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ABOUT THE JOURNAL

The *Journal of Education, Psychology and Research* (JEPAR) is a multi-disciplinary peer-reviewed and institutional based journal that will be published annually by the Educational Psychology Society of Nigeria (EPSON), Obafemi Awolowo University, Ile-Ife, Nigeria. The journal focuses on empirical studies, theoretical frameworks and provides an avenue for interactions among researchers, professionals in education and scholars to express their views on modern innovations, concepts and ideas. The journal will adhere strictly to international standards.

Guidelines for Paper Submission

- Article should not be longer than 15 A-4 sized pages using Times New Roman font size 12.
- Reference style should conform to the American Psychological Association format (sixth edition). This should be arranged in alphabetical order according to the surnames of the authors.
- Manuscript's cover should include the title of the paper, author(s)' name(s), institution affiliation and e-mail address(es).
- Abstract should not be more than 250 words with at most five (5) key words.
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Thank you,

Prof. (Mrs.) B. A. Omoteso

Editor in Chief

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Preview of Vol. 1, No. 1, 2020 Issue of the *Journal of Education, Psychology and Research* (JEPAR)

I am delighted to welcome you to Volume 1, Number 1, 2020 issue of the *Journal of Education, Psychology and Research* (JEPAR). The journal is unique as authors are encouraged to submit studies addressing fundamental issues that will advance scholarship and make significant contributions to knowledge. It will publish issues regularly and welcomes papers from every specialty in the fields of Education, Psychology and other related areas of research in tertiary institutions in Nigeria and globally. This issue comprises research articles presented in ten chapters. The chapters cover both empirical and theoretical discourse in Psychology, Sociology and History of Education and Curriculum.

The issue starts with the article by Olukayode Martins Oduyoye which focuses on the types and prevalence of students' classroom behavioural problems among secondary school students in Oyo State. The study assesses the techniques adopted by teachers in managing classroom behavioural problems among secondary school students. Oduyoye's study shows that distractibility, disobedience and aggression are prevalent students' classroom behavioural problems in Oyo State. He also identifies teachers' adopted management techniques for classroom behavioural problems to be positive techniques, non-physical punishment and teachers' referral. Oduyoye concludes that classroom behavioural problems are prevalent among secondary school students in the study zone.

In 'Mentoring and Peer Influence as Predictors of Academic Motivation among Undergraduates of Obafemi Awolowo University, Ile-Ife, Osun State, Stephen Okeowo investigates the level of academic motivation among undergraduates of Obafemi Awolowo University and the predictive value of mentoring and peer influence on academic motivation. The author reports that the level of academic motivation of more than half of the undergraduates in the university is moderate. The study also shows that mentoring and peer influence significantly predicts academic motivation of undergraduates.

Social media has become the useful tool of communication nowadays and this has made formal language to be under serious threat. In 'Texting Behaviour and English Writing Skills of Secondary School Students in a Local Government Area in Osun State, Nigeria', Bonke Adepeju Omoteso investigates the prevalence of texting behaviour among secondary school students in a Local Government Area

(LGA) in Osun State, Nigeria. She identifies the types of texting used by the students, assesses the gender difference in their use of texting and the relationship between texting behaviour of the students and their English writing skills. Omoteso finds that majority of the students use texting when sending messages on their phones. The type of texting used by all the students is omission of punctuations, others identified include unusual abbreviations, incorrect spelling and shortened words. There is a significant gender difference in the texting behaviour of the students. There also exists a significant relationship between the students' texting behaviour and their English writing skills. Omoteso recommends that regular essay writing exercises should be given to the students and the teachers should ensure the essays are marked and text messaging errors corrected by the students.

Lecturer Productivity in Public Colleges of Education in Southwestern Nigeria' is a paper jointly written by Odunlami Adedayo Adediran, Agbesanya Felicia and Onifade Olufunso Olayiwola. Productivity for any academic system should be the measurement of effective teaching and a careful understanding of what students learn, as well as ensuring that students who enter higher education complete their studies. The authors therefore investigate lecturer productivity in public colleges of Education in Southwest Nigeria in terms of teaching, research and community services. The study reveals that the level of lecturer productivity in public colleges of education in Southwest Nigeria is moderate. The authors recommend that top management of colleges of education at both federal and state level should ensure better productivity of lecturers in terms of teaching; research and community development services by making provision for all that would facilitate and engender lecturer productivity.

Asowo Ayobode Patricia in 'Traditional True Test Score Theory (TTTST) Analysis of Oyo State Junior Secondary School Certificate Mathematics Item Parameter Estimates: A Competentary Approach to 21st Century Innovative Procedures' examines the item parameter indices of students' responses to Oyo State Junior Secondary School Certificate Examination (JSSCE) in Mathematics using the traditional true test score procedures. The reactions of examinees to the trial are analysed using SPSS. Asowo reports that many of the test items discriminate poorly. Asowo concludes in her study that the Oyo State 2016 JSSCE Mathematics test is of moderate psychometric quality based on its measurement indices. Asowo recommends that Oyo State examination section should adopt 21st century innovative procedures for newly developed test items analyses in

identifying other areas of Mathematics content that demands greater attention or clarity in ensuring test security and uniformity over time.

In ‘Influence of Personality Traits and Work Commitment on the Job Performance of Public Secondary School Teachers in Ondo State Nigeria, Oreoluwa Blessing Falayi and Sarah Temitope Ogungbaigbe assess the job performance and work commitment level of teachers in public secondary schools in Ondo State, Nigeria. They also examine the joint influence of personality traits (openness, conscientiousness, extraversion, agreeableness and neuroticism) and work commitment on the job performance of secondary school teachers. Their findings show that most secondary school teachers in Ondo State demonstrate, moderate level of job performance and work commitment, The combination of personality traits and work commitment significantly influence the job performance of the teachers,

Onoguere Ejiroghene Ohio and Ojebiyi Olufemi Adesola analyse the educational reform of the defunct Western Nigeria Government from 1955 to 1960. The paper is an historical analysis which is done using the following notable documents: the 1948 United Nations Human Rights Declaration establishes the dictum: “free and compulsory elementary education for learner” and Constitutional Development centered on these documents: the 1946 Arthur Richard Constitution, the 1951 Sir John Macpherson Constitution and the 1954 Lytleton Constitution introduced regionalization and political partisans in Nigeria, geared towards her independence in 1960. These documents empower the government of the defunct Western Nigeria to embark on an educational reformation. The outcomes of the analysis show that the defunct Western Nigeria expend much on the education sector which later crashed due to inadequate statistical data, teachers (number and qualification), infrastructure, textual materials, among others. The authors are of the view that though the UPE scheme of the defunct Western Nigeria failed decades ago, but there are some gains that would be of immense contribution to the reformation of primary (basic) education and the educational section generally. They then recommend that the government should as a matter of urgency finance all basic education related schemes/projects properly, provide adequate manpower (teaching and non-teaching staff); infrastructures, textual materials among others in order to achieve education for all.

In ‘Influence of Hardiness on Academic Stress among Public University Undergraduates in Southwestern Nigeria’, Clara Olufunmilayo Adelusola and

Onasoji Onadiji examine the levels of academic stress among undergraduates based on university type and the influence of hardiness on academic stress among the undergraduates in Southwestern Nigeria. The authors report that many of the undergraduates in the federal and state universities experienced moderate level of academic stress and there is a significant influence of hardiness on academic stress of the undergraduates in Southwestern Nigeria. They conclude that hardiness provides information on factors that could influence academic stress of university undergraduates in Southwestern Nigeria. It is therefore recommended among others that more appropriate academic stress management strategies should be introduced by educational psychologists and counsellors to help students manage academic stress.

Perception of Mode of Dressing on Campuses of Higher Institution of Learning by Students in Ambrose Alli University Ekpoma, Edo State' is written by Monsurat Abiodun Shobayo. The study explores the perception of mode of dressing on campuses of higher institutions of learning by students in Ambrose Alli University, Ekpoma Edo State. It identifies the forms of indecent dressing prevalent among the undergraduates as well the perceived causes of indecent dressing and determines the consequences of indecent dressing and students' adopted coping mechanisms. The author reports indecent dressing among the students. Peer group influence, accepted foreign influence and fading values, and modernization of Africa culture are acknowledged as the major causes of indecent dressing by the students which have negative consequences on the students. The author recommends counselling helps and services to educate students on the implications of their mode of dressing.

In order to enhance students' performance in Literature-in-English in senior secondary schools in Osun State, Tairu Jelili Olawale examines the adequacy and availability of instructional resources in teaching Literature-in-English in senior secondary schools in Osun State. The author's report shows that the instructional resources that are available are: pencils and chalkboard sheet while video clips, pre-recorded tape/radio cassette, costume/props and concrete pictorial items are not available at all. The author's report also shows that costume/props and concrete/fictional are not adequate while markers, pencils and chalkboard sheet are adequate. While concluding that the vital instructional resources are not available in some cases and inadequate in other cases for teaching Literature-in-English, the author recommends that government should equip schools with appropriate and

adequate instructional resources as recommended by the Nigeria Education Research and Development Council.

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**TYPES AND PREVALENCE OF STUDENTS' CLASSROOM
BEHAVIOURAL PROBLEMS AND MANAGEMENT TECHNIQUES
ADOPTED BY SECONDARY SCHOOLS TEACHERS IN OYO STATE,
NIGERIA**

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Abstract: *The study identified the types and prevalence of students' classroom behavioural problems among secondary school students in Oyo State. The study also assessed the techniques adopted by teachers in managing classroom behavioural problems among secondary school students. These were with the view to providing empirical information on management of students' classroom behavioural problems. The study adopted the descriptive research design. The population comprised all public secondary school teachers in Oyo State. A total of 360 secondary school teachers was selected from nine Local Government Areas (LGAs), three (LGAs) in each of the three senatorial districts in Oyo state using multi-stage sampling procedure. Two instruments were used to elicit information from selected secondary school teachers namely: Questionnaire on Students' Classroom Behavioural Problem (QSCBP) which was adapted and Questionnaire on Management of Students' Classroom Behavioural Problem (QMSCBP) which was adopted for the study. Data collected were analysed using descriptive statistics which were percentage, frequency counts, and mean scores. The results showed that distractibility (46.7%), disobedience (32.7%) and aggression (20.5%) were prevalent students' classroom behavioural problems in Oyo State. The result also identified teachers' adopted management techniques for classroom behavioural problems in this study to be positive techniques (49.7%), non-physical punishment (32.7%) and teachers' referral (17.6%). The study concluded that classroom behavioural problems were prevalent among secondary school students in the study zone. Likewise, the most effective management technique adopted by teachers was positive technique.*

Keywords: *Types, Prevalence, Classroom Behavioural Problems, Management Techniques*

Introduction

Schools in Nigeria have been established to encourage the positive development of students. Hence, teachers are professionally trained to effectively and efficiently manage classrooms. The classroom teacher is charged with lots of functions to perform in the teaching and learning process. One of the functions of

teachers is the classroom management and control. The teacher's effectiveness in teaching is assessed by his/her ability to use varied classroom management techniques to control students towards effective and meaningful learning during instruction. Meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other classroom behavioural problems from students. The goal of education is beyond making individual acquires qualitative academic knowledge and skills but also to make individual students exhibit worthy character. Despite the efforts of government at various levels to provide qualitative education, the secondary school system continues to face challenges that could compromise the quality of education provided. One of such challenges is poor classroom management by teachers. The manifestation of classroom behavioural problems among students nowadays seem to be on the increase. Going by the media reports, official reports and education stakeholders' comments, there seem to be an increase in the acts of violence among secondary schools students in recent times (Agbowuro & Dakama, 2016). An observation of what goes on in secondary schools today reveals that classroom behavioural problem manifested by students are to a large extent either completely unchanged or ineffectively managed.

Behavioural problems arise due to disruptive, distracting or defiant behaviours that disturb the whole class (Hurlock, 2011). The biggest challenge faced by students in improving their academics and social participation is "problem behaviours" which ranges from aggression, stereotypical behaviour, tantrums, self-injurious behaviour, inappropriate social behaviour and so on (McDonnell, 2012). Classroom behavioural problems are believed to have the tendency to impede learning rather than promote learning. Other terms used to refer to classroom behavioural problems include undesirable behaviours, abnormal behaviour, maladaptive, misbehaviour, inappropriate behaviour, disobedience, distraction, aggression, disruptive behaviour, among others. Classroom behavioural problems refer to maladaptive behaviour of students that does not conform to the established rules of classroom environment and society at large (Idris, 2016). Classroom behavioural problems could also mean unacceptable behaviours in the sense that they are generated, garnered and geared towards classroom disorganization, teachers' distraction and the use of learning hours in doing frivolous activities.

Classroom behavioural problems can have negative effects on not only the classroom environment, but also on the school experience as a whole. The time it

takes to give attention to students with behavioural problems could be used to pass additional information on the subject matter. Classroom behavioural problems affect the teaching-learning process as they influence teacher's ability and competence in handling the classroom environment. Thus, it becomes essential for the teachers to focus on how to teach in the most conducive environment which could lead to effective learning outcomes. Classroom behavioural problem is a source of worry for all school stakeholders. It is a multifaceted and complex school problem that is manifested in various forms (Ali, Dada, Isiaka & Salmon, 2014).

The various common forms of students' classroom behavioural problems are late coming, backing classes, drug and alcoholic abuse, bullying, love affairs, vandalism, assault on the school prefects, insult on teachers, wearing the wrong school uniform, use of the mobile phone, smoking, writing or using foul language in class, work not done, class disruption and immoral acts among others (Gutuza & Mapolisa, 2015; Jeeroburkhan, 2016). According to Kuranchie (2015), students tend to exhibit disruptive behaviours such as chatting, eating and drinking, noise creation, verbal abuse, intimidating and use of pejorative and derogatory words, among others, which tend to hinder effective flow of teaching and learning. Most commonly seen problem behaviours at school are low attendance, inappropriate interactions with peers and/or adults, noncompliance with requests from teachers, off-task behaviours, out of seat, biting, physical aggression, resists transitions between classes/activities, dishonesty, truant or leaving class without permission, refusing to follow, talking in between the class, back answering, passing inappropriate comments, and disinterest in classroom activities (Ladeji-Osias & Well 2014; Emunemu & Ejieh 2015).

Behavioural inconsistencies have been observed to affect learning outcomes and self-concept among secondary school students (Ofole & Okopi, 2012; Owuamanam, Ajidahun & Owuamanam, 2012). Report from a quantitative survey Olaitan, Mohammed and Ajibola (2013) conducted among 1000 management staff, teaching and non-teaching staff in four public secondary schools in Jalingo Metropolis showed that truancy, absenteeism, fighting, stealing and drug addiction are typical forms of disciplinary problems experienced in schools.

In another descriptive study conducted among 500 senior secondary students in Ondo State, Moye (2015) found out that there is high prevalence of indiscipline among secondary schools students, which affected students' interest in schooling and overall students' academic performance in school. Umezinwa and

Elendu (2012) noted that indiscipline among learners in all levels of Nigerian educational system including secondary schools has been at a very high prevalence. Myriad of behavioural problems are exhibited by students, which need to be managed effectively and efficiently for teaching and learning to take place. Teachers who try to put in frantic effort and attention, in order to quell such problems in the classroom can be easily distracted by these behaviours. Seidman (as cited in Atunde & Aliyu, 2019), encountering classroom behavioural problems in the work setting of teachers is unavoidable. The teacher's role is to design and implement the most effective learner discipline management techniques in order to instil a positive school climate. Management of classroom behavioural problem is very essential in enhancing student achievement and acceptable social behaviour. Classroom is supposed to be a safe place for the old and the young, males and females, introverts and extroverts, low and high achievers. Hence, managers of classroom need to be effective in managing the learning environments.

Klamer-Hoogma (2012) emphasized that effective teachers ought to acquire a wide range of skills and equip with the requisite competencies in managing classrooms behavioural problems. If teachers are equipped with the competence for management of classroom behavioural problem, they are expected to create ideal classrooms where students can feel free to contribute to discussions, ask and answer questions, show dissenting views and critique others' viewpoints including that of teachers, respect their teachers and colleagues and also follow instructions more appropriately. Adam (2017) stated that behavioural management techniques are generally considered an antidote in ensuring effective discipline at all level of education in Nigeria, secondary education inclusive.

Classroom behavioural management techniques refer to variety of skills and strategies that teachers use to keep students organized, orderly, focused, attentive and academically productive during a class (Abbott, 2014). It includes everything that the teacher may do to facilitate or improve student learning.

Behavioural management techniques are used in extinguishing unwanted behaviour and at the same time helping to increase existing positive behaviours. It can also be used to teach new behaviour patterns. Behavioural management techniques aim to manipulate the antecedents and consequences of behaviour so that the likelihood of appropriate behaviour is increased and inappropriate behaviour is decreased (Weiten, 2011). Usually all behaviours are maintained, changed, or shaped by the consequences of that behaviour. These behavioural

management techniques generally work on observable and measurable behaviours (Sprague, 2018). The purpose behind behavioural management technique is not to understand why or how a particular behaviour started. Instead, it only focuses on changing the behaviour, and there are various different methods used to accomplish it. The teachers must first have a clear understanding of classroom behaviour and students disciplinary problems in the class. The teacher's knowledge of these problems and how to effectively handle them will help the teacher succeed in the task of teaching and learning.

Teachers use management techniques to teach their students right from wrong and to promote healthy behaviours from them in classroom. These behavioural management techniques according to Palawat (2014) are positive reinforcement, non-physical punishment, referral and among others. Positive reinforcement is pairing a positive stimulus to behaviour. Positive reinforcement can be explained simply as "timely encouragement" which is gentle and effective at the same time.

Akinade (2012) defined positive reinforcement as reinforcement that involves the application of pleasant or desirable stimuli in the treatment of behaviour. In other words, positive reinforcement is the encouragement that follows good behaviour.

Positive reinforcement as the name implies is a hassle-free technique to bring about a sense of responsibility and discipline in a class. It does not involve any kind of force that would pressurize a student into behaving well. Positive reinforcement can be in the form of verbal remarks like praises, commendations, compliments, approval, encouragement and affirmation such as good job, well done, nice work among others or tangible rewards like cash gift, pen, cake, sweets, erasers or non-verbal rewards like being clapped, a pat on the back, being smiled at among others to encourage the repetition of such behaviour

Several studies have revealed that positive reinforcement has a great influence on the academic achievement of students and may increase their grades. Amadi and Onyeike (2015) conducted an experimental study among 120 JS1 students in Abia State on the effectiveness of token economy and verbal rewards on students' academic achievement in Igbo language in Aba North Local Government Area of Abia State. The results of the study revealed that token economy which is a form of tangible positive reinforcement significantly enhanced students' academic performance over verbal rewards which are intangible forms of positive

reinforcement although the verbal rewards significantly improved academic performance over the control group.

Nnodum, Agbaenyi and Ugwuegbulam (2014) in another study investigated the efficacy of positive reinforcement (PR) and self-control (SC) in the management of aggression among pupils. The results revealed that positive reinforcement was more effective than self-control (SC) both at post-test and follow-up periods in reducing aggression among the pupils. Ukoha (as cited in Maxwell & Doueyi-Fiderikumo, 2018) effectively used positive reinforcement to improve students' performance in mathematics. Although the number of subjects used, type of research design adopted and the area of study were not indicated. Results proved that positive reinforcement improve mathematics achievement among students.

In the same vein, Onunkwo and Unachukwu (as cited in Maxwell & Doueyi-Fiderikumo, 2018) also used verbal rewards to enhance secondary school students' commitment to take home assignment as well as improving adolescents' cognitive achievement in biology respectively. Results revealed that verbal rewards (positive reinforcement) improved students' commitment to take home assignment and improved cognitive achievement in Biology. Punishment suppresses undesirable behaviour but may not necessarily eliminate it. In some cases, suppression may be of short duration and when the punishment is removed, the behaviour may reoccur. Punishment can involve presentation of an unpleasant consequences or loss of pleasurable consequence following the occurrence of the undesirable behaviour.

Punishment is designed to reduce the probability that the behaviour that precedes it will reoccur. Despite the fact that, punishment seems to be an appropriate technique to control behaviour and student discipline, the United Nations convention on the Right of the child recognized that physical punishment in form of corporal punishment employed by teachers in schools seems to be ineffective, dangerous and unacceptable method of discipline as it brings negative rather than positive impacts to students (Nwosu, Nwasor, & Ndubuisi, 2013). But definitely, there are several non-physical punishment that will not have any negative impact on the mind of the students and at the same time they are very effective in correcting classroom behavioural problems (Walker & Shea, 2014). Non-physical punishment that could be used by teachers is time-out technique (placing a misbehaving child in a quiet place alone for a few minutes and

then talk about the problem). Time-out is by far the best known disciplinary technique among teachers. It is also the most likely to be over used in the classroom (Egbo, 2015). Although a brief time-out of a few minutes duration can exert a positive influence on classroom behaviour when applied appropriately, many teachers apply time-out ineffectively (Rhode, Jenson & Reavis, 2014).

Other non-physical punishment techniques used by teachers are giving the students difficult task to do, teachers ignoring students as a result of classroom misbehaviour, teachers re-directing student classroom maladaptive behaviour among others (Palawat, 2014). These non-physical punishments if used judiciously might be very effective in controlling and correcting the child. It will not be accompanied with any deleterious effect on the mind and nerves of students (Walker & Shea, 2014).

School discipline referral is simply a way for a teacher to refer a student to an administrator (either a Principal or Vice-principal) to be disciplined. Referral means the misbehaviour is either too severe for the teacher to properly manage the student in the classroom or the teacher has tried to discipline the student on his or her own without success. Denga and Olayinka (in Okigbo & Okoli, 2015) explained that referral technique is one of the effective behaviour management techniques used by teachers in classroom. The study of Olaitan, Mohammed and Ajibola (2013) indicated that sending the students out of the class, sending the students to do manual labour, flogging, referral to school disciplinary committee, kneeling and monitoring are classroom management techniques used in managing disruptive behaviours by teachers.

Statement of the Problem

It seems that at all levels of education especially secondary school levels when students are at adolescent stage, classroom behavioural problems are considered to be a very serious problems to their teachers. These behavioural problems which exist within the classrooms if viewed closely are normal developmental behaviours of children but if not addressed properly will pose a great problem to teaching and learning process. The prevalence of classroom behavioural problems seems worse in secondary schools than in primary schools, because the learners as adolescents now become aware of their rights, namely right to privacy, to freedom of association, belief, opinion and expression, among others.

School principal, school administrators, teachers, among others, seem not to consider some socio-cultural variables like students behaviours in the classroom. Most importantly students' behavioural pattern is a major component that could ensure significant performance in the teaching and learning process). Classroom behavioural problem poses a challenge to teachers as it leads to students' poor results and negative social outcome. Classroom situation in which students are prone to misconduct call for appropriate classroom behavioural management techniques to carry along the learners in their assigned classroom learning tasks.

Objectives of the Study

The aim of the study was to investigate the prevalence of classroom behavioural problems and techniques adopted by teachers for their management.

The specific objectives of the research are to:

- a. identify the prevalence and types of students' classroom behavioural problems among secondary school students in Oyo State;
- b. investigate techniques adopted by teachers for management of students classroom behavioural problems; and
- c. determine the effectiveness of each of the adopted techniques.

Research Questions

The following questions were answered in the study.

1. What are the prevalent and types of students' classroom behavioural problems among secondary school students in Oyo State?
2. What are the techniques adopted by teachers for management of students' classroom behavioural problems?
3. What is the effectiveness of each adopted technique?

Methodology

The study adopted the descriptive research design. The population of the study comprised all teachers in public secondary schools in Oyo State. According to the statistics provided by the Teaching Service Commission (TESCOM, 2017), there were 517 secondary schools in Oyo State with 13,462 secondary school teachers. The sample for the study consisted of 360 secondary school teachers. The sample was selected using multistage sampling procedure. Three Local Government Areas (LGAs) were selected from each of the three senatorial districts

in Oyo State using simple random sampling technique. From each (LGAs), five secondary schools were selected using simple random sampling technique and from each school, eight secondary school teachers were selected in each of the five selected secondary schools using convenience sampling technique.

Two instruments were used to elicit information from the respondents. They were Questionnaire on Students' Classroom Behavioural Problems (QSCBP) and Questionnaire on Management of Students Classroom Behavioural Problems (QMSCBP). The QSCBP was adapted for the study while QMSCBP was adopted from Palawat (2014). Classroom behavioural problems in Palawat (2014) were categorized into distractibility, disobedience, aggression and stereotypy. The researcher made some modification in the instrument (QSCBP) by removing one sub-scale out of four sub-scale in the original instrument. The sub-scale retained in (QSCBP) were distractibility, disobedience and aggression type of behavioural problem. Little modification was also made in the three retained sub-scale in (QSCBP) to suit the research purpose. Stereotypy category was totally removed from the instrument used by the researcher because the former user used the instrument for students with visual impairment problems in classroom.

Questionnaire on Students' Classroom Behavioural Problems (QSCBP) adapted from Palawat (2014) was used to seek information on types and prevalence of students' classroom behavioural problems such as fighting, noise making or hitting, among others, in the classroom. QSCBP requested the teachers to indicate the frequencies of occurrence of the types and prevalence of students' classroom behavioural problems they have observed in their various schools. Three points Likert scale was used ranging from "Not prevalent/never", "Little prevalent/occasionally", and "prevalent/frequently prevalent" which was coded 1, 2, and 3 respectively on 31 items QSCBP was used to provide answer for stated research question one on types and prevalence of students' classroom behavioural problems. The reliability of the item carried out by the researcher was with Cronbach's Alpha of 0.86.

Questionnaire on Management of Students' Classroom Behavioural Problems (QMSCBP) measured management techniques of classroom teachers such as modifying difficult activities, redirecting the student behaviour among others to manage students' classroom behavioural problems. QMSCBP was adopted from Palawat (2014) and is an instrument with three points Likert scale of which teachers were asked to indicate the degree of frequencies of

used/effectiveness of management techniques for managing students' classroom Behavioural problems on 26 items. (Not successful = 1, Successful = 2, and very successful =3). Questionnaire on Management Students' Classroom Behavioural Problems (QMSCBP) was used to provide an answer to research question two and three on management techniques adopted by the teacher in managing students' classroom behavioural problems and effectiveness of different adopted techniques. Data collected on each of the research questions were subjected to frequency counts, percentages and mean scores.

Research Question 1: What are the types and prevalence of students' classroom behavioural problems among Oyo state secondary school students?

In order to answer this question the information elicited from the secondary school teachers on the prevalence and types of students' classroom behavioural problems they experienced in their classrooms was subjected to frequency counts, percentage analysis and mean score as presented in Table 2. For students' classroom behavioural problems, a \bar{X} of 2.0 and above was adopted for accepting or rejecting students' classroom problem prevalence. If \bar{X} is below 2.0, it is considered rejected for not being prevalent. If \bar{X} is 2.0 and above it is considered for accepted for prevalence of students' classroom behavioural problems.

Table 1: Categories and Types of Students Classroom Behavioural Problems

Category	Types
Distractibility	Demand for their immediate need to be met, attention span problems, fond of chatting with classmates during teaching time, enjoy disruptive conversation, using electronic device/listening to music, calling out or talking out of turn without teacher's permission.
Disobedience	Student shouting and laughing during instruction, disregard for safety classroom rules, fond of refusing to obey teacher-imposed classroom's rules, sleeping in classroom, absent from school, like lying, fond of stealing and fond of changing seats among others.
Aggression	Damaging other students property, like engaging in inappropriate sexual behaviour, showing hostility/unfriendly feeling toward others, fighting, use of foul language, hitting/striking classmate and quarrelling/hindering with classmates among others.

Source: Palawat (2014)

Table 2: Prevalence of Classroom Behavioural Problems in Oyo State Secondary Schools

Category of Classroom Behavioural Problems	Frequency	Percentage
Distractibility	157	46.7
Aggression	69	20.5
Disobedience	110	32.7
Total	336	100.0

Table 2 shows the types of classroom behavioural problems among Oyo State secondary school students as reported by their teachers. It could be seen that most of the teachers (46.7%) indicated that distractibility was the prevalent classroom behavioural problems observable among Oyo State secondary school students while 32.7% of the teachers rather chose disobedience and 20.5% indicated that aggression was the most prevalent.

Table 3: Types and Prevalence of Students’ Classroom Behavioural Problems

S/N	Behavioural Problems	Not prevalent/ Never (freq) %	Little Prevalent/ Occasional ly (freq) %	Prevalent/ Frequently prevalent (freq) %	\bar{X}	RSI	Remark
1	Distractibility	76 (22.93)	139 (41.31)	121 (36.16)	2.14	0.712	Agreed Prevalent
2	Aggression	86 (24.88)	144 (43.25)	106 (31.88)	2.07	0.692	Agreed Prevalent
3	Disobedience	84 (24.93)	143 (42.69)	109 (32.38)	2.07	0.689	Agreed Prevalent

Table 3 shows the frequency with which types of classroom behavioural problems were prevalent among students in Oyo State secondary schools. It could be seen from Table 3 that the most popularly identified classroom behavioural problem that constitute serious problems or were frequently noticed was distractibility behavioural problems which was frequently and occasionally prevalent by (36.16%) and (41.31%) respectively and with Relative Strength Index (RSI) of 0.712. Disobedience is another category of classroom behavioural problems that teachers also identified to be prevalent among the students with (32.38%) frequently prevalent and (42.69%) occasionally prevalent with Relative strength index (RSI) of 0.692. The least popular classroom behavioural problems identified by the teachers to be prevalent was behavioural problems in the aggression category with (31.88%) frequently prevalent, occasionally prevalent (43.25%) and with least Relative Strength Index (RSI) of 0.689.

Research Question 2: What are the techniques adopted by teachers for management of students' classroom behavioural problem?

To answer this question, the responses of the teachers on the techniques being adopted to managing students' classroom behavioural problems was subjected to percentage analysis, frequency and mean score cut-off point. A \bar{X} of 2.5 was adopted as a criterion for an effective management technique. If \bar{X} is below 2.5, it is considered ineffective and if \bar{X} is 2.5 and above, the technique is considered effective to managing students' classroom behavioural problems. The results are presented in Table 4. The results in Table 4 indicate the techniques adopted by secondary school teachers in managing students' classroom behavioural problems.

Table 4: Techniques for Managing Classroom Behavioural Problems in Oyo State Secondary Schools

Category of Management Strategies	Frequency	Percentage
Positive Strategies	167	49.7
Non-Physical Punishment Strategies	110	32.7
Referral Strategies	59	17.6
Total	336	100.0

Table 4 shows frequency of techniques for managing students' classroom behavioural problems in Oyo state secondary schools as reported by their teachers. It could be seen that most of the teachers adopted positive management techniques (49.7%) while (32.7%) of the teachers adopted non-physical punishment and the least number of teachers (17.6%) used referral management strategies.

Research Question 3: What is the effectiveness of each of the adopted techniques? In order to answer this question, success rate of the adopted management techniques by teachers were subjected to percentage and mean scores as it shows in Table 5.

Table 5: Effectiveness of Management Techniques for Classroom Behavioural Problems

S/N	Management techniques	Success Rate			\bar{X}	Remark	RSI
		Not successful (freq)%	Successful (freq %)	Very Successful (freq)%			
1.	Positive techniques	51(15.17)	217(64.58)	68(20.23)	2.634	Effective	0.658
2.	Non-physical punishment Techniques	50(15)	224(67.08)	62(18.48)	2.569	Effective	0.639
3.	Referral techniques	51(15.2)	233(69.18)	52(15.56)	2.536	Effective	0.634

It has shown in Table 5 that positive technique is the most effective behavioural management technique adopted by teachers with highest Relative Strength Index (RSI) of 0.658 and with percentage of successful and very successful to be 64.58 and 20.23 respectively. This was followed by non-physical punishment strategies (RSI=0.639) with percentage of successful and very successful in effectiveness of use to be 67.08 and 18.48 respectively. The least effective management techniques adopted by secondary school teachers was referral strategies with (RSI=0.634) and success rate percentage of successful and very successful of 69.18 and 15.56 respectively.

Discussion of the Findings

The first finding of this study showed that majority of the teachers found behaviours in distractibility category to be prevalent among secondary school students in Oyo State. One of such classroom behavioural problems identified in this category was inattentiveness of students. Inattentiveness of students might occur when teachers are not competent enough to deliver content in the classroom,

students might stop taking interest in listening to the teacher. This result is in line with the findings of Kuranchie (2015), which stated that most students misbehaved and performed below expectations because the classroom teacher failed to give and explain disciplinary rules and regulations governing the class.

The result also corroborates the findings of Moye (2015) that there is high prevalence of indiscipline among secondary school students, which affected students' interest in schooling and overall students' academic performance in school. Umenzinwa and Elendu (2012) also noted that indiscipline among learners at all levels of Nigerian educational system including secondary school has been at a very high prevalence. Olaitan, Mohammed and Ajibola (2013) in their findings showed that truancy, absenteeism, fighting, stealing and drug addiction are typical forms of disciplinary problems experienced in schools.

The implications of these results are that students' classroom behavioural problems would retard the smoothness and effectiveness of teaching-learning process. Students' using electronic devices during class lesson is becoming part of classroom behavioural problems. This is tantamount to poor academic performances on the parts of the students. Classroom behavioural problems of students might challenge the teacher's authority and could create tension in the classroom, which might push learning to the background.

The study also found the techniques that were adopted by the teachers to manage students' classroom behavioural problems in the state. The adopted techniques found effective were management techniques in positive category. The specific management techniques in the positive category were verbally acknowledged positive behaviour, teaching appropriate behaviour as an academic lesson, establishing regular classroom routine, providing reward, modifying difficult activities, among others.

The results of the study is in positive connotation with the finding of Amadi and Onyeike (2015) which revealed that token economy which is a form of tangible positive reinforcement significantly enhanced students' academic performance. Likewise the findings of Nnodum, Agbaenyi and Ugwugbulam (2014) is in consonance with the results which revealed that positive reinforcement was more effective than self control in reducing aggression among the pupils. The result is also in agreement with the findings of Maxwell and Doueyi-Fiderikumo (2018) that positive reinforcement is effectively used to improve students' performance in mathematics and in the same vein verbal rewards (positive

reinforcement) improved students commitment to take home assignment and improved cognitive achievement in Biology.

Another techniques adopted by teachers in the state was non-physical punishment category. These results on using non-physical punishment as management techniques corroborate with the findings of (Walker & Shea, 2014) that non-physical punishment is very effective in correcting classroom behavioural problems and will not have any negative impact on the mind of students. By implementing these techniques, teachers are more likely to be successful in increasing appropriate and decreasing inappropriate classroom behaviour.

Students' learning and achievement might be heightened in classrooms where students feel that they belong, teachers calling on certain students more often to improve their academic growth. Students might also be paying undivided attention and taking more from the lesson than simple facts through non-physical punishment management techniques of teachers. The least management techniques adopted by secondary schools teachers in the state were referrals management strategies. These results gave support to the finding of Olaitan, Mohammed, and Ajibola (2013); Okigbo and Okoli (2015) that referral technique is one of the effective behaviour management techniques used by teachers in classroom. Some parents might not be bothered about the education of their children, causing poor academic results, high dropout rates and classroom behavioural problem in secondary schools. It might also be assumed that students who behave badly in school do not receive proper discipline at home. Likewise if parents fail to teach their children discipline at home, there is even possibility of the child being a problem to the school authority.

Conclusions

Based on the findings from the results, the following conclusions were drawn:

The study concluded that students' classroom behavioural problem was prevalent in secondary schools in Oyo State. The most unacceptable classroom behavioural problem was students' distractibility pattern in terms of using electronic device, listening to music, attention span problems, among others. This was followed by students' classroom disobedience in terms of "shouting and laughing during instruction", "fond of changing seats from one place to another", among others.

Based on the findings of this study it was concluded that there are certain classroom behavioural problems manifested by secondary school students in Oyo State which could hinder effective teaching-learning process. In relation to findings from the study, techniques adopted by teachers on management of students' classroom behavioural problems were positive management techniques, non-physical punishment and referral management techniques. This implied that for teachers to choose the best classroom management techniques that fit certain-classes require knowledge and experience because no one strategy fits in all classroom situation.

Recommendations

It is recommended that the Ministry of Education and other Educational bodies concerned should introduce various training programmes in order to enhance teachers' management of classroom discipline techniques. Such programmes would assist teachers in developing better techniques for classroom discipline. The positive techniques if judiciously used might go a long way in shaping students undesirable behaviours as against the negative techniques (traditional method) of behaviour management.

It is advisable for teachers to realise that if they want to reduce classroom disruptive behaviours, they have to abandon their authoritative identity and maintain a strong relationship with their students. Some teachers' lack knowledge of the kind of management techniques that they need to select in order to handle classroom behavioural problem. Therefore, it is always important to provide teachers with the necessary consultation on this kind of information.

School principals should also help teachers in handling student misconduct. It is good if they ensure that their teachers know what is expected of them when it comes to students' classroom behavioural problem. Therefore, there is need to expose classroom teachers to principles and concepts of behaviour management to enable them pilot (train) the young adolescent who have a lot of emotional problems, social and cognitive problems within the school or classroom. Seminars, workshops and refresher courses should be organised from time to time to help the teachers' to improve in their capacity for effective delivery in the classroom and better management of students' behavioural problems. Contacting parents of students might be very necessary if students' classroom behaviour is out of school

hands. It seems that lack of parental involvement might also contribute to major causes of disciplinary problems in secondary schools among students.

Finally, students' classroom behavioural problems could be resolved through a variety of approaches and techniques, which the teachers should integrate systematically to promote quality secondary education. In this regard, teachers and administrators should help the students manage and cope with classroom behavioural problems that disrupt teaching-learning process.

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MENTORING AND PEER INFLUENCE AS PREDICTORS OF ACADEMIC MOTIVATION AMONG UNDERGRADUATES OF OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE, OSUN STATE

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Abstract: *The study determined the level of academic motivation among undergraduates of Obafemi Awolowo University and investigated the predictive value of mentoring and peer influence on academic motivation. The study adopted the descriptive survey research design. The population consisted undergraduates of Obafemi Awolowo University, Ile Ife. A sample of 1032 students was selected using multistage sampling procedure. Six faculties were selected from the existing 13 faculties in the university using simple random technique. From each selected faculty, two departments were randomly selected from where a total number of 50 students in 300 and 400 levels (penultimate and final year) were selected purposively (500 level students were selected in faculties that have 500 level final year students). The 300 and 400 level students were selected purposively because it was assumed they were familiar with their significant others such as peers, lecturers, school administrators, counsellors, part advisers and so on. An instrument titled Questionnaire on Mentoring, Peer Influence and Academic Motivation (QMPAM) was used to elicit information from the respondents. Data collected were analyzed using frequency counts, percentages, Multiple Regression analysis and Pearson Product Moment Correlation analysis. The results showed that the level of academic motivation of more than half (66.8%) of the undergraduates in Obafemi Awolowo University could be described as moderate whereas, level of academic motivation of the (18.9%) of the students could be described as low. The results also showed that 14.3% of the academic motivation could be described as high. The study concluded that mentoring and peer influence significantly predicted academic motivation of undergraduates.*

Keywords: *Peer influence. Mentoring and academic motivation*

Introduction

Inadequate motivation is real and pressing problem among many undergraduates nowadays. Over the years, there have been several methods and strategies such as prize giving, award, instant job opportunities etc. through which undergraduates are being motivated. Some of these methods have produced great results while some are no more in use probably because they have being overused. Some of these methods have even become incapable of motivating these energetic students (Mendler, 2009). However, it is no more news that students are already getting more interested in other less academic related activities and thus may need to

be motivated so that they will perform well in their academic pursuits. According to (Shirinov & Reif, 2010). The term motivation is concerned with the processes that describe why and how human behaviour is activated and directed. It refers to all those phenomena which are stimulation of action towards particular objectives (Omoteso, 2014).

Studies from Pinar and Llknur (2017) on effects of arc motivation model on student motivation to learn English demonstrated that students who have high level of motivation could have good feelings, behaviours, positive thinking; act accordingly; strive for achievement; persist longer when they encounter difficulties and until they get the solution. Such students also believe that failure is a temporal problem which they can manage and use all possible ways to handle troubles and maintain their course of actions. They are not frightened and challenged by difficult assignment rather they consider them as an opportunity for learning and mastery. The importance of academic motivation among undergraduate students of Obafemi Awolowo University undergraduates should not be underestimated. Although there have been various factors such as environment, parental involvement, availability of facilities, lecturer's relationship with students among others (Muola, 2010) that have been identified as predictors of academic motivation, notwithstanding, there exists several factors that could predict academic motivation of undergraduates.

Academic motivation means the propensity for personal comportment and commitment of a student to actualize his or her academic purposes in order to fulfil his or her life career. It can thus be said that good academic performance is a direct indication of good academic motivation, all things being equal. On the contrary, poor academic motivation manifests in a student's low or poor academic performance and feeling of inadequacy.

Recently, there have been increased concerns from stakeholders such as: parents, lecturers, educators and government on students' poor interest in academic matters and incessant depletion of grade point averages. Many undergraduates now show perfunctory attitude to their academic work by coming late to lectures, absconding from school without reasonable excuses and obtain poor grades in their continuous assessment. These may be a reflector of the fact that in the increasingly demanding and challenging world of today, undergraduate students' success in the university education is an important aspect of their intellectual and social development. It is no doubt that their interaction with their significant others such as lecturers (part advisers, project supervisors, heads of Departments etc.) and peers,

(junior colleagues, and senior colleagues) may have a great influence on their academic motivation.

The significance of early motivation to future academic success among undergraduates is becoming notable because academic motivation may have several implications on academic achievement. Individuals who are intrinsically motivated do so for the pleasure of learning, rather than for external rewards (Slavin, 2006). In contrast, those who are extrinsically motivated to learn, are motivated to learn for external rewards that learning will bring (Slavin, 2006). Some of the important factors that may be associated with academic motivation are mentoring and peer influence.

Strayhorn and Terrell (2007) in their research demonstrated interwoven relationship between mentoring and academic motivation. Mentoring has been recognized as important for retention and enrichment of undergraduate students in various studies. Nevertheless, students who are transitioning from secondary school to university are going through a host of changes and have to negotiate a completely new environment. Students are dealing with a multitude of stressors, socially, emotionally and academically (DeBerard, Spielmans & Julka, 2004). Freshmen in colleges have to navigate through a new educational system; they have to understand the administrative processes, identify services available to them when needed and develop coping skills that help them deal with the challenges of college student life. The inability to deal with these demands, frequently leads to poor academic motivation and probably dropping out. Ladd (2005), psychologists typically emphasize the age dimension, referring to people who are born around the same time as age mates or peers.

Peer pressure may be defined as the insistence and encouragement of the same age group individuals to make or force the individual to do something (Santor, Messervey & Kusumakar, 2000). Peer pressure is associated with wrong decisions, rebellion and humor fluctuations, which may lead to low academic motivation and poor academic motivation, because of the fact that adolescents are not cooperative in the process of learning outcomes and as a result their school results fall weakly. Sharry (2004), contrary to popular belief, opined that not all peer influence is negative. Positive peer influence on academic performance depends on adolescent self-identity, self-esteem and self-reliance. Consequently, the peer group is a source of affection, sympathy, understanding, and a place for experimentation. It

is always possible for students to talk with university counsellors and professionals to help with some of these problems.

The successful formation and navigation of interpersonal relationships with peers is a process central to adolescent development in all cultures. Peer influence as an independent variable in this study is discovered to have evidence supporting its involvement in students' academic issues. Peers exert great influence on adolescents (Ugoji, 2013). This research is reflected in numerous research findings (e.g, Kandel, 1985; Dekovis, 1999, Santor, Messervey & Kusumakar, 2000), as well as several theories that postulate peer influences as key construct in etiology and maintenance of adolescent's reckless behaviour. Peer influence show that it changes in strength and direction over time. Clasen and Brown (1985), for example found that pressure from peers to engage in misconduct moved from a relatively strong discouraging position in younger adolescents to more neutral or encouraging position in older adolescents.

Peer groups influence adolescent socialization and identity by allowing young persons to explore individual interests and uncertainties while retaining a sense of belonging and community within a group. Peers act as an influential model by providing, introducing or pressuring risky activities (i.e, alcohol use, or risky sexual behaviour) to other peers (Kinard and Webster, 2010). By modeling these behaviours to their peers, students are viewing alcohol use for example as a positive and socially acceptable experience (Kinard and Webster, 2010). However, what students fail to take into consideration are the negative consequences that are related to alcohol use, and some other delinquent behaviours to their academics especially within a peer group context.

Peer influence also expands beyond the walls of the classroom. Across many cultures, perceived behaviour and sanctions of friends are among the strongest predictors of an adolescent's misconduct (Greenberger, *et al.* 2000). Hamm (2000) found that when compared with European-American and Asian-American adolescents, African-American adolescents chose friends who were less similar in terms of academic orientation or substance use, but more similar in terms of ethnic identity. This assertion further reflects the summation that the influence exerted by peers can positively affect the development of students' academic skills (Cabrera, Nora, Terenzini, Pascarella, and Haggblom, 2002; Whit, Edison and Nora, 1999).

Mentorship models have been inspired by Lave and Wenger's (1991) work on situated learning and apprenticeship, and legitimate peripheral participation. Legitimate peripheral participation entails a novice working alongside a more

experienced master and gradually taking more responsibility (Hager, 2003; Lave & Wenger, 1991). However, Theresia (2014) explained that involvement of experienced and competent learners and faculty in students' learning may be especially helpful to college freshmen. She did not actually find out if mentoring could predict their academic motivation especially students in their penultimate and final year.

Furthermore, in a study conducted by Theresia, (2014), the researcher used the College Student Mentoring Scale (CSMS) developed by Crisp (2009) to analyse the perceptions of mentorship both at the beginning and end of 'FTIACS' first semester. Crisp (2009) originally developed and used this 25-item-measure with a stratified random sample of courses at a community college. Crisp had identified four latent factors through factor analysis: Psychological and emotional support, degree and career support, academic subject knowledge support and existence of a role model which were highly reliable with a ranging from 845 - 912. The first factor is measured by eight items involving open discussions about personal and social issues. Six items are being used for gauging degree and career support, for example, examination of degree options and educational opportunities. The third factor is assessed through five items such as discussion of problems with coursework and achievement. The existence of a role model is measured by six items asking if participants have someone to look up to with respect to academic goals and challenges of accomplishing them.

A study carried out by Flood (2012) indicated the importance of mentoring and its effects on self-efficacy of female undergraduate students in business. To test this, a survey was done among undergraduate women in a business programme at a large Midwestern University. The participants completed an online survey that collected basic demographic information and then asked if the students had mentors. The outcomes of this study are similar to other literature that looks at the relationship between mentoring and self-efficacy. The study found out that mentored students did not report self-efficacy scores than those students without mentors. The study also explored the difference in self-efficacy scores depending on the gender of the mentor but no conclusive results were found. This research is a reflection of the fact that mentoring in itself needs to be clarified and classified to determine if it could interact adequately with other variables.

Research by (Komarraju, *et al*, 2010) has suggested that interacting with faculty in a variety of ways was related to better academic achievement. Lunderberg and Schreiner (2004) suggested that students who have positive interactions with

their mentors have better learning outcomes in college. Furthermore, Tinto (1975) stated that students who are more involved with campus activities, such as interacting with faculty, will be more likely to persist academically (Flood, 2012). But this research did not adequately explain the kind of interaction that existed among the students and the faculty. Another factor that seemed not to be considered in Tinto's research was other relevant factors such as self-efficacy, peer influence and mentoring, since it is possible that it is the sole interaction of another particular factor with mentoring or interaction of many other variables that are actually responsible for those students' persistence in their academics.

Reynolds and Weigand (2010) examined resilience, academic motivation, self-efficacy, and attitudes toward the college environment, and their influence on 164 first-year students' responses to demands and challenges. The researchers found that college self-efficacy as measured with Solberg and colleagues (1993) College Self-Efficacy Inventory, was significantly related to resilience as measured by academic and social engagement at the university. Their findings also showed that intrinsic motivation was significantly related to self-efficacy and that those who were more intrinsically motivated had a greater ability to cope with stressful and adverse experiences (Reynolds & Weigand, 2010).

Objectives of the Study

The specific objective of the study were to

1. determine the level of academic motivation among undergraduates in Obafemi Awolowo University; and,
2. investigate the predictive value of mentoring and peer influence on academic motivation?

Research Questions

In order to provide solution to the concern of this study, the following research question was raised.

1. What is the level of academic motivation among undergraduates of Obafemi Awolowo University?
2. What is the predictive value of mentoring and peer influence on academic motivation of the undergraduate students of Obafemi Awolowo University?

Methodology

The study adopts the descriptive survey research design. This entails the process of gathering information from a representative sample of a population. The survey research design was used because the researcher was interested in obtaining data from a large sample. The population for the study consisted all undergraduates of Obafemi Awolowo University, Ile Ife, Osun State. The University is located in South Western Nigeria, and currently hosts an undergraduate capacity of about 30,000 across her 13 faculties. The study sample size comprised 1,200 undergraduate students who were selected using multistage sampling technique. Six faculties were selected using simple random technique from the existing 13 faculties. From each selected faculty, two departments were randomly selected, from where a total number of 50 students in 300, 400 and 500 levels respectively were selected purposively. The 300, 400 and 500 level students were selected purposively because it was assumed they were familiar with their significant others such as peers, lecturers, school administrators, counsellors and part advisers.

Results

Research Question 1: What is the level of academic motivation of undergraduates in Obafemi Awolowo University?

Table 1: Academic Motivation Levels among Undergraduates of the Obafemi Awolowo University

Level	Frequency	Percent	X	SD
Low	195	18.9		
Moderate	689	66.8	63.37	6.18
High	148	14.3		

Table 1 shows the level of academic motivation among undergraduates of Obafemi Awolowo University. Academic motivation scale was scored in such a way that strongly agree was 4, agree 3, disagree 2 and agree 1. The resulting scores for each respondent were cumulated and used to constitute a measure of the level of academic motivation. The group mean score and standard deviation score on the academic motivation scale was 63.37 and 6.18 while the minimum and maximum scores were 42 and 80. Students whose rated scores on this scale were 1 SD below the mean (i.e. 42-57) score were classified as having low level of academic

motivation; those with scores 58 through 70 (1 SD above the mean score) were classified as having average level of academic motivation while those with 71 and above were adjudged as having high level of academic motivation. As shown in the Table 1, the level of academic motivation 18.9% of the students could be described as low. The result also reveals that the level of academic motivation of more than half (66.8%) of the undergraduates in Obafemi Awolowo University could be described as moderate whereas, 14.3% of the academic motivation could be described as high. This result suggests that academic motivation among undergraduates in Obafemi Awolowo University is hovering around the average level.

Research Question 2: What is the Predictive value of mentoring and Peer Influence on Academic Motivation of the undergraduate students of Obafemi Awolowo University?

Table 2a: Predictive value of mentoring and Peer Influence on Academic Motivation of undergraduate students of Obafemi Awolowo University

Coefficien ts ^a	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Model					
1	(Constant)	52.426		46.001	
	Mentoring	.147	.029	.179	5.132 0.000
	Peer Influence	.183	.038	.171	4.881 0.000

a. Dependent Variable: Academic motivation

$$y = a + b_1x_1 + b_2x_2$$

y = academic motivation a = constant

x₁ = mentoring x₂ = peer influence b₁ and b₂ = slope of the independent variables respectively $y = 52.426 + 0.147x_1 + 0.183x_2$

From the equation above, if mentoring and peer influence are held at constant, y = 52.426 which implied academic motivation of the students without the

influence of any other factors. If mentoring is held constant, then $y = 52.426 + 0.183x_2$ which implied that academic motivation would be increased by 0.183 increased in peer influence. Also, if peer influence is held at constant $y = 52.426 + 0.147x_1$ which implied that academic motivation would increase by 0.147 increase in mentoring.

As shown in Table 2a, mentoring had respective t-value of 5.132. Also, its respective beta weight value is .179 while peer influence had t value of 4.881 and beta weight of .171. These values are all significant at 0.05 level of significant. From the values of beta weights and t-ratio for each independent variable, it is shown that mentoring had a higher contribution in the prediction of the dependent variable while peer influence had a lower contribution in the prediction of the dependent variable.

Table 2b: Summary of Multiple Regression Analysis of Mentoring, Peer Influence and Academic Motivation

Model Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig
Mentoring Peer Influence	0.306*	0.039	0.092	5.88995	0.000

Predictors: (Constant), mentoring, peer influence

Table 2b: shows that using each component of the independent variables (mentoring and peer influence) to predict academic motivation yielded a coefficient of multiple regression (R) of 0.306 and a multiple correlation square (R²) of 0.039. These values are statistically significant at 0.05 level. The result of the regression analysis also indicated a significant predictive value of peer influence and mentoring on academic motivation of the students, (R= 0.306, F-value = 53.037, p < 0.05). Since the p-value is less than 0.05 thresholds, we therefore reject the stated null hypothesis. This implies that mentoring and peer influence could predict academic motivation of undergraduates. This result concluded that there is significant predictive value of peer influence and mentoring on academic motivation of undergraduate students of Obafemi Awolowo University.

Discussion of Findings

The primary objective of this study was to investigate if factors such as mentoring and peer influence could predict the academic motivation among undergraduates of Obafemi Awolowo University, Ile-Ife. The result of the research question showed that most of the undergraduate students of Obafemi Awolowo University had moderate level of academic motivation while few of the students had low or high level of academic motivation. It also showed that most of the undergraduates had moderate level of peer influence while few of the students had low and high level of peer influence. From the analysis, it can be deduced that students were averagely motivated academically. Therefore, as shown from the findings of this study, it seems logical to suggest that moderate level of academic motivation will lead to positive or high educational outcomes. Students with moderate academic motivation may perform averagely and but not necessarily excellently, while students with low motivation might perform poorly in and outside the campus and this may only produce outright failure. This may be the reason why it is possible that students with low academic motivation in Obafemi Awolowo University may not be able to boast of excellent educational output. This finding corroborate a research done by (Kommaraju, *et al*, 2010) which suggested that students' interaction with faculty (lecturers, part advisers and supervisors) in variety of ways was related to better academic achievement.

Another finding of this research also showed that there was a significant relationship between mentoring and peer influence on academic motivation of undergraduate students of Obafemi Awolowo University, Ile-Ife. The result of the regression model shows that both the regression coefficients of mentoring and peer influence had positive relationship and statistically significant at 5% with academic motivation of the students of Obafemi Awolowo University, Ile-Ife. More so, group academic works with colleagues and participation in academic activities may also contribute to students' academic motivation. According to Muleyi (2008), teachers do influence students' academic performance as well as academic motivation

It was also discovered in this study that there was a significant relationship between peer influence and academic motivation of undergraduate students of Obafemi Awolowo University. This means that group project and participation in classroom activities could predict academic motivation of the students. It can be deduced from this study that students who contributed in classroom activities, group discussions, group

readings, etc. would have better performance academically as they are motivated academically.

Finally, the result showed that both mentoring and peer influence significantly predicted the academic motivation of undergraduates. This could be explained from the perspective that as mentoring and peer influence predicted academic motivation of the students, it was in line since two independent variables (mentoring and peer influence) were found to have a predictive effect on the dependent variable (academic motivation).

Conclusion

The present study established the fact that a large percentage of undergraduates had moderate level of academic motivation and this may have predisposed them to still be hinged on an average academic output. The study concluded that mentoring and peer influence could predict academic motivation of undergraduates. The study further presumed that for undergraduates to have average or high academic motivation, then it is dependent on proper mentoring and positive peer influence.

Recommendations

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

1. Government and private institutions should organize innovative mentoring trainings, workshop, and conferences for teachers to enable them know the latest development in mentoring models especially using the internet (e-mentoring) and other technological services.
2. Students who perform low in their academics should be placed on faculty mentoring programmes and peer age mentoring since this may greatly predict their academic motivation.
3. In order to increase undergraduates' academic motivation from moderate level to high level, deliberate mentoring programmes should be organized in various departments and faculties. Lecturers and part advisers should be more affable and ready to lead students on the academic road-like in "scaffolding" of children.
4. There should be a form of organized peer age mentoring programmes where senior students are paired with their junior colleagues so that there can be

positive peer influence amongst them. This process as reflected in this research could predict their academic motivation.

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TEXTING BEHAVIOUR AND ENGLISH WRITING SKILLS OF SECONDARY SCHOOL STUDENTS IN A LOCAL GOVERNMENT AREA IN OSUN STATE NIGERIA

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Abstract: *The study investigated the prevalence of texting behaviour among secondary school students in a Local Government Area (LGA) in Osun State, Nigeria. It identified the types of texting used by the students. It assessed the gender difference in their use of texting and examined the relationship between texting behaviour of the students and their English writing skills. The study adopted the descriptive research design. The population comprised all secondary school students in Ife Central LGA. A sample of 134 secondary school two students was selected using multistage sampling technique. From the LGA, five secondary schools (three private and two public) were selected using simple random sampling technique. From each school, senior secondary two (SS2) class was selected purposively because the students would have been using phones longer than those in junior classes. One intact class was selected using simple random sampling technique. Two instruments namely: Texting Behaviour Questionnaire (TBQ) and Essay Writing Test (EWT) were used to elucidate information from the students. The findings of the study showed that majority of the students were using texting when sending messages on their phones. The type of texting used by all the students (100%) was omission of punctuations, others identified included unusual abbreviation, incorrect spelling and shortened words. There was a significant gender difference ($t = 35.58, p < 0.05$) in the texting behaviour of the students. There was a significant relationship ($r = -0.047, p < 0.05$) between the students' texting behaviour and their English writing skills. The study recommended that regular essay writing exercises should be given to the students and the teachers should ensure the essays are marked and text messaging errors corrected by the students.*

Keywords: *Text messaging, secondary school students, English writing skills*

Introduction

Social media has become the useful tool of communication nowadays and this has made formal language to be under serious threat. Anti-formal language structures such as texting also known as text messaging language or textese have been introduced and gradually gaining ground (Russell, 2010). During the last two decades, texting has been a method of communication between people of different ages, especially the adolescents and youth. This has become a matter of concern to

researchers and teachers alike. Therefore, several issues have been raised especially among teachers because they feel that using texting can affect the students' performance especially in their writing skills.

Writing skills mean writing the correct language in daily academic work and in assignments and presentations. The writer is to write his or her thought, ideas, opinions or facts in a manner which makes his or her thought clear and comprehensible to the writer (Cushman, 2011). Good writing therefore, needs to have good vocabulary, correct grammar and spelling with perfect punctuations and the writing must be coherent.

Texting as a concept involves Short Message Service (SMS) more popularly known as short messaging (Faulker & Culwin, 2004) and it is closely related to Instant Messaging (Goldstuck, 2006). Texting also includes messages sent through online applications like: Instagram, WhatsApp, e-mail and so on. These text messages have indirectly led to the invention of abbreviations and to texting as an attempt to shorten words while writing (Taiwo, 2009 and Samson, 2018). Texting is usually found in informal messages, but it has also been found in school assignments and other formal texts written by students. Scholars (e.g. Carrier & Cheever, 2010 and Alfaki & Albasheer, 2016) were concerned about students' writings which contain new and old abbreviations and lack capital letters, punctuations, modal verbs and other grammatical structures.

Texting is the reason why people have changed the way they write. One other reason is that writing text messages is fun and encourages people to play with language without having to worry about spelling conventions. Ling, Campbell and Purcell (2010) mapped out three main reasons why teens are choosing texting over talking. First, texting can serve as a "buffer" when communicating with friends around parents in addition to being a more comfortable form of communication when discussing intimate professional subjects with possible romantic interests. Second, texting was described as a simple way to keep up with friends when there is nothing that needs to be communicated. Lastly, sending text messages is a form of asynchronous communication and is more discrete than traditional voice phone calls.

Texting, in turn, might positively affect pupils' attitudes towards other activities associated with literacy (Plaster, Wood & Bell, 2008.) Another important potential advantage of texting is that it increases children's exposure to text (Bushnell, Kemp & Martin, 2011), which in turn is related to better reading skills.

Furthermore, as many texting is phonologically based (such as ‘2night’ instead of ‘tonight’), use of texting is often linked to phonological or phonetic awareness, which is associated with reading attainment (Coe & Oakhill, 2011). The use of texting could have a more general effect. Previous studies have shown that children know that texting is not appropriate in, for example, school work. Hence, they are aware of the different registers they can employ (Craig, 2003).

Observations and classifications as to the types of social media language have been made and proposed by Thurlow and Brown (2003) and Crystal (2008). Some of these types are :

1. Acronyms or initialisation: Examples are *lol* (laughing out loud, lots of love, little old lady); *BRB* (be right back); *rn* (right now); *smh* (shaking my head), *JK* (just kidding) and so on.
2. Abbreviations: Examples are *cryn* crying or crayon); *luk* (look), *considerain* (consideration) and so on.
3. Reduction and shortenings: Examples are *bk* (back), *iss* (issues), *comman* (come and) *sch* (school) and so on.
4. Punctuations: This could be over-punctuation like *hello!!!!!!* Punctuations of words could also be omitted because most textings are done in a rush. Examples are *were* which could mean we’re, *shes* for *she’s* and *im* for *I’m*.
5. Spelling errors: Examples are *sugga* which could mean *sugar*, *jisting* which could mean *gisting*; *smiley* which could mean *smiling*, *am anoi wit u* which could mean *I’m annoyed with you* and so on.

Texting can be destructive if not regulated and left to accept make up words, sloppy spelling and grammatical errors to get a quick and short message across. On the other hand, it can be a very rational tool to hoist language skills and sub skills if controlled and written in proper English especially that it gives and takes the main corpus of people's communication (Ferlazzo, 2018). As more and more students are fascinated themselves using mobile phone, the text users are being multiplied every day. SMS styles and its conceivable results on writing abilities; have become concerns to teachers (Crystal, 2018). John-Harmen Valk, 2010 observed that university students frequently transmit and take cellular phone text messages throughout their study time and they frequently use texting in their daily academic work

According to Weiss (2009), several educators and observers are concerned that the abbreviated language style of texting is inappropriately filtering into

official school writing. The use of text message language has also been observed in examination scripts (Weiss, 2009). An official report published by the largest examination board in the United Kingdom disclosed that examination scripts were saturated with abbreviated words (Henry, 2004). Carrier and Cheever (2010) claimed that educators have decried the use of text messaging language, suggesting that they were causing youth to lose the ability to write acceptable English prose.

Alfaki and Albasheer (2016) observed that the use of texting had spread and become a new challenge in communication, most especially in written communication. Their study also showed that women tended to use longer and wider text messaging than men. The culture of short message system (SMS) is centred among teens and in particular among female users. In spite of the fact that adult males were early adopters of mobile telephones, the females were the greater users, (Ling, 2000), Dansieh (2013) observed that texting encourages the use of social media language that deals with abbreviating and non-conformity with grammatical rules which could worsen students' written communication rather than improving it. Rosen (2009) was of the view that regular text messaging can impact negatively on the everyday life of "texters"

According to van Dijk, van Wittlebostuljin, Vasic, Avrutin and Blom (2016), the increasing use of mobile phones by people over the world, has brought about concerns on the influence it exerts on the writing skills. The influence of mobile phones has also given stake holders in education concerns for some time now. Van Dijk *et al.* were of the view that one major characteristics of text messages is that they do not always conform to conventional written language rules. In the last decade, a number of studies have been conducted focusing on children's text message writing and use of texting. they opined that texting involves a form of abbreviated written or actually typed-language, that is characterized by the omission of words and the use of abbreviations, letter/number homophones, emoticons, and so on. In this register, students make use of phonetic replacements, such as *ur* instead of *your* and acronyms, such as *lol* and drop words (Craig, 2003 and Wood, Kemp & Waldron, 2014). This has led to the assumption that characteristics of texting may leak into children's general writing, ultimately resulting in language deterioration.

Crystal (2008) and Dansieh (2009) showed that pupils who used texting frequently did not perform poorly on spelling and tasks measuring literacy abilities. More recently, this research has been expanded to the effect of texting on pupils'

grammar abilities in written language (Dansieh, 2011). In the majority of studies, (e.g. Moursund, 2004, Wood, Pester & Joshi, 2009) pupils' use of texting and their spelling and literacy abilities were found to be positively related.

Some studies have indeed found negative associations between frequency of use of texting and measures of spelling and other tasks measuring abilities related to literacy such as verbal and nonverbal reasoning. Outcomes of these studies (e.g. Cingel and Sundar, 2012) suggested a negative influence of texting on grammar. In public opinion, use of texting by children and young adults has been linked to poor reading and writing skills and even language deterioration. Rosen (2009) was of the view that regular use of texting could impact negatively on the everyday language of 'texters'. In an unscientific poll conducted by Edutopia (2010), out of 1028 respondents, 50% were of the view that texting was harming students' writing and grammar, 20% thought that text messaging could have done some effects on students' writing, but did not consider it a major problem, while 27% felt it did not have negative effect.

Other studies looking into student's grammar abilities took into account their message length when analyzing effects of use of texting. Kemp and Bushnell (2011), Wood *et al.* (2011) and Wood *et al.* (2014), all studied the relationship between primary school pupils' (8-10-year old) texting behavior based on natural messages sent over a 2-day period and their performance on a grammar assessment. Kemp and Bushnell (2011) found that the primary school pupils' performance on a grammatical spelling choice task was related to the proportion of grammatical violations they made in their text messages; the pupils who did not perform well on the spelling task made more grammatical violations than the pupils who obtained a better spelling test score. These observations have to do with missing and unconventional punctuation, missing capitalisation, word and grammatical errors (missing words, lack of verbal agreement, verb and preposition merged; and grammatical homonyms).

Wood *et al.* (2011), on the other hand, did not find any significant correlation between the grammar scores and grammatical violations in the pupils' texting. In a longitudinal follow-up study, Wood *et al.* (2014) repeated the procedure used by Wood *et al.* (2011) over a one-year period and again asked their respondents to transcribe their natural messages and assessed their grammar skills on various tasks. For the primary school pupils they studied, grammatical violations in their text messages did not predict development of their grammatical skills over

the year. In sum, previous studies did not convincingly indicate that use of texting by children negatively affects their conventional writing and spelling abilities.

Wood *et al.* (2014) further observed that texting had a positive impact on teenager's language skills, but this seemed a bit extreme. Some studies found this to be the opposite. Cingel & Sundar (2012) conducted research at Penn State University. Based on their data from over 500 students from middle school, they concluded that their data supported a decline in grammar scores as a result of texting. Cingel gave readers personal example from his two younger nieces. He indicated that their text messages were incomprehensible and that he had asked them what they were trying to get out of the message (Cingel & Sundar, 2012).

Crystal (2008) conducted a research on texting and its effects on student's written communication skills. He found that the presentation of printing, transmit, phone, and broadcasting caused comparative dangers to the writing skills of the students. Dansieh (2011) conducted a research on SMS texting and its potential impacts on students' written communication skills. He found that the more students write, the more they improve upon their writing skills. Therefore, he explored some important factors about the excessive usage of texting he found that its increased use rather enhances the literacy of users, especially the youth instead of harming it. The debate is carried to another level by the third group who doubted whether texting really had any effect (positive or negative) on English grammar at all. Dansieh (2011) posited that text messaging in itself was not bad.

Statement of the Problem

Educators discussing the influence of the behaviour of texting on the written language skills of learners have contrasting views on the influence texting has on the writing skills of students. This issue has brought about the question of whether texting has relationship with the written language of secondary school learners. Some people agreed with the idea that texting enhances the writing skills of children and youth. Yet some other people disagreed with the idea, and they thought using texting might lead to deterioration in the writing skill of students and consequently leading to poor academic performance in English and the students' writing abilities. This study was carried out to confirm the situation among secondary school students in a local government area in Osun State, Nigeria.

Objectives of the Study

The specific objectives of the study were to:

1. investigate the prevalence of texting behaviour among secondary students in a Local Government Area (LGA) in Osun State, Nigeria;
2. examine the types of texting used by the students in the LGA;
3. determine the gender difference in the texting behaviour of the students; and
4. assess the relationship between the students' texting behaviour and their English writing skills.

Research Questions

The following research questions were answered in the study.

1. What is the prevalence of the texting behaviour among secondary school students in a Local Government Area in Osun State, Nigeria?
2. What are the types of texting used by the students?

Hypotheses

The following hypotheses were also tested

1. There is no significant gender difference in the texting behaviour of the students.
2. There is no significant relationship between the students' texting behaviour and their English writing skills.

Methodology

The study adopted the descriptive survey design. The population for the study comprised all secondary school students in Ife Central Local Government Area (LGA), Osun State, Nigeria. A sample of 134 secondary school two students was selected using multistage sampling technique. From the LGA, five secondary schools (three private and two public) were selected using simple random sampling technique. From each school, senior secondary two (SS2) class was selected purposively because the students would have been using phones longer than those in junior classes they would have been more mature. They are also likely to be more exposed to the use of mobile phones than their junior ones and might therefore portray the behaviour of texting. It was also assumed that they would have time to help fill the questionnaire and to write the essay, than the SS3 students who were preparing for their final exams as at the time of this study. One intact

class of SS2 was selected using simple random sampling technique. In one of the public school, there were 42 students and 36 in the other. In the private schools, there were 16 students in school one, 18 in school two and 22 in school three in the selected classes.

Two instruments namely: Texting Behaviour (TMQ) and an Essay Writing Test (EWT).were used to elicit information from the students. The TBQ was a 10 item questionnaire containing items such as “I send text messages to people” and “I abbreviate word when sending text messages”. The items in TBQ were generated from literature on texting behaviour. The questionnaire was a four-point Likert type ranging from “Always” (4 points) to “sometimes” (3 points) to “rarely” (2 points) and “never” (1 point). The maximum score obtainable was 40 while the minimum was 10. The questionnaire was pilot tested by experts in Psychology and English language who confirmed the content validity of the questionnaire. The test re-test reliability of the questionnaire was also carried out. The questionnaire has a reliability coefficient of 0. 74 ($r = 0.74$). The EWT was an essay writing question given to the students. The question was taken from the 2005 Secondary School Certificate Examinations of West African Examination Council (WAEC) questions on English language examination. It was validated by WAEC. The students wrote on “Write a letter to your friend in another school giving him/her three reasons why your school is excelling in academic work.” to detect the types of texting used by the students.

Results

The questions asked were answered and the hypothesis formulated was tested.

Research Question One: What is the prevalence of the texting behaviour among secondary school students in a local government area in Nigeria?

In order to answer this question, the information collected from the students on the texting behaviour of secondary school students in a local government area in Osun State was subjected to percentage analysis. The results are presented in Table 1.

Table 1: Texting Behaviour of Secondary School Students

N	Items on Texting Behaviour	Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
1.	I send text messages to people	52	38.81	52	38.81	14	10.44	16	11.94
2.	I put verbs in my sentence when I text	24	17.91	45	33.58	19	14.18	46	34.33
3.	I abbreviate words when I send text messages	39	29.10	44	32.84	20	14.93	31	23.13
4.	I check the spellings of the words that I write when sending text messages	19	14.18	27	20.15	14	10.44	74	55.23
5.	I use acronyms such as <i>lol</i> , <i>smh</i> and <i>jk</i> when sending text messages.	13	9.70	28	20.90	16	11.94	77	57.46
6.	I reduce words when writing such as writing <i>iss</i> for issues and <i>sch</i> for schools.	25	18.66	28	20.90	17	12.68	64	47.76
7.	I put paragraphs when I send text messages	33	24.63	46	34.33	25	18.65	30	22.39
8.	I put punctuation marks when I write such as writing <i>Im</i> for <i>I'm</i> and for How are you?	27	20.15	34	25.37	33	24.63	40	29.85
9.	I use capital letters to write everything I write	25	18.66	25	18.66	21	15.67	63	47.01
10.	I use small letters to write everything I write	16	11.94	35	26.12	13	9.70	70	52.24

Table 1 shows that 38.81% of the secondary school students were always and sometimes sending text messages to people, while 0.44 rarely did and 11.94% never did. The students who indicated they always put verbs in their sentences were 17.00%, 33.58% sometimes did, while 14.18% rarely did and 34.33% never did. The students who always abbreviated when they sent text messages were 29.15%, 32.84% sometimes abbreviated their words while 14.93% rarely did and 23.13% never did. Also, 14.18% and 20.15% checked their spellings always and sometimes while 10.44% rarely did and 55.23% never did. From the responses of the students, 9.7% used acronyms such as *lol*, *smh* and *jk* when sending text messages, 20.90% sometimes did, 11.94% rarely did while 57.46% never did. The study reveals that

18.66% of the students always reduced words when texting such as writing *iss* for issues and *sch* for schools, 20.90% did it sometimes, 12.68% rarely while 47.7% never did it. Also, 24.63% always omitted paragraphs whenever they texted, 34.33% sometimes did while 18.65 rarely did and 22.39% never did. Furthermore, 20.15% always put punctuation marks when they wrote, 25.37% sometimes did, 24.63% rarely did and 29.85% never did. The students who always and sometimes used capital letter for everything they wrote were 18.66%, 15.67% rarely did and 47.01 never did. Lastly, 11.94% of the students always used small letters everything they wrote, 26.12% sometimes did, while 9.70% rarely did and 52.24% never did.

Research Question Two: What are the types of texting used by the students?

In order to answer this question, the information collected from the essays written by the students were analysed using frequency and percentage. The results are presented in Table 2.

Table 2: Types of Texting used by the Students

S/N	Items	Frequency	Percentage
	Abbreviations	8	5.97
	Acronyms	3	2.24
	Capitalisation	22	16.42
	Omission of Paragraph	25	18.66
	Omission of Punctuation	134	100
	Reduction	1	0.75
	Small Letters	23	17.16
	Spelling Errors	12	8.96

Table 2 shows the types of texting used by the students from the essays they wrote. From the Table, 5.97% of the students used abbreviation, 2.24 used acronyms, 16.42% used capital letters and 18.66% omitted paragraphs. All the students omitted one form of punctuation or the other, 0.75% used reduction while 17.16% used small letters where they were supposed to use capital letters and 8.96% committed spelling errors.

Hypothesis 1: There is no significant gender difference in the texting behaviour of the students.

In order to test this hypothesis, the information collected from the students on their gender and texting behaviour was subjected to t test. The results are presented in Table 3.

Table 3: Gender Difference in the Texting Behaviour of the Students

S/N	Items	Gender	N	\bar{X}	Std dev.	df	t	p
1.	TBQ	Male	61	23.89	6.79	133	35.58*	< 0.05
2.		Female	73	22.66	6.70			
Total			134					

*Significant at 0.05 level

Table 3 shows that the total number of male students is 61 while that of females is 73. The mean for male is 23.89 while that of female is 22.66. The standard deviations for male and female are 6.79 and 6.70 respectively. The degree of freedom for the two groups is 133. The t value is 35.58 which is significant at 0.05 level ($t = 35.58, p < 0.05$). The results show that there is a significant gender difference in the texting behaviour of the students.

Hypothesis 2: There is no significant relationship between the students’ texting behaviour and their English writing skills.

In order to determine the relationship between the students’ texting behaviour and their English writing skills, the information gathered from the Texting Behaviour Questionnaire (TBQ) and Essay Writing Test (EWT) was subjected to Pearson Product Moment Correlation analysis. The results are presented in Table 4.

Table 4: Relationship between Students’ Texting Behaviour and their English Writing Skills

S/N	Items	N	r	P
1.	TBQ	134	-0.047*	< 0.05
2.	EWT	134		

*Significant at 0.05 level

Table 4 shows that the number of students is 134 for both TBQ and EWT and r value is -0.047 which is significant at 0.05 level ($r = -0.047, p < 0.05$). Thus, the hypothesis is rejected since there is a significant relationship between the students' texting behaviour and their writing skills in English.

Findings

1. Most of the students were sending text messages and using one form of textism or the other.
2. All the students omitted one punctuation or the other from their writing.
3. There was a significant gender difference in the texting behaviour of the students.
4. There was a significant negative relationship between the students' texting behaviour and their English writing skills.

Discussion

The first objective of the study which is also the first research question, was to investigate the prevalence of texting behaviour among secondary school students in a local government area in Osun State, Nigeria. The findings showed that most of them had sent text messages always or sometimes. The finding indicates that the students were using texting while sending messages on their phones. The finding supports the common belief and that of van Dijk *et al.* (2016) that there was an increasing use of mobile phones by people and the influences the use has exerted on writing skills. Wood *et al.* (2014) also observed the increase in the use of text messaging and also youth. About half of the students in the present study indicated they didn't use to put verbs in sentences when they sent text messages. This is one of the characteristics of texting behaviour that the "texters" would just write without obeying the grammatical rules, leaving out the verbs most of the time. This finding is in line with the findings of Wood *et al.* (2009) and Cingel and Sundar (2012) who opined that there was a decline in grammar scores of the students they studied as a result of texting. They also observed that the text messages of the students were incomprehensible.

More than half of the students said they abbreviated, omitted punctuation marks and didn't put paragraphs when they sent text messages. All these are features of texting. Texting is often abbreviated, it often ignores the rules of grammar and spelling. Thurlow and Brown (2003) was of the view that users of

mobile phones for sending text messages could do so as they wanted. Samson (2018) pointed out in his study that abbreviations, acronyms and pictograms were commonly used by people while texting. van Dijk *et al.* in their own study also observed that texting is a form of abbreviated write or actually type language that is characterized by omission of words and use of abbreviations,, letter/number homophones, emotions, phonetic replacements and son. Other texting behaviours of the secondary school students who participated in this study were the use of acronyms, words reduction, capitalisation and indiscriminate use of small letters. All these are parts of the characteristics of text messaging behaviour that had been identified by previous researchers (e.g. Thurlow and Brown, 2003; Crystal, 2008; Taiwo, 2009, Russell, 2010 and van Dijk ., 2016).

The findings on the second objective of this study on the types of texting used by the students revealed that all the students as observed in the English essay written by the students that the type of texting used by all the students was omission of punctuations. All of them did not punctuate the essay they wrote appropriately. This is likely to be one of the influences of texting behaviour on the students. Samson (2018) found that texting had great impacts on student's academic writing, spelling, grammar and punctuation. The other types of texting found in the essay written by the students were omission of paragraphs, capitalization, indiscriminate use of small letters, spelling errors, abbreviations, acronyms and reduction. All these types of texting were also found by previous researchers (e.g. Plester *et al.* (2008); Bushnell *et al.* (2011); Coe & Oakhill, 2011 and van Dijk *et al.*, 2016). These findings also confirmed the texting behaviours of the students as revealed by the findings of the first objective and first research question.

The finding of the third objective and first hypothesis on the gender difference in the texting behaviour of the students revealed that there existed a significant sex difference in the texting behaviour of the students. The finding indicates that the texting behaviour of female students was different from that of the male students. This finding corroborates the finding of Alfaki and Albasheer (2016) who found that women tended to use longer and wider text messaging than men. This present study however, found that the male students' texting behaviour was higher than that of the female because their mean was higher than that of the female.

The study also hypothesized that there was no significant relationship between the texting behaviour of the students and their English writing skills. The study found a significant relationship between the students' texting behaviour and their English writing skill but the relationship was a negative one. A negative relationship might imply that texting behaviour had affected the writing skills of the students negatively. The study corroborates the study of Rosen (2009) who remarked that texting could impact negatively on every day language of users of texting. Cingel and Sundar (2009) found that texting behaviour resulted into decline in grammar scores of the students they studied. They were of the view that the writing of these children were incomprehensible. A study conducted by Edutopia (2010) is also buttressed by the study. Edutopia found that 50% of their respondents believed that texting had negative effect on their writing skill. However, Crystal (2008) and Dansieh (2011) found a positive relationship of text messaging with the students' writing.. they concluded that text messaging improved the students' writing skills. They affirmed it enhances the literacy of the students instead of harming it. The study of van Dijk *et al.* had also found a significant but positive relationship between pupils' omission in text messages and their grammar scores performance. To Dansieh (2011) texting did not have any effect on writing whether positive or negative

Conclusion

The study investigated secondary school students' texting behaviour and their English writing skills. Many previous studies as reviewed in the present study had found conflicting reports on whether texting might improve or impede the students' abilities in writing. This study has confirmed that texting could impede students' writing abilities. This is as a result of the negative significant relationship between the students' texting behaviour and their English writing skills.

Recommendations

Based on the findings of this study, the following recommendations are therefore made.

1. English language teachers can consider teaching texting as a separate register or topic in order to point the attention of the students to texting in their writing and how to correct them.

2. Teachers should discourage their students from using texting in their home works, assignments and school works.
3. Parents should encourage their children to always write the messages they send on their phones correctly.
4. Regular essay writing exercises should be given to the students.
5. The teachers should ensure the essays are marked and text messaging errors corrected by the students.

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LECTURER PRODUCTIVITY IN PUBLIC COLLEGES OF EDUCATION IN SOUTHWESTERN, NIGERIA

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Abstract: *The study investigated lecturer productivity in Public Colleges of Education in Southwest Nigeria. Lecturer productivity was ascertained in terms of teaching, research and community service. A descriptive research design of the correlational type was adopted for the study. Population of the study area consisted of all lecturers in 11 Public Colleges of Education (Federal and States). The sample for the study consisted of six Public Colleges of Education three Federal and three State comprised 800 subjects. Out of which 771 copies of questionnaire on lecturers productivity assessment questionnaire were returned from the selected Colleges of Education in Southwest, Nigeria using multistage sampling technique. One self-constructed instrument was used to collect data for the study. Lecturer Productivity Assessment Questionnaire (LPAQ). The Reliability coefficient of 0.90 was obtained for LPAQ, through the use of test-retest reliability method. The data collected was analyzed using descriptive and inferential statistics. The research question was answered using mean score, standard deviation and percentages while the hypothesis was tested using t-test, analysis. The study revealed that the level of lecturer productivity in public colleges of education in Southwest Nigeria was moderate. Based on the findings of the study, it was recommended that top management of colleges of education at both federal and state level should ensure better productivity of lecturers in terms of teaching; research and community development services by making provision for all that would facilitate and engender lecturer productivity. Also, government at both Federal and State level should increase lecturer strength by employing qualify personnel to fill the available*

vacancy in order to save many lecturers from workload related stress and help them to be more productive in teaching, research and community services.

Keywords: *Education, Lecturer, Productivity and Colleges of Education*

Introduction

Education as any act or experience that has formative effect on the mind, character, and physical ability of an individual which involves the process of providing information to an inexperienced person so as to help him/her acquire certain skills and attitudes that are useful and desirable in the society (Asiyai, 2013). The idea of teacher training took its' root from the need to train people to lead the missionary crusade of propagating the gospel during the early Christian missionary era (Ajayi & Ayodele, 2002). Holders of Nigeria Certificate in Education (NCE), the minimum teaching qualifications in Nigeria, have key roles to play in provision of functional education in the country.

The National Policy of Education (2014) stated that the goals of tertiary education shall be to contribute to national development through high level of relevant manpower training, to develop and inculcate proper values for the survival of the individual and society, to develop the intellectual capacity of individuals, to acquire both physical and intellectual skills which enable individuals to be self-reliant and become useful members of the society. Basically, the main objective of Colleges of Education is to produce quality and competent teachers for primary and junior secondary schools.

Productivity for most of any academic system should be the measurement of effective teaching and a careful understanding of what students learn, as well as ensuring that students who enter higher education complete their studies. The fulfillment of these roles depends to a large extent on lecturer productivity. The lecturer is the main agent directly involved in transforming the students into an educated fellow.

It has been observed that some colleges of education do not often sponsor their lecturers to workshops, seminars, and conferences any longer. In the last 3 to 5 years, experience has shown that lecturers' attendance in workshops, seminars and conferences was very low and this seems to prevent lecturers from acquiring new ideas and innovation in effective delivery of their services and in turn has serious consequences on their productivity.

Kaniki (2016) described lecturer productivity as the efficiency with which lecturers perform their multiple responsibilities of learning (product of teaching), knowledge and scholarship (the product of research and other scholarly activities) institutional, community and professional well-being (the products of shared governance, community service and professional activities). Lecturer productivity could be ascertained in terms of teaching, research and community services which seem to be declining in public colleges of education in Southwest, Nigeria. Adunola (2011) and Ganyaupfu (2013), viewed teaching as a collaborative process which encompasses interaction by both learners and the lecturer.

Experience generally showed that some lecturers in public colleges of education do not attend their lectures promptly, some have been accused of the habit of teaching outside the subject matter, their lectures are full of fabulous stories and unnecessary entertainment, while some are only interested in selling course materials to students without attending lectures and in most times give area of concentration to students when it is two weeks to examination. At times, lecturers are fond of writing notes that are too comprehensive for students instead of writing down key concepts and examples that could make their lectures fascinating thereby engendering productivity.

It has been observed that teaching methods are vital in any teaching and learning situations, the method adopted by a lecturer may promote or hinder learning. It may sharpen mental activities which are the basis of social power or may discourage initiative and curiosity of the learner. Experience has shown that lecturers in higher institutions do feel nervous when confronted with large classes, they shout for decorum in the course of teaching the students in the lecture room. A good teacher is expected to make use of different types of teaching methods as situation demands. There is tendency that lecturers may not be able to cover the course contents which therefore affect their productivity.

Experience generally showed that research cannot be overlooked in a college environment. Research publication in colleges of education is likely to be a major or most significant indicator of lecturer productivity. Academic institutions primarily measure research productivity based on published work, externally funded grants, and the number of citations the published work received.

Experience has shown that some lecturers do not engage in writings and publications, instead they seek the assistance of other colleagues in other institutions to include their names while they pay the bill. The aftermath effect of

this is that such lecturers would not be productive in their fields of study. Promotion is not automatic rather it is based on certain criteria which lecturers must meet before they move from one level to another. Among other things, attendance at conferences, workshops and seminars are part of the criteria for measuring lecturer productivity. It appears that one of the critical factors used in determining academic productivity is research output. “Apart from competence in professional duties, research and publications are compulsory indices or indicators of assessment of academic productivity of lecturers” (Joccylyn 2015:21-22). Therefore, lecturers’ deficiency in the area of research and publications is an indicator of unproductivity.

Community service is a job performed by one person or a group of people for the benefit of the community or its institutions. It appears that lecturers’ services to their community have been undervalued in comparison to research and teaching which was not rewarded. Community engagement is perceived as additional activities engaged by academics that contribute positively to the community wellbeing which seems to be lacking in colleges of education in Nigeria. Just like research and teaching activities that university academics engage in, community engagement is often likely to increase lecturer productivity. Experience has shown that lecturer participation in community service was very low. Some often complain that, it is not monetarily rewarded.

Public colleges of education in Nigeria are in two categories in terms of proprietorship or ownership. Those that are owned and managed by the Federal government and those that are owned and managed by the state government. It has been observed that Federal colleges of education seem to enjoy a stable and undisrupted academic calendar than state colleges of education. Could the ownership of the colleges of education influence lecturer productivity? Could institutional ownership actually predict lecturer productivity in Public Colleges of Education in Southwest, Nigeria? It is against this background that this study investigated lecturer productivity in public colleges of education in Southwest, Nigeria.

Purpose of the Study

The purpose of this study was to:

1. examine the relationship between Federal and State Public Colleges of Education in southwest, Nigeria.

2. investigate the differences in lecturer productivity between Federal and State Colleges of Education.

Research Question

The following research questions were raised to achieve the purpose of the study.

1. What is the level of lecturer productivity in Public Colleges of Education in Southwest, Nigeria?

Research Hypotheses

The following hypotheses were formulated and tested for this study.

1. There is no significant difference in lecturer productivity between federal and state colleges of education.

Methodology

The descriptive research design of the correlational type was adopted for the study. This is because it focuses on relationship. The correlational research design is a type of descriptive design that compared relationship that exist regarding Federal and State lecturer productivity in Public Colleges of Education in Southwest, Nigeria.

The population of this study consisted of 3,968 Lecturers in all the 11 public colleges of education in Southwest, Nigeria as at the time of this study the sample for this study consisted of 800 lecturers from the selected public colleges of education in Southwest, Nigeria.

The first stage involved the use of a simple random sampling technique for the selection of three states (Lagos, Ogun & Oyo) out of the six states in Southwest, Nigeria. At the second stage, stratified random technique was used in selecting three Federal and three State Colleges of Education. The third stage involved the use of proportionate sampling technique to select 800 lecturers across the selected colleges of education. One self-constructed instruments designed by the researcher was used to collect data for the study which was “Lecturer Productivity Assessment Questionnaire” (LPAQ). The instrument (LPAQ) was divided into two sections (A & B). Section A elicited information on the demographic data of the respondents while Section B contained 30 items on “Lecturer Productivity Assessment Questionnaire” (LPAQ). Section B was based on 4 scale rating from Excellent (E),

with 4 points; Good (G) with 3 points; Average (AV) with 2 points; and Poor (P) with 1 point.

The reliability of the instruments was determined using the test-retest method. In conducting the test-retest reliability for the questionnaire, the instrument was administered to 10 heads of department from two public colleges of education drawn outside the study area. The instrument was administered twice within an interval of two weeks. The data collected on the test was analyzed using Pearson Product Moment Correlation. Reliability Coefficients of 0.82 was obtained. The co-efficient value was adjudged to be high enough to make the instrument reliable and useful for the study.

Results

This section contains the descriptive analysis of the data collected to answer the research questions, as well as hypothesis tested.

Descriptive Analysis

Research Question 1: What is the level of lecturer productivity in Public Colleges of Education in south-west, Nigeria?

To answer the question, responses on items 1 – 30 of Lecturer Productivity Assessment Questionnaire were rated 4, 3, 2, and 1, respectively, for ‘Excellent, Good, Average and Poor’. The aggregate score obtained for lecturer productivity were subjected to descriptive analysis of mean and standard deviation. In this process, the value of $\bar{X}=98.57 \pm 7.25$ was obtained for mean and standard deviation.

To determine the level of lecturer productivity (low, moderate and high), the mean and standard deviation obtained was further manipulated upon and afterward subjected to descriptive analysis using frequency counts and percentage. The upper limit for low level of lecturer productivity was determined by subtracting the standard deviation from the mean score ($98.57 - 7.25 = 91.32$) while the lower limit for high level of lecturer productivity was determined by adding the mean score and standard deviation ($98.57 + 7.25 = 105.82$). Therefore, low level of lecturer productivity ranges from 30 to 91.31, the moderate level start from 91.32 to 105.81 and the high level of lecturer productivity starts from 105.82 – 120. The level of lecturer productivity in Public Colleges of Education in southwest Nigeria was presented in Table 1.

Table 1: Level of Lecturer Productivity in Public Colleges of Education in Southwest, Nigeria

Level of Lecturer Productivity	Frequency	Percentage (%)
Low (30 - 91.31)	114	14.8
Moderate (91.32 – 105.81)	539	69.9
High (105.82 - 120)	118	15.3
Total	771	100

Table 1 showed the level of lecturer productivity in public colleges of education in Southwest, Nigeria. The result revealed that out of 771 lecturers assessed by the HOD, 114 representing 14.8% had low productivity assessment. Those who had moderate level of productivity assessment were 539 representing 69.9% while 118 representing 15.3% had high level of productivity assessment. This implied that the level of lecturer productivity in public Colleges of Education in Southwest, Nigeria was moderate.

T-test Analysis of difference in Lecturer Productivity between Federal and State Colleges of Education

Variable	Institution Type	N	Mean	S.D	t	df	P
Teaching productivity	State	349	28.33	3.68	3.485	76	.001
	Federal	422	29.16	2.96			
Research Productivity	State	349	39.84	2.42	8.747	9	.000
	Federal	422	42.01	4.09			
Community Service Productivity	State	349	28.56	2.79	2.450		.015
	Federal	422	29.07	3.03			

Table 2 revealed that $t(58) = 3.485, p < 0.05$ teaching; $t(58) = 8.747, p < 0.05$ for research; and $t(58) = 2.450, p < 0.05$ for community service. There was a significant positive difference in teaching, research and lecturer productivity in federal and state public colleges of education in Southwestern Nigeria. This implies that type of institution influence lecturer productivity in public colleges of education in Southwest, Nigeria. Thus, the null hypothesis was rejected.

Discussion

The findings of the study revealed that the level of lecturer productivity in public colleges of education in Southwest Nigeria was moderate. The relatively moderate level of lecturer productivity might be connected with improved in teaching and research.

It was also revealed from the findings that there was significance difference in lecturer productivity level between federal and state colleges of education.

Based on the findings of the study, it was concluded that the level of lecturer productivity in Public Colleges of Education Southwest, Nigeria was moderate.

Recommendations

Based on the findings of this study the following recommendations were made.

1. Top management of colleges of education at both federal and state level should ensure better productivity of lecturers in terms of teaching, research and community development services by making provision for all that would facilitate and engender lecturer productivity.
2. Government at both federal and state levels should increase lecturer strength by employing qualify personnel to fill the available vacancy in order to safe many lecturers from workload related stress and help them to be more productive in teaching, research and community services.
3. Top management of colleges of education should make available different opportunities for lecturers to develop their professionalism like regular and timely research grants, sponsoring of lecturers for workshop, seminars and conferences in order to make them to be more effective and productive in teaching, research and community development service.

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**TRADITIONAL TRUE TEST SCORE THEORY (TTTST) ANALYSIS OF
OYO STATE JUNIOR SECONDARY SCHOOL CERTIFICATE
MATHEMATICS ITEM PARAMETER ESTIMATES: A
COMPLEMENTARY APPROACH TO 21ST CENTURY INNOVATIVE
PROCEDURES**

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Abstract: *The study examined the item parameter indices of students' responses to Oyo State Junior Secondary School Certificate Examination in Mathematics using the Traditional True Test Score procedures. The study adopted a descriptive survey design. A sample of 600 students was randomly selected from a population of 95,419 students who sat for the JSSCE Mathematics Paper 1 in Oyo State, Nigeria. The tool adopted for the survey was the 2016 Oyo State JSSCE Mathematics Paper 1 titled Mathematics Test (MT). The reactions of examinees to the trial were analysed using SPSS. The value of Cronbach- α obtained was 0.73 reflecting how students were able to answer other items along with the test suitably. On the other hand, 70% of the test items discriminate poorly ($0.10 \leq D \leq 0.29$) reflecting how the mathematics test discriminates poorly among examinees who understand the material being tested and those who do not, while 31.67% of the items had acceptable item-total correlation ($r_{pb} > 0.30$). The study concluded that the Oyo State 2016 JSSC Mathematics Test was of moderate psychometric quality based on its measurement indices. It was urged that the Oyo State examination section should adopt other 21st century innovative procedures for newly developed test items analyses in identifying other areas of mathematics content that demands greater attention or clarity in ensuring test security and uniformity over time.*

Keywords: *Traditional True Test Score Theory (TTTST), Item Statistics, Item Analysis, Mathematics Test.*

Introduction

Mathematics training and students' achievement in Nigeria has persistently been experiencing a kind of unstable performance pattern, particularly with the generally poor performances of students in Mathematics at both senior and junior certificate exams. There have been reports that students are least successful in the subject because many students believed that being good at mathematics is reserved for the skilful and strong. Therefore, if students were afforded the chance to change mathematics for an alternative subject, many students would dodge mathematics to

take the alternative field. Substantially, how the Nigerian society has observed the persistent poor performance of students in Mathematics has been of great concern, especially to parents, educators, policymakers, and measurement experts. In the view of finding a resolution to the training and unstable student performance pattern, Betiku (2001) studied and observed that Mathematics is one of the subjects that are badly instructed in schools due to lack of teachers' pedagogical competence in effectively conveying the subject content to the students. The scholar further explained that because the subject was badly instructed, it was widely hated by students, and students, particularly girls, try to avoid learning the subject. Correspondingly, researchers such as Adeyemi (2008), Ojaleye (2000)

Anaduaka and Okafor (2013) had also identified some factors as characteristics that contributed to the unstable performance pattern of students' in mathematics, especially at the secondary school stage. Some of the factors are phobia, anxiety, lack of students' interest in the field of study, school placement, school type, unfinished subject content, harsh parental discipline, family setting, poor work habit, test/item bias, lack of competent teachers, the inadequacy of qualified instructors, lack of necessary learning skills, politicising training, inconsistent review of mathematics curricula, and retraining of teachers in math. All these factors have affected the achievement of students, especially in Basic Education Certificate Examinations.

Outstanding among these components is the nature of the test items, teacher's pedagogical competence, and learners' characteristics in determining the subject topic.

Before the observed factors affecting students' performances in mathematics at certificate level, several research efforts have been induced to seek solutions to the problems of students' proficiency in math. Some of which, are in the field of curriculum improvement that has ensued in the reassessment and improvement of curricular content as well as teachers' pedagogical strategy in the educational activity. Despite these improvements, available statistics show that students' performance in the subject is still very poor as the students are still performing below their actual ability level (Adeyemi, 2011, Kuti, 2012, Mamma & Eya, 2014).

The cause for the persistent poor performance of students' proficiency in mathematics in Nigeria could be due to inaccurate interpretations of students' scores in the decision-making process that may be untrue about students' behaviour of the test. The principal role of tests in junior secondary education is to assist as a

measurement tool in assessing the accomplishments of the prospects for future learning that can be sustained and guided by their demeanour on the exam. Since the tests are applied to all clustered groups from one state to the other every year, it is often assumed that the resolutions are effective and consistent for use over time. For these sentiments to be efficiently achieved, examination bodies need to understand item analyses- its methods, assumptions, uses, and limitations in society to ascertain test security and uniformity among learners. This undertaking is normally accomplished by subjecting examinee responses for statistical analysis called item analysis for test score interpretation used for decision-making (Kline, 2005, Erguven&Erguven, 2014).A thorough study of the operation in which the test items were modernised as easily as their psychometric properties may indicate ways of improving students' achievement and proficiency in Mathematics.

Although the strong true test score theory (STTST) has been studied for the past 50 years, yet many measurement experts still implement the usage of the traditional true test score theory (TTTST) in their design and assessment of test results. This is employed as a complementary statistical tool to other innovative procedures that might support the 21st-century item calibration for educational purposes. This is due to the linear relationship that existed between examinee true score and the observed score which made the TTTS model easy to understand and applicable for many researchers. Under the TTST approach, examinees test score would be the add up of all scores acquired on all the items in the test to predict the difficulty of test items or the ability of individual examinee.

Traditional True Test Score Theory (TTTST) according to Tomkowickzandright (2007) was referred to as the number-correct scoring approach that creates a maximum likelihood trait estimate, which is the entire number of correctly answered items based on examinee raw scores. Applying this method, it is presumed that, each examinee on the exam had a true score, T_c , which is the expected correctly answered score over any irrelevant factor that may affect the test. The examinee earns the scale score if no mistakes were observed in the measurement due to factors irrelevant to the construct the test is meant to assess. Fatefully, this approach is never attained in practice because, test experts do not consider an examinee's true test score, but takes only the observed score, X_c , into consideration. It is presumed that an examinee observed score equals the true score positive to some error terms:

$$X_c = T_c + E_c \text{-----} (1)$$

Observed scores true score error score

Thus, the traditional true test score theory is focused on explaining the relationship between the observed score, the true score, the fault score, and individual examinee from each cluster. The interpretation of the relationships would be employed to reach determinations concerning the reality and value of examinee test scores. Hence, the natures of item-by-item analysis of individual examinee ability behaviour on a test are not viewed in the scoring of examinee performance, but the focal point is on the overall parameter estimates of the test.

In the main, item difficulty is the theatrical performances of the item related to the individual examinee ability that requires the test, which is relevant for learning whether the individual examinee has learned the content being tested on or not. It is usually expressed as the proportion (p-value) of students who answered each point along with the test correctly or could be described as easiness of an item. The p-value is dependent on the test, which changes when the same exam is distributed on different clusters with different ability levels, which can be forecast by providing evidence on the individual examinee ability related to their performance on the particulars. The p-value under the TTTST would reveal to the test developer and measurement expert the value and consistency of the particulars along with the test related to the intent of the exam.

Usually, item discrimination describes efficiently the relationship that subsists between the particulars on a test and the functioning of the individual examinee on the test related to the level of abilities they possess. This explains the layer at which the examinee's knowledge of the detail would be differentiated among students who understand the substance being tested well enough and those who do not. The d-value is grounded on the view that examinees with higher degrees of ability will respond correctly to the items with a higher degree of difficulty that could be attributed to proper mastering of content areas. This too contributes to the interpretation that examinees with lower degrees of ability will not fetch the items with higher grades of difficulty correct which could be attributed to ambiguous wording of items on the examination.

The value of a test is usually held by individual examinee responses to each detail on the examination. Denga (2003) acknowledged that item analysis focused upon answering only two basic questions of, how difficulty each item is for individual examinee, and to what extent did each of the items discriminate among

good and poor students? To resolve these questions, it is necessary to compute statistical indices called difficulty and discrimination index of the particulars along with the test as these would assist measurement experts in eliminating unclear or misleading items in a test that is administered first on the individual examinee.

The difficulty index is explained as the fraction of examinees that responded correctly to an item on a test having properly determined the content being tested on or not. This can run from 0.00 illustrating that, none of the test-takers answered the item correctly in 1.00 elucidating that, all the students answered the point right. In tests and measurement, there is no uniform distribution of item difficulties. Some measurement experts recommended that an ideal level of difficulty for a four-option multiple-choice test should be between 60% and 76%. At that point are those who reasoned that, if an item on a test has a low p-value, say, less than 0.25. There may be other possible causes of effect like fatigue, anxiousness, non-conducive test environment, miskeyed test items, items that are too challenging relative to the overall power level of test-takers in the class, items that are not written that may lead to examinees carelessness in the test or items with more than one right response

Similarly, the discrimination index of a test is explained as the calculation that determines the capability of test items to proficiently differentiate among individual examinees based on how good they comprehend the contented curricular tested on. As acknowledged by Mitra, Nagaraja, Ponnudurai and Judson (2009); and Boopathiraj and Chellamani (2013), item discrimination is a criterion used to discriminate effectively between students in the meridian of the test with that of the low group who received the right answers. Statistically, the d index is achieved when there is either a success or failure on an item signifying the possession of the power being assessed in the trial. This value ranges between 0.00 and 1.00. The higher the value of discrimination, the more discriminated the item gets. A highly discriminated item specifies that the scholars who had high-test scores become the item correct whereas students who received low-test scores became the item incorrectly that may be ascribed to ambiguously phrased items or points that are miskeyed.

When these inaccuracies happen, researches were consistent in shifting the blame of students' poor performance in Mathematics especially at the senior school level to lack of instructional materials, parental discipline, gender differences, hating the subject, school placement, school type, phobia, carelessness, students'

family background, poor work habit, lack of competent teachers, inappropriate teaching methods, low socioeconomic status, beliefs, and so along. Without thinking about looking into the causes of inadequate performance in junior secondary school certificate examination from the spot of careful evaluation of test points used in the measurement of learning outcomes such as difficulty and discrimination indices of test points. In this way, item characteristics can be practiced to maximize, control, and evaluate the items to ensure test security.

There is a need, therefore, to provide statistical evidence in a complementary manner using the traditional true test score approach. Such complementary statistical evidence might support the 21st-century item calibration and innovative procedures of tests and measurement in reflecting the quality of items constructed in the Mathematics test, and whether the approach can be used to accurately interpret the true behaviour of examinee for educational purposes at both elementary and secondary school levels of education in Nigeria.

Research Questions

The following research questions guided the study:

- (a) What is the item difficulty index of Oyo State Junior Secondary School Certificate (JSSC) Mathematics multiple-choice test?
- (b) What is the item discrimination index of Oyo State Junior Secondary School Certificate (JSSC) Mathematics multiple-choice test?

Methodology

The study adopted the descriptive survey research design. A sample of 600 junior secondary schools (JSS III) students, specifically, 262 male (43.67%) and 338 female (56.33%), that were aged (13-15 years) were randomly selected from a total population of 95,419 candidates who took the examination. An instrument titled Mathematics Test (MT) was used for the study. This was a version of the Oyo State August/September (2016) JSSCE General Mathematics paper based on the junior secondary school Mathematics curriculum. The 60 multiple-choice Mathematics items covered a range of topics in the junior secondary school (JSS) Mathematics syllabus, showing that it had content validity. The instrument for the study was a standardised test developed by experts in the Department of Curriculum and Evaluation of the Ministry of Education following standard procedures. The reliability coefficient of students' responses to the multiple-choice

mathematics items using Cronbach’s Alpha coefficient was found to be 0.734, (n = 600) reflecting the consistency of the test. Item calibration was carried out to obtain the difficulty and discrimination indices of the test items using SPSS.

Results and Discussion

Research Question One: What is the difficulty index of the Oyo State JSSCE Mathematics multiple-choice test?

To answer this research question, the students’ response was scored using the key with “1” for correct response and “0” for a wrong response to the items on the MT. The scores for each respondent to the 60 items were further subjected to traditional true test score statistics to determine the difficulty and discrimination index as well as their respective item-total correlation coefficients. The results were summarised in Table 2.

Table 1: Difficulty index (P) of 2016 Oyo State JSSCE Mathematics Test Items

Item Difficulty Index (p)	Items	Decision
$P \geq 0.90$	Nil	Very easy items
$0.20 \leq P \leq 0.62$	1-12, 14-19,21,23-26,28-32, 34-52, 55,57-60	Ideal items
$P < 0.20$	13, 20, 22, 27, 33, 53, 54, 56	Very difficult items

Source: Instructional Assessment Resources (IAR 2011)

Table 1 shows that 86.7% (52 items) were acceptably good because the items met the ideal standard of difficulty index that ranged between 0.20 – 0.62 while 13.3% (8 items) on the 2016 Oyo State JSSCE Mathematics test items were not acceptable because they fell under very difficult items given their difficulty index below 0.20. However, no item on the MT is very easy given its difficulty index as above 0.90. These imply that most of the items on the MT have ideal difficulty index which showed that low ability students could answer difficult items correctly on the test considering other factors irrelevant to the construct been measured (guessing, testwiseness and item bias)

Research Question 2: What is the discrimination index of the Oyo State JSSCE Mathematics test?

Table 2: Discrimination index (d) of 2016 Oyo State JSSCE Mathematics Test Items

Item Discrimination Index (d)	Items	Decision
$D > 0.40$	24, 53	Very Good items
$0.30 \leq D \leq 0.39$	2, 4, 9, 11, 16, 17, 19, 23, 30, 38, 39, 45, 46, 58	Good items
$0.10 \leq D \leq 0.29$	1, 3, 5 - 8, 10, 12, 14, 15, 20, 25, 26, 28, 29, 31, 32, 34 - 37, 41 - 43, 48 - 51, 56, 57, 59, 60	Poor items
$0.01 \leq D \leq 0.10$	13, 21, 22, 27, 40, 44, 47, 52, 54, 55	Very Poor items
Negative	18, 33	Ambiguous

Source: Ebel (1965) cited in Ovwigho (2013)

Table 2 shows that 3.39% (2 items) on the test were very good, 23.33% (14 items) were good. Nevertheless, 53.33% (32 items) were poor, 16.67% (10 items) were very poor and 3.39% (2 items) on the 2016 Oyo State JSSC mathematics examination were negative. The result implies that the item parameter estimates of Oyo State JSSC Mathematics Examination using TTTS model are moderately difficult (item difficulty) but does not discriminate well among the students (item discrimination). This implies that the test could not discriminate well between students with high and low abilities which reflected that other irrelevant factors contributed to the responses of students in the test.

Discussion of Findings

The study under the TTST framework assessed the overall performance of students' ability in adjudging the overall value of the test items based on its items with a constant error of measurement for all students' without ascertaining individuals' ability level on each item. Specifically, findings from the study showed that the item parameter estimates of students' responses in Oyo State JSSC Mathematics examination based on the TTTS model were moderately difficult

(item difficulty) for all examinees. As such, the test does not discriminate well among the students (item discrimination). This implies that high ability examinees may have had a lower chance of answering some items correctly. This, in turn, may have given low ability examinees a higher chance of answering some items correctly on the test. Similarly, because more than half of the students got most of the items correctly on the test, the items are not able to differentiate well among students' that knew the substance being tested on which might have resulted from miskeyed distractions that may have led to confusion, guessing, test wiseness, carelessness, multidimensionality or item bias among test takers.

Some details on the test may correspondingly be ambiguously worded which might have altered the understanding of the test takers away from the original substance. This study is consistent with the findings of Metibemu (2016), the scholar's outcomes in the assessment of student's test score showed that students who had the same test score under the TTTST method had varied. Likewise, Idowu, Eluwa and Abang (2011) survey showed that the majority of the items on the test used under the TTTS framework were found to be moderately difficult items. The scholars established further that, the outcome might be because TTTST is rooted in a process of dependability rather than measurement, which does not rely on item difficulty variable for precision and calibration on the total score for indicating the measured ability.

Findings from the study have exposed the 21st-century psychometricians into seeing how imperfectly the TTTST can contribute to the 21st-century educational purposes. It was discovered that the TTTST could not extract individual examinee true score considering that individual examinee true score is expressed as the examinee observed score. This indicated that the features of the test and how individual examinee behaves on the test could not be explained by the model. The outcomes seemed apparent when high ability examinees might have obtained lower scores on easier items and some lower ability examinee may also have scored higher on harder items. However, if the data did not fit the TTTST model, the basis needed for matching the test items with individual examinee ability levels would not be created. Thus, the traditional true test score theory could not make accurate predictions on how the scores that described individual examinee proficiency well or a group of examinees performed on the test items.

Conclusion

Based on the findings, the traditional true test score theory (TTTST) analysis of Oyo State JSSCE multiple-choice Mathematics item parameter estimates have more items that were ideally difficult but do not discriminate well among the students (item discrimination). The overview of the TTTST showed that some of the items on the test are identified as items that are not functioning well among the students' because the items may be measuring more than one construct. Thus, such items should have been reviewed or otherwise discarded before administering it on test-takers. It implies that the TTTST cannot be used for the improvement of scale development or used as a complement to providing information on the quality of items on a test. Conclusively, the Oyo State JSSCE multiple-choice Mathematics examination considering its difficulty and discrimination indices could not establish whether the students have learned the subject curricular being tested on sufficiently well before the administration of the test.

Recommendations

From the findings and conclusion of the study, the following recommendations were drawn:

1. It is recommended that further studies be encouraged in the field of tests and measurement to explore the use of a recent test data or large examinee sample (i.e. $N > 600$ examinees) for robustness and realness of developed test items.
2. Calibration of a newly developed teacher made an achievement test (Non-standardised test items) should be constructed using modern mental test item statistics frameworks in determining the psychometric properties of the items drawn from mathematics blueprint.

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INFLUENCE OF PERSONALITY TRAITS AND WORK COMMITMENT ON THE JOB PERFORMANCE OF PUBLIC SECONDARY SCHOOL TEACHERS IN ONDO STATE NIGERIA

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Abstract: *The study determined the level of job performance of secondary school teachers in Ondo State. It assessed the work commitment level of the teachers. It further established the joint influence of personality traits (openness, conscientiousness, extraversion, agreeableness and neuroticism) and work commitment on the job performance of secondary school teachers. The study adopted the descriptive survey research design. The sample for this study consisted of 15 Principals, 75 Heads of Departments (HODs) and 300 Class Teachers in five Local Government Areas (LGAs) from 15 randomly selected public secondary schools from the LGAs. The results showed that 15.7%, 67.9% and 16.4% of secondary school teachers in Ondo State demonstrated low, moderate and high levels of job performance respectively. The results also showed that 11.7%, 72.1% and 17.1% of the teachers in secondary schools in Ondo State demonstrated low, moderate and high levels of work commitment respectively. Also, the result showed that the combination of personality traits and work commitment could significantly influence the job performance of the teachers ($F = 541.158, p < 0.05$).*

Key words: *Personality traits, Work commitment, Job performance, Influence*

Introduction

The teacher is the pivot of any educational system. The school's most important influence is the teacher. He sets the tone of the classroom and establishes the mood of the group. He is the authority figure providing the direction for behaviour. Teachers continue to regain their influence and it is difficult to bypass them in the process of teaching and learning. Good teachers are essential for the effective functioning of the educational system and for improving the quality of learning process. The success and failure of educational activities highly depend on their performance. Teachers' daily works involve them to plan and implement the lesson, impact knowledge in the students, record test scores,

conduct classroom matters, handle extra-curricular activities, take care of safety and welfare of students at the school, attend to parents and others. Such tasks may not allow a teacher to be focused and committed.

It is however clear that no teacher can succeed in achieving the objectives and goals of education without having the necessary skills and right attitude to perform job effectively and efficiently with little or no supervision. The absence of such skills and attitude pose a challenge on the secondary school education system and this may explain why some secondary schools lag behind and are facing various problems such as low interest in the students, lack of job satisfaction in the teachers, examination malpractice, decrease in students' population, lack of self-esteem in the teachers, as well as indiscipline students and staff. These problems result in the poor performance of students in both internal and external examinations.

It may not be easy to access the job performance of teachers because their performance is hinged on so many factors. Teachers' work performance and productivity are determined by effective teaching measured by their students' academic performance in examinations, punctuality at school and class, giving extra lessons to students and their contributions to the progress of the school through participation in co-curricular activities such as sports, students' discipline and committee assignments as may be given by the principal. If teachers fail to measure up in these various assignments, they may be perceived uncooperative or unproductive. Teachers may be perceived to be cooperative when they get involved in non-academic activities and productive when students perform excellently in their examinations. A teacher who is involved in various activities but is deficient in one of the factors mentioned above may have a low performance.

Good academic performance is a direct indication of good job performance (Panda & Mohanty, 2003). Most schools, especially secondary schools often assess the performance of their teachers through the students' performance. It brings with it high level of motivation and enthusiasm to achieve more excellence. On the contrary, poor job performance manifest in students' poor performance. Poor job performance does not only manifest in students' poor performance, it also leads to; students' lack of interest, stress, lack of organisation and low self-esteem on the part of the teacher. The performance of teachers may have an effect on the students as well as the students. Therefore, the job performance of secondary school

teachers is very important in the educational attainment of secondary school students because this stage marks the beginning of their career and fault at this stage can deter their success in life.

The concept “performance” covers different areas such as music, job, academic, drama, programme coordination and so on. It can be accessed by others and not by the character. It is described as goal accomplishment (Katz, 2005). The performance of a person in a particular situation depends upon the action, personal characteristics, environment, people involved and the circumstances of the situation. This implies that both personal and environmental factors work together in performance. A person that possesses high level of performance should display some of these characteristics: zeal, interest, passion, experience, endurance among others.

Every institution depends upon its employees for tomorrow as surely as it does for today. Perhaps this is based on the premise that, personnel performance is very instrumental to the achievement of high levels of effort towards organizational goals. To Nwachukwu (2006), job performance is the output, resulting from a given resources input at a given time. The job performance of an individual is a function of the personal characteristics of that individual and the environment in which that individual finds himself. The productivity of teachers can be measured in terms of the quality of their pupils. Simply put, productivity is a measure of job performance. The productivity might be high or low depending on his input. Productivity can be determined through job evaluation and appraised the extent to which the objectives of education have been attained. This can be done or determined through classroom climate and management, evaluation of teachers’ teaching techniques and methods, effective communication skills and so on. One way of determining the productivity of teachers is to assess what teachers do (Nwachukwu, 2006).

Teacher’s performance could be measured through a rating of his or her activities, the rating based on the performance appraisal is divided into seven domains such as diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, learning environment, community linkages, social regard for learning, social growth and professional development (Usop & Langguyuan-Kadtong, 2013). There are factors that influence the job performance of teachers such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality,

relationship with students, preparation and planning, effectiveness in presenting subject matters, relationship with other staff, self-improvement, relationship with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and teachers' attitude towards the students among others.

Therefore, performance during a job can be measured while considering the output or through examination of proper implementation of processes and procedures. In some cases, job performance assessment is very easy because performance objectives and goals are vibrant whereas, the jobs for which the goals and objectives are not clear, it will be difficult to assess or measure the performance.

One construct that has been used to predict job performance is personality. Personality has been considered as an important factor specifically for predicting job performance. It is a behaviour which differentiates one person from another (Beer & Brooks, 2011). Teachers' personality may make or mar the students, it is a determinant of the students' personality, success, confidence and interest to learning. Experts in the field of personality are of the view that the individuals in fact have stable and long term traits that have affect behaviours at work (Denissen, Aken & Roberts, 2011). Personality according to Revelle (2013) is perceived as the coherent pattern of affect, cognition and desires (goals) as they lead to behaviour.

Personality according to Hall and Lindzey (2008) is perceived as the uniqueness of individual behaviour, as the essence of the human condition, as well as the mediating force in human adjustment. Inherent natural, genetic, and environmental factors can contribute to the development of our personality. Personality is the projection of ourselves to others. It helps teachers to become sensitive to children's needs and give them the knowledge and skills required to create caring and wholesome learning environment. It encompasses the stability of the psychological make-up of the individual. Lew (2009) defined teacher's personality as a crucial factor in arranging the conditions of the learner's environment for effective teaching. No man can be a good teacher unless he has feelings of warm affection towards his pupils and a genuine desire to impart to them what he himself believes to be of value.

However, the big five traits are the lexical taxonomical framework for understanding personality. The big five approach arranges personality traits into a

hierarchy with personality descriptions being arranged according to their similarities and interrelationships. The Big Five Inventory (BFI) assesses five broad personality traits: conscientiousness, openness, neuroticism, extraversion, and agreeableness, which can be generalized across cultures. Howard and Howard (2004) opined that each of the big five personality traits theory dimensions is like a bucket that holds a set of traits that tend to occur together.

Openness to experience is the tendency of the individual to be imaginative, sensitive, original in thinking, attentive to inner feelings, insightful, intellectually curious, and sensitive to beauty. Teachers who possess this trait loves art, enjoys the arts and engages in creative hobby (Lebowitz, 2016a). Conscientiousness is characterized by achievement motivation. Teacher who scores high in this dimension tends to be successful in the school and pursue their goal with determination and forethought (Lebowitz, 2016a). Teacher who scores low in this dimension is often lazy, disorganized and undependable. Extraversion is characterized with the tendency to act rather than contemplate (Lebowitz, 2016a). Teachers who are extraverts are often effective analysts of job performance for professions. Agreeableness is the tendency to be trusting, compliant, caring, considerate, generous, and gentle. Such individuals have an optimistic view of human nature. Teachers who possess these traits are sympathetic to others and have a desire to help others; in return they expect others to be helpful (Lebowitz, 2016a). Neuroticism as compared to other traits, experience more adverse feelings in life.

Commitment forms a basis, driving force and the necessary tool in the organization of the school. A school that has committed teachers always make a difference in the education sector. Abdulla and Ramay (2011) defined commitment as the focus and the desire of attachment of an employee to a certain task, his work or organization. Employee's commitment is the degree to which a worker identifies with his work organization, its goals and objectives and the willingness to remain in the organization (Akpan, 2013). Thus, teachers' commitment is the strength of teachers' identification with and involvement in the school organization. Commitment is the degree of positive, affective bond between the teacher and the school. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the school or their work, rather, it reflects the degree of internal motivation, enthusiasm, and job satisfaction teachers

derive from teaching and the degree of efficacy and effectiveness they achieve on their jobs (Day, 2009).

Nwosu (2012) observed that teachers with high level of commitment worked harder, demonstrated strong affiliation to their schools, and showed more desire to carry out the goals of teaching than teachers with low levels of commitment. Lower commitment creates the dilemmas that both affect the effectiveness of school and cause teachers to be less successful in their professional performance or to leave the profession. To education researchers, the degree of teacher's commitment is one of the most important aspects of the performance and quality of school staff. It is widely accepted that a distinguishing feature that teachers have is, their dedication and commitment to the development of students' achievement. Golden (2012) is of the view that commitment is one of the most important factors influencing work and pupils' performance in schools. In successful schools, teachers have commitment to school as well as their professions.

Among the factors that decide teachers' commitment and dedication are: interaction between teachers, teacher-student relationship, the quality of the work teachers do at school, the compatibility of school administration. Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning. Therefore, if teachers are willing to devote themselves to teaching job and remain in the same school, the performance of the school will increase, and the educational goals can be attained.

Statement of the Problem

It is clear that no teacher can succeed in achieving the objectives and goals of education without having the necessary skills and right attitude to perform his job effectively and efficiently with little or no supervision. The absence of such skills and attitude pose a challenge on the secondary school education system and this may explain why some secondary schools lag behind and is facing various problems such as low interest in the students, lack of job satisfaction in the teachers, examination malpractice, decrease in students' population, lack of self-esteem in the teachers, as well as indiscipline among students and staff.

It is a fact that low job performance leads to poor academic success. There has been poor academic success recorded in Senior Secondary School Certificate Examination in recent years. The situation is evidenced in the woeful performance of students recording: 30.99% in 2011 West African Examination Council (Owadiae, 2011) and 38.81% in 2012 WAEC (Punch News, 2012). This poor performance cannot be ultimately divorced from lack of attention to the level of engagement (commitment) to work and personality traits exhibited by the teachers, which are assumed to be interwoven and can aid each other for maximum productivity if well used by teachers for the attainment of positive outcomes in secondary schools and as such meet the yearnings and aspiration of the society at large.

Research Objectives

The specific objectives of the Study are to:

- i. determine the level of job performance of secondary school teachers in Ondo State;
- ii. assess the work commitment level of the teachers; and
- iii. establish the joint influence of personality traits (openness, conscientiousness, extraversion, agreeableness and neuroticism) and work commitment on secondary school teachers' job performance.

Research Questions

From the above objectives, the following research questions were asked:

1. What is the level of job performance of secondary school teachers in Ondo State?
2. What is the level of work commitment of the teachers?

Research Hypothesis

The following hypothesis was formulated and tested:

- i. A combination of personality traits (openness, conscientiousness, extraversion, agreeableness, neuroticism) and work commitment will not significantly influence the job performance of the teachers.

Methodology

The study adopted the descriptive survey research design which entails the process of gathering information from a representative sample of a population. The

sample size consisted of 15 Principals, 75 Heads of Departments (HODs) and 300 class teachers representing 3.5% of the population. The sample was selected using multistage sampling technique. Five Local Government Areas (LGAs) were selected from the existing 18 LGAs in the State using simple random sampling technique. From each LGA, 15 public secondary schools were randomly selected. From each school, one principal was selected purposively based on the number of schools selected; five HODs (Languages, Mathematics, Sciences, Social Sciences and Arts), and 20 class teachers were selected purposively based on the subject taught by each teacher.

Three instruments, titled “Personality Traits Scale (PTS)”, “Work Commitment Scale” (WCS) and “Teachers’ Job Performance Scale” (TJPS) were used to elicit information from the respondents for this study. The three instruments were adapted from the previous works of different researchers. PTS was administered on the teachers, WCS was administered on the HODs and Principals, while TJPS was used to collect information from the Principals concerning this study being carried out.

Results and Discussion

Research Question 1: What is the level of job performance of secondary school teachers in Ondo State?

Table 1: Job Performance Level of Secondary School Teachers in Ondo State

Level of Job Performance	Frequency (F)	Percent (%)
Low	44	15.7
Average	190	67.9
High	46	16.4
Total	280	100

Table 1 shows the level of job performance of secondary school teachers in Ondo State. As shown in the Table, the level of job performance of 15.7% of the teachers in secondary schools in Ondo State could be described as low. The result also shows that the level of job performance of more than half (67.9%) of the teachers in secondary schools in Ondo State could be described as average whereas, 16.4% of the teachers’ job performance could be described as high. There is an

indication from this result that the job performance of most of the teachers in secondary schools in Ondo State is hovering around the average level of performance.

Research Question 2: What is the level of work commitment of the teachers?

Table 2: Work Commitment Level of Secondary School Teachers in Ondo State

Level of Teacher work commitment	Frequency (F)	Percent (%)
Low	30	10.7
Moderate	202	72.1
High	48	17.1
Total	280	100

Table 2 shows the level of work commitment of secondary school teachers in Ondo State. It can be observed that the level of work commitment of 11.7% of the teachers in secondary school in Ondo State could be regarded as low. The result further indicated that 72.1% of the teachers in secondary school in Ondo State had moderate level of work commitment, while 17.1% of the teachers had high level of work commitment. This result suggested that most of the secondary school teachers in Ondo State had what could be described as moderate level of work commitment on their job.

Hypothesis

Hypothesis: A combination of personality traits (openness, conscientiousness, extraversion, agreeableness, neuroticism) and work commitment will not significantly influence the job performance of teachers.

Table 3: Tests of Between-Subjects Combined Influence of Personality Traits and Work Commitment on Job Performance of Teachers

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	40657.802	2	20328.901		
Within Groups	31442.354	837	229.433	37.566	.000
Total	72100.156	839			p<.05

Table 3 shows a One-Way ANOVA conducted to explore the combined influence of personality traits and work commitment on job performance of public secondary school's teacher in Ondo State. From the table it can be observed that the interaction of personality traits and work commitment has significant influence on their job performance ($F(2,839) = 541.158, p = .000$). This result concludes that there is significant combined influence of personality traits and work commitment on job performance of public secondary schools teachers in Ondo State.

Discussion

The results of the first research question showed that most of the public school teachers in Ondo State possessed average or moderate level of job performance while just few of the teachers possessed low or high level of job performance. From the data analysis, it can be said that the ability of a significant number of teachers to perform tasks is at average level. Teachers need to possess and display above the average level of job performance.

Therefore, as shown from the findings of this study, it seems logical to suggest that moderate level of job performance will lead to a positive or high educational outcome. Students whose teacher has average job performance may perform averagely and not excellently, while students whose teacher has a low level of job performance might perform worse in and outside the classroom and this will only produce outright failure. No wonder most secondary schools in Ondo State cannot boast of excellent educational output. However, it is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty, 2003). Low level of job

performance may also affect the productivity of the school at large. One can then infer that teachers' level of job performance may increase or decline from either higher level to lower level or from moderate level to lower level or even from lower level to higher level if their personality trait and commitment to work set in. Therefore, the importance of teachers' job performance cannot be underestimated.

The result on the second research question showed that most of the secondary school teachers in Ondo State possessed moderate level of work commitment while few secondary school teachers in the State possessed low or high level of work commitment. In the educational setting, moderate commitment to work by teachers is not enough to achieve productivity. Teachers need to strive to achieve high level of work commitment. In line with this, Nwosu (2012) in his study observed that teachers with high level of commitment worked harder, demonstrated strong affiliation to their schools, and showed more desire to carry out the goals of teaching than teachers with low level of commitment. More importantly, pupils of highly committed teachers are more likely to learn materials and develop positive attitude towards school than those of teachers with low level of commitment.

It was also hypothesized in this study that the combination of personality traits and work commitment significantly influenced the job performance of secondary school teachers. This could be explained from the perspective that personality traits and work commitment predicted teachers' job performance in school. If the level of a teachers' job performance would change from low to high, personality traits (openness, conscientiousness, agreeableness and extraversion) and work commitment are necessary. The result from this study showed that the two independent variables were found to have positive influence on the dependent variable. A teacher that combines personality trait (openness, conscientiousness, agreeableness and extraversion) and work commitment in school will achieve a positive output.

Conclusion

The study established the fact that a large percentage of teachers in Ondo State had average level of job performance and this had predisposed them to execute their tasks to a reasonable extent. It also determined that the work commitment level of the teachers was average. In addition, the study concluded that

personality traits and work commitment were major factors influencing the teachers' job performance.

Recommendations

The following recommendations are made:

1. Teachers should have enough understanding and knowledge about their roles so that they will be able to contribute their quota to the all-round development of the school.
2. Parents should not leave the school work for the teachers alone, when parents assist their wards at home, this will make the teachers' work less burdensome and will enhance their productivity. There should always be regular feedback from the parents, as this will help the teacher know if he is performing well or not.
3. Teachers should understand their personality trait and use it effectively in the classroom situation.

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THE EDUCATIONAL REFORM OF THE DEFUNCT WESTERN NIGERIA GOVERNMENT, 1955-1960: A HISTORICAL ANALYSIS

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Abstract: *The study investigated the educational reforms of the defunct Western Nigeria Government from 1955 to 1960: A historical analysis. The study adopted a historical research design. Three research questions guided the study based on these two notable documents: the 1948 United Nations Human Rights Declaration establishes the dictum: “free and compulsory elementary education for learner” and Constitutional Development centered on these documents: the 1946 Arthur Richard Constitution, the 1951 Sir John Macpherson Constitution and the 1954 Lytleton Constitution introduced regionalization and political partisans in Nigeria, geared towards her independence in 1960. Consequently, all aforementioned documents empowered the government of the defunct Western Nigeria embarked on an educational reformation: the Universal Primary Education (UPE) scheme in 1955. The outcomes shown that the defunct Western Nigeria expended much on the education sector; first kick-started the scheme; there was traumatic increase in the number of the pupils annually but before 1960, it crashed due to these factors: inadequate statistical data, teachers (number and qualification), infrastructure, textual materials, among others. The writers are of the view that though the UPE scheme of the defunct Western Nigeria failed decades ago, but there were some gains that would of immense contribution to the reformation of primary (basic) education and the educational section generally. Therefore, the recommendations: government should as a matter of urgency finance all basic education related schemes/projects properly, provide adequate manpower (teaching and non-teaching staff); infrastructures, textual materials among others in order to achieve education for all.*

Keywords: *Educational and reforms*

Introduction

The implantation of western (formal) education in Nigeria came to limelight as a result of the Christian missionaries’ activities. Lawal (1999), Osokoya (2002) and Ojebiyi (2006) stated that the first missionary to have arrived on the Nigerian

soil was the Wesleyan Methodist on the 24th September, 1842. Also, on the 19th December of the same year, the Church Missionary Society (C.M.S) arrived and other missions followed suit. Schools (primary education) were established by the missions for their converts, so they controlled and managed the schools in terms of school curriculum, teachers' salaries, codes of conduct, finance among others for three decades (1842 to 1872) before the intrusion of the colonial administrators with grant-in-aids (monetary-assistances), educational ordinances and educational codes. Then from 1872 to 1914, marked the colonial government intrusion in the running affairs of education that brought about a period of dual (government and missions) control of education and the intense spread of the gospel among missions on one side, and secondly, the colonial governmental encroachment (politically and economically) into the hinterland. Finally, it was reformation of the education sector for the production graduates for government offices. Osokoya (2002) and Akporobor (2009) affirmed that this marked the beginning of the system of grant-in-aids to education which formed the major education financing policy of the colonial government and subsequently adopted by the government of the First Republic in Nigeria from 1960 to 1966.

The defunct Western Nigeria occupied the south-west of Nigeria with boundaries, north was Gwanara, north-east was Kabba, east was the Niger River, southern part was the Bight of Benin and in the west, was the Benin Republic. The defunct Western Nigeria which was also known as "Western Provinces" was made up of eight provinces namely, Abeokuta, Benin, Delta, Ibadan, Ijebu, Lagos (Colony), Ondo and Oyo with administrative headquarter, Ibadan (Taiwo, 1980 and Omoruyi, 1990).

Education is one of the social services render to the masses by the government, so there is the need to ascertain how far in time and resources the government has done in the establishment of formal education in the defunct Western Nigeria. In this study, the guided objectives were:

- (i.) to ascertain the content of the identified documents which prompted the government of the defunct Western Nigeria to embarked on educational reforms from 1955 to 1960?
- (ii) to ascertain the educational reform(s) the government of the defunct Western Nigeria embarked on for the masses from 1955 to 1960, and
- (iii) to find the gains (positive outcomes) of the educational reforms in the defunct Western Nigeria from 1955 to 1960.

Research Questions

The research questions below guided this study.

- (i) What was the content of the identified documents which prompted the government of the defunct Western Nigeria to embarked on educational reforms from 1955 to 1960?
- (ii) What was the educational reform the government of the defunct Western Nigeria embarked on for the masses from 1955 to 1960?
- (iii.) What were the gains (positive outcomes) of the educational reforms in the defunct Western Nigeria from 1955 to 1960?

Methodology

This is a historical study so it relied on the critical analyses of accrument of past data as scholar like Osokoya (1996) argued that a historical research describes “what was” for it involves investigating, recording, analyzing and interpreting the data of the past gathered for the purpose of discovering generalizations that are helpful in understanding the past and understanding the present, order to change or reform the future positively.

Results

Research Question One: What was the content of the identified documents which prompted the government of the defunct Western Nigeria to embarked on the educational reform from 1955 to 1960?

The identified documents were: the 1948 United Nations Human Rights Declaration that establishes the dictum: “free and compulsory elementary education for learners” and constitutional development of the followings: 1946 Arthur Richard Constitution, the 1951 Sir John Macpherson Constitution and the 1954 Lytleton Constitution introduced regionalization and political partisans in Nigeria, geared towards her independence in 1960. This empowered each regional assembly to pass laws on agriculture, education, health among others and execute them respectively. The answer to above question was divided and discussed in two sub-headings based on the two vital documents.

(A) The contents (features) of the 1948 United Nations Human Rights Declaration (UNDH) on education

The provision of basic education for the reformation of individual and the nation became a global concern, hence 50 members of the United Nations

Organization (now United Nations) signed the education charter in 1945 (Nwangwu, 1976 and Onoguere, 2015). Nwangwu (1976) added that in December 1948, the United Nations General Assembly proclaimed the Universal Declaration of Human Rights Article 26, Part 1 of the document reads:

“Everyone has the right to education. Education shall be at least at the elementary and fundamental stages. Elementary education shall be compulsory...”

Also, the aforementioned scholar affirmed that the events which prompted the heads of government world-wide to had signed the human right document. The events were: the World War, 1914-1918; then followed immediately, the Soviet Great Revolution of 1917 and lastly, the Second World War (1939-1945). Each of the mentioned upheavals had its international consequences. A document introduced to check all forms of discrimination in every facet of the man and society. All member nations were made to include the provision of the Universal Declaration of Human Right in their constitutions and total implementation and relative to governance as well. Education was seen as an instrument for reformation of the entire society and one of the government social responsibilities globally.

(B) Constitutional development in Nigeria

Osokoya (2002), Anegbode (2005) and Akporoboreh (2009) stated that in 1939, before the beginning of the Second World War (1939-1945), Sir Nemard Bourdilion, the Governor-General of Nigeria (1935-1943) issued a memorandum on the future political development of Nigeria but the implementation of the proposal fell on his successor, Sir Arthur Richard. The 1922 Sir Clifford Constitution was replaced with a new constitution in 1946 which was named after Arthur Richard, the Governor-General of Nigeria (1946-1949). The objectives of the 1946 Sir Arthur Richard constitution: to promote the unity of Nigeria; to evolve a constitution to cover all parts of Nigeria; to divide Nigeria into three regions: East, North and West and created a regional council for each; to allow Nigerians to participate more in their own governance; to create a legislative council embracing all sections of the country among others. It became operational on January 1, 1947. The constitution divided the country into three regions namely: Eastern Region, Northern Region and Western Region, and each with a regional assembly, for this eventually paved way for regional political partisans with these political parties- the National Convention of Nigeria Citizen (NCNC), the Action Group (AG) and the

Northern People's Congress (NPC). The 1946 Sir Arthur Richard constitution was faulted by the nationalist and the masses, for this brought about further constitutional review which culminated in the introduction of the 1951 Sir John Macpherson constitution.

The Arthur Richard constitution which was meant to work for nine years met with some deadlock shortly after it came into operation in 1946. The successor as the Governor of Nigeria, Sir John Macpherson (1946-1954) vouched for a new constitutional reform. He consulted with all different groups (associations) to ensure that all shades of opinion and interest were well represented at the district, provincial and regional levels. The aftermath of all consultations end up in the Macpherson constitution which came into operation in June 30th, 1951. Anegbode (2005) listed some of the features of the 1951 Sir. John Stuart Macpherson Constitution to include: the establishment of a bicameral legislature in the North and Western Region of Nigeria Houses of Chiefs and Assembly for the two regions and a House of Assembly for the Eastern Region. A House of Representative was at the central level; the regional legislatures were empowered to make law on nineteen subjects in the constitution among others.

Each of the regional assemblies were empowered by the Section 92 of the Macpherson Constitution of 1951 to pass laws and provide social amenities like education, health, agriculture among others in their own area of jurisdiction. This culminated to the ascendancy of the three political parties -the National Convention of Nigeria Citizen (NCNC), the Action Group (AG) and the Northern People's Congress (NPC) -to power (government) in defunct Eastern Nigeria, Western Nigeria and Northern Nigeria respectively in 1952, that resulted to the different governments and educational systems. The stage was set for intensive political rivalry in the provision of social amenities for their respective areas. This brought Nigerians into a position of greater authority to manage their affairs at a faster pace as affirmed by Omoruyi (1990), Kosemani & Okorosaye-Orubite (1995) and Osokoya (2002).

Question Two: What was the educational reform the government of the defunct Western Nigeria embarked on for the masses from 1955 to 1960?

Answer:

The reform embarked by the government of Western Nigeria was the launching and implementation of the free and compulsory Universal Primary

Education (UPE) scheme in order to give formal primary (basic) education to all pupils in her area of jurisdiction. In 1952, the Western Nigeria Minister for Local Government/ unofficial Leader of Government Business, Chief Jeremiah Oyeniyi Obafemi Awolowo in his budget speech presented education as one of the priority areas. In July of the same year, the Western Region Minister of Education, Honourable (Chief) Stephen Oluwole Awokoya presented to the Western House of Assembly a comprehensive proposal for the introduction of a free, universal and compulsory primary education scheme in the old (defunct) Western Nigeria which comprised of these provinces: Abeokuta, Benin, Delta, Ibadan, Ijebu, Lagos (Colony), Ondo and Oyo in 1955. Kosemani et. al (1995) stated that Lagos was in 1951 under the Macpherson Constitution merged with the Western Region. In 1955 a preparatory master plan that was prepared between 1952 and 1954 in order to check these envisaged problems like the apathy demonstrated by illiterate parents in sending their children to school especially females; the shortage of teachers, lack of funds to meet both capital and recurrent expenditure, among others was presented to the House. The master plan for the scheme to meet the 1955 deadline included a massive teacher training programme; expansion of teacher training facilities, putting up of new school buildings (primary and post-primary) among others. The impact of these vital documents: the 1948 United Nations Human Rights Declaration and the 1946, 1951 and 1954 constitutional development brought about the introduction of a free Universal Primary Education (UPE) scheme in 1955.

Abiri (2010) and Onoguere (2014) stated that having been satisfied with the preparation, the Action Group (A.G) leading government of the old (defunct) Western Nigeria launched the non-paying fee Universal Primary Education (UPE) scheme on Monday January 17, 1955. The Lagos Area was included in the UPE scheme of the old (defunct) Western Nigeria but she was carved out of it by the 1954 Sir Lyttleton Constitution and made Lagos, the federal capital of Nigeria. The outcomes of this scheme resulted to changes in the educational system(structure) from 8-6-2-3 educational system:8years-primary education; 6years-secondary education; 2years-advanced level education and 3years-university education to 6-5-2-3 educational system: 6years for primary education; 5years for secondary education; 2years for advanced level education and 3years for university education and the establishment of more primary schools which culminated to pupils' enrolment increased as well. At the commencement of the UPE programme in

1954-1955 academic year the number of primary school was 3,550 with 456,600 pupils' population. In 1955-1956, the UPE programme witnessed increment in terms of number of primary schools: 6,407 (44.5%) and number of pupils: 811,432 (77.7%) over the previous year. All the subsequent years, from 1956-1957 to 1959-1960 as well witnessed explosive positive changes, see Table 1 below.

Table 1: Number of Primary Schools/ Pupils in Western Region (Nigeria), 1954-1959

Year	Number of Pry. Sch	% Increase over the Previous Year	Number of Pupils *%	Increase over the Previous Year
1954-1955	3,550	-	456,600	-
1955-1956	6,407	44.5%	811,432	77.71%
1956-1957	6,603	2.9%	908,022	11.9%
1957-1958	6,628	0.3%	982,755	8.2%
1958-1959	6,670	0.6%	1,037,755	5.6%
1959-1960	6,518	2.3%	1,080,303	4.1%

Source(s): Taiwo (1980) and Adeniyi & Okpere (1997)

In term of budgetary allocations and government expenditure on education, Kosemani & Okorosaye-Orubiti (1995) and Adeniyi & Okpere (1997) stated that the defunct Western Region Government had enough finance to execute the Universal Primary Education (UPE) scheme. The region received the highest allocation of revenue from the federation account which was based on derivation, and secondly, the government introduced a special educational tax paid by all taxable adults. Between 1954-1955 and 1959-1960, education received the largest share of the regional recurrent budget, having varied between 28.9% and 41.2%. In 1958 to 1959 financial year, for instance, 41.2% of the total recurrent budget was expended on education sector only. This shows the ample demonstration of the great importance that the regional government placed on education. See Table 2 below:

Table 2: Annual Budgetary Allocations and Expenditure on Education in Western Region of Nigeria, 1954-1959

*Year	*Actual Education Recurrent Budget £	*Actual Education Recurrent Budget £	*Education as % of Regional
1954-1955	3,806,745	9,283,690	41.0%
1955-1956	3,873,305	11,366,931	34.0%
1956-1957	4,496,201	15,522,128	28.9%
1957-1958	5,506,880	14,288,000	38.5%
1958-1959	5,616,687	13,604,163	41.2%
1959-1960	7,161,303	22,152,351	32.3%

Source(s): Adeniyi and Okpere (1997)

The primary education received the highest share of the budget allocated to education in the old (defunct) Western Region. The grants for primary education varied from 52% in 1955-1956 to 82% in 1959-1960. In 1955-1956 year, about £2.9 million out of £5.7million was expended on the construction of primary school buildings and in 1959-1960 the total grant to education about £4.8 million was spent for this same purpose out of £5.7million. See Table 3 below:

Table 3: Grant Allocations to Education and Primary Education Section in Western Region of Nigeria, 1954-1959

*Year Education	*Grants to Pry Education '000' £s	*Total Grants to Education '000' £s	*Percentage of Grants to Pry Education %
1955-1956	2,767,000	5,342,000	52%
1956-1957	3,011,000	5,059,000	60%
1957-1958	3,337,000	5,885,000	57%
1958-1959	3,867,000	5,569,000	69%
1959-1960	4,883,000	5,889,000	82%

Source(s): Adeniyi and Okpere (1997)

The Universal Primary Education (UPE) scheme introduced by the old (defunct) Western Region Government in Nigeria during the era of self –

determination in the establishment of primary education brought about increase in the number of schools and pupils' enrolment but was short-lived. Scholars like Kosemani & Okorosaye-Orubite (1995), Itedjere (1997), Lawal (1999), Osokoya (2002) and Onoguere (2014 & 2019) stated that the scheme failed due to obstacles like limited scope, inadequate teachers/trained teachers coupled with inadequate finance, facilities, statistic for planning among others. The 1960 Reverend Samuel Ayodele Banjo Commission reviewed the UPE scheme/ education in general and condemned the high wastage rate and the falling standard of education brought by the UPE scheme in the region.

Discussion

The 1948 United Nations Human Rights Declaration establishes the dictum: free and compulsory elementary education for all learners cum the constitutional developments ushered in political activities of the then regional governments geared towards self-governance and attainment of independence in 1960 affected positively all sectors and education was inclusive. Education as one of the social responsibilities of the government, the old defunct Western Region Government of Nigeria embarked on Universal Primary Education (UPE) scheme for pupils at the primary school level in 1955. Although the scheme failed by 1960, but the bold steps culminated to achievements made by the regional government in the 1950s before the nation's independence in 1960 ushered in a revolutionary phase in the history of education in Nigeria.

The Universal Primary Education (UPE) scheme was indeed an epoch-making event, which quantitatively represents a very impressive achievement. For instance, the government of the defunct Western Regional saw the educational sector as her most paramount project so she placed it under her priority list. For instance, the defunct Western Region of Nigeria financed the education sector with huge percentage of her annual budget which far exceeded the present day 26% and 15% of annual budget recommendations of United Nations Educational, Scientific and Cultural Organization (UNESCO) and National Council on Education (NCE) of Nigeria respectively. This as well culminated to the use of this statement, "Investment in Education" that all other commissions, panels, committees among others used in their reports in Nigeria as affirmed by Fafunwa (1974), Taiwo (1980), Omoruyi, (1990), Itedjere (1997), Osokoya (2002), Federal Ministry of

Education (2004), Federal Republic of Nigeria (2004 and 2013), Ojebiyi & Onoguere(2016) and Onoguere (2019).

Also, there was traumatic increase in number of enrolees (pupils) for the UPE scheme, that by 1960 it crashed due to overpopulation of pupils, inadequate manpower (number and qualification), inadequate statistical data, inadequate infrastructures, inadequate textual materials among others (Fafunwa 1974, Taiwo 1980, Omoruyi 1990, Itedjere 1997, Osokoya 2002, Federal Ministry of Education 2004, Ojebiyi & Onoguere 2016 and Onoguere 2019).

Other positive feature accrued from the free Universal Primary Education (UPE) scheme of the defunct Western Region of Nigeria was the inculcation in parents, of the need for female education at all levels as Omoruyi (1990) and Unuatah & Yusufu (1996) affirmed that this eventually terminated the jinx of the African saying: “train the girl-child (female); transfer the wealth of the family to another”

Lawal (1999) affirmed that the educational structure witnessed reforms as well, for it was changed from: 8years primary education-6years secondary education-2years for General Certificate of Education (Advance Level) -3 years university education to 6years primary education-5years secondary education-2years for Higher School Certificate/ General Certificate of Education (Advance Level) -3 years university education.

Fafunwa (1974), Taiwo (1980), Omoruyi, (1990), Unuatah & Yusufu (1996), Kosemani et. al. (1995), Itedjere (1997), Osokoya (2002), Federal Ministry of Education (2004) and Onoguere (2014 & 2019) stated that in terms of free education, the government of the defunct Western Nigeria introduced the abolition of fee to help to reduce the financial burdens of poor parents (house-holds). This resulted to traumatic increase in primary school (education) enrolments throughout the entire duration of the Universal Primary Education UPE scheme. In no doubt, this ushered in positive reforms as it solely provide new entrants (students) for secondary education, teacher training colleges, trade and craft schools, while for tertiary institutions to an extent in Nigeria. This as well brought into limelight the birth of middle-level and high-level manpower development into the country’s work-force.

Moreover, in the old defunct Western Region, 94 percent of the population of children between the ages of six and twelve years who were beneficiaries completed the primary education while 56 percent gained admission into secondary

school, teacher training colleges, technical colleges, trade and craft schools (Omoruyi, 1990 and Unuatah et. al., 1996).

Finally, the free regional Universal Primary Education (UPE) scheme initiated by the old defunct Western Regional government stood as (foundation) as Omoruyi (1990) Lawal (1999), Osokoya (2002), FME (2004) and Onoguere (2019) affirmed that “gave birth” to other subsequent free and compulsory basic education schemes (programmes) such as the 1976 Universal Primary Education (UPE) scheme, 1992 Universal Basic Education (UBE) programme and 1999 Universal Basic Education (UBE) programme introduced by all other governments (military or civilian) in Nigeria.

Conclusion

The 1948 United Nations Human Rights Declaration cum the constitutional developments in Nigeria generally, made each of the four different parts namely: the Eastern Nigeria, the Northern Nigeria, the Western Nigeria and the Central Government’s with different governments and educational systems to embarked in different educational reforms. In Nigeria, the defunct government of the defunct Western Nigeria was first kicked-started the introduction of a free and compulsory Universal Primary Education (UPE) scheme in 1955. The free and compulsory UPE scheme brought about the learners (male or female) received free and compulsory formal education at the primary level and this revolutionized the education sector, for it recorded traumatic turn-out of enrollees that as well affected every other levels.

Recommendations

Though the free and compulsory UPE scheme of the defunct Western Nigeria was implemented and failed decades ago, but there were some gains that would contribute to the reformation of the education section today. The primary (basic) education is the foundation to other levels, so the writers recommend that the federal government should as a matter of urgency expend much on educational schemes/projects but the educational section generally, adhering to the 26% and 15% of annual budget recommended by the United Nations Educational, Scientific and Cultural Organization (UNESCO) nations world-wide and National Council on Education (NCE) of Nigeria respectively; -employ more teaching and non-teaching

staff in term of number and qualification(s); provide adequate infrastructures; adequate textual materials and among others.

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INFLUENCE OF HARDINESS ON ACADEMIC STRESS AMONG PUBLIC UNIVERSITY UNDERGRADUATES IN SOUTHWESTERN NIGERIA

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Abstract: *The study investigated the levels of academic stress among university undergraduates based on university type and the influence of hardiness on academic stress among the university undergraduates in Southwestern Nigeria. This was with a view to providing information on the levels of academic stress among the university undergraduates in Southwestern Nigeria and whether hardiness could influence academic stress. To guide the study, one research question was raised and one hypothesis was formulated and tested at 0.05 level of significance. The study adopted the survey research design. The population for the study comprised 320,411 university undergraduates in Southwestern Nigeria while the sample size consisted of 1,536 university undergraduates using multistage sampling technique. Three states were selected using simple random sampling technique. From each state, two universities (federal and state) were selected using purposive sampling technique. Four faculties were selected from each of the universities using convenience sampling technique. Finally, 64 students from 200 and 400 levels were selected from each of the faculties using convenience sampling technique. One instrument with two scales namely: Academics Stress Inventory and Revised Academic Hardiness Scale were used to collect data for the study. Data collected were analysed using percentages, Rank Order, Relative Significance Index and one way Anova (Analysis of variance). The results showed that 70.5% and 79.7% of the university undergraduates in the federal and to state universities respectively experienced moderate level of academic stress. Also it was shown that there was a significant influence of hardiness ($f(2,1387) = 28.50$ $p < 0.05$) on academic stress of university undergraduates in Southwestern Nigeria. The study concluded that hardiness provided information on factors that could influence academic stress of university undergraduates in Southwestern Nigeria. The study therefore recommended among others that more appropriate academic stress management strategies should be introduced by educational psychologists and counsellors to help students manage academic stress.*

Keywords – Academic Stress, Hardiness and University Undergraduates

Introduction

The modern world that is often said to be a world of achievement is also a world of stress. One experiences stress everywhere whether it is within the family, business organisation or any other social or economic activity. What comes to mind by mere mentioning the word “stress” are thoughts such as increased rate of depression, anxiety, cardiovascular diseases and other life threatening problems. Although stress is needed as a motivator, but prolonged exposure to stress can increase the risk of devastating illness. The term “stress” was borrowed from the field of Physics by one of the fathers of stress research, Selye Hans in 1936. In Physics, stress is described as the force that produces strain on a physical body that is, like bending a piece of metal until a snap occurs because of the force or stress exerted on it. The author expressed that stress was a non-specific strain on the body caused by irregularities in normal body functions and that stress resulted in the release of stress hormones, which is called ‘General Adaptation Syndrome’ (Selye, 1936). Stress could be physiological and psychological imbalance. It arises due to the demand on a person’s inability to meet certain targets or expected outcome.

Stress is viewed as a negative emotional, cognitive, behavioural and psychological process that occurs as a person tries to adjust to or deal with the causes of stress (Bernstein, Pennier, Stewart & Roy 2008). Stress refers to the consequence of the failure of an organism; human or animal to respond appropriately to emotional or physical threats, either actual or imagined (Sarita, 2015). Stress can also be considered as any factor acting internally or externally, which makes adaptation to environment difficult and which induces increased effort on the part of the individual to maintain a state of equilibrium between himself or herself and the external environment (Humphrey, Yow & Bowen, 2000). Inability to cope with stress can lead to a lot of problems socially, physically and psychologically.

Oftentimes, students rush from one end of the campus to the other, trying to beat or avoid lateness to their next class since classes are scheduled one after the other, there is less or no time to even eat let alone of resting (Onwamana & Ogunsanmi, 2014). Also the bad living conditions of students, that is, where students stay in congested rooms for example 10-15 students in a room, meant for just 4 or 6 people may affect almost all aspects of their lives. Therefore, whenever they think about these issues they can get stressed up and lose focus. All these in

one way or the other may contribute to the academic stress of the students thereby preventing them from putting in their best in their studies.

As a result of all these challenges which are mostly unavoidable in their quest to succeed in life, they are exposed to stress which may lead to psychological, mental and social problems. Although at the point of entry many students do not envisage these challenges as many students enter university excited about their admission, but as soon as classes start, assignments are given with deadlines, they do their best to keep up with the work. In practice, however, doing quality work and turning it in on time is a challenge that can easily lead to stress, especially when unforeseen events occur. For many university undergraduates, university life is a major transition in their lives since they are accorded the chance to decide what to do without undue influence of their parents. Aluede, Omorege and Agwinede (2005) pointed that academic stress is a major factor to incessant students' unrest in Nigerian Universities. Omigbodun (2004) expressed that academic stress compromised the quality of education students are expected to have. Academic stress is a concern that should not be taken for granted because it can adversely affect the overall adjustment of students.

Today, many university undergraduate students in Nigeria have become so much addicted to internet and phones while some even go to the extent of using drugs to manage academic stress. It is not uncommon to see students breaking down or falling sick shortly before or during examinations. They work less before examination but work themselves tired during examination period due to poor time management and procrastination.

The construct of hardiness was first introduced as a resiliency resource protecting business executives against the ill effects of stress on health (Kobasa, 1979). As typically defined, hardiness described a generalised style of functioning characterised by a strong sense of commitment, control and challenge (Bartone, 2000). Commitment refers to an ability to see the world as interesting and meaningful, and to seek involvement rather than withdrawal. Control is the belief in one's own ability to control or influence the course of events. Challenge involves seeing change and new experiences as exciting opportunities for learning and personal growth (Maddi, 2004). According to Bernishek, Feldman, Shipon, Mecham and Lopez (2005), the components of academic hardiness are commitment, concerned students reported willingness to expend consistent effort and to engage in personal sacrifices in order to achieve academic

excellence, irrespective of the content or demands of individual courses, instructors or personal interest. Challenge was defined as students purposeful efforts to seek out difficult academic course work experiences to justify such actions as for personal living. Control was defined as students beliefs that they possessed the capacity to achieve desired educational outcomes from personal effort and through effective emotional self regulation in the face of academic stresses and disappointments.

Possessing all the three hardiness attributes (commitment, control and challenge) provides people with the ability to turn unfortunate circumstances into opportunities for personal growth (Majde, 2007). Therefore, the critical assumption of hardiness theory for stress resiliency is that the hardy personality type is not as easily threatened or disrupted by ordinarily stressful aspects of the human condition. From a theoretical point of view, the hardy undergraduate is expected to react to the new setting with a sense of genuine interest and purpose, appraise the academic requirements as challenging obstacles that can be overcome with dedication and committed endeavour, and then apply the necessary amount of effort to succeed and adjust to the academic environment. As an end result, academic stress is rendered as less harmful and, instead, transformed into opportunities for good success. The hardy student may thus even prosper and thrive under the pressure faced within the demanding environment.

Research Questions:

The following research questions were raised to guide the study.

1. What are the levels of academic stress among undergraduates in Southwestern Nigeria based on university type?
2. What are the management strategies of academic stress among undergraduates in the study area?

Hypothesis

The following null hypothesis was formulated and tested at 0.05 level of significance to achieve the objectives of the study.

There is no significant influence of hardiness on academic stress of university undergraduates in Southwestern Nigeria.

Methodology

The study was a survey research design. The population of the study consisted of all public university undergraduates, both federal and state in Southwestern Nigeria, totaling 320,411 at the inception of 2017/2018 session. Southwestern is one of the geo-political regions in Nigeria with six states namely Lagos, Ogun, Osun, Oyo, Ondo and Ekiti. Six Federal universities, eight state universities and thirty (30) private universities were in the Southwestern Nigeria at the time of the study.

The sample size was 1536 undergraduates in Southwestern Nigeria. The sample size was considered adequate for the study given the sample size developed by Berlett, Kotrilik and Haggin(2001) with the recommendation of a minimum of 1532 at 95% of confidence. Statistical calculation was also made use of to determine the sample size. Multistage sampling technique was adopted to select sample for the study. In selecting the sample, three states were selected from the six states in the Southwestern Nigeria using simple random sampling technique. Two public universities were selected from each of the selected states using purposive sampling technique on ownership.

Furthermore, four faculties were selected using simple random sampling technique from each of the universities. Also, 64 students were selected using convenience sampling technique from each of the four faculties. In total, 1,536 undergraduates were selected that is, 256 from each university. One instrument with two scales namely: Academic Stress Inventory and Revised Academic Hardiness Scale were used to collect data for the study. Data collected were analysed using percentages, Rank Order, Relative Significance Index, and One way ANOVA (Analysis of Variance).

Results

Research Question 1: What are the levels of academic stress among university undergraduate students in Southwestern Nigeria based on the university type?

In order to answer this research question, university undergraduate students' responses to 17 items on ASI were scored and cumulated. The minimum and maximum scores obtainable from this inventory were 17 and 68. The resulting scores were then subjected to descriptive analysis. The mean and standard deviation of the scores were 42.04 and 10.12 respectively. Students whose scores on the scale were one standard deviation below the mean (i.e. lowest through 32) were adjudged

as low level of academic stress, scores of 33 to 52(i.e. 33 to 1SD above mean score) as moderate level of academic stress while scores of 53 to 68 were adjudged as high level of academic stress. The result is presented in Table 1.1.

Table 1: Levels of Academic Stress among University Undergraduates in South-western Nigeria based on the University Type

Level of Academic Stress	Federal		State	
	f	%	f	%
Low	116	16.5	105	15.3
Moderate	457	65.1	517	75.1
High	129	18.4	66	9.6
Total	702	100.0	688	100.0

Table.1 shows the levels of academic stress among university undergraduates in Southwestern Nigeria based on the university type. It is shown that 16.5% and 15.3% of the university undergraduates in the Federal and state universities experienced low level academic stress. Also, 65.1% and 75.1% of the university undergraduates in the Federal and state universities experienced moderate level of academic stress while 18.4% and 9.6% of the undergraduate students in Federal and State universities respectively experienced high level of academic stress. Indication is shown from this result that among university undergraduates with low and high levels of academic stress, large percentage of them were from Federal universities while undergraduate students in state owned universities recorded higher percentages among those with moderate level of academic stress.

Research Question 2: What are the management strategies of academic stress among university undergraduate students in the study area?

In order to answer this research question, students' responses to 11 items on the adapted Management of Academic Stress Scale (MASS) were scored and subjected to descriptive analysis of frequency and percentage, their mean, standard deviation values as well as their ranking were obtained. In addition, a mean cut-off point of 2.5 was set as criteria for determining the acceptability of the strategy with mean of 2.5 and above were considered as important management strategies. The result is presented in Table 2.1.

Table 2: Management Strategies of Academic Stress among Undergraduates in Southwestern Nigeria (With RSI)

S/ N	Management Strategies	SA		A		D		SD		RSI	Rank
		F	%	f	%	f	%	f	%		
1	I relax or sleep to overcome stress	672	48.3	493	35.5	122	8.8	103	7.4	0.81	1 st
2	Conducive learning environment makes studying less stressful for me.	538	38.7	554	39.9	178	12.8	120	8.6	0.77	2 nd
3	Early preparation for examinations helps me to cope with academic stress	529	38.1	555	39.9	179	12.9	127	9.1	0.77	2 rd
4	Effective time management makes me less stressful	464	33.4	605	43.5	219	15.8	102	7.3	0.76	4 th
5	Playing/listening to music keep my mind away from my challenges	432	31.1	607	43.7	221	15.9	130	9.4	0.74	5 th
6	I gist or chat with friends to relax	402	28.9	641	46.1	210	15.1	137	9.9	0.74	5 th
7	I engage in religious activities to successfully cope with stress	355	25.5	547	39.4	306	22.0	182	13.1	0.69	7 th
8	I watch television to keep my mind away from worrying	344	24.7	544	39.1	280	20.1	222	16.0	0.68	8 th
9	Reading novels/interesting magazines helps me to cope with academic stress	308	22.2	532	38.3	304	21.9	246	17.7	0.66	9 th
10	I engaged in sporting activities to keep my mind away from academic work.	305	21.9	487	35.0	353	25.4	245	17.6	0.65	10 th
11	I take drugs to cool down tension	196	14.1	374	26.9	354	25.5	466	33.5	0.55	11 th

Table 2 shows the management strategies of academic stress among university undergraduates in Southwestern Nigeria. As shown in this result, the undergraduates in order to deal with academic stress adopted strategies such as

relaxation and sleeping (RSI = 0.81) with 48.3% and 35.5% of the students respectively strongly agreed and agreed with the use of this strategy; studying in a conducive learning environment (RSI = 0.77) with 38.3% and 39.9% of the students respectively strongly agreed and agreed with the use of this strategy; early preparation for examinations (RSI = 0.77) with 38.1% and 39.9% of the students respectively strongly agreed and agreed with the use of this strategy; effective time management (RSI = 0.76) with 33.4% and 43.5% of the students respectively strongly agreed and agreed with the use of this strategy; playing/ listening to music (RSI = 0.74) with 31.1% and 43.7% of the students respectively strongly agreed and agreed with the use of this strategy; gisting or chatting with friends (RSI = 0.74) with 28.9% and 46.1% of the students respectively strongly agreed and agreed with the use of this strategy; engaging in religious activities (RSI = 0.69) with 25.5% and 39.4% of the students respectively strongly agreed and agreed with the use of this strategy; watching television (RSI = 0.68) with 24.7% and 39.1% of the students respectively strongly agreed and agreed with the use of this strategy; reading novels/interesting magazines (RSI = 0.66) with 22.2% and 38.3% of the students respectively strongly agreed and agreed with the use of this strategy; and engaging in sporting activities (RSI = 0.65) with 21.9% and 35.0% of the students respectively strongly agreed and agreed with the use of this strategy.

Hypothesis:

There is no significant influence of hardiness on academic stress of university undergraduates in Southwestern Nigeria.

In order to test this research hypothesis, undergraduates' responses to 16 items on Revised-Academic Hardiness Scale were scored and cumulated. The minimum and maximum scores obtainable from this scale were 16 and 64. The mean and standard deviation of the scores were 48.30 and 8.86 respectively. Students whose scores on the scale were one standard deviation below the mean (i.e. lowest through 39) were adjudged as low level of academic hardiness, scores of 40 to 57 (i.e. 40 to 1SD above mean score) as moderate level of academic hardiness while scores of 58 to 64 were adjudged as high level of academic hardiness. These categories were then used as a factor on the cumulated academic

stress score of the undergraduates. The result of a One Way ANOVA is presented in Table 1.2.

Table 3: One-way Analysis of Variance Test of Significant Influence of Hardiness on Academic Stress of University Undergraduates in Southwestern Nigeria.

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1812.751	2	906.375	8.940	.000
Within Groups	140614.993	1387	101.381		
Total	142427.744	1389			

Table 3 shows a one-way between groups analysis of variance conducted to explore the influence of hardiness on academic stress of university undergraduates in southwestern Nigeria. It can be observed that there was a statistically significant influence of hardiness on academic stress of university undergraduates as determined by one-way ANOVA ($F(2,1387) = 8.940, p = .000$). This result concluded that there was a significant influence of hardiness on academic stress of university undergraduates in Southwestern Nigeria. The result of post-hoc test conducted to find out where the differences exist is presented in Table 1.2.

Table 4: Post-hoc Test of Multiple Comparisons of Academic Stress of University Undergraduates in Southwestern Nigeria with Different Levels of Hardiness

(I) Hardgrp	(J) Hardgrp	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Low	Moderate	-3.90188*	.92702	.000	-6.0769	-1.7269
	High	-3.13206*	1.20542	.026	-5.9603	-.3039
Moderate	Low	3.90188*	.92702	.000	1.7269	6.0769
	Higindenth	.76982	.88110	.657	-1.2974	2.8371
High	Low	3.13206*	1.20542	.026	.3039	5.9603
	Moderate	-.76982	.88110	.657	-2.8371	1.2974

Table 4 shows Post-hoc comparisons using the Turkey HSD (Honestly Significant Difference) test indicated that there was a significant difference

between academic stress mean scores of students with low ($M=38.59$, $SD=12.74$) and moderate ($M=42.49$, $SD=9.33$) level of hardiness, and also between low ($M=38.59$, $SD=12.74$) and high level of hardiness ($M=41.72$, $SD=12.43$). However, no significant difference was found in academic stress mean scores of students with moderate and high level of hardiness.

Discussion

Based on the result of the first research question of this study, there is an indication from the result that the level of academic stress among university undergraduates in Southwestern Nigeria is higher among federal university students than their state counterparts. However, majority of the students were reported to have moderate level of academic stress followed by high and low levels, but the state universities have more of moderate level than the federal, while federal university students experienced the highest low and high levels of academic stress. Previous studies conducted by Adeniyi (2017) and Omotola (2018) found out that there was high prevalence of academic stress among university undergraduates. In an opposite opinion, Morse and Dravo (2007), Amponsah and Owolabi (2011), and Bataineh (2013) found out that most university undergraduate students had moderate level of academic stress. Also, Ipem and Odeigah (2013) concluded from their study that federal university undergraduate students experienced high level of stress than their state counterparts. Therefore as shown from the findings of this study and some previous studies, it seems logical to suggest that the moderate level of stress experienced by majority of the undergraduates predisposed them to cope well in their studies because the little or moderate stress serves as a motivator. A plausible reason for the higher level of stress experienced by federal government university undergraduates may be because the academic standard of federal university is higher than state, therefore they will need to put in more efforts to succeed.

The result of the second research question stated that the most common academic stress management strategies among the students are: sleeping to overcome stress, conducive learning environment and early preparation for examination. This is in agreement with some Sarita and Sonia (2015) findings that time management, sleep, exercise, meditation, music are some stress management strategies. The finding of Sheikh *et. al* (2004) is also partially in support, in that the authors agreed that sleeping is a form of academic stress management. But Kio *et.*

al (2015) proposed that for effective stress management, use of stress journal was adequate likewise John (2017) supported this view of journaling.

The result of the analysis of the hypothesis one showed that there was a significant influence of hardiness on academic stress of university undergraduates, this showed that hardiness has a positive influence on academic stress. This is in line with the findings of Mohammad (2010) that an hardy undergraduate is expected to react to the new academic setting with a sense of genuine interest and purpose, appraise the academic requirements as challenging obstacles that can be overcome with dedication and committed endeavour, and apply the necessary amount of effort to succeed and adjust to the academic environment. It was also observed that hardy students prosper and thrive under the pressure faced within the demanding environment.

Conclusion

The present study established the fact that the level of academic stress among university undergraduate students in Southwestern Nigeria was higher among federal university students than their state counterparts. Furthermore, it was established that relaxation/sleeping, studying in a conducive learning environment, early preparation for examinations and effective home management were some of the management strategies of academic stress among the students. Therefore, the study concluded that hardiness which is the individual internal and external abilities to successfully cope with stress could help the university undergraduate students to cope successfully with academic stress.

Recommendations

From the findings and conclusions of the study, it is recommended that to further enhance and assist undergraduates to cope successfully with academic stress, this study should be applied in various educational and counselling settings. Workload of university undergraduates should be reduced, if possible. Parents need to be counselled against forcing their children on the choice of course/career, more lecture halls should be built to ease the problem of congestion in the lecture rooms as some students mentioned that overcrowded lecture halls make them uneasy.

Furthermore, more hostels should be built to accommodate majority of the students as challenges encountered by off-campus students cannot be

overemphasized, also the universities could invite private investors to build more hostels. Transportation should also be provided for those living outside the campus.

More appropriate stress management strategies should be introduced by educational psychologists and counsellors to help students overcome academic stress. Provision of adequate infrastructural facilities by school authorities and government is necessary.

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PERCEPTION OF MODE OF DRESSING ON CAMPUSES OF HIGHER INSTITUTIONS OF LEARNING BY STUDENTS IN AMBROSE ALLI UNIVERSITY EKPOMA EDO STATE

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Abstract: *The study explored perception of mode of dressing on campuses of higher institutions of learning by students in Ambrose Alli University, Ekpoma Edo State. The study identified the forms of indecent dressing prevalent among the undergraduates as well the perceived causes of indecent dressing. It also determined the consequences of indecent dressing and students' adopted coping mechanisms. Survey research design was used for the study. Two hundred (N =200) male and female students participated in the study. The researcher-designed and validated questionnaire titled "Students Questionnaire on Indecent Dressing (SQID)" was used to collect data for this study. The reliability coefficients obtained ranged from 0.72 to 0.91 when the instrument was pilot-tested on 40 undergraduate students in other university outside the locale of the study. The findings revealed that both male and female students involved in this study dress indecently. The results also showed that peer group influence, accepted foreign influence and fading values, and modernization of Africa culture were majorly acknowledged causes of indecent dressing by the students. It further revealed that indecent dressing has negative consequence on the respondents and students showed preference for seeking faith based solution than seeking counselling helps and services as one of the coping mechanism. The study concluded that students perceived that male and female undergraduates involved in indecent dressing on the campus. It therefore recommended counseling helps and services for educating students on the implications of their mode of dressing.*

Keywords: *Perception, Indecent dressing, Mode of dressing, Students*

Introduction

A dress is a cloth worn on the body in order to cover nakedness. Dressing refers to as an act of putting on cloth in order to protect and beautifying our body. Any type of dress worn is depended on physical stature, gender, status as well as social and geographic considerations. A primary function of clothing is to improve the comfort of the wearer by providing protection against harsh weather conditions as well as for covering the intimate parts of the body. Dorcas and Joice (2018) cited Omede (2011) view dressing pattern of an individual as a kind of sign language

that communicate a complete set of information and is usually the basis on which immediate impressions are formed.

Indecent dressing is a dressing that reveals sensitive parts of the body. Indecent dressings sometimes send wrong signals that may stir up sexual urge of the opposite sex in both males and females. However, all dresses that reveal sensitive parts of the body such as the burst, chest, belly, upper arms and buttocks are referred to as indecent dressing. Egwim (2010) referred to indecent dressing in a more specific term as the attitude of someone, male or female that dresses to show off parts of the body such as the breasts, buttocks or even the underwear particularly those of the ladies that need to be covered. Olori (2003) viewed indecent dressing as a form of dressing that is provocative, improper and morally unacceptable. These dress patterns are morally offensive and reveal the high rate of moral decadence in the society of our time. Adeboye (2012) defined indecent dressing as the wearing of clothes that are not appropriate for a particular occasion or situation. She further explained that, it is not indecent to go naked in the bathroom, in labour room or in the bedroom with your partner. Olakojo (2018) defined indecent dressing as deliberate exposure of one's body to the public which is against the norms, culture and values of the society. From the above definitions what seem to be common among the researchers shows that any forms of provocative, improper and morally and culturally unacceptable dressing that deviation society are termed as the indecent dressing.

Indecent dressings seem very common among male and female students of campus of higher institution of learning in Nigeria. For examples, half naked dressing, transparent clothes, bumper shorts, armless tops etc worn by girls, sagging, hot bosom, low west and the likes worn by boys. All clothes that reveal sensitive parts of the body such as the burst, chest, belly, upper arms are commonly wear among the students on campus. Indecent dressing is influenced by various factors which includes poor parenting, videos, pornography and music watching, Peer group influence, wrong use of internet facilities, Modernization of African culture, models watch on television, foreign culture influence and fading values etc.(Omede, 2011; Gushee, 2014; and Dorcas & Joice, 2018)

Indecently dressed students may likely be vulnerable to assault, sexual harassments, rape, target of victimization, lured into prostitution, used for ritual purpose, lose concentration on school work/education and also may engaged in other social and moral evils like cultism and lying to mention a few in the society.

Researchers like (Abdul-Noowin, 2017; Olakojo, 2014) observed that a lot of dangers are attached with indecent dressing. These dangers include rape, prostitution, venereal deadly diseases, poor school grades, sexual assault, moral and values decay. This study investigated students' perception of mode of dressing on campus of higher institution of learning and coping strategies adopted by students.

Indecent dressing is a deliberate exposure of one's body to the public. These forms of dressing are improper, provocative and morally unacceptable in the society. Indecent modes of dressing are common among undergraduate students of campus in Nigerian. These patterns of dressing are morally offensive and reveal the high rate of moral decadence in the society. Students' perceived mode of dressing on campus of higher institution of learning may be influenced by many factors which include poor parenting, peer pressure, wrong use of the Internet, fading values as well as demonic influence among others. Indecently dressed students are vulnerable to various social vices such assault and sexual harassment, prostitution, rape, stealing, poor academic performance, HIV/AIDS and other venereal disease infection as well as armed robbery, lying recorded in the society over time. The study therefore investigated perception of mode of dressing on campuses of higher institution of learning among students in Ambrose Alli University Ekpoma Edo State (Foreign Links Campus Moro Study Centre).

Research Objectives

The objectives for this study are to:

1. identify the forms of indecent dressing prevalent among undergraduate students in Ambrose Alli University Ekpoma Edo State (Foreign Links Campus Moro Study Centre);
2. examine the perceived causes of indecent dressing among the students;
3. determine the consequences of indecent dressing on students, and
4. investigate coping mechanism adopt by students

Research questions

- i. What are the forms of female dressing considered indecent by male undergraduate students and forms of male way of dressing considered as indecent by female in Ambrose Alli University Ekpoma Edo State (Foreign Links Campus Moro Study Centre)?
- ii. What are the perceived causes of indecent dressing among the students?
- iii. What consequences does indecent dressing have on students?

- iv. What are the coping mechanisms adopted by students?

Methodology

The study adopted survey design. The population for the study consisted of all 350 undergraduate students of Ambrose Alli University Ekpoma Edo State (Foreign Links Campus, Moro Study Centre). The sample consisted of 200 students selected using a simple random sampling technique. The researcher-designed and validated questionnaire titled "Students Questionnaire on Indecent Dressing (SQID)" was used to collect data for this study. The items in this questionnaire were generated from the thorough review of the empirical and conceptual studies in related area of interest. The questionnaire was divided into five (5) subsections. The section A of the questionnaire contained the bio-data of the students. Section B (i) consisted of 14 items which measured forms of female dressing considered as indecent by their male counterparts; section B (ii) had 20 items which measured forms of male dressing considered as indecent by their female counterparts; section C contained seven (7) items that measured perceived causes of indecent dressings; section D contained 14 items that measured consequences of indecent dressing on students while section E contained 14 items that measured coping mechanisms adopted by students. The questionnaire was pilot-tested on 40 undergraduate students in other university and the reliability coefficients were determined for each section and the whole items on the questionnaire. For instance, the reliability coefficients obtained for 14, 20, 14, 7, and 14 items on sections B through E respectively were .83, .89, .72, .83 and .90 while the whole items on the questionnaire yielded a reliability coefficient of .91 via internal consistency based on Cronbach' Alpha. Data collected were analyzed using percentages, ranking and Relative Significant Index (RSI).

Results

Research Question 1: What are the forms of indecent dressing prevalent among undergraduate students in Ambrose Alli University Ekpoma Edo State (Foreign Links Campus Moro Study Centre)?

To answer this research question, the responses of (male and female) students to items in Section Bi of the questionnaire were analysed. The female students were made to indicate the forms of male's dressing they considered as indecent forms of dressing. The average score of the frequencies of each of the

forms of dressing was calculated (31). Frequencies that were equal to or greater than the average score were identified as the prevalent forms of dressing among the students. The results are presented in Table 1.

Table 1: Male students’ forms of dressing considered as indecent by female undergraduate students

SN	Forms of dressing	Yes (%)	No (%)	Rank
	Shirts or any wear revealing the armpit or shoulder	49 (49.0)	51 (51.0)	2 nd
	Short knickers above the knee	52 (52.0)	48 (48.0)	1 st
	Wearing of Head ties	37 (37.0)	63 (63.0)	3 rd
	Wearing of Earrings	32 (32.0)	68 (68.0)	6 th
	Clothing including T-shirts which displays sex, violence, drugs, tobacco,	30 (30.0)	70 (70.0)	7 th
	T-Shirts and jeans which carry immoral messages	34 (34.0)	64 (64.0)	4 th
	Kaftans without trousers	24 (24.0)	76 (76.0)	9 th
	Tattoo with provocative writing or picture	22 (22.0)	78 (78.0)	12 th
	Long and bushy hairs and beards	34 (34.0)	66 (66.0)	4 th
	Braiding	26 (26.0)	74 (74.0)	8 th
	Jerry curls	19 (19.0)	81 (81.0)	13 th
	Plaited hairs	23 (23.0)	77 (77.0)	11 th
	Dreadlocks	24 (24.0)	76 (76.0)	9 th

Table 1 shows that 52% of the female undergraduates considered short knickers above the knee forms of male’s dressing as indecent, followed by shirts or clothes revealing the armpit (49%), while only 19% of the female students considered jury curls as the least form of male’s dressing. This is followed by tattoo with provocative writing or picture (22%) and plaited hair (23%). Furthermore, the female students’ forms of dressing considered as indecent by males are presented in

Table 2: Female students’ forms of dressing considered as indecent by male undergraduate students

S/N	Forms of dressing	Yes	No	RSI	RANK
1	Sleeveless tops	48 (48.0)	52 (52.0)	0.74	5
2	Body hugs	52 (52.0)	48 (48.0)	0.76	2
3	Short Knickers	42 (42.0)	58 (58.0)	0.71	11
4	Transparent clothes	23 (23.0)	77 (77.0)	0.62	19
5	Head gears e.g. Canopy head ties	49 (49.0)	51 (51.0)	0.75	3
6	Bogus fashion jewelries	36 (36.0)	64 (64.0)	0.68	13
7	Spaghetti tops	45 (45.0)	55 (55.0)	0.73	7
8	OFF shoulders	44 (44.0)	56 (56.0)	0.72	9
9	Wicket straps	26 (26.0)	74 (74.0)	0.63	18
10	Mono straps	34 (34.0)	66 (66.0)	0.67	14
11	Mini skirts	50 (50.0)	50 (50.0)	0.75	3
12	Dress and Skirt with slit above the knees	53 (53.0)	47 (47.0)	0.77	1
13	Tight dresses and dresses	38 (38.0)	62 (62.0)	0.69	12
14	T-Shirts and jeans which carry immoral messages	31 (31.0)	69 (69.0)	0.66	15
15	All clothes that reveal sensitive parts of the body such as the burst, chest, belly, upper arms and buttocks	24 (24.0)	76 (76.0)	0.62	19
16	Rosy Chicks	30 (30.0)	70(70.0)	0.65	17
17	Eye Shadow	47 (47.0)	53 (53.0)	0.74	5
18	Excessive Lipsticks	31 (31.0)	69 (69.0)	0.66	16
19	Rastafarian hairstyles	43 (43.0)	57 (57.0)	0.72	9
20	Nail attachment	46(46.0)	54(54.0)	0.73	7

Table 2 shows that the respondents identified dress and Skirt with slit above the knees and body hugs clothes as their most frequently worn clothes ranked highest using RSI; while the least ranked worn were all clothes that reveal sensitive parts of the body such as the burst, chest, belly, upper arms and buttocks and transparent clothes.

Research Question 2: What are the perceived causes of indecent dressing among the students?

Table 3: Perceived Causes of indecent dressing among undergraduate students

S/N	Perceived Causes	Yes	No	RSI	RANK
	Poor parenting influence	95 (47.5)	105 (52.5)	0.74	7
	Watching videos, pornography and music	133 (66.5)	67 (33.5)	0.83	5
	Peer group influence	146 (73.0)	54 (27.0)	0.87	1
	They learn it through the use of internet facilities	133 (66.5)	67 (33.5)	0.83	6
	Modernization of African culture	140 (70.0)	60 (30.0)	0.85	2
	They learn most of their dress code from models on television	137 (68.5)	63 (31.5)	0.84	4
	Accepted foreign influence and fading values	141 (70.5)	59 (29.5)	0.85	2

Table 3 shows that most of the respondents' ranked peer group influence (1st) as the major cause of indecent dressing among students in higher institutions of learning. This is followed by accepted foreign influence and fading values and modernization of African culture (2nd), while they indicated that poor parenting influence is the least among the causes of indecent dressing among higher institution students.

Research Question 3: What consequences does indecent dressing have on students?

Table 4: Consequences of indecent dressing on undergraduate student's behaviour

SN	Consequences	RSI	Rank
	I feel aroused sexually	0.60	6 th
	I feel depressed	0.62	2nd
	I feel comfortable	0.61	4th
	I feel frustrated	0.57	8th
	I feel like stealing to match up with their style of dressing	0.55	10th
	I lose concentration on school work	0.56	9th
	I feel intimidated	0.61	4th
	It makes students to be a target of victimization	0.62	2nd
	It gives me bad impression about such students	0.65	1st
	I have a feeling of having a civilized friend	0.60	6th

The results in Table 4 shows that “it gives me bad impression about such students” ranked 1st among the consequence the indecent dressing have on students, “I feel depressed” and “it makes students to be a target of victimization” ranked 2nd while “I feel like stealing to match up with their style of dressing” ranked the least (10th) among the consequence indecent dressing have on students, “I lose concentration on school work” ranked 9th while “I feel frustrated” ranked 8th on the list.

Research Question 4: What coping mechanism do the students adopt/Counselling Implications?

Table 5: Coping mechanism adopted by undergraduate students

SN	Statements	RSI	Rank	Average RSI
A Personal mechanism				
1	I learn to cope with it because there is nothing much I can do about it	0.71	8 th	
2	I change my negative thought about their dressing	0.67	12 th	0.64
3	I copy their dressing style in other to belong	0.55	14 th	
B Counseling mechanism				
4	I visit a counsellor for help	0.72	6 th	0.69
5	I use online counselling services	0.68	11 th	
6	I report friends to the counselor secretly	0.69	10 th	
C Religious mechanism				
7	I pray to God for help	0.72	6 th	0.75
8	I follow my religious doctrine about dressing	0.76	1 st	
9	I commit myself more to religious activities that can take my mind off from it	0.76	1 st	
10	I attend religious preaching, programmes, seminars, workshops and educative talks and shows that afford me opportunity to speak with the religious leader	0.76	1 st	
D Social mechanism				
11	I share my feeling with a reliable person	0.75	4 th	0.71
12	I received practical help from friend and family	0.73	5 th	
13	I ask my colleague for emotional help	0.71	8 th	
14	I make efforts to expose them to people that can talk to them	0.64	13 th	

Results in Table 5 shows coping strategies adopted by students who are victimized by indecent dressings. As shown in Table 6, students made use of religious mechanism more than others in coping with the effect that indecent dressing has on their behaviour. The average RSI value for religious mechanism is 0.69. This is followed by social and counselling mechanisms with average RSI value of 0.71. The least adopted mechanism is personal with Average RSI value of 0.64. This result suggests that undergraduate students showed preference for seeking faith based solution than seeking counselling help and services as one of the coping mechanism.

Discussions

It was revealed in research question one of the study that both male and females involved in this study dress indecently. Most of the prevalent forms of dresses that the respondents identified that they wear were in line with the definitions and descriptions of authors and researchers as indecent dressing. For instance, the prevalent ones as indicated by the male students were: shirts or any wear revealing the armpit; short knickers above the knee when not required; Head ties; Earrings; T-Shirts and jeans which carry immoral messages and long and bushy hairs and beards. These forms of dressing according to Olori (2003) are provocative, improper and morally unacceptable. These dress patterns are morally offensive and reveal the high rate of moral decadence in the society. They are also in consonance with the submission of Oyeleye (2013), that indecent dressing simply means the deliberate exposure of one's body to the public. This practice is contrary to the acceptable norms and values of the society.

On the other hand, the prevalent forms of dressing among the female students were sleeveless tops; body hugs; short knickers; head gears e.g. canopy head ties; spaghetti tops; OFF shoulders; mini-skirts; dress and skirt with slit above the knees; eye shadow; Rastafarian hairstyles and Nail attachments. These were also in line with the submission of Adeboye (2012) who defined indecent dressing as the wearing of clothes that are not appropriate for a particular occasion or situation and Egwim (2010) referred to it in a more specific term as the attitude of someone, male or female that dresses to showoff parts of the body such as the breasts, buttocks or even the underwear particularly those of the ladies that need to be covered. Igbinovia (2015), in a study stated that 60% of female undergraduate students of the University in Nigeria dress indecently. Similar to these are Anadi,

Egboka and Aniorobi (2011). Therefore, this study has been able to establish that both male and female students of higher institution of learning dress indecently.

The results from research question two showed that all the items except poor parenting influence was acknowledged as causes of indecent dressing by the students. They identified peer pressure as a fundamental cause of indecent dressing; peer pressure is a force that gravitate friends together and most times for evil or negative tendencies. The desire to belong and the fear of rejection have led many youths into evil or immoral acts sometimes against their will. Some of them lack the strong will to say no to evil for fear of being isolated. However, Nwabuisi, 2010 was of the opinion that pressure of peers will be inconsequential when there is healthy parental upbringing and the fear of God in the life of any youth.

The respondents also identified abuse of internet facilities, dress code from models on television and shows as another major cause of indecent dressing. Although, Information and Communication Technology (ICT) has helped to revolutionize the community tremendously; it has via the use of Internet, Communication satellites, mobile phones etc, helped to bring people together; distance, culture or language notwithstanding. Through the activities of home videos, satellites and other media agents, values (faulty or correct), fashions (modern, modest and immodest) are traded across cultures and nations. In as much as ICT is helpful, it is consequential to human and societal developments, especially when not properly regulated in a country like ours. Furthermore, the bid to modernize the African culture and the acceptance of foreign influence and fading values and also contributed immensely to the decadence.

Nonetheless, worthy of note that the respondents pinpointed the poor parenting influence as the least cause of indecent dressing. Although, researchers were of the opinion that the influence of home environment on the development of children is not in any way doubtful (Omede & Odiba, 2010) and that the home is every child's first window to the outside world. What the parents do with the child at this level in terms of training and orientation go a long way to determining what the child becomes tomorrow. Children live or die, thrive or wither, due to the decision of their parents (Gushee, 2014). It therefore implies that if a child is well trained as a child, efforts will still need to be exerted as the powerful interplay of the peer group pressure could erode the training of the parents. Consequent on this, the submission of Nwabuisi (2010) that the pressure of peers will be

inconsequential when there is healthy parental upbringing and the fear of God in the life of any youth will be useful.

Results from research three revealed that indecent dressing has negative consequence on the respondents. Here, the respondents were told to evaluate the consequence the dressing of the opposite sex has on them. Majority of them indicated that it gives them a bad impression about their opposite sex that dress indecently. They also identified other psychological problems like depression, intimidation, sexual arousal, loss of concentration on academic works as some of the effect their opposite sex's indecent forms of dressing can have on them. In addition, some female students, because of their provocative way of dressing have one time or the other become victims of rape, lured into prostitution, used for ritual purpose, unable to complete their education or training and also engaged in other ancillary social and moral problems like cultism and lying (Omode, 2011).

The results from research question four showed that students ranked religion (1st) ,social (2nd) and while counseling mechanism ranked (3rd) mechanism adopted by students to cope with the effect that indecent dressing has on their behaviour. This implies that the students rarely seek counseling help and services as one of the coping mechanism.

Conclusion

The study concluded that students perceived that male and female undergraduates involved in indecent dressing on the campus. This habit was attributed mostly to peer group influence, accepted foreign influence and fading values, modernization of Africa culture.

Recommendations

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

1. Counselling services should be made available for students to include decent mode of dressing in all our high institutions of learning to correct indecent dressing among students. Parents should also to inculcate good moral education to their children.
2. Parents should also give them attention and regulate the films they watch at homes. Also, mass media must promote good moral values, and culture. The school authority should organize seminars public enlightenment programmes

regularly to sensitize and enlighten undergraduates on the need to dress decently in the society.

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ASSESSMENT OF ADEQUACY OF INSTRUCTIONAL RESOURCES IN TEACHING LITERATURE-IN-ENGLISH IN SENIOR SECONDARY SCHOOLS IN OSUN STATE

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Abstract: *The study examined the adequacy and availability of instructional resources in teaching Literature-in-English in senior secondary schools in Osun State. The study employed descriptive survey research design. The population comprised Literature-in-English teachers in senior secondary schools in the State. A sample of 72 Senior Secondary schools and Literature-in-English teachers was selected for the study using simple random sampling technique. A total of nine Local Government Areas (LGAs) were selected while three Local Government Areas (LGAs) were selected from each of the three senatorial districts using simple random sampling technique. Eight secondary schools were selected from each of the Local Government Areas (LGAs) using simple random sampling technique. From each school, one Literature-in-English teacher was selected using total enumeration sampling technique. The research instruments for the study were: Instructional Resources Inventory (IRI) and Instructional Resources Observation Checklist (IROC). Data collected were analysed using Relative Significant Index (RSI), frequency counts and simple percentage. The results showed that the instructional resources that were available were: pencils (79.2%) and chalkboard sheet (83.3%) while video clips, pre-recorded tape/radio cassette, costume/props and concrete pictorial items were not available at all. The results also showed that video clips (94.4%) were not adequate as well as costume/props and concrete/fictional items while markers, pencils and chalkboard sheet were adequate. The study concluded that instructional resources were not available and adequate in teaching Literature-in-English in terms of what existed in the curriculum. The study therefore recommended that government should equip schools with appropriate and adequate instructional resources as recommended by the Nigeria Education Research and Development Council.*

Key words: *Assessment, adequacy, Instructional Resources and Literature-in-English*

Introduction

Literature, being a creative work of arts uses language and other artistic features to talk about life. It is an imaginative work of arts that mirrors life and, most times, focuses on the culture, beliefs, customs, religion and historical values particularly people and society. Literature therefore, is a reflection of man's life in society; a creative representation of life. The materials for literature are drawn from

the author's experience and observation of life. The author selects from his/her experience and shapes this to achieve some purposes which include criticism and entertainment. Although literature is related to life, it should be noted that literature is not an actual reproduction of life since the events and characters in literature are merely fictional except in non-fictional narratives.

In literature, language shapes the perception of things. Language helps the understanding of literature, as it is the instrument used to compare, analyse and understand what is read (Oripeloye, 2017). Otagburuagu (2007) sees Literature as a representation of life which is based on the artistic imagination of the author. According to him, Literature shows clearly the creative ability of the author and their perception of life which they try to bring out through the characters and events they create. It is a very versatile subject and is regarded as one of the most problematic and complex subjects to teach. Literature is a collection of creative works of art such as prose, drama and poetry (Justina, 2015). According to Fakeye (2015) citing Moody (1971), Literature is seen as a shared importance, which is flattering a property of the community in which it is produced.

Being a form of artistic composition (spoken or written) which can be appreciated, -literature is studied in schools at the primary school, secondary school and tertiary levels. Lerer (2003) states that teaching Literature-in-English is not about walking into the classroom, read about some literary texts and waiting till inspiration hits. It is all about organising the critical analysis of how written texts represent imagined world and how imagined world represents the environment. Literature-in-English can bring man into close contact with the real world more than he can ever have been brought without a degree of personal experience, for which the span of life is insufficient.

Literature-in-English syllabus consists of prose, drama and poetry which are genres of Literature in line with West African Senior School Certificate Examinations (WASSCE) and National Examinations Council (NECO). However, literary texts in each category are classified into either African or Non-African. The prescription is done by selecting two texts each; African and non-African categories for both prose and drama while a number of African and Non-African poems are also selected from relevant anthology of poems. It is a distinct subject in the senior secondary schools (SSS) but it is permeated in the English programme at the junior secondary school (JSS), thus, combination of the English Language and Literature-in-English becomes English Studies. The English studies syllabus is

such that larger percentage of English Language topics features prominently than Literature-in-English. The fact remains that selected literary texts and poems in the course of teaching are such that students are adequately prepared for examinations, functional use and proficiency in the language. The subject is being taught as an individual subject at the Senior Secondary School (SSS) level.

One of the primary aims of Literature-in-English instruction in Secondary Schools is to give students prosperous and well-rounded art education and it is one of the requirements for learners who wish to study courses such as Language Arts, Journalism, English Language, Law, Linguistics Mass Communication and Theatre Arts among others in tertiary institutions. Such students have to get credit in Literature-in-English in West African Senior School Certificate Examinations (WASSCE) and/or National Examinations Council (NECO) to gain admission into any of Nigerian tertiary institutions. In realising this goal, instructional resources must be made available and adequate. Fakeye and Adebile (2014) opines that Literature-in-English which is a useful tool in the socialisation and education of individuals through disclosure to fictional situation and in spite of its importance as a depot of societal values, norms, customs, beliefs and traditions, the subject is consequently not given maximum attention it deserves at the secondary school level.

One of the real reasons students perform woefully in Literature-in-English in WASSCE and NECO is that the subject had probably been abandoned by teachers at the upper basic education. They, sometimes, grumble of not having prescribed texts for the teachers and students' reluctance to purchase recommended literary texts. As a result, studies have shown that literature-in-English which should complement English Language teaching is not taught effectively. Poor teaching of Literature-in-English or neglect in junior secondary school accounts for the poor passes or failures at the Senior Secondary School Certificate Examination (SSCE) over the years. In essence, the study of literature especially at the secondary school level is important towards the learning of English language and subsequent improvement in communication, acquisition of more vocabularies, oral English performance and addition of stylistic variations while speaking and writing (Jenkwe, 2007).

It is obvious as many students still have significant difficulty in obtaining credit passes in the subject and this has revealed in the chief examiners' reports published by the national examination bodies (WASSCE and NECO). The poor

teaching and learning of the Literature-in-English has been railed by scholars such as Ola-Busari (2014). However, some of remote factors of students' difficulties in attaining set objectives of the subject include: shabby knowledge of literary appreciation, incapability to write good English, unreadable handwriting, incorrect interpretation of questions, writing of inappropriate and bad sentence construction (WAEC, 2018). Despite the important position the subject takes, therefore, the performance of students is not only downward but discouraging (Adija, 2002; Ayanniyi, 2009). Ogunnaike (2002) states that lack of relevant instructional resources, poor planning, pedagogy and presentation are some of the issues affecting effective teaching of the Literature-in-English in most schools. And, this has been responsible for poor attitude of students towards the subject and subsequent declining enrolment.

Studies show that Literature-in-English in Nigeria is still mostly being taught through teacher-centred strategies which should be student-centred, interactive and contextualised. The primary aim of most teachers in teaching the subject is that the students should be able to learn the facts and recall information for examination purposes. Ogunnaike (2002) submits for instance, that teachers use whatever method at their disposal and most often, use the "take-your-book-and-read" approach, an approach that seems erroneous and ineffective for teaching and learning of Literature-in-English. Instead, Literature-in-English teachers are expected to employ constructivist learner centred teaching approaches where learners are at the centre of most classroom activities and where teachers play the roles of facilitators and moderators in the teaching-learning process.

Nwodo (2011) asserts that notwithstanding, the fact that the study of Literature-in-English offers learners the opportunity to be proficient in English, there is no dynamic and functional Literature policy on ground. She argues that a well-planned Literature curriculum will enhance students' performance and raise the standard of education in the country. Another problem is the method of teaching. Labo-Popoola (2010) states that the way a teacher handles Literature-in-English class goes a long way in giving the students the right attitude towards the subject. The methods of teaching Literature-in-English which should be genres-specific, one that is interesting, lively, interactive and contextualized to arouse students' interests and make Literature-in-English meaningful to them. Another problem of teaching Literature-in-English is the choice of texts.

A lot of students however, find literature-in-English difficult as a result of choice of prescribed literary texts. Literary texts should be one that can arrest students' interest as well as related and significant to their background and culture. Frequent changes in school syllabus, lack of interest by students, poverty and a dearth of books or high cost of books, ill-equipped libraries or a total absence of libraries in schools, home and classrooms are some of the factors militating against effective teaching and learning of Literature-in-English in secondary schools. Fakeye (2010) finds out that the poor performances of students in the subject may have occasioned the declining enrolment and seen it has been difficult while students run away.

The *National Policy on Education* (NPE) (2014) states that one of the goals of secondary education in Nigeria is to have morally upright and well-adjusted individuals who can think independently and rationally. This is one of the things Literature-in-English aims at developing in students. Instructional resources, in fact, play significant role in the academic performance of students generally. Teachers can therefore not teach well without instructional resources. Babalola, Ivowi and Ughamadu (2004) in Aminu (2005) note that efficient instruction which is a condition for subject implementation is impossible without ample provision for instructional resources.

The use of instructional materials in the teaching of Literature-in-English should however not be treated with levity because a good Literature-in-English curriculum may be marred at the implementation stage when the appropriate resources are lacking. To achieve objectives of teaching Literature-in-English, onus lies on the teacher to be highly creative and dynamic in the use of instructional resources. Therefore, the teacher has the responsibility of choosing appropriate instructional resources in order to bring about effective lesson delivery in Literature-in-English class. Instructional resources undoubtedly make possible teaching and learning activities and accomplishment of lesson objectives. In teaching Literature-in-English, concrete pictorial items, cardboard sheets, flip cart, pre-recorded tape/ cassette, literary texts, video clips, use of appropriate costumes/props, maps and excerpt/extract from literary texts, among others are needed.

Instructional resources therefore make teaching real, concrete, explicit and understandable. Olorok (2006) notes that lack of proper instructional resources makes learning outcome impossible and too slow, as teachers who are responsible

for the task spend more time on revision. likewise, Ughamadu (2004) explains that resources such as pictures, charts, models, text books and provision of relevant instructional resources are essential for practical teaching and learning and their inadequacy affects the performance of students in the classroom. Instructional resources aid effective teaching and to ensure that education reaches all categories of people, therefore, instructional resources are needed. Even student teachers during teaching practice are required to make use of instructional resources in all lessons. This is to ensure that students recall things well not only when under the examination condition but as well as when faced with real life situations. Furror (2012) observes that education cannot play the role of national development without adequate instructional resources usage. Teachers, students and administrators need one resource or the other to really work effectively. This calls for purposeful provision of instructional resources for sound teaching of Literature-in-English. Funding is very important in the entire educational system. This aids the production of instructional resources and other comprehensive materials for effective learning outcomes.

Instructional resources contribute vastly in the teaching of Literature-in-English comprehensive, balanced, functional and relevant. To put Literature-in-English into practice, requires trained teachers that are capable of teaching the content of the subject through the use of adequate instructional resources. This will help in the achievement of the stated objectives of the subject. Teachers, therefore, must work on the improvisation of instructional resources which play significant role in the teaching of the subject. Just like a mechanic cannot operate without tools, teachers in teaching process cannot teach effectively without instructional materials. Learning requires proper use of instructional resources to achieve the stated aims and objectives of the Literature-in-English and these aims and objectives can only be achieved through the aid of instructional resources which make learning real and permanent in nature.

Williams (2009) observes that a teacher that cannot communicate well, teach well, and this is because teaching has to do with proper communication between students and teachers. Instructional resources assist in this regard through engaging students in 'learning by doing' as one of the best methods of teaching. What students do, they remember well while what is not properly communicated may be forgotten. Saidu (2007) observes that all lessons require good use of instructional resources for the student to recall well during examination and when

faced with real life situation. Teachers are, therefore, encouraged to make use of instructional resources in all lessons for proper understanding of students and achievement of the stated goals. According to Monoranja and Bharati (2013), the use of instructional resources has positive impact on the learning and academic performance of the students. Instructional resources aid students' skills and provide each student with several ways of exploring important ideas, skills and concepts.

Teachers, in particular, feel good when their students perform very well in the topics taught because the failure of students is the failure of teachers that taught the students. Samuel (2013) observes that the success of any teacher in the teaching learning process depends on the performance of their students. This is what one may call achievement of objectives in the process of teaching. There is a need for qualified teachers to use their instructional resources appropriately in teaching. Instructional resources needed for teaching must be on ground to be sure that teaching is done properly for achievement of the stated goals, aims and objectives of the lesson. The role of instructional materials in teaching cannot be overemphasised.

Instructional resources are, therefore, essential for effective teaching and learning in Nigeria and other nations of the world. When instructional resources are properly used in teaching, they help concretise abstract concepts and put the elements of reality into ideas that may seem impracticable (Abimbade, 1999). It is also believed that they help the learner's memory such that he easily recollects what he is taught when the idea is needed. It is believed that instructional resources of all kinds and forms increase students' academic performance in different subject areas. Therefore, effective learning of Literature-in-English at the secondary school level should benefit maximally from teachers' use of instructional resources to aid students' learning process.

However, Onukaogu (2002) carries out a study on factors affecting students' performance in Literature-in-English. The result revealed that various factors such as absence of dynamic and strong language policy, non-availability and inadequacy of instructional resources in teaching Literature-in-English and unprepared teachers among other factors are responsible for the students' poor performance. Isola (2010) conducted a research on the effects of instructional resources on students' performance in West Africa Senior School Certificate Examinations (WASSCE) in Kwara State. He correlated instructional resources with academic achievements of students in ten subjects. He concluded that

instructional resources have a significant effect on student's achievement in each of the subjects. Popoola (2011) investigated the effect of instructional resources on the academic achievements of students in Ogun State. He found a significant difference in the achievements of the two sets of students. The schools with adequate instructional resources performed better than those with inadequate instructional resources with reference to WASSCE results.

Statement of the Problem

Teaching and learning of Literature-in-English in Nigerian secondary schools and the availability and adequacy of instructional resources used by teachers of Literature-in-English and the overall students' performance in the subject have attracted scholars' attention. Existing studies have shown that students' performance in Literature-in-English is below average which is as a result of students' poor linguistic background, poor reading culture which is encouraged by the social media practices, incorrect interpretation of questions, inadequate content knowledge of the set texts, lack of funds to purchase recommended literary texts, mere narration of story, negative attitude of students, lack of appropriate strategies, lack of appropriate instructional resources, preference for particular genre, lack of interest and unseriousness on the part of students, among others (WAEC, 2007-2013; Ogunaike, 2002; Labo-Popoola, 2010; Fakeye, 2012 and Furror, 2012). The low performance reveals that the objectives of teaching Literature-in-English in secondary schools have not been attained as expected. However, the place of instructional resources in teaching Literature-in-English, particularly with respect to its availability and adequacy appear not to have received adequate scholarly attention. Therefore, there is need to fill this gap.

Purpose of the Study

The study aims at assessing the adequacy of instructional resources used in teaching Literature-in-English in senior secondary schools. The specific objectives of the study are to:

1. examine the availability of instructional resources used in teaching Literature-in-English in senior secondary schools in Osun State; and
2. assess the adequacy of instructional resources used in teaching Literature-in-English in senior secondary schools.

Research Questions

Based on the objectives of this study, the following research questions were asked and answered:

1. How available are the instructional resources used in teaching Literature-in-English in senior secondary schools in Osun State?
2. How adequate are the instructional resources used in teaching Literature-in-English in senior secondary schools?

Methodology

The study adopted the descriptive survey research design. The population for the study comprised Literature-in-English teachers in secondary schools in Osun State. A sample of 72 Senior Secondary Schools and Literature-in-English teachers was selected for the study using simple random sampling technique. Three Local Government Areas (LGAs) were selected from each of the three senatorial districts using simple random sampling technique, making a total of nine Local Government Areas (LGAs). Eight secondary schools were selected from each of the Local Government Areas (LGAs) using simple random sampling technique. From each school, one Literature-in-English teacher was selected using total enumeration sampling technique. Two research instruments were used for the study, namely: Instructional Resources Inventory (IRI) and Instructional Resources Observation Checklist (IROC) and were validated using experts' judgement of specialists in the field of curriculum development and Language Education, Obafemi Awolowo University. Field testing of both (IRI) and (ISOC) was carried out to determine the reliability of the instruments. The reliability for IRI and ISOC was assessed using inter-rater (Kappa statistics). The result yielded 0.78 which gave consistent estimates of the instrument. Thus, the instruments were considered reliable for use in the study. Data collected were analysed using frequency counts, simple percentages and relative significant index.

Results

Research Question 1: How available are the instructional resources used in teaching Literature-in-English in senior secondary school?

Table 1: Analysis of availability of instructional resources used in teaching Literature-in-English in senior secondary schools in Osun State

SN	Instructional resources as suggested by the NERDC	Available		Not Available		No Response		RSI	Ranks
		F	%	F	%	F	%		
1	Prescribed literary texts	69	95.8	3	4.2	0	0.0	0.764	5
2	Costumes/props	7	9.7	65	90.3	0	0.0	0.370	16
3	Concrete Pictorial items	24	33.3	47	65.3	1	1.4	0.469	12
4	Pre-recorded tape/radio cassette	2	2.8	70	97.2	0	0.0	0.343	19
5	Clips cardboard sheets	39	54.2	29	40.3	4	5.6	0.583	7
6	Flip chart	6	8.3	66	91.7	0	0.0	0.361	17
7	Flannel-graph	3	4.2	69	95.8	0	0.0	0.347	18
8	Flash card	33	45.8	35	48.6	0	0.0	0.539	10
9	Newspaper clip	27	37.5	44	61.1	1	1.4	0.469	13
10	Relevant-audio/visual materials	6	8.4	65	91.7	0	0.0	0.371	15
11	Maps	28	38.9	44	61.1	0	0.0	0.477	11
12	Markers	66	91.6	6	8.3	0	0.0	0.829	3
13	Pencils	70	97.3	2	2.8	0	0.0	0.921	2
14	Drawing	38	52.8	30	41.7	4	5.6	0.569	9
15	Chalkboard sheet	70	97.2	1	1.4	1	1.4	0.944	1
16	Video clips	1	1.4	70	97.2	1	1.4	0.338	20
17	Pictures	38	52.8	31	43.1	3	4.2	0.570	8
18	Concrete/fictional items	17	23.7	53	73.6	2	2.8	0.433	14
19	Excerpt from the literary texts	57	79.2	14	19.4	1	1.4	0.653	6
20	Improvised materials	65	90.3	7	9.7	0	0.0	0.809	4

Table 1 reveals the availability of the individual resources in line with the Nigeria Educational Research and Development Council (NERDC) for the effective teaching of Literature-in-English. The Table shows that the instructional resources that were available were improvised materials (90.3%), markers (91.6

%), prescribed texts (95.8%), pencils (97.3 %), chalkboard sheets (97.2%).The resources possessed highest Relative Significant Index (RSI) values, chalkboard sheets 0.944, pencils 0.921, markers 0.829, improvised materials 0.809, and prescribed texts 0.764. However, the resources not available in the schools were video clips (97.2%), pre-recorded tape/radio cassette (97.2%), flannel-graph (95.8%), and flip chart (91.7%), costume/props (90.3%), concrete/fictional items (73.6%), concrete pictorial items (65.3%), newspaper clip (61.1%) and maps (61.1%).

They possessed lowest RSI values. Video clips 0.338, pre-recorded tape/radio cassette 0.343, flannel-graph 0.347, flip chart 0.361, costume/props 0.370, concrete/fictional items 0.433, concrete pictorial items 0.469, newspaper clip 0.469 and maps 0.477. The second approach, 2 is allotted to any available resources and 1 is allotted to inadequately available. Those that were not available at all were scored zero. The resulting scores were cumulated to constitute a measure of availability of instructional resources in the schools sampled. In this measure, the minimum score was found to be 4 while the maximum score is 29. The mean score obtained was 13.33 with a standard deviation of 5.32. Therefore, the study reveals that the instructional resources used in teaching Literature-in-English in senior secondary schools were not available.

Research Question 2: How adequate are the instructional resources used in teaching Literature-in-English in senior secondary schools?

Table 2: Analysis of adequacy of instructional resources used in teaching Literature-in-English in senior secondary schools in Osun State

S N	Instructional resources as suggested by the NERDC	Adequate		Moderate adequate		Inadequate		No Response		RSI	Ranks
		F	%	F	%	F	%	F	%		
1	Prescribed literary texts	35	48.6	28	38.9	9	12.5	0	0.0	0.597	9
2	Costumes/props	26	36.1	35	48.6	11	15.3	0	0.0	0.552	14
3	Concrete Pictoria l items	26	36.1	38	52.8	8	11.1	0	0.0	0.563	11
4	Pre-recorded tape/radio cassette	23	31.9	12	16.7	37	51.4	0	0.0	0.451	19
5	Clips cardboard sheets	50	69.4	12	16.7	10	13.9	0	0.0	0.639	6
6	Flip chart	16	22.2	10	13.9	46	63.9	0	0.0	0.396	16
7	Flannel-graph	20	27.8	12	16.7	40	55.6	0	0.0	0.431	17
8	Flash card	45	62.5	15	20.8	12	16.7	0	0.0	0.615	8
9	Newspaper clip	33	45.8	30	41.7	9	12.5	0	0.0	0.583	10
10	Relevant- audio/visual materials	22	30.6	38	52.8	12	16.7	0	0.0	0.535	15
11	Maps	30	41.7	29	40.2	13	18.1	0	0.0	0.559	12
12	Markers	58	80.6	8	11.1	6	8.3	0	0.0	0.681	4
13	Pencils	60	83.3	10	13.9	2	2.8	0	0.0	0.701	1
14	Drawing	48	66.7	14	19.4	10	13.9	0	0.0	0.632	7
15	Chalkboard sheet	60	83.3	5	6.9	7	9.7	0	0.0	0.684	3
16	Video clips	22	30.6	11	15.3	39	54.2	0	0.0	0.441	18
17	Pictures	48	66.7	14	19.4	10	13.9	0	0.0	0.632	7
18	Concrete/fictiona l items	32	44.4	24	33.4	16	22.2	0	0.0	0.556	13
19	Excerpt from the literary texts	53	75.0	13	18.1	5	6.9	0	0.0	0.660	5
20	Improvised materials	60	83.3	8	11.1	4	5.6	0	0.0	0.694	2

Table 2 reveals the adequacy of the individual resources in line with the Nigeria Educational Research and Development Council (NERDC) for the effective teaching of Literature-in-English. The Table shows that the instructional

resources that were adequate were; Flash card (62.5%), drawing (66.7%), pictures (66.7%), clips cardboard sheets (69.4%), excerpt from the literary texts (75.0%), markers (80.6%), pencils (83.3%), chalkboard sheet (83.3%), and improvised material (83.3%). The resources possessed highest Relative Significant Index (RSI) values, pencils 0.701, improvised material 0.694, chalkboard sheet 0.684, markers 0.681, excerpt from the literary texts 0.660 and clips cardboard sheets 0.639. The result also reveals that the instructional resources that were moderate adequate are concrete pictorial items (52.8%) and relevant- audio/visual materials (52.8%). The resources possessed RSI values concrete pictorial items 0.563 and relevant-audio/visual materials 0.535. However, the resources that were inadequate in the schools were flip chart (63.9%), flannel-graph (55.6%), video clips (54.2%) and pre-recorded tape/radio cassette (51.4%). They possessed lowest RSI values flip chart 0.396, flannel-graph 0.431, video clips 0.441 and pre-recorded tape/radio cassette 0.451.

The finding reveals that the instructional resources were not available and the available ones were not adequate for use in the classroom. The finding is in consonance with Furrer (2012) who notes that education could not play the role of national development without adequate instructional resources usage. The result is also in line with Olorun (2006) who notes that lack of proper instructional resources made learning outcome impossible and too slow, as teachers who are responsible for the task spend more time on revision. Therefore, instructional resources needed for teaching must be on ground to be sure that teaching is done properly for achievement of the stated goals, aims and objectives of the lesson. This implies that the non-availability and inadequacy of instructional resources are some of the impediments to the teaching and learning of Literature-in-English in senior secondary schools as revealed by the findings.

Discussion

The finding reveals that the instructional resources were not available and the available ones were not adequate for use in the classroom. The finding is in consonance with Furrer (2012) who notes that education could not play the role of national development without adequate instructional resources usage. The result is also in line with Olorun (2006) who notes that lack of proper instructional resources made learning outcome impossible and too slow, as teachers who are responsible for the task spend more time on revision. Therefore, instructional

resources needed for teaching must be on ground to be sure that teaching is done properly for achievement of the stated goals, aims and objectives of the lesson. This implies that the non-availability and inadequacy of instructional resources are some of the impediments to the teaching and learning of Literature-in-English in senior secondary schools as revealed by the findings. The finding also supports Ughamadu (2004) who explains that resources such as pictures, charts, models, text books and provision of relevant instructional resources are essential for practical teaching and learning and their inadequacy affects the performance of students in the classroom. Instructional resources aid effective teaching and to ensure that education reaches all categories of people, therefore, instructional resources are needed. This is to ensure that students recall things well not only when under the examination condition but as well as when faced with real life situations.

Conclusion

The study concluded that instructional resources were not available and adequate in teaching Literature-in-English in terms of what existed in the Literature-in-English curriculum. The available and adequate resources were not appropriately used by teachers.

Recommendations

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

- i. Government and private school owners should ensure that schools are provided with adequate recommended instructional resources in line with the Nigeria Educational Research and Development Council (NERDC) to facilitate effective teaching and learning of Literature-in-English in order to increase students' performance.
- ii. Teachers should endeavour to use instructional resources appropriately to teach Literature-in-English in secondary schools.
- iii. Curriculum developers and inspectors from the Ministry of Education should regularly embark on investigation to ascertain availability and adequacy of instructional resources as well as how they are being used in order to identify areas where improvement is needed.
- iv. Efforts should also be made by government and private school owners to establish and equip language libraries in schools. And, parents should

endeavour to buy prescribed literary texts for their children to complement teachers' notes.

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