JOURNAL OF PRACTICING

TEACHERS

JOURNAL OF PRACTICING

TEACHERS

Email: glojacarf2013@gmail.com

Assess us online via:

 www.academia.edu.joprat

 www.researchgate.net.joprat

EDITORIAL TEAM

JOURNAL OF PRACTICING TEACHERS
(JOPRAT)

Journal of Practicing Teachers is an annual peer-reviewed journal, published by the Association of Practicing Teaches of Nigeria. The journal aims at providing a platform to publish original quality and scholarly papers from teachers of all levels across the globe in all disciplines of education. The journal also aims at examining topical issues that would lead to an all-round transformation of the African continent.

VISION
To showcase quality researched papers that would enable teachers the world over, to contribute towards the building of a better society.

CORE VALUES
Journal of Practicing Teachers shares the values of international scholarship and believes in the repositioning of researches for knowledge applicability and all-round development of mankind.

<h2 style="text-align:center; color:purple;">GUIDELINES FOR CONTRIBUTORS</h2>

JOPRAT welcomes scholarly articles on educational issues for publication in its 3rd edition. It is an open access multidisciplinary peer-reviewed journal which covers all aspects of teaching and learning.

Interested contributors are to adhere to the following instructions:

- Submit the paper online as an attachment to glojacarf2013@gmail.com.
- The title page of work and affiliations.
- Abstract of not more than 250 words.
- Manuscripts are received on the understanding that they are original and unpublished, not considered for publication elsewhere.
- Current APA style of referencing should be used.
- Authors' email addresses, phone numbers, designation and institutions should accompany the paper.
- Figures, tables, charts and drawings should be clearly drawn and the sources cited in the text.
- Pay a non-refundable assessment fee of five thousand naira (N5,000.00) only.
- Publication fee of twenty thousand naira (N20,000.00) only for Nigerians and two hundred dollars ($200) for foreign contributors.
- All manuscripts should be directed to the Administrative Editor on or before 31st July, 2018 with the following address:

Princewill I. Egwuasi *Ph.D*
Administrative Editor
Department of Curriculum Studies
Educational Management and Planning
University of Uyo, Uyo
Nigeria
Email:princewilliegwuasi@uniuyo.edu.org
+2348028172867,
 +2348038955075

CONTENTS   PAGE

PLANNING AND INSTRUCTIONAL SUPERVISION: MECHANISMS FOR ENHANCEMENT OF UBE GOAL ATTAINMENT IN CROSS RIVER STATE – NIGERIA

*Offem, Odim Otu

*Okeke, Stella U.
&
*Nwannunu, Blessing

***Department of Educational Administration and Planning
University of Calabar
Calabar**

Abstract

The study seeks to investigate the planning and instructional supervision mechanisms for enhancement of Universal Basic Education goal attainment in Cross River State. To achieve the aim of this study, two null hypotheses were formulated to guide the study. The study adopts survey design. A sample of one hundred and sixty (160) head teachers were randomly selected for the study. The selection was done through the simple random sampling technique. The questionnaire was the main instrument used for data collection. Pearson Product Moment Correlation analysis was employed. The hypotheses were tested at .05 level of significance, the result of the analysis indicated that there is significant relationship between school head teachers planning and UBE goal attainment also, there is significant relationship between school head instructional supervision and UBE goal attainment.

Keywords: *Planning, instructional supervision and goal attainment.*

Introduction

Education is an important instrument that all developing and developed nations of the world can use skilfully to achieve whatever national objectives that they wish. Where the bedrock of the nation's educational system is concerned, care should be taken that the right foundation is laid. The Universal Basic Education (UBE) is a new educational programme proposed by the Federal Government of Nigeria for the primary school system and the junior secondary school level. The programme is to be free and compulsory to all children of school age. It is an innovation, and as such, it has to pass through the initiation, adoption and implementation stages, according to the Education (National Minimum Standards and Establishment of Institution) Decree 1985 (Bassey, 2005). Universal Basic Education is at the base of Nigeria's educational

system and therefore, constitutes the cornerstone of the nation's new technological and scientific education. According to Oden (2005) the UBE scheme, which was launched by the Obasanjo administration on the 30th of September, 1999 is designed to bestow social relevance on Nigerians by meeting their various needs, thus it seeks to equip them with appropriate literacy and numeracy skills, moral, ethical and civic values as well as life enhancing skill. It also desires to drastically reduce the incidence of dropout from the formal school system and also cater for the learning needs of youths who have reason to interrupt their schooling by providing appropriate forms of complementary basic education. Since the rest of the education system is built upon UBE, the Universal Basic Education level is the bedrock or key to success or failure of the entire system. The objectives of Universal Basic Education according to Ikediugwu (2005) include;

a. To develop in the citizenry a "strong consciousness" for education and commitment to its promotion
b. To provide free universal basic education for every Nigerian child
c. It would also promote the acquisition of appropriate levels of literacy, numeracy, manipulative and life skills as well as ethical, moral and civic values needed for the formation of life-long learning
d. It is also aimed at saving the educational sector from the root and decay of the past
e. It is also aimed at making sure that every Nigerian child has access to basic education.

In analyzing the aims of the UBE, Anyanwu (2000) and Akpan (2005), described the programme as people-oriented and problem-centered. According to him, the operating philosophy for the programme has to accommodate citizens' involvement, sharing of decision making and total community participation. The UBE scheme cover the first nine years of schooling for all Nigerian children, this implies that primary education which covers a period of 6 years is free for all Nigerian children of primary school age while children who qualify for the junior secondary will enjoy free and compulsory junior secondary education for three (3) years. The Federal Government therefore considers these two levels of education as important levels which children should acquire fundamental basic education. It is in this sense that Obanya (2000) and Anyanwu (2000) stated that the focus of the programme is to equip individuals with the knowledge, skills and attitudes that may enable them to live meaningful and fulfilling lives in their communities, thereby contributing to the development of the Nigerian society.

All result achievement depends on good planning and supervision. Planning is very necessary for any organizational goal attainment, without planning it will be difficult to know the resources both human and materials to be channel into the school system that will help in the attainment of school goal (Osika and Essien, 2015). In a broad sense, planning defines where the school wants to be in future and how to get there (Parker, 2011). According to Oosterlynck (2011), plan gives purpose and direction to the school. Planning is important because it provides staff with a sense of

purpose and direction, outlines the kind of task to be performed, and explain how their activities are related to the overall goal of the school. In addition, comparing plan and actual results provide the school administrator with a sound basis on which to make necessary adjustments in the schools plan of action for the attainment of school goal. A good plan reduces time and effort required to achieve a goal. A plan is like a man, when following a plan it is easier to know how much progress has been made towards goal attainment and how far it is from the destination (Wikipedia, 2015). That is, plans made during the first step become benchmarks or criteria against which to measure actual performance in the monitoring step.

According to Lumenburg and Irby; Lumenburg and Ornstein in Osika and Essien (2015) unless plans are formulated and mutually agreed on, there is relatively little value or basis for measuring the effectiveness of the school outcomes. In the word of Godstein (2011) planning is a prerequisite to other leadership functions. It is a basis for monitoring and evaluating actual performance (Mc Donnel, 2011). Planning also called forethought; is the process of thinking about and organizing the activities required to achieve a desired goal. Planning is preparing a sequence of action steps to achieve some specific goal. Montana and Charnove (2015) maintained that planning is a management process, concerned with defining goals for organizations future direction and determine on the mission and resources to achieve those targets. Planning increases the efficiency of an organization. The concept of planning is to identify what the organization wants to do by using the four questions which are "where are we today in terms of our business or strategy planning? Where are we going? Where do we want to go? How are we going to get there? (Osika and Essien, 2015). Planning as analysis of relevant information from present and the past and in assessment of probable future developments so that a course of action may be determined that enables the attainment of stated objectives. This implies that planning is concerned with the future and involves predicting the effect of future events so that hindrances of the present could be minimized or eliminated in order to meet the future with more confidence and success (Siak, 1973). Thus, planning gives direction, enhances continuity of actions and reduce overlapping of responsibilities and waste of time and energy.

In the word of Koontz and O'Donnel (1976) planning is a process of deciding in advance of what to do, how to do it, when to do it and who should do it. Hence, planning bridges the gap from where we are to where we want to go (Ukeje, 1992). Instructional supervision is another strategy that facilitates the attainment of school goal. Supervision is not peculiar to the field of education that is why Nwaogu (1980) defines supervision as the process of bringing about improvement in instruction by working with the people who are with the pupils. It deals with having a comprehensive view of the activities and problems of the institution and the assessment of the extent to which the school is fulfilling its basic objective (Ozigi, 1971). Akintunde (2001) maintained that instructional supervision is considered as a service to help teachers to see beyond their present performance and to improve on it. It is also a process of giving and receiving help in an effort to enforce compliance with

current best practices to improve instruction and these are expected to raise the standard of education. The effort is concerned with what to teach, when to teach, to whom and by whom it will be taught. Through supervision, fault or mistakes are easily detected and corrected in the state. As a result, the head teacher provides professional guidance to teachers in order to improve the conditions which affect learning and growth of the students and the teachers. This implies that if the teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. Nwaogu in Mbipom (2000) added that supervision is a process of stimulating growth and a means of helping teachers to help themselves. The need for instructional supervision as the pupils, teachers, administrators and even the school grow modern supervision is designed to help the school, the learners and the instructors grow and change in a positive and systematic manner.

Instructional supervision is an aspect of administrative behaviour expected from a head teacher if teachers are to perform well for the attainment of educational goals. In view of the central role of instructional supervision in the teaching/learning process, the head teacher is expected to therefore devote much time to this aspect because of its importance in the UBE goal. The fundamental purpose of a school is improvement of students' learning. Instructional supervision is mainly concerned with improving teaching and learning by helping teachers to reflect on their practices, to learn more about what they do and why to develop professionally (Sergiovanni and Starratt, 2007). In a broad sense, when a school's instructional capacity improves, it is an indication of improved teachers' work performance, thus leading to improvements in students' academic performance. The role of the teacher in the process of promoting such improvement cannot be under estimated. In order to attain the optimum level of improvement, teachers are expected to be well-educated and be part of the learning community (Osika and Essien, 2015). On discharging supervisory role, the head teacher can help the teachers to better instructional effectiveness in the following areas: lesson preparation, good use of instructional methods and teaching aids, good classroom management and control among others. Head teachers of UBE have been identified as the key agents in providing the necessary environment that will lead to the attainment of UBE goal. Pupils perform best when the school atmosphere and environment is conducive.

Purpose of the Study

The purpose of the study is to find out;
(1)   The relationship between school head planning and UBE goal attainment
(2)   The relationship between school head instructional supervision and UBE goal attainment

Research Questions

The following research questions were posed to guide this study:

1. To what extent do school head planning result to UBE goal attainment?
2. How does school head instructional supervision enhance UBE goal attainment?

Statement of Research Hypotheses

The following null hypotheses were formulated to guide this study:
1. There is no significant relationship between school head planning and UBE goal attainment
2. There is no significant relationship between school head instructional supervision and UBE goal attainment.

Method

The researchers adopted survey design. The population of the study comprise of 216 teachers in all the 321 UBE in Cross River State. A total sampled of 160 drawn from forty (40) respondents randomly sampled for the study. The instrument used for data collection was a questionnaire titled "Planning and Instructional Supervision For UBE Goal Attainment (PISUGA). The instrument was validated by experts in measurement and evaluation while the reliability of the instrument was done using test-retest method to determine the reliability estimate of the instrument. Pearson Product Moment Correlation was used for data analysis.

Presentation/Results

Hypothesis 1 stated that there is no significant relationship between school head planning and UBE goal attainment

Table 1: Pearson correlation analysis of the relationship between school head planning and UBE goal attainment (N=160)

Variables	Σx Σy	$\Sigma x2$ $\Sigma y2$	Σxy	r-crit
School head planning	1898	3646		
			35396	0.36*
UBE goal attainment	2137	4162		

Significant at .05 level, critical r = .195, df = 158.

The result of the analysis as presented in Table 1 shows that the calculated r-value of 0.36 is greater than the critical r-value of .195 at .05 level of significance with 158 degree of freedom. The result of the analysis is significant since the calculated value is higher than the critical value. With this result, the null hypothesis of no significant relationship between school head planning and UBE goal attainment alternative hypothesis was accepted. This implies that there is significant relationship between school head planning and UBE goal attainment.

Hypothesis 2 stated that there is no significant relationship between school head instructional supervision and UBE goal attainment.

Table 2: Pearson correlation analysis of the relationship between school head instructional supervision and UBE goal attainment (N=160)

Variables	Σx Σy	$\Sigma x2$ $\Sigma y2$	Σxy	r-crit
School head instructional supervision	2299	4778		
			48433	0.52*
UBE goal attainment	2137	4162		

Significant at .05 level, critical r = .195, df = 158.

The result of the analysis as presented in Table 2 reveals that the calculated r-value of .052 is greater than the critical r-value of .195 at .05 level of significant with degree of freedom. The result of the analysis is significant since the calculated value is higher than the critical value. With this result the null hypothesis of no significant relationship between school head, instructional supervision and UBE goal attainment was rejected while the alternative hypothesis was upheld. This means that there is a significant relationship between school head instructional supervision and UBE goal attainment.

Discussion of Findings

The result of hypothesis one showed that there is a significant relationship between school head planning and UBE goal attainment. The interpretation is that planning gives purpose and direction to the attainment of UBE goal. This findings is supported by Lumenburg and Irby (2006), Lumenburg and Ornstein (2008) who maintained that planning is important because it provides staff with a sense of purpose and direction, outline the kind of tasks they will be performing and explaining how their activities are related to the overall goals of the school. Without this information, staff would not know precisely how to use their time and energies efficiently and effectively. It is a basis for monitoring and evaluating actual performance (Mc Donnel, 2011). That is, plans made during the first step become benchmarks for criteria against which to monitor and measure actual performance. Until plans are accurately formulated and meticulously adopted, there is relatively little value or basis for measuring the effectiveness of the school goals.

In hypothesis two, the result revealed that there is a significant relationship between school head instructional supervision and UBE goal attainment. This result means that school head instructional supervision helped to facilitate the UBE goal attainment. Instructional supervision is considered as a service to help teachers focus on their present performance and to improve on it. It is also a process of giving and receiving help in an effort to enforce compliance with current best practices to improve instructions and these will raise the standard of education. The effort is concerned with what to teach, when to teach, to whom and by whom it will be taught. The study by Ajibola (2002) supported the finding of this when he conducted a study on who investigated the principals' instructional leadership behaviour and secondary school teachers' job effectiveness in Oyo State Nigeria and found that teachers' job

effectiveness related positively to principals' instructional supervisory behaviour. Through supervision, fault or mistake are easily detected and corrected in the state. It implies that if the teachers are not well supervised, effectiveness of instruction will be adversely affected and the instructional purpose may not be well realized.

Conclusion

Based on the findings of the study, it is concluded that planning and instructional supervision have significant role in enhancement of UBE goal attainment in Cross River State. The greatest achievement of school heads are good planning and effective instructional supervisors for UBE goal attainment.

Recommendation

It was recommended that the state government should organize regular training programme like workshops, conferences for school heads to equip them with all the necessary planning and supervision technique that will enable them function effectively in discharge of their responsibilities for the purpose of attaining UBE goal.

References

Akintunde, P. G. (2001). Administration and organization of physical and health, sports and recreation. Ibadan: Yew Books.

Akpan, C. P. (2005). Effective planning: A pre-requisite for successful implementation of the Universal Basic Education Scheme. In J. U. Ermeh, I. E. Umoinyang & S. N. Oden (eds.) *Dimensions of Universal Basic Education in Nigeria: Theoretical and practical issues.* Institute of Education, University of Calabar, Calabar – Nigeria.

Anyanwu, C. N. (2000). Practical strategies on making UBE the people's programme. A paper presented at UBE local policy dialogue, Ibadan.

Bassey, S. U. (2005). Universal Basic Education: its funding. In J. U. Ermeh, I. E. Umoinyang & S. N. Oden (eds.) *Dimensions of Universal Basic Education in Nigeria: Theoretical and practical issues.* Institute of Education, University of Calabar, Calabar – Nigeria.

Godstein, N. (2011). Principal as a school manager. Retrieved on 3/12/2015 from http://www.nationalforum.com/.pdf.

Ikediugwu, P. N. (2005). Evaluation strategies needed in the Universal Basic Education in Nigeria. In J. U. Ermeh, I. E. Umoinyang & S. N. Oden (eds.) *Dimensions of Universal Basic Education in Nigeria: Theoretical and practical issues.* Institute of Education, University of Calabar, Calabar – Nigeria.

Koontz, H. & O'Donnel, C. (1976). Principles of management. New York: McGraw-Hill.

Lumenburg, F. C. & Irby, B. J. (2006). The principalship: Vision to action. Belmont, C.A.: Wadsworth.

Lumenburg, F. C. & Ornstein, A. O. (2008). Education administration: Concepts and practice. Belmont, C.A: Wadsworth.

Mbipom, G. (2000). Educational Administration. Calabar: University of Calabar Press.

McDonnel, R. (2011). Essentials of programme planning and evaluation. Sudbury: MA.

Montana, S. & Charnov, C. (2015). Planning. Retrieved on 3/12/2015 from http://en.wikipedia.org/wiki.

Nwaogu, J. I. (1980). A guide to effective supervision of instruction in Nigerian School. Enugu: Nigeria Fourth Dimension Publishing Co.

Oosterlynck, S. (2011). Bridging the gap between planning and implementation: Turning transformative visions into strategic projects. London, UK: Taylor & Francis.

Obanya, P. (2000). An address at the opening ceremony of social policy dialogue on UBE, Ibadan, 5th – 6th April.

Oden, S. N. I. (2005). Improving primary education in Nigeria within the context of Universal Basic Education: Some strategies for curriculum implementation. In J. U. Ermeh, I. E. Umoinyang & S. N. Oden (eds.) *Dimensions of Universal Basic Education in Nigeria: Theoretical and practical issues.* Institute of Education, University of Calabar, Calabar – Nigeria.

Osika, E. O. & Essien, M. I. (2015). Planning and instructional supervision: Implications for primary school goal attainment in Akamkpa Local Government Area of Cross River State. *International Journal of Educational Administration Planning and Research* (IJEAPR) 7(2), 117-125.

Ozigi, A. O. (1971). A Handbook on School Attainment and Management. Ibadan: Macmillan.

Siak, H. L. (1973). Management and organization. Cincinnatiohio: South-Western Publishers.

Ukeje, B. O. (1992). Educational Administration. Enugu: Nigeria Fourth Dimension.

Wikipedia (2015). Planning. Retrieved on 3/12/2015 from https://en.wikipedia.org/wiki.

PROBLEMS MILITATING AGAINST ADMINISTRATION OF CURRICULUM IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION IN SECONDARY SCHOOLS IN NIGERIA

*Offem, Odim Otu

*Edeh, Stephen Olenye
&
*Aniah, Solomon A.

*Department of Educational Administration and Planning
University of Calabar
Calabar

Abstract

The study examined the major problems militating against administration of curriculum implementation of entrepreneurship education in secondary schools in Nigeria. The paper discussed the concept of curriculum, curricular development prospects for curriculum development, relevance of curriculum development, the concept of entrepreneurship education, objectives of entrepreneurship education and its challenges. The researchers made the following recommendations among others based on the study, that both government and stakeholders should articulate a proper entrepreneurship education curriculum that would enhance the youth self-dependency after graduation from secondary school to enable them be useful to themselves and contribute meaningfully to societal development; there should be proper funding of entrepreneurship education through partnership so that the programme would function effectively since entrepreneurship education lay enormous emphasis on skills acquisition and skills are acquired through the use of certain equipment such as electronic gadgets, plants and machineries etc. regular workshops, seminars, conferences and symposia should be organized for teachers, who are the paramount implementer of any educational programme to train and re-train them on entrepreneurship education subjects to make them efficient instructors of the programme so as to instil requisite skills in the learners because for some youths, education is terminal at this level and educational board members appointment should be based on merit, knowledge experience and qualifications.

Keywords: *Administration, implementation and entrepreneurship.*

Introduction

Administration is a careful and systematic arrangement and use of human and material resources, situations and opportunities for the achievement of specific objectives (Nwan, 1987). Similarly, Peretomode (1991) defines administration as the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose and the controlling of the day-to-day running of the organization. Curriculum issues have always occupied the centre stage in academic discourse in Nigeria. Starting from the colonial era through the independence period, different ideas and views were expressed over what should constitute a functional utilitarian school curriculum. According to Gift and Fiokedu (2014), the deliberations at the 1969 national conference led to the adoption of the National Policy on Education in 1977. The subsequent editions on the national policy integrated needs and aspiration of the Nigerian society towards developing in society scientific and technological consciousness.

According to Bilbao, Lucide, Iringan and Javier (2008), curriculum is considered the "heart" of any learning institution, which means that schools or universities cannot exist without a curriculum. With its importance in formal education, curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadcast sense, curriculum refers to the "total learning experiences of individuals not only in school, but in society as well". Offorma (2005) viewed curriculum as a planned learning experiences offered to a learner in school. It involves three components such as programme of studies, programme of activities and programme of guidance. In recent time, human activities and life have become highly industrialized and technical hence the meaning of the term curriculum has been changed to meet the needs of society different cases of studies.

Curriculum Development

Curriculum development is defined as planned, purposeful, progressive and systematic process in order to create positive improvements in the educational system. Every time there are changes or developments happening around the world, the school curricular are affected. There is a need to update them in order to address the society's needs. According to Ajibola (2008), curriculum development is not a new concept in our educational system today. However, issues of curriculum, either in an explicit or implicit are inextricably linked to current thinking and action on educational system around the world.

Prospect for Curriculum Development

1. Nigeria should begin to use the diamond based shaped curriculum, the curriculum process will be electively developed. This is due to the fact that this model takes into cognizance the flows of other models. It is also Nigerian based unlike the foreign models we have been using that are alien to use (Esu, Enukoha and Umoren, 2009). It makes form of interactions between the society, learner and education process

2. The use of mid-mapping strategy as a brain storing exercise to enable students, teachers and curriculum experts to adopt a deeper level of learning. According to Ferson (2004), it will be good for curriculum developers to have an overview or overall picture of the curriculum process so they can developed the curriculum effectively

3. For any new change in curriculum development, there should be regular annual long vacation courses for school teachers to get them acquainted to the philosophy, objectives, content and delivery method of project materials and also expose them to new techniques in education

4. The number of schools pilot should be increased and fully utilized in order for the trial testing in curriculum development, that have been abandoned for a long period to be reactivated

5. Benchmark Minimum Academic Standard (BMAS) should be used to grade educational institution and foster cooperation among them to ensure quality assurance at all time

6. Application of information communication technology in teaching and learning: ICT programmes have been incorporated in all teachers training programme. These will boast the curriculum implement when fully harnessed.

   According to Davis, Preston and Cox in Obiefuna and Enwereizon (2012), integrating ICT into subject teaching rather than as a discrete school subject, means that the teaching of school-based subjects will be interactive, participatory with group collaboration rather than transmission, rote memorization and passive based pedagogy. Dike (2000) opines that;

   "the training of teachers should involve integrating the use of modern instructional technologies, such as the computers, access to the internet, audio-visual equipment, video conferencing, projectors, and traditional software used in today's business world-word processing, spread sheets, databases, etc. Connecting our classrooms to the internet was not enough. It is crystal clear that proper use of technology affects the way teachers teach, students learn and administrators operate.

   Furthermore, technology should be used in the curriculum development process to reduce the time taken to develop the curriculum. In using the electronic process, materials are developed and distributed on an information data base and made accessible to stakeholders to go through and make necessary inputs.

7. Mandatory Continuing Professional Development (MCPD): There is provision in the National Policy on Education (2004) relating to the continuous training of teachers and instructors. This will avail the teachers the opportunity to develop and demonstrate their profound competence against set standards. Asim, Usang Akwukwuegbu and Obu (2005) added that the need for re-training programme addressed on how to solve the problem; in the same vein, the outcome of such workshops helped the educational system succeed, when the teachers are professionally equipped and updated with modern techniques in teaching equality, Perraton Robinson and Creed (2001), Robinson and Latchman (2003)

Obiefuna et al., observed that with new concepts of learning, teachers were expected to make learning more meaningful to the learners by continuously re-training themselves and acquiring new knowledge and skills while maintaining their jobs as this is the only way they can meet up with the new challenges in education.

Relevance of Curriculum Development

Curriculum development has a broad scope because it is not about the school, the learners and the teachers. It is also about the development of a society in general.

1.   Curriculum development plays a vital role in improving the economy of a country
2.   It also provides answers or solutions to the world's pressing conditions and problems, such a environment, politics, socio-economics and other issues on poverty climate change and sustainable development
3.   There must be a claim of development process to develop a society
4.   Curriculum particularly in higher education must be developed to preserve the country's national identity and ensure its economy's growth and stability (Bilbao, 2008)
5.   Curriculum development can improve country's economy and the people's way of life.

In a broad sense, curriculum is an organized plan of course laid down with target objectives and learning experience aimed at achieving the national objectives of education.

The Concept of Entrepreneurship Education

Education is indisputably recognized as the bedrock of any meaningful development. Section 1 of the Nigerian National Policy on Education (FGN, 2004) states the need for functional education to be relevant, practical and acquisition of appropriate skills and the development of competences as equipment for the individual to live in and contribute to the development of his society. This means that the quality of instruction at all levels has to be oriented towards inculcating the reliance and reducing poverty. Nwafor (2007) defined entrepreneurship as the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risk, and receiving the resulting rewards of monetary and personal satisfactions. Okpala (2000) viewed that entrepreneurship involves the firm. Thus, an entrepreneur can be someone who engages in innovating within an existing enterprise. Similarly, Enemuo (2010) defined entrepreneurship as the attempt to create value through recognition of business opportunity, the management of risk-taking appropriate to the opportunity skills to mobilize human, financial and material resources necessary to bring a project to fruition. In the word of Owuchekwa (1993), there are both instrumental and economic reasons for entrepreneurship development. He added that instrumentally,

entrepreneurship organizations operate diverse technologies through which societies produce goods and services to satisfy needs and members.

According to Mark and Eteng (2012), entrepreneurship education can be defined as the purpose intervention by an educator in the life of the learner to impact entrepreneurial qualities and skills to enable the learner to survive in the world of business. Also, Alberti, Sciascia and Poli (2004) defined entrepreneurship education as the structure formal conveyance of entrepreneurial competences, which in turn refers to the concepts, skills and mental awareness used by individual during the process of starting and developing their growth-oriented ventures. The consortium for entrepreneurship education (2004) outline that entrepreneurship education is a life-long learning process and consists of five (5) stages, name: basic, competency awareness, creative applications, start-up and growth.

Entrepreneurial programmes if properly planned and executed will increase. In addition menaces usually visible due to youth unemployment and restiveness will be highly reduced. This informed the Federal Republic of Nigeria (FRN, 2004) in making provision, in the National Policy on Education, for technical knowledge and vocational skills necessary.

Objectives of Entrepreneurship Education

The Nigerian government at the national and state levels articulated the National Economic Empowerment and Development Strategy (NEEDs) and State Economic Empowerment and Development Strategy (SEEDs) packages as part of a long term programme to address gross unemployment and under-employment. This programme is expected to strengthen Nigeria's economic growth as its focus is on four critical areas; value re-orientation, poverty eradication, wealth creation and job creation (Idogho and Eshiotse, 2011).

The objectives of entrepreneurship education at the senior secondary school as highlighted by Paul (2005) are as follows:

i.   To offer functional education for the youth that will enable them to be self-employed and self-reliant
ii.   Provide the youth with adequate training that will enable them to be creative and innovative in identifying novel business opportunities
iii.   To stimulate individual and economic growth of rural and less developed areas i.e. reduce rural-urban drift
iv.   Provide small and medium business enterprises with the opportunity of recruiting graduates who will be trained and tutored in skills relevant to the management operation of small business centres
v.   Inculcate the spirit of perseverance in the youths which will enable them to persist in any business venture they embark on
vi.   Offer graduates adequate training in the acquisition of skills that will enable them meet the manpower needs of the society
vii.   Provide youths with training and support that will enable them to establish career in small and medium sized business.

According to Jimah and Umuigbokhai (2011), the benefits of entrepreneurship education for the senior secondary school include:

1. Entrepreneurship education inspires and motivates students to achieve while in school and use their knowledge in a real world setting.
2. Entrepreneurship education improves school performance and can help achieve No Child Left Behind (NCLB) goals and the Adequate Yearly Progress (AYP) measures.
3. Entrepreneurship education builds a pipeline that creates productive and thoughtful citizens who contribute to local, state, nation and international competitiveness.

Curriculum Implementation and Entrepreneurship Education/Its Challenges

According to Gift et al., (2014), curriculum implementation entails putting into practice the officially prescribed courses of study. The putting of the curriculum into practice requires an implementation agent. The teacher is identified as agent in the curriculum implementation process. Implementation take place as the learner acquires the planned or intended experiences, skills, knowledge, ideas and attitude that are aimed at enabling the same learner to function effectively in the society. The teachers, the learn-teaching materials, and the teaching environment, the school management all constitute major players at the implementation state. They further stated that, the above are the reasons why curriculum implementation is seen as the daily activities of school management and classroom teacher in the pursuit of the achievement of the objectives of the school curriculum.

Curriculum implementation is network of varying activities involves in translating curriculum designs into classroom activities and changing people's attitudes to accept and participate in these activities (Okello and Kagoire in Offem and Akpan (2017). However, curriculum implementers (teachers, head teachers, standard officers etc) are faced with barriers which hinder the successful implementation of the curriculum. It is very difficult to implement a curriculum successfully if the education system has limited funding capacities. According to Esu, Enukoha and Umoren (2009), curriculum implementation means to execute or putting into effect curriculum plan or programme. Implementation is seen as "putting a plan, scheme, decision, proposal, intention, an agreement, policy or idea into effect (Mezieobi, 1993). In considering the importance of implementation in the actualization of any decision make, Mezieobi regards it as bedrock of any plan the determinant of the plan's success or failure , a moving force of plan without which a plan is only good intention. Implementation is like breaking life into a document.

Therefore, curriculum implementation can be regarded as valid action (through participation, resources provision or creating enabling environment in the execution of planned programme or translating theory into practice, with a view to yielding expected result or outcome. There is need for a well-planned and implemented entrepreneurship education programme in our institutions of learning. Federal Government of Nigeria (FGN) in a bid to actualize this dream, on 8th November,

2007, launched a new Basic Education curriculum for primary and junior secondary schools. The new curriculum will address amongst other things the issue of value re-orientation, poverty eradication, critical thinking, entrepreneurial and life skills. The new curriculum seeks to correct the weaknesses of the former one which was lacking in the areas of human capacity development.

However, the new curriculum that is self-reliant personified failed to unfold its potentialities due to some eminent problems. Entrepreneurial forces are relatively strong in the country, as the lack of jobs and a rise in poverty leave few other options for the Nigeria public. Daodu (2007) examined the relevance and modalities of utilizing entrepreneurship and enterprise education as a strategy and instrument for channeling the energies of university graduates in Nigeria away from paid employment into self-employment. Daodu further stated that; graduate unemployment should be recognized as a major socio-economic challenge by all stakeholders in Nigeria so as to jeopardize the limited gains made so far and overturn the colossal investment in democracy since 1999.

Graduates unemployment has risen because the Nigerian economy is not expanding at a rate commensurate with the output of university graduates. And the introduction of Enterprise Education (EE) into educational system should include all levels of education.

Curriculum Implementation is a Network of Varying Activities

From the entrepreneurship education at secondary school, the curriculum of the senior secondary school education is structured to enable it attain the focal areas of National Economic Empowerment and Development Strategy (NEEDs), support knowledge economy as well as create an enabling environment for youth empowerment and acquisition of functional skills and entrepreneurship. According to NERDC (2008), the senior secondary education curriculum (SSES) has 34 trade/entrepreneurship subjects covering auto body spray repair and spray painting, auto-electrical work, auto mechanical work, auto parts merchandising, air-conditioning/refrigerator, welding and fabrication/engineering craft practice, electrical work, block laying, brick laying and concrete work painting and decoration, plumbing and pipe fitting, machine wood upholstery and catering craft practice. Others are garment making, textile trade, dyeing and bleaching, printing craft practice, cosmetology, leather goods manufacture ring and repair, keyboarding, data processing, store keeping, book keeping, GSM maintenance, photography, tourism, mining, animal husbandry, fisheries, marketing and salesmanship.
Salau (1999) added that entrepreneurship education develops in the individual the following functional competencies:

i.   Ability to select and apply successfully the required knowledge and technical skills to solving problems in one's area of work and life
ii.   Possession of the acquired skill for a particular job
iii.   The technical know-how in the application of the knowledge acquired and

iv.   The drive and the industry to discharge successfully the functions of the occupational role that he/she may find himself/herself.

Challenges of Curriculum Implementation of Secondary Education Entrepreneurship Subjects

According to Onyeachu (2008), the objectives of any educational programme cannot be achieved if the programme is not implemented. In addition, Ementa (2013) identified some problems associated with the implementation of the trade/entrepreneurial subjects to include:

i.   **Dearth of professional teachers to teach the subjects:** The aforementioned trade/entrepreneurial subjects are relatively novel in the secondary school educational programme and require experts to inculcate to the expected knowledge/skills in the students. Nwankpa (2006) stated that the success of any secondary school education is closely related to the quality of teachers who perform the task of teaching. The extent to which public education succeed depends on a large extent upon the quality of personnel engaged in the education process. The aims of entrepreneurship education at this level of education is bound to fail due to shortage of proficient teachers to handle the subjects because entrepreneurship education, according to Odu (2011), requires relatively low cognition and psychomotor abilities for mastery, its curriculum is on the basis of 70% manual and 30% cognitive skill since it is education for doing rather than knowing.

ii.   **Poor consultation in planning of the curriculum content:** In developing the curriculum content of any educational programme, curriculum experts, planners and developers, stakeholders in education (teachers, experts, parents, students of the programme etc) are to be adequately consulted in other to develop a curriculum that is worthwhile. Kolawole asserts that the curriculum of entrepreneurship education at the senior secondary school education was hurriedly "designed" and "developed" without proper consultation with stakeholders. Kolawole argued that curriculum making either at the level of development, design, implementation and modification needs the input of critical stakeholders if it is to be relevant, meaningful and adequate to meet the needs of the people for whom it has been put together.

iii.   **Lack of basic facilities in the school:** Entrepreneurship education is the education that is geared towards skill acquisition and development, and lays emphasis on practical than theory. These trade subjects requires laboratories and workshops where teaching and learning can effectively take place. In order to practice and internalize what has been taught, students are meant to be provided with materials resources, equipment and structures that will facilitate learning. A visit to most of our secondary schools reveals a glaring picture of complete dilapidated classroom structures, laboratories and study equipment, Ejikeme, Idris and Eke in Ementa (2013) laments that the gross inadequacies of these basic facilities (learning materials, equipment, laboratories, ICT, gadgets etc.) pose a

great threat to the development and implementation of entrepreneurship education in Nigeria.

iv. **Unstable education policies**: Instability in the educational policies formulated by government pose a huge clog on the wheels of implementation of entrepreneurship education in Nigeria. Incessant change in government policies does not augur well for a laudable curriculum implementation. Odukoya (2009) opine that unpredictable change in government policies on the system of education creates an enormous hitch on curriculum implementation. The change from the 6-5 4 to 6-3-3-4 system of education to the current 9-3-4 educational system is an instance of instability in government policies where none of the system was allowed to stand the test of time to give room for maximum implementation of stated policy

v. **Politicization of the management of secondary school education in Nigeria:** This is one of the enormous factors that give rise to crisis in the implementation process. Appointments into the governing bodies and councils charged with the responsibility of implementing government and education programmes is on political basis, where appointees into the boards are cronies of the state chief executives and party loyalists (Osadalor, 2006). It should be noted that appointment of mediocre to oversee the system management tantamount to jeopardy in the implementation of entrepreneurship education in Nigeria.

vi. **Issues with textbooks and materials for the programme:** textbooks are vital components of the teacher in the instructional system. According to Aliyu (2006), textbooks are used for presentation of information, rules and principles that are used as the basis for the subject taught, and also acts as a tool and guide for the teacher as well as source of knowledge. Modern tendencies in textbooks are in form of programme instructions on VCDs, audio CDs etc.

The first graduates of the senior secondary education programme are said to be produced by 2014 while textbooks and materials for teaching these trade/entrepreneurship subjects are not available in schools for use. Negedu (2012) is of the opinion that the implementation of the entrepreneurship education can be effective only when the textbooks and materials are readily for use by the teachers because it's a herculean task for teachers to work without textbooks.

Conclusion

Curriculum implementation of entrepreneurship education is very essential due to uniqueness of entrepreneurship education. Entrepreneurship education is the aspect of education that is aimed at developing in students, skills, ideas and abilities necessary for self-reliance. Therefore, the secondary school education in Nigeria according to its objectives is directed towards preparing individuals for useful living in the society especially for youths who may not register for further studies. It is advocated that if the objectives of entrepreneurship education at secondary school level of education are to be attained efforts should be geared towards an effective planning, administration and proper implementation of this important educational

programme as to ensure that its goal instilling in the youths required skills for self-dependent are attained.

Recommendation
Based on the study, the following recommendations were made:

1. Both government and stakeholders should articulate a proper entrepreneurship education curriculum that would enhance the youth self-dependent after graduation from secondary school to enable them be useful to themselves and contribute meaningfully to societal development
2. There should be proper funding of entrepreneurship education through partnership so that the programme would function effectively since entrepreneurship education lay enormous emphasis on skills acquisition and skills are acquired through the use of certain equipment such as electronic gadgets, plants and machineries etc.
3. Regular workshops, seminars, conferences and symposia should be organized for teachers, who are the paramount implementer of any educational programme to trained and re-train them on entrepreneurship education subjects to make them efficient instructors of the programme so as to instill requisite skills in the learners because for some youths, education is terminal at this level
4. Educational board members appointment should be based on merit, knowledge experience and qualifications.

References

Ajibola, M. A. (2008). Innovation and curriculum implementation for basic education in Nigeria: Policy priorities and challenges of practices and implementation. Research *Journal of International Studies and Issues,* 8(4): 51-58.

Aim, A. E., Usang, U., Akwuegwu, B. A., & Obi, F. (2005). Teachers' re-training programme package: How does southern senatorial zone of Cross River State teachers evaluate the effectiveness of its capacity. *Journal of WCCI,* 5(1): 12-23.

Albert, F., Sciascia, S. & Poli, A. (2004). Entrepreneurship education: Notes on an ongoing debate proceedings of the 14th Annual Inter Entrepreneurship Conference, University of Napoli Federico 11, Italy, 4-7 July.

Aliyu, M. M. (2006). *Business in Nigeria (Trends and issues).* Ilorin: Goshen Print media Limited.

Bilbao, P. P., Lucide, P. I., Iringan, T. C., & Javier, R. B. (2008). *Curriculum development.* Philippines: Lorimar Publishing, Inc.

Consortium for Entrepreneurship Training (2004). Retrieved from http://www.entre-ed.org/-entr/lifelong.htm. Access 20th September, 2010.

Daodu, O. (2007). Entrepreneurship education. http://www.isbe2007org/new:phpabstract=350fullstop. Retrieved11-12-2017.

Dike, V. (2000, May 4). The universal basic education programme (UBE), the essence technology, and well trained educators: Educating the educators in Nigeria. *The Vanguard* (pg.4).

Ementa, C. N. (2013). Curriculum implementation of entrepreneurial subject at the senior secondary school: A case study for entrepreneurship education at the senior secondary school in Nigeria. *Unizik Orient Journal of Education,* 7(1): 163-170.

Enemuo, A. U. (2010). *Entrepreneurship studies.* Onitsha: Abort Books Ltd.

Esu, A. E. Q., Enukoha, O. & Umoren, G. U. (2009). *Curriculum development in Nigeria for Colleges and Universities.* Calabar: Stiffaith Print.

FRN (2004). *National policy on education.* Lagos: NERDC Press.

Gift, U. N. & Fiokedu, S. O. (2014). Problems militating against curriculum implementation on vocational/technical subject in secondary schools in Nigeria. *Africa Education Indices,* 7(1): 1-7.

Idogho, P. O. & Esheotse, S. O. (2011). Principles of management in entrepreneurship Development. In M. P. Jimah (eds.) *Entrepreneurship studies: Themes and Practice of Entrepreneurship Development (Students Guide).* Benin-City: COMPIA Press.

Jimah, M. & Unuigbokhai, A. (2011). Entrepreneurship education: a tool for sustainable development in Nigeria. Retrieved from http://www.msjlibraries.com.

Kolawole, C. (2011). A new curriculum for secondary schools? Retrieved from http://www.nigeriantribune.com.

Mark, O. O. & Eteng, W. S. (2012). Problems affecting development of entrepreneurship education in tertiary institutions in Cross River State as perceived by lecturers. *Unizik Orient Journal of Education,* 6(1): 193-203.

Negedu, S. (2012, March 12) Condensing the curricular for academic excellence. National Accord. Retrieved from http://www.nationalaccord.com.

NERDC (2008). *The New Senior Secondary Curriculum Structure at a Glance.* Lagos: NERDC Press.

Nwafor, P. Z. (2007). *Practical approach to entrepreneurship small and medium scale enterprises.* Enugu: Precision Publishers.

Nwankwo, J. I. (1987). *Education administration: theory and practice*. New Delhi: Vikas Publishing Ltd.

Nwankpa, P. (2006). Planning in Nigeria: Issues/problem and way forward: A case study of Ebonyi State. *Unizik Orient Journal of Education,* 2(1): 120-128.

Obiefuna, C. A. & Enwereuzo, N. M. (2012). An appraisal of Re-training programmes for in-service teachers: The need for a paradigm shift from 20th – 21st century pedagogical skill. *Unizik Orient Journal of Education,* 6(1): 14-25.

Obioma, G. (2011 April). The New Senior Secondary Curriculum paper Presented at the 57th meeting of the National Council of Education, Abuja.

Odu, K. (2011). Strategies for improving the policy and access to technology in secondary schools in Nigeria. *European Journal of Applies Sciences,* 3(1): 24-29.

Odukoya, D. (2009). Formulation and Implementation of Educational Policies in Nigeria. Retrieved from http://www.slideshare.net/fernwaca.

Offem, O. O. & Akpan, C. P. (2017). Curriculum planning and implementation. In C. P. Akpan, E. S. Uko & R. O. Osim (eds.) *Educational Planning in Nigeria: Principles & Practice.* University of Calabar Printing Press. Pp 428-447.

Offorma, G. C. (2005). Curriculum for wealth creation. Paper presented at the seminar of the world council for curriculum and instruction (WCU) held at the Federal College of Education, Kano Nigeria.

Okpala, F. (2000). *Entrepreneurship: Text and cases.* Enugu: Precision Printers and Publishers.

Onwuchekwa, C. I. (1993). *Managing small business organization.* Awka: Goshen Print and Publishing Company.

Onyeachu, J. A. E. (2008). Implementation issues in secondary education curriculum in Nigeria: Problems and prospects. *International Journal of Research Development,* 1(1): 565-574.

Osadalor, O. (2006). Challenges facing the implementation of policy on primary education in Edo State. *Unizik Orient Journal of Education,* 2 (1): 85-92.

Paul, E. O. (2005). Entrepreneurship education. In R. N. Ezema, E. O. Paul, B. O. Anioke, A. G. Godwin, C. Okwuolise, A. Eheli, & H. Anih, (eds.) *Entrepreneurship in Vocational Education.* Enugu: OZybel Publishers.

Peretomode, V. F. (2001). General principles of school administration. In V. F. Peretomode (ed.) *Introduction to Educational Administration Planning and Supervision.* Pp. 1-24. Lagos: Joja Educational Publishers.

Salau, K. K. (1999). The mirage of career opportunities in Business Education. A paper presented at the 1999 National Association of Business Education (NABE) National Conference held between 20th-23rd October at Youth Development Centre, Ilorin.

EFFECT OF CO-OPERATIVE LEARNING ON STUDENTS' ACADEMIC ACHIEVEMENT IN PHYSICS

* **Ubana, Ubana Arikpo**

* **Abima, Julian Ogoba**
&
* **Ubi, David Odu**

*Physics Department
Cross River College of Education
Akampka

Abstract

*T*he study is aimed at investigating effect of cooperative learning on academic achievement in Physics in cross River State. A quasi- experimental design was used for the study. A total of 220 respondents were used for the study. Two intact classes were used, the experimental group and the control group. The instrument used was physics achievement test (PAT) which was pilot tested and validated by three experts in physics education and had a coefficient internal consistency of 0.81 using kuder Richardson-21. The instrument was administered to all the respondents. After treatment, the data collected were analyzed using t -test and the null hypothesis tested at 0.05 level of significance. The result showed that students who were instructed using cooperative learning achieved significantly higher in physics achievement than those students who were instructed using conventional learning method.

Keywords: *Co-operative Learning, Academy Achievement, Physics*

Introduction

Physics in Nigeria is important in enhancing energy, communication and security in the nation. One way of doing this, is by equipping students with theoretical knowledge and laboratory skills in Physics that would enable the students to function productively in science and technology. It is imperative to use a teaching method (like the cooperative learning method) that will enable students maximize acquisition of knowledge and skills in Physics. Despite the importance of physics in Nigeria economy, academic achievement of students in physic is generally poor as compared to other science subjects (Luu, 2010). The under achievement of students in physics examinations like in West African Examination Council (WAEC) could be attributed

to the use of teaching methods that do not promote theoretical knowledge and acquisition of practical skills (Waiganjo, Wambugu, Ngesa and Cheplogoi, 2014). Kibett (2002), opined that the good teaching methods provide the students with information to be used now or in the future as well as guide students to tackle problems, This could be achieved by using instructional approaches that are interactive and more learner centered.

Co-operative learning is one of such methods that is learner centered. This method has an interactive nature of learning which enables students to take a more active role in the learning process, be highly effective, develop cognitive skills, take responsibility for their work and provide enjoyment to the learner (Dembo, 1994 and Wangai njo, wagubu, Ngesa and cheplogoi, 2014). In cooperative learning method, students are organized in small groups of three to five members. Each group is on their ability and responds to their task at hand. Using cooperative method, the students teach one another with mutual understanding and are likely to acquire greater masterly of the material than in the conventional teaching method. In co-operative learning the students are active participants in knowledge construction.

Co-operative learning involves instructional methods in which teachers organize students into small groups, in which they work together to help one another in academic content [Slavin (2010), Slavin (2011) and Tran (2014)]. It is worthy to note that learning situations are cooperative if students are arranged into groups without positive inter-dependence (Johnson, 2009). In cooperative learning, the lesson would be co-operative and students swim together in the group learning activities (Johnson and Johnson, 2008). Hence, positive interdependence needs to be constructive in co-operative learning groups to help students work and learn together. Positive interdependence results in reciprocal interaction among individuals, which promote each group members productivity and achievement (Tran, 2014). Promotive interaction occurs as individuals encourage and facilitate each other's effort to accomplish the group goal. In cooperative learning groups, students are required to interact verbally with one another on learning task (Johnson, 2008 and Tran, 2014). As part of the cooperative learning condition, students are required to interact verbally with one another on learning tasks (Johnson and Johnson 2009 and Tran, 2014). In this method, students exchange opinions, explain things, teach one another and present their understanding when group accountability and individual accountability exist, the responsibility forces increase. In fact, students cannot work effectively if socially unskilled students are arranged into one group (Johnson and Johnson, 2006). In cooperative learning, each group member knows how to manage the group and make decisions as well as solve conflicts that arise attentively, questioning cooperatively and negotiating with one another respectfully, there is need to be taught in order to help students cooperate effectively in the group. If these basic elements of cooperative learning are included in cooperative learning groups, students achieve better and demonstrate superior learning skills as well as experience more positive relationship among group members, between teacher and students and more positive self-esteem and attitudes towards the subject area (slavin,2011and Tran, 2014).

Research studies on cooperative learning have shown that the learning process is activity-based and enhances students' achievement [Wachanga and Mwang (2004), Weldon and Felder (2000), Sousa (2006), Cheng (2006) and Slavin (2011)]. Cooperative learning has the potential for providing a conducive learning environment where learners are engaged in appropriate experience and consequently arouse student's interest in physics.

Statement of the Problem

Students' academic achievement in physics has been poor and worrisome. This has been attributed to the teaching methods that have been used for teaching physics which are teacher centered instead of being student centered. The cooperative learning method is a student-centered method of teaching and it is known to be more superior to the conventional method of teaching physics which is not encouraging in terms of students' achievement. Based on this, the study sought to find out if cooperative learning method could improve students' academic achievement in Physics. This is the problem of this study.

Purpose of the Study

The main purpose of the study is to investigate the effect of cooperative learning on students' achievement in physics. Specifically, the study is aimed to determine and compare the academic achievement of learners who learnt Physics through cooperative learning method and those who learnt Physics through conventional learning methods.

Hypothesis of Study

The following null hypothesis was tested at 0.05 level of significance.
H$_O$: There is no significant difference in academy achievement of Physics students who learn physics under cooperative learning method and those who learn physics under conventional method.

Materials and Methods

The study adopted a quasi-experimental design. The population of the study comprised all SS II Physics students in all the schools offering Physics in Cross River State. The sample of the study was 220 respondents selected from five secondary schools in the area of study.

The instrument used for the study was physics achievement test (PAT) which was validated by three Physics teachers. The reliability of the instrument was done by administering the PAT to 15 students who did not participate in the main study. The data obtained was analyzed using Kuder Richardson -21- and a coefficient of internal consistency of 0.81 was obtained. Based on this, the instrument was found suitable for the study. The research assistants were trained and given detailed instruments with well-organized lesson plan on the concept of electricity.

A copy of the respective questionnaire was given to each of the 220 respondents to respond for 45 minutes. For the purpose of data analysis, the completed copies of the questionnaire were collected from respondents, scored and graded. The data collected were analyzed using t-test analysis and the data analyzed were presented in tables.

Results

The result of the data analysis is shown in the table below.

Hypothesis One

H_O: There is no significant difference in the academic achievement of Physics students who learn physics under cooperative learning method and those who learn physics under conventional method.

Table 1: t-test analysis of achievement test scores by learning methods

ITEM	X	$\overline{X}$	SD	DF	T	P-value
Cooperative learning Method	12.0	52.5	17.51	218	2.34	000*
Conventional Learning method	100	49.1	17.42			

P< 0.05

The result in Table 1 shows that the calculated t-value of 2.34 is greater than the critical value of 1.96. Therefore, the null hypothesis which states that, there is no significant difference in academic achievement of Physics students who learn Physics under cooperative learning method and those who learn Physics under conventional method is rejected. This then implies that cooperative learning method is more effective in enhancing student's academic achievement than the conventional learning method.

Discussion of Findings

The finding of this study revealed that students who learnt through cooperative learning method achieve higher than those who learnt through conventional method, since the experimental group obtained scores that were significantly higher than the control group. This implies that cooperative learning method was more effective in enhancing student's achievement than the conventional method. The result of this study is consistent with the findings of Waiganjo, Wambugu, Ngesa and Cheplogoi (2014) and Tran (2014) which indicate that cooperative learning method results in higher academic achievement in physics. Therefore, achievement in Physics is likely to improve if the cooperative learning method is adopted.

Conclusion

This study concludes that the students who learn through cooperative learning method achieved higher than those who learn under conventional method. That cooperative learning method improves achievement and stimulates cognitive activities in Physics.

Recommendations

1. Cooperative learning method can be used to supplement other methods used in teaching physics.
2. Cooperative learning method can be an effective instructional method for attaining higher achievement in Physics.
3. Teachers and students in Physics need to use cooperative learning method towards teaching and learning of Physics according to improve on the achievement of students in physics.

References

Cheng. H. (2006). A comparison between cooperative learning and traditional, whole class method teaching English in a junior college. *Academic journal of Kang Ning, 3: 69 – 82.*

Dembo, M. H. (1994). *Applying educational psychology* (5th ed.) white plains. NY. Longman Publishing Group.

Johnson, D. W. & Johnson, R. (2006). New developments in social inter dependence theory. *Genetic, Social and General Psychology Monographs,* 131 (4), 285-358.

Johnson, D. M. (2008). Cooperative learning and Achievement cooperative learning: ALY applied materials. New York. Green wood press, INC

Johnson, D. W. (2009) *Reaching out: Interpersonal effectiveness and self-Actualization.* Boston: ALLYN and Bacon.

Johnson, D. W. & Johnson, R. T. (2009). An educational psychology success story: social interdependence theory and cooperative learning. *Educational Researcher, 38(5): 365-379.*

Kibett, J. K. (2002). Effect of project based learning on student's performance in secondary school agriculture. Unpublished Ph.D Thesis, Njoro, Kenya, Edgerton University:

Luu, T. T. (2010). Infusing cooperative learning into an EFL classroom. English Language Teaching, http: //www.usenet.org/ journal/index.

Slavin, R. (2010). Cooperative learning: what makes group work? In H. Dumount, D. Istance, & F. Benavides (eds.). *The Nature of Learning: Using Research to Inspire Practice.* DECD Publishing.

Slavin, R. E. (2011). *Instruction based on cooperative learning.* New York: Taylor and Francis.

Souse, D. A. (2006). *How the brain learns.* Healtherton, Vic: Hawker Brownlow Education.

Tran, V. D. (2014). The effect of cooperative learning on the academic achievement and knowledge retention. *International Journal of Higher Education, 3(2):131-139.*

Wachanga, S. W. & Mwangi, J. G. (2004). Effect of cooperative class experiment teaching method on secondary school students' chemistry in Kenya's Nakuru District. *International Education Journal, 5(1):26-36.*

Waiganjo, M. M., Wambugu, P. W., Ngesa, F. & Cheplogoi, S. (2014). Effect of cooperative learning approach on secondary school students' academic achievement in Agriculture in Nakuru sub counting, Kenya. *International Journal of Humanities, Social Sciences and Education, 1(7):191-197.*

EDUCATIONAL PSYCHOLOGY: ANTIDOTE FOR EFFECTIVE TEACHING AND LEARNING OF SOCIAL STUDIES EDUCATION FOR GLOBAL CITIZENSHIP IN NIGERIA

*Tijani, O. A.
&
*Tinja, R. M. (*PhD*)

***School of Education/ Early Childhood Care and Primary Education
Federal College of Education (Technical) Potiskum
Yobe State**

Abstract

*T*he paper examined educational psychology as an antidote for effective teaching and learning of Social Studies Education for global citizenship in Nigeria. To achieve this, the paper looked at the meaning of Social Studies Education and the place of psychology of education. The paper also examined the relationship between Social Studies Education and global citizenship. The paper therefore concluded that Social Studies teachers should develop and display considerable knowledge, competency and skills in educational psychology for instructional objectives in Nigerian schools with a view to promoting global citizenship.

Keywords: Educational Psychology, Teaching and Learning, Social Studies Education, Global Citizenship

Introduction

Education has been widely accepted as tool for preservation of what is good and culturally cherished by the society as a foundation for sustainable development in the world of mankind. Psychology is the study of human behaviour in relation to why, how, and under the circumstances an individual learns within the frame of his interest and intellectual capacity. Psychology resents the principle that explains why people behave the way they do. In the context of education, psychology applies to teaching learning processes in behavioural terms based on interest, teaching resources and environmental factors. Psychology is categorized into basic and applied. However, this paper focuses on the educational psychology as an applied field of psychology that infuses educational principles and theory in solving educational problems. This therefore explains the importance of educational psychology in educational

institutions. The main objective of the school is to bring about desirable changes of behaviour among the students through the instrumentality of effective and sufficient teaching and learning within the classrooms which remains the focal point of educational psychology. Teaching in the concept of this paper is viewed from the angle of formal and professional activity. In this regard, Teaching can be seen as active communication of specific information or ideas between a teacher and the learners in an organized environment. It is a dissemination of knowledge, skills and competencies contained in the educational document (curriculum) from a professional teacher to the learners in a formal environmental setting (classroom). According to Mu'azu (2015) teaching is an active and constructive process in which the teacher assumes the role of a strategic planner and making decision about the contents and the appropriate instructional strategies.

Thus, effective teaching is concerned with the careful selection of curriculum contents, appropriate application of instructional method, adequate teaching resources and evaluative procedure which must take cognizance of capabilities and weaknesses of the individual learners. Hence, the main purpose of teaching is to ensure the desirable change of behaviour in the learners with a view to developing in them needed competency, self-dependency and social responsibilities as framework for socio-political and economic development of any country of the world. The type of education that is preoccupied with the great task of transmitting and transforming socially acceptable norms and culture of the society from one generation to another is Social Studies education which is taught in all facets of the Nigeria's schools. Thus, Social Studies is designed to inculcate moral values that are of great significance to human and societal development by way of bringing about the desirable changes in students. The above exposition therefore underscores the importance of educational psychology in terms of effective teaching and learning with the view to eliminating any form of condition inimical to effective teaching and learning of this subject area in order to achieve the desired objectives

Therefore, for Social Studies to achieve the tenet of effective global citizenship which is concerned with the displaying and internalizing of the national value such as patriotism, discipline, civility, respect for the worth and dignity of labour, honesty, hard work, dedication to duties, tolerant, obedient to constituted authority, respect to the constitution of the land, orderliness, Justice, productivity, fair-play, sincerity, zero tolerant for corruption, nepotism, favoritism, vote robbery, vandalization of national resources etc., as it is done in the developed nations of the world, Social Studies should be effectively taught in order to change the mindset of the younger generation towards the process of national development. Supporting this view, Kazi (2012) opines that effective teachers of Social Studies must make sure that their teaching objectives, teaching experiences and evaluation do take cognizance of the needs and aspirations of both the students and the Nigerian society at large. In view of the above, this article bothers on the strategic place of educational psychology in teaching of Social Studies for effective citizenship in Nigeria.

Social Studies Education

Social Studies as a popular school subject is viewed as the study of man in relationship with his socio-physical environment variables that makes up both physical and social environment in terms of clothing, food and occupation. It is a course of study which deals with the influence of man on his environment and how environmental factors in turn influence to a greater extent, his decision making process that affect his socio-political, economic, cultural and technological engagement. Ololobou in Obi (2008) perceived this subject area as ''an organized integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry. In line with the above, Lawton (1981) observed that a good Social Studies curriculum is one which helps young individuals to develop into responsible adults by relating them to their society by means of appropriate knowledge and experiences selected from the social sciences and other disciplines. In this thought pattern, Mu;azu (2015) opined that the philosophy of Social Studies has influenced many minds as to the assets intrinsic in the subject in the process of confronting and attempting to solve the problems of man in his different environmental setting the world over.

Bye and large, the main attraction of Social Studies centers on human behaviour. Thus, inculcating the right type of skills and virtues into the up-growing generation through a unified, integrated and multi-disciplinary approach to creating enabling environment for social advancement. Perhaps, it is the above critical function that makes the subject occupies a place of pride in the Nigerian educational system Social Studies is a citizenship oriented subject that uses inquiry and reflective approaches in solving human problems, thereby creating enabling environment for students to make personal contributions to national development. In meeting the above task, quite a number of objectives of Social Studies were formulated to meet the needs of different levels of the Nigerian educational system. Osunde (1989) reflected that Social Studies objectives were developed to solve specific national problems which include promoting in the young ones, the spirit of patriotism and nationalism, exposing students to the problems in society and equipping them with the necessary skills needed for their survival. In a nut shell, the objectives of this subject area represent the types of knowledge, skills, attitudes and values which Social Studies Education was established to achieve.

Social Studies curriculum is designed to inculcate worth-while national values geared towards accelerated transformation into the students to enable them live and contribute meaningfully to the advancement of their immediate communities in particular and Nigeria as a democratic society. Social Studies education is a vanguard for inculcation of these values which are meant to produce balanced, effective citizens and reliable Nigeria work force for efficiency and national productivity. In the context of the above, Social Studies Curriculum is structured around the following features:-

1. *The cluster of subject matter*: This simply means that the curriculum is organized in themes or topics which emphasized the issues and problems of man as he interacts with the environment.
2. *The Conceptual and Spiral Presentation of Information*: Learning is a continuous process commencing from simple to complex. Social Studies therefore presents concepts in an overlapping manner. Thus, a topic is introduced in the first year and re- introduced in the second year for wider explanation and understanding of the students.
3. *The Instructional Pattern*: This bothers on how the lesson can be achieved. The syllabus is presented around the following: - Topic, lesson content, objectives of the lesson, instructional materials, pupils' activities and evaluation.

Global Citizenship

First and foremost, the term citizenship can be visualized as being a member of a nation and enjoys rights and privileges as enshrined in the constitution irrespective of whether the nation in question is developed, underdeveloped, or independent or not. In this context, the process of being a citizen of a particular country gives rise to what is known as "Citizenship Development, or "Citizenship Orientation" or "Citizenship Education" Irrespective of the nomenclature, it is geared towards adherence to national consciousness, fundamental civic rights and responsibilities as framework for peace, unity and national stability on which the socio- political and economic transformation is hanged. In line with this thought pattern, Bozimo and Ikuwuemelu (1999) opined that "citizenship education is expected to promote self and national economic efficiency, civil responsibility and socio-political awakening in lingual-cultural society such as Nigeria. It should be noted at this juncture that the overriding goal of citizenship process in a democratic dispensation in Nigeria is the effective sensitization of individual students towards civic obligations as basis for accelerated national transformation.

In the light of the above, global citizenship emanates as an addendum in the globalization process of political events and socio-economic engagement in the world of mankind. Global citizenship is a process of associating with the global community in the fulfilment of one's national civic duties, rights and responsibilities for national growth and development. According to Noddings in Ruth (2015), a global citizen is one who can live and work effectively anywhere in the world supported by a global way of life. Similarly, Andrzejeski (1996) in Ruth (2015) viewed global citizenship as knowledge and skills for social and environmental justice. Ruth (2015) refers to global citizenship as a sense of belonging to a broader community and common humanity that emphasises political, economic, social and cultural interdependency between the local, the national and the global. This gave rise to global citizenship education as one of the strategic areas of work for UNESCO's Education Programme (2014-2017) and one of the three priorities of the UN Secretary General's Global Education First Initiative (GEFI) launched in September 2012 (Ruth, 2015).

In view of the above revelation, global citizenship as it relates to Social Studies education is quantifiable in terms of quality intercultural behaviour invaluable in promoting national development in all its ramifications. It connotes Nigerians' interaction with outside world through the imitation of globalized desirable attitudes and values on which the developed nations of the world are based. Such values as patriotism, respect for constituted authority and rule of law, discipline, zero tolerance to corrupt practices, effective utilization of national resources for social transformation, fairness, justice, tolerance, unity in diversity, etc. are the up held characteristics of developed nations like the United State of America, United European contraries, China, Japan and others in this categories which Nigeria citizens need to imbibe in their quest for socio-cultural, economic, political and technological transformation. There is no doubt that globalization is packaged in both positive and negative tendencies, however, Nigerians as a people, should import positive global citizenship attitudes that are culturally, ethically and morally in tune with our developmental demands through the instrumentality of Social Studies education disseminated in the formal institutions of learning.

Relevance of Educational Psychology to Social Studies Teachers
The concern of a professional Social Studies teacher is to assist the learners develop the appropriate personality and social adaptation. This implies that the Social Studies teacher must not only know the subject matter of Social Studies education, but also the developmental processes of the child (individual students) in order to make socio-educational impacts on them. Since Social Studies is an integrated field of study that bothers on interaction of people in their environments, teachers in this subject area should be versed in varieties of experience as this will serve as impetus for sufficient and effective teaching and learning of this noble discipline. In this line of thought, Kazi (2012) posited that the modern Social Studies teacher should be an aspirator, guardian, pilot, innovator, organizer, an activist or militia man or woman in the business of teaching or imparting knowledge to active participants". It becomes imperative at this juncture to state that psychological leaning theories of John Dewey's pragmatic movement, Gestalt, Pavlov, Thorndike, Gagne, and host of others have helped in no small measure in the curriculum development of Social Studies education. The contribution of these learning theories according to Okam (2002) enhance and gave credence to Social Studies education in the organization and classification of knowledge, methodology, selection of instruction materials and evaluation techniques. Thus, one can rightly say that Social Studies education is a birth of psychological learning theories.

Therefore, knowledge of psychology will enable Social Studies teachers to guide the teaching and learning process towards optimal performance in citizenship orientation. Summarily put, Knowledge of Educational Psychology will assist Social Studies teachers in the following ways:-
1. Educational Psychology instills in Social Studies teachers the knowledge about child development that will assist them in providing adequate guidance to the

learners for future socio-academic development. To understand child growth and development according to Owuamanam and Owuamanam (2002) there is need for teachers to understand what had gone before: - an individual at any stage of his development is the product of organic and environmental factors. At conception, the individual is endowed with all potentialities. However the environment has the last word. Therefore there is need for teacher to understand this interplay of forces in order to provide enabling classroom environment that will support the learning processes.

2. Knowing what happened during the early stages of child development will help Social Studies teacher to give appropriate remedy to later learning difficulties such as long and short sightedness, slow learning, memory and forgetting, problem solving skills, etc.

3. Knowledge of Educational Psychology will in no small measure assist Social Studies teachers in paying attention to hereditary and environmental factors and their interconnectivity as they affect teaching and learning processes.

4. Students' developmental process varies. Therefore, they are not expected to perform   the same way in a classroom situation. The knowledge of this will strengthen Social Studies teachers in their classroom approaches to teaching/ learning situation

5. Educational Psychology has helped Social Studies teachers in understanding the individual differences thereby making adequate preparation through selection of appropriate contents, methodologies, instructional resources and effective classroom management.

6. The exposure of Social Studies teachers to various degree of psychological theory of learning, motivation, personality, principles of classroom management and control; reward and punishment and host of others go a long way to assist Social Studies teachers in mobilizing the students for effective and efficient citizenship

7. At the end of Social Studies classroom instructions, teachers in this subject area need to know the leaning outcome. Therefore, knowledge of educational psychology will assist the teachers in designing appropriate evaluative tools to measure socio-academic performance of the students.

Social Studies Education and Global Citizenship

The manipulation of political and economic position by the majority of Nigerians can be said to be responsible for the infrastructural decay and low speed of development in the country. This therefore calls for serious cross pollination of ideals and ideas that have paved way for accelerated development in the developed nations of the world. Perhaps, it should be reiterated at this juncture that the problem of Nigeria as a democratic society is not lack or insufficient human and material resources, rather, Nigeria is bedevilled by qualitative attitude and morality to manage the abundant resources for development. There is no doubt that the attitudes of Nigerians are inimical to actualize articulated policies geared towards socio- economic

progress of the society. This exposition therefore calls for global citizenship where quality attributes and characters necessary for development are shared from the developed global communities. For instance, while greater percentage of Nigerians have little regard for fundamental obligations and responsibilities, less consideration for traffic laws, considering embezzlement of public fund as a "National Cake", reverse is the case in the developed countries like Britain, U.S. and host of others.

In view of this, Social Studies as an interdisciplinary is saddled with the production of effective citizens that are capable of using positive global knowledge to bring about national development in Nigeria. In this context, Engle in Okam (2002) suggested that the Social Studies educator must be charged with the responsibility of manipulating the environment of the learners in such a way that certain specified desirable behaviour amongst them is increased. In line with the above, Okobiah in Isaac and Tijani (2015) opined that Social Studies education need to contribute greatly at mobilizing and enabling learners cultivate an awareness and understanding that would transform them into citizen with skills competencies moral values and reasoned judgment to effectively live, interact and contribute positively to the economic social, political and cultural development of the Nigerian society. It is hoped that the knowledge, skills norms, values, attitude and actions learners acquire in this subject area will serve as basis of handling personal, national and global issues in a mature manner. Hence, Okam and Halilu (2011) opined that Social Studies in committed to transmitting and transforming the values of Global citizenship such as patriotism, respect for constitutional provisions and looking at events with democratic slant for the progressive improvement of Nigeria as a democratic entity.

Conclusion

This paper has dealt with the position occupied by educational psychology in the effective teaching and learning of Social Studies education as an instrument for the realization of global citizenship in Nigeria. Educational psychology is an important tool or veritable preparatory weapon for Social Studies teachers to sufficiently and adequately increase their efficiency in the classroom situation. This is why Lovell (1973) posited that to be a successful teacher, one is forced to be a successful psychologist. Therefore, what one is taught while in training on the characteristics emerging at different stages of human development can be utilized in imparting instruction and moulding the behaviour of children (learners) according to the specified goals of education. The assertion of the above scholar has far reaching classroom implications of the Social Studies discipline whose objective is to mould the students' behaviour for social adjustment as base of mobilization for effective citizenship and poli-socio and economic transformation of Nigeria. It is therefore mandatory for effective Social Studies teachers to develop and display considerable knowledge, competency and skills in educational psychology for effective instructional objectives in Nigerian schools with a view to promote global citizenship.

Recommendations

Based on the discussion so far, the following recommendations are made to achieve the tenets of global citizenship in Nigeria:

1. Teachers producing institutions in Nigeria should organize regular refresher workshop on educational psychology for Social Studies professional and educators. This will assist them in their classroom engagement with the learners.
2. Government should employ Social Studies expects to handle the subject at both secondary and tertiary institutions as this will ensure adequate inculcation of citizenship knowledge, values and skills into the learners.
3. Government should provide infrastructure to address the population explosion that has almost become a normal practice in Nigerian secondary schools. This is inimical to teaching and learning of Social Studies for effective citizenship in Nigeria.
4. Government should create job opportunities for the Nigerian graduates to keep them out of reach of any criminal tendency but contribute to the socio-economic development of the Nigerian society

References

Andrzejewski, J. (1996). Knowledge and skills for social environmental justice. In J. Andrzejewski, H. Needham, M. A. Simon & J. Schuster (eds.) *Oppression and Social Justice: Critical Frameworks*

Bozimo, G. & Ikwumelu, S. N. (1999). *Issues in Social Studies education in Nigeria.* Owerri: Whyte and Whyte Publishers.

Kazi, N. P. (2012). *A compendium of economic, educational, historical, political, religious and social issues in Social Studies education.* Jos: WAIS Printing Press.

Lovell, K. (1973). *Education Psychology and Children* (11th Ed.) London: University of London Press.

Mu'azu, M. T. (2015). Curriculum planning and development in social studies. In M. T. Mu'azu (ed.) *Contemporary Issues in Social Studies Education in Nigeria.* Kaduna: Image Point Publishers.

Obi, G. E. (2008). Social Studies Education: A mega force for national development. In B. Y. Omooba, G. E. Obi and J. A. Olabode (eds.) *Topical Issues on contemporary Social Studies Education*. Kaura Namoda: Nasif Prints & Enterprise.

Okam, C. C. & Halilu, L. (2011). Exploring civic education for effective citizenship in the task of nation building in Nigeria. *Nigerian Journal of Social Studies, XIV (1): 6- 7*

Okam, C. C. (2002). *Reading in New Development in Nigerian Education*: *Issues and Insights.* Jos: Deka Publication.

Oladele, J. O. (1989). *Fundamentals of Psychology Foundation of Education* (3rd Ed.) Lagos: Johns-land Publishers Ltd.

Osunde, E. O. (1989). Social Studies: A conceptual Analysis of the meaning and the Nigerian teachers' perceptions of its objectives. *Nigerian Journal of Social Studies*. 1 (1).

Owuamanam, D. O. & Owuamanam, T. O (2002). *Fundamentals of Educational Psychology.* Lagos: Bolabay Publications.

Ruth, E. U. (2015). Mobilization of Nigerians for global citizenship: A holistic approach using Social Studies and Civic Education. Being a Key Note Address at the National Conference of Social Studies and Civic Association of Nigeria held at the Nasarawa State University Keffi, Nasarawa State.

Tijani, O. A. & Msheliza, I. A. (2015). Social Studies Education: Recipe for the integration of Nigerian society. *International Journal of Education and Science Research Review,* 2(5): 25-30.

MATCHING STUDENTS AND READING MATERIALS: A CLOZE PROCEDURE METHOD FOR ASSESSING THE READING ABILITY OF STUDENTS AND THE READABILTY OF TEXUAL MATERIALS

Ajaps, Christiana Ijeoma (*PhD*)

**Department of English and General Studies,
Federal College of Education (Technical),
Akoka, Yaba, Lagos**

Abstract

*T**his paper views Reading and Readability as psycholinguistic processes and examines the traditional ways by which teachers attempt to gain insight into the reading process of an individual and the potential difficulty levels of reading materials. It also looks at previous studies carried out in Nigeria on the cloze procedure in order to illustrate some of the information that can be obtained using this technique. The information includes finding out the students' individual reading levels as compared to the level of difficulty of their reading material, grouping of students, placement of students, overall program evaluation, quality of the students' miscues or 'errors' and testing students' ability to predict specific parts of speech. This procedure is therefore, recommended to teachers, writers and publishers.*

Keywords: *Matching, Reading, Materials, Textual*

Introduction

Reading is basically a psycholinguistic process by which the reader takes graphic input and reconstructs from it the message encoded by the writer (Goodman, 2000). This means that reading involves a private process of interaction between a reader and print. The above definition of reading points to the fact that communication should be of paramount concern to writers. Written communication should therefore, find their levels among readers and vice versa. What this implies is that reading materials should be prepared in such a way as to reconcile their levels with those of the readers. This is the main concern of readability which basically is the extent to which readers are matched with their texts.

Traditionally, teachers attempt to gain insight into the reading process of an individual by listening to the student read orally. This, no doubt, can be a valuable means of learning how an individual is interacting with the text before him/her. However, this is time consuming and, to be done well, requires specialized training. Again, the traditional way of ensuring a match between readers and texts is through

readability formulae. Readability formulae are scientific procedures intended to provide quantitative estimates of reading ease of written materials (Banjo, 2014). According to Ojo (2012), present readability formulae are too inaccurate to be of much help in selecting appropriate instructional materials.

In recent years, a new technique has been developed which not only provides valuable insight into what a child is thinking while in the process of reading in a private and natural situation but also provides potential difficulty levels of specific educational materials. This technique involves using the cloze procedure. This procedure is believed to enjoy the advantage of simple construction, the efficacy of group administration, and the ease of objective scoring (Taylor, 2015). During cloze testing, the reader is given something to read, a passage from a story or an interesting article in which some words have been deleted and replaced with a line. Cues to the missing words may be given. The reader is instructed to read through the passage silently and then use the context of the passage to fill in each missing word.

The purpose of this paper is to present some examples of cloze testing carried out in some secondary schools in Lagos State in order to illustrate some of the various kinds of information teachers and researchers can obtain using cloze testing.

Methodology

Population: 9th Grade – Basic 9 students in secondary schools in Lagos State.

Population Sample: 1,000 students from 10 selected secondary schools in District IV Education of Mainland Local Government Area of Lagos State.

To ensure that selected students were of uniform comprehension ability, a general reading achievement test was administered on all of them. All four cloze tests were derived from passages from two English Language text books commonly used in Nigerian Secondary Schools. These are *Intensive English* Book 3 (Oluigbo, Otagburuagu) and *Effective English* Book 3 (Montgomery, Bisong and Morakinyo). From the pool of passages estimated by Fry's readability formulae to be written at the 9th grade level (JSS 3), these four were randomly selected, two from each book. Every fifth word in each passage was deleted. The initial and final sentences were however, left intact and 50 words were deleted from the remaining text. The first letter of each deleted word was provided in the blank space and synonymic scoring mode was employed. This resulted in the Every 5th, Cued, Synonymic cloze format (E 5 + V) which has been found to be an eclectic cloze format for use in a second language setting (Ibe, 2013).

Before the tests were administered, the one thousand (1,000) students were involved in a brief orientation session to familiarize them with cloze testing procedures. Sample passages were presented to them and they were also instructed to insert only one word in each blank space. However, many of them occasionally inserted more than one word and, as will be shown, this practice provided some additional insight into the students' reading process. The tests were administered to the entire subjects at four regularly scheduled class periods of ninety minutes each and the students were encouraged to complete as many of the passages as they could. For

data analysis, the cloze passages were collapsed across passages to control for possible passage effects.

Results and Discussions
(a) Students' Reading Levels

The first example of the use of cloze testing is to show how it can be used to find out what level of reading material is suitable for an individual or a group of children. In this example, Saphir's (2012) reading competence levels were used as a criterion for placing students. Using this, a score of 60 - 100% on any book level indicates the passages are at the student's independent reading level while a score of 40 – 59% shows that the passages are at the student's instructional reading level. Scores below 40% indicate frustration reading level.

Table 1:

Comprehension Level	No. of Subjects	Percentage
Independent 60 – 100%	111	7.63
Instructional 40 – 59%	245	24.37
Frustration 0 – 39%	644	68.00
Total	1,000	100.00

Table 1 clearly shows that only a small proportion of the subjects are operating at the independent and instructional levels (7.63% and 24.37%); while the majority are at the frustration level of the reading passages. This implies that students cannot benefit from any instruction or independent study based on the passages. Rather, most of them will find the passages frustrating to them, and this could be problematic in the reading process. In the above example, the cloze tests helped the teacher identity poorest readers for referral or special education. They also provided a guide to the teacher in grouping and in selection of reading materials.

(b) Students' Reading Processing Strategies:

Another way in which cloze testing can be used is in examining cloze tests completed by an individual student in order to help us understand more about what the student is thinking as he is trying to make sense out of print. This can be done for diagnostic purpose as the test may reveal information about an individual student's reading strengths and weaknesses which could be useful in developing an instructional program for that child. Further insight into the reading process which cloze testing provides is also valuable for researchers who are concerned with finding ways to improve reading.

The examples below show how we can examine a student's cloze responses to find out what the child thought were the missing words. This researcher is not

concerned with the number of "wrong" answers. Rather, she is interested in finding out which words the student selected and to what extent the student's selections show he/she is making sense out of the reading passage. Goodman (2000) suggests that a reader uses his intuitive knowledge of the language he is reading as well as his personal background of experiences and knowledge related to what he is reading. According to this view of the reading process, the reader samples the text to confirm or reject his predictions. When a reader encounters a passage with unfamiliar words he uses whatever cues are available to help him/her predict the meaning of the unfamiliar words in the context of the passage. A reader who attempts to fill in the missing words in a cloze passage is using the same process of selection of cues to help him predict the missing words. By looking at a reader's synonymic responses we can get an idea of what cues are used in making his predictions. Goodman (2000) introduced the term 'miscues' to refer to a student's so-called reading 'errors' and has developed a procedure for miscue analysis. The following examples show how this can be used.

To illustrate, the responses of three students on a selection from level three cloze passage will first be presented. Student Number one scored seventy-two percent (72%) on the cloze story which was based on Intensive and Effective English. This high score indicates that the passage was on her independent reading level. Student Number Two scored forty-five per cent on the same story indicating that the passage was on his instructional reading level while for student Number Three who scored only twenty-two per cent, it was on frustration level.

Figure 1: Responses of 3 Students on a Selection of a JSS Level 3 Cloze Passage

Child	1 never 2 ever 3 himself	1 representative 2 rebel 3 woman
He swore	n again to take a (never)	r (representative) 1 home 2 home 3 here
of government to his h (home)		Clan

We can examine the three students' responses above to see the kinds of cues they each used in predicting the missing words. The children could use semantic cues (the meaning of the context), syntactic cues (cues provided by the grammar of English) as well as punctuation to assist them in making their predictions. In these examples, some of the most explicit cues are found after the missing word and we can see that these are the cues which were not used by student Three, the poorest reader. For example, in the following: ('He swore ………), the poorest reader was obviously

insensitive to syntactic structures of English by (himself) in the blank space without giving due consideration to the absence of 'to'. The other two students employed both the semantic and syntactic cues in order to fill the missing word correctly. The 'again' following the blank space assisted them in predicting never in: (He swore never again…..). This use of an available cue reflects their superior reading skills as compared with student Three. Similarly, both Student One and Student Two used the initial letters of the missing words provided as cues even though for Student Two, this cue did not really assist him in arriving at an acceptable prediction.

Cloze test may often reveal that a student either has a good or poor vocabulary or word power. A good vocabulary would aid the student while lack of it affects others adversely. For example, an indication that the synonym is expected to have been connected with a good stock of vocabulary. The fact that the right word is supplied is also an indication that the subjects possessed the vocabulary to choose from. To illustrate, the responses of some students which are meaningful within a sentence but might or might not necessarily be meaningful within the story are shown below:

Figure 2: Examples of Miscues which are meaningful within a sentence

1   _____
    (representative)
	of government to his
	  - functionary
	  - staff
	  - clerk
	  - (an) official
	  - (an) officer

2   _____
    (home)
	clan His resolve was
	  - native
	  - local
	  - village
	  - town

3   _____
    (strengthened)
	in this case when …….
	  - Justified
	  - Reinforced
	  - boosted

From the Figure above, 'functionary' and 'official' in place of representative, 'native' in place of 'home' and 'reinforced' in place of 'strengthened' all show, not only a sensitivity to the context but also the possession of good vocabulary. It is noteworthy that these striking synonyms of context words were all supplied by students who scored within the independent and instructional reading levels of the reading materials. Among the poorest readers, complete absence of synonyms and the predominant but often incorrect choice of function words and pronouns, are evidence that the students have limited vocabulary.

Cloze testing can also show how students respond differently when reading materials at various levels of difficulty and familiarity. For instance, the second cloze X passage was an extract from Achebe's *Arrow of God*. About 85% of the students studied, operated at the instructional levels of the reading passage. There is no doubt that both the good and poor readers, took advantage of the familiarity of the content of the passage since there is a possibility that such students have come across the book in their Literature in English lessons.

Cloze testing can provide important information when on passage completed by many students shows a pattern of similar responses. For instance, the effect of bilingualism was apparent in the type of translations and words supplied by the subjects. While some subjects took advantage of bilingualism, many others did not. A good number translated without due regard to the structure of English. Some of them transferred words believed to be lexical equivalents in the target language only to commit collocation errors and produced non-English structures. For example, 'sudden attack of fever' was read as 'sudden ill of fever'. Another subject wrote 'his wife born' (a baby) in place of 'his wife delivered'. All these are literary translations, aimed at preserving the equivalent lexical meanings of the first language.

A similar pattern identified in the responses of subjects is the confusion in the use of 'he and she'. From the miscues analysis, many subjects were found to have substituted 'he' for 'she' of feminine gender nouns, and vice versa. Since there is no such distinction in the use of such pronouns in most of the subjects' first language, it does appear that this attitude to the use of such patterns as discussed and many more others, this could suggest the need to provide the students with experiences in such problem areas. Similar patterns of responses by many students can also be useful to the writers of text books in laying emphasis in such areas.

Conclusion

The foregoing discussion and analysis have highlighted the uses to which the cloze passages from different text books can be administered to a class to determine which text is most suitable for the reading level of the students in that class. If the majority of students perform at the instructional and independent levels of reading passages from a particular text either such a text is deemed suitable for the students and therefore can be adopted for them. It will however, be foolhardy of anyone to adopt a text either for instructional purposes or for independent reading if majority of the students find the passages in that text frustrating. Students have shown that cloze procedures enable teachers to obtain quick and relatively accurate estimates of both students; general reading ability and of potential difficulty levels of specific educational materials. Analysis of cloze testing provides what Williams (2011) and Obi (2013) termed language 'evidence' rather than data. Writers, publishers, curriculum developers, teachers and all educators are therefore encouraged to make use of this 'evidence' in order to improve reading comprehension and by extension, academic performance of our students.

Recommendations

The teacher can use the cloze procedure as a teaching technique, thus enabling students to improve their skills in reading comprehension. Based on empirical findings, Umoru (2014), Taylor (2015) and Oluikpe (2012) recommended the use of the cloze procedure for instructional purposes whereby one can delete verbs, nouns, adjectives, and so on, to teach and test students' ability to predict the specific parts of speech.

References

Banjo, O. O. (2014) *Teaching Reading in Schools and Colleges.* Ibadan: University Press.

Goodman, P. (2000). *Teaching English as a Second Language.* London: Oxford Press.

Ibe, U. (2013). *Learning to Read and Reading to Learn.* Onitsha: Royal Press.

Obi, P. C. (2013). *Reading as a Concept: Skills and Competences.* Nsukka University Press.

Ojo, B. (2012). *Trusted Strategies for Reading and Comprehension.* Somolu: Addex Press.

Oluikpe, U. N. (2012). Cloze procedure and other methods of measuring readability. *Journal of Education,* 2(1).

Saphir, S. T. (2012). *Measurement of Readability.* Iowa: Iowa State University Press.

Taylor, W. A. (2015). Cloze procedure: A new tool for measuring readability. *Journalism Quarterly, 20(30)*

Umoru, B. (2014). *Essential English for Schools.* Ibadan: Evans Brothers Publishers.

Williams, A. (2011). Readability indices in the evaluation of curriculum materials. *Journal of Curriculum Studies, 4(5).*

QUALITY TEACHER EDUCATION FOR CHANGING COMMUNITIES

Ebohon, Godfrey Oghuan

**School of Secondary Education
(Language Programmes)
Department of English
Federal College of Education, Kontagora, Niger State**

Abstract

Quality is a multi – dimensional concept with different meaning for diverse users. For teacher education to remain relevant in the dynamic and complex world there must be a transformation, a continuous improvement of the quality of teachers, education and product through sustained efforts to satisfy the multiple changing communities. If Nigeria educational system must meet up to the present standard of globalization, then, the teacher training institutions must be brought to the front burner. The fact is that teacher education is a means to an end, because to be a professional and efficient teacher such an individual must master the art and science of teaching, and blend the acquired skills into their various disciplines. This paper discussed the key features and perceived challenges of teacher education in the present face of a changing communities. The paper further highlighted the need for quality in Nigeria teacher education programmes to be able to meet the challenges of the world of technological know-how. Finally, the paper recommended among others that the regulatory bodies of these teacher education institutes should have a priority to maintenance of minimum standards to ensure that the right type of skilled man-power are produced and the provision of good working conditions to minimize brain drain.

Keywords: *Quality, Teacher, Education, Changing and Communities*

Introduction

The bodies responsible for teacher education in Nigeria, that is, colleges of education and the faculties of education in the universities have the responsibility of producing competent and highly trained teachers for Nigeria educational system. The calibre of teacher who takes charge of education processes differs from one educational level to another. Thus, teacher education cannot be without aims and objectives.

The following aims and objectives of teacher education in Nigeria are spelt out in the National Policy on Education (FGN, 2004) as follows:

- To provide highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- To encourage further the spirit of inquiry and creativity in teacher;
- To help teacher to fits into the social life of the community and society at large and to enhance their commitment to national objectives;
- To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world;
- To enhance teachers commitment in the teaching profession

Going by these aims and objectives of teacher education by the federal government of Nigeria; it goes to show that the government is good at policy formation. They are all good, but the means of achieving these aims and objectives are lacking in the system. The out puts of these institutions today live many questions agitating in the minds of Nigerians. Prominent among such questions according to Ezekiel and Adesina (2013) are: are the teachers produced from the teacher education programme of our tertiary institutions of nowadays possessing those laudable qualities that will make them perform their roles efficiently? Are the teachers of nowadays patient and conscientious at work? Do they really master the subject matter? Are they ready to learn? Are they of good characters? Are the educational institutions ready to prepare and instil right attitude towards work in these would – be teachers? Will the mental perception, skills, attitudes, aptitudes and competencies pre-requisites to the teaching professions?

The focus of any educational system all over the world has to do with teacher, pupils and other members of the community, which is why the National Policy on Education, acknowledged that no educational system can rise above the quality of its teachers. Education is systematic and dynamic in character, intellectual and moral all geared towards acquiring knowledge, development of character, mental development and qualities that enhances human survival. This can only be achieved through effective qualitative teacher education programme.

Quality Teacher Education

Quality is very vital for achieving standard in any product produced or services rendered in any given society or organization. Quality woos consumers' attention, persuades, motivates and forces them to rush for such products which ordinarily, they would have not bothered to go for. Quality, according to Hornby (2006), is the standard of something when it is compared to other things like it or features of something, especially one that makes it different from something else. But in education, quality according to Ajayi and Adegbesan (2007) is the totality of the features of the processes, product or services of an educational system. However, different users defined quality differently. In education, quality is a complicated concept that pivots educational reforms in the sector.

Quality teacher education therefore will mean planned and systematic activities that are implemented in a quality system so that they process through which a prospective teacher is prepared to handle the various aspects of the teachers function in academic, social, psychological and practical function. Teacher education is pre-planned, articulated set of events and activities which are intended to help a would be teacher, or a teacher-trainee acquire appropriate knowledge, skill, the right type of attitude habits and competencies needed to be able to enter the teaching profession and to become a resourceful, effective and efficient teacher.

Quality teacher education should be synonymous with standard, efficiency, excellence, relevance, worthiness, appropriateness and real value. This should mean an academic standard put in place which will enable worthwhile teaching and learning experiences in an environment of training would be teachers. For quality teacher education to be achieved, it means that some mechanism must be put in place to check the quality of inputs (staffs, students, infrastructure etc.) as well as the outputs (graduates) offered by the Colleges of Education and the Faculties of Education in the Nigerian universities.

Challenges of Achieving Quality Teacher Education in Nigeria

The entire educational system has suffered untold neglect and has virtually collapsed. The structures and facilities have suffered unbelievable decay. The teaching and learning process and environment have lost their aura. The teacher education had been the worst hit. There are lots of problems affecting effective delivery and quality teaching in schools which is a carry-over effect of the training programme attended by the teachers who are currently teaching in Nigeria schools. All is not well in terms of the realization of the educational philosophy and objective as outlined in the National Policy on Education. The quality of teachers produced in Nigeria fell far short of national expectations (Maduewesi, 2005).

Selection/Entry Requirement

The entry requirement and the selection procedure into faculties or schools of education in tertiary institutions is low when compared to other professional courses. As a result of poor entry qualification, the product turned out to be half baked graduates that are near illiterate who have nothing really to offer the society. According to Aremu and Bulus (2014), there is a functional relationship among the educational systems, sub-systems such that a fault or defect in one sub-system has impact on the whole. The long neglect on the standardization of the entry requirement into these colleges and other institutions that are responsible for the training of would-be-teachers has greatly affected the Nigeria educational system.

Recruitment/Staffing

There can never be high standard because well-qualified hands are not absorbed into the teaching profession. According to Ebohon (2015), teaching has become an all-comer's affairs. This is so because the government does not recognize

the importance of the teaching profession and as such the important role which teachers play in all the education process is never appreciated. This idea of knowing somebody before one can be absorbed should stop. Rather to improve the quality and productivity of the school system, there is need that a carefully designed or developed rigorous criterion be enforced uniformly in all the colleges and institutions where teachers are trained before recruiting them for the job of training teachers.

Environment/Infrastructure

Learning environments according to MCvey (1990) consists of all those physical sensory elements such as lighting, colour, sound, space and furniture that characterize the place in which the students and staff are expected to teach and learn. The learning environment is a vital part of the educational system and has a great impact on teaching and learning at any level of education. Abdulwahab and Ibrahim (2010) are of the view that a school environment can be likened to a "Black Box" and "Engine House" that somehow produces or fail to produce a particular valued-educational objectives. Today, what is obtainable is that the entrance and environs of most teacher education institutions are highly repellent with old dilapidated structures, inadequate teaching-learning facilities such as; lecture theatres and classrooms. In most cases where they are available they are grossly inadequate and overcrowded (Aremu & Bulus 2014). According to Ojo (2000) over-crowded classroom, insufficient educational facilities, poor hostel, poor supply of electricity, poor water supply and harsh economic conditions of the students affect or contribute to un-conducive learning and teaching processes in the teacher education programmes which affects equality.

Funding

The problem of inadequate funding has remained a recurrent decimal in the teacher education sector. Right now the country appears stuck with various offshoots of the world global crisis shrinking private inflows; weakening naira, nose diving foreign reserves, reduced revenue due to plummeting oil prices. This has persistently frustrated the actualization of the ideals in the philosophy and objectives of the teacher education. The budgetary allocation for education in recent year to date is below ten percent (10%) as against UNESCO recommendation of twenty six percent (26%) has become worrisome phenomenon. Even the ten percent (10%) is not fully disbursed which in the first place is grossly inadequate to carter for the needs and developmental aspect of the entire system. According to Adam, Sadoh and Omoigiade (2012) a good teacher education programme require hug sum of money to run it. Unfortunately, government poorly funds teacher education. The inability of the appropriate agencies to provide the required funds has left the training institutions with the option of preparing the trainee mainly through theoretical approaches. The administrators are always complaining of inadequate fund to meet up with the day to day running and unforeseen challenges of their institutions. This situation has affected certain services and capacity building in teacher institutions.

Teaching Practice

This is a period when trainees or student-teachers examine how theories learnt in the class through the cause of the training are translated into practice. According to Adewole (1997) teaching practice is a system by which teachers in training are subjected to a systematic exposure to actual classroom situation. It provides the laboratory in which a student teacher can put into practice what he must have learnt theoretically in his teaching methodology classes can be monitored, improved upon and assessed. But due to numerous problems ranging from; durational approach for teaching practice by different training institutions in Nigeria, uncertain school calendar, lack of practicing schools, incompetent supervisors amongst others have made it increasingly difficult for teacher training institutions, to carry out this exercise adequately and properly to achieve the desire goals to improve training and practical experience in classroom teaching.

Information and Communication Technology (ICT)

The value of ICT in teaching and learning in teacher education cannot be over emphasized. ICT as an educational tool can enhance and complement learning and teaching during classroom instruction. According to Okafor (2003) information and communication technology is an electronic based technology used to collect store manipulate, retrieve, process package and transmit or receive digital data and also the way they are being put in to use. This introduction of teaching and learning in an on-line environment allow for flexibility and intensive interactions among learners and instructors. In the view of Buraimoh and Idoko (2012), the idea that teaching and learning process can be actualized successfully through the application of electronic communication facilities between teachers and students in teacher education institutions is an idea that generated hope and excitement where adequately adopted. But today how many colleges can boast of using ICT in their institutions, where facilities are available there are no adequate electricity supply to power the equipment. In most cases they have been vandalized because of poor maintenance culture as well as poor funding and mismanagement of fund. All these are just few of the mirages of problems that have bedeviled quality teacher education in Nigeria.

Quality Teacher Education in the Changing Communities

Today, we have found ourselves in a world that is constantly changing. The world is currently experiencing changes in social, political, economic and above all, a world that is technological driven. People now live in a compact community. The evolution in computer technology has led to the advancement of information which has enhanced the level of information transmission and business transaction across the globe. The pace of technological development in the world especially in this twenty first century is unparalleled. It is inevitable that such pace of development with its attendant novelties would introduced changes in the field of education.

Education today has been globalized, according to Terna (2012), indeed, education which is a socio-cultural phenomenon has been globalized and countries

across the globe have taken advantage of the globalization of education. Today, people seat in the remotest part of their villages and attend colleges and universities via the internets. If the Nigerian teacher education of today must survive then it must be part of this global competitiveness in education through technological space.

Teacher education is an aspect of education which deals with the acquisition of practical and applied skills in the teaching job. Adegbemile (2012) asserts that teacher education refers to professional education of individuals towards attainments of attitudes, skills and knowledge considered desirable in order to make them efficient and effective in their work in accordance with the needs of the society within the range of time or period stipulated for it. This includes training/education occurring before commencement of service (pre-service) on the job. This training occurs in an organized institutionalized setting with structured curriculum run by teacher training institutions. With the mirages of challenges that has bedevilled the teacher education sector. The inevitable position of the teacher in the education system is now threatened as the quality of his training makes or mare the end products.

Education has become so advanced that even the teachers (lecturers) in these teachers' institute with conventional teaching methods seem not to have adequately equipped teachers with contemporary views of students' interest and their vast learning capabilities. The instructional techniques adopted do not adequately cater for the students diverse dispositions. The increasing effect of globalization and rapid rate of technological changes in school and workplace in a way has affected teachers who were not given quality educational training. Some of the students are more exposed to Information and Communication Technology (ICT) than their teachers. In the 21st century it has been agreed that education should be geared towards lifelong learning (UNESCO & ILO, 2002). What this means is that in addition to academic skills, inculcating of work place skills such as: creativity, problem solving, collaborative skills and higher order thinking skills in order to increase the students flexibility and job mobility which will make them adaptable to the present and envisage changes.

Despite the inadequacy of many Nigerian teachers' training institutes, whether in the colleges of education or in the faculties of education in the universities. Majority of the output (graduates) are self-contended resilient and complacent, not ready to learn (adopt to change). They always rest on their oars. Other factors impeding qualitative teacher education efficiency are over-politicization of teachers recruitment in the institutions, lip service paid to teacher education for excellence in teaching profession (like their mates in entertainment and sports industries), inadequate laboratory and workshop facilities, poorly equipped libraries, lack of computers and internet facilities; and other audio-visual, low morale of teachers as a consequence of the low ranking of the teaching profession, poor preparation of teachers, (good example is the NTI products with the part time, sandwich and distance- learning programmes); and as they practice in the field after eventual employment into teaching profession. They end up ruining the profession due to their poor background. The fact is that can someone deficient in experience, skills,

knowledge and attitude requisites to his discipline influence the academic and attitudinal performance of his learners?

Conclusion

Today, change is the anthem and the real thing in education is the introduction of electronic communication facilities into teaching and learning process. Using the necessary strategies, ICTs can become a major tool for improving the quality of teacher education in Nigeria. Given the right condition, the potentials of ICT that had been enumerated earlier can be husbanded by school administrators, curriculum developers and researchers. These potentials can only be exploited when necessary initiative, some of which are noted in this paper are taken.

The teacher is the pivot on which any educational development is hinged; attempts must be made towards a dynamic, and well – articulated teacher education programme that will ensure equality teachers. If the process of producing would-be teacher is poor, it means that the output will be mediocre, half-baked, cheaters instead of teachers.

Recommendations

Education is the pivot on which the society develop while the teacher is the pivot of the educational process. What he knows and does can make a great difference and what he does not know or fail to do can be an irreparable loss to the learners. Government must therefore invest in teacher education so as to ensure the desired quality in the would-be teachers. This can only be achieved, if only the following recommendations are adhered to by those concerned with the process of education.

- Teacher education should be given priority to the maintenance of minimum standard (as the name implies) to ensure that uniform skilled manpower are produced and provision of good working conditions to minimize brain drain.
- Proper teaching practice programme should be put in place where student-teachers will be exposed to practical experience in classroom situations.
- Admission of students should be based on merit in all subject areas such that the selection of intelligent, qualified and interested student- teachers into schools and colleges would lead to the production of sound teachers in the 21st century.
- Provision of infrastructure needed in the schools and information and communication technology (ICT) facilities should be provided and properly maintained. All ICT facilities must always be upgraded as at when due
- Funding should not be joked with, because where there is proper finding it will facilitate the provision of necessary materials and tools expected to aid the teaching and learning process. Government should also put up effective mechanism for monitoring of administrator to check mismanagement or embezzlement of the available fund.
- Staffing in teacher education institutes. These exercises must not be politicized as suggested by this paper. There should be a carefully designed or developed rigorous criterion to be enforced fairly in these colleges or institutions where

teachers are trained before recruiting them for the job of training teachers, because the absence of quality training personal may lead to producing half-baked teachers.

References

Abdulwahab R. S. & Ibrahim, F. N. (2010). Effect of school environment as a determining factor of learning: Implication on the growing child. *Journal of Association of Nigeria Educator,* 7 (1): 189 – 194.

Adam, J., Sadoh, A. O. & Omoigiade, C. I. (2012). Teacher education: A precondition for quality teaching in schools. *Journal of Academics*, 7(2): 93 – 103.

Adegbemile, O. (2012). Teacher education in Nigeria; Past, present and challenges. *Journal of Association of Nigeria Educators,* 7 (1): 177 – 182.

Adewole, A. (1997). The philosophy of teaching practice. In J. O. Balogun, Y. B. Chigwang, E. S. Dakun, S. Jacob & O. Odewume, (eds.). *The Basics of Teaching Practice.* Jos: Wais Printer Press.

Ajayi, T. & Adegbesan, S. O. (2007). Quality assurance in teaching profession. A Paper Presented at a Forum on Emerging Issues in Teaching Professionalism in Nigeria 14-16 March, Akure, Ondo State.

Aremu, O. D. & Bulus, G. B. (2014). Teacher education in Nigeria and the prevailing challenges. *Kontagora Journal of Education*, 14: 14 – 18.

Buraimoh, O. F. & Idoko, M. A. (2012). ICT as a veritable instrument for promoting teacher education. *Research and Development, 7 (3): 49 – 51.*

Ebohon G. O. (2015). Enhanced teacher education for a qualitative higher education Nigeria. *Multidisciplinary Journal of Research Development,* 24 (2): 125 – 133

Ezekiel, O. J. & Adesina, E. E. (2013). Teacher education and a recessed economy. In T. Ajobiewe (ed.). *Contemporary Issues in Teacher Education for Value Orientation in Nigeria.* Ibadan: Glory –Land Publishing Company.

FGN (2004). *National Policy on Education 4th Edition.* Yaba, Lagos: NERDC Press

Hornby A. S. (2006). *Oxford Advanced Learners' Dictionary of Current English.* London: Oxford University Press.

Maduewesi, E. J. (2005). *Benchmark and Global Trends in Education.* Benin City: Dasylva.

Mcvey, G. F. (1990). *The Internal Encyclopaedia of Education and Studies,* 5 (1): 23 – 40

Ojo, T. (2000). *Nigeria Universities and High Level Manpower Development.* Lagos: Lagos University Press.

Okafor N. (2003). Coping with a Revolution. The Role of Information and Communication Technology in Science Education. *Proceeding of the 44th Annual Conference of Science Teacher Association of Nigeria (STAN)* Ibadan. Heinemann Educational Books plc 247 – 251

Terna, V. T. (2012). The State of Nigeria educational system in a globalizing world. In O. Ibeneme, B. Alumode & H. Usoro (eds.). *The State of Education in Nigeria.* Lagos: West and Solomon Publishing Company Limited, pp 350 – 370

UNESCO & ILO (2002). *Technical and Vocational Education and Training for the Twenty – First Century. Recommendations.* Paris: UNESCO.

COOPERATIVE LEARNING AND STUDENTS' ACADEMIC ACHIEVEMENT IN SENIOR SECONDARY SCHOOL PHYSICS: IMPLICATION FOR SELF-RELIANCE IN NIGERIA

* Udo, Ndem Nsungo

&

* Ubana, Ubana Arikpo

*Physics Department
Cross River State College of Education
Akamkpa

Abstract

The paper aimed at finding out effect of cooperative learning on students' academic achievement in physics. Two research questions were posed and two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted the quasi-experimental research design in which the groups were randomly selected but in each of the groups selected, an intact class of the students were used. The population consisted of all the SSS III physics students in Calabar Education Zone of Cross River State. The simple random sampling technique was used to select five secondary schools into the experiment and control groups. This brought the sample size to 170 students. The instrument for data collection was the Physics Achievement Test (PAT). The PAT was a 50 item multiple choice test with a reliability of 0.83. The experimental group was taught with the cooperative learning while the control group was taught with the conventional teaching method. In the end of the teaching, both groups were post-tested and the data collected analyzed using the Analysis of Covariance with pre-test scores as covariates. The results of the study showed that the experimental group performed significantly better than the control group and there was no significant difference in the academic achievement of male and female physics students. The paper thus concluded that constructivist method of teaching should be adopted in teaching physics so as to enhance learning and boost the application of physics to the society and thus ensure self-reliance.

Keywords: *Cooperative, Learning, Academic, Achievement, Self-reliance*

Introduction

In traditional set-up, teaching had been defined as an interaction between the teacher and the student in which the teacher transmits knowledge to the student (Dheeraj and Kumari, 2013). This method had been highly criticized because it involves the transmission of limited information to the learner who crams it by rote and reproduces it in an examination. Scores are awarded based on how the learner can effectively reproduce the facts. Thus, the sole aim here is for the learners to remember facts that could be remembered in the course, thereby defeating the main objective of education which is to train learners on how to learn and discover facts by themselves.

This system sees the teacher playing a dominant role in the class while the students are passive listeners. The students are rarely involved in the learning process and individual differences are totally ignored. Students in many cases are wasted as a result of inability to cope with the system. Consequent upon the inadequacies of this strategy and to make teaching/learning more effective and lively, develop critical thinking on the learners and make learners acquire scientific attitude of inquiry, emphasis had been shifted to the constructivist teaching/learning strategy. The constructivists considered learning as a constructive process "in which learners do not passively receive information but instead actively construct knowledge as they strive to make sense of their worlds" (Dhearaj and Kumari, 2013). The constructivist teaching/learning encourages the spirit of inquiry on the learners. It is only students that develop critical thinking that can explore their environment, apply the knowledge of physics to the society and thus capable of independent existence and self-reliance. Although there are many constructivist strategies, the one being advocated here is cooperative learning.

Cooperative learning is the structuring of small groups so that students work together to maximize their own and each other's success (Bappah and Adamu, 2014). It is primarily a method whereby students work together in groups to achieve a common academic goal. Yi-wan in Chianson, Kurumeh and Obida (2010) defined cooperative learning as a kind of learning strategy in which students study together and complete common goals. By the cooperative strategy, each student contributes his/her own idea to promote the performance of the group. The interaction of the students helps to promote scientific skills such as communication, observation and manipulative skills. Students always interact among one another and thus elaborate on the concepts taught. Such elaboration helps to deepen the understanding of students who contributes in the discussion process. Cooperative learning strategy engages the students in learning related activities that ensure them to generate new ideas, and solve problems pertaining to the related concept.

According to Ahmed and Mamood (2010), cooperative learning is an instructional strategy in which students work in groups to enhance both their own and their team mates learning. Each member of the group participates in the group task that has been clearly assigned to him or her. Each member of the group realizes that the group objectives cannot be achieved without the joint efforts of all members of the

group and each member of the group has to be accountable to the overall success of the group.

Cooperative learning is a learning approach in which students help one another in small mixed groups formed in class and in non-class environments, which help individuals gain more self-confidence and through which all the students actively participate in the teaching/learning process (Aydin, 2011). Aydin (2011) added that the cardinal aim of cooperative learning groups is to motivate students to take on their learning responsibilities by making good use of the social relations between students and to run learning processes in a way that is much more rewarding, than other classroom teaching strategies. This is particularly so because in cooperating learning, the underlying principle is the quest to make all students potentially successful. Such success is based on the assumption that the cooperative learning encourages student-to-student interaction and thus the weaker ones benefiting from the more cleaver ones.

In the opinion of Eskay, Onu, Obiyo and Obidoa (2012), cooperative learning involves the use of instructional small groups so that students work together to maximize their own and one another's learning. Each member of the group works cooperatively for the mutual success of oneself and that of the group. The authors added that this type of learning promotes positive inter-dependence among students' goal attainment. Also, this learning strategy creates an atmosphere that increases active participation by all the students. Thus, cooperative learning could be seen as a learning strategy in which the students work in groups to promote individual and group success and in which each member of the group develop healthy interaction and professional skills and forms personal and group relationships. This technique helps to promote educational experience in students that facilitates their movement beyond standard classroom parameters. The cooperative learning enables the students to learn simultaneously both the subject matter as well as practice scientific skills. This paper examines the effects of cooperative learning on students' academic achievement in physics and its consequent effect on students' empowerment and poverty reduction in Nigeria.

Purpose of the Study

This study is intended to determine empirically the effects of cooperative learning on students' academic achievements in physics. Specifically the study intend to:

i) Determine the effects of cooperative learning on students' academic achievement in physics.
ii) Determine the effects of cooperative learning on male and female students' academic achievement in physics.

Research Questions

The following research questions were posed as a guide to the study.

i) What is the effect of cooperative learning on students' academic achievement in physics?

ii)   What is the effect of cooperative learning on male and female students' academic achievement in physics?

Hypotheses

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

HO_1: There is no significant difference in academic achievement between students taught physics with cooperative learning strategy and those taught with the traditional lecture method.

HO_2: There is no significant difference in the academic achievement of male and female students taught physics with cooperative learning strategy and those taught with the traditional lecture method.

Research Method

The study adopted the quasi-experimental research design. Specifically, the pre-test, post-test non-equivalent control group design was used. Intact classes of the subjects were used, although the groups were randomly assigned.

The population consisted of all the senior secondary three (3) physics students in Calabar Education Zone of Cross River State Nigeria. A sample of one hundred and seventy students from five secondary schools was used for the study. The schools were randomly selected into experimental and control groups but in each of the schools selected an intact class of the students were used.

The instrument for data collection was the Physics Achievement Test (PAT). The PAT consisted of 50 items multiple choice test constructed by the researcher based on the content of interest (Electric and Magnetic fields) in the SS 3 physics curriculum. Each correct answer carried two marks while each wrong answer attracted a zero score. The content validation was carried out using test blue print spread through Bloom's levels of cognitive objectives. The instrument was trial tested using forty students in a school not used in the study. The scores obtained were used to estimate the internal consistency using kuder-Richardson formula 20 (K – R 20). An internal consistency index of 0.83 was obtained. This was good enough and the instrument was thus considered appropriate for the data collection.

Research Procedure

The experimental and control groups were randomly assigned but in each of the groups, an intact class of the students were used. Both groups were pre-tested using the PAT. After the pre-test, the experimental group was taught using instructional package drawn by the researcher. The control group was taught using the lecturer method. Both groups were taught by the regular physics teachers, but used the instructional package designed by the researcher. At the completion of the teaching, both groups were post-tested and the scores from both groups were compared statistically using the Analysis of Covariance (ANCOVA).

Results
Research Question 1:
What is the effect of cooperative learning on students' academic achievement in physics?

Table 1: Mean and Standard Deviation of the achievement scores of the Experimental and Control Groups

Group	Adjusted Mean	S.D	N	95% Confidence Interval	
				Lower Bound	**Upper Bound**
Experimental	68.75	6.10	88	67.25	70.25
Control	64.70	4.95	82	63.50	65.90

The results in Table I showed that the experimental group had an adjusted mean of 68.75 and standard deviation of 6.10 while the control group had an adjusted mean of 64.70 and a standard deviation of 4.75. This indicates that the experimental group achieved higher than the control group.

Research Question 2:
What is the effect of cooperative learning on male and female students' academic achievement in physics?

Table 2: Mean and Standard Deviation of the achievement scores of male and female students in physics

Group	Adjusted Mean	S.D	N	95% Confidence Interval	
				Lower Bound	**Upper Bound**
Male	74.00	8.43	96	72.00	76.00
Female	72.50	6.01	74	70.25	74.75

As indicated in Table 2, the male students had an adjusted mean of 74.00 and standard deviation of 8.43 while the female students had an adjusted mean of 72.50 and a standard deviation of 6.01. This implies that the male students performed slightly better than their female counter parts.

Hypotheses
Ho$_1$: There is no significant difference in the mean achievement scores of students taught physics with cooperative learning and those taught with lecture method.

Table 3: Analysis of Covariance Results of Students taught Physics with Cooperative Learning and those taught without

Source of Variation	Sum of Squares	Df	Mean Squares	F	Sig
Corrected Model	6557.18	4	1639.30	63.23	0.000
Intercept	2482.50	1	2482.20	102.23	0.000
Pretest	254.66	1	254.66	3.50	0.057
Treatment	5670.64	1	5670.64	225.78	0.000*
Gender	178.10	1	178.10	4.50	0.025
Error	4338.30	165	26.29		
Corrected Total	10,151.13	169			

Significant at 0.05 alpha level

The analysis in Table 3 showed that there is significant difference in the academic achievement between the experimental and control groups. Hence the null hypothesis is rejected at 0.05 level of significant. This implies that cooperative learning facilitates achievement of students in physics than the lecture method.

Ho$_2$: There is no significant difference in the mean achievement scores of male and female students taught physics with cooperative learning and those taught with the lecture method.

Table 4: Analysis of covariance results of male and female students taught Physics with Cooperative Learning and those taught without

Source of Variation	Sum of Squares	Df	Mean Squares	F	Sig
Corrected Model	6557.18	4	1639.30	63.23	0.000
Intercept	2482.50	1	2482.20	102.23	0.000
Pretest	254.66	1	254.66	3.50	0.057
Treatment	5670.64	1	5670.64	225.78	0.000
Gender	178.10	1	178.10	4.50	0.025*
Error	4338.30	165	26.29		
Corrected Total	10,151.13	169			

not significant

From the analysis in Table 4, the calculated F-value (4.50) is less than the critical value (6.81). Hence the null hypothesis is retained. This implies that cooperative learning has the same effect in facilitating learning among male and female physics students, that is, the facilitating effect of cooperative learning is equal at all levels of gender.

Discussion

The result of hypothesis one (Ho$_1$) shows that cooperative learning enhances achievement in physics than the lecture method. This result is in agreement with that of Ding and Lehrer (2014), and Numprasef (2012) that found significant difference between students taught with cooperative learning and those taught with traditional lecture method. Numpraset (2012) stated that cooperative learning proves to be very effective because students of different cognitive abilities play complementary roles that could contribute in a unique and positive way to overall achievement of the group's goal. Cooperative learning creates the opportunity for all group mates to learn, the slower learners apparently felt freer to ask questions and share opinions with their group mates than students in the traditional lecture method where all questions are directed to the class teacher. Cooperative learning requires independent thinking and the translation of information gotten into one's own words before sharing it with others. Also before presenting such information to others, the student has to rehearse the information within himself, all of which leads to retention.

Aydin (2011) also obtained significant difference in achievement between students' taught with cooperative learning and those taught with traditional method in a science-laboratory course. Aydin (2011) thus stated that cooperative learning method contributes positively to students' achievement by giving responsibility to students in the learning process and also encourages face to face communication, creating positive dependency and ensures active participation of all students in the learning activities. The way students learn can enhance or motivate their achievement in the subject concern. The ways in which learning materials are presented to students are prerequisite to students understanding of the concepts and achievement. According to Njoku (2014), when a student teaches a classmate, the phobia that usually exist during teacher-student interaction which is highly formal is removed and thus the objective of teaching is enhanced. The interaction between student is always more cordial and informal than that between teachers and student.

In hypothesis two (Ho$_2$), there was no significant difference in the achievement between the male and female students. The non-significant difference among the sexes may not be unconnected with the fact that a good teaching strategy like the cooperative learning does not have any disparity in the achievement of the students on both sexes. This implies that the cooperative learning is a good strategy to enhance the achievement of students of both sexes. This result confirms that of Akinbobola (2007), in which there was no significant difference in the academic achievements between male and female students. From this result, if appropriate instructional strategy is employed, the female students could perform as well as their male counterparts and this could help to minimize the gap of gender inequality.

Implications for Empowerment and Self-Reliance

One of the cardinal objectives of the Nigerian education system is to make the recipients self-reliant. The Nigerian government is quite aware of the high incidences of poverty and unemployment rates in Nigeria. Hence, various schemes had been put

in place through formal and informal education for the self-reliance and empowerment of our youths. Despite these efforts, poverty and unemployment have been on the high side. Greater percentage of the Nigerian populace is unable to provide for their basic needs and enjoy good medical services. The skills necessary for self-reliance had not been imparted on the students. This points to the fact that the method of teaching in our classrooms still falls below what is expected. The method of teaching as enshrined in the Nigerian National Policy of Education is that teaching should be student-centered, but our classroom reveals teacher-dominated environment. Students are not allowed to exercise their intellectual freedom which will stimulate critical thinking, creativity and communication skills. It is only a creative person that is able to set up small businesses of his or her own on leaving school. It is expected that a physics student who has completed secondary education should be able to carry out electrical wirings at home, repair/service simple electrical appliance at home, mount a solar energy collector for the generation of electricity etc. This laudable objective had not been achieved. The classroom environment still depicts competitive situation where students are ranked from best to worst or in a win or lose situation. Even those classified to have won has nothing to show in the end because they depend largely on the teachers' notes and hence no transfer of knowledge from school to the outside world. The self-independency objective of the curriculum is thus defeated.

Skills acquisition for self-reliance is achieved through quality teaching and the turning out of skilled citizens from the school system. No nation can be self-reliant without developing and utilizing the talents of the citizenry. A self-reliant nation is a nation in which majority of her citizens are self-reliant and in which unemployment rate is reduced to the barest minimum. Teaching strategies (like cooperative learning) that encourage and nurture creativity in the learners should be encouraged. The method that encourage the students to rely solely on what the teacher offers in the classroom and reproduce same during examination should be discouraged. If cooperative learning with other constructivist teaching methods are implemented effectively, the likelihood of positive results for economic empowerment and self-reliance is quite high. These methods allow for the transfer of knowledge from the school to the society.

Conclusion

Education is the key to socio-economic transformation, growth and development of any nation. In all developmental facets of any nation, science plays a major role. The comfort man enjoys at home and in our different fields of endeavour is made possible by the knowledge of science through scientific manipulation of man's environment. The role of physics in scientific development is very obvious. Physics must therefore be taught in such a way that it will promote self-reliant. To teach physics for self-reliance means that physics must be taught to arouse creativity in the students. Creativity enables the students to be inventive and imaginative. The cooperative learning creates creativity in the students. This is because it enables the students to ask questions among themselves, propose answers which enable them to

develop new ideas and thus transfer such ideas to the society. In this way, the self-independency of the recipients of physics education is ensured.

Recommendations

The paper recommended as follows:

1) Secondary school physics teachers should be encouraged to adopt the cooperative learning approach in the teaching of physics.
2) Workshops and refresher courses should be mounted by educational authorities for service teachers to equip them on how to organize cooperative learning.
3) Curriculum planners should incorporate cooperative learning strategy on all pre-service teachers' curricula to equip them with cooperative learning strategy on graduation.

References

Ahmed, Z. & Mahmood, N. (2010). Effects of cooperative learning vs traditional instruction on prospective teachers learning experience and achievement. *Ankara University Journal of Educational Sciences*, 43 (1): 151 – 164.

Akinbobola, A. O. (2007). Comparative effects of improvised and standard equipment on students' achievement in senior secondary school physics. In N. E. Ekuk, I. M. Udofot, & A. E. Udosen (eds.). *Education in Nigeria in the 21st Century: Focus and Imperatives.* Uyo: Abaam Publishers.

Aydin, S. (2011). Effect of cooperative learning and traditional methods on students' achievement and identification of laboratory equipment in science technology, laboratory course. *Education Research and Reviews, 6*(9): 636 – 644.

Bappah, A. S. & Adamu, A. (2014). Cooperative learning strategy on students' performance in electrical installation and maintenance works in technical college level. *Journal of Research and Development in Education,* 5(1): 1 – 8.

Chianson, M. M., Kurumeh, M. S. & Obida, J. A. (2010). Effect of cooperative learning strategy on students' retention in circle geometry in secondary schools in Benue State, Nigeria. *American Journal of Scientific and Industrial Research*. Retrieved 15th January, 2017 from: http://www.scihum.org/AJSIR

Dheeraj, D. & Kumari, R. (2013). Effect of cooperative learning on achievement in environmental science of school students. *International Journal of Scientific Research Publications,* 3(2): 1 – 7.

Ding, W. & Lehrer, S. F. (2014). Do peers affect achievement in China's secondary schools? *School Policy Studies Working Paper 35.* China, Queen's University.

Eskay, M., Onu, V. C., Obiyo, N. & Obidoa, M. (2012). *Use of cooperative learning and collaborative learning*: Implications for reducing anti-social behaviour of schooling adolescents. *US-China Education Review*, 932 – 945.

Njoku, Z. C. & Ezinwa, U. S. (2014). Cooperative effects of peer teaching and lecture method on students' achievement and interest in some selected difficult concepts in chemistry. *Journal of the Science Teachers Association of Nigeria,* 49(1): 60 – 73.

Numprasert, W. (2012). Cooperative learning and the achievement of students in science, man and his environment. *Australian Journal of Teaching,* 9(3): 139 – 146.

INFLUENCE OF CLASS-SIZE ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN BIOLOGY

*Umoh, Etim Bassey

&

*Edem, Dorcas Sylvester

*Department of Science Education
Akwa Ibom State University
Ikot Akpaden
Nigeria

Abstract

This study investigated the influence of class-size on academic performance of senior secondary school students in biology in Essien Udim Local Government Area. The study was carried out using two (2) of ten (10) secondary schools randomly selected in Essien Udim Local Government Area of Akwa Ibom State using a sample of 104 respondents. It employed the use of pretest – post-test control group design. Biology Achievement Test (BAT) was used as the research instrument in obtaining data from respondents. The reliabilities obtained were 0.84 and 0.87 for BAT and a questionnaire titled "Students' Attitude and Classroom Interaction" (SACI) was used as the research instrument in obtaining data from respondents. The Pearson Product Moment Correlation and the Spearman – Brown prophetic formula was used to calculate the reliabilities, while mean, standard deviation and independent t-test were used in analyzing the data collected for the study. The findings of this study indicated that the size of the class, given the number of students occupying it during teaching-learning, classroom teacher-students' interactions and students' attitude towards educational activities significantly influenced students' academic performance. It is recommended that more classroom blocks be constructed in our secondary schools to provide for the rising population of students in our country.

Keywords: *Influence, Class-size, Academic, Performance*

Introduction

For any man intending to become a complete man, education is an absolute necessity. The Federal Government of Nigeria has adopted education as an excellent instrument for effective national development. Education therefore becomes the foundation for building any state and nation. This is necessary to ensure the uplifting of man and society. The significance of educating the citizenry in any nation cannot

be over-emphasized. To this end, nations of the world regard education of its citizens as national rather than individual concern.

One is surprised to observe that upon all facts of education with diversification from which the citizenry has passed through, signs of integration development of self and the nation are not fully realizable after years of independence. Nigeria as a nation came up with laudable policies regarding education. Notable among its aims and objectives are the nation's design to acquire appropriate skills, ability and competence both mentally and physically to equip the individuals to live in and make useful contributions to the development of the society, training of the mind to understand the world around and the inculcation of national consciousness and unity in them.

It is a common knowledge that most students in senior secondary schools in Nigeria perform poorly in some subjects, particularly, the sciences. This could easily be attributed to poor educational facilities for effective teaching and learning and hence higher academic performance especially in biology. The connection between class size and academic performance of students therefore becomes necessary, given the fact that free and compulsory education in Akwa Ibom State in particular has led to the influx of many students to schools to acquire knowledge. Several researchers have assumed that class size remains a significant determinant of the degree of success of students. According to Adeyemi (2008), class size is an educational tool that can be used to describe the average number of students per class in a school. Empirical research on class size usually selects final course grades, standardized test scores or course evaluation data as the outcome measures. More so, in this era where institutions of learning are being asked to do more with less facilities and poor learning environment, the study of class size and academic performance becomes imperative.

Undoubtedly, large class size has direct impact on the quality of teaching and instruction delivery. Congested classrooms have increased the possibilities for mass failure and make students to lose interest in school. The reason is that large class-size does not allow individual students, to get attention from teachers which consistently lead to low reading scores, frustration and poor academic performance. According to Ibe-Bassey (2010), learning environment should be pleasurable with adequate infrastructure and facilities for effective teacher-student interaction. It is unfortunate that this to a larger extent, is not realized because government and education policy makers are not truthful to their responsibility. In most schools, especially in our rural areas, enough classrooms for effective teaching and learning given the number of students are not provided. According to Molnar, et al. (2000), over-crowding of classrooms, school population and class size affect academic performance of students. Learning environment, for example, the classroom has to do with the daily formal interaction between the teacher, instructor and the learners of various categories in an attempt for one – the teacher, to effect a permanent change in the behaviour of the other - the student. Today, the number of students in the classroom is too many that one teacher cannot effectively cope with. Unfortunately, the number of classroom

blocks in some schools is not adequate, making such environment not conducive for effective teaching and learning.

Okonkwo (2001) maintained that such dilapidated, unsightly and sad situation produces restive, imbalances, and maladjusted students, and can never be expected to produce effective teaching and learning that can lead students in biology that can think, and have high curiosity to discover for themselves. Unfortunately, the government who should be looking into the high standard of education and hence academic performance of students shy away from their responsibilities in terms of provision of adequate infrastructure facilities such as classroom blocks, recruitment of adequate qualified teachers and resource materials. Education in school should be based on truth to better students' academic performance especially in biology, but our government suppresses the truth in order to retain power, and schools become nearly warehouses for its spread of political propaganda.

It is disheartening to see what has become of the infrastructural facilities in most schools in the country today. The buildings that should accommodate large number of students are not there in schools. A few that are there are at various stages of rottenness, most roofs are leaking badly, the walls are cracked, defaced and threatening any minute to fall on the innocent learners. And the few that have been rehabilitated were poorly done because of insincerity of those who were given the privilege to handle the job.

In the light of the above, this study seeks to assess the influence of class-size in academic performance of students in biology in Essien Udim Local Government Area.

Statement of the Problem

Academic performance, which is measured by the examination results, is one of the major goals of a school. Schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. The poor performance in Biology of senior secondary school students in WAEC, NECO and JAMB is worrisome and calls for adequate investigation. Several scholars have proposed various factors responsible for poor performance of students; few researches have been dedicated to the correlation between class size, school population and academic achievement of students. In view of the divergent opinions, the intention of the researchers in this study was to determine what influence class-size has on the performance in Biology by students in secondary school, using Essien Udim Local Government Area as a case study in addressing this problem.

Purpose of the Study

The purpose of this study is to examine the influence of class-size on academic performance of students in biology. Its main objectives include:
1.   To examine the influence of class-size on academic performance of students in biology.

2. To determine the influence of teacher-students' classroom interaction on academic performance of students in biology.
3. To assess the influence of student's attitudes on their academic performance in biology.

Research Question

To guide the study, three research questions were posed:
1. What is the influence of class-size on academic performance of students in biology?
2. What is the influence of teacher-students' classroom interaction on academic performance of students in Biology?
3. What is the influence of students' attitudes on their academic performance in biology?

Research Hypotheses

The following null hypotheses were raised based on the research questions:
1. Large class size does not significantly influence academic performance of students in biology.
2. Teacher-students' classroom interaction does not significantly influence academic performance of students in biology.
3. Students' attitude does not significantly influence their academic performance in biology.

Significance of the Study

The Nigerian education system is progressively becoming more and more complex. But the catalogue of resources shows that class size in our secondary schools is getting larger and this results in a decline in the teaching and learning of science subjects especially biology. Therefore, this study is important for several reasons thus:
1. The finding will assist Biology teachers to identify the reasons for the poor academic performance of students in large classes with high population and how the problem can be addressed.
2. The research will provide comprehensive information that will be of help to policy planners, educationist, Ministry of Education Authorities, shareholders, school administration and management in schools towards helping students by improving the quality of facilities in the education system and the teaching of biology.
3. The study will provide valuable information on the influence of different interacting factors on the effects of class size on the teaching and learning of Biology among Biology students.
4. This study will lead to further in-depth study on the influence of class-size on academic performance of students in secondary school biology in Nigeria.

5. The finding will serve as a contribution to knowledge in the subject, hence the content of the study will serve as resources materials for others who might want to carry out research in related and other area.

Scope of the Research

The study was delimitated to the influence of class-size on students' academic performance. It was meant to study academic performance in biology among students in Senior Secondary Schools in Essien Udim Local Government Area of Akwa Ibom State. Only Senior Secondary 2 (SS2) students' performance based on the Cell. The scope of this study covered class size, teacher – students' classroom and students' attitude.

Limitations of the Study

In any research, it is not uncommon for the researchers to encounter a number of problems while collecting data. This work is limited to information obtained from the respondents in form of questionnaires and results. It is also limited to the secondary information obtained from the libraries and other text books, etc.

Research Design

The Pre-test – Post-test control group design was used in carrying out this study. The design is suitable because intact classes were used involving one experimental group and one control group. The design is diagrammatically shown below.

E   = O_1 X_s O_0
C   = O_1 X_L O_2
E   =   Experimental Group
C   =   Control Group
O_1 =   Pre-test Administration
O_2 =   Post – Test Administration
X_s =   Small Class Size
X_L =   Large Class Size

Population of the Study

There are ten (10) secondary schools in Essien Udim Local Government Area of Akwa Ibom State. The population of this study comprised all students and their teachers in Senior Secondary Schools (SS2) in Essien Udim Local government Area. Two (2) out of ten (10) secondary schools were randomly selected in the Area. The selected public secondary schools in Essien Udim LGA had a population of three thousand one hundred (3,100) students as at 2014 / 2015 school session (LEC, Essien Udim School Services Report).

Sample and Sampling Technique

The simple random sampling technique was used in selecting two schools out of the ten secondary schools in the study area. One arm was randomly selected from each of the schools and assigned to control and experimental group. This resulted to a total of one hundred and four (104) students which constituted the sample of the study.

Research Instrument

Two Researcher-made instruments were used for the study. Biology Achievement Test (BAT) and a questionnaire titled "Students' attitude and Classroom Interactions" (SACI) was used as the research instrument in obtaining data from respondents. BAT had two sections, that is Section A and B. Section A was demographic information while Section B had 25 multiple item questions on Biology. SACI also had two sections, that is, Section A and B. Section A was on demographic information while Section B was a questionnaire of 6 items structured on four-point rating scale of SA, A, D and SD. BAT was scored 4 marks for each correct option and 0 mark for any wrong option, while SACI was scored Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point.

Validation of Instrument

Two research experts in test and measurement from the faculty of Education in the University and two Biology teachers in the Secondary Schools, validated the instruments in terms of the face and content validity and effected necessary corrections. Their observations and corrections were effected before the administration of the instrument on respondents.

Reliability of the Instrument

The reliability of the instruments was obtained by trial testing the instruments on thirty students who were from a school not used for the study. The instruments were administered once to the students and a split half method was employed to obtain the reliability. The Pearson Product Moment Correlation and the Spearman-Brown Prophetic formula were used to calculate the reliabilities. The reliability obtained were 0.84 and 0.87 for BAT and SACI respectively.

Data Collection Procedure

The researchers used research assistants who were the regular teachers teaching the two classes to avoid implementation threat. The test was administered to the students before treatment. It was found that there was no significant difference between the two groups. The research assistants taught their classes after which the questionnaire and test were administered. The test lasted for 40 minutes while the filling of questionnaire was not timed. The instruments were collected and scored. Students who had 2.5 points and above and below 2.5 points were put in positive and negative attitude respectively for the attitude variable: and interaction and no

interaction for students who had 2.5 points and above and below 2.5 points respectively for students-teacher interaction variable. The data collected were analysed.

Method of Data Analysis

The data collected for this study were analysed using mean, standard deviation and independent t-test. The hypotheses were tested at .05 level of significance.

Research Question One:
What is the influence of class size on academic performance of students in Biology?

Table 1: Mean and Standard Deviation of Students' Academic Performance in Biology Based on Class Size

Class Size	N	$\bar{X}$	SD
Small	35	67.60	7.61
Large	58	58.03	8.31

As shown in Table 1, the students in small class had a mean of 67.60 while those in large class had a mean of 58.03. This implies that students in small class size performed better than those in large class.

Research Question Two:
What is the influence of teacher-students classroom interaction on academic performance of students in Biology?

Table 2: Mean and Standard Deviation of Students' Academic Performance in Biology Based on Teacher-Students' Classroom Interaction

Teacher-Students' Interaction	N	$\bar{X}$	SD
Good	43	65.72	8.01
Poor	50	58.12	8.89

As shown in Table 2, students who had good teacher-student interaction had a mean of 65.72 while those who had poor teacher-students interaction had a mean of 58.12, This implies that students who had good teacher-students' interaction performed better than those who had poor teacher-students' interaction.

Research Question Three:
What is the influence of Students' attitudes on their academic performance in Biology?

Table 3: Mean and Standard Deviation of Students' Academic Performance in Biology Based on Students' Attitude

Students' Attitude	N	$\bar{X}$	SD
Positive	54	64.04	9.46
Negative	39	58.31	7.98

As shown in Table 3, students with positive attitude had a mean of 64.04 while those with negative attitude had a mean of 58.31. This implies that students with positive attitude performed better than those with negative attitudes.

Hypotheses:
The hypotheses were tested using independence t-test

Hypothesis One:
Class size does not significantly influence academic performance of students in Biology

Table 4: Independent t-test Analysis of the Influence Class-Size on Academic Performance of Students in Biology

Class-Size	N	X	SD	Df	t_{cal}	t_{cri}	Decision
Small	35	67.60	7.61				
				91	5.55	1.98	Significant
Large	58	58.03	8.31				

As shown in the Table 4, the calculated t-value 5.55, is greater than the critical t-value 1.98 at 91 degree of freedom and .05 level of significance. Therefore, the hypothesis is rejected. This implies that Class-size does significantly influence academic performance of students in Biology.

Hypothesis Two
Teacher-Students' classroom interaction does not significantly influence academic performance of students in Biology.

Table 5: Independent t-test Analysis of the Influence of Teachers-Students Interaction on Academic Performance of Students in Biology

Teacher-Students' Interaction	N	X	SD	Df	t_{cal}	t_{cri}	Decision
Good	43	65.72	8.01				
				91	4.03	1.98	Significant
Poor	50	58.12	8.89				

As shown in the Table 5, the calculated t-value 4.03 is greater than the critical t-value 1.98 at 91 degree of freedom and .05 level of significance. Therefore, the hypothesis is rejected. This implies that teachers-students' interaction do significantly influence academic performance of students in Biology.

Hypothesis Three
Students' attitude does not significantly influence their academic performance in Biology.

Table 6: Independent t-test Analysis of the Influence of Teacher-Students attitude on Academic Performance of Students in Biology

Class-Size	N	X	SD	Df	t_{cal}	t_{cri}	Decision
Positive	54	64.04	9.46				
				91	3.07	1.98	Significant
Large	39	58.31	7.98				

As shown in Table 6 the calculated t-value 3.07 is greater than the critical t-value 1.98 at 91 degree of freedom and .05 level of significance. Therefore, the hypothesis is rejected. This implies that students' attitude do significantly influence their academic performance in Biology. The table also showed that students with positive attitude had a mean of 64.04 while those with negative attitude had a mean of 58.31. This implies that students with positive attitude performed better than those with negative attitude.

Summary of Findings
The study was undertaken to assess the influence of class-size on academic performance of students in Biology. To carry out the study, three specific objectives were drawn as follows:
1. To examine the influence of class size on academic performance of student in Biology.
2. To determine the influence of teacher-students' classroom interaction on academic performance of students in Biology.
3. To assess the influence of students' attitude on academic performance of students in Biology.

The pre-test – post-test control group design was used, with sample size of 93 students. Three research questions and hypotheses respectively were formulated and tested using independent t-test Analysis. The findings revealed that class size has significant influence on students' performance in biology. The result also showed that students' academic performance in biology is significantly based on teacher-students' classroom interaction and students' attitude.

Influence of Class Size on Academic Performance of Students in Biology

The findings from the result on the influence of class size on academic performance of students in Biology indicated a significant influence. It was also found that students in small class size performed better than those in large class. The significance of the result is in agreement with the opinion of Akande (2005) who postulated that learning can occur through one's interaction with one's environment; one of which is the class size.

Influence of Teacher-Students Classroom Interaction on Academic Performance of Students in Biology

The findings from the result on the influence of teacher-students' classroom interaction on academic performance of students in Biology indicated a significant influence. It was also found that students who had good teacher-student interaction performed better than those who had poor teacher-student interactions.

The situation where the classrooms are not spacious or lacking, not pleasurable and conducive will bring about impatient and discomfort among the teacher and students, thereby resulting in teachers' lack of motivation for classroom effectiveness and students' inability to concentrate and learn effectively. This assertion agrees with the opinion of Brewer (2005), that failure to provide pleasurable learning environment with space and appropriate instructive resources for teachers and students will result in poor classroom interaction between the teacher and the students, hence low academic performance.

Influence of Students' Attitude on their Academic Performance in Biology

The findings from the result on the influence of students' attitude on their academic performance in Biology indicated a significant influence. It was also found that students who had positive attitude performed better than those who had negative attitude. The significance of the result is in agreement with the opinion of Adeyemi (2008), who noted that lack of interest in academic work and restiveness result in students when noticed that the class is over heated, and with bad odour.

This assertion is in line with Glover (2004) who opined that a teacher as a professional, lacks motivation to and develops poor attitude toward his/her job resulting from frustration due to lack of conducive classroom environment. Ezeudu (2001) also noted that a healthy relationship between the teacher and students exist in an average classroom size. He maintained that teachers are inspired to teach effectively and give attention to all areas to improve students' learning. He or she develops good rapport with students, gives and asks students assignments and undertakes practicals with them. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

Recommendations

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

1. More classroom blocks should be constructed in our secondary schools to cater for the rising population of students in our country and State.
2. Over-congested classrooms should not be encouraged. This is to avoid classroom management problems always experienced by teachers in the course of their interaction with students in the classroom situation.
3. Average class-size should be encouraged for effective teacher-students' positive classroom relationship and healthy attitudes towards academic activities.
4. Large class-size should be commensurable with classroom space and educational facilities like public address system, smart screens, audio-visual materials and instructional resources capable of making teaching learning pleasurable.
5. An average teacher-students ratio should be advocated so that teachers should be able to attend to the student's needs in the classroom, for example, effective teaching, marking of scripts, giving of assignments and undertaking practicals with the students.

Conclusion

Based on the findings of the research, the following conclusion were deemed necessary; That the size of the class, given the number of students occupying it during researching-learning, classroom teacher-students' interactions and students' attitude towards educational activities significantly influence students' academic performance.

References

Adeyemi, T. O. (2008). The Influence of class-size on the quality of output in secondary schools in Ekiti State, Nigeria. *American-Eurasian Journal of Scientific Research 3 (1): 7 – 14. ISSN 1818-6785.*

Akande, O. M. (2005). Hints on teaching practice and general principles of education. Lagos: Osko Associates.

Brewer, B. O. (2005). Learned helplessness through modelling; the role of teacher competent. *Journal of Personality and Social Psychology, 36(8): 900 – 908.*

Ezeudu, S. A. (2001). Classroom environment as correlate of students' cognitive achievement in senior secondary school geography. *The Journal of WCCI Nigeria Chapter 4(2), 65 – 73.*

Federal Ministry of Education (2004). National Policy on Education 4th Edition. Abuja: NERDC

Glover, A. N. (2004). Language and inter-personal communication educational psychology, principles and appliances. Boston Brown and Company.

Ibe-Bassey, G. S. (2010). Educational technology for quality teacher in nigeria. *Journal Media Educational xxix (72 – 78).*

Molnar, A. Smith, P., Zahorik, J., Palmer, A., Halbach, A., & Ehila, K. (2000). Wisconsin's Student Achievement Guarantee in Education (SAGE) class size reduction program: achievement effects, teaching, and classroom implications. In M. C. Wang & J. D. Finn (eds.), *How Small Classes Help Teachers to do their Best (pp. 227 – 277).* Philadelphia: Temple University, Centres for Research inhuman Development and Education.

Okonkwo, C. (2001) ''Teacher and Quality of Education''. Daily Champion. Monday June, 28.

LOCAL INSTITUTIONS: A TOOL FOR INTEGRATED AND SUSTAINABLE RURAL DEVELOPMENT

*Ude, Nnachi Ukpai

&

*Ndukwu, Christopher Bob

***Department of Urban and Regional Planning
Akanu Ibiam Federal Polytechnic, Unwana
Afikpo
Ebonyi State**

Abstract

Development brings about fundamental change in the life of any society. The development of the rural areas of the country is stressed now by the three tiers of government due to the realization that the top down approach to development has not been productive since it is paramount in any nation's over-all development strategies. How can this be achieved and by who? The onus lies on local institutions. The local institutions such as age grades, town unions, social clubs, religions groups, traditional council, etc., have significant roles to play. The above institutions have performed well in the implementation of some socio economic and infrastructural development projects through self-help efforts. This paper therefore examines the relevance of the local institutions in infrastructural development and its integration into sustainable rural development programmes; the Conceptual framework and literature review, background of local institutions and sustainable rural development, integrated approaches to sustainable rural development, local institutions and sustainable rural economic, education, and social development and conclusion were the focus of the paper.

Keywords: *local institutions, sustainable development, rural development and integrated approach.*

Introduction

Many countries, especially in the developing world, are facing a lot of challenges in terms of infrastructural provision to their teaming populace. This problem is heightened by population growth and inequitable distribution of services. In fact, the above scenario is peculiar to Nigeria and has led to decline in the

environmental quality of most urban and rural areas. The failure or inability of government to provide adequate infrastructural services especially in the rural communities have motivated the rural dwellers and government too to look for alternative means of improving the living conditions of the people.

Local institutions are not new in the Nigerian scene for they have been in existence and well established since time immemorial (Warren, 1991). It has historically been seen as the vehicle of development in various communities and not only in Nigeria but in many other nations of the world. It has played a paramount role in every nation`s overall development strategies. Certain local institutions are basic in evolution of human societies. These institutions become publicly visible as soon as societies take shape. They are also called 'traditional agencies' because they are fundamental to existence of the societies. Akude (1992), asserted that, in Nigeria, and most parts of the black Africa, certain social groups characterize the rural communities. Commonest of such groups are the age grades and villages assemblies which have in recent times form larger town unions. Another local institution that has worked unambiguously to create forum for integrated and sustainable rural development in our communities is the religious groups. These local institutions have brought development nearer to the door posts of our rural communities; they have assisted much to the social, economic and educational development of the rural areas.

Federal Government had since 1980s emphasized an integrated approach to rural development. (Idachaba 1983, as quoted by Akude, 1992), gave his explanation of what Integrated Rural Development is, he maintained that it is: the process by which the well-being of the people is significantly uplifted when there is a general enhancement in the quality of life of the majority of the rural people. Integrated Rural Development programme is a rural development programme of the government of India launched in 1978 and extended through India by 1980.This is a self-employment programme aimed to raise the income generation capacity of target groups among the poor. The targeted group consist largely of small and marginal farmers, agricultural labourers and rural artisans living below the poverty line (https://en_wikipedia.org). Both the state and local governments should embrace this programme for it helps families who live below the poverty line to enhance their state of living and to empower the poor by helping them develop at every level, so as to sustain rural development in the countryside. This paper attempted to discuss local institutions as a tool for integrated and sustainable rural development.

Conceptual Framework and Literature Review

Sustainable development has been part of scientific and political discourse of the rural development. Sustainable rural development has been considered even as a new paradigm (Marsden, 2006).The academic research carried out was concerned with the various dimensions of sustainability, ecological and social sustainability. For example, related to rural livelihoods Buttel (2006); Marsden (2006), landscape as well as various assessment of rural sustainability both in developed and developing countries. It has also become a key phrase in various levels of rural policy. The

Environment and Development Summit in Rio de Janeiro,1992 considered culture as a pillar of sustainable development not as combined with social dimension, as it has often be the case of World Commission on Environment and Development (1987). Sustainable development therefore is a development that meets the ability of the present without compromising the ability of future generations to meet their needs.

Rural Development is development that denotes the activities and initiatives that are taken by governments, donors, non-governmental organizations, local institutions etc., with the sole aim of improving the standard of living in rural areas such as non-urban neighbourhoods, countryside, and remote villages (Joseph, 2016). Rural development programmes have been since 1950s but the concept was brought to the forefront of development in the 1970s by Robert Mc Namara, then president of the World Bank. During a speech to the Bank`s Board of Governors in 1973 in Nairobi, he emphasized the alarming situation of the absolute poverty in the developing World and proposed a rigorous approach to fight this poverty. The strategy he outlined for this poverty reduction was centered on an integrated approach to rural development. The World Bank championed the cause of rural development in the 1970s defining rural development as: "a strategy designed to improve the economic and social life of a specific group of people-the rural poor". It involves extending the benefits of development to the poorest among those who seek a livelihood in the rural areas. The group includes small-scale farmers, tenants and landless (World Bank, 1975).

Rural development as a concept and as a programme of action has attracted so much attention and material resources that it has become enthroned as article of faith in the development of many Third World countries. With the conviction that rural development is the wonder formula for replacing rural poverty with rural prosperity in the Third World, national governments, development-aid agencies and relevant international organizations across the globe poured enormous human and material resources into rural development in almost all Third World countries. Olisa (1992),opined that since rural development`s basic intention is to reduce poverty and to strengthen human wellbeing in rural areas, it must clearly be designed not only to promote production and raise productivity to increase food availability and incomes, but also to improve basic services such as health and education as well as infrastructure. The concept of a rural development programme therefore is seen as extending beyond any particular activity or single sector. A programme of rural development, whether at the area, region, or national level is expected to include a mix of activities including projects or programmes to increase agricultural productivity and production, provide employment, improve health, education and infrastructure, expand communications and improve housing.

From the expectations of rural development programme above, it was commonly agreed that a successful rural development programme would demand some form of coordinated development at the rural level and therefore this led to the introduction of the concept of integrated rural development, a model that emphasized coordinating the various sectoral actions of the state at the local level (IFAD, 2015 and Ogbazi, 1992). Nigeria is rapidly experiencing the progress of urbanization and

rural development all geared towards the improvement of the socio-economic wellbeing of the masses. The development of the agricultural sector of the economy, the establishment of small, medium and large scale industries: the improvement in the transportation and communication systems, the provision of health care delivery: education, good and portable water supply, housing and electricity are concepts deeply related to the overall development in the urban and rural areas which if not maintained and sustained will cause more harm to the environment, since sustainable rural development aims to maintain economic advancement and progress while protecting the long-term value of the environment: it provides a framework for the integration of environmental policies and development strategies (Olisa and Obiukwu, 1992).

Integrated Approaches to Sustainable Rural Development

The integrated approaches to Sustainable Rural Development (SRD) can be discussed in diverse ways. It`s most concern is the integration of various economic sectors like agriculture, industry, and services as well as the social and political systems that contribute to the development of natural areas. Worthy of mention is the integration of those vulnerable and disadvantaged social groups in the development that is, women, elderly people, the disabled and ethnic minorities and those groups could suffer even more if left out of improvements, (Shortall and Shucksmith, 1998). Nevertheless, they are supposed to be the main beneficiaries of development.

Menes (2005), stated that integrated sustainable rural development is an on-going process involving outside intervention and local aspirations aimed at attaining the betterment of groups of people living in rural areas and to sustain and improve rural values through the redistribution of central resources, reducing comparative disadvantages for competition and finding new ways to reinforce and utilize rural resources. From the above definition of an integrated approach to sustainable rural development, the main aims of rural development can be achieved through the reduction of comparative disadvantages for competition and the finding of new ways to reinforce and utilize rural resources. In an integrated system, Local, State and Federal development systems should work in a dynamic cooperation with each other. Control resources and responsibilities should be dispersed throughout different levels of the system (European Commission, 2002).

Integrated approach to sustainable rural development is important because it enables balanced development of backward rural areas, ensuring parallel improvement and cooperation between Federal, State, which could be called an integrated system of sustainable rural development. This system of integrated sustainable rural development might be able to solve the problem of how to support local development. It is integrated because it is controlled and managed locally but leans on the professional and financial support of the Federal government. Integrated sustainable rural development could be called the theory of the rural development paradigm which tries to identify how local development and the reconfiguration of rural resources can

be helped by the Federal government for the benefit of rural localities, at the same time maintaining rural values for the future, Menes (2005).

The stakeholders' involvement is made possible by the integrated approach to rural development. Mabogunje (1980) supported this view when he explained that the only way to achieve rural development is that it must be spearheaded by NGOs in developing countries. The important factor is that there is a coordinated effort by all and there is also a reduction in the duplication of activities. The integrated approach to sustainable rural development is important because it promotes a shift from the top down to bottom up and then to the participatory approaches (World Bank, 1991). Integrated approach does not mean only the connection of development agencies only but even the people who are supposed to benefit from the development initiative. It will make it easy to solicit the problems that affect the people, if they are involved; when development approach is not integrated in nature, it fails to identify the problem. Example, a rural area that needs good road network to evacuate their farm products to the cities, the government went and provided the solar energy street light round their community so that they can see in the night. The problem has not been solved because the government could not consult the people as to know their challenges, for it is said he who wears the shoe knows where it pinches. Integrated rural development approach emphasizes the need of coordinating different agencies under a single management system of essential components required to get agricultural or rural development moving. Promoting rural community economic development requires a realistic understanding of community resources, the opportunity for using those resources and any trends in state and national economies that are likely to affect the community and its resources (Mudenda, 2006).

OECD (1995), summarized integrated sustainable rural development objectives to be; to promote a holistic and dynamic process through which local people will continuously improve their productivity, increase employment and consequently to improve the quality of their lives which include food, shelter, Job opportunities, health services, education and political behavior through efficient and sustainable utilization of internal and external resources, knowledge sharing, leveraging on each other`s capabilities. These objectives help rural dwellers to enhance their state of living and empower them by helping them develop at every level. These are met by providing productive assets and inputs to its target groups.

Local Institutions Background (Age grade) and Sustainable Rural Development

Age grade is a universal social institution which constitutes vital system in the social structure of any given society. It is formed by people of the same age or age brackets, it may vary from one community to another. In many communities, persons born within a specified period of say three, four or five years usually form it. In some communities, it is persons who have been adopted into one cultural initiation or the other within a number of years form age grade while some are formed based on ideology and challenge faced by their community. It is an important social structure in our traditional Nigeria communities, for instance, Abia, Enugu, Ebonyi, Anambra and

Imo States, Tiv in Benue State, Ikot Ekpene in Akwa Ibom State, etc. (Akude, 1992). Its membership and formation is respected very much and this social institution is highly recognized by various communities.

Age grades are characterized by the events that happened within the period members were born, or when each age grade becomes officially recognized as social institution in the community. In essence, the names of the various age grades in the different communities are often drawn from the historical events that took place when the age grade was initially formed. For example, in Libolo Edda, in Afikpo South LGA, there is an age grade called "Eji Udo Eme". The age grade decided for such a name and tried to replicate their name by settling the crisis within and outside their community.

Age grade is an organized people who share an ideology and whose activities are centered round set goals, objectives and believes which regulate their mutual conduct. They are characterized by a high degree of personal intimacy and informality of conduct, members are bound by a common interest and a common problem (Akude, 1992). In spite of this, age grades have distinguished their roles to include reformed activities which help modernization. They have played significant roles in recent times in economic, political, educational, and social development of their various communities.

Local Institution and Sustainable Rural Economic, Social and Educational Development

Sustainable economic development in the rural areas is dependent upon the amount of participation of the various societal agencies in opening up in the areas that are difficult to enter as well as the establishments of economic enterprises. The local institutions (age grades) have over the years played major roles in the living standard of the ruralites. Many motor parks, markets and roads as a means of boosting trade in their localities are being sponsored by them. For example, in Ihiala, Azia, Ihembosi, Okija and Mbosi have successfully executed meaningful projects like the construction of road network and bridges (Akude, 1992). Such ventures facilitate inter-village communication and also aid the easy evacuation of food items from regions of production to areas of need. Rural electrification projects, Hotel, Sporting Complex have been executed by age grades in Edda,Ohafia and Abiriba.

The local institution as a social institution has become exemplary in its participation in developmental projects. The institution has gone beyond promoting social life of the rural dwellers. Basic social amenities such as pipe borne water, hospitals, access roads, schools, electricity etc. have been provided by these local institutions, worthy of mention are "Umunnabuike" age grade, Olokoro in Abia State spear-headed the building of Recreation parks and Gardens. They also built a civic centre and town hall. Then at Ohafia, same Abia State, the "Ugwumba" age grade built a big town hall. At Ebem Ohafia, an age grade built a public tower with wall clock in 1985 as a way of giving their public places a face lift. Likewise in Abiriba community in Abia State have handed over twenty four projects which included a post

office, community library, health centre, schools, access roads etc. The institutions also help to maintain peace and orderliness (Akude,1992). Economic and social development of the people will be jeopardized if they do not enjoy peace and safety, they maintain peace and protect public as well as private property and compelled members to behave within the norms of the society.

The local institutions saw it as good development among themselves in building schools where there was none, even building classrooms, dormitories, science laboratories, staff quarters, libraries etc. Some of them awarded scholarships to brilliant students to motivate the students to further their studies and develop themselves. Some donate sport equipment and trophies to primary and post primary schools to encourage the schools within their communities to excel and to project the image of the people. The following schools were also built by age grades: Egwuena Secondary School, Abiriba; Secondary Technical School Ekoli/Nguzu Edda; Teachers Training College, Okija; Girls High School, Okija; Girls Technical School, Ihiala; Amorka Girls Secondary School, Amorka; Uli Community Secondary School, Uli; Community Secondary School, Abba; and Boy`s High School, Osumenyi (Akude,1992).

Local Institution (Town Union) and Sustainable Rural Economic, Educational and Social Development

The development of Town Unions became feasible since the end of the World War II, 1945. The Igbo speaking communities of Nigeria had been known as autonomous settlements which were sedentary in nature. As the spirit of political nationalism geared up among the educated Nigerians, people saw the need to mobilize the respective rural dwellers. The few educated Nigerians who desired that the level of social and economic development which characterized the urban centres be equally transferred to rural areas (Akude, 1992).They went home and mobilize their kiths and kins. Town Unions were formed with the objectives of causing social and economic transformation in their rural communities. A good number of them have made remarkable contributions towards the socio-economic development of their communities. The spirit of self- help has become an embodiment of the Igbo culture, so they are accepting the challenges posed by others to fully spear-head community development to integrate and sustain rural development. They have contributed immensely in educational, economic and social development of their rural communities.

After the Nigerian civil war 1967-1970, many primary and post primary schools were in shambles and many of the war affected areas had their educational institutions organized battle fields and had led to educational retrogression in the development of the people. Town Unions embarked on renovations, reconstructions and constructions of affected school buildings. For instance, schools like Nneamaka Girls` Secondary School, Ifite-Ukpo; Community Secondary School, Agulu; Girls` Secondary School, Adazi-Nnukwu; Ezeike High School, (formally Boy`s High School) Nibo-Awka; Girls` Secondary School, Amawbia; Girls` Technical College,

Ihiala; Girls` Secondary School, Amichi were all built by town unions. They also helped in fencing round the schools to maintain security of the schools. Town unions have contributed largely in the maintenance of qualitative education by solving educational problems ravaging their various communities.

Town unions did not relent in the area of economic development of their various communities. The step they took in setting up the socio-economic transformation of the rural dwellers was fantastic. Traditionally, some markets were organized and constructed by the local institutions, lock-up stalls with the growing interest in socio-economic development of the rural communities. Some of the markets which were to hold at an interval of four, seven and eight days have been upgraded to daily markets to integrate sustainable rural economic development, the aim is to attract traders from far and near to boost the economy of their community. For instance, the Nkwo Nnewi which was built by the Nnewi Youth league is one of the biggest sub-urban daily markets in Anambra State. The Awka community equally constructed their Eke market on the former cemetery belonging to the C.M.S. mission in the town. Others are "Orie Akokwa, Afo Isiokpo, Nkwo Uzii,Afor Uralia,Eke Ndizugo, Eke Obodoukwu" etc all in Ideato Local Government Areas of Imo State (Akude,1992)

Conclusion

Local institutions have played significant roles in bringing development nearer to the door steps of our rural communities and have sustained them as many rural communities are immersed in poverty so palpable that the people are the embodiment of it. In most rural areas in Nigeria, basic infrastructure, where there exist at all, are too inadequate for any meaningful development. Physical infrastructure like motorable roads, pipe borne water, construction and renovation of primary and post primary schools, recreation centers, markets, town halls, motor parks, electrification projects, libraries, staff quarters, science laboratories, dormitories, hospitals etc are often lacking. The villagers and their livestock in many rural areas depend on shallow wells or guinea worm-infested ponds for their water supply. Most of the villagers whom are farmers, work the land from sunrise to sunset to provide food, as if that is not enough, they walk by foot for many kilometers away from their homes carrying their farm products by head to be bought cheaply by middlemen who can risk plying the deplorable roads for resale to the city dwellers at very high profits. Since it is said "he who is neglected cannot neglect himself", the local institutions (age grades and town unions) therefore have come on a rescue mission to take up the challenges in making sure that these infrastructures are put in place in their various rural communities to improve the economic and social life of the people in the rural area.

Recommendations

The following recommendations are made:

1. The indigenes (adult members) of the rural communities should be encouraged to enrol into the local institutions for more rural infrastructural development execution.
2. The financial institutions should grant loan facilities to local institutions with little or no interest as a sort of encouragement to enhance the social, economic and educational well-being of the ruralites.
3. The three tiers of government should decentralize infrastructural provisions.
4. NGOs, private donors, investors and companies should assist in the development of the rural areas by executing developmental projects in the rural areas.
5. The executives of the various local institutions should not see their organizations as money making ventures either by diverting her money for private use or misappropriate it.

References

Akude, I. (1992).Traditional agencies & rural development in Nigeria. In M. S. O. Olisa & J. I. Obiukwu (eds.).*Rural Development in Nigeria: Dynamics and Strategies (pp.313-327).* Awka: Mekslink Publishers (Nig.).

Buttel, F. (2006). Sustaining the unsustainable: agri-food systems and environment in the modern world. In Handbook of Rural Studies (eds.) P. Coke, T. K. Marsden and P. Mooney (2006). London, Sage.

European Commission. Rural Development Programmes 2002: Country Profile Finland, Sept, 2003, (htt://europa.eu.int/comm./agriculture/rur/countries/fi/file2002_en.pdf).

https://en wikipedia.org

IFAD (2015). IFAD Rural Development Report 2016: Towards Inclusive Rural Transformation-concept paper, January 2015.

Joseph Kwame Baah-Dwomoh (2016). Integrated rural development in Africa back to the future. Joint Research between African Center for Economic Transformation (ACET) and Japan International Cooperation Agency Research Institute (JICA-RI)

Mabogunje, A. L. (1980). The Development Process. London: Hutchison and Co. Ltd.

Marsden, T. K. (2006). Food system under pressure: regulatory instabilities and the challenge of sustainable development. Chapter 12 in Spaargaren et al (eds.) op cit 2006. 291-312.

Menes, G. (2005). Integrated rural development: the concept and its operation. Institute of Economics Hungarian Academy of Sciences, Budapest 5.

Mudenda, M. (2006). An integrated approach to rural planning and development. Zambia: XXIII FIG Congress, Munich.

NITP (2008). Journal of the Nigerian Institute of Town Planners, Vol.xxi No.1. Oct, 2008 (p 131)

OECD (1995). Creating Employment for Rural Development: New Policy Approaches OECD, Paris.

Olisa, M.S.O, (1992). Integrated rural development. In M. S. O. Olisa & J. I. Obiukwu (eds.). *Rural Development in Nigeria: Dynamics and Strategies (pp.37-51).* Awka: Mekslink Publisher (Nig.).

Shortall, S. & Shucksmith, M. (1998). Integrated rural development: issues arising from the Scottish experience. *European Planning Studies Vol, 6 (1) pp 73-88.*

World Bank (1975). Rural Development Sector Policy Paper; World Bank February 1975.
World Bank (1991). Options for Managing and Financing Rural Transport Infrastructure, http//www.ifad.org/worldbankpublications.

World Commission on Environment and Development (1987). Our Common Future. New York: UN

IMPROVING PRINCIPAL-TEACHER RELATIONSHIP THROUGH EFFECTIVE COMMUNICATION IN CONTEMPORARY NIGERIA

Gomos Jurji Nengak *Ph.D*
Department of Sociology,
Plateau State University
Bokkos
Nigeria

Kitgakka Josiah Gofwen *Ph.D*
Department of Mathematics,
College of Education Gindiri
Plateau State
Nigeria

&

Tappi, Felix Danjuma
Educational Foundations Department
Federal College of Education,
Pankshin
Nigeria

Abstract

*T*his *study focuses on the improvement of Principal-Teacher relationship through effective communication. The interaction helps in bringing about mutual understanding necessary for effective school administration. The study revealed that very good relationship between the principals and teachers could bring about opportunities that will allow human and material resources to be used effectively for the promotion and success of school educational programmes. The study dealt with concept of communication which is conveying of information or knowledge from one person to another; principal-teacher relationship; communication and school administration; forms of communication for improving principal-teacher relationship; communication channels for improving principal-teacher relationship, and communication skills for improving principal-teacher relationship. The study concluded that effective communication between principals and teachers is very important in maintaining good relations among staff.*

Keywords*: Effective Communication, Principal-teacher Relationship, School Programmes*

Introduction

The role of Principals and teachers is vital in the discussion of collegiality and school culture. In schools that decentralize the organizational structure and nurture the involvement of teachers in the decision-making process and principal-staff relationship can be allowed and encouraged by the new school culture (Johnson, 1990). Therefore, teachers and administrators should develop collaborative relationships. Grimmett and Grehan (2003) argued that as principals and teachers work together to discuss and share their practice, they need to encourage one another to try develop new ideas. This process is known as the joint action that flows from the groups' purpose and obligation as they shape the shared task and its outcomes. Good principal-staff relationship makes principals and teachers to gain respect from students, administration, parents and the community. Principals must obtain maximum co-operation of his staff in order to effectively administer his school. The principal as head of the institution is the most important administrator in the school system for achieving effective utilization of human resources (Cotton, 2003). The principal should maintain cordial relationship between the staff and the head of department working under them for quality control through regular inspection and continuous supervision of instructional services as indicated in the National Policy on Education (FRN, 2004).

According to Ofojebe (2002), principals/headmasters and students'/pupils relationship with his staff should be cordial, the school head should endeavour to keep a high level of professional spirit and morale of his teachers. The principal/headmaster ensures that teachers understand and support the objectives and policies of the school system. The principal stands in the middle with other administrators such as the Vice-principals, and the teaching faculties. The principal serve as the link between the two and his effectiveness is dependent on the support and the co-operation he receives from the teachers. There is every success recorded in school where in a situation where there is mutual relationship and respect between the school principal and his teachers, where everything goes on smoothly because the members of staff have undivided loyalty and respect for the principal. Each staff will put in maximum co-operation because he has that sense of belonging to the organization.

In recent times, there is emphasis on human relationships involved in school administration. The relationship of the principal with members of his staff determines to a large extent his success or failure in the administration (Halinger, Murphy and Hansman, 1992). According to Ofojebe (2002), one of the factors that contribute to the success of any organization is the quality and strength of its staff. A good head therefore, should regard his staff as colleagues and partners in the pursuit of a common purpose. Where the participation from members of staff is lacking, problems are bound to occur. He is expected to accept suggestions from others as a democratic leader. He should recognize and delegate responsibilities to the departmental heads for effective management of the school.

However, many secondary schools desire cohesion and understanding from their principals who communicates with their staff as if they are slaves, not as

colleagues (Nwachukes, 1998 and Obi, 2004). Some principals give orders and shout at their staff, and criticize them in the presence of students. Some heads hoard vital information from staff, sometimes the heads use unclear sentences in delegating task to their teachers resulting to ambiguity and role conflict that hinder effective school administration. On the other hand, some teachers gossip against their principals and sometimes prefer gathering painted information from typist, messengers and grapevine than first-hand information from principals. Barnette and Greenough (2004), are of the opinion that some teachers demand for resources from principals in deviant, rude and using abusive languages. Egboka (2004) also averred that the manners of reporting, making enquiries, giving information and responding to memos have been criticized as poor and ineffective. There are poor principal-staff relationships in schools which are incapable of ushering in a school environment where observation, guidance, inquiry and interactions among members of staff will bring about desired instructional improvement.

Concept of Communication

According to Ukeje, Akabogu and Ndu (1992), definitions of communication are so many, among which are as follows: Communication is the imparting or exchanging of ideas, attitudes and information by the use of human abilities or technological media. Communication is the transmission and reception of ideas. It is the broad field of human interchange of thought and opinions. It is a process of giving and receiving facts, ideas, and feelings. Obi (2002) defined communication as the creation of meaning through the use of signals and symbols. It is a process not state phenomenon. Communication is the purposeful interchange of ideas, opinions, information presented personally or through an assigned delegation.

Awotua-Efebo (2001) defined communication as conveying of information or knowledge from one person to another. Montana and Charnor (2008) defined communication as a process whereby information is enclosed in a package and is channeled and imparted by a sender, a receiver via some medium. According to Barnland (2008), when information is communicated, the receiver decodes the message and gives the sender a feedback. Warren (2001) sees communication as the exchange and flow of information and ideas from one person to another. It involves a sender transmitting an idea to receiver. Communicating according to Setrail (2005), is the articulation of information, decisions, feelings, observation and issues in an organization as a way of influencing actions, behaviours, beliefs, and goals of one actor in a social system by another actor being influenced.

Communication involves the process of conveying information with the aim of influencing the attitudes and actions of others through paper expression, guidance and directions to achieve a desirable goal. Mehrabian (2010) analyzed the elements of communication as thus: All forms of communication require a sender, a message, and intended recipient and the receiver need not be present communication can be verbal, non -verbal or through media.

Principal - Teacher Relationship

A principal-staff relationship involves the interaction between principals and teachers of a school. The emphasis is on what they and how it affects students learning. Little (2002) described principal-teacher relationship as the presence of good behaviours in schools; where teachers and administrators talk about their practice, they observe each other engaged in their practice, their plan, design research and evaluate curriculum together and share experience in learning. Nwankwo (2001) stated that in a democratic set up, the superior officers (principals) and subordinates (teachers) function as a close knit team. Collegiality in principal-staff relationship is the joint action that flows from group purposes and obligations as they shape the shared task and outcomes for educational attainment.

Communication and School Administration

People's performances in an organization are influenced by communication. Egboka (2004) outlined some common features as follows:

1. Communication must be two-way process in an on-going activity in an organization.
2. Communication must involve the interaction and co-operation of other people. Good communication must have followers or subordinates.
3. Communication must involve the use of influence, and
4. Its focal point is on the attainment of desired goals

Communication is therefore expected to be clear, appropriate and successful in its exchange of ideas, information and thoughts from one source to the other. Good communication involves the use of appropriate and relevant administrative techniques. Barnett and Greenough (2004) explained that communication is good when the information is appropriately relayed and clearly understood. Therefore, good communication in school organization is the appropriate and clear relay of ideas, information and thoughts between persons in the school. Good communication between staff and principals is an essential tool that promotes school growth and performance (Ndudi, 1999). Therefore, the principal needs to employ good communication strategies in order to influence his staff towards maximum performance. Ukeje, Akabogu and Ndu (1992) argued that good communication network is used to develop group cohesiveness necessary for goal achievement. Ejiogu (1990) and Okezue (2001) urged principals to always try and build up a healthy communication style for mutual trust and commitment from his staff. Eze (1990) posited that when principals ensure adequate communication system with their staff in school, much is achieved. According to Lewis, (1995), mutual understanding in communication is imperative for efficient administration of school. It ensures unity of purpose in school and ensures staff commitment in their duty (Schromm, 2010).

Forms of Communication for Improving Principal-Teacher Relationship

These are manners in which people communicate (Buck, 1984). Porter and Roberts (1985) and Awotua-Efebo (2001) in Egboka (2004) presented some forms of communication that can be found in schools such as:

Phatic Communication: This is a term used for small talks; chit chats that build and binding relationships or establishes an atmosphere of sociability between principal and staff (Porter and Roberts, 1985). Phatic speech includes saying Hello, Hi, how are you? Commenting about school politics, asking about one's health, etc. Awotua-Efebo (2001) viewed phatic speech as the flavour of interpersonal relationship in schools. Stoner and Freeman (1994) noted that phatic communicating is for easy and effective communication. Communication requires the formation of relationships among persons. Phatic communication recognizes people as persons and is the foundations of all communications at staff meetings, offices or anywhere. Therefore, for the principal to motivate, influence and obtain the maximal compliance of his staff, he must use phatic speech to gain the confidence of his staff. Here, the teachers will open up to such a principal on trust bestowed.

Cathartic Communication/venting Communication: This type of communication involves the need to vent emotions and is also a necessary form of communication required for human survival. It occurs when the sender feels angered, neglected or insulted and goes to another person to release his anger by way of complaining bitterly hot and irritating speech, therefore releasing tension and stress. The persons that engage in cathartic communication can be a staff or a failure to carry out his responsibility. The principal may rebuke such a teacher in the presence of staff who may retort. This form of communication when not properly handled can lead to a sense of negative reactions. It calls for patience and caution on the part of the receiver. The less-empathic the listener is, can easily destroy a relationship.

The Informing purpose: This is the most commonly recognized. (Awotua-Efebo, 2001) considered it as the reason for communication in school. It involves round passing of information and knowledge to staff and students. It is often carried out through memos and announcements; such information may require direct or indirect feedback and are often one-way.

The Persuading Purpose: This is letting one's views across in a non-threatening, subtle manner that opens the heart of the other person's way (Rolof, 1998). Here, one is expected to have self-confidence and positive self-image. It requires a measure of trust. The principal who indulges in making threats and promises goes extra mile to obtain the compliance of his staff. Awotua-Efebo (2001) posited that persuasive communication often involves the use of encouragement, reassurance, and praise places other persons in a comfortable situation, knowing the purpose of communication will give a principal knowledge on how to put forth ideas, proposals and thoughts and convincing staff to accept and implement ideas.

The Entertainment Purpose: This form of communication is for relaxation. For the principals, it has to do with having sense of humour and involves the use of jokes and laughter to put staff on lighter mood and promote principal-staff relationships.

Communication channels for Improving Principal-Teacher Relationship

A manager of an organization needs information to carry out managerial functions and activities. Staff members need the right information to ensure role speculations. This information is relayed and obtained through channels of communication. The channel of communication is the method of transmission of message from one person to the other. Rolof (1998) described it as the medium through which the message is transmitted. David (1995) noted that for communication to be effective and efficient, the channel must be appropriate. Two major channels of communication can be identified in schools as follows:

Verbal Communication: This is when communication is expressed in words. Onyekwelu (2005) noted that "a verbal language may be spoken or written if it is spoken, may be direct face to face communication or a talk given to a group or through electronic devices such as telephone, a loudspeaker system or dictating machine". It may be handed written document or electronically generated document such as telegram or telex. Stoner and Freeman (1994) stated that verbal communication encourages direct interaction between communication. According to Jasper (2001), it involves spoken word. Here, the principals and staff discuss on an interpersonal basis during staff meeting and during supervision. Written communication refers to information or message that is the writing memos, notices, newspapers, magazines, bulletins etc. The principal can use these channels to convey information, issue notices or direct staff to perform some functions. Verbal communication channels include memos, reports, letters and blue prints, minutes, articles, telefax, and e-mail. Others include oral and visual communication such as interviews, face to face conversations, meetings, debates and telephone calls among between principals and staff for effective communication.

Non-Verbal Communication: This refers to communication without the use of words. It involves the use of eye-contact, facial expressions, gestures, postures and body orientations and feedback, sounds of surprise, agreements, annoyance or impatience Ray (2010) and Warren (2010) observed that it is a means of reinforcing or of replacing the spoken word. Barnett (1994) stated that non-verbal communication involves body expressions, signs and feeling and that principals can use non-verbal types of communication to ensure effective communication.

There is a broad array of communication channels available to principals and teachers, but they should ensure the use of the ones that are most appropriate to the information they want to convey. Berlo (2009) and Warren (2001) stated that no channel is considered the most effective in all circumstances and he divided communication into three broad categories namely written, oral and visual channels. Written channels of communication include letters, memoranda, notices, adverts invitations, telegraphs, e-mails, telex etc. Oral channels involve face-to-face conversations, telephone communication, relayed oral messages, songs, seminars, and meetings among others. Visual communication involves the use of pictorials, body expression, facial expression etc. Varaki (2003) urged principals to learn to vary these channels of communication for communication effectiveness.

Communication Skills for Improving Principals-Teacher Relationships

Vale in Nworah (2005) described communication skills for an administrator to adopt include creativity skills, collective bargaining skills, coercive skills and transactional skills.

Creativity Skills: This is when the school administrator employs his creative ability to convey information in a way that will facilitate changing problematic state. Principals and teachers apply these skills when they use insight, imagination, initiative, inspiration and courage to communicate. The ability to give evidence of openness, originality and then seek consensus when working with teachers in solving a particular school issue (Rolof, 1998).

Collective Bargaining Skills: This is used at official roles of principal working for the Ministry of Education or the state. According to Vale (2005), such a communication skill is often made in response to an authoritative communication for a superior officer in form of a request or command. For instance, the Ministry might command principals to mandate teachers to attend schools during a strike action. The principal incurs the wrath from the commission if he fails to communicate such information to teachers. If he communicates as it is given by the ministry, the teachers might ignore him, so implementing such command requires the adoption of effective communication skills by the principals. The use of humour, brainstorming skills compromise skills, delegation skills, coercive skills, phatic skills influencing skills and collective bargaining skills constitute only a few of these skills. It involves orderly communication, analytical approaches and emotional tone.

Coercive Skills: This is the application of praise guidance, counselling, persuasion, flattery or actual force to scare ones' way. It involves presenting a clear picture of events and consequences to teachers in a bid to compel them to understand why they must strive to accomplish goals. It includes the use of structured environment, implementation, experimentation and adaptation. It involves the use of support, advocacy and empowerment. According to Vale (2005), they are very strong on schedules; they expect compliance to any assignment without questions or debates with focus on who is to be blamed when something goes wrong. Heavily task-oriented administrators are intolerant with their own ideas. Awotua-Efebo (2001) argued that the use of power, influence contingent rewards and management by exception are transactional skills. An administrator using it stipulates what he wants, how he wants it done, and compels employee to comply. Varaki (2003) described it as involving the use of direction that is rigid, controllable and concern for task to coerce staff to perform to acceptable standards. Transactional skills include the skills of direction, authority, instructions and sanction to achieve organizational goals.

Conclusion

From the findings, ineffective communication leads to poor administrative relationship between principals and teachers. Communication in school is very important in maintaining good relationships between principals and teachers in contemporary Nigeria. The study also revealed that school programmes will be

successfully implemented when good relations exist among staff in order to effectively achieve the school goals. The paper concluded that principals and teachers are to maintain good relationship through effective communication.

Recommendations

In view of the above findings, the following recommendations are made:

1. Phatic, cathartic and persuasive communication forms should be used by principals and teachers.
2. Principals and teachers should use both verbal and non-verbal communication channels in order to improve principal-teacher's relationships in schools.
3. Creative and transactional skills of communication should be adopted by principals and teachers in order to improve principal-teacher relationship in schools.

References

Awotua-Efebo, E. B. (2001). *Effective teaching: principles and practice.* Port Harcourt: Paragraphics.

Banlund, D. C. (2008). A transactional model of communication. In C. D. Mortensen (eds.), *Communication theory (2nd ed.).* New Brunswich, New Jersey: Transaction.

Barnett, A. C. (2004). Some correlations of communication roles in organizations. *Academy of Management Journals* 82(1) 42-47.

Barnett, L. G. & Greenough, R. (2004). Regional needs assessment 2004: Northwest educators' priorities for improving low-performing schools. Port-land, OR Northwest Regional Educational Laboratory.

Berlo, D. K. (2009). *The process of communication.* New York: Holt, Rinehart, & Winston.

Buck, T. S. (1984). The communication of emotion. New York: Guilford Press.

David, A. E. (1995). The relationship of principals' leadership, behahiour and staff compliance in River State. Unpublished M.Ed. Thesis, University of Port Harcourt.

Egboka, P. N. (2004). Relationship between principals' communication types and teacher compliance with the principals' directive. Unpublished M.Ed. Thesis, Nnamdi Azikiwe University, Awka.

Ejiogu, A. M. (1990). *Educational management: A systems approach*. Lagos: Literamed Limited.

Eze, T. I. (1990). Effective co-operation in industries: Key to productive. *Journal of Technical Education Review.* 2(2) 143-151.

Federal Republic of Nigeria (2004*). Revised national policy on education.* Abuja: NERDC Press.

Grimmet, F. O. & Grehan, M. D. (2003). The school work environment and teacher career dissatisfaction. *Educational Administration Quarterly, 25(1) 58-81.*

Hallinger, P., Murphy J. & Hansman, C. (1992). Restructuring schools: principals' perceptions of fundamental educational reform. *Educational Administration Quarterly, 65(1) 330-49.*

Jasper, K. G. (2001). *Communicative competence*. Cambridge: Cambridge University Press.

Johnson, S. M. (1990). *Teacher at work achieving success in our schools*. Books, New York.

Lewis, S. Y. (1995). Emerging trends in teacher education. *Education Today*, 13(1), 2-5.

Little, P. (1978). Theories of human communication. Columbus; Ohio: Bell and Howell.

Montana, J. & Charnov, H. (2008). Management. 4th ed. New York. Barron's Educational Serries, Inc.pg. 333.

Mehrabian, (2010), Silent Messages (1st ed.) *Belmont, CA: Wadsworth*

Ndudi, J. (1999). The need for an effective principal-staff communication in secondary schools. COMSKIP 5(2), 17-23.

Nwachukwu, C. C. (1998). Management theory and practice. Onitsha: Africana Fep Publishers Ltd.

Nwankwo, R. (2001). Forging an effective education secretary education officer relationship in Anambra State. Paper presented at a seminar organized for education secretaries and education officers at Awka. August 21st 22nd.

Nworah, J. (2005). Relationship between head teachers' communication skills and goal attainment in Nnewi Educational Zone. Unpublished M.Ed. Thesis, Faculty of Education, Nnamdi Azikiwe University, Awka.

Obi, E. (2002). The importance of effective communication in Nigerian schools. In Osuji, H. & Ndu A. (Eds) educational Administration for Colleges of Education and Universities. Owerri, Tony Ben Publishers. Enugu: Empathy International.

Obi, E. (2004). *Issues in educational administration*. Enugu: Empathy International.

Ofojebe, W. N. (2002). Principals' perception of the legal consequences that could arise from their basic roles. *Interdisciplinary Education Journal.* (INTEJ) 2, 169-181.

Okezue, C. I. (2001). Adequate communication, an imperative in the management of primary schools in Anambra State. Journal of primary education (JOPED) 2(1) 23-37.

Onyekwelu, R. (2005). *The influence of principals' communication types on teachers' professional growth*. Unpublished M.Ed. Thesis, faculty of education, Nnamdi Azikiwe University, Awka.

Porter, T. W. & Roberts, F. C. (1985). Commination in organizations. Boston: Houghton Mifilin.

Roach, V. (2009). A study of head teachers' types. *Journal of educational administration*. 35, (5). 12-24.

Roy M. (2010). How communication works. In W. Schramm (Ed.), The process and effects of communication (pp3-26). Urbana, Illionis: University of Illinois Press.

Rolof, P. T. (1998). Communicate. London: Blackwell.

Schramm, W. (2010). how communication works. in W. Schramm (Ed). The process and effects of communication (pp. 3-26). Urbana, Illinois: University of Illinois Press.

Setrial, S. O. (2005). Partnership and autonomy in school-based curriculum development. Sheffield: University of Sheffield.

Stoner, A. F., & Freeman R. E. (1994). Management (5th Ed). New Delhi: Prentice Hall of India.

Ukeje, B. O., Akabogu C. C. & Ndu, A. (1992). educational Administration. Enugu: Fourth Dimension Publishers.

Vale, R. C. (2005). Administrative communications. Ohio: Columbus, Charles E. Merrill Publishing Company.

Varaki, B. S. (2003). Epistemological beliefs and leadership style among school principals. International education Journal 4, (3) 224-230.

AN EXPLORATION OF MARXIST'S IDEOLOGY IN THE POETRY OF NIYI OSUNDARE

Ukut, Idorenyin Thomas

Department of English
College of Education
Afaha Nsit

Abstract

This paper aims at looking at the poetry of Osundare in the context of Marxist's philosophy. Marxism is a philosophy propounded by Karl Marx. It is a philosophy of human society which seeks to transform it. It is a philosophy which seeks to promote the struggle of the peasants from all forms of oppression and exploitation. Niyi Osundare in his poetry writes in consonant with the aspirations of the generality of mankind in his society - how he strives to survive in a capitalistic and exploitative society. He is in sympathy with the cause of the oppressed in his society.

Keywords: *Exploration, Marxist, Ideology, Poetry*

Introduction

When in February 1848, a German philosopher, Karl Marx, assisted by Frederick Engels formulated the theory that has come to be known as Marxism, he was looking forward to a way of ameliorating the problems of the masses of a society. He was of the full knowledge of the activities of capitalists who controlled the means of production of goods and services in the society. He was also aware of the plight of the common workers who were exploited by the owners of these means of production. He was aware of the exploitation, oppression and victimization which they were passing through. In his the Communist Manifesto, a document which has become an official government document for the communist and socialist nations, Karl Marx made a number of submissions which guided his support of the cause of the masses in their struggle for political and economic emancipations and which truly show that he advocates for revolutionary changes in the society to create peace and balance in the society. It is some of these cardinal objectives and submissions by Karl Marx as reflected in the poetry of Niyi Osundare, that informs this research.

Osundare belongs to the third generation of Nigerian writers having based his works on events, which took place between 1970 and the present. He writes concerning a wide range of contemporary socio-political, economic, culture and

religious problems afflicting our society. His poems concern such national issues as poverty, ignorance, corruption, materialism, ineptitude, environmental degradation, issues of international political significance etc.

It is because of his subject matter that makes it possible for Osundare's writings to be classed as a poetic revolution or renaissance and an alter-native tradition. Jeyifo says "His poetry constitutes a distinct revolution within the new poetic revolution" (315). The concept of "alter-native tradition" seen in Osundare's poetry and indeed those of his contemporaries is derived from the fact that he has picked interest in his environment and has written extensively on a wide range of issues bordering the shore of Nigerian nation. Again Jeyifo says:

> The essential point is that for each individual writer and incidentally for our collective literacy development, the colonial legacy and its most problematic manifestations-the unbiblical ties to metropolitan European traditions-must be transcended by the forging of a distinctive voice and a demonstrable rootedness in our realities and experience, (315).

Thus, breaking away from the metropolitan European tradition enables Osundare to address issues that affect the nation as they are really.

The philosophy of Marxism favours the poor and the working class who are oppressed and so reduced to inhuman state by the capitalist class that it always yearn for a change and calls for revolution. Karl Marx says:

> The French revolution had been predicted by Alxis de Tocqueville in a parliamentary speech in January 27, 1848. Engels in the foundation of Communism has spoken of an imminent revolution in England, Marx, in the manifesto had made it clear that he is anticipating a revolution in Germany, (xii).

In *Songs of the Market Place*, Osundare says "I sing of change"

I sing
of a world free
of kings and queens
and other remnants
of an arbitrary past
of earth
with no
sharp North
or deep South
without blind curtains
or iron walls
of the end

of warlords and armouries
and prisons of hate and fear
… I sing of a world reshaped, (90).

The same message is carried by Osundare in "Ruthmetic of Ruse" (reflection 79) which he not only castigates the false Arithmetic and distorted arguments about the presidential election of 1979 in Nigeria but the lust for power by our leaders who do not want to speak the simple truth because they want to remain in power. He says:

> … the cows enfranchised by them will freely impale them on the wavering horns leaving us with our search for the fragments of truth power prostitutes now going to labour will deliver a townful of monsters to jolt our anesthesia of conscience before they put fangs in our lying throats (19-20).

In *Songs of the Season,* Osundare emphasizes the people yawning for a change from military dictatorship to democratic governance.

… we have been trampled
like penny carpets
spat upon
like a dunghill
chewed, then spat on
like a hapless root
and shout the people
break these bleed, (36).

A contemporary of Karl Marx, Neapolitan Nobleman and Social Scientist Gaetano Filangieri stated that the theory that a society can divided into two classes – the oppressed and the oppressors and that these two classes constantly have been struggling against each other is true of the Nigerian society to which Osundare lives and writes. Aiyejina contributes to this idealism thus:

> Ofeimun's concern for the oppressed, his anger at and impatience with opportunistic artists, public morality, cultural inadequacies, economic mismanagement and his acknowledgement of the few positive archetypes are qualities which he shares with Niyi Osundare. The public which he is greatly obsessed is a clearly defined one-the oppressed peasants who may be found in our market places and villages, (122).

This native - alter called Nigeria is with these two classes of people-the wealthy found among the rulers, top civil servants and businessmen and the peasants found in the market places, junior civil servants, farmers, artisans etc. Each of these

groups exerts some survival pressure on the other hence Osundare takes his songs to the market place.

In his poem "Ignorance", he identifies a king or a ruler who exploits the ignorance of the people. He exclaims:

> At last
> the pogrom
> and a world ablaze
> madaru steals public funds
> and blocks the road
> with a sleek Mercedes
> custom made from Germany
> they sing his praises
> and envy his luck
> … ignorance
> father of unknowing
> what every master wants in his servant
> what every baas
> wants in his nigger (33-34).

Marxist philosophy rejects the concept of exploitation of man by man. Amand Bazard and Prosper Enfantin have it that "any income not derived from manual labour is exploitation". Osundare captures this philosophy severally in his "Ignorance".

… Madaru steals public funds and block the road with sleek Mercedes … (34). Public officers steal and convert public money entrusted into their care for their personal use. This helps to create economic disparity between individuals in the society.

In certain countries of the world, pauperism was rejected. This issue is supported by Karl Marx's colleague Eguene Sue as he maintains that:

In England too. Poverty was the most pressing political and social problem, (xviii).

Karl Marx states that Thomas Carlyle and Charles Dickens had done much to make the public realize that the conditions of manual labourers were intolerable, (xviii). Karl Marx adds that his contemporary Benjamin Disraeli: "Had taken and would continue to take literary and political interest in an all-out fight against poverty," (xviii).

From the above statement, it is seen that poverty is not cherished. In "Excursions", Osundare laments the sordic experiences and appearances of the masses of this country. In taking excursion around town, he remarks:

> We meet eyes in sunken sockets
> teeth bereft of gums
> akins scaly like iguana's
> feet swollen like water melon.

We meet babies with chronic hydrocephalus
squeezing spongy breasts on mother's bony chests shriveled, (7).

Osundare notices human beings reduced to a state described in these lines. He goes on:

We see village boys'
kwashiorkor bellies
hairless head impaled on pin necks
and ribs baring the benevolence
of the body politic, (7).

He highlights on the state of children's health in the villages, showing the poverty level of the nation. He goes on:

The family head roams the bush trapping rats and insects
and cocoa bags in prosperous wait for the trip to Liverpool, (7).

If the bread-winner of a family hunts for mere rodents, it calls to question the quality of foods that are consumed in our villages yet the country resources-cocoa are being exported to Liverpool for a foreign exchange. Presently, it is crude oil. It is not only those in the villages that are gripped by the pangs of poverty, those in the cities are equally affected. Osundare says: "In city fringes pregnant women rummage garbage heaps for the rotting remnants of city tables above, hawks and vultures hovering for their turn," (8).

During his excursion, he saw and decried pregnant women and children struggling for food remnants with hawks and vultures at garbage heaps. This shows the extent to which human beings have been reduced by poverty. Stefan Parssony attacked Christianity as contributing to the exploitation of the masses. He says:

"Marx believed in general that religious doctrines are fabrications the function of which is to veil economic exploitation," (xxxix).
Osundare captures this feeling in his poem: "Reflection." The relevant lines say: "Ayedoru empties the government treasury for a generous donation to a Church Building Foundation. He receives special prayers and commandership of the order of Saint Michael," (37).

It is not new to learn of leaders converting workers' salaries and other entitlements to their personal use thereby subjecting such workers to untold hardship. This is against Marxist's philosophy. Marxism rejects economic, political and social class structures in the society. Osundare in his poem. "Not for the poor" denounces disparity that has been created and inhumanly maintained in our society.

Some people think this country is a boon
cut and quartered for the poor to grab.
they dream about food on every table
they crave windfalls without a wind.
The car, we say, is not for every house,

every lowly hut and crawling hamlet;
…if we all own cars
who will mend the road?
The aeroplane up, up in the skies
is for gods on earth
…The tarmac is not for wretched soles
calloused hands will hurt the doors
… if we all have the key to the sky
who will fill the abyss? (9).

In the tendency to maintain economic and social class, the rich intensify all efforts towards making the poor to be poorer. Whereas in his the manifesto of the communist party, Rivkin Ryan re-echoes. Karl Marx cardinal philosophies that wealth should be distributed more

Equitably, that class differences
should be abolished, that society
should be devoted to providing for
everyone's basic needs etc. (233).

Osundare in "Songs of the jobless graduate" laments the state of unemployment-giving rise to nepotism and favouritism, discrimination between holders of B.A - M.A degrees and those holding B.Sc. - M.Sc. always in favour of B.Sc. – M. Sc. Graduates. Job availability should cover all graduates so that all go at equal space. Also in "Retrenched", Osundare captures the realistic situation in Nigerian society where the state of inequality is extended artificially beyond reason:

I once had a job in hand menial job though, I stuck to it
it put no beef in the cooking pot.
But I shamed my hunger with Oku eko
I worked and worked as a factory hands
I worked till my hands were rough like granite
at thirty and five, I look like sixty
my frame is crouched like a mending bow
… I worked and worked, then the dizzying news
the nation is broke and factories fail
the boss is licensed to suck and sack
and that how I lost my job, (19).

Karl Marx believes that the capitalists capitalize on the helplessness of the masses to exploit and dominate them. This fact is supported by Rivkin and Ryan thus:

The key to capitalist domination, according to Marxism, is a
basic hidden disequilibrium between what we give and what
we get when we work. We all must work to live, and the work

we do must somehow benefits our employer more than it does
us (233).

Osundare in "Songs of the market place" captures this philosophy vividly thus:

> … halfunds, toughbiceped labourers
> troop in tipperfuls from sweat field
> drilled by foremen soulless like
> a slave master, a few kobo great
> the miserly homecoming
> of pilgrimage of misery (8).

The labourers for working from morning till evening; from 1st day to the last day of the month; from January to December of a year, their income is incompatible with their labours. They get less for their labour.

Karl Marx believes that the unity and continuity of everyday life is internally fissured by a contradiction or an antagonism that had never gets talked about much but which we can do in life. He says:

> That contradiction between those with wealth and those
> without, between those with access to good jobs and money
> and those without, and between the means of making wealth
> and the inequitable division of control over them, keeps our
> society alive (232).

In "Shout of the people", Osundare summarizes this differences in class structure between the rich and the poor:

> We have seen a flowing of Agbada, Kente and babaringa
> we have seen caucuses of Khaki
> we have seen the shooter shot
> and the shoot rising into a convoy
> of haunting demons
> we have seen smoke without fire
> we have seen fire without smokes
> and shout the people
> behold we starve (35).

Yet, he maintains that though people shout, the difference has been maintained in our society and that the society has continued to remain one.

It must however be stressed here that Karl Marx does believe that these contradictions in the society can also threaten to rip the society apart: "…but it also threatens to rip it apart at any moment". In "only four", Osundare says:

> Just fancy my innocent fate
> in their unruly hances

the students assailed my comfort
for just a few hours
and I called the police to quell the row
my guest fired their gums.
(afterall, the mob too fired their valleys of noisy chants)
and a few students decided to die.

This is a symbol of a society at rift between one class of citizens and another.
Karl Marx was concerned about those who are economically, politically and socially oppressed in our society. Marxism is concerned with the various means adopted to free oneself from all forms of exploitation. So Marx was highly concerned about the suffering of the masses.

According to Aiyejina, Osundare share this feeling.

> Ofeimin's concern for the oppressed, his anger at and impatience with opportunistic artists, public morality, cultural inadequacies, economic mismanagement and his acknowledgement of the few positive archetypes are qualities which he shares with Niyi Osundare, (122).

Osundare is a public poet, identifying with the problems of the people found in common places. Aiyejins declares: "The public with which he is obsessed is a clear defined one-the oppressed peasants who may be found in our market places and villages," (122).

It is only people or artists with socialist or Marxist orientations that are popular with the masses. It is the Marxist's background in Osundare's arts that makes Jeyifo in introduction to "songs of the market place" to say:

> A descriptive paraphrasing criticism will characterized such a passionate solidarity with the dispossessed as we get in Osundare's poetry as poetry of engagement and commitment, (xi).

Osundare's engagement and commitment make him to go round, to make a firsthand observation of the realistic situations of our masses. From this "excursions" the poet observes that our leaders have not lived up to their callings. Aiyejina recalls that:

> With an eye for the absurd and grotesque, Osundare caricatures members of our ruling/ruling class while providing very sympathetic views of the masses whose fates are determined by policies and antics of the leaders, (122-123).

He traces most of Nigeria's socio-economic problems to leaders who have no vision to lead and who only want to remain in power even when they cannot deliver

any dividend. His concern for the masses and reflection of leadership posture in Nigeria, Africa and indeed the whole world maddens the poet who debunks the former South African Vice President Thabo Mbeki who said that there is African Renaissance:

> What which Africa is Mbeki talking about? The Africa which shocked the world with the pogram of Rwanda and Burundi figure which outnumbered the teeming fishes in lake Victoria?.. Is it the continent where a reprobate army general actively supported by selfish hegemonic forces annulled Nigeria's freest and fairest election and installed one of the most brutal despotisms in Africa's recent history….?

It is observed that instead of leading and serving the people well, our leaders resort to propaganda and intrigues which of course are means through which they exploit and oppress the people ending up in creating class structure and then maintaining such structures. The end result is the rich get richer while the poor get poorer. They are not in any means interested in equitable distribution of wealth which is against the philosophy of Marxism.

It is this realization of the leader's squabble for wealth that Osundare in his humane nature appeals to our leaders in particular and mankind in general to plough the earth and not to plunder it. In The eye of the Earth, Osundare considers the future if humanity so well that in the poem: "Ours to plough, not to plunder", he appeals for congenial use of natural resources found on earth.

Marxism advocates for revolution that should usher in positive changes in the socio-economic and political lives of all mankind irrespective of sex, age, religious inclination etc.

In preface to Karl Marx's The Communist Manifesto, the most powerful slogan according to Frederick Engel is "working men of all countries unite"! to emancipate the society at large from all exploitation, oppression, class distinction and class struggles as a panacea for the oppressed class, the proletariat to attain emancipation from the sway of the exploiting and ruling class – the bourgeoisie.

Conclusion

Marxism as a philosophy advocates and supports all forms of ideas that could foster changes, the change to end capitalist's senseless and in humane exploitation of workers and the resources of the nations.

Niyi Osundare join voices with the socialists the world over to denounce capitalism and its attendant evils. This paper has been on the exploitation of Marxist's philosophy in the poetry of Niyi Osundare. From the paper, much have been discovered of the Marxist's philosophy which have fuelled Osundare and his writings. It is discovered that just as Marxism stands for the poor and seeks after their present and future welfare, Osundare also has a humane feeling for the poor in our society, hence he advices for a change. "I sing of a change" to enable a balance to be struck

between all manners of men in our society. So most of Osundare's cardinal philosophies stem from The Marxist's philosophy.

Works Cited

Aiyejina, Funso. "Recent Nigerian Poetry in English: An Alter-Native Tradition" *Perspectives on Nigerian Literature: 1700 to the Present*, Vol.1. Yemi Ogunbiyi ed. Lagos: Guardian Books Ltd., 1988.

Bazard, Amand and Enfantin, Prosper. "The Origin of Marx's Idea". *The Communist Manifesto* Karl Marx ed. Chicago: Henry Regnery Company, 1954

Engel, Frederick. "Preface". The Communist Manifesto. Karl Marx ed. Chicago: Hery Regnery Company, 1954.

Filangieri, Gaetano. "The Origin of Marx's Ideas." *The Communist Manifesto*. Karl Mark ed. Chicago: Henry Regnery Company, 1954.

Jeyifo, Biodun. "Introduction". *Songs of the Market Place.* Ibadan: New Horn Press, 1987.

Jeyifo, Biodun. "Niyi Osundare". *Perspectives on Nigerian Literature: 1700-to the present* Vol.11. Yemi Ogunbiyi ed. Lagos: Guardian Books Ltd., 1988.

Marx, Karl. *The Communist Manifesto.* Chicago: Henry Regnery, 1954.

Osundare, Niyi. *Songs of the Market Place.* Ibadan: New Horn Press, 1987

Osundare, Niyi. *Songs of the Season.* Ibadan: Heinemann Educational Books Ltd., 2003.

Osundare, Niyi. *The eye of the Earth.* Ibadan: Heinemann Educational Books Ltd., 2003.

Osundare, Niyi. Thoughts on "The African Renaissance". Inyang Udofort ed. *Journal of Nigerian English and Literature* vol. iv, June , 2003, 1.

Possomy, Stefan. Introduction. Karl Marx. *The Communist Manifesto* ed. Chicago Henry Regnery Company, 1954.

Rivkin, Julie and Ryan, Michael. *Introduction: "Starting with Zero: Basic Marxism".* Julie Rivkin and Michael Ryan Literary Theory: An Anthology ed. Massachusetts: Blackwell Publishers Inc. 2000.

Sue, Engene. The Origin of Marx's Ideas. Karl Marx: *The Communist Manifesto* ed. Chicago Henry Regnery Company, 1954.