delays academic staff the right to report to work at the stipulated time. It is the ability of the individual regardless of age or gender, to find a balance that enables them to combine the responsibilities at work and non-work domains in line with the aspirations attached to these domains (Relter, 2017).

Work-life balance is of utmost importance to government and policy makers as it is the individual who is the core to the healthy functioning of the society. Work-life balance is said to be the aggregate time an individual use to carry out his work in comparison with the aggregate time spent with relations and other individual's engagement. It can also be said to be the process of regulating the work designs to permit staff to join work with their other duties like child care or aged family member (Upadhaya, Munir and Blount, 2014). Clarke (2010), further opined that work life balance is the level of satisfaction and the connection amongst the several roles in the life of a person. From the very beginning, it is important to note that work-life balance does not mean to devote an equal amount of time to paid work and non-paid roles, work-life balance is a

“satisfactory level of involvement or “fit” between the multiple roles in a persons life” (Lazar et al., 2010).

As cited in Armstrong (2009) according to work foundation (2003) work-life balance is about employees achieving a satisfactory equilibrium between work and non-work activities (that is parental responsibilities and wider caring duties, as well as other activities and interests). The work foundation recommends that practical day-to-day business and related needs should be considered when organizations set about selecting the range of work-life options that should be made available to staff, whether on a collective basis (for instance, flexitime arrangements) or an individual level (say, allowing an individual to move to term-time working provisions). Kodz, Harper and Dench (2012) explained the principle of work-life balance as: there should be a balance between an individual’s work and their life outside work, and that this balance should be healthy.

Work-life balance is a concept that support the efforts of employees to split their time and energy between work and other important aspects of their lives. There should be a time for family, friends, community participation, spirituality, personal growth, self-care, and other personal activities, in addition to the demands of workplace. Work-life balance is assisted by employers who institute procedures, actions, policies and expectations that enable employees to easily pursue more balance lives. The pursuit of work-life balance reduces stress employees experience. When they spend majority of their days and time on work-related activities and feel as if they are neglecting the other important components of their lives, emotional stress and unhappiness results.

Purcell (2001), stated in a supplementary note that a good work-life balance is practicable when the organization has clear vision and a set of integrated values which are embedded, collective, managed and measured. These collective values will include hours of work, staffing policies such as how people get on in the organization, the job, pace, time, stress, demand among others. Stressing the need for a good work environment, Ahiauzu (2009), stressed that industrialization is recent in most African countries and since the work environment is alien, there is need to balance both thought systems. However, words of Ahiauzu in Nwogu and Kaegon (2010).

In the industrial organizational sub-culture, more emphasis is placed on technical intelligence than on the social intelligence. Every activity of the industrial work place is related to time, and the industrial worker has to comply strictly to the rules at work place, which are made and enforced by superiors p148.

This, in the view of Ahiauzu is alien to African workers hence the need for work-life balance. Tertiary institutions work place is guided by rules and regulations which academic staff must comply with. These rules ensure that the goals and objectives of tertiary institutions are achieved. The goals as stated by the FRN (2004), are to be achieved through research and development, teaching gallant staff development programmes, generation and dissemination of knowledge, a variety of modes of programmes including part time, sandwich, access to training funds, students' industrial work experience scheme, maintenance of minimum academic standards, inter-institutional co-operation and dedicated services to the community. These lofty objectives represent the national yearnings of Nigeria for her development. The lecturers therefore become the hub on which the achievement of these objectives rest. In order to meet up with the challenges, the lecturer is caught up in a web of crisis between the competing ends of work and life. A careful observation of the marital lives of most dedicated lecturers will reveal ugly stories of broken marriages, wayward children, while many who cannot stand to bear these daunting emotional trauma end up as hypertensive patients, chronic ulcer patients, or in some extreme cases, stroke patient.

It can be recalled that Getzel and Guba (1957) theorized that all social systems are people oriented and hence the individuals behaviour within such social system is determined by the individual's psychological uniqueness and sociological attributes. The work environment (nomothetic) comprises the institution, roles to be performed and the expectations. In the case of tertiary institutions, these are represented by the goals outlined by the National policy on Education. The idiographic dimension made up of the individual, his personality and need dispositions represent the lecturer, his unique personality and needs. These needs though diverse and unique with the individual lecturer are brought into the institutions. The employees expect the work environment to assist in meeting these needs despite their uniqueness. However, the inability of the work-life balance to meet these needs can create adverse effects which also affect productivity.

Charlotte (2010) revealed that the top priorities of most employees in work-life balance options include children, spouse, art, hobbies, religion/spirituality satisfying career, health, sports and community service. This implies that most employees value their children, spouse, religion, satisfying career, health and community service. In other words, a job environment which prevents an employee from positively satisfying these needs has a negative work-life balance. But in our present realities, men and women are showing increasing concern about a wide range of family

and other personal responsibilities. Many male and female lecturers are involved in “school run” business, a business which no responsible parent will compromise with despite the pressure at work.

DETERMINANTS OF WORK-LIFE BALANCE

According to Meyer, Becker and Vandenberghe, (2004), emotional attachment to the organization is an important factor because it binds an individual to an organization. Mathew and Panchantham, (2011), also revealed that role overload, dependent care issues, quality of health, problems in time management and lack of proper support are the major factors influencing the work-life balance of academic staff in tertiary institutions in Akwa Ibom State. Many things in life are the determinants of work life balance. The subjects in the literature that are related the most with work-life balance are grouped as follows.

Individual: An individual is the most important determinant of work-life balance. Two Nigerian cardiologists Georgwill and Dickson determined two different types of personality depending on heart disorders and individual behaviour: type A and type B. Type A expresses someone who is more active, more work oriented and more passionate and competitive, while Type B is calm, patient, balanced and right minded. It can be argued that since type A is more work oriented, there will be a negative reflection of it to work life balance. Thus, work holism, which is considered as an obsessive behaviour, is another thing that destroys work-life balance. When work holism connotes over addiction to work, being at work for a very long time, overworking and busy with work at times out of work. Since life is not only about work, workaholics suffer from alienation, family problems and some health problems. According to Porter (2016) alcoholics and workaholics neglect their families, friends, relations and other social responsibilities.

Family: The demands that one experience in family life and that have effects on work life balance can be given as the demand of workload and time, role expectations in family and support to be given to the spouse. It is also included in the literature that such variances as marriage, child raising, caring of the elderly at home have effect on work life balance since they demand more family responsibilities. Those who have to look after a child or the elderly might sometimes have to risk their career by shortening their hours, which becomes a source of stress for them. However, those without children or any elderly to look after at home experience less work-life imbalance.

Work and Organization: Work environment is more effective in work life balance than family environment. The job and the institution one works in, both demands on his time, efforts, and

mental capacity. Among the efforts to increase organizational efficiency, one of the subjects managers focus on is to raise the organizational efficiency of the staff.

Social Environment: Another determinant of work-life balance is social environment, especially in countries that stand out with their culturally collectivist characteristics, an individual also has responsibilities towards certain social groups he belongs. The heightened debate of balance between work and personal life owes to

- i. High speed technological innovations
- ii. Considerable raise in expectations for both employees and employers and
- iii. A realization among employees for a fit between work and personal life which has been blurred due to mobile technologies.

However, employees greatly value firms who see employees not just as a physical input to generate output but accept their roles. Thus, such firms continuously adopt policies which facilitate balance of employees work role and personal role. In this vein, the drivers of work-life balance (WLB) can be attributed to changes in the demographic distribution of the labour force, technological advancement and the 24/7 opening hour culture in modern society (Beauregard and Henry, 2009; Kalliath and Brough, 2008).

Work in context of Work-Life Balance (WLB) means a domain where monetary returns are expected for the efforts put either working for somebody or self-employed. This domain expects and consumes a good amount of time, energy and involvement. In contrast, the life domain is more encompassing involving in its fold-family, friends, hobbies, religion, community among others with whom a person is associated apart from work. This domain to the part of, requires time, energy and involvement, although not as binding as in work domain. The domain of life is non-paid domains, rather it is the social attachment and obligations of a person.

Strategies of Work-Life Balance: Work-life strategies are measures you can put in place to help your employees manage work responsibilities, alongside personal needs. They help raise employee productivity at work and make the organization more competitive. Work-life strategies can be divided into three broad categories: flexible work arrangements, leave scheme and employee support schemes.

Balancing work and family life helps an individual split his/her time and energy between work, family and other important aspects of life. Juggling these very important aspects of life seem difficult but can be achieved by adhering to the following strategies:

1. Limit time wasting activities and people: identifying the most important activities in one's life and ensuring in our priorities is the first step, the next step is to draw boundaries so that quality time can be devoted to the high priority activities and people, finally, determine what needs to be trimmed or minimized from the schedule. Facebooking, whatsapping and frequent discussions with colleagues on personal matters have been observed to be activities that consumes one's time without much benefit, they should be limited and ensure a scheduled timetable is followed.
2. Organize family activities: Different tasks should be assigned to family members based on their age. Children like it when they are part of the decision made in the family, it helps them develop self-esteem, competence and responsibility by helping with household task and punishment for defaulters.
3. Let go of perfectionism: so many over achievers develop perfectionist tendencies at a young age when demands of their time are limited to school, hobbies etc. it's easier to maintain that perfectionist attitude at the earlier stage of one's life but as time goes on, life gets more complicated as your family grows and your responsibilities become more, perfectionism becomes out of reach except you are ready to accommodate the stress and health challenges that come with it which is not a good step for work-life balance.
4. Be realistic with household chores: For a female academic staff to live a limited stress and balance life, she must be realistic with her household chores. Here are a few questions that when answered sincerely can help in tackling the imbalances we encounter as females. Does the sitting room need to be mopped daily? Is laundry a daily necessity? Must you be the one to do all the working at home? When all these are managed appropriately, it helps in work-life balance. Expectations that cannot be achieved will only get the individual involved in failure at both ends.
5. Plan ahead: it is important we plan our activities and chores ahead in order to live a less stressful life
6. Plan the next day ahead to make required jobs at both ends less stressful
7. Take time over the weekend to plan chores, meals and activities
8. Help yourself by ensuring kids organize themselves for school the next day by setting out their uniforms, school items and ensuring the books they need are well arranged in their school bags.

9. Sleep on time in order to wake early and prevent starting the day in a rush.
10. It is important to leave the work environment as at when due and forget about any stress associated with the day's work before coming back home.
11. Identify your support system: who can you count on when urgent help is needed.
12. Exercise and meditate: This is one of the most crucial needs of man that has been neglected and because of its neglect there is so much stress and abnormalities in our lives. Exercise is an effective stress reducer because it helps to lift moods, pumps the vital organ of the body, helps the endorphins in the body to feel good and puts you in a meditative state. You may not have to run, swim or even or visit the gym daily but little exercise steps at home for 5 to 10mins can put the body in a relaxed state.
13. Unplug: technology has helped our lives in many ways and also caused several distractions. The work day never seems to end with our phones and so it is necessary we put off our phones at certain times and enjoy the moment to the fullest. We needs to have control over our lives by not attending to the phones and mails while we hang out with friends and family.

Benefits of Work-Life Strategies

- Higher productivity and shareholder value
- Improved employee engagement and satisfaction
- Improved attraction and retention of talent
- Reduced health-related costs(example, absenteeism, medical leave)
- Improved customer experience

Steps to a Work-Life Balance

Achieving a healthy work-life balance requires managing our professional and personal life in sustainable ways that keep our energy flowing, our minds and bodies healthy and our whole selves happy and content. It means giving due attention to all of the things that enrich and fulfill us including work and career, health and fitness, family and relationships, spirituality, community service, hobbies and passions, intellectual stimulation, rest and recreation. The twelve (12) key strategies to achieving a work-life balance includes the following:

1. **Track Your Time:** Analyzing your present situation is the beginning step in achieving a balanced life. Keep a time log of everything you do for one week, including work-related and

personal activities. This data will serve as an eye-opener, helping you understand how you are using -- and where you are losing -your time.

2. Determine Your Priorities: Spend some time seriously reflecting on what is most important to you, and make a list of your top priorities at work and at home. Then analyze your time audit by asking yourself these key questions: What do I need to Start doing? Stop doing? Continue doing? Do more of? Do less of? Do differently?

3. Set Specific Goals : Take your list of priorities and turn them into concrete and measurable goals. Block time into your schedule for activities just like you would for an important meeting or a doctor's appointment.

4. Schedule Scrupulously: Successful people plan their work and then work their plan. You have one life, so have one date planner. Whether paper or electronic, this is the vehicle by which you turn your priorities and goals into reality. Set aside 10 to 20 minutes at the beginning of each day (or the night before) to plan your tasks and activities for the day and evening ahead.

5. Establish Boundaries: Set fair and realistic limits on what you will and will not do both at work and at home. Clearly communicate these boundaries to your supervisor, coworkers, partner and family. For instance, you might commit to not working late on certain days unless there is a crisis. Additionally, set aside a time at home during which you will not check or respond to work-related emails or voice mails.

6. Take Care of Your Health: Your health should always be your No. 1 priority. If you are not in good shape physically, mentally, and emotionally, both your work life and your personal life will suffer. Take care of yourself by eating healthy meals (especially breakfast), exercise at least three times per week and sleep a minimum of seven hours per night. While you may not think you have time to add exercise and extra sleep to your jam-packed schedule, these practices relieve stress, raise your energy level, increase your stamina, improve your mental clarity, boost your immune system, and make you a happier, more engaged, and more productive person. Additionally, refrain from the excessive use of alcohol, tobacco, or drugs to relieve stress. These substances only tend to keep the body in a stressed state and cause even more problems.

7. Nurture Your Family/Relationships: Relationships with family, friends, and loved ones are, is by far, the greatest source of inner satisfaction. If your job or career is damaging your personal relationships, both areas will ultimately suffer. Thus, there will be days when you will need to work overtime. The issue becomes problematic when these days become the rule, not the

exception. By making your personal relationships a priority, your productivity and effectiveness on the job will actually increase.

8. **Make Time for You:** As much as work, health, and relationships take priority in your life, it is also important to schedule time for your own renewal, indulge in some small pleasure daily. Take at least 30 minutes of uninterrupted "you time." It will do wonders for your well-being, and your relationships and your career will benefit too. Connect with your spiritual source. Belief in God, or a higher power, can be a deep well from which to draw inspiration, guidance, and strength. Setting aside a weekly day of rest can be helpful, as well.

9. **Leave Work at Work:** Develop a mental on-off switch between work and home. It helps to establish a transitional activity between the two realms. This might consist of listening to music or recorded books during your evening commute, exercising at the fitness center, running errands, or keeping personal appointments. Scheduling such activities immediately following your normal work hours also prevents you from spending that extra twenty minutes at the office which then turns into several hours.

10. **Exercise Your Options:** Many forward-thinking companies today are creating policies and programs that facilitate work-life balance. Find out what options your business offers in terms of flex hours, telecommuting, a compressed work week, job-sharing, or part-time employment. You may find an arrangement that allows you to work more productively, while at the same time cutting stress and freeing-up valuable personal/family time. If your company does not yet have a flexible scheduling program, consider proposing one.

11. **Work Smarter Not Harder:** Using time more efficiently is an important skill that everyone from the receptionist to the CEO can learn. Adopting the right combination of time-management practices can cut stress and save you up to an hour a day. This can include the use of technology to become more organized, grouping emails and voice messages, avoiding procrastination and learning to say "no."

12. **Know When to Ask for Help:** If you are overwhelmed at work, and it is causing undue stress don't suffer in silence. Shed the Superwoman/Superman image and explain your situation to your boss or supervisor. Untenable work situations can usually be alleviated, but it will take some assertiveness on your part. Similarly, if a balanced life continues to elude you, or you are experiencing chronic stress, talk with a professional a counselor, mental health worker, or clergy person. Take advantage of the services offered by your employee assistance program.

Relevance of work-life balance

The rationale for its application in Nigeria, especially the tertiary institutions cannot be ignored. With a satisfactory work-life balance, employers can reap a range of benefits. Productivity is higher, absenteeism is low and physical and mental health improved with a higher commitment and motivation to work. As stated by Popoola (2010), human beings are material resources which are liable to deterioration and failure if not replenished. Academic staff perform optimally when they are refreshed, balanced, trained and have a conducive atmosphere for performance. Today, in our tertiary institutions, academic staff need work-life balance practices since our institutions have become centres of violence and hostility. Thus, gone are those days when academic staff felt proud and safe of their jobs. An average Nigerian academic staff's everyday life is full of emotional stress, burnout, fear, tension, anger, frustration and mental exertion. There is an ever-increasing number of students to handle in a lecture hall that is not well equipped and over crowded, ill equipped offices, increasing number of scripts to mark in the midst of the academic staff personal need for prospects of promotion, family and societal expectations and responsibilities. On this note, the difference between office and home is not distinguished as many seem to carry office work to their houses in order to meet up with the deadlines. If an academic staff does not have time to relax and recharge, their ability to do their job decreases and their performance level suffers. Thus, from a management point of view, it is important to encourage a lecturer to take time off from work instead of putting in long hours-creating a schedule that allows the lecturers to do activities they feel will help them to be better employees, friends and family members. Once the time to work is over, the lecturers need to learn to walk away from the books and laptops and not answer the cell phone for work calls. This type of balance is not easy to achieve because there will always be people who want to make demands on an individual's time. Lecturers need to learn that it is okay to say no and only agree to take an additional task if they are important.

Service Delivery: Concept, Meaning and Indicators

The concept of service delivery shows how services should be provided. This involves both the means to the actual service accessed by users, where access to a service is described in terms of a user's ability to reliably and affordably access the service. Effective service delivery is one of the key building blocks in any education system. Only if services are delivered with certain effectiveness, will learners access and use them and ultimately improve their Knowledge and skills status. Amanchukwu and Olorube (2015) defined service delivery as the ability of making use of

available educational services to achieve educational goals and set objectives. Every organization is established to deliver service to their clients and the society at large. In other words, schools and other educational institutions are established, maintained and sustained essentially for the purpose of delivering effective educational services to the advancement of individuals and the society. The goals of such establishment cannot be easily achieved without putting in place certain mechanisms towards ensuring the success of implementation of these policies and programmes. In tertiary institutions, lecturers cannot deliver their services effectively without putting in place vital mechanisms like self-management, time management, change management, stress management, technology management and leisure management and improve quality delivery by the schools (Adebayo and Ezeanya, 2010).

Service delivery in education can be seen as those essential services required, by students to enhance their performance. These services help to sharpen the intellect of learners and prepare them for future leadership roles in the nation. Effective service delivery is an essential aspect of tertiary institutions, and if poorly done due to imbalance work-life, the situation will be chaotic. Service delivery is a concern in institutions that require appropriate decisions on sourcing for funds, expenditure control and intentional allocation of the finances guided by accountability measures.

Service delivery is the whole essence of the existence of tertiary institutions. It is a continuous, cyclic process for developing and delivering user focused services. According to Carrillat *et al.*, (2007), service delivery is the physical access or reachability of services that meet a base standard. Nowadays, school business environment and the changing lifestyle of members of the academic community seem to create a lot of stress and pressure on academic tertiary institutions. Consequently, many lecturers find it difficult to manage and cope with the demands of both work and private life. This leads to a high level of job dissatisfaction, physical drain and psychological instability in some cases; and affects their personal life, leading to burnout, stress, fatigue, and sometimes, depression among the academic staff and as a result, leads to reduced service delivery at the workplace. Under this circumstance, they are more likely to leave their work emotionally and physically exhausted. Some academic staff, out of pressure to meet work targets such as publication, result computation or assessment of supervisees' work, often take unfinished work home, making their home a second workplace. Any academic staff that fails to strike a balance between work and private life risks becoming burned out.

The place of academic staff service delivery in the attainment of educational goals and objective cannot be underplayed; the expected quality of performance of academic staff within the education system must be in line with the aims and objectives of the institution, otherwise the achievement of education aims and objectives may be jeopardized. Service delivery is basically and fundamentally concerned with the end product of the combination of all the inputs in a given job. It is an extent to which an individual, unit or department of an organisation evaluates an individual employee or unit input and output level especially in the area of attaining set goals or task assigned. In the view of Byars and Rue (2006), service delivery is the degree to which an employee accomplishes the tasks that makes his job.

El-Rufai (2013), saw service delivery as the degree of an organisation and/or employee's performance, output and productivity as he discharges his responsibilities within the available time, money and other resources, towards the achievement of overall goals of the organisation. For him, service delivery depends largely on inputs such as time, finance and other organizational resources. The ability and spate at which an employee combines these inputs, deploying his skill or expertise to realize organizational goals and satisfy the public is what service delivery entails. On this note, academic staff service delivery in tertiary institutions in Akwa-Ibom State can be described as the quality of performance expected of an academic staff within the tertiary education level. It is the academic staff efficient and effective performance of cardinal functions of teaching, research and community service, all geared towards the achievement of the visions and missions of the universities and other institutions of higher learning. Every profession has its variable measuring the quality and quantity of service delivery, and this to a very large extent determines the level of the output made or produced. In contemporary Nigerian Universities, academic staff service delivery is usually measured through teaching, research and community service. Therefore, it is evident that the quality of graduates produced in universities, the ranking profile of such universities and even the status of the academic staff is determined among others by the degree of services delivered by the academic staff.

Work-life Balance Practices and Academic Staff Service Delivery

There has been a huge amount of work-life balance and academic staff service delivery is positively influenced by work-life balance initiatives such as condensed hours and flexibility; paid maternity leaves, paid leave for dependent study and paternity leave, part-time work and home travel. A recent study by Nwangi (2017) found that work-life balance has a negative impact on

lecturers service delivery at higher education institutions. The findings revealed that work life balance does not have a statistically significant influence on lecturers service delivery. Work-life balance practices, according to Aguenza and Som (2015), are one of the variables that motivate workers to improve their service delivery. A well-established work-life balance strategy may help people manage both their professional and personal lives better. As a result, lecturers are more engaged in the work place, more satisfied with their jobs, and are more likely to stick around. When it comes to flexible work arrangements, Armstrong (2014) defined them as those that deviate from customary patterns. Working from home, job sharing and flexible hours are among the ways in which it might be accomplished. Work schedules that allow workers to choose their arrival and departure times provided they are available during the keys hours and work expected number of days per week is another flexible option (Wynes, 2012).

Family leave is a technique that allows workers to look after legal or informal family members. Family obligations, whether or not such tasks include caring for a kid or other dependent family members, interfere with the function of the person. Family is an important aspect of life for most individuals throughout their lives (Mungania, 2017). Individuals may have duties that extend to their close relatives, such as obligations to their parents, grandparents, siblings spouses, or other significant others, as well as responsibilities to their in-laws. It is thus essential to not overlook the variety of family duties.

Theoretical Framework

Edwards Jeffrey and Rothbard Nancy (2000) spillover theory

Spillover theory focuses on the relatedness between work life and family life, suggesting that they both affect each other. In this way, both positive and negative experiences/abilities of work can carry over into positive or negative experiences/abilities at home and vice versa. However, in order to show the link among work and family, the theory of spillover describes the influence of various responsibilities on one another (Suman and Bhavana, 2013). When the stress of a worker in one realm is restored and cannot be contained within that realm as a result of a shortage of resources, the stress of the employee in the other domain is also depleted as a result of this recovery. For instance, work to families overflow happens when an individual has a tough day at work and comes home yelling at his or loved ones. At home, the effects of work-related stress might be felt more acutely (Suman and Bhavana, 2013). On this note a work-life balance may be achieved when there is a degree of scalability in terms of time and place. There is a positive spillover that is essential

for the good balance of work. Many results come from work-life balance, such as satisfying work and well-being at job, at home and in life, job satisfaction and home, job repercussions, family and friends (Obiageli *et al.*, 2015).

The importance of this theory in the research is for school organization to design and execute labour balance programmes, which allow workers to achieve a positive balance of working lives. This theory supports the objective on flexible working arrangements on employee assistance programmes such as child care service. Child care demands so much attention that it often interferes with employment, which may lead to one obligation overflowing over to the other in a conflict of interest. Spillover theory propounded by Edwards and Rothbard (2000) holds those experiences in one domain influence individual behavior in another domain. The important implication of spillover theory is that lecturers should not only focus on the interventions that mitigate family demands that conflict with work roles (for example, childcare, programme, alternative work schedules), but should practice the impact of working conditions (for example, job demands and resources) and how they influence family life. Thus, the process of improving work-life balance may enhance lecturers ability to live a flourishing life.

The spillover theory has the most popular view of relationship between work and family. Several researchers suggested that workers carry the feelings' emotions, attitudes, skills and behaviours that they establish at work into their family life and vice versa (Belsky Derry-Jenkins and Crouter, 1985). Theoretically, spillover is perceived to be one of two types: positive or negative. Spillover considers multidimensional aspects of work and family relationship. Positive spillover refers to the fact satisfaction and achievement in one domain may bring along satisfaction and achievement in another domain. Negative spillover on the other hand refers to the fact that problems and despair in one domain may bring along the same emotion into another domain (Xu, 2009). Spillover is a process whereby experiences in one role affect experience in the other, rendering the roles more alike. Work can actually impede with private life, and private life can impede with work similarly, work can interfere in family life and family can interfere in work leading in disagreement. On the positive side, personal life and family life may enrich work and work may have positive spill-over on personal and family life (Kumar and Janakiram, 2017). In a study of spillover by Williams and Alliger (1994), they used experience sampling methodology to examine mood-related spillover on a daily basis; findings suggested that working parents in their sample were more likely to bring work-related emotions home than they were to transfer family related emotions to the work place.

Therefore, workers carry the feelings, emotions, attitudes; skills and behaviours that they establish at work into their family life and vice versa.

METHODOLOGY

The descriptive survey research design was used for the study. This was considered appropriate because the study was aimed at collecting data and describing, in a systematic manner, the characteristics and features of facts of a given population. Above all, the design required no manipulation of the dependent variable. The population of the study comprised three thousand five hundred and seventy-one (3571) lecturers, of whom (1587) were male and 1984 female, drawn from three (3) universities; which include: two (2) federal and one (1) state universities, and two (2) polytechnics. The sample size of the study was determined using Taro Yamane's Formula. With the application of the formula, the minimum sample size for the study was three hundred and fifty-nine (359) lecturers who were the respondents in this study. However, by applying an attrition rate of 6% which is meant to account for the questionnaires that were wrongly filled or missing during retrieval. The overall sample for the study will be three hundred and eighty (380) respondents from the total population of three thousand five hundred and seventy-one (3571) lecturers. The purposive sampling technique was used. This was suitable because the study centred only on lecturers as respondents, and mainly so because all lecturers share same occupational characteristics, therefore, they were purposely selected. The instrument that was used to source for information from the respondents in the study was a questionnaire, structured in two sections. Section A was category of respondents; section B was a 36-items questionnaire titled: Management of Academic Staff Work-life Balance for effective Service Delivery in Tertiary Educational Institutions Scale (MASWLBESDTEIS). Furthermore, the 4-points modified Likert rating scale of Strongly Agreed (SA)= 4 Points, Agreed (A)= 3 Disagreed, (D)=2 points and Strongly Disagreed (SD) = 1 point was used as response options to guide the respondents' opinions on the instrument (questionnaires). The instrument for this study was subjected to face and content validity by the researcher's supervisors and two (2) experts in the field of measurement and evaluation from the University of Port Harcourt. After going through series of scrutiny by the validators, their corrections and comments were used to modify the instrument before it was administered on the respondents. To ensure that the research instrument measures consistently what it was designed to measure, the instrument was trial tested using twenty (20) lecturers in another university who were not part of the study. The data generated was analyzed to establish its

internal consistency where Cronbach Alpha was used for reliability estimates which yielded a coefficient of 0.90. This means that the instrument was judged reliable. This high reliability index indicated that the instrument was reliable. Three Hundred and Eighty (380) copies of the questionnaire were administered personally to the respondents by the researcher and with the help of three research assistants. The respondents were given two weeks to respond to the instruments after which the researcher retrieved the complete copies of the questionnaire. A total of 380 (100%) copies of the questionnaire were administered to eligible respondents in their various institutions. However, 375 (98.7%) copies of the questionnaire were returned and used for data analysis. Data gathered from this exercise was collated and statistically analyzed. Mean and standard deviations were used to answer the research questions, while the z-test statistics was used to test the research hypotheses at 0.05 alpha level of significance. In the analysis, any mean score of 1.00 to 1.99 was regarded as strongly disagreed, mean scores of 2.00 to 2.49 was regarded as disagreed, mean scores of 2.50 to 2.99 was regarded as agreed, while mean scores of 3.00 and above was regarded as strongly agreed respectively.

RESULTS AND DISCUSSION

Answers to Research Questions

Research Question One: What self-management strategies of work-life balance are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State?

Table 1: Mean rating and standard deviation of the self-management strategies of work-life balance that are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State

S/N	Items	Respondents (n=375)		
		\bar{x}	SD	Decision
.1	Lecturers who have personal mission statement manage themselves better	3.22	0.51	Strongly Agree
.2	Lecturers who build habits on things they want to achieve are good managers	3.23	0.51	Strongly Agree
.3	Lecturers who engage in positive thinking manage their actions better.	3.20	0.54	Strongly Agree

.4	Lecturers who establish firm priorities on their jobs enhance work-life balance in dealing with issues	3.20	0.54	Strongly Agree
.5	Lecturers who know how to manage themselves will recognize the impact of emotion and thoughts on given action.	3.19	0.52	Strongly Agree
.6	Lecturers who control their thoughts, feelings and actions have better relationship with coworkers.	3.19	0.54	Strongly Agree
Grand Mean		3.21		

Table 1 shows the self-management strategies of work-life balance that are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State. The majority of the respondents indicated “strongly agree” to items 1-6, with their mean scores greater than or equal to the criterion mean (2.5), and within the mean score range of 3.00-4.00. The grand mean of 3.21 indicates that majority of the lecturers strongly agree that self-management strategies of work-life balance like personal mission statement, building habits on things, positive thinking, and establishing firm priorities, among others are applied by academic staff for effective service delivery in tertiary educational institutions.

Research Question Two: What time management strategies of work-life balance are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State?

Table 2: Mean rating and standard deviation of the extent to what time management strategies of work-life balance that are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State

S/N	Items	Respondents (n=375)		
		\bar{x}	SD	Decision
.1	Lecturers who improve their time management at work enhance their performance and achieve their desired goals with less effort and more effective strategies.	2.94	0.51	Agree
.2	Lecturers who organize their time available intelligently, deliver their services effectively	2.86	0.54	Agree

.3	Lecturers who are time conscious meet the set organizational goals	2.84	0.58	Agree
.4	Lecturers who organize their daily work by stating what to achieve in order of priority are good time managers	2.79	1.07	Agree
.5	Lecturers who use the diary to make one day free from appointments in order to have time for themselves are good time managers	2.78	0.76	Agree
.6	Lecturers who plan their work for the week are better managers of time	2.87	0.72	Agree
Grand Mean		2.85		

Table 2 shows the time management strategies of work-life balance that are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State. The majority of the respondents indicated “agree” to items 7-12, with their mean scores greater than or equal to the criterion mean (2.5), and within the mean score range of 2.50-2.99. The grand mean of 2.85 indicates that majority of the lecturers strongly agree that time management strategies of work-life balance like improving their time management, organizing their time available intelligently, being time conscious, and organizing their daily work by stating what to achieve in order of priority, planning a week’s work, among others are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State.

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean ratings of male and female academic staff on the self-management strategies applied for effective service delivery in tertiary educational institutions in Akwa Ibom State.

Table 3: Summary of independent z-test on the difference between the mean ratings of male and female academic staff on the self-management strategies applied for effective service delivery in tertiary educational institutions in Akwa Ibom State

Gender	n	\bar{x}	SD	df	Z _{cal}	Z _{tab}	Sig.	Decision
Male	167	19.32	1.51	373	0.35	1.96	0.73	Retain: H ₀₁
Female	208	19.27	1.49					

Table 3 shows that $z_{cal} = 0.35$, $df = 373$, and $z_{tab} = 1.96$. Therefore, since $z_{cal} < z_{tab}$ and $P > 0.05$, then there is no significant difference between the mean ratings of male and female academic staff on the self-management strategies applied for effective service delivery in tertiary educational institutions in Akwa Ibom State. Hence, the null hypothesis one is retained at 0.05 level of significance.

Hypothesis Two: There is no significant difference between the mean ratings of male and female academic staff on the time management strategies applied for effective service delivery in tertiary educational institutions in Akwa Ibom State.

Table 4: Summary of independent z-test on the difference between the mean ratings of male and female academic staff on the time management strategies applied for effective service delivery in tertiary educational institutions in Akwa Ibom State

Gender	n	\bar{x}	SD	df	z_{cal}	z_{tab}	Sig.	Decision
Male	167	16.96	2.29	373	2.66	1.96	0.01	Reject: H_0
Female	208	16.27	2.69					

Table 4 shows that $z_{cal} = 2.66$, $df = 373$, and $z_{tab} = 1.96$. Therefore, since $z_{cal} > z_{tab}$ and $P < 0.05$, then there is significant difference between the mean ratings of male and female academic staff on the time management strategies applied for effective service delivery in tertiary educational institutions in Akwa Ibom State. Hence, the null hypothesis two is rejected at 0.05 level of significance.

Discussion of Findings

The study examined the strategy of managing work-life balance and how they are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State. From the data gathered and analysis carried out, the findings from the study are discussed in the following paragraphs.

Research question one revealed that majority of the lecturers strongly agree that self-management strategies of work-life balance like personal mission statement, building habits on things, positive thinking, and establishing firm priorities, among others are applied by academic staff for effective service delivery in tertiary educational institutions. Furthermore, the result of hypothesis one showed that there is no significant difference between the mean ratings of male and female

academic staff on the self-management strategies applied for effective service delivery in tertiary educational institutions in Akwa Ibom State. The findings are consistent with the study by Sodiq, Olanipekun, Saheed and Haorayau (2020), which revealed that work-life balance through its variables (work flexibility and environment) significantly affects the employees' performance. Another study by Nwogu and Unuigbe (2018) also supports the outcome of the present study. It revealed that leave policies and work-life benefits are strategies for improving teachers' work-life balance in secondary schools in Edo State.

The findings of research question two showed that majority of the lecturers strongly agree that time management strategies of work-life balance like improving their time management, organizing their time available intelligent, being time conscious, and organizing their daily work by stating what to achieve in order of priority, among others are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa Ibom State. Furthermore, the result of hypothesis two showed that there is significant difference between the mean ratings of male and female academic staff on the time management strategies applied for effective service delivery in tertiary educational institutions in Akwa Ibom State. Supporting the present findings, the study by Hafizi and Atif (2016), revealed that there is a positive relationship between teachers' time management techniques and their class performance. It also revealed that teachers lesson planning technique were very effective for their class performance due to effective time management.

Conclusion

The study investigated the strategies of managing work-life balance and how they are applied by academic staff for effective service delivery in tertiary educational institutions in Akwa-Ibom State. According to the results of the test, both male and female lecturers at tertiary institutions in Akwa-Ibom State adopted strategies for managing work-life balance, which had a significant impact on the efficient performance of tasks and responsibilities. Based on the findings, the study concludes that implementing effective strategies for managing work-life balance like self-management strategies, time management strategies, stress management strategies, change management strategies, technology management strategies, and leisure management strategies among academic staff in tertiary educational institutions can greatly enhance their service delivery and overall performance. The areas that would be most beneficial to focus on include providing training and resources for staff to develop these skills, as well as creating a supportive work

environment that encourages a healthy balance between work and personal life. Additionally, regular evaluations and feedback mechanisms can help identify areas for improvement and ensure that the strategies are being effectively implemented.

Recommendations

Considering the findings, discussion and conclusions of this study, the following recommendations are made:

1. Tertiary educational institutions in Akwa Ibom State should provide training and workshops on self-management strategies for all academic staff, regardless of gender, to enhance their effectiveness in service delivery.
2. Educational institutions in Akwa Ibom State should consider implementing gender-sensitive time management training programs for academic staff to improve service delivery.
3. Educational institutions in Akwa Ibom State should conduct regular assessments and surveys to monitor the effectiveness of stress management strategies and make necessary adjustments based on feedback from male and female academic staff.
4. Tertiary educational institutions in Akwa Ibom State should carry out regular monitoring and evaluation of change management practices to identify areas for improvement and provide necessary support to staff for improved service delivery.

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**TEACHERS' DIGITAL PROFICIENCY MANAGEMENT AS A CORRELATE OF
EFFECTIVE LESSON DELIVERY IN A POST-COVID-19 ERA IN PUBLIC
SECONDARY SCHOOLS IN DELTA STATE**

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ABSTRACT

This study investigated teachers' digital Proficiency management as a correlate of effective lesson delivery in the post-COVID-19 era in secondary schools in Delta State. Two research questions and two hypotheses were tested and answered in the study. The design for the study was correlational. The population comprised all the 5,600 teachers in the 350 public secondary schools in Delta State with a sample size of 373 teachers representing 6.7% of the population using the purposive sampling technique in consonant with the Taro Yamen's formula. Respondents of the study responded to 2 instruments titled "Teachers Digital Proficiency Management Scale (TDPMSSS) and Effective Lesson Delivery Scale (ELDS)" designed by the researcher using the modified 4-point Likert scale model, with a reliability index of 0.89 and 0.83, respectively obtained using Cronbach Alpha statistical formula. Pearson Product Moment Correlation Coefficient Statistics was used in answering the research questions while t-test was used in testing the hypotheses. The study established among others that there is a correlation of management involvement and staff Sensitization meetings on effective lesson delivery. The study concluded that teachers' digital proficiency management variables of management involvement and staff sensitization meetings have significant implications for effective lesson delivery in public secondary schools in Delta State. It was recommended among others that, there is a need for management to continue to be actively involved in monitoring the activities of teachers and for new teachers to be incorporated in the digital era, staff sensitization meetings that are digitally driven is very necessary for innovation of educational practices.

Keywords: Teachers' Digital Proficiencies, Management Involvement, Staff Sensitization Meetings.

INTRODUCTION

In the ever-evolving landscape of education, the integration of technology has become paramount for effective teaching and learning. As digital tools and platforms continue to shape the educational experience, teachers must adapt and enhance their digital proficiencies to ensure they can deliver impactful lessons. Teachers' proficiencies in utilizing digital tools and technologies significantly influence the quality of lesson delivery and student's learning outcomes (Mishra & Koehler, 2016). According to Anderson (2021), management's active involvement in assessing, developing, and supporting these proficiencies is instrumental in equipping educators for the challenges and opportunities of modern education.

Continuous improvement in educational settings requires active engagement of educators, administrators, leaders, community partners, and other stakeholders, ideally across different levels of the system. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment that helps to build a system of trust and coordination (Hahrie, 2016). School management plays a critical role in ensuring that teachers have access to the necessary resources, such as devices, software, and internet connectivity to be able to display their professional competence. When management is actively involved in the practice, they work to deeply understand linkages and interactions between the components of the educational system (e.g., school departments and central office units) and local policies and their implications for schools and personnel (Hahrie, 2016).

On this note, Igoni and Nwabueze (2021) revealed among others that, teachers' knowledge creation competencies needed for effective instructional delivery are carefully coordinated by school administrators in improvising instructional materials for effective instructional delivery and to make teachers smart to carry out instructional duties more effectively, develop knowledge of ICT applications for instructional enhancements and be active in the management of time during instructional processes and be innovative in research development and publications for knowledge growth, establishing proper understanding of subject areas during classroom instruction to promote excellent ideas for effective instructional delivery, and establishing team-building spirit among staff for students' productivity.

The findings of the study of Wey-Amaewhule and Udofia (2022) revealed that; to a high extent management involvement in giving teachers' orientation on classroom management, teaching method, continuous assessment, and instructional materials influence instructional delivery in public senior secondary schools in Rivers State. Based on the findings of the study, it was concluded that teachers' orientation enhances instructional delivery in classroom management, teaching methods, continuous assessment strategies, and proper utilization of instructional materials which this present study advocated.

School management and other agents of government like the Ministry of Education can commence sensitization meetings by providing an overview of the changes in education with regards to post-COVID-19, acknowledge the significance of technology integration, hybrid learning models, and the need for flexibility in lesson delivery (Dede, 2020). The meeting will also conduct a digital competence assessment to gauge teachers' familiarity with technology and tailor the orientation to the specific needs of educators, ensuring that the contents are relevant and engaging (Selwyn, 2016). Such sensitization meeting provides pedagogical training that focuses on effective online and hybrid teaching strategies when models such as blended learning and flipped classrooms are explored, emphasizing the need for interactive and engaging content delivery.

On this note Picciano (2017) also added that, through the meeting, teachers can be introduced to the effective use of Learning Management Systems (LMS) such as Canvas, Moodle, or Google Classroom and highlight features like content organization, communication tools, and assessment capabilities and emphasize the importance of creating inclusive and equitable learning environments, addressing potential challenges in the digital divide. Provide strategies to ensure that all students, regardless of their circumstances, have equal access to educational resources which will strengthen them in their instructional delivery (Picciano, 2017). The sensitization meeting would create room to identify the competencies of teachers and encourage the building of a supportive community among teachers, foster collaboration, knowledge sharing, and peer support to create a network that can assist educators in navigating the complexities of the post-COVID-19 teaching environment.

A teachers' sensitization meeting on lesson delivery in a post-COVID-19 era is crucial for preparing educators to navigate the challenges and opportunities presented by the evolving educational landscape. This meeting serves as a foundational step toward ensuring the success of

both in-person and online learning experiences (Garrison & Vaughan, 2018). According to Mishra and Koehler (2016), digital competencies encompass proficiency in using educational technologies, understanding digital pedagogy, and incorporating multimedia resources into lessons. These competencies are essential for creating interactive and student-centered learning experiences.

More so, administrators need to deeply understand the pedagogical principles of student-centered learning and how educators enact innovations in classrooms. Teachers, on the other hand, need to develop an understanding of the systems and structures that are necessary to implement and sustain changes in practice (Harris & Hofer, 2011). On the other hand, Davis (2021) stressed that management could be involved in this case by conducting a comprehensive assessment of teachers' current digital proficiencies to identify areas of improvement. Based on the assessment, management can design and tailor professional development programmes to address specific gaps in teachers' digital skills. Management involvement is crucial in providing teachers with access to the latest digital tools and resources, ensuring they have the necessary infrastructure for effective online teaching.

Teachers' management involvement in developing and checkmating all aspects of teachers' digital proficiencies stands as a cornerstone of effective lesson delivery. By nurturing these proficiencies and providing the necessary support, educational institutions can empower teachers to address challenges creatively, promote student engagement, and ensure effective learning outcomes (Yin & Zhang, 2019). To complement this, school management needs to emphasize the importance of digital citizenship in their sensitization meeting, discuss topics such as online safety, digital ethics, and responsible technology use, reference contemporary research on the role of digital citizenship in fostering a positive online learning environment to sustain digital competences (Carretero, Vuorikari & Punie, 2017).

Statement of the Problem

The growing expectation of new technologies and their multiple applications have produced important repercussions in all spheres of society, specifically in education where the demands are more than significant seeking to cover their implications. It is sad to state that despite the extent to which the educational system has been digitally revolutionized, and the continuous rise in the level of ICT around the world, there has not been an increased and accelerated usage of ICT amongst many teachers in public schools especially in Delta State. In some instances, it seems

teachers are not proficient in ICT, and access to ICT resources like the Internet and computers is mostly limited in many secondary schools as the application of e-learning seems to be grossly inadequate or not even in practice.

There are issues relating to shortages or non-availability of ICT facilities within the secondary schools to encourage ICT-compliant educational practice due to ineffective management and lack of sensitization of teachers and training them on practical ICT skills to manage the instructional delivery. These challenges seem to make teachers lack the basic 21st-century content knowledge, pedagogy knowledge, and technological knowledge and skills in software applications to engage effectively in digital teaching and learning.

Purpose of the Study

The study investigated teacher's digital proficiencies management as a correlate of effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State. The objectives of the study were to:

1. determine the correlation of management involvement on effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State.
2. find out the correlation of staff sensitization meetings on effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State.

Research Questions

1. What is the correlation of management involvement on effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State?
2. What is the correlation of staff sensitization meetings on effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State?

Hypotheses

1. There is no significant correlation of management involvement on effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State.
2. There is no significant correlation of staff sensitization meetings on effective lesson delivery in the COVID-19 era in secondary schools in Delta State.

Methodology

The design for the study was correlational. The survey comprised a populace of 5,600 teachers who were employed in the 350 public secondary schools in Delta State. The sample size

for the study comprised 373 teachers in the 350 public secondary schools in Delta State, representing 6.7% of the population as respondents. The researcher employed a purposive sampling technique for the study. It is done in consonance with Taro Yamen's formula. That is, 6.7% of 5,600 teachers in the 350 public secondary schools in Delta State. There were two instruments utilized for data collection. The researcher utilized two instruments in this study. The first instrument was the Teachers' Digital Proficiency Management for Senior Secondary Scale (TDPMSSS).

The second instrument was the Effective Lesson Delivery Scale (ELDS), which was developed by the researcher. Both scales utilized a modified 4-point Likert scale, with Strongly Agree (SA) assigned 4 points, Agree (A) assigned 3 points, Disagree (D) assigned 2 points, and Strongly Disagree (SD) assigned 1 point. Cronbach Alpha was used to ascertain the reliability coefficient of the instruments. In the reliability result, management involvement has a reliability of .916 staff sensitization meeting .822, and effective lesson delivery has .831. The average reliability coefficient stood at 0.87. The author and five research assistants administered a total of 373 copies of the instrument (questionnaires) to the participants

The participants were given two days to complete the two surveys. Subsequently, the surveys were collected by the researcher for data analysis. Out of the 373 questionnaires that were sent, only 358 were collected from 170 public secondary schools in Delta State, which was used for analysis. The research questions were answered utilizing Pearson Product Moment Correlation Coefficient (PPMCC) as the statistical measure and the null hypotheses formulated for the study were tested using a t-test associated with simple regression at 0.05 level of significance.

Results and Discussion

Research Question One: What is the correlation of management involvement in effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State?

Table 1: Pearson product-moment correlation, on the correlation of management involvement on effective lesson delivery in a post Covid-19 era in secondary schools in Delta State.

Correlations			
		Management Involvement	Effective Lesson Delivery
Management Involvement	Pearson Correlation	1	.969**
	Sig. (2-tailed)		.000
	N	358	358
Effective Lesson Delivery	Pearson Correlation	.969**	1
	Sig. (2-tailed)	.000	
	N	358	358

** . Correlation is significant at the 0.01 level (2-tailed).

Scale of Measurement

- 0%-25%=Very low correlation
- 26%-50%=Low correlation
- 51%-75%=High correlation
- 76%-100%=Very high correlation.

From the result of the above table 1, the correlation coefficient ($r = 0.969$) of management involvement in effective lesson delivery in a post-COVID-19 era in secondary schools has a very high correlation.

Research Question Two: What is the correlation of staff sensitization meetings on effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State?

Table 2: Pearson product-moment correlation, on the correlation of staff sensitization meeting on effective lesson delivery in a post Covid-19 era in secondary schools in Delta State.

Correlations			
		Staff Sensitization	Effective Lesson Delivery
Staff Sensitization	Pearson Correlation	1	.598**
	Sig. (2-tailed)		.000
	N	358	358
Effective Lesson Delivery	Pearson Correlation	.598**	1
	Sig. (2-tailed)	.000	
	N	358	358

** . Correlation is significant at the 0.01 level (2-tailed).

The scale of measurement in Table 1 applied

From the result of the above table 2, the correlation coefficient ($r = 0.598$) of staff sensitization meetings on effective lesson delivery in a post-COVID-19 era in secondary schools has a high correlation. The coefficient of determination ($r^2 = 0.358$) indicates that 35.8% of

increased effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State can be determined by staff sensitization meetings.

Hypotheses Testing

The null hypotheses formulated for the study were tested using a t-test associated with simple regression.

HO₁: There is no significant correlation of management involvement on effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State.

Table 3: t-test associated with simple regression on the correlation of management involvement on effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State.

Model		Unstandardized		Standardize	t	Sig.
		B	Std. Error	d		
1	(Constant)	.518	.196	Beta	2.646	.009
	Management Involvement	.971	.013	.969	74.547	.000

Table 3 revealed that management involvement is correlated with effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State by 0.969. The t-test value of 74.547 associated with linear regression was statistically significant at 0.000 when subjected to a 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore, there is a significant correlation of management involvement on effective lesson delivery in the COVID-19 era in secondary schools in Delta State.

HO₂: There is no significant correlation of staff sensitization meetings on effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State.

Table 4: t-test associated with simple regression on the correlation of staff sensitization meeting on effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	5.667	.659		8.603	.000	4.371	6.962
	Staff Sensitization	.588	.042	.598	14.093	.000	.506	.671

Table 4 revealed that staff sensitization meeting is correlated with effective lesson delivery in a post-COVID-19 era in secondary schools in Delta State by 0.598. The t-test value 14.093 associated with linear regression was statistically significant at 0.000 when subjected to a 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore, there is a significant correlation of staff sensitization meetings on effective lesson delivery in the COVID-19 era in secondary schools in Delta State.

Summary of Findings

1. The correlation coefficient ($r = 0.969$) of management involvement and effective lesson delivery in a post-COVID-19 era in secondary schools has a very high correlation.
2. The correlation coefficient ($r = 0.598$) of staff sensitization meetings and effective lesson delivery in a post-COVID-19 era in secondary schools has a high correlation.

Discussion of Findings

The first finding aligns with the study of Igoni and Nwabueze (2021) whose results revealed among others that, teachers' knowledge creation competencies needed for effective instructional delivery are carefully coordinated by school administrators in improvising instructional materials for effective instructional delivery and make teachers smart to carry out instructional duties more effectively, develop knowledge of ICT applications for instructional enhancements and be active in the management of time during instructional processes and be innovative in research development and publications for knowledge growth, establishing proper understanding of subject areas during classroom instruction to promote excellent ideas for effective instructional delivery, and establishing team-building spirit among staff for students' productivity.

The findings of the study of Wey-Amaewhule and Udofia (2022) concurred with the direction of the current findings as it revealed that; to a high extent management involvement in giving teachers' orientation on classroom management, teaching method, continuous assessment, and instructional materials influence instructional delivery in public senior secondary schools in Rivers State. Based on the findings of the study, it was concluded that teachers' orientation enhances instructional delivery in classroom management, teaching methods, continuous assessment strategies, and proper utilization of instructional materials which this present study advocated.

The second finding is in line with the present study, Dede (2020) revealed that school management and other agents of government like the Ministry of Education can commence sensitization meetings by providing an overview of the changes in education concerning post-COVID-19 to acknowledge the significance of technology integration, hybrid learning models, and the need for flexibility in lesson delivery in a digitally compliant manner.

In the findings of Selwyn (2016), such sensitization meeting provides pedagogical training that focuses on effective online and hybrid teaching strategies when models such as blended learning and flipped classrooms are explored, emphasizing the need for interactive and engaging content delivery. The meeting according to the findings will be in the conduct of digital competence assessment to gauge teachers' familiarity with technology and also tailor the orientation to the specific needs of educators, ensuring that the contents are relevant and engaging. It is this system that highlights the importance of integrating social-emotional learning (SEL) into lesson plans to equip teachers with strategies to foster a positive and emotionally supportive online learning environment.

Conclusion

Based on the findings of the study, it is concluded that the variables of digital Proficiency of management involvement and staff sensitization meetings have significant implications for effective lesson delivery in public secondary school in Delta State.

Recommendations

1. There is a need for management to continue to be actively involved in monitoring the activities of teachers to continuously enhance their digital competencies to be able to deliver effective lessons in the post-COVID-19 era.
2. For new teachers to be incorporated in the digital era where educational programmes are digitally driven, staff sensitization meetings that are digitally driven are very necessary to be reformed and innovated to focus educational practices on a digitally friendly academic environment where students' priority for excellence is jealously guarded

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TEACHERS' CHARACTERISTICS AS PREDICTOR OF SCHOOL GOALS ATTAINMENT IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

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Abstract

This study investigated the extent to which teachers' characteristics predict secondary school goals attainment in public secondary schools in Rivers State. Three research questions and three hypotheses guided the study. Correlational research design was adopted with a population size of 7,425 teachers while 380 respondents were randomly selected using Taro Yamane formula. Two researcher's self-made instruments tagged Teachers' Characteristics Questionnaire (TCQ), and Secondary School Goal Attainment Questionnaire (SSGAQ) were used for data collection. Reliability coefficient of 0.09 and 0.91 were established using Cronbach Alpha reliability method. Data collected were analysed using simple linear regression and t-test. All hypotheses were tested at 0.05 level of significance. The findings revealed that teachers' characteristics (teachers' commitment, teachers' communication skills, and teachers' innovative creative skills) predict secondary school students' goal attainment in Rivers State to a high extent. It was concluded that teachers' characteristics are significant predictors of goal attainment in public secondary schools in Rivers State. Hence, it was recommended that Rivers State government through the ministry of Education should create strong commitment, communication skills, and innovative creativity among teachers by ensuring better condition of service, training and re-training of teachers as well as fostering culture of innovation in public secondary schools in Rivers State.

Key words: Teachers' Characteristics, Goals Attainment, Public Secondary Schools.

Introduction

The journey towards goal attainment requires the effective use of human and other resources to meet shared targets. This is especially noticeable in social structures, where political actions play a crucial role in achieving these goals. The process is driven by the generation and application of power. In secondary education, goal attainment has a unique interpretation. As suggested by Idorenyin, et al., (2020), it involves successfully instilling the necessary knowledge, skills, and

attitudes that equip students for a productive societal life and future academic endeavours. Goal attainment in secondary schools goes beyond academic excellence. It involves shaping individuals who can positively impact society and possess the intellectual abilities needed for higher education. Secondary school goal attainment is categorized into three areas: opportunity for higher education, knowledge acquisition, and teaching/learning outcomes. It is expected that students acquire sufficient knowledge and skills for admission or employment before leaving secondary school. To achieve secondary education objectives, adequate human and physical resources must be provided. This allows students to learn practically and manipulate real objects like what they will encounter after school

Secondary education is expected to achieve the goals of preparing individuals for useful living within society and for higher education as well as equipping secondary school leavers with the needed skills for effective living within the society (FRN, 2014). Secondary education is the education children receive after primary education and before the tertiary stage (FRN, 2014). Ogbonnaya cited in Kings (2018) opined that secondary education is the form of education that children receive automatically after they have received primary school education. It constitutes post-primary education and sometimes serves as a link between primary and university education.

Teacher characteristics, synonymous with qualities, are attributes and behaviours exhibited during teaching. These factors can positively or negatively influence instructional quality and academic achievement (Ibe in Babatunde;Kunbi et al., 2021). Agboola, (2019) includes commitment, positive attitude, qualifications, experience, enthusiasm, adaptability, interpersonal relationships, dedication, gender, and subject knowledge as teacher characteristics. Meer (2022), asserted that there are specific universal qualities or characteristics that are necessary for anyone who wants to teach effectively, these include; excellent communication skills, teachers' commitment and teaching with passion, teachers' innovative creativity skills, excellent preparation and organization skills strong work ethics, teachers' qualifications, superior listening skills, deep knowledge and passion for their subject matter, friendliness and approachability, community-building skills, and high expectations for all.

Commitment refers to the quality of the interpersonal relationship between the teachers and their students and the teacher's willingness to allocate time, attention, and interest to their students. Commitment to teaching gives teachers the responsibility to explore constantly new ways

of teaching to develop the learning experiences of students. Teachers with high levels of commitment are always in love with their jobs, encouraging students to be involved in school activities thereby creating zealous learners. Committed teachers constantly seek new teaching methods to enhance student learning. They build strong relationships with students, fostering an effective learning environment. Their dedication to the profession drives them to adapt their teaching practices and employ diverse approaches for better understanding. This passion for teaching is a motivating factor that engages learners and is crucial for high-quality education. Committed teachers also encourage student participation in school activities, further boosting their academic achievement.

Teachers' innovative creativity skills is another essential teachers' qualities or characteristics; Innovative creativity aspects are becoming essential for the development of the 21st-century knowledge society. The innovative creativity aspects mainly involve the use of instructional learning resources to enhance learning in class, commonly when teachers integrate the use of technology in classroom learning. Creativity is the ability to make or bring to existence something new, whether a new solution to a problem, a new method or device or a new artistic object or form. Innovative skills are vital for coping with today's realities, and secondary education is central to developing creative and innovative skills for learners. Hence, teachers are expected to include innovative creativity aspects in the preparation of their lessons (designs) and delivery (implementation). Though a child may have the innate or genetic ability for creativity, yet parents and teachers have roles to play to enhance and foster the creative traits. Creativity enables human beings to get the most out of life experiences and resources. Creativity produces actionable ideas, new concepts, new designs and new opportunities while innovation adds value to the new products. Osati in Kilimo and Cheboi (2021) argued that teachers need to be creative and innovative through the identification of appropriate materials that reinforce the content being learned in classrooms.

Good communication skills of teacher are the basic need of academic success of students, and their professional success in life. Teachers' communication skill in the classroom helps the students to understand the subject matter better and gives clearer information on the expectations of the classroom. Communicating effectively to the students in the classroom among other strategies is a very important approach to effective classroom management and when a teacher possesses good communication skills, it will enhance effective instructional delivery in classes (Bala, 2013). When the teacher communicates with the students, the students are also engaged in

the interaction and promote learning. Thus, the teachers' use of good communication skills should go with feedback which helps the students to know where they are not doing well and then ask questions for better performance. Babayomi in Fehitola (2014) at the World Teachers' Day noted that teachers are fully equipped to understand and communicate to both children and adults, the skills required to build more sustainable livelihoods in a world in which technological change and globalization are continually changing teachers have been and will always be the essential pillars of education. No matter how grandiose a school system and its curricula may be, the implementation of its programmes will be fruitless unless competent and effective teachers handle them. Fehintola, (2014) noted that in the classroom, a professional teacher must demonstrate excellence in his teaching. He must maximize his ability to transform the learners positively in cognitive, affective, and psychomotor areas. He must show superiority in his teaching process that is, what the teacher does, what the students do, the pattern of interaction, etc.

Statement of the Problem

This down trend is often attributed to the perceived low productivity of teachers and students, as well as severe underfunding of secondary level of education. Despite numerous studies on teacher, student, and classroom variables, the academic performance and engagement of students have not improved significantly, as shown by the yearly results analysis of WAEC, NECO, JAMB, and other public examination bodies. The public is increasingly alarmed by the high failure rates in the Secondary School Certificate Examination. The quality of education has not met expectations and there is a continuous decline in student academic performance despite the government's efforts of improving the investment in secondary education. This trend tends to be continuous and bothers the researcher and spurred her to investigate the extent teachers' characteristics predict secondary school goal attainment in Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate the extent to which teachers' characteristics predict secondary school goals attainment in public secondary schools in Rivers State, specifically the objectives of this study were to:

1. ascertain the extent to which teachers' commitments predict secondary school goal attainment in Rivers State.
2. determine the extent to which teachers' communication skills predict secondary school goal attainment in Rivers State.
3. determine the extent to which teachers' innovative creativity skills predict secondary school goal attainment in Rivers State.

Research Questions

The study was guided by the following Questions:

1. To what extent does the teachers' commitments predict school goals attainment in secondary schools in Rivers State?
2. To what extent do the teachers' communication skills predict school goal attainment in Rivers State?
3. To what extent does teachers' innovative creativity skills predict school goal attainment in secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at the 0.05 level of significance:

1. There is no significant prediction of teachers' commitments on school goal attainment in secondary schools in Rivers State.
2. There is no significant prediction of teachers' communication skills on school goal attainment in secondary schools in Rivers State.
3. There is no significant prediction of teachers' innovative creativity skills on school goal attainment in secondary schools in Rivers State.

Significance of the Study

The findings of the study if used will be of benefit to the educational curriculum planners, ministry of Education, school administrators, teachers, individual researchers, conference planners, government, and non-governmental agencies as well as the public.

This study will be of significance to curriculum planners to forestall all the lapses during developing curriculum content. It will help them make some modifications to some of the topics in the syllabus for improved teaching and learning in secondary schools in Rivers State.

For the ministry of education, the findings of this study will consequently guide the Education ministries in adopting a new policy of recruiting teachers i.e., to make sure they recruit qualified teachers who are highly effective and those with knowledge of content, teaching experience, professional certificates, and overall academic ability.

To the school management / educational administrators, the findings of this study will guide them on what qualities and qualifications to look for in recruiting teachers/facilitators. To the teachers, it will give them an insight into what is expected of them. It will also help them to implement the curriculum and seek further improvements on the subject through in-service training such as attending seminars and workshops, which will help in improving their method of teaching. The findings will guide them in planning and presenting their lesson excellently and those unqualified teachers to go and further their studies so as to meet the minimum required qualification for teaching.

Methodology

This study adopted a correlational research design. The population of the study comprised of all the 7,425 teachers in the 290 public senior secondary schools in the 23 local government areas of Rivers State. The sample size for this study was three hundred and eighty (380) respondents representing 6% of the population size, which was generated using Taro Yamane formula. Stratified sampling technique was considered suitable because the researcher dealt with a large population. The three (3) Senatorial Districts-Rivers East, Rivers South-East and Rivers West, in Rivers State comprising 23 Local Government area were divided into clusters of 7, 7 and 9 Local Government Areas from where 120, 120, and 140 teachers who were randomly selected from public secondary schools in the 23 LGA of Rivers state. The instruments for data collection were two researcher's self-structured questionnaire tagged 'Teachers' Characteristics Questionnaire (TCQ)', and 'Secondary School Goal Attainment Questionnaire (SSGAQ)'. The instruments were divided into two sections: A, and B. Section A generate demographic variables of the respondents. Section B contained 80 questionnaire items structured in line with the objectives of this study. The instruments were structured on modified Likert scale of 4-point rating: Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) scale of responses. Considering the criterion mean score = $(4+3+2+1)/4 = 10/4 = 2.50$ when calculated mean score greater than the criterion mean score of 2.50, were considered as high extent and the calculated mean score less

than the criterion mean score, were considered as low extent. The instruments for this study were face and content validated by three experts who went through the questionnaire and made corrections where necessary. The corrections and modifications were integrated into the final draft of the instrument. To ensure that the research instruments measure consistently what it is designed to measure, the instruments were trial tested using twenty-five (25) teachers who were not part of the study. The data generated was analyzed to establish its internal consistency where Cronbach Alpha was used for reliability estimates and the following coefficients were established; Teachers' Characteristics Questionnaire (TCQ) 0.90, and Secondary School Goal Attainment Questionnaire (SSGAQ) 0.91 with overall reliability coefficient of 0.91 for the entire instruments. This high reliability index indicated that the instruments were reliable. The instruments were administered to the respondents in their various schools by the researchers with the help of three research assistance. All the copies of the questionnaire were supposed to be retrieved but only eight (8) out of the total instrument were missing after administering the instrument to the respondents even after all the efforts to collect back all the instrument. Research questions were answered using linear regression while hypotheses were tested with t-test associated with simple linear regression while hypotheses were tested at 0.05 level of significance while 2.50 were used as the criterion mean.

Results

Research Question One: To what extent do the teachers' commitments predict school goals attainment in secondary schools in Rivers State?

Table 1: Linear regression analysis on the extent to which teachers' commitments predict school goals attainment in secondary schools in Rivers State

Model	R	R Square	Model Summary ^b		Durbin-Watson
			Adjusted R Square	Std. Error of the Estimate	
1	0.690 ^a	0.476	0.475	4.664	1.380

a. Predictors: (Constant), Teachers' Commitment

b. Dependent Variable: Goal Attainment

In table 1, the calculated r-value was 0.690 and the R squared value was 0.476. This r-value of 0.690 indicated that teachers' commitments strongly predict school students' goal attainment in secondary school in Rivers State. The R square value of 0.476 further confirms that that teachers' commitments contribute to about 47.5% of school students' goal attainment in secondary schools in Rivers State. Consequently, teachers' commitments predict secondary school students' goal attainment in Rivers State to a high extent.

Research Question Two: To what extent do teachers' communication skills predict school goal attainment in secondary schools in Rivers State?

Table 2: Linear regression analysis on the extent to which teachers' communication skills predict school goal attainment in secondary schools in Rivers State

Model	R	R Square	Model Summary ^b		Durbin-Watson
			Adjusted R Square	Std. Error of the Estimate	
1	0.724 ^a	0.524	0.523	4.445	1.410

a. Predictors: (Constant), Teachers' Communication Skills

b. Dependent Variable: Goal Attainment

In table 2, the calculated r-value was 0.724 and the R squared value was 0.524. This r-value of 0.724 indicated that teachers' communication skills strongly predict school students' goal attainment in secondary school in Rivers State. The R square value of 0.524 further confirms that teachers' commitments contribute to about 52.3% of school students' goal attainment in secondary schools in Rivers State. Consequently, teachers' communication skills predict secondary school students' goal attainment in Rivers State to a high extent.

Research Question Three: To what extent do teachers' innovative creativity skills predict school goal attainment in secondary schools in Rivers State?

Table 3: Linear regression analysis on the extent to which teachers' innovative creativity skills predict school goal attainment in secondary schools in Rivers State

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.712 ^a	0.507	0.505	4.526	1.083

a. Predictors: (Constant), Teachers' Innovative Creativity Skills

b. Dependent Variable: Goal Attainment

In table 3, the calculated r-value was 0.712 and the R squared value was 0.507. This r-value of 0.712 indicated that teachers' innovative Creativity skills strongly predict school students' goal attainment in secondary school in Rivers State. The R square value of 0.507 further confirms that that teachers' commitments contribute to about 50.5% of school students' goal attainment in secondary schools in Rivers State. Consequently, teachers' innovative Creativity skills predict secondary school students' goal attainment in Rivers State to a high extent.

Hypothesis 1: There is no significant prediction of teachers' commitments on secondary school goal attainment in Rivers State.

Table 4a: Regression coefficients of the prediction of teachers' commitments on school goal attainment in secondary schools in Rivers State

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	13.465	2.466		5.460	0.000
	Teachers' Commitment	1.422	0.077	0.690	18.532	0.000

a. Dependent Variable: Goal Attainment

Table 4b: ANOVA analysis of the prediction of teachers' commitments on school goal attainment in secondary schools in Rivers State

Model		ANOVA ^a				
		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7471.346	1	7471.346	343.452	0.000 ^b
	Residual	8222.893	378	21.754		
	Total	15694.239	379			

a. Dependent Variable: Goal Attainment

In Table 4a, the calculated t-value of 18.532 is far greater than ± 1.96 , and $p < 0.05$. This indicated that an increase in teachers' commitments would lead to an increase on school students' goal attainment in secondary schools in Rivers State. Furthermore, Table 4b shows that F-statistic stood at 378 degrees of freedom and $p < 0.05$ levels of significance, the F statistics stood at 343.452 hence, we were constrained to reject the null hypothesis one and therefore established that there was a significant prediction of teachers' commitments on school goal attainment in secondary schools Rivers State.

Hypothesis 2: There is no significant prediction of teachers' communication skills on school goal attainment in secondary schools in Rivers State.

Table 5a: Regression coefficients of the prediction of teachers' communication skills on school goal attainment in secondary schools in Rivers State

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	20.918	1.878		11.140	0.000
	Teachers' Communication Skills	1.376	0.067	0.724	20.408	0.000

a. Dependent Variable: Goal Attainment

Table 5b: ANOVA analysis of the prediction of teachers' communication skills on school goal attainment in secondary schools in Rivers State

Model	Sum of Squares	Df	ANOVA ^a		Sig.
			Mean Square	F	
1 Regression	8227.296	1	8227.296	416.491	0.000 ^b
Residual	7466.944	378	19.754		
Total	15694.239	379			

a. Dependent Variable: Goal Attainment

b. Predictors: (Constant), Teachers' Communication Skills

The result of Table 5a, the calculated t- value of 20.408 was far greater than the t critical value of +1.96, and $p < 0.05$. This indicated that an increase in teachers' commitments would lead to an increase on school goal attainment in secondary school in Rivers State. Furthermore, Table 5b shows that at 378 degrees of freedom and at $p < 0.05$ level of significance, the F-statistic stood at 416.491 hence, we were constrained to reject the null hypothesis 2 and therefore established that there was a significant prediction of teachers' Communication Skills on school goal attainment in secondary schools in Rivers State.

Hypothesis 3: There is no significant prediction of teachers' innovative creativity skills on school goal attainment in secondary schools in Rivers State.

Table 6a: Regression coefficients of the prediction of teachers' innovative creativity skills on school goal attainment in schools in secondary schools in Rivers State

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	19.806	2.000		9.901	0.000
	Teachers' Innovative Creativity Skills	0.667	0.034	0.712	19.704	0.000

a Dependent Variable: Goal Attainment

Table 6b: ANOVA analysis of the prediction of teachers' innovative creativity skills on school goal attainment in secondary schools in Rivers State

Model	ANOVA ^a					
		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7952.145	1	7952.145	388.256	0.000 ^b
	Residual	7742.094	378	20.482		
	Total	15694.239	379			

a. Dependent Variable: Goal Attainment

b. Predictors: (Constant), Teachers' Innovative Creativity Skills

In Table 6a, the calculated t-value of 19.704 is far greater than ± 1.96 , and $p < 0.05$. This indicated that an increase in teachers' innovative creativity skills would lead to an increase on school students' goal attainment in secondary schools Rivers State. Furthermore, Table 6b shows that at 378 degrees of freedom and $p < 0.05$ level of significance, the F-statistic stood at 388.256, hence, we were constrained to reject null hypothesis three and therefore established that there was a significant prediction of teachers' innovative creativity skills on school goal attainment in secondary schools in Rivers State.

Discussion of Findings

The result of research question one showed that teachers' commitments predict secondary school students' goal attainment in Rivers State to a high extent. Furthermore, the result of hypothesis one showed that there is a significant prediction of teachers' commitments and secondary school goal attainment in Rivers State. These findings are consistent with the findings of Ekperi (2018) which revealed that the independent variables (teachers' knowledge of the subject matter and teaching method) all correlated significantly and positively with the dependent variable (students' academic performance). The findings by Adeoti and Olufunke (2016), corroborate the outcome of the present study. The study found that there was a significant relationship between teacher's qualifications and students' academic performance. It was also revealed that a significant relationship existed between teacher's experience and students' academic performance. Moreover, there was a significant relationship between teachers' teaching style and students' academic performance. Further, the result also revealed that there was a significant relationship between school teachers' attitudes and students' academic performance.

The result of research question two showed that teachers' communication skills predict secondary school students' goal attainment in Rivers State to a high extent. Furthermore, the result of hypothesis three showed that there is a significant prediction of teachers' communication skills and secondary school goal attainment in Rivers State. These findings are consistent with the findings of Ekperi (2018) which revealed that the independent variables (teachers' knowledge of the subject matter and teaching method) all correlated significantly and positively with the dependent variable (students' academic performance). Also, the findings by Adeoti and Olufunke (2016), corroborate the outcome of the present study. The study found that there was a significant relationship between teacher's qualifications and students' academic performance. It was also revealed that a significant relationship existed between teacher's experience and students' academic performance. Furthermore, the study by Akudo (2020), corroborated the findings of the present study, as it revealed that the relationship between teachers' effective communication in the classroom and students' motivation in learning is high and positive in secondary schools.

The result of research question three showed that innovative creativity skills of teachers predict secondary school students' goal attainment in Rivers State to a high extent. Furthermore, the result of hypothesis three showed that there is a significant prediction of teachers' innovative creativity skills and secondary school goal attainment in Rivers State. These findings are consistent with the findings of Ekperi (2018) which revealed that the independent variables (teachers' knowledge of the subject matter and teaching method) all correlated significantly and positively with the dependent variable (students' academic performance). Also, the findings by Adeoti and Olufunke (2016), corroborate the outcome of the present study. The study found that there was a significant relationship between teacher's qualifications and students' academic performance. It was also revealed that a significant relationship existed between teacher's experience and students' academic performance. Furthermore, the study by Ukoima, et al. (2021), corroborated the findings of the present study, as it revealed that teachers' creativity in the classroom has a positive influence on the academic performance of senior secondary school students.

Conclusion

This study investigated the extent to which teachers' characteristics predict secondary school goal attainment in public secondary schools in Rivers State. In conclusion, this study has shown that teacher characteristics are significant predictors of goal attainment in public secondary schools in

Rivers State. The results suggest that creating a positive and engaging learning environment for students and fostering strong commitment, communication skills, and innovative creativity among teachers can lead to better goal attainment in public secondary schools in Rivers State. Therefore, policymakers and educators need to consider these factors when designing and implementing educational programs in Rivers State. With the right strategies in place, it is possible to improve the quality of education in public secondary schools in Rivers State and help students achieve their academic goals.

Recommendations

Considering the findings, discussion and conclusions of this study, the following recommendations are made:

1. Educational policymakers in Rivers State should prioritize initiatives that enhance teachers' commitment to their profession. This can be achieved through providing professional development opportunities, creating a positive work environment, and offering competitive compensation packages.
2. Teachers in Rivers State should receive training and professional development opportunities to enhance their communication skills. This is to ensure that they are equipped with the necessary skills to effectively communicate with their students and contribute to their goal attainment.
3. The Rivers State government should prioritise the development and implementation of programmes and initiatives that enhance teachers' innovative creativity skills. This can be achieved by providing professional development opportunities, resources, and support to teachers to foster a culture of innovation in the classroom.

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**Stress Reduction and Priority Balancing as a Correlate of Female Teachers' Job Efficiency
in Public Senior Secondary Schools in Rivers State.**

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Abstract

The study investigated stress reduction and priority balancing as correlates of female teachers' job efficiency in public senior secondary schools in Rivers State. Two (2) research questions and two (2) null hypotheses guided the study. The design of the study was correlational research design. The population of the study was 3,102 female teachers in 311 public senior secondary schools in Rivers State and sample as 354 female teachers selected using Taro Yamane Mathematical and Multi stage sampling techniques. The instruments for the study were two scales. These were the validated 'Stress Reduction and Priority Balancing Scale' (SRPBS) and reliability coefficients of 0.82 and 0.87, respectively. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the null hypotheses at 0.05 alpha level. The findings showed that, stress reduction and priority balancing correlate with female teachers' job efficiency to a high extent. The study concluded that, stress reduction and priority balancing had significant correlations on female teachers' job efficiency in public senior secondary schools in Rivers State. It was recommended that, female teachers should reduce the number of activities they attend to, daily, as well as prioritize them to achieve job efficiency.

Keywords: Stress Reduction, Priority Balancing, Female Teachers.

Introduction

Stress is a common and widespread experience that affects people from all backgrounds, irrespective of their age, gender, or financial circumstances. In our modern, fast-paced world, it has become a familiar aspect of life for many individuals. Stress can be triggered by a range of factors, and its effects on an individual's physical and mental well-being are substantial. Since stress is inescapable in our daily living, it is very important for one to know how to manage or reduce it to achieve maximum results in the home front and workplace.

Stress reduction is necessary for proper balancing in life, clarity and peace of mind. The constant hustle and bustle of the day make our minds to get choked with stress hormone. If one comes back from work and engages himself in activities that will help to lower stress, it will be of help to clear one's mind and relax one's body very well. When one is relaxed and happy, one will be refreshed to work and willing to give time to ones loved ones at home. Sharma (2023) states that, one must know when to ask for help. There may be times when work hours might be long or

work piles up which can cause higher stress levels. One must not find it difficult to ask for help so as to reduce the risk of burnout.

Achieving work life balance whether you work full time or part-time, is a long and often difficult process. If you do not make the conscious decision to achieve balance, one will likely fail along the way. Whether one is a full time or part time worker, achieving a work-life balance is a long and often difficult process. It is very important to provide oneself with the opportunity for balance. Wise decisions must be made at every point in one's life in order to attain balance. For instance, if one has a career and a growing family at the same time, one can still make small changes to help one achieve balance. It may include requesting for more flexible work hours, reorganizing the responsibilities one shares at home, etc. Priority must be clearly defined in achieving work-life balance. One must take care to reflect on what truly matters to one, both personally and professionally; once this is done, boundaries must be set to protect one's personal time (CCworkforce, 2023).

A teacher is said to be effective if he/she is able to make good use of his/her time with limited or available resources to impact useful knowledge in his/her students' without compromising the standard. Teachers' job efficiency reflects when a teacher always organizes and plans what needed to be done before going to class for teaching a lesson. For instance, a teacher is supposed to write lesson plans which serve as guide to teach and also need to form lesson note for students ahead of time before going to class. Such a teacher will be at a greater advantage to get the best out of her students within the limited time because he/she is not just going to the class unprepared.

Job efficiency among female teachers is an essential aspect of education. Robbins (2023) defines job efficiency as the ability to get most output from the least possible input; that is, achieving more with less, working smarter, but not harder. Female teachers, like their male counterparts, are responsible for facilitating students' learning and development. Job efficiency in the context of female teachers refers to their ability to effectively and optimally manage their teaching responsibilities, maximize student learning, and balance their roles as educators, and often, caregivers at home. Efficient female teachers are those who can achieve their educational objectives, ensure students' progress, and maintain a conducive learning environment while

making the most of their time and resources. A key goal is to provide a high quality education and support students in their academic journey.

Stress is defined as any type of change that causes physical, emotional, or psychological strain (Scott, 2022). Stress is one's body's response to anything that requires attention or action. Stress as a response to change is described as a response to any type of change. This change can be external or internal, and it can take various forms. For instance, it might be a significant life event such as a job loss, a breakup, a new job, or even positive experiences like getting married or having a child. Internal changes can include mental or emotional shifts, such as dealing with anxiety or making a difficult decision.

When stress is experienced, the body initiates a series of complex physiological responses. This is often referred to as the 'fight or flight' response. Stress activates the release of stress hormones like cortisol and adrenaline. These hormones prepare the body to respond to the perceived threat or challenge. This response includes increased heart rate, faster breathing, heightened alertness, and a redirection of energy to the muscles. These changes are meant to help us react effectively to the source of stress.

Stress Management or Reduction:

Since stress is inescapable in our daily living, it will be important for one to know how to manage or reduce it to achieve maximum result in the home front and workplace. There are some strategies suggested by scholars to be able to manage stress. Some of these strategies will be discussed below:

Regular exercise: According to Madell (2020), engaging in physical activity enhances one's body capacity to utilize oxygen and promotes better blood circulation. These physiological alterations directly impact one's brain. Additionally, exercise boosts the production of endorphins in one's brain.

Mindfulness and Meditation: Creswell and Khoury (2019) contribute that, meditation takes on various definitions, but a straightforward perspective is that it is a practice of honing one's focus to attain a state of tranquil concentration and foster positive emotions. Among the numerous meditation techniques, mindfulness stands out as one of the most popular. It comprises two key elements: attention and acceptance.

Adequate Sleep: Sleep serves as a potent stress alleviator. SleepScoreLab. (2023) opines that maintaining a consistent sleep schedule has the effect of soothing and rejuvenating the body, enhancing focus, stabilizing mood, and sharpening one's ability to make judgments and decisions.

Delegating tasks allows female teachers to focus on their core responsibilities and avoid becoming overwhelmed. It can help distribute the workload more evenly and prevent burnout. By entrusting some tasks to others, teachers can improve their efficiency and productivity while reducing stress related to work overload.

Effective time management enables female teachers to allocate their time wisely, prioritize tasks, and avoid last-minute rushes. This can lead to more efficient lesson planning, grading, and administrative duties, reducing stress associated with time constraints and deadlines.

The combined impact of these stress reduction strategies can significantly benefit female teachers in terms of job efficiency. They are more likely to experience reduced stress levels, enhanced focus, better work-life balance, and improved overall well-being. This, in turn, can lead to more effective teaching, better student engagement, and increased job satisfaction among female teachers.

Priority Balancing and Job Efficiency

Priority balancing typically refers to the practice of allocating resources or attention to different tasks, projects, or activities based on their relative importance or urgency. It is a concept commonly used in various contexts, such as project management, time management, and resource allocation. The goal of priority balancing is to ensure that the most critical and time-sensitive tasks receive the necessary focus and resources, while less important or less time-sensitive tasks are managed accordingly. According to CCWorkforce (2023), one must take care to reflect on what truly matters to one, both personally and professionally; once this is done, boundaries must be set to protect one's personal time. Key aspects of priority balancing may include:

Prioritization: Identifying and ranking tasks or activities based on their significance, impact, or deadlines. This helps in determining which tasks should be addressed first and which can wait.

Resource Allocation: Allocating resources such as time, personnel, and budget to different tasks in a way that aligns with their prioritization. High-priority tasks may receive more resources, while lower-priority tasks receive fewer.

Time Management: Effective priority balancing often involves time management techniques, such as setting deadlines, creating schedules, and avoiding procrastination to ensure that important tasks are completed on time.

Re-Evaluation: Priorities can change over time, so it is essential to regularly reassess and adjust the allocation of resources and attention as circumstances evolve.

Priority balancing is crucial for individuals and organizations to make efficient use of their resources and achieve their goals. It helps in avoiding situations where less important tasks or distractions consume excessive time and effort, potentially hindering progress on more critical objectives.

Efficient priority balancing helps manage workloads, reducing the feeling of being overwhelmed. When tasks are organized and addressed in a logical order, it can lead to reduced stress and anxiety. There are a number of ways to reduce stress and set more reasonable standards for one's self and others. Wallace (2023) opines that focusing on what is really important to you and one's family, and develop a list of priorities will reduce workload thereby enhances productivity.

Efficient priority balancing enables individuals and organizations to respond to changing circumstances and unexpected events, ensuring that resources can be quickly reallocated to address new priorities. By allocating resources to tasks with a high return on investment or a low cost per unit of output, organizations can reduce unnecessary expenses and improve their bottom line. Focusing on high-priority tasks often results in better quality work as more time and attention can be devoted to these activities.

Organizations that consistently practice efficient priority balancing are more adaptable and responsive, which can lead to a competitive advantage in their market or industry. **Employee satisfaction:** Individuals who can clearly see the importance and impact of their work are often more satisfied and motivated in their roles.

In summary, efficient priority balancing has a wide range of positive effects, including improved productivity, reduced stress, better time management, optimized resource allocation, and increased likelihood of achieving strategic goals. It is a fundamental practice for individuals and organizations seeking to achieve success in their endeavors.

Strategies for Efficient Priority Balancing among Female Teachers and Job Efficiency:

Numerous techniques can be employed to enhance one's priority management skills, providing efficient ways to tackle tasks and achieve better work-life balance. Time blocking is a widely used method, emphasizing the importance of time management in task prioritization. By dividing the day into designated time blocks for specific tasks, individuals can structure their work more effectively.

Task Categorization and Segmentation: This offers another approach to organizing work. This strategy involves grouping tasks based on similarities and other relevant criteria, streamlining the decision-making process. In the age of technology, various tools and apps can be harnessed to aid in priority management. Task management apps, calendar applications, time tracking tools, Kanban boards (e.g., Trello or Jira), project management software (e.g., Monday.com or Asana), automation tools, and more are readily available to assist individuals in staying organized and on top of their priorities.

Effective Priority Management: This involves delegation and outsourcing of non-essential tasks. By assessing tasks in terms of schedules and capacities, individuals can determine which projects should be delegated.

Creating daily, weekly, and monthly priority lists: This can be immensely helpful in managing both urgent and non-urgent tasks efficiently. By categorizing and scheduling tasks based on various attributes, individuals can develop the skill of setting priorities effectively. It is essential to maintain flexibility and adaptability within one's priority organization system.

Effective Time Management: This is integral to achieving a healthy work-life balance and maintaining focus on broader goals. Intuit Mailchimp (2021) contributes that, identifying one's most productive hours, setting realistic goals, and avoiding over commitment are essential components of effective time management.

Overcoming procrastination: while procrastination is not entirely avoidable, it can be tackled with a combination of motivation, self-awareness, and practical strategies.

Intuit Mailchimp (2021) states that collaborating with leadership teams to align personal development plans with the company's goals is a strategic approach to harmonizing both personal and professional priorities.

Amadi (2019) investigated the influence of Shift-work and occupational stress on job satisfaction of police officers in training schools, in Rivers State. The design for the study was ex-post facto research design. The population of the study comprises of all the police officers who are

instructions in Nonwa-Tail in Tail Local Government Area of Rivers State. A sample of 120 police officers who are instructors in police school of anti-terrorism and police training school was used. Six research questions and 6 corresponding null hypotheses guided the conduct of this study. Two adopted instruments used to collect data for this study are Minnesota Satisfaction Questionnaire (MSQ) developed by Weisis, Davis, England and Lofquist 1967 and job-related tension scale (JTS) developed by Klan, Wolfe, Quinn and Snock 1964. The reliability coefficient of the instrument was 0.97 and 0.77 respectively obtained by Cronbach Alpha method. Data collected were analyzed using mean, standard deviation, independent t-test, and two-way analysis of variance (2-way ANOVA). Results from the data, analysis revealed that shift-work significantly influence job satisfaction of police officers who are instructors based on their gender and years of experience.

George (2023), examined correlates of occupational stress among secondary school teachers in Okrika Local Government Area of Rivers State. The study adopted a simple correlation survey research design to answer the research questions. The population of the study is 507 government and public secondary school teachers in the LGA and a sample size of 301 was used. A simple random sampling technique was used. A researcher-made questionnaire titled Secondary School Teachers Source of Stress Questionnaire (SSTSSQ) was used. The questionnaire had five major segments derived from the research questions; class over population, balancing learning needs, school location, communal crisis and lack of incentives. The research applied Cronbach Alpha reliability statistics method of determining reliability of the questionnaire, the r-value was 0.7. The simple correlation method SPSS, was used to test the null hypotheses using (p-value at 0.05 level of significance). The findings of the study revealed that the stressors faced by secondary school teachers in Okrika LGA were related to occupational stress among them. It was therefore, recommended that the Ministry of Education in working together with the government should allocate more funds to the schools to build infrastructures such as classrooms to minimize the number of students per teacher ratio, scrutinize our primary educational background and ultimately increase teachers' incentives.

Aliyu (2021), carried out a study on the job stress and teachers coping strategies in Nigerian schools. It examined whether Nigerian teachers experience stress on their job, assessed the extent to which stress affects their productivity and examined their coping strategies. These were with a view to providing information on the level of job stress among Nigerian teachers, issues associated with it and the need to minimize job stress among teachers. The study adopted descriptive survey

research method. The population for the study was 6,982 while 270 teachers purposively selected constituted the sample frame. A self-designed instrument: Job Stress and Teachers Coping Strategies Questionnaire (JSTCSQ) was used for collection with percentage to answer the research questions. The result showed that having to teach very large classes (92.2%), marking and recording for all the students in such classes (88.1%) constituted stress for teachers. Others include; gross inadequate instructional materials (93.3%), students' indiscipline and peoples' attitude towards teacher (80.4%). This study concluded that the teaching job has stress and teachers device coping strategies themselves.

Nnuro (2012), investigated and evaluated occupational stress and its effects on job performance among members of staff at Koforidua Polytechnic. The study sought to find out how work-related stress could affect the productivity of staff of Koforidua Polytechnic in the dispensation of quality tertiary education. In addition, it identified certain factors which contribute to occupational stress among staff of the Polytechnic. The systematic sampling technique was used to select 150 participants for the study. The results of this study revealed that workload was the major cause of occupational stress among staff of Koforidua Polytechnic. It was further observed that respondents, in order to relieve stress often walk around and visit other colleagues in their offices to discuss matters unrelated to work thereby affecting productivity at the Polytechnic.

Sajeevanie (2020) examined prioritization and academic success of the university lecturers in state universities in Sri Lanka. The study aimed at identify the relationship and impact of prioritization and academic success of state university lecturers. The study was a qualitative study with 180 state university lecturers belong to management faculties in four state universities in Sri Lanka. Simple regression analysis was used to test the impact. Regression analysis results revealed that there is a high correlation and significant impact of prioritization on academic success of state university lecturers. The result suggested that 36% of the variance (R square) in academic success of university lecturers has been significantly explained by prioritizing practice of university lecturers. ANOVA test was considered in order to determine whether the impact is statistically significant or not. Also, the result of the findings revealed that there is an impact of prioritization on academic success of the university lecturers. It was therefore concluded that in order to be academically successful, all academic members should prioritize their work. The study recommended for further studies that a future research study can be done to test the developed instrument to ensure the validity and reliability in a large sample.

Anastasiou and Garametsi (2020) examined teachers' views on the priorities of effective school management. The aim of the study was to investigate teachers' views on the priorities of effective school management. The research was carried out in secondary public and private education schools of Ioanian, the capital city and the largest in the Epirus Prefecture, North-West part of Greece. The sample for the study was 300 teachers. The instrument for the study was questionnaire. Out of 300 questionnaire copies that were distributed to 32 secondary education schools, 165 completed copies of the questionnaire were collected (return rate 54.99%). The findings indicate a significant variability on teachers' age and work experience regarding their priorities for effective school management. This variability highlights the importance of focusing on teachers' attitudes for a successful implementation of effective human resources and school management.

Statement of the Problem

Women play vital roles not just in the workplace but also at home and there are times when these essential roles may conflict. This often forces them to either ignore some seemingly vital roles or attend to all of their responsibilities but with very little certainty on the efficiency of the outcomes of the tasks performed. In some other cases, organizational or family crisis may occur as a result of the conflicts of demand which women must attend to and this is the predicament of female teachers who have enormous administrative, academic and family duties to attend to. It is therefore important to understand some of the factors that may affect the job efficiency of these female teachers for adequate support measures to be put in place to avoid job inefficiency both at work and at home and this necessitated this study.

Aim and Objectives of the Study

The study examined stress reduction and priority balancing as correlates of female teachers' job efficiency in public senior secondary schools in Rivers State. Specifically the objectives of the study were to:

1. determine the extent of correlation of stress reduction on female teachers' job efficiency in public senior secondary schools in Rivers State.
2. ascertain the extent of correlation of priority balancing on female teachers' job efficiency in public senior secondary schools in Rivers State.

Research Questions

The following research questions were answered in the study:

1. What is the extent of correlation of stress reduction on female teachers' job efficiency in public senior secondary schools in Rivers State?
2. What is the extent of correlation of priority balancing on female teachers' job efficiency in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance:

1. There is no significant correlation of stress reduction on female teachers' job efficiency in public senior secondary schools in Rivers State.
2. There is no significant correlation of priority balancing on female teachers' job efficiency in public senior secondary schools in Rivers State.

Methodology

The design for the study was correlational, the population of 3102 female teachers from 311 public senior secondary schools in Rivers State, out of which 354 female teachers were sampled for the study using the Taro Yamane and multistage techniques. The instruments used in collecting data for this study were two scales. These were the validated 'Stress Reduction and Priority Balancing Scale' (SRPBS) and the 'Female Teachers Job Efficiency Scale' (FTJES) with reliability indices of 0.82 and 0.87 obtained using Cronbach Alpha mathematical procedure. Simple regression was used in answering the research questions while t-tests associated with simple regression was used in testing the hypotheses at 0.05 level of statistical significance.

Results

The result of the study came from the answers to the research questions and test of hypotheses.

Thus:

Research Question 1: What is the extent of correlation of stress reduction correlate on female teachers' job efficiency in public senior secondary schools in Rivers State?

Table 1: Simple Regression Analysis on the Extent Stress Reduction Correlate with Female Teachers' Job Efficiency in Public Senior Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Coefficient of determinism	Decision
1	.769 ^a	.591	.589	59.1%	high extent

Scale of Measurement

0 – 25%	very low extent
26 – 50%	low extent
51 – 75%	high extent
76 – 100%	very high extent

Data on Table 1 presents the summary of simple regression analysis on the extent of correlation of stress reduction on female teachers' job efficiency in public senior secondary schools in Rivers state. With the model as 1, the regression scores came out as .769^a, the regression square as .591 while the adjusted regression square was .589 and the coefficient of determination remained at 59.1%. When reference was made to the scale of measurement, 59.1% fell between 51-75% (high extent). Hence, judging by the coefficient of determinism, it showed that the extent stress reduction correlates with female teachers' job efficiency in public senior secondary schools in Rivers State was to a high extent (59.1%).

Research Question 2: What is the extent of correlation of priority balancing on female teachers' job efficiency in public senior secondary schools in Rivers State?

Table 2: Simple Regression Analysis on the Extent of Correlation of Priority Balancing on Female Teachers' Job Efficiency in Public Senior Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Coefficient of determinism	Decision
1	.720 ^a	.518	.516	51.8%	high extent

The scale of measurement of Table 1 applies

Data on Table 2 presents the summary of simple regression analysis on the extent of correlation of priority balancing correlates on female teachers' job efficiency in public senior secondary schools in Rivers state. With the model as 1, the regression score came out as .720^a, the regression square coefficient as .518 and the adjusted regression square as .516 while the coefficient of determination remained as 51.8%. When reference was made to the scale of measurement, 51.8% fell between 51-75% (high extent). Hence, this suggested that, the extent of priority balancing correlates with female teachers' job efficiency to a high extent. Based on this observation, the result showed that, priority balancing correlates with female teachers' job efficiency in public senior secondary schools in Rivers State was to a high extent (51.8%).

Hypothesis 1: There is no significant correlation of stress reduction on female teachers' job efficiency in public senior secondary schools in Rivers State.

Table 3: Summary of t-test Associated with Simple Regression on the Extent Stress Reduction Significantly Correlates with Female Teachers' Job Efficiency in Public Senior Secondary Schools in Rivers State

Model	Unstandardized		Standardized	T	Sig.	
	Coefficients		Coefficients			
	B	Std. Error	Beta			
1	(Constant)	103.212	.620	21.236	.000	
	stress reduction	.196	.096	.769	1.270	.000

Data on Table 3 presents the summaries of t-test associated with simple regression on the correlation of stress reduction on female teachers' job efficiency in public secondary schools in Rivers State. The t- calculated value used in testing the hypothesis came out as 1.270, the significant value remained 0.000 with an alpha value of 0.05. At 0.05 alpha level and t- observed value of 1.270, the value of t-test associated with simple regression was 21.236 at the significant value of 0.000 which was less than the alpha value of 0.05. This suggests a significant correlation of the independent variable (stress reduction) on the dependent variable (female teachers' job efficiency). On this note, the null hypothesis was rejected in favour of the alternative hypothesis that there is a significant correlation of stress reduction on female teachers' job efficiency in public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant correlation of priority balancing on female teachers' job efficiency in public senior secondary schools in Rivers State.

Table 4: Summary of t-test Associated with Simple Regression on the Extent Priority Balancing Significantly Correlates with Female Teachers' Job Efficiency in Public Senior Secondary Schools in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	123.303	.540		33.911	.000
	priority balancing	.096	.046	.720	1.265	.000

Data on Table 4 presents the summaries of t-test associated with simple regression on the correlation of priority balancing on female teachers' job efficiency in public secondary schools in Rivers State. The t- calculated value used in testing the hypothesis came out as 1.265, the significant value remained 0.000 with an alpha value of 0.05. At 0.05 alpha level and t- observed value of 1.265, the value of t-test associated with simple regression was 33.911 at the significant value of 0.000 which was less than the alpha value of 0.05. This suggests a significant correlation of the independent variable (priority balancing) on the dependent variable (female teachers' job efficiency). On this note, the null hypothesis was rejected in favour of the alternative hypothesis that there is a significant correlation of priority balancing on female teachers' job efficiency in public senior secondary schools in Rivers State.

Discussion of Findings

Stress Reduction and Female Teachers' Job Efficiency

The first findings of the study revealed that stress reduction correlates with female teachers' job efficiency by 59.1%. It showed a high extent. This implies that stress reduction correlates with female teachers' job efficiency. This finding is in agreement with Amadi (2019) who found out that shift-work significantly influence job satisfaction of police officers who are instructors based on their gender and years of experience. This result agrees with the outcome of the study by George (2023) who showed that the stressors faced by secondary school teachers in schools were related to occupational stress among them and if managed and reduced will lead to enhanced productivity. Stress affects various aspects of a person's well-being. It is not limited to just one domain. Physical

strain can manifest as tension, muscle aches, fatigue, and even physical illnesses. Stress is a common health challenge faced by individuals who overwork themselves without control.

When teachers in schools have so much work to do without resting and taking out time to relax, it leads to stress. This is in agreement with the findings of Aliyu (2021) whose result revealed that having to teach very large classes (92.2%), marking and recording for all the students in such classes (88.1%) constituted stress for teachers. Stress reduction is very essential for employees in organization. It leads to efficiency and more productivity on their part. In schools, teachers who manage their stress tend to perform better than those who don't. Stress reduction on their part leads to improved job productivity. There are various causes of stress for teachers in schools and these reasons vary in schools. One of them is the amount of work they engage in. This finding tends to give strength to the outcome of the study by Nnuro (2012) which showed that workload was the major cause of occupational stress among staff of Koforidua Polytechnic.

Priority Balancing and Female Teachers' Job Efficiency

The second finding of the study showed that priority balancing correlates with female teachers' job efficiency by 51.8%. It showed a high extent. This implied that that priority balancing correlates with female teachers' job efficiency. This agrees with the finding of Russo-Netzer (2019) which showed that prioritizing meaning was positively associated with life satisfaction, happiness, positive emotions, sense of coherence, gratitude and presence of meaning and above all, being efficient in tasks. It is also in consonance with the findings of Sajeevanie (2020) whose regression analysis results revealed that there is a high correlation and significant impact of prioritization on academic success of state university lecturers. Balancing priorities is very essential in the life of teachers according to the respondents who believed that it relates with their job efficiency. Being able to balance priorities is essential in order to achieve set out goals. It helps set important tasks first and balance decisions in order for them to be carried out accordingly.

This also agrees with the findings of Anastasiou and Garametsi (2020) whose results of the findings indicated a significant variability on teachers' age and work experience regarding their priorities for effective school management. This variability highlights the importance of focusing on teachers' attitudes for a successful implementation of effective human resources and school management. The goal of priority balancing is to ensure that the most critical and time-sensitive

tasks receive the necessary focus and resources, while less important or less time-sensitive tasks are managed accordingly.

Efficient priority balancing helps manage workloads, reducing the feeling of being overwhelmed. When tasks are organized and addressed in a logical order, it can lead to reduced stress and anxiety. There are a number of ways to reduce stress and set more reasonable standards for one's self and others. This did not differ from the findings of Wallace (2023) who opined that focusing on what is really important to you and one's family, and develop a list of priorities will reduce workload thereby enhances productivity. By focusing on high-priority tasks, individuals can make better use of their time, avoiding time-wasting activities or distractions. Teaming up with other teachers or having the guidance of the principal will help teachers balance their priorities to be more productive on their job. This is in agreement with Intuit Mailchimp (2021) when he stated that that collaborating with leadership teams to align personal development plans with the company's goals is a strategic approach to harmonizing both personal and professional priorities.

Conclusion

Based on the findings of the study, it is concluded that, stress reduction and priority balancing had significant correlations on female teachers' job efficiency in public senior secondary schools in Rivers State as the effects of both variables were high on female teachers' job efficiency in public senior secondary schools in Rivers State.

Recommendations

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

1. Female teachers should ensure that they continue to manage stress by reducing the number of activities they perform in a day, adequate sleeps, delegating task, and regular exercise and so on.
2. Female teachers should balance their activities and set priorities appropriately as this can be done by scheduling their time and having a diary where they write down their daily activities and carry out activities they see as priorities first.

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