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Manuscript Requirements

- Articles submitted must not be longer than 15 pages (A4, double line spacing, Times New Roman, 12 points font size).
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- Paper submitted must not have been published or under consideration for publication elsewhere.
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EDITORIAL

The journal, Education for Understanding and Advancement (EFUA) is the official multidisciplinary research journal of the Edo State College of Education, Edo State, Nigeria. The journal with several well researched articles by scholars in different topical issues aims at providing a platform for the dissemination of research information on contemporary trends in education and promises to be a major reservoir of information not only to students within and outside the college but also to researchers who are earnestly searching for information on well-articulated educational trends.

We sincerely appreciate members of the editorial team for their commitment and efforts towards making the maiden edition of this journal a reality. We also appreciate the consulting editors, contributors and others who have contributed towards the success of this edition.

Professor (Mrs) R. O. Osagie

Ag. Provost

Editor- in- chief

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ASSESSMENT OF SOCIAL MEDIA AS AN EFFECTIVE TOOL FOR SOCIO-POLITICAL MOBILIZATION OF ELECTORATES IN THE 2023 GENERAL ELECTION IN NIGERIA

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Abstract:

The review of social media as a useful tool for socio-political mobilisation of voters in Nigeria's general election of 2023 was the focus of the study. The use of social media in political mobilisation and communication has increased. Social media, or internet platforms, were heavily utilised to mobilise people for political acts during the Nigerian general election of 2023. The research evaluated social media's contribution to Nigerian electorates' sociopolitical mobilisation for the general election of 2023. The qualitative as well as quantitative information for the study were obtained by using the survey research design. To address the important factors that comprise this study, three issues for investigation were developed. To address the important factors that comprise this study, a total of three research queries were developed. The study sample consisted

of two hundred (200) respondents from the population of eighty-four thousand two hundred and forty-one. The respondents were asked to reply using a standardised questionnaire. To ascertain the extent of social media's contribution to Nigerian electorates' socio-political mobilisation, data were compiled using percentages. Among the conclusions reached by the investigation are: Before and during elections, social media always helps to actively mobilise and sensitise voters. Social media was also a useful forum for the exchange of ideas and viewpoints, which ultimately determine the course that an election would follow. The investigation comes to the conclusion that social media was an effective instrument for electorate socio-political mobilisation. Among the suggestions made by the study are that social media should be integrated into additional governmental activities that take place before elections, that public awareness of proper utilisation of social media throughout elections ought to be raised, and that social networking sites should be regularly monitored and regulated to minimise harmful content.

Keywords: Social media, Socio-Political and Mobilization of Electorates

Introduction

Social media are online platforms that encourage user interaction and are founded on the conceptual and technology underpinnings of Web 2.0. Adibe et al. (2012) defines social media as online platforms that promote participation, openness, conversation and connectedness. Extending this notion, Apuke (2016) commented that social media are computer mediated tools that allow people to create, share or exchange info, ideas, pictures/videos in implicit communities and networks such as Facebook, Twitter, Badoo, Instagram among others. Social media's rise is seen to have diminished the one-way (top-down)

political interaction system that conventional mass media in Nigeria and Africa had been coordinating for a number of years. This suggests that social media platforms like Facebook, YouTube, and Twitter are ground-breaking instruments to foster interaction that have made it possible for the general public to participate in the communication process. Social media's unique feature is its interactivity, which allows users to react or remark on one other's posts regardless of their location or political, cultural, or geographic status. Consistent with this argument, Shadrach (2017) asserted that social media are gaining popularity among citizens because they pass information freely without control of government, powerful politicians and advertisers as well as free of conventional professional bottlenecks like gate-keeping. The news industry is also well-liked since it not only spreads knowledge but also gives readers a forum for arguments and discussions.

It's fascinating to note that social media is readily available and inexpensive because low-cost internet data bundles from mobile telecommunications carriers like MTN, Airtel, and Glo allow users to access Facebook, Twitter, and other social media platforms on tiny online-enabled mobile devices. Therefore, despite their higher than average rates of destitution and financial suffering, Nigerians may continue to use social media in their daily lives, especially for political conversation and information seeking. Nonetheless, it can be inferred that the majority of the nation's lawmakers never take social media for granted. Social media assistants for Nigerian politicians assist in keeping an eye on issues. stylish internet.

Thus, the use of social media in political communication among Nigerians cannot be overemphasized (Ajayi&Adesote, 2015). Officials from governments and elected representatives utilise the media to solicit public support, disseminate widely distributed campaign materials in the form of images, videos, and text, and to stay in continual communication with their

followers. Conversely, citizens actively engage in the national political conversation through the media. The media also afford the citizens a friendlier avenue of assessing candidates for political offices as well as post questions to government and politicians in order to promote transparency in governance (Adibe, Odoemelam, & Chibuwe, 2012).

Also, social media can offer the masses the opportunity to interact freely, have direct access to online contents that discuss political issues as well as mobilized the electorate in the 2023 general elections in the country. As evident in the February 25th 2023 Presidential and National election, political parties, including the three prominent parties (All Progressive Congress, Peoples' Democratic Party and Labour Party) took to social media platforms such as online networking sites, blogs, twitter, Facebook, Instagram, Mobile newspapers, news ads, etc. to campaign and mobilize for mass support and actions from not only youths but internet news and drama online providing opportunity for users to read, respond, interact, argue and sort out issues online.

Voter education on voting process can be realized through social media, the use of voting sensitive materials such as the card-reader, Permanent Voters Cards (PVCs) and server which can be used to protect result to avoid hacking or falsifying and can be guaranteed through the use of social media.

Irrespective of the gains and advantages of the use of social media during the 2023 general elections, some challenges were encountered in the use of social media as a means of electoral mobilization in the general elections in Nigeria.

These problems range from hate speech among different political parties, their supporters and candidates, cyber bullying, distortion of election results online, and other forms of political instability using social media. These challenges if not properly addressed, could constitute political instability and incredibility of the outcome of elections.

Since 2011, the Independent National Electoral Commission (INEC) has begun integrating technological innovations into the voting procedure with the introduction of the electronic voters register (EVR), automated fingerprint identification system (AFIS), and smart card reader (SCR) in an effort to allay voter anxiety and provide elections legitimacy. Not only did the electoral bill become law in 2022, but it also strengthened INEC's legal standing and gave it more authority to use electronic voting machines (BVAS) to oversee elections in Nigeria. The general population, civil organisations, media, and foreign community all expressed a greater desire for the implementation of internet-based voting, or "online voting," for the next general election in 2023. Therefore, INEC now has the lawful and constitutional support to employ the INEC result viewing portal (IREV) and the bimodal voters accreditation system (BVAS) in the election process thanks to the President Muhammadu Buhari administration's signing of the 2022 electoral bill into law. The stakeholders think that BVAS can lessen egregious fraudulent voting, support legitimate elections, lessen voter indifference, and increase voter turnout. In order to do this, voters who are interested in exercising their constitutional right to keep an eye on elections and avoid outcomes manipulation have found that social media is a crucial instrument. Social media, thus, facilitates widespread sensitization, involvement, as well as engagement in the electoral process, which in turn allows the ballots of the people to be counted.

Statement of the Problem

Many successive elections in Nigeria have been bedeviled by complaints of irregularities such as disenfranchisement of prospective voters, ballot boxes snatching, money inducement and stuffing, intimidation of political opponents, used of thugs as well as allegations of collusion between election officials

and politicians to alter election results and subvert popular mandate (Ibrahim and Ibeanu, 2009).

Demands for more transparent, equitable, and free elections were sparked by the shortcomings in the last Nigerian election process, which seriously damaged the reliability of the results. The conventional media, which includes print, radio, and television, has also been accused of falling short of expectations when it comes to providing the public with accurate information prior to, during, and even following elections. One of the explanations given for this is that the majority of Nigeria's conventional media is controlled and operated by the country's political elites. As a result, it is imperative to move towards more interactive and loosely regulated media that enable user-to-user created material as well as do away with ownership influence, which has been the customary media's worst enemy.

Several investigations have attempted to evaluate the importance of social media use in politics, but have been unable to do so due to the vast potential of these platforms. Nevertheless, the data that is currently available has only provided hazy inferences regarding the efficacy of social media mobilisation online. Conversely, some research indicates that the influence of internet mobilisation for political acts and the availability of campaign information during elections are limited. Thus, the issue that makes this study necessary is how to thoroughly evaluate social media's contribution to sociopolitical mobilisation in Nigeria.

Objectives of the study

- i. To ascertain how social media affects Nigerian voters' conduct in the country's general election in 2023.
- ii. To determine the degree to which social media is a useful instrument for political mobilisation in the general election of 2023

Research questions

The following research questions guided the study:

1. What impact did online platforms have on Nigerian voters' actions during the general election of 2023?
2. How successful was social media in Nigeria throughout the general elections of 2023 as a means of political mobilisation?
3. When contrasted to other traditional media outlets, how successful was the use of social media during the general election of 2023?

Theoretical Framework

This study is based on technological determinism theory of Castells (2008) asserts that the Internet has enabled a global networked public sphere and that social media, which has a focus on sharing and participation, as well steadily increasing user base, could attract even more citizens to participate in a public discussion that once eluded them. This has given rise to the claim that social networking has revived Habermas's public sphere. Commenting on this view, Brenne (2016) stated that the structure of the public sphere and the conditions for the rise of a public sphere are parallel with the rise of political discussion on social media. Social media's ability to act as an open platform seems to depend on the geopolitical context.

Methodology

For the purposes of this investigation, the survey design was employed. A survey is a way of gathering and evaluating social data through carefully organised, sometimes quite comprehensive interviews or questionnaires. The goal is to gather data on a large number of respondents who are thought to be typical of a certain group. Subsets (samples) of a population are scientifically chosen using the survey technique to serve as a representative sample of the parent population at

Esan North East Local Government Area in Edo State. In order to provide the researcher with a representative sample of the population, the survey approach is appropriate for this study. Additionally, it is inexpensive and regarded as a straightforward way to conduct research projects like this one. A sample size of 200 drawn from about 84,241 electorates in Uromi community was chosen for this purpose of this research.

Presentation of Result

The table below show the Returned Rate of Questionnaires

Questionnaires	Frequency	Percentage %
Returned	180	90
Not returned	20	10
Total	200	100

The aforementioned data indicates that 10% of the distributed questionnaire copies were not returned, whereas 90% of them were. Considering that 90% of the questionnaires were returned, the amount of unreturned copies is negligible. As a result, it was decided that the copies adequately represented the population. As a result, the 180 copies of the questionnaire that had been returned served as the basis for the data analysis and presentation.

1. **Research Question 1:** What impact did online platforms have on Nigerian voters' actions during the general election of 2023?

Table 1: In what way did social media influence your political decision during the general election?

Questionnaires	Frequency	Percentage %
Voters' registration	50	28
Party membership	05	03
Choice of candidate	80	44

Political manifestoes	45	25
Total	180	100

The data on the table indicates that 50 respondents (28%) said that social media influenced their political decision in the area of voters registration, 5 respondents (3%) choose party membership while 80 respondents (44%) said that social media influenced their political decisions in the area of choice of candidates and 45 respondents (25%) said that social media influence their decision based on the political manifesto of the party. Based on this findings, we can conclude that social media was relevant in the 2023 general election in Nigeria due to the influence it has on the electorates. No wonder the three major political parties have many social media platforms where they post their plans and programmes to the people if elected.

Research Question 2:How successful was social media in Nigeria throughout the general elections of 2023 as a means of political mobilisation?

Table 2: Do you think that social media was very useful in mobilizing Nigerians during the 2023 general elections?

Response	Frequency	Percentage %
Yes	158	88
No	22	12
Total	180	100

The data on Table revealed that 158 respondents (88%) said yes that social media was very useful in mobilizing Nigerians during the 2023 general election while 22 respondents (12%) said No. This simply implies that the social media's really helped in mobilizing Nigerians during 2023 General elections. Many political parties created harsh tags like running for a better Nigeria', "get Nigeria Working again", Take it back"

etc. and a lot of Nigerians followed this harsh tags with all zealousness and enthusiasm.

Research Question 3:When contrasted to other traditional media outlets, how successful was the use of social media during the general election of 2023?

Table 3: The effective of social media in the 2023 general election compared to other mainstream media.

Response	Frequency	Percentage %
Highly effective	70	39
Effective	40	22
Moderate	45	25
Not effective	15	14
Total	180	100

The data on table 6 revealed that 70 respondents (39%) said the use of social media in the 2023 general election compared to other mainstream media was highly effective, 40 respondents (22%) said it is effective while 45 respondents (25%) said it is moderate and 25 respondents (14%) said it is not effective. Since majority of the respondents rated the effectiveness of social media in the 2023 general election as highly effective, it simply implies that social media campaign is a welcome development in the politics on Nigeria.

Summary

This study assesses the role of social media in socio-political mobilization in Nigeria. Concerns about the impact of online mobilization in political activities have been vaguely acknowledged over the years. Many researchers have even argued that there is no significant implication of using social media to mobilize people, especially for election purposes; many of the scholars have recently maintained that offline participation cannot be credited to the use of online

technologies in campaign and election processes. However, the use of social media in political activities in Nigeria have improved the political communication exponentially; the gate-keeping processes in the mainstream media undermined popular participation and apathy has been replaced by a highly democratized political process where individuals use social media as means of creating political awareness and get information at virtually no cost.

In the last few years, the use of Facebook, Twitter, YouTube, Instagram, and other social media platforms to galvanize political support has grown significantly, and it continues to trend upward. The potential for the dissemination of biased, incomplete or inaccurate/wrong information over social media has been discussed and documented.

The technological determinism theory was deemed appropriate for use as a theoretical framework. The survey research design was employed for the study. Questionnaire was used as instrument for data collection. Simple table percentage was used for the presentation. The data revealed that majority of the respondents were exposed to social media messages during the 2023 general election; a large number used the social media for various election purposes and respondents were also moved to take informed decisions based on the influence of social media messages. The findings also show that majority of the respondents rated the social media very effective during the 2023 General election and they agree that social media can be effective in mobilizing people for elections.

Conclusion

The result of this study reaffirms some of the findings noted in research associated the role of social media in socio-political mobilization in Nigeria. The findings of this study shows that many people were exposed to election messages on social

media during 2023 General election and the majority of people made use of different social media platforms.

Furthermore, many of the respondents said that social media was crucial to the success of the 2023 General Election and that it had a significant influence in the election.

Additionally, the majority of respondents concurred that the 2023 general election made good use of social media. The results also indicate that a large number of respondents believe social media may be used to mobilise voters at any moment for political goals. The result also confirmed that social media seamlessly drew more online support and this culminated in the huge success of the election. Even INEC used social media to drum support cooperation of the electorates when the elections were postponed.

Therefore, despite the perceived challenges that are inherent in the used of social media in getting credible, genuine, and even more sensitive election information, majority of the respondents were optimistic that social can be more viable and relevant in subsequent elections.

Therefore, it can be concluded that social media are very effective communication platforms before, during and after elections; they have become strong forces of political mobilization and means through which true democracy and mass participation can be attained. It is the belief of the researchers that social media can place Nigeria's electoral processes in higher pedestal as witnessed in some Western countries and as reflected in earlier elections that adopted social media usage in Nigeria.

The result of this study clearly shows that social media are effective tools of political mobilization in Nigeria.

Recommendations

Based on the conclusion above, the following recommendations are hereby being made:

1. Nigerian political figures ought to engage with one another more on social media. Not only should they utilise the media to express their opinions to voters, but they should also use it to exchange ideas with them about important problems and respond to their queries and concerns.
2. As a potent channel of communication, the campaign platform for exchange of views and opinions before, during and after elections.
3. There is a need to investigate the problem of excessive information, spreading rumours, lying, and other careless postings that are frequent on Nigerian social media. Users of social media must so be mindful of what they share. Institutions such as conventional mainstream media, religious bodies, families, and schools may help make this a reality.
4. Regulation of social media should be done as a matter of urgency to forestall proliferation of malicious and mischievous contents.
5. This research also suggests that social media be included in other government initiatives that take place before Nigeria's next elections.
6. Nevertheless, in order to reduce careless posts on social media, the government should collaborate with telecom providers and other specialists in technology-related fields.

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AWARENESS AND USE OF CONTRACEPTIVES AMONG SECONCONDARY SCHOOL STUDENTS: IMPLICATIONS FOR SEX EDUCATION IN EDO CENTRAL SENATORIAL DISTRICT

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Abstract

The study examined the Awareness and Use of Contraceptives among Secondary School Students to determine the implications for Sex education in Edo Central Senatorial District. Four research questions were raised and two hypotheses were formulated to guide the study. The study adopted a survey design. The instrument used for data collection was a questionnaire. Using split-half method, a reliability coefficient value of 0.78 was obtained. The population of the study comprised four thousand six hundred and three (4,603) SS II students in the sixty seven (67) Co-Educational Public secondary schools in Edo Central Senatorial District. The sample was drawn using the stratified random sampling technique. The research questions were answered using descriptive statistics of mean and standard deviation while the hypotheses were tested using Pearson Product Correlation Coefficient at 0.05 level of significance. The results of the

analysis showed that pills, condoms and withdrawal method were the most commonly available contraceptive types among secondary school students. Also, the level of awareness and use of contraceptives among the secondary school students was moderate. The major sources of information of contraceptives among the secondary school students were social media, friends and Patent medicine stores. Additionally, there was a strong correlation between secondary school students' knowledge of and usage of contraception and sex education. The government should periodically host training sessions for teachers in secondary schools to enhance their instruction on delicate subjects like sex education, according to the results.

Keywords: contraceptives, sex education, awareness

Introduction

One very important but undermined phenomenon that has plague the society for many years is Sex Education. Sex Education is the provision of information about the development of the body, sex, sexuality and relationship along with skills building to help secondary school students who are still young to young people make informed decisions regarding sex and their sexual health (Chimah, 2016). (Aiyede, 2014) observed that sex education should include information about puberty and reproduction, abstinence, contraception, relationships, sexual violence prevention, body image, gender, identity and sexual orientation as it relates to Secondary Education.

Chimah (2016) in the field of adolescent sexual health highlighted two views about sex education which are the abstinence only sex education and the comprehensive sex education. While thorough sexuality education gives students the knowledge and skills to make informed choices and create positive relationships with others, abstinence sex education

opposes having sex before marriage and educates students that abstinence is the most effective method to be sexually safe. Comprehensive sex education did, however, also emphasise the need of abstinence prior to secondary school pupils engaging in sexual activity. Additionally, it offered medically accurate information regarding the advantages and disadvantages of contraceptives, such as condoms, for preventing pregnancy and lowering the risk of contracting STIs like syphilis, HIV/AIDS, and the Human Immunodeficiency Virus. Comprehensive sex education as stated by Lamina (2015), encourages family communication about sexuality between students and their parents, teaches students the skills to make responsible decisions about sexuality as well as to know how to avoid unwanted verbal, physical and sexual advances. It also teaches students how alcohol and drugs affects responsible decision making.

The argument put forward by proponents of abstinence-only sex education was that having sex before marriage is improper or immoral and that the only way to completely avoid getting pregnant young and contracting STDs is to abstain. Only abstinence-based sex education may be effective if it is introduced to teenagers in a timely manner before they reach the age range of 13 to 21 years old, when they may be exposed to differing perspectives on sex (Sarah, 2017).

Sex education can be received by secondary school students through agencies like school, peer group, Non-Governmental Organisations (NGOs) and the home. Nonetheless, many parents are unwilling to provide their kids with thorough sex education courses or teachings, which has led to many pupils misinterpreting aspects of their sexuality. The majority of parents contend that their kids were not taught something about sexuality when they were growing up and that, in accordance with custom, secondary school students shouldn't be taught about sex. As a result, parents in the majority of African

families are ill-prepared to respond to inquiries about sexual concerns because these topics were once considered taboo. But, parents who attempt to teach their kids incorrect knowledge, shrouding the entire topic in secrecy and making it impossible for the kids to openly address sexual concerns with their parents.

Adolescents in secondary schools are at a very active stage of life that is marked by fast developmental processes and growth. A secondary school student has limited knowledge about sexual and reproductive health and knows little about the natural processes of puberty, sexual health and pregnancy or reproduction (Ugwu, 2013).

Okonofua (2014) stated that over the years there has been an increase in sexual activities among secondary school students in Nigeria. This is as a result of the fact that the student develop secondary sexual characteristics during the stage of puberty which lead to sexual curiosity and experimentation. Aigbiremolen (2014) reiterated that in some cases, sexual intercourse result in unwanted pregnancies because of the limited knowledge of sex education the young ones have .And as such, they often use any means available to them to get rid of the unwanted pregnancy. Supporting this view, Olubunke (2016) reported that increased sexual activities among secondary school students lead to unwanted pregnancies, unsafe abortion, child dumping and secondary infertility which is a major reproductive health concern in Nigeria. Sometimes, they use unsafe methods of abortion which may lead to complications in their reproductive systems causing infertility or death.

Throughout ancient times, contraceptives have been consistently in use. But safe and efficient techniques weren't accessible until the 20th century. Some cultures limit or discourage access to contraceptives because of their belief that

it encourages immorality among secondary school students (Murigi, 2012).

. It is on the basis of this that the researcher investigated the awareness and use of contraceptives among secondary school students: implications for sex education in Edo Central Senatorial District.

Statement of the Problem

Education stakeholders in Nigeria have expressed concern over the knowledge and application of contraceptives amongst students in secondary schools. This problem has been associated with a decrease in academic performance as well as a number of unfavourable outcomes, including early sexual activity, early marriage, single parenting, and risky sexual behaviour.

According to surveys, students encounter difficulties as a result of their susceptibility to sexually risky behaviour and their inability to obtain reliable information on sexual health. A lack of thorough sexual health education, a culture of silence, elder family members' reluctance discussing sexuality, false information from peers and unrestricted online sources, and these are some of the factors that contribute to this.

Students' inadequate sexual orientation Education stakeholders in Nigeria have expressed concern over the knowledge and application of contraceptives among secondary school students. This problem has been associated with a decrease in academic performance as well as a number of unfavourable outcomes, including early sexual activity, early marriage, single parenting, and risky sexual behaviour.

According to surveys, students encounter difficulties as a result of their susceptibility to sexually risky behaviour and their inability to obtain reliable information on sexual health. A lack of thorough sexual health education, a culture of silence, elder family members' reluctance discussing sexuality, false

information from peers and unrestricted online sources, and these are some of the factors that contribute to this.

Inadequate sexual orientation among students has also resulted in issues including recurring pregnancy, poverty, child maltreatment, ostracism, abortion, criminal activity, stopped schooling, and bad consequences on home life. Although secondary schools now offer sex education, not many research have examined secondary school students' knowledge of and usage of contraception in particular.

Scholars advocate for the inclusion of comprehensive sex education in the secondary school curriculum to address these issues. It is believed that this will help reduce the incidence of early pregnancies, abortion, and negative effects on domestic life. By increasing awareness and knowledge about contraceptives, students can become less vulnerable to sexual risks, including sexually transmitted infections and early marriage.

The researcher in this study focused on investigating the awareness and use of contraceptives among secondary school students in the Edo Central Senatorial District, specifically in relation to sex education. The aim is to understand the current situation and identify areas for improvement in order to prevent a generation of students with inadequate sex education and the associated problems related to sexuality.

In conclusion, addressing the awareness and use of contraceptives among secondary school students is crucial for promoting their sexual health and reducing negative consequences. Giving students access to correct information and enabling them to make informed choices about their sexual health is made possible via comprehensive sex education. Additionally, it has resulted in issues including disrupted education, criminal activities, abortion, ostracism, child neglect, poverty, repeated pregnancy, and negative effects on domestic life. While sex education has been introduced in

secondary schools, few studies have evaluated the awareness and use of contraceptives specifically among secondary school students.

Scholars advocate for the inclusion of comprehensive sex education in the secondary school curriculum to address these issues. It is believed that this will help reduce the incidence of early pregnancies, abortion, and negative effects on domestic life. By increasing awareness and knowledge about contraceptives, students can become less vulnerable to sexual risks, including sexually transmitted infections and early marriage.

The researcher in this study focused on investigating the awareness and use of contraceptives among secondary school students in the Edo Central Senatorial District, specifically in relation to sex education. The aim is to understand the current situation and identify areas for improvement in order to prevent a generation of students with inadequate sex education and the associated problems related to sexuality.

In conclusion, addressing the awareness and use of contraceptives among secondary school students is crucial for promoting their sexual health and reducing negative consequences. Comprehensive sex education plays a vital role in providing accurate information and empowering students to make informed decisions about their sexual health.

Research Questions

1. What types of contraceptives are available to secondary school students in Edo Central Senatorial District?
2. To what extent is the awareness of contraceptives among secondary school students in Edo senatorial district?
3. What is the level of use of contraceptives among secondary school students in Edo Central Senatorial District?
4. Which are the major sources of information of contraceptives among secondary school students in Edo Central Senatorial District?

Hypotheses

1. There is no significant relationship between sex education and secondary school students awareness of contraceptives in Edo central senatorial district.
2. There is no significant relationship between sex education and secondary school students use of contraceptives in Edo central senatorial district.

Method of Study

The research design adopted for the study was a survey design. The population of the study comprised four thousand six hundred and three (4,603) SS II students in the seventy (67) co-educational public secondary schools in Edo Central Senatorial District. Using stratified random sampling technique a sample size of three hundred (300) students was used for the study the instrument used for data collection was a questionnaire titled “Awareness and Use of Contraceptives among Secondary Schools Students (AUCSSS). The instrument was validated by experts from the department of Educational Psychology, Measurement and Evaluation and Curriculum and Instruction in the Faculty of Education Ambrose Alli University Ekpoma.. The reliability of the instrument was determined using split half method and reliability co-efficient value of 0.78 was obtained for the instrument. The instrument was administered to the subjects and collected immediately by the researcher for analysis. The research questions were answered using descriptive statistics of mean, standard deviation while the hypotheses were tested using Pearson Product Moment Correlation Co-efficient (PPMCC) at 0.05 level of significance.

Discussion of Results

Research question 1: What types of contraceptives are available to secondary school students in Edo Central Senatorial District? To answer this question, the mean and

standard deviation of the respondents were analysed. **Table 3: Type of contraceptives available to secondary school students**

Category	N	Mean	Std. Dev.
Pills	95	6.64	3.12
Condom	81	5.22	2.87
Injection	31	2.34	0.68
Implant	20	2.01	0.54
Intrauterine method	15	1.65	0.33
Withdrawal method	58	4.32	2.23

From Table 3, the result showed that pills, condoms and withdrawal method had the highest mean score which was greater than the bench mark mean score of 2.50. This showed that the types of contraceptives available to secondary school students in Edo Central Senatorial District are pills, condoms and withdrawal method.

Research question 2: To what extent is the awareness of contraceptives among secondary school students in Edo central senatorial district?

Table 4: Level of awareness of contraceptives among secondary school students

Category	N	Mean	Std. Dev.
Low (any two)	88	2.45	0.12
Moderate (any four)	162	8.45	3.20
High (all six)	50	1.55	0.51

From Table 4, the Secondary school students that were aware of any four types of contraceptives had the highest mean score, it then means that secondary school students' level of awareness of contraceptives in Edo Central Senatorial District is moderate.

Research question 3: What is the level of use of contraceptives among secondary school students in Edo Central Senatorial District?

Table 5: Level of use of contraceptives among secondary school students

Category	N	Mean	Std. Dev.
Low (any two)	74	2.32	0.11
Moderate (any four)	180	8.52	3.24
High (all six)	46	1.46	0.47

From Table 5, Secondary school students that used any four types of contraceptives had the highest mean score, it then means that secondary school students' level of use of contraceptives in Edo Central Senatorial District is moderate.

Research question 4: What are the major sources of information of contraceptives among secondary school students in Edo Central Senatorial District? To answer this question, the mean and standard deviation of the respondents were analysed.

Table 6: Major sources of information of contraceptives among secondary school students

Category	N	Mean	Std. Dev.
Parents/guardians	46	2.15	0.45
Friends	80	4.56	2.88
Patent medicine store	74	4.12	2.62
Social media	100	6.55	3.22

Table 6, showed that the major sources of information of contraceptives among secondary school students in Edo Central Senatorial District are social media, friends and patent medicine stores.

Hypothesis one: Sex education does not significantly influence secondary school students' awareness of contraceptives in Edo Central Senatorial District.

Table 9: Pearson R of sex education and awareness of contraceptives among students

		Sex education	Contraceptives awareness
Sex education	Pearson Correlation		1.212
	Sig. (2-tailed)		.968
	N	300	300
Contraceptives awareness	Pearson Correlation	1.212	1
	Sig. (2-tailed)	.968	
	N	300	300

The result of the Pearson Product Moment Correlation coefficient analysis presented in Table 9 indicated that sex education significantly influence secondary school students awareness of contraceptives in Edo Central Senatorial District.

Hypothesis two: Sex education does not significantly influence secondary school students' use of contraceptives in Edo Central Senatorial District.

Table 10: Pearson R of sex education and use of contraceptives among students

		Sex education	Contraceptives use
Sex education	Pearson Correlation	1	.732

	Sig. (2-tailed)		.542
	N	300	300
Contraceptives use	Pearson Correlation	.732	1
	Sig. (2-tailed)	.542	
	N	300	300

The result of the Pearson Product Moment Correlation coefficient analysis presented in Table 10 indicated that sex education significantly influence secondary school students use of contraceptives in Edo Central Senatorial District.

Discussion of findings

Types of contraceptives available to secondary school students

Results from research question one showed that the types of contraceptives available to secondary school students in Edo Central Senatorial District are pills, condoms and withdrawal method. This is probably due to the fact that it is quite easy for secondary school students to buy pills and condoms at the patent medicine stores and also have emotional control when to use the withdrawal method during sexual intercourse with peers or friends. This could be as a result of their awareness of the use of contraceptives for the control of early pregnancy and sexually transmitted diseases. The findings is in support of previous research of Harris and Sass (2011) and Poyraz and Kama (2008) who in their separate studies found out that the types of contraceptives available to secondary school students were pills, condoms and withdrawal method.

However, this study is contrary to previous studies of Sonawane (2014) who in a study on influence of sex education the academic achievement of secondary school students in Southern Province of South Africa found out that the types of contraceptives available to secondary school students are pills, condoms and withdrawal method as the lowest of the various types of contraceptives available to secondary school students in Edo Central Senatorial District.

Level of awareness of contraceptives among secondary school students

Research question two showed that the level of awareness of contraceptives among secondary school students in Edo Central Senatorial District was moderate.

This is probably due to the fact that it is quite easy for secondary school students to get information on these types of contraceptives through friends, social media and patent medicine store. This will certainly influence their level of awareness of contraceptives in secondary schools. The findings is in support of previous research of Imasuen (2015) in her study on the influence of impact of sex education on secondary schools students study habit in Edo State found that the level of awareness of contraceptives among secondary school students was moderate. However, this study is contrary to previous studies of Nelson (2009) and Lindsay (2010) who in their separate studies on the effect of sex education on secondary school students' achievement in Malaysia found out that the level of awareness of contraceptives among secondary school students was low. This was attributed to their religion and culture which forbid public discussion of such concepts in public place.

Level of use of contraceptives among secondary school students

Results from Research question three showed that the level of use of contraceptives among secondary school students in Edo Central Senatorial District is moderate. This is probably due to the fact that it is quite easy for secondary school students to get information on the use of contraceptives through friends, social media and patent medicine store. This will certainly influence their level of use of contraceptives in secondary schools. The findings is in support of previous research of Imasuen (2010) in her study on the influence of impact of sex education on secondary schools students study habit in Edo State found that the level of use of contraceptives among secondary school students was moderate.... However, this study is contrary to previous studies of Nelson (2009) and Lindsay (2010) who in their separate studies on the effect of sex education on secondary school students' achievement in Malaysia found out that the level of use of contraceptives among secondary school students was low. This was attributed to their religion and culture which forbid public discussion of such concepts in public place.

Major sources of information of contraceptives among secondary school students

Results from Research question four showed that the major sources of information of contraceptives among secondary school students in Edo Central Senatorial District were social media, fiends and patent medicine store This is probably due to the fact that it is quite easy for secondary school students to get information on the use of contraceptives through friends, social media and patent medicine store more than parents/guardians. Sex education is left in the hands of teachers, friends and more importantly social media which is a 21st century information device. The findings is in support of previous research of Poyraz and Kama (2012) who in a study

on students' sex education in high schools in Horari found that the major sources of information on the use of contraceptives among secondary school students were social media, friends and patent medicine stores.

However, this study is contrary to previous study of Okoro (2014) who in a study on influence of sex education programme on secondary schools students' retention ability in Edo State found that parents/ guardians exposed their children to sex education before the student get more information from other sources. The result showed that students get their firsthand information on the use of contraceptives such as condoms and pills from their parents/ guardians.

Sex education and secondary school students' awareness of contraceptives

Results from hypothesis one showed that sex education significantly influence secondary school students' awareness of contraceptives in Edo Central Senatorial District. This is probably due to the fact that secondary school students in Edo Central Senatorial District are exposed to sex education through various means and are aware of the benefit of sex education to their wellbeing. Again, it is quite easy for secondary school students to get information on the use of contraceptives through friends, social media and patent medicine stores more than parents/guardians. The finding is in support of previous research of Amadi (2013) who in a study on sex education and its influence on secondary school students' academic achievement in Ekiti State found that sex education significantly influence secondary school students level of awareness and use of contraceptives.

However, this study is contrary to previous study of Abay (2010) who in a study on sex education and the impact on students achievement in Edo State found that sex education do not significantly influence secondary school students awareness and use of contraceptives in secondary schools.

Sex education and secondary school students' use of contraceptives

Results from hypothesis two showed that sex education significantly influence secondary school students' use of contraceptives in Edo Central Senatorial District. This is probably due to the fact that secondary school students in Edo Central Senatorial District are exposed to sex education through various means and use the knowledge gained as a guide towards the use of contraceptives. Again, it is quite easy for secondary school students to get information on the use of contraceptives through friends, social media and patent medicine store more than parents/guardians. The finding is in support of previous research of Amadi (2013) who in a study on sex education and its influence on secondary school students' academic achievement in Ekiti State found that sex education significantly influence secondary school students level and use of awareness of contraceptives.

Conclusion

The major findings of the study were;

1. The most often used forms of birth control between secondary school students in the Edo Central Senatorial District were drugs, condoms, and the removal technique.
2. Students in the Edo Central Senatorial District's secondary schools had a moderate degree of knowledge of contraception.
3. The Edo Central Senatorial District's secondary school students had a modest prevalence of contraceptive usage.
4. Social media, friends, and prescription drug stores are the main sources of knowledge about contraceptives amongst secondary school students in the Edo Central Senatorial District.
5. A strong correlation is present between awareness of sex education and secondary school students.

The introduction of sex education into the school curriculum would provide secondary school students with basic knowledge of sexuality and contraceptives use to avoid the risk of being involved in sexually related activities that would lead to early pregnancy and sexually transmitted infection.

Recommendations

1. The governing body must to periodically provide workshops and seminars for educators in secondary schools to enhance their ability to instruct on delicate subjects like sex education.
2. Given that they spend a greater amount of time at home with their children, parents and guardians ought to educate students on sexual health. They will get a more accurate understanding of sex education as a result.

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AFRICA-SENSED MUSIC PEDAGOGY IN BINI TRADITIONAL MILIEU

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Abstract

Music in Benin tradition does not only entertain but also serves as an indispensable tool for transformation, education, enlightenment, development and the refinement of an individual or group of individuals. To the Benin people, music is a powerful source of information and this information can only be transferred from one generation to another following the traditional methodological approach of teaching, which is quite different from the western style of education. However, this approach of teaching music has been undermined by many who see it as inconsequential. It is within this cusp that this paper, premised on the Critical Indigenous Theory (which helps to expand the purview of the indigenous knowledge system) examines the pedagogical approach to music education in Benin tradition, the values of music education and the issue of national identity through Benin traditional music. The research methodology deployed in this study included review of related literature, observation and survey method. The work revealed that music education in Benin goes a long way in enhancing the preservation and promotion of Benin culture as well as promoting language development and inculcating moral values on the individual, amongst others.

Since music forms an integral aspect of Benin culture, this paper thus recommends that parents, guardians and anyone in position to do so, should avail themselves the opportunity to inculcate the norms, values, traditions and cultural practices that are inherent in Benin to their subjects through music, as a potent performance tool.

Keywords: Pedagogy; Milieu; Africa-sensed, Tradition, Culture

Introduction

The Benin people (sometimes referred to as Bini, the corrupted form adopted by the Portuguese) believe that music is a performance art that transforms, educates, enlightens, develops and refines an individual or group of individuals in the society and also promotes national identity. The best way to understand the culture of a people is through their music. Music encompasses all the cultural norms, values, ethics and traditions of the people. Hence, the Benin people believe strongly that teaching the people her music will go a long way in acquainting them with adequate knowledge of Benin tradition and culture. This is one of the reasons Oba Ewuare II, on his coronation in October 2016, advocated that Benin tradition and language should be taught both within and outside the formal school system in order to promote and preserve the rich cultural heritage of the Benin people.

Teaching the people the music of the Benins by those who are endowed to do so is a strong task that must be given utmost attention and concern. This objective may not be achieved through the formal education system but the Indigenous Educational System (IES). For instance, all the Benin traditional music and dances are conceptualized in Benin traditional milieu. And their idioms and orientation are quite

distinct in form and practice from the western type. These inherent traits in their music and dances are transferred from one generation to the other, adopting the traditional pedagogical approach or method.

Methods of Imparting Music Education in Benin Traditional Milieu

The method and style of teaching music in Bini traditional milieu is through the traditional methodological approach where information is transmitted orally from the superior (teacher) to the subjects (learners). This usually takes the form of storytelling, folktales, moonlight plays, myths, legends, oral poetry etc. This agrees with Aluede (2013: p.144) quoting Adams (1987), that “in traditional African education, the following tools are to impart knowledge: music and song and dance, games and myths, legends and tales; proverbs; dreams and vision”. The people that are mandated or qualified to impart this needed knowledge musically in Benin could either be parents, guardians, chiefs, elders or any person or group of persons who are culturally enmeshed in Benin tradition and music. This is usually the informal or indigenous educational system whereby knowledge is transmitted or transferred from one generation to another.

Putting it succinctly, indigenous education is that education carried out outside the formal classroom setting. Owing to this therefore, Aibuedefe and Abolagba (2015) opine that indigenous education has to do with learning of the environment in its economic potential and learning of the skills required for exploring the environment. This implies that indigenous education has to do with the original way of transmitting the values and skills in a society without foreign influences at any stage or time to the young ones.

Sequel to the above definitions, it is worth noting that the music of any society carries or goes along with its values,

norms and traditions and most of these salient aspects of the culture can be transmitted through the traditional methodological approach of impacting knowledge (apprenticeship). In Benin culture, all songs sang to the young ones in different form, help to promote and sustain the rich culture of the people and also enhance its preservation.

Lastly, it is also worthy of note that these songs, which are taught to the younger generation, had spanned through the ages. In acquiescence to this, Aibuede and Abolagba (2015:p.80), “In every indigenous or traditional society, there are songs that are sung in different occasions. Some of these songs are as old as the people themselves, while some are older than the people because of their long period of existence.”

The origin of these songs is difficult to trace because they are transferred from generation to generation, largely without any form of documentation. Therefore, the indigenous education system has helped to retain the rich values of Africans in general and the Benin in particular.

African-Sensed Pedagogic Approach

In their espousal of the Afro-sensed approach, Masoga and Kaya (2011, p.153) contend that “Communities cannot significantly advance in the development of Africa unless those involved in the development process of the continent take African societies and cultures seriously.” The different methods employed in Benin indigenous tradition or culture to impart musical knowledge to individual or group of individuals are African-sensed. These methods, which include storytelling, moonlight plays, myths, legends, music and dance, games etc. are employed directly by the teacher(s) (anyone who is grounded in Benin music and tradition). The teacher imparts this knowledge to the students(individual or group of individuals to be taught)individually or in groups. Some

teaching and learning processes require a long period of training. In this kind of situation, a potential trainee registers as an apprentice and the learning processes would demand constant practice and rehearsal before the learner acquires the desired learning outcome. Sequel to this, the peculiarity of the cultural background of each student has to be taken into consideration by the teacher. In the opinion of Campbell (2021, p.9) “With the growth of cultural diversity in schools, there is both confusion and a clamoring by teachers for music that speaks to the multiple heritages of the students”

The African-sensed pedagogic approach is evident in teaching process which gives room for the teacher or trainer to be physically involved in the training or teaching exercise. He demonstrates all the needed skills and dexterities required to enhance effective and efficient teaching and learning processes. On the other hand, the students (those in training or learning situation) learn by active involvement in the learning process through imitation, practice, and performance. This practical performance intent by both the teacher(s) and the learner(s) is one of the major characteristics of Africa-sensed music pedagogic approach in Benin traditional milieu. In fact, “African pedagogy commands the interactive actualization and interrogation of knowledge based on established formulae, codes and idioms, theories manifesting in practice” (Nzewi, 2007, p.153). Nzewi further opines that indigenous Africa recognized and regulated that doing is knowing. Tohim, theories should be put into practice. From the foregoing, taking a holistic view of our African indigenous culture generally, and Benin in particular, it becomes expedient to also adopt the heuristics method of teaching. Heuristics methods are problem-solving methods that are based on practical experience and knowledge and they emphasize learning by discovery and experimentation. There are music or dance forms in Benin tradition, such as the Olokun dance and its accompanying

songs which have some psychological effects on an individual who practices them. So, for one to discover this potent trait of music and why, they need to be actively involved in its performance.

Values of Music Education in Benin Tradition

In Benin culture, everybody is involved in music making which also involves dance and drama. This music, dance and drama have immeasurable and inestimable educational values that centre round the inculcation of moral, language development, cultural awareness and national identity.

Music Education as a Tool for Inculcating Moral Value in Benin

Art, it is said, is a shadow of humanity. In Benin music as an integral aspect of art, it is a reflexive object that gives back what it pictures. These pictures of life are musically showcased to build the child morally in order to be worthy or respectable personality to his or her generation. Moral values are either acquired or imbibed through upbringing or training. One of the ways of imparting this virtue to an individual or group of individuals in Benin is through music education. This is done by teaching the child songs that exemplify morality.

“The concept of morality has to do with principles concerning right and wrong or good and bad behaviors. It can also be seen as standard behavior, following the right and acceptable principles of the state of mind” (Aibuedefe and Abolagba, 2015,p.191). Music in Africa generally, and Benin in particular, plays a vital and salient role in the upbringing and education of the child.

Aibuedefe (2013) submits that didactic song, as the name implies, is the kind of song that teaches or imparts valuable knowledge into the audience or listener. Some of these songs teach moral and enjoin the individual or group of

individuals to desist from act capable of dwindling the peace, tranquility and the general well-being of the land.

There are also songs in Benin that emphasize the reward and punishment attached to any act displayed or carried out by the individual or group of individuals. In addition, many youths who indulge in evil acts have had cause to relent because some songs harp on the future implication and consequences of such acts. On the contrary, there are also songs in Benin that are panegyric in nature. When one does anything wrong, they are punished. Conversely, when one does anything right, they are praised and encouraged to do more.

Music has the potency to inculcate moral, just as it didactic recipes can be utilitarian in nature. It is deployed in satiric chants and songs, in criticism and for chastising the wrong-doer. Music has the potency to sway the moral of men because it affects the soul and mind as corroborated by Udoh's (2018, p.58) that “indigenous African education places considerable emphasis on character-training, indeed, it is the corner- stone of African education.” The parents, siblings, and other members of the community participate in the education of the child by the use of folk songs that reflect on character. Everyone wants to be sociable, honest, courageous, humble, preserving and of good repute at all times.

In a nutshell, music education in Benin traditional milieu is a veritable tool for moral building and the general well-being of an individual or group of individuals, as most of the songs sung in Benin tradition impart one form of moral or another.

Benin	English Meaning
Song i: Ne a yaan ne a wu, Unuagusinmwi	For one to live long, in life, they have to be careful with what they say or what comes out from their mouth. In other

	words, one should not be loquacious, but maintain a high sense of taciturnity
Song ii: A idohieerhen Qmwaneodohieerhen Ighoghooreo vu ore	One does not kindle fire in secret. Whoever does, will be exposed by the smoke. In other words, one should not do evil things in secret (Shenanigans)
Song iii: o rriaevbo, o rriaevbo eboreoghagbe orriaevbo.	Any one that perpetrates evil activities in the land must be killed by the gods of the land In other words, evil doers don't live long in life.
Song iv: Okponmwenseoreo we ne a ruirenobvehe.	He who appreciates is destined to get more. In other words, one should learn to appreciate.
Song v: A degheaisetin mu, otoe a na ta ere.	If one cannot accomplish a mission, it is better not to embark on it. In other words, one should be determined in life.

The few examples of Benin songs translated above reveal that they are normally encapsulating. Each of them has moral lesson(s) it passes or disseminates to the audience or listeners, any one that hears or listens to them, will try to be disciplined and to abstain from any act capable of tarnishing or jeopardizing one's future.

Music Education as a Tool for Language Development in Bini Tradition

Aluede (2013, p.143), while citing Southern (1971), opines that “Poetry and dance were inextricably associated with music. Generally, the language of the West African people is highly metaphorical, hyperbolic and picturesque”. The Benins, for instance, uphold her tradition to the letter, hence the sobriquet “home of tradition”. The philosophy behind song text in Benin cuts across morality, decorum, diligence, bravery, strength, wisdom, outspokenness, cheerfulness, magnanimity, philanthropy, and so much more (Aibuedefe, Abolagba and Aruya (2016). In Benin, the song text in most of the songs, have a high level of figurative usage of expressions, making the songs to be meaningful, educative, entertaining, rehabilitative, captivating and morally encapsulating.

The beauty of any work of art such as music, drama, creative arts, depends greatly on the systematic, skillful and diligent use of language and figurative expressions. In Benin, some words like “Ighonogie” (money, the father/king of all things), “O kpiaekpen” (great man/a man of repute), “Iyenogie” (great mother), “utetenegibi” (strong person), “avannukhun” (thunder), “ikpakperan” (strong person or charm), “Ekpennogbeneosore” (strong person or brave man), “Otutunegbiibiaka” (dangerous/scary person) and so many others which are proverbial in nature are used in most folk songs in Benin to either eulogise or ridicule one’s personality, depending on the behavioural disposition of the person being addressed. Most of these words do not portray the literary meaning they possess.

Most of these song texts could also be aphoristic as they may be witty but yet send a very educative message across to the people. According to Idamoyibo (2014, p.47) “Aphorism, truism, maxim or axiom otherwise known as adage

or proverb is a witty form of expression that drives the intellect of an individual or group of people to more knowledge, interpret and apply wisdom in human life”. This assertion buttresses the fact that the philosophy of aphorism enables an individual or group of individuals to think or reason beyond the surface meaning of a word. This also applies when they constitute part of the songs in Benin, or when they constitute or form the constituent of Benin song text.

The effect of the use of figurative expressions (Ikpeifiemwẹn), in Benin song text is inestimable. It improves Benin indigenous literature, it enhances the development of Benin language, it enhances the clarity and dissemination of information or message to the listeners or audience, it improves and acquaints one with the various terminologies and vocabularies associated with Benin song text etc.

It is pertinent to state here that, the Benins employ a lot of idioms in their song text. So, to understand the meaning conveyed by any song intoned, it is necessary to understand the nitty-gritty of the idioms. All these help to promote or enhance and develop an individual or group of individuals in terms of language, as all the songs are rooted in Benin tradition.

For instance, the meaning of the two songs below transcends the surface or literal, in other words, the song texts are used figuratively.

Song 1: Translation

Aidohieerẹn Fire can never be kindled in secret, if one
 .Omwanodohierẹn does, one will be exposed by the smoke.
 Ighoghoṣṣoṣere

Song II:

Eninegiadede No one can embrace an elephant.
 Eni o, Eni!

In song No.1, the term “erẹn” and “ighogho” means fire and smoke, respectively. So, to an ordinary man who does not understand Benin idioms, the song may simply mean that anyone who kindles fire in the secret will be exposed by the smoke that comes out of it. But this is not the message the song really portrays. The term “erẹn” can mean evil activity, while smoke means repercussion or advocate.

The song simply means that evil activities are bad and that any evil or wrongful act carried out, will be made known to the people when the repercussion starts. There is a saying in Benin that any child that steals secretly from his father’s shrine will openly beg his father for forgiveness when the gods avenge.

In song number 2, “Eni” simply means an elephant, while “nẹgiadede” means what cannot be embraced or hugged. In a nutshell, the song literally means that no one can embrace an elephant, possibly, because of its size. In this context, “eni” is used both symbolically and metaphorically to describe a very strong personality or deity in Benin tradition that cannot be ridiculed.

For instance the Oba, in Benin custom, is seen as a supreme being. So, the supremacy of the Oba cannot be underestimated nor undermined. Whoever tries to cast aspersion at the Oba is seen as the enemy of the kingdom and invariably becomes an enemy of the gods of the land. In this regards, the Oba is seen as an authority or deity that cannot be ridiculed in Benin tradition.

Consequent upon the above, a high level of the understanding of Benin (Edo) language is highly needed for one to deduce some of the messages that some of these songs pass or inculcate in a listener or audience. This understanding and knowledge can only come forth or be made manifest when one is properly nurtured to understand the various meanings of

the song texts rendered in different songs in Benin traditional activities.

Music Education as an Integral Aspect of Culture in Bini Tradition

Every society is known by its culture, which is a totality of people's beliefs, their mode of worship, their works of art and craft, language, religion, technology, dressing, ways of thinking, dancing, greeting etcetera (Odedele and Egotanwa, (2004, p.67)

There are basically two types of culture, namely the material and the non-material culture. But in the context of this paper, attention is on the "non-material culture" which is that aspect of culture that cannot be seen or touched but denotes the non-tangible traits such as music. Music, as an aspect of Benin culture, is an emblem of an encyclopedia of the traditional norms, values and ethic of the Benins. Every aspect of Benin traditional norms and values are replicated in its music. Therefore, teaching the people Benin songs and dances go a long way to enhancing the revitalization and propagation of Benin culture. There is hardly any society that survives without music and also, no music survives without culture, implying that music and culture are inseparable. In Benin tradition, music is inseparable from any activities that are organized, be it sacred or secular. The power of music cannot be under estimated. It is ubiquitous and it pervades, practically, every ceremony. In line with this, Ero(2020, p.69) opined that, "In African society, music making is omnipresent in everyday life of the people. It plays a prominent role in their religious, social and traditional life. Music is a link between the physical world and the spiritual world". Music education in Benin enables one to know and understand their cultural heritage and do everything to preserve it by ensuring that they are handed over to successive generations. It also enables an individual

adapt himself to the prevailing conditions of his environment. To corroborate the power of music and dance as a strong cultural indicator in Benin tradition, Abbe (2014, p68), opined that, “the ogie-oro, as a communal ritual dance in Benin is performed by the rulers of the society. It is a cultural emblem which codifies and communicates the norms and values of the people as well as projects, documents and preserves it heritage for posterity.” In further support of this, Aibuedefe, Okeke and Ero (2018,p.362) assert that, “The Ugho dance, with its characteristic music, is one of the most powerful agents of cultural preservations. During ceremonies, the Ugho dancers adorn themselves with costumes according to the tenet of Benin tradition. This helps in preserving and sustaining the rich cultural heritage of the people”.

Finally, it is quite worthy to note that these cultural values, norms and traditions that are embedded in the music and dance can be sustained when they are transferred to the successive generations.

Conclusion and Recommendations

Music education in Benin traditional milieu is sacrosanct, as it encompasses the development of the individuals or group of individuals in all spheres of life. The knowledge is inculcated to the people through the traditional methodological approach where knowledge or information is transmitted from one generation to another. These methods help to preserve Benin culture from becoming extinct and also enhance and promote Benin history. Information imparted through music are often on vital and remarkable events that took place in the kingdom from time immemorial or through the ages. The Benins adopt the African-sensed pedagogic approach in imparting musical knowledge on the child as an individual or groups. This method or approach gives room for

the teacher and the learner to be actively involved in the teaching and learning process.

Consequent upon the afore stated, therefore, it is worthwhile to state here that emphasis should be made to keep the Benin culture and tradition from becoming extinct, by making sure that those cultural traits such as music and dance, from which the people are identified, are not forgotten or abandoned. Authorities involved should see it as a point of duty or responsibility to inculcate these cultural traits to the young or successive generations, as this will enhance the perpetuation of Benin culture.

Music education should constitute a major component of academic curricular across all the levels of education, especially within the Benin metropolis and its cosmopolitan outlay and, where possible, extended to other ethnic divides.

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IMPACT OF ACADEMIC ATTAINMENT AND EXPERIENCE ON ACADEMIC PLANNING, STAFF JOB PERFORMANCE IN TERTIARY INSTITUTIONS.

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Abstract

The competencies of an organization staff could, to a large extent determine the achievement of its set objectives. It is therefore commonplace to see organizations hiring staff and deploying them to job roles based on their qualifications and experience and much is expected from them performance wise. Academic Planning unit of universities carry out all planning functions in the institution. How well these planning tasks are performed is very pivotal in the achievement of set objectives of the institution. The primary goal of the research is to determine and investigate how Academic Planning staff members' job performances relate to their educational backgrounds and work experience. The research design used in the study was a descriptive survey. The study's target audience included every employee of the 15 public institutions in South-South Nigeria's Academic Planning Units. The Academic Planning Staff Job Performance Questionnaire (APSJOQ) was the study instrument. The mean score was used to analyse the

acquired data, and analysis of variance (ANOVA) was used to test the hypotheses at the 0.05 level of significance. The results demonstrated that: Academic Planning staff members exhibit a high degree of work performance. Based on years of experience, there was no discernible difference in the staff members' work performance (estimated value larger than 0.05). On the other hand, staff work performance differed significantly depending on educational level, with a computed value smaller than 0.05. The research suggested that universities make sure employees with the necessary trainings and abilities are assigned to Academic Planning and that staff members get on-the-job trainings, such as conferences, seminars, and workshops, depending on their training requirements.

Keywords: Academic planning, academic attainment, experience, staff job performance.

Introduction.

The accomplishment of organisational goals depends critically on the work performance of employees in any dynamic context, like the university system. The Nigerian university system which was birthed when the University College, Ibadan was established in 1948 has witnessed a phenomenal growth in number. This rapid expansion also brought in its trail, several issues such as rapid growth of students' population, shortage of funds, inadequate facilities, inadequate supply of teachers, wastage of scarce resources, quality of graduates and unemployment of trained graduates amongst other challenges. These issues gave rise to the need for a properly planned and well managed university system to meet the yearnings and aspirations of the people. This led to the establishment of Academic Planning Units in universities

to coordinate the activities and streamline their programmes (Oyeniran, Mohammed & James, 2021). This is to provide a framework which will ensure that academic activities and all educational programmes in higher education are well coordinated thus ensuring minimum standards are met while unnecessary duplication of programmes are avoided.

The Academic Planning Unit as the quality assurance arm and the eyes of NUC in the various tertiary institutions acts as the backbone of the university by determining the quality and standards of all their activities and processes. As the external environment in which the university operate changes rapidly, the relevance of the Academic Planning Units to adjust the programmes of the institutions to meet and adapt to these changes becomes very imperative. The Academic Planning Unit thus acts as the storage room of the institution which stores all institutional data about the institution, such as staff strength, student population, and performance output amidst many other functions. The performance of these tasks become imperative as it determines how well the university achieves its stated goals and objectives.

In a dynamic environment such as the university system therefore, identifying the factors that impact academic planning staff job performance has become more critical. It is believed that staff performance determines to a large extent organizational performance. However, staff performance may be hinged on various situational factors and dispositional variables such as time availability, job related information, or individual factors (ability, effort, or personality) (Alsuwailem&Elnaga, 2016). Job performance can also be influenced by quality of the work environment, organizational structure and processes, the assignment of employees in posts which did not match their qualifications and the lack of incentive systems (Kasika, 2015). However, the focus of this study is on evaluating the influence of years of expertise and

academic achievement on staff job satisfaction at the university's Academic Planning section.

People believe that education is an invaluable resource that is essential to both the individual and society. It provides a sound basis for people and nations to develop their potentialities and effect national development (Ogbonaya, 2020). The most valuable and important resource or component in the manufacturing process is thought to be human resources. The human resources that a country possesses are the basis for measuring its growth and development. This view is also supported by Harbison (as cited in Obasi&Osah, 2021) where he declared that 'human resources, not material resources, constitute the ultimate basis for the wealth of nations...human beings are the active agents.'

The other variable in this study is years of experience which is accumulated knowledge derived from the job over time. Experience plays a very key role in staff job performance hence the general assertion that practice makes perfect. In lieu of this, most people believe that older employees have more years of experience than their younger counterparts. This is because, experience, gained over time has the possibility of enhancing the productivity, skills and knowledge of workers. Therefore, experience may be seen as the accumulation of context-based experiences that an individual observes as a result of ongoing employment, on-the-job training and retraining, and other associated procedures.

It is crucial to comprehend the factors that influence staff work performance; nonetheless, it is unusual that there hasn't been much research done recently to look at the differences in job performance among academic planners. This study looks at the effects of years of experience and educational attainment on the work performance of academic planners in universities. This study aims to examine the differences in academic

planners' work effectiveness according to their years of experience, degree of educational attainment, and qualifications. The particular goals to look into include:

1. The level of staff job performance in Academic planning units
2. The difference in academic planning staff job performance based on level of educational attainment.
3. The difference in academic planning staff job performance based on years of experience.

Theoretical Framework and Literature Review

The Resource Based Theory propounded by Penrose (1959) and expanded by Barney (2001) guided the study. The theory postulates that several factors determine staff job performance amongst which are certifications and experience of the staff which provides such staff with the necessary abilities and skills which the organization needs to give it a competitive advantage over others. Organisations are composed of both material and intangible resources, according to the notion. The tangible resources are material and observable, such as buildings, machinery, and so on. Intangible resources are those that cannot be physically seen but are innate in the workforce, such as abilities and skills developed over time via education, experience, and training.

The theory argues that since the tangible resources can be openly purchased in the market place by other competitors, they do not give competitive advantage to the organization unlike the intangible resources. The theory posits that the ability of the organization to appropriately deploy these skills and capability of its staff to the right job role will give such organization a competitive advantage over others. The quality of its employees shown in their job performance is dependent on their level of educational attainment and years of experience.

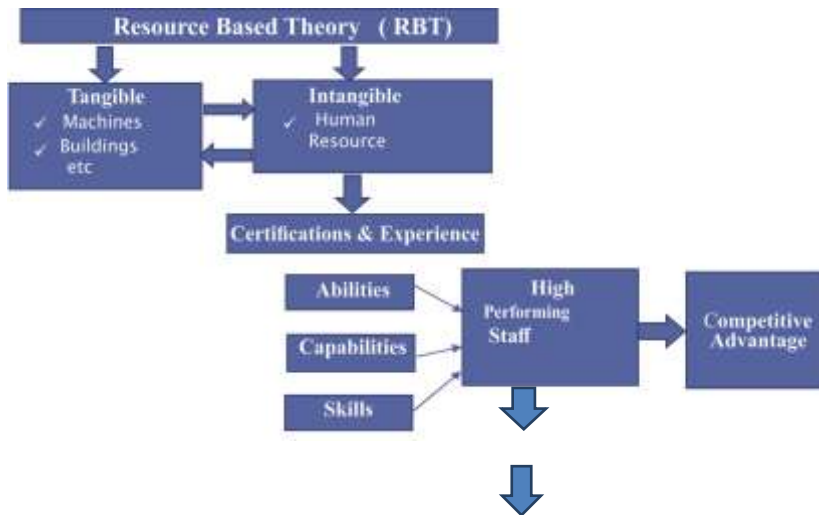


Figure 1: Diagrammatic representation of the Resource Based Theory of staff Performance and competitive advantage (Adapted from Barney 2001)

Barney (2001) posited that possession of knowledge and certain set of skills that are crucial in completing particular tasks, thus knowledge and skills are critical indicators of individual performance. While all educational resources are essential to achieving national goals, human resources are in charge of overseeing other resources and making sure that goals and objectives are met at the national level. Achieving institutional aims and objectives would be futile if academic planners didn't carry out their jobs as the institutions' engine room in an efficient manner.

Job Performance

Job performance according to Ogunleye and Osekita (2016) is used to define employees' ability to complete assigned duties according to organizational set rules and

procedures occasioned by the normal constraints of reasonable utilization of available resources. He, Li, Feng, Zhang &Sturman (2021|) believe that job performance is work related activities expected of an employee and how well those activities were executed. Performance is measured by the volume, quality, and timeliness of production as well as by presence, attendance, and the efficacy as well as the effectiveness of the work produced.

Ishola, Adeleye and Tanimola (2018) posited that staff with professional qualification reported more job performance than non-certified staff while staff with higher tertiary education performed better in job task than those with lower qualification. It is thought that some work tasks need a high degree of technical expertise and discipline in order to be properly completed. According to Ishola et al., it is plausible that workers with greater levels of professional training and certification should perform at a higher level in order to carry out their duties.

Level of Academic Attainment and Staff Job Performance

Level of educational attainment or professional qualification refers to all the essential skill set and knowledge a person has obtained from training in order to make him/her proficient on the job. According to He, et al (2021), educational level refers to the highest educational degree obtained by a staff. In some cases, (which ought to be the ideal situation), workers who are more qualified academically or professionally earn more than workers with less education. Hence it is expected that such staff job performance be greater than that of the less qualified. Obonyo, Bin &Maina (2018) posited that academic qualifications help in retaining the employees and on the other side it raises employee job performance level.

In another study, Nakpodia (2011) revealed that there is a high significant difference between the performance of NCE

graduates and University graduates. According to Obonyo et al. (2018), education level has a favourable correlation with creativity and civic engagement behaviours in addition to having a good impact on core task performance. When someone has a solid foundation in the task at hand, they are likely to perform better on the job. These fundamentals enable productive labour, creativity, and successful communication in the workplace.

Experience and Job Performance

Experience plays a very key role in staff job performance hence the general assertion that practice makes perfect. In lieu of this, most people believe that older employees have more years of experience than their younger counterparts. This is because, experience, gained over time has the possibility of enhancing the productivity, skills and knowledge of workers. Experience could thus be viewed as the culmination of context-based events a person perceives as a result of continued work, training and retraining on the job and other related processes (Idris&Lindraveni, 2019).

Muhammed (2021) postulated that experience assists in developing skills (intellectual and social) required to work closely with others, therefore, staff who have experience on the job tend to be more knowledgeable in their areas of specialty since role repetition plays a big role in habit strength. Adeniji (2020) therefore viewed experience as an effective variable which directly influence performance and achievement in the organization.

Research Design

The study is descriptive research that adopted the ex-post facto research design. The design was considered appropriate for the study because the data used were already in

existence and the researcher had no manipulative control over them.

Sample and Sampling Techniques

The sample for the study comprised of 125 academic planners in 15 universities in South- South Nigeria made up of seven (7) federal and eight (8) state institutions. The staff of Academic Planning Units in the 15 public universities selected in the study included the Directors, Deputy Directors, Chief Planning Officers, Senior Planning Officers, Planning Officers 1, 2 and 3 in the planning units. Census sampling of all the staff in these categories in the Academic Planning unit was done as a result of the small size of the population.

Research Instrument

The instrument titled ‘Academic Planning Staff Job Performance Questionnaire’ (APSJOPQ) designed by the researcher was the main instrument used to collect data for the study. The designed APSJOPQ was made up of two sections while specific response items were developed in the various sections to elicit responses from the respondents.

Section A elicited background information of the respondents while Section B was used to was made up of statements on job performance of academic planning. To capture actual job performance, staff were asked how frequently they performed their job functions stipulated by the National Universities Commission and Federal Ministry of Education respectively. The responses of the respondents to each of the statements were assessed on a modified 5 Likert-type scoring scale. Where: Very frequently was 5; frequently = 4; Often= 3; infrequently = 2; Never=1

Reliability

To ensure the reliability in measuring what it was intended to measure, the instrument was administered to a group of Academic Planning Unit staff in a tertiary institution which

was not part of the study. The split half method was deployed. The items making up the two split halves were selected on an odd-even basis. The data obtained on odd and even items were converted to scores. The results were subjected to further analysis on SPSS and a Cronbach Alpha value of 0.86 reliability coefficient was obtained.

Data Collection and Method of Data Analysis

The instrument was administered to the respondents by the researcher and four other assistants to all Academic Planning staff across the 15 public universities from grade level 07 upwards. The research assistants were instructed to properly guide the respondents on how to fill the questionnaire. The data collected were analyzed using both descriptive and inferential statistics. Research questions 1 was answered using the Mean and Standard Deviation with a Mean cut off of 3.0 which is the mid-point of the scale while questions 2 and 3 were hypothesis and tested at 0.05 level of significance.

Results

The results obtained from the respondents reveal that 54% were males and 46% were females. 60% were between the ages of 30-44 years while 40% were between the ages of 45-59 years. On educational attainment, 6% has National Certificate of Education (NCE), Bachelors degree was 57%, 28% has Master Degree while 9% has Doctorate Degree.

Highest Degree Obtained

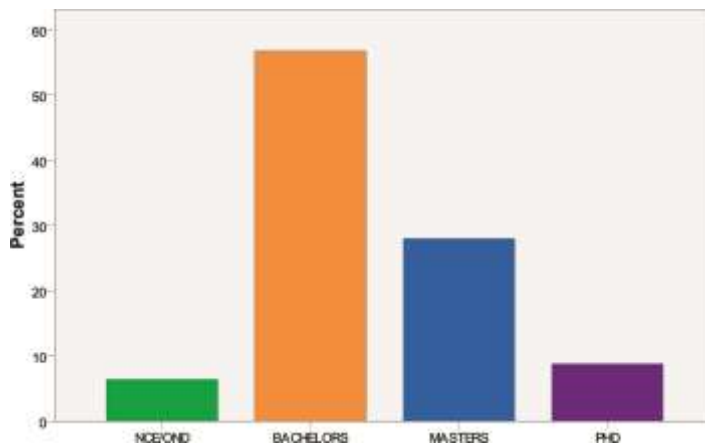


Figure 2: Bar Chart on Highest degree attained

It was observed from Figure 6 that 44% of respondents had an overall working experience of 0-5 years, 48% had 6-10 years working experience, 6% had work experience of 11-15 years while 2% had 16 years and above in service. Using: 0-5 as less experienced and 6 years and above as highly experienced, it was observed that majority of staff representing 56% (48% +6%+2%) are highly experienced, while 44% are less experienced.

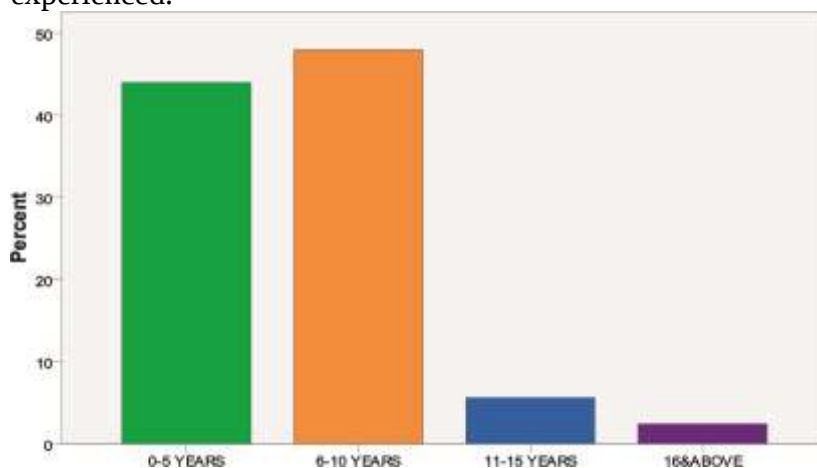


Figure 3: Bar Chart on years of experience of the respondents.

The job roles of academic planning staff as stipulated by National Universities Commission were rated on a 5-point Likert scale. The level of utilization of staff was computed using the mean and standard deviation with a criterion mean of 3.0.

Table 1:

Mean and Standard Deviation of Academic Planning Staff Job Performance in South -South Nigerian public universities.

S/N	Job Roles	Mean	Standard Deviation	Decision
1	Resource and Process Planning	3.5	1.1	High
2	Academic Programme & Feedback planning	3.4	1.1	High
3	Institutional Research, Statistics & Publications	3.1	1.2	High
4	Administrative Functions	2.9	1.2	Low
Total		13.0	4.7	
Grand		3.2	11	
Criterion Mean		3.0		

From Table 1, it is observed that there is high performance level on the performance of the functions of resource and process planning; academic programme and feedback planning; institutional research, statistics and publications with a mean of 3.5, 3.47 and 3.1 respectively. Administrative function with a mean of 2.96 was the least

performed function with a low performance level. The study therefore concluded that there is high performance level of Academic Planning staff in their core planning functions.

Table 2:

Summary of ANOVA Computation of Academic Planning staff Job Performance based on educational attainment.

	Sum of Squares	Df	Mean Square	F-cal	F-critical	Sig	Remark
Between Groups	1926.014	3	642.005	2.809	2.68	0.042	Significant
Within Groups	30957.186	12	2579.765				

Significant at $P > 0.05$

Results from Table 2 showed that the calculated F-Value of 2.809 is greater than critical F-value of 2.68 and Sig. = 0.042 is less than 0.05. The result indicates that there was a significant difference in the utilization of Academic Planning Unit staff in South-South Nigerian public universities based on educational attainment. Hypothesis two is therefore not accepted.

Table 3:

Summary of ANOVA Computation on Job Performance based on years of experience.

	Sum of Squares	Df	Mean Square	F-cal	F-critical	Sig	Remark
Between Groups	353.197	3	117.732	0.438	2.68	0.726	Not Significant
Within Groups	32530.003	12	268.842				

Significant at $P < 0.05$

Results from Table 3 showed that the calculated F-Value of 0.438 is less than critical F-value of 2.68 and Sig. = 0.726 is greater than 0.05. The null hypothesis was therefore accepted

since $P > 0.05$ which meant that there was no significant difference in the utilization of Academic Planning Unit staff based on years of experience.

Discussion

The study found a high level of job performance among Academic Planning staff. Often times, when staff is well deployed, it impacts on their job performance since the deployment is in tandem with their skills and abilities. Staff become redundant and underperforming when skills are at variance with the demands of their job. The study also indicates that there was a significant difference in the utilization of Academic Planning Unit staff in South-South Nigerian public universities based on educational attainment. This indicates that educational attainment is an important factor in staff job performance. Education has a great impact on an individual. It is generally believed that education is vital in the production of a workforce that is both productive and highly skilled. It makes the recipient knowledgeable, skilful and capable. It is expected that the higher one's educational attainment, the better his/her critical thinking and interpersonal relationship skills. The finding is in agreement with Nakpodia (2011) who found that there is a high significant difference between the performance of NCE graduates and University graduates.

The study also showed that experience did not significantly affect how well staff members performed their jobs. This may be explained by the fact that a worker's job performance may also be influenced by other variables, such as their level of education, resourcefulness, creativity, dedication, innovativeness, resilience, and capacity for problem-solving. A staff who is very dedicated, committed, loyal and skilled possibly will likely rate high in job performance other than one

with experience but lacking the factors listed above. The finding of agrees with that of Zhang (2008). It is noteworthy that experience is strongest during few years of work, after that, marginal returns diminish.

Conclusion

The impact of academic achievement on the work performance of Academic Planning personnel has been examined in this study. The findings showed that staff members' job performance is highly influenced by their level of education. The results from this study also revealed that experience may likely not influence job performance as there are other factors which most likely would impact performance. These findings have implications for academic planning staff selection and deployment process. Allowing academic planning staff members to further their education and become more educated at higher tiers is very essential to them. It is also imperative that university management consistently work to arrange for workers to receive on-the-job training in order to provide them with enhanced competencies. Since the study's participants were restricted to the Academic Planning unit personnel at the chosen universities, extrapolating the findings to other university departments may prove challenging.

Due to the limitations of the study, it is thus suggested that the scope can be widened to cover other non-academic units of the universities in other zones of the country. Future research efforts should focus on the effects of other factors, such as resourcefulness, creativity, commitment, innovativeness, resilience, problem-solving abilities, and other factors on job performance, as there were relatively strong associations found between educational qualification dimensions and job performance.

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MOBILE SECURITY CHALLENGES WITH DATA PRIVACY THREATS AND DEFENSIVE METHODS

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Abstract

These days, mobile gadgets are a need in our everyday lives. The development of mobile devices, as opposed to desktop computers, has shown to be a beneficial scientific discovery that effectively meets demands for both personal and professional use. Because smartphone and tablet manufacturers offer a wide range of devices with necessary applications, the accessibility of cellular services has increased significantly. Furthermore, the widespread use of handheld gadgets gives hackers a great chance to steal sensitive data or carry out various kinds of assaults on these devices. Many data privacy risks and mobile security concerns are currently posing challenges to manufacturers and consumers alike. As a result, in a mobile environment, mobile devices are prime targets for a variety of security flaws and data privacy risks. We looked at a variety of mobile application security concerns, difficulties, threats, and flaws in this article.

We discussed some defense tactics that can stop these potential vulnerabilities in mobile devices.

Keywords: Mobile Security, Data Privacy, Threats and Vulnerabilities

Introduction

There are softwares for mobile devices for every aspect of daily living. Mobile devices are utilised for sensitive data transfer via emails and messaging, as well as financial transactions. Social networks are utilised by mobile devices to establish connections with loved ones. Global System Mobil Association (GSMA) Intelligence estimates that there were 3.3 billion mobile internet users and 5 billion distinct mobile customers worldwide in 2017.

5.2 billion individuals, or 67% of the world's population, had a mobile service subscription in 2019. Additionally, data from the mobile industry analytics organisation Global System for Mobile Communication revealed that, by the end of 2021, 5.3 billion people—or 69% of the world's population—had signed up for mobile services. As markets become flooded and the logistical challenges of reaching rural people grow harder to explain in a tough financial environment for mobile carriers, it gets harder and harder to acquire new users. Notwithstanding this, there will be about 600 million additional mobile service customers by 2025, the majority of whom will come from India, China, Pakistan, and Nigeria, for an estimated of 5.8 billion users (70% of the world's population).

The two most popular operating systems for smartphones and tablets are Android and iOS. Just as there are many iterations of iOS, like iOS 10, iOS 9, iOS 8, and so on, there are also different iterations of Android operating systems, including Nougat, Lollipop, Marshmallow, and so on. Compared to 86% of iOS users, just 11% of Android users of smartphones have

the most latest version of the operating system that runs on their devices.

Open Web Application Security Project (OWASP), 2016 analyses mobile risks, according to their top risks list, insecure data storage and insecure communication risks are most severe problems in mobile security.

Related Work

Abhijit and Shin (2006) described the popularity of SMS (Short Messaging Services)/MMS (Multimedia Messaging Services)/IM (Instant Messaging) messaging, and investigated Bluetooth virus transfer attacks and the spread of propagation worms, malware, and viruses from all types of messages in mobile devices. In their Android security labware, Yang L. et al. (2013) created cellular SMS encryption module and smartphone privacy threat module. With a primary focus on the identification and elimination of viruses in mobile devices, Deng R. et al. (2009) demonstrated that the capability limitations of smartphones and tablets result in restricted room for malware.

Khana et al. (2015), studied show that different security-related challenges for mobile users, mobile threats, mobile vulnerabilities. tangible items applications, system, and online dangers are among the several forms of mobile risks that are included in their study. A botnet is one of the biggest dangers to any vulnerability on mobile devices. They contend that one of the most important security defenses for data privacy and mobile security is thumbprint verification. Security precautions must be included at every level of the mobile application development process.

Chatzikonstantinou et al. (2016) opined the classified cryptographic weakness in mobile applications into weak cryptographic algorithms, weak cryptographic keys, weak implementation of cryptographic algorithms and weak

parameters. They did manual static analysis, installed 49 different Android apps via the Google Play retain, and other activities. These apps are popular targets for attackers due to their capacity to retain large amounts of user data. Examining compromised iCloud accounts of well-known individuals, they discovered that most attacks target usernames, passwords, and verification queries.

Agasi (2015) stated that there is no complete solution to prevent mobile security problems. The three main issues with mobile security are establishing suitable safety regulations, integrating current security, and protecting data on mobile devices. To safeguard corporate records and information, corporations must implement hazard management, secure mobile device environments, and security policies that are independent of the device or system software being utilised. dynamic analysis of their applications. Their research indicates that although over 87.8% of Android apps utilise subpar cryptographic algorithms, just 12.2% of Android apps use no cryptographic techniques at all.

Security Challenges for Mobile Device Users

Programmes for mobile phones provide a level of convenience never considered before. Programmes for cellphones may be used by everyone to fulfil daily requirements like communicating, purchasing, looking for ensuring transactions, selling, entertainment, and general information, at any time and place (residence, workplace, lodging facility, playground, highway, parking, gallery, travelling abroad, or anywhere else in the world). There is an excessive amount of security hazards associated with this extraordinary degree of comfort. The following describes a few of the issues with mobile devices, such as how attackers and vulnerabilities are limiting the flexibility of mobile applications.

Insecure Data Storage

Users may experience a loss of data due to misplacing their mobile device or rogue applications erasing their most important data. This means that by partaking in this kind of behaviour, all users run the danger. Names, addresses, dates of birth, bank account information, family photographs, social network handles, email addresses, and professional information like company names, job titles, contact numbers, and any relevant formal documentation are among the usual data that are kept at high risk.

Physical Security

It might be difficult to physically secure a mobile device, however when a user utilises it continuously (24/7/365), and it disappears, the challenge seems insurmountable. Pasquinucci (2009) mentioned that physical security is the greatest concern for risk-free mobile devices. Confidential information on an individual's mobile device, such as files, unprotected papers, corporate data, and staff information, might be utilised by a thief if it is lost or stolen.

Mobile Browsing

The greatest way to utilise internet apps on a mobile device is through mobile browsing. Nonetheless, it is typically not possible for a user to view the complete Mobile devices use a Uniform Resource Locator (URL) or online address, which makes it difficult to determine if the web address or URL is safe. So, via the internet, a phishing-related attack may be undertaken.

Multiple User Logging

Due to the single sign-on (SSO) functionality within the cellphone app ecosystem and the constant growth of the social media business, it is estimated that 60% of applications for smartphones are dangerous since users use the same login for several social networking applications. If hackers are able to

get login information for well-known websites and applications like Facebook and Twitter, they could be able to view a user's profile page. In reality, social connection is made easier by the usage of social media single sign-on. Additionally, developers get access to some user-related social media data at the same moment.

Improper Session Handling

One acknowledged security flaw in mobile web apps is session management. Vulnerabilities resulting from improper session management are rather widespread while utilising internet applications on any platform, including PCs and mobile devices. Long-term expiration periods make sessions vulnerable while handling financial transactions. Inadequate session management on mobile devices might give hints about illegal access via session hijacking.

Weak Authentication and Brute Force Attack

Currently, a lot of apps rely only on password-based authentication. Highly secure passwords and the safeguarding of important credentials are not enforced by the proprietors of these applications. Individuals subject themselves to various risks as a result, such as automated brute force assaults and compromised credentials.

Mobile Threats and Vulnerabilities

A thorough analysis of risks and weaknesses reveals that cybercriminals are currently focusing more on mobile devices. Polla et al (2013) pointed out that mobile devices use many useful applications on the internet, which make them a prime target for attackers to destroy security mechanisms and cause threats, spread vulnerabilities. The gap within an organization's defences and a hacker's capabilities is growing every day. This trend highlights the need for adaptable and more effectively integrated safety for mobile devices systems and regulations, as well as increased awareness of mobile

device security. Here are some notable dangers and vulnerabilities for mobile devices:

Physical Threats

Since mobile devices are meant to be used on a regular basis, physical security is a crucial concern. The following describes a few of the physical threats.

• *Bluetooth*

This short-range radio technology, known as Bluetooth, has been linked to several known dangers, vulnerabilities, and exploits. It offers wireless connection within extremely small areas. Bluetooth services can be used by malware to transfer from one device to another. Bluetooth services convey harmful data to the other device when two devices are in range and are linked using basic Bluetooth passwords (code), according to Roberta C. (2011)

• *Lost or Stolen Mobile Devices*

Considering valuable mobile devices' hardware and software may be auctioned on the market, endangering a user's private, private information through the loss or theft of these devices poses a major risk.

Mobile Attacks

According to Open Web Application Security Project (OWASP) some of the top mobile risks are insecure data storage and insecure communications.

A. Securing Data Storage

Poor cryptography approaches are used by many mobile applications, and 87.7% of them preserve data in basic text format. A mobile device that has been stolen or gone missing from its owner gives whoever finds it accessibility to every trace of the device's private and sensitive data. Encouraging the installation of malicious mobile applications is another method of pilfering data from mobile devices (Malware, 2017)

B. Securing Communications

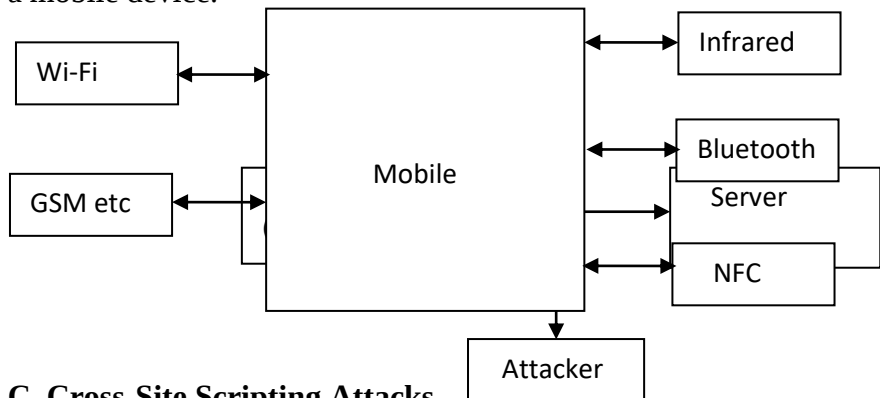
Mobile devices accounted for most of the client-server communications. Mobile applications operate as clients, communicating with servers that hold different types of user data. The developer must ensure that their server and smartphone application are connected via secure communication methods. The advent of sniffing tools has made it simple for an attacker to get hold of communications involving a mobile device and a free Wi-Fi connection. If the links are not thought to be safe, the attacker could be able to obtain critical information from the user. If the app server connections are configured with a subpar Secure Sockets Layer (SSL) by the developer, then the attacker can launch phishing and Man-in-the-Middle (MITM) assaults figure 1.

Weak SSL

MITM

Attacks

Figure 2. Shows different communication technologies used by a mobile device.



C. Cross-Site Scripting Attacks

Cross-site scripting (XSS) attacks are considered a serious form of online application attack. Many developers create hybrid mobile apps using HTML and JavaScript; if these apps

are not written securely, mobile devices can be attacked with cross-site scripting attacks (XSS). These flaws provide an attacker the ability to control the mobile device's behaviour. Sharing is a popular mobile pastime, and by taking advantage of an XSS vulnerability on a reliable website, an attacker may spread links to malicious apps.

D. Malware Attacks

Malicious software, or malware, inadvertently installs itself on a user's mobile device. Unguarded applications and the internet are two ways that malware may spread. Mercaldo et al (2016) asserted that malware can send messages to the full contact list or unwanted numbers, and it can steal and send sensitive information to attackers and attackers can gain full control of the mobile device through that malware. The list of several categories comprising the most common mobile malware is provided below.

Rootkit: Rootkits infiltrate the operating system to reach their malevolent objective. Typically, rootkits install some malicious software on a mobile device or conceal harmful user environments alongside information files in the OS.

Worm: Mobile Worm according to Tiwari (2016) functions as typical computer worm; it will replicate itself and spread to other mobile devices. Without user interaction, mobile worms may spread via SMS and other communication channels.

Trojan Horse: Atrojan horse collects private data from mobile devices and installs other dangerous (worm or botnet) software. It's employed in phishing attacks as well. Trojan horses are frequently used by organisations to steal data from devices.

Spyware: Spyware's main objective is to obtain sensitive or private user data and distribute it without the consent of the target user.

Botnet: A botnet is an array of hacked devices that have been infected with viral programmes that allow an attacker to

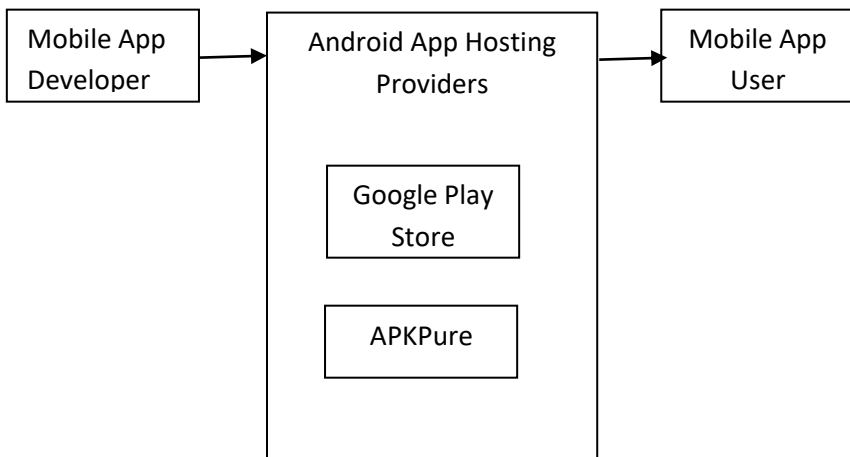
control them remotely. It poses a major global security risk pertaining to money. It is also in charge of committing DoS attacks by sending spam emails.

Malware: nefarious software can be installed on the mobile device of an individual without their knowledge or consent, enabling it to do nefarious tasks. It can add expenses (call charges) to the user's phone account, send unwanted messages to the user's contact list, and give an attacker total control over the mobile device.

Defensive Methods

To protect sensitive user data saved on mobile devices or when engaging via multiple channels, different businesses need to follow different mobile security policies at different stages. Although we utilise Android devices in our demos, the same methods apply to iOS cellphones as well. The figure below shows how consumers receive Android application apk files. Android installs and distributes software for mobile devices using a file format known as APK, or Android Package Kit. Users or mobile application hosting businesses may be able to see or modify the source code as anybody can decompile apk files to acquire the source code.

To protect mobile devices from security breaches, there has to be a connection between mobile application hosting providers such as Google Play Store, mobile device OS makers, and mobile device users.



i. Security Measures by Developer

Secure Coding: At every stage of developing a mobile application, developers must put security into consideration and take necessary precautions. Two examples of security protocols include implementing suitable Transport Layer Security/Secure Sockets Layer (TLS/SSL) for secure communication between mobile apps and servers and using strong cryptographic algorithms with long keys.

Proper Updates: Every time a mobile application has a security flaw, developers are required to offer fixes for it. Apps should be updated if the libraries they utilise have received security updates.

ii. Security Measures by User

Update Apps and Operating System: Every time an app developer releases a new version, users of such apps have to update. Developers sometimes issue updates to fix security holes in their software. Updates to applications are not as important as improvements to the operating system.

Stop Rooting Devices: Gaining complete control over several Android mobile device subsystems is known as rooting. Rooting a mobile device might result in the installation of potentially harmful apps and weaken its security model. These malicious programmes have access to the data of other apps.

iii. Security Measures by App Hosting Providers

By default, developers of Android apps view the Google Play Store as a reliable hosting source, whereas developers of iOS apps view the Apple App Store as a reliable hosting source. These mobile app stores need to monitor the programmes that are installed on devices and act quickly to delete those that seem to have security vulnerabilities. Before being made available to the general public, mobile apps are now tested for malware by the Apple App Store and the Google Play Store. We suggest allowing app stores to rank mobile apps in terms of

security based on the security guidelines they adhere to. To evaluate the security of mobile apps, they can employ a combination of static and partially dynamic analysis.

Security Problems	Conditions	Score
Securing Data Storage	No Security	0
	Weak Security	0.5
	Strong Security	1
Securing Communications	No Security	0
	Weak Security	0.5
	Strong Security	1
Malware or Malicious Code	No	1
	Yes	0
Unpredictable Behaviour at Runtime	No	1
	Yes	0
Other Security Problems	No	1
	Yes	0

Apps are installable by users according to security score. However, there are many false positive and false negative examples in this score system, and it takes a lot of resources to analyse every mobile app's security vulnerabilities.

Conclusion and Future Work

The proliferation of mobile devices and associated apps poses a challenge in managing security on these gadgets. We went over common issues with mobile security, such as protecting data storage, protecting communications, and preventing malware and cross-site scripting assaults. This research examined and suggested a number of defensive techniques that software engineers, mobile users, and application hosting providers could implement in order to prevent security flaws on mobile devices. We proposed an app store security scoring mechanism for mobile apps. This might increase the security of mobile

applications by pressuring developers to make security a priority in their creations since, in comparison to other apps of a similar nature, users would select those with higher security scores.

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**TEACHERS' AWARENESS OF STUDENTS'
FUNDAMENTAL HUMAN RIGHTS AND PREVALENT
DISCIPLINARY PRACTICES IN PUBLIC SECONDARY
SCHOOLS IN EDO STATE**

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Abstract

Fundamental human rights are personal to the individual and must be respected at all times. In making laws, rules and regulations for the school, care must be taken to ensure that such rules and regulations do not contravene the fundamental human rights as ascribed to students in the school system. This study focused on teachers' level of awareness of students' fundamental human rights and the prevalent disciplinary practices among teachers in public senior secondary schools in Edo State. Two research questions guided the study. The study employed the descriptive survey research design. The population of the study comprised two thousand two hundred and eighty (2280) teachers in all the three hundred and ten (310) senior secondary schools in the three senatorial districts of Edo State. The multi –stage sampling technique was used. The sample size was 228 teachers, constituting 10 percent of the study population. Data was collected with two questionnaires. The first was titled Teachers' Awareness of Students Fundamental Human Rights Questionnaire (TASFHRQ) while the second was titled Teachers'

Disciplinary Practices Questionnaires (TDPQ). The data collected were analyzed using descriptive statistics such as mean. The findings revealed that the level of teachers' awareness of students' fundamental human rights was low and verbally assaulting students and making students stay back after school hours to serve punishments are the highest prevalent disciplinary practices of teachers while forcing students to engage in team work and write multiple assignments are the least prevalent disciplinary practices of teachers in public secondary schools in Edo State. It was therefore recommended, among others that teachers' level of students' fundamental human rights be raised by acquainting them with these rights and regulatory laws through periodic conferences, lectures and workshops organized by the school principals in conjunction with the Ministries of Education.

Keywords: rights, teachers, discipline, students, assault

Introduction

As a facilitator of learning, the teacher is saddled with the mandatory and constitutional responsibility of educating students and protecting them against any infringement on their civil liberties and constitutional rights. No country can build a just and egalitarian society with an educational system that is built on injustice and the abuse of fundamental rights. Besides, since the school is an institution that prepares the youth for life. This can be better appreciated against the backdrop of the Federal Government of Nigeria's resolve to use education as a genuine tool for National growth (FRN, 2013).

The Federal Government of Nigeria has espoused Education as an instrument per excellence for national growth and advancement (Federal Republic of Nigeria (FRN), 2013). For education to be an effective instrument for national development, the quality of instruction must be oriented

towards inculcating respect for fundamental human rights. This idea motivated the congregation of the leaders of the Organization for African Unity (OAU), now African Union (AU) to declare in Monrovia, Liberia at its 16th ordinary session that the education of the child shall be aimed at nurturing reverence for human rights and basic liberty with specific reference to those defined in the different African apparatus regarding human and peoples' rights and international declarations and conventions on human rights, (OAU, 1976). A universal declaration on human rights was made by the United Nations Organization (UNO) on the 10th of December 1948 to guarantee certain rights fundamental to every human being, no matter the creed, race, ethnic group, sex, colour, language, social origin, birth, fortune, age and nationality. These rights include rights to life, dignity of human person, personal liberty, fair hearing, freedom of thoughts, conscience and religion, peaceful assembly and association, freedom of movement, freedom from discrimination and property acquisition. The constitutions of most affiliate states of the UN have been influenced by this declaration, including the Nigerian Constitution. The implication of this declaration is that the issue of fundamental rights is a concern for everybody, every organization and every institution including teachers and students who are the target of this research.

Fundamental human rights are personal to the individual and must be respected at all times. Therefore, while some laws are made and applied to accomplish the objectives of the academic institution, it is important that such laws and their implementation do not violate the fundamental rights of the individual in the school system. This means that in making laws, rules and regulations for the school, care must be taken to ensure that such rules and regulations do not contravene the fundamental human rights as ascribed to students in the school

system. Where such rules and regulations or measures of discipline are present, there is bound to be some problems because they are not only contrary to the fundamental rights of the student, but more importantly, they violate the principles of justice.

The school is becoming a legally hazardous setting and this is glaring even to those who are legally illiterate. Peretomode (2004) assert that despite the growing awareness and relevance of school related laws, many school teachers are still unaware of their basic fundamental human rights and responsibilities. The future survival of teachers, principals and other school officials will depend upon awareness and understanding of the basic principles of fundamental human rights law and adherence to these principles in the school environment. Many teachers seem to be ignorant of the rules and regulations governing their employment and the school system in which they work. They seem not to know the legal implications of their actions or inactions and limitations. Random interrogation of teachers in public schools by the researcher revealed that many do not have a copy of their state teachers' service manual or handbook. The few who had them appear to be ignorant of its content as they have never read it.

Discipline is fundamental to the role of the teacher, the society expects the teacher to have the ability to discipline their students and the prestige of a teacher is affected by his inability to carry out this role with utmost care. For the secondary school teachers, the issue of discipline is lightened because learners at this stage are mostly adolescents. There are five areas of crises in the life of the adolescents that affect control of his behaviour. These are the crises of identity, the crisis of values, the crisis of religion, the crisis of insecurity and the crisis of freedom and independence. All these crises identified with adolescents affect their responses to discipline. If these crises are not well handled by the teacher, the result is that

there will be resistance. This could lead to a situation whereby to establish discipline and impress his authority on the student, the teacher uses force and in the process, may go beyond his authority to abuse the fundamental rights of the students. Hence, if disciplinary issues are not well handled, the learning process could be adversely affected.

The student is a learner who has a special relationship with the teacher, a relationship that is defined by laws, rules and regulation. He is also in relationship with other students enrolled in the school scheme. He is expected to maintain peace in the school and also taught to respect the fundamental rights of his fellow students. He gets disciplined if he contravenes this simple rule of relationship using either corporal reprimand or punishment which constitutes one of the prevalent disciplinary practices in secondary schools in Nigeria (Chianu, 2001). Other prevalent disciplinary practices include the deliberate use of physical coercion to alter unruly or undesirable behaviour based on the rules and statutes of the school administration board, slapping, flogging, smacking, thumping, kicking, scolding and verbal assault to the student. Making students remain after closing time to serve punishment, trimming of bushes, fetching of water, scrubbing the classroom floor, sweeping the whole class, toilet washing, kneeling, head-knock, pulling the students' ear or hair among others are also some of the prevalent disciplinary practices in public secondary schools.

Disciplinary practices in secondary schools are implemented through the system of reward and punishment. Students are punished for breaking the law while they are rewarded for keeping the law. The principle of justice entails the respect of the rights of the individual by teachers and students. Right, here means the acknowledgement of the moral

and universal inviolability of the individual, irrespective of any legal sanction.

Students discipline has been one of the foremost issues facing secondary school administration in Nigeria. There have been charges of moral laxity and indiscipline made against students. Besides, cases of drug addiction, vandalism, violent demonstration, examination malpractice, willful disobedience to teachers, and cultism have lately become features of secondary schools in Nigeria. The legal way of controlling these acts is through enforcing rules and regulations, and reprimand for contravention of the disciplinary system in place. School authorities have the power under the law (section 295 of the criminal code) to formulate sensible rules and regulations that govern students' behaviour and discipline for effective school management. The court of law does not look at the wisdom of the rules but on its reasonableness and frowns on any unreasonable rules that are ambiguous and lacks clarity. The management's duty is to ensure the adherence of students to the formulated rules and regulations and any non-compliance (violation) is given disciplinary measures to correct the anomalies.

Statement of Problem

Students' have rights as implied by the Constitution of the Federal Republic of Nigeria 1999 as amended in 2011 (section 33 to 42). It appears that students suffer a lot of violation of these rights by their teachers in the course of carrying out disciplinary practices. This is more so that in recent times, students seem to have become very unruly and lack respect for constituted authority and flagrantly break school rules. In order to check these excesses, teachers adopt different prevalent disciplinary practices some of which have now become a great concern to parents, school authorities and the Ministry of Education.

Some of the prevalent disciplinary practices include; physical assault (corporal punishment), use of derogatory or abusive words on students, denial of access to learning in class, shaving students' hair, making students to cut grasses while learning is going on, making students stay behind after close down to serve punishment and flogging of students, among others. These practices have become alarming and widely reported. In some of these cases, students are not given opportunity for fair hearing as regards alleged offences before corporal punishment are consequently meted on them. Reports have equally shown that gross abuse of students' fundamental human rights has led to a lot of litigations in court, damage to school properties, animosity between parents and teachers and sometimes total breakdown of the school system; this has raised a lot of concerns.

Questions arising from these concerns include: are teachers aware that students have rights? Are they aware that some of their disciplinary practices could infringe on these rights? Therefore, this study investigated teachers' awareness of students' fundamental human rights and prevalent disciplinary practices in public secondary schools in Edo state

Research Questions

The following research questions were raised to guide the study:

1. What is the level of teachers' awareness of students' fundamental human rights in public secondary schools in Edo State?
2. What is the prevalent disciplinary practices in public secondary schools in Edo State?

Methodology

The descriptive survey correlational design was used for the study. The study population consists of all the two thousand two hundred and eighty (2280) teachers in all the three hundred and ten (310) Senior Public Secondary Schools in Edo State (Post Primary Education Board, Benin City, 2019). The sample size for this study was 228 teachers representing 10% of the population of teachers. These teachers were selected from 96 schools representing 31% of the 310 public secondary schools in Edo State. The multi-stage sampling techniques was used to select the teachers. The instruments for data collection for this study were two questionnaires designed by the researcher titled “Teachers Awareness of Students’ Fundamental Human Rights Questionnaire” (TASFHRQ), and “Teacher Disciplinary Practice Questionnaire” (TDPQ). Teachers in the sampled schools were expected to respond to the instrument.

The TASFHRQ was in two sections; A and B. Section A consisted of 7 items which elicited demographic information of sex, years of experience and qualification. Section B consists of 30 items on teachers’ awareness of students’ fundamental human rights and their disciplinary practices. The four point likert scale based on Strongly Aware (SA) = 4, Aware (A) = 3, Unaware (U) = 2 and Strongly Unaware (SU) = 1 was used in response to the statements on the questionnaire.

The TDPQ contained 15 items which elicited information on teachers disciplinary practices. The four point likert scale based on Always (A) = 4, Usually (U) = 3, Sometimes (S) = 2 and Never (SU) = 1 was used in response to the statements on the questionnaire.

The validity of the instruments (questionnaire) was determined by three experts from the Department of Educational Management, Faculty of Education, University of Benin. The experts made their comments and suggestions on the content validity of the instruments. Corrections were made

and approved and adjudged valid. The two instruments were administered to 20 respondents in the Junior Secondary Schools that was not part of the study. The responses were analyzed using Cronbach's Alpha to estimate the consistency of the two instruments. The result of the analysis showed the coefficients of 0.95 and 0.88 for the TASFHRQ and TDPQ respectively. This indicated that both instruments were reliable. The researcher and the assistants administered the questionnaire and the completed copies of the questionnaire were retrieved immediately; this resulted into a 100% retrieval rate.

Research question 1 was analyzed using mean and standard deviation. An interpretative norm of 7.50 which is the product of the mean of the four-point scale and the three items in each cluster, was set to ascertain the level of teachers' awareness of students' fundamental human rights. A mean value less than 7.50 was regarded as low while a mean value of 7.50 and above was regarded as high.

Research question 2 was also analyzed using mean and standard deviation to ascertain how public secondary school teachers in Edo State apply or met out disciplinary measures on students. A mean value of 1 to 1.49 was regarded as rarely used. Between 1.50 and 2.49 was seen as sometimes used, 2.50 to 3.49 was regarded as usually used, while 3.50 and above was seen as always used.

Results

Research question 1: What is the level of teachers' awareness of students' fundamental human rights in public secondary schools in Edo State?

Table 1: Level of teachers' awareness of students' fundamental human rights in public secondary schools in Edo State

Students fundamental rights	Mean	Standard deviation	Remarks
Right to life	7.43	2.84	Low
Right to dignity of human persons	6.87	2.69	Low
Rights to personal liberty	7.13	2.25	Low
Right to fair hearing	7.80	2.22	High
Right to private life	7.37	2.38	Low
Right to freedom of thought, conscience and religion	7.31	2.29	Low
Rights to freedom of expression	7.20	2.42	Low
Rights to peaceful assembly and association	7.65	2.01	High
Freedom of movement	6.92	2.31	Low
Freedom from discrimination	6.31	2.83	Low
Grand mean	7.20	0.43	

Research Question 2: What are the prevalent disciplinary practices in public secondary schools in Edo State?

Table 2: Mean ratings of the prevalent disciplinary practices in public secondary schools in Edo State

Prevalent disciplinary practices	Mean	Standard deviation	Remarks
Verbally assaulting students	3.76	0.57	Always
Making students stay back after school to carry out punishment	3.76	0.53	Always
Making students to cut grass as punishment for coming late	3.72	0.50	Always
Making students fetch water during classes for coming late	3.71	0.64	Always
Scrubbing the floor of the	3.70	0.57	Always

class for disobedience			
Sweeping the whole class for neglecting class duties	3.69	0.66	Always
Washing toilets	3.68	0.62	Always
Sending students out of class for misbehaviour	3.65	0.65	Always
Kneeling down or standing for a long time for noise making	3.64	0.69	Always
Flogging students with sticks or cane	3.58	0.66	Always
Giving students knocks on the head	3.49	0.60	Usually
Slapping or beating students with hands	3.46	0.70	Usually
Kicking and pushing students for misbehaviour	3.33	0.76	Usually
Pulling students' ear or hair for carrying bushy hair	3.29	0.66	Usually
Admonishing students when they are not doing well	3.28	0.79	Usually
Forcing students to attend long counselling sessions	3.09	0.53	Usually
Forcing students to engage in extra mural activities	3.05	0.70	Usually
Forcing students to engage in team work	2.94	0.76	Usually
Forcing students to write multiple assignments	2.87	0.75	Usually
Grand Mean	3.43	0.33	

Discussion of Results

Table 1 shows the level of teachers' awareness of students' fundamental human rights in public secondary schools in Edo State. It further shows that the teachers had high awareness of students right to fair hearing and rights to peaceful assembly and association. However, the teachers had low awareness of students right to life, right to dignity of human persons, rights to personal liberty, right to private life, right to freedom of thought, conscience and religion, rights to freedom of expression, right to freedom of movement, and right to freedom from discrimination. The grand mean of 7.20 and standard deviation of 0.43 indicated that the level of teachers' awareness of students' fundamental human rights in public secondary schools in Edo State is low.

Table 2 shows the prevalent disciplinary practices in public secondary schools in Edo State. It further shows that the teachers agreed that they always: verbally assault students, make students stay back after school to carry out punishment, making students to cut grass as punishment for coming late, making students fetch water during classes for coming late, make students to scrub the floor of the class for disobedience, make students to sweeping the whole class for neglecting class duties, make students to washing toilets, send students out of class for misbehaviour, make students Kneel down or standing for a long time for noise making, and flog students with sticks or cane. However, the teacher agreed that they usually: give students knocks on the head, slap or beat students with hands, kick and pushing students for misbehaviour, pull students' ear or hair for carrying bushy hair, admonishing students when they are not doing well, force students to attend long counselling sessions, force students to engage in extra mural activities, force students to engage in team work, and force students to write multiple assignments. Another revelation from table 3 is that verbally assaulting student and making

students stay back after school hours to serve punishment are the predominant prevalent disciplinary practices of teachers while forcing students to engage in team work, and force students to write multiple assignments are the least prevalent disciplinary measure practiced by public secondary school teachers in Edo State.

Conclusion

This study showed low level of teachers' awareness of students' fundamental human rights in public senior secondary schools in Edo State. The prevalent disciplinary practices in public senior secondary schools in Edo State were determined to be verbal assaults on students and making them stay back after school hours to be punished.

Recommendations

This paper therefore recommends the following:

1. That teachers' level of students' fundamental human rights be raised by acquainting them with these rights and regulatory laws through periodic conferences, lectures and workshops organized by the school principals in conjunction with the Ministries of Education.
2. School administrators also should make it a point of duty to educate and continuously remind their teachers of the legal implication of applying disciplinary practices that infringe on the rights of students
3. . That every teacher on employment should be given a handbook containing the fundamental human rights of students and the legal implication of each disciplinary action meted on students.

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QUALITY ASSURANCE: A PANACEA FOR EFFECTIVE BASIC EDUCATION MANAGEMENT IN EDO STATE

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Abstract

The government's the greatest priority is raising the standard of education given to students, particularly in basic schools. This is due to the fact that the way basic schools are run now does not seem to have improved student outcomes over time, namely the development of reading and numeracy abilities among other things. One of the main concerns with Nigeria's Basic Education programme has been its quality. Effective management of Basic Education implies the utilization of both human and material resources for quality and productive output, logical Quality assurance (QA) and proactive activities that improve quality educational output. The following subheads make sense for the way this document is organised: summary of universal basic education; ideas of quality; ideas of quality assurance in education; ideas of efficient basic education management; ideas of quality assurance as the answer to efficient basic education management; and issues with putting quality assurance standards into practise in basic education. It was determined that QA is the answer to efficiently managing basic education in Nigeria's Edo State. It

was suggested that basic education management should adopt the Federal Ministry of Education's Quality Assurance Framework which emphasizes Whole School Evaluation as a key to redefining the school management system

Keywords: Quality, Quality Assurance, Basic Education, Panacea and Effective Management

Introduction

Education is a form of social service that is offered everywhere with a variety of goals in mind. The objectives vary from the acquisition of basic skills required for a more rapid growth of the economy to the basic knowledge for the individual to function effectively in the society Amaele (2017) This is in conformity with one of the goals of the Universal Basic Education as enshrined in the National Policy on Education (FGN, 2013) which states thus; to provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement. The place of quality education in achieving the goals of Basic Education in the nation cannot be over stressed. Thus, from the colonial era till the present, quality has been a top priority in Nigeria's basic education system. But for some reason, emerging nations are still unable to meet this educational goal, perhaps due to the difficulties in making sure it is accomplished. Nigeria's universal basic education policy is a comprehensive, right-based programme that aims to achieve the Millennium Development Goals, Education for All (EFA), and the more recent Sustainable Development Goals and Targets. Additionally, there has recently been a noticeable rise in government spending on basic education, matched by an increase in contributions from the donor community. But

according to NALABE, the National Assessment on Learning Achievement in Basic Education in Nigeria, this hasn't resulted in any appreciable increase in the country's Basic Education Sub-sector's quality learning results.

For quality learning outcomes to be attained in the Basic Education Sub-sector and to bring about the achievement of the nation's Sustainable Development Goals, there is need for effective management through quality assurance. According to Adebisi, Dapo and Oyebamiji, (2018) as published in the *International Journal of Educational Planning and Administration* (IJEPA, 2018), the current method of managing education cannot produce graduates that can be change agents. He further stressed that the Education Sustainable Development (ESD) is about new form of education and learning that fosters sustainable Development (SD). Such education requires management that shape outputs, encourage new ideas, stimulate right thinking, think of involvement programmes, empower others to make decision, think of dynamic caring system, think of improving initiative and innovation, provide vision, create leaders and is change oriented. Adebisi further states that: Managing education in this new dispensation requires reformation and transformation. This is because to reform is to improve the existing programmes and methods while to transform is a paradigm shift to new ideas and innovative solutions but through a transition.

The following subheads make sense for the way this document is organised: a summary of universal basic education; the idea of quality; the idea of quality assurance in education; the idea of efficient basic education management; obstacles to putting quality assurance standards into practise in basic education; and the idea of quality assurance as the magic bullet for efficient basic education management for a lively discussion.

Overview of the Universal Basic Education (UBE)

The Federal Republic of Nigeria (2013), in the National Policy on Education (NPE) 6th edition first and the second prints respectively under section 2, paragraphs 10 &12 describes Basic Education as:

the instruction provided to kids aged 0 to 15. It includes ten years of formal education as well as early childhood education (0–4 years). Ages 0–4 are included in the early childhood education programme and are under the complete control of private companies and social agencies. Ages 5–6 are included in the official schooling sector.

Paragraph 12 of the NPE (FRN, 2013 &2014) states that: basic education is to be provided by Government, it shall be free, compulsory, universal and qualitative. One year of kindergarten, six years of elementary school, and three years of junior secondary school make up this programme. To put it simply, basic education consists of one year of kindergarten, six years of primary school, three years of junior secondary school, as well as adult and non-formal learning.

According to the Jomtien conference on Education for All (EFA), which is referenced in Nduka (2000) and Ejekwu (2014), cited in Oresajo (2018), basic education is education that is intended to meet both the basic learning content—knowledge, values, and attitudes—and the basic learning needs—skills, literacy, and numeracy acquisition. The UBE programme objectives as stated by Universal Basic Education Commission include:

- Guaranteeing a continuous nine-year formal education by offering FREE and COMPULSORY basic education to all children who are able to attend school under:
 1. Six years of schooling;

2. Early Childhood Care, Development, and schooling (ECCDE) for three years of junior secondary school.

- Gaining life skills, literacy, numeracy, and values for a lifetime of learning and productive living; and
- decreasing rate of dropping out of school and increasing significance, effectiveness, and productivity.

According to Salihu and Jamil (2015) in Oresajo, (2018), the current context of universal basic education in Nigeria can be traced from as early as 1955 from the universal primary education scheme which stipulated a variety of comprehensive laws in the field of education in west Nigeria. They further buttressed that basic education in Nigeria underwent various stages of development.

A brief summary of the key advancements in Nigeria's universal basic education may be seen below, along with a chronology:

- 1955: Universal Primary Education in Western Nigeria;
- 1957: Universal Primary Education in Eastern Nigeria;
- 1976: Universal Free Primary Education; and
- 1999: Launching of Universal Basic Education.

The Concept of Quality

The term quality means ‘The nature, kind or character or restricted to cases in which there is comparison with other things of the same kind, hence, the degree or grade of excellence etc. possessed by a thing’ (*Oxford English Dictionary*). Additionally, quality is a process that is always being improved; it is relative rather than absolute. The key to quality improvement is to focus on the process and not the product or the outcome (Warad, 2019). He goes on to say that the capacity of a good or service to satisfy a customer's requirement is what defines quality. Today, the fast progress in technology has totally changed the life style of individual. Man, today has developed scientific way of thinking. He looks at every object, not only, quantitatively but also qualitatively; he is rational to his thinking. In every field of his

life, he thinks about quality of everything that he uses. In the past, quality was referred to and was limited to the field of Industry. However, it is now seen as crucial in every industry, and businesses are becoming more aware of how competitive quality can be. Standards used to be popular and unsupervised, but now they are legally specified, which has made quality a problem. Competition focuses not only on price but quality (Warad 2019)

The Concept of Quality Assurance in Education

Quality assurance in education implies the maintenance of a desired level of quality in teaching and assessment, especially by means of attention to every stage of the process of education. It entails a methodical evaluation of educational offerings in order to preserve and enhance their effectiveness, equity, and quality. It includes assessments for students, instructor and school leader evaluations, external evaluations (such as inspections), and school assessing oneself.

Nimota (2020) defines quality assurance in education as ‘a logical evaluation of educational process to preserve and improve their quality, equity and efficiency’. This is also in consonance with Sale (2014), in his paper presented at 8th National conference organized by school of education FCE Zaria as cited in Nuradeen (2015), who stated that quality is a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in all level of education so as to ensure the delivery of high quality education.

Enhancing the standard of education given to students in institutions beneath the tertiary level became one of the top goals set by the government in the first few months of the current millennium. This is due to the fact that over time, the method of school inspection has not improved student outcomes as was anticipated. It was devoid of standard evaluation guidelines and

largely limited to diagnosis without helpful support for school improvement.(National Education Quality Assurance Handbook, 2019) This agrees with Shofoye's (2013) assertion that the paradigm has shifted from school assessment to Education Quality Assurance, a comprehensive monitoring and assessment procedure. He went on to emphasise that Education Quality Assurance guarantees that programme strategies are in line with programme objectives and goals while guaranteeing the calibre of the result. Warad (2019) is also of the same view in his definition thus: Quality Assurance in education means the process by which the quality of teaching- learning process is enhanced and learning experiences are given in a more better way to satisfy the students. Additionally, according to Ayeni in Nimota (2020), ministers, parent-teacher associations (PTAs), school-based management committees (SBMCs), old students associations, non-governmental organisations, people, and other social institutions are all accountable for ensuring the quality of education. This is an attempt to guarantee high-quality instruction and learning while also improving school management. The term "quality assurance" refers to a broad concept that encompasses all procedures, guidelines, and initiatives used in the basic education subsector to create, enhance, and preserve the calibre of basic education as it relates to primary education. According to Nuradeen (2015), UBE, (2015).

The Federal Ministry of Education (FME, 2019:5) states that all education quality assurance initiatives must adhere to the following guiding principles. They are meant to make sure that:

- The results of both internal and external quality assurance evaluations support the development of schools.
- All quality assurance assessments utilise the same quality standards, and the quality indicators must be disclosed to all stakeholders.
- The process of quality assurance encourages participation of all learners.

- Quality assurance is conducted transparently with individuals undergoing evaluation.
- Validity, consistency, and reliability characterise the results of quality assurance assessments.
- National and state policy, planning, training, and action for school improvement will be informed by the assessment results.

From the above, it is evident that, quality assurance procedures are more of step-by step investigation carried out internally and externally and both of which results in school improvement rather mere sightseeing and dumping of reports. The process of quality assurance involves stakeholders namely: Learners, teachers, parents and School Based Management Committee (SBMC) members. These gives room for their inputs in areas of strengths and weaknesses. The process enables the quality assurance evaluators to appeal to stakeholders for support in improving quality of school and this is possible because of the openness nature of carrying out quality assurance.

Appraisal is very essential in every educational system. It helps to ascertain the level achievement and necessary improvement needed in the system. To this end, Usman (2021) outlines the various quality assurance measuring parameters as cited in some scholarly work. Nnorom and Gaius-Oke (2013) identified; quality of resource input, quality of output, quality of process and quality of content as the basic measuring criteria for quality assurance in Nigeria. According to these writers, the amount and quality of material and human resources used in the process of producing education make up the quality of resource input. The quality of output implies the worth of the products of the education process which include academic achievement on tests, scores and progression and pass rates etc. (Giami& Nwokamma,2019).

The output quality is a demonstration of the input quality thus; if the input is high-quality the output is assured to be equally of good quality and vice versa (Garba, 2014). Quality of process according Asiyai (2015) entails; student teacher interaction, level of learner's participation and engagement in learning etc whereas the quality of content is another indicator which imply the value of curriculum content of learning in the education system. (Odo, 2015).

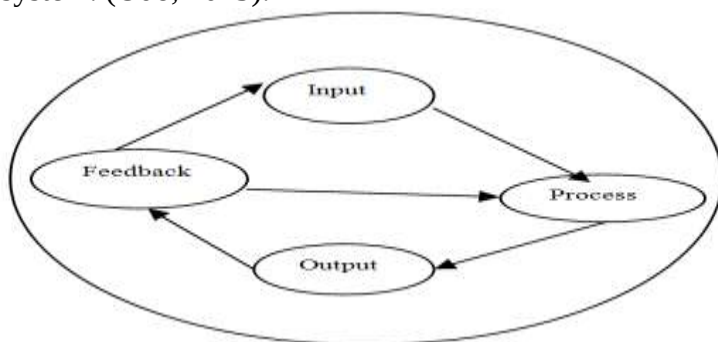


Figure. 1: Control mechanism for quality assurance in school
Adopted from Onyesom&Ashibogwu, 2013

According to Onyesom and Ashibogwu (2013) as shown in Fig.1 above, for effective quality assurance, emphasis is on the input and process combination that produces the output. The feedback system aids in reassessing the degree to which the goals have been met and identifying areas in which remedial action is necessary. The infrastructure, funding, teachers, equipment, and supervisors are all part of the input component. The system, the curriculum, and the connections between teaching and learning are all part of the process factor. The school products, student accomplishments, abilities, attitudes, and overall conduct are the output factors. Through the feedback system, the responses from each of these components are sent back towards the input segment for appropriate regulation. Therefore, quality assurance should be a continuous

process aimed at encouraging attitude change and teamwork and the inculcation of a value that acknowledges the student as the best judge of quality deserving the best possible service (Obadara&Alaka, 2013).

The Concept of Effective Management of Basic Education

The process of overseeing the company and motivating staff to give their all is known as effective management. It guarantees that all of the workers' wants and requirements are met. It provides an appropriate and productive atmosphere for employees while defending their rights while they are employed by the company. Therefore, efficient use of all of the assets at the school manager's disposal for sustained growth and productive output is essential to successful management of basic education. It calls for managers who are successful in implementing the company's objectives of their schools by applying the following leadership competencies: organising (making the necessary preparations), staffing (adding the right people to positions), directing (encouraging staff to achieve goals), controlling (pointing the organisation in the right direction), and making choices (which forms the basis of everything a manager does).

Furthermore, Adebisi (2018) states that Education Sustainable Development (ESD) requires management that shapes outputs, encourages new ideas, stimulate right thinking, think of involvement in programmes, empower others to make decisions, think of dynamic caring system, think of improving initiative and innovation, provides vision, create leaders and is change oriented. He goes further to opine that, managing education in this new dispensation requires information and transformation. This is because to reform is to improve the

existing programmes while to transform is a paradigm shift to new ideas and innovative solution but through a transition.

Consequently, for effective basic education management to be possible, there is need for partnership and funding. International organisations are involved in the UBE initiative in various ways. In fact, the UBE Act 2004(6) mandates that State governments coordinate with development partners on subjects pertaining to basic education as part of the universal basic education project. Given UBE's multifaceted character and broader reach, it is evident that development partners have a plethora of avenues for intervention beyond providing direct support for the programme when feasible. The Federal Government of Nigeria has obtained and sustained the cooperation and support of international development partners like: UNICEF, World Bank, UNESCO etc. (Adebisi et al 2018)

Quality Assurance as Panacea for Effective Management of Basic Education

Quality assurance uses different strategies for effective management of Basic Education in the country and Edo State in particular. Scholars have cited some of these strategies which are examined below:

The Federal Ministry of Education was motivated to deliver high-quality education, thus in its 2007 meeting, the National Council on Education (NCE) was asked to endorse the transition from the previous inspectorate approach to Education Quality Assurance (QA) adopting the Whole School Evaluation (WSE) model. The whole School Evaluation strategy can also be referred to as the External Evaluation (EE) or the Continuous Quality Assurance (CQA) process. Quality Assurance Evaluators (QAEs) who have received training and accreditation perform it, with an emphasis on the calibre of results for students. The goal is to implement EE in schools over a three-year period. As at 2013, Nigeria has 92, 648 primary schools and 52,830 secondary schools, making a total

of 145,478 schools (FME/NBS Data 2013). There would be around 45,000 schools that need to be externally reviewed annually throughout a three-year period (FME, 2019).

The Evaluation process is done in three stages: Pre-school evaluation (Planning external school evaluation; the EE proper/on-site visit; and Post Evaluation. Additionally, in assessing the high standard of schools, the External Evaluators will look at the following: the school's general efficiency; accomplishment and standards; students' involvement and individual skills; the effectiveness of instruction and learning; the extent to which the curriculum satisfies students' needs; how well students are guided, cared for, and have their safety guaranteed; the quality of the atmosphere for learning; and how well-run and directed the school is.

The Whole School Evaluation Strategy is in line with the position of Adegbesan (2011), as cited in Usman (2021), which says "Quality assurance is guaranteed when there is steady cycle of regular monitoring and evaluation activity with the aim of assessing the level of performance to find out how far set objectives are being met". Mogbeyiteren, Azeez and Abina, (2019) as cited in Usman (2021) are also in support of using quality and conducive learning environment in the school as a strategy in managing the school system, thus when they opine that "learning can occur anywhere, but the positive learning outcome generally sought by educational systems happens in quality learning environment". Ayeni (2012), in Nimota, (2020), also supports the Whole School Evaluation Strategy by outlining four Quality Assurance strategies for effective management of Basic Education in Nigeria which are:

- **Monitoring:** It describes the procedure for periodically gathering information regarding ongoing initiatives or programmes inside the educational system;

- **Evaluation:** This is a strategy for quality assurance in education involves collecting information on what has been achieved as a result of some programme activities.
- **Supervision:** This relates to managing persons in charge of various aspects of the student education process, such as teaching, learning, resource utilisation, and management.
- **Inspection:** This is a way of determining whether available facilities and resources in an institution meet prescribed standard.

Babalola (2019), on his part, proposed four strategies to assure quality in the management of Basic Education in Nigeria. They are: Find the weak areas (learning, language, moral); Have a plan to reinforce those weak areas; Fund the repair, replacement and reinforcement; Supervise and motivate workers to ensure compliance and completion. In addition to the four strategies, others are: Encourage Library development; Strengthen teacher training; Ensure regular monitoring and evaluation; Provide teacher support services; Provide additional teaching-learning facilities and build quality consciousness.

Nuradeen, (2015) emphasized the need for partnership with relevant stakeholders in the Basic Education sub-sector. He stated that collaboration between the community and the school is necessary for the school to operate and strive towards the accomplishment of its goals, citing UBEC (2015). The many stakeholders are instilled with a feeling of programmed ownership of the school through such community partnerships. Parents, the school community, local leaders, college administrators, Local Government Education Areas (LGEAs), State Universal Basic Education Boards (SUBEBs), State Ministry of Education (SMoEs), Universal Basic Education commission (UBEC), Federal Inspectorate Services (FIS), Federal Ministry of Education (FME), Civil Society Organisations, religious leaders, and Non-governmental

Organisations (NGOs) are some of the key stakeholders in the implementation of the Universal Basic Education Programme (UBE-P). When these stakeholders are actively involved in educational activities of the school, it will boost the effectiveness of the head teacher.

Obstacles to Putting Quality Assurance Standards into Practise in Basic Education

Momoh and Emmanuel (2015) investigated principals' administrative efficacy and the application of quality assurance standards in public secondary schools in the states of Delta and Edo. For the study, a sample of 720 instructors and 240 principals was used. Fisher Z and Pearson product moment correlation were the statistical methods used to analyse the acquired data. The finding revealed that not all quality assurance standards were implemented in Edo and Delta State public secondary schools (Nimota, 2020)

The implementation of quality assurance standards in Basic Education and other levels of education is bedeviled by numerous challenges as described in Babalola (2019) as follows: access without quality, spreading out without strategic planning; corrupt practices, poor accountability and transparency; poor culture of quality and maintenance, disruption of academic calendar; shortage of academic staff; double commitment by some teachers; low integration on ICT and Internet in schools; digital frauds; high internet cost; digital divide between learners (natives) and teachers (migrants); low lifelong learning skills; poor accessibility to some poor geographical terrains; poor power supply; Failure to enforce sanctions regulation, substandard facilities, declining facilities, intellectual or workforce flight, insufficient investment that is sustained, and insufficient funds.

Conclusion

From our presentation, it is clear that the impact of Quality Assurance (QA) in bringing about effective management of Basic Education cannot be over-stressed. This is because of its holistic strategic approach and modern methods which are in line world best practices. Therefore, quality assurance is the answer to efficiently managing, overseeing, assessing, and reviewing input resources during a transformation process in order to deliver high-quality outcomes that satisfy societal norms and expectations.

Recommendations

The following suggestions are made:

1. All educational institutions especially at the basic level should adopt the Quality Assurance Framework which emphasizes Whole School Evaluation (WSE) as a key to redefining the school management system of the FMoE as articulated in the National Education Quality Assurance Handbook
2. In order to bring about effective management of Basic Education, there is need for Ministries, Schools and relevant Agencies to embrace collaborative strategy
3. The weak areas in basic education should be identified and plans should be put in place to reinforce those weak areas, fund the repair, replacement and reinforcement, supervise and motivate workers to ensure compliance and completion.
4. Library development, strengthen teacher training, ensure regular monitoring and evaluation, provide teacher support services, provide additional teaching-learning facilities and build quality consciousness should be top priorities for Ministries of education at all levels.

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SCHOOL DEVELOPMENT PLAN: A CORELATE FOR BASIC EDUCATION IMPROVEMENT IN EDO STATE

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Abstract

Every school is unique and different from others; as a result a school development plan is needed that captures the unique strengths and weakness of each school and seeks out measures to improving strengths and strengthening weaknesses with the overall aim of improving outcomes for all learners. To improve the production function of basic education in Nigeria and Edo State in particular, there must be a clear road map which involves an in-depth analysis of current condition of basic schools, examining the strengths and challenges, setting priorities for the future and documenting action plans known as School Development Plan (SDP) for basic school improvement. Thus, the aim is to bring to light the importance of school development plan as it captures the uniqueness of each basic school and the involvement of all relevant

stakeholders in the culture of owning and improving the basic schools. This paper was discussed under the following subheads, concept of school development plan, concept of basic education improvement, school development Plan and basic education improvement. As a result, it was determined that the School Development Plan correlates with fundamental school improvement, which is reflected in enhancing learning gains to meet the objectives delineated in the National Policy on Education. Among other things, it was proposed that school development plans for basic education ought to be intentional policies that are codified into the laws that oversee basic education in Nigeria, and Edo State specifically.

Keywords: Basic Education, School Development Plan, School Improvement

Introduction

Education remains a veritable tool for national growth, especially in a developing country like Nigeria. The National Policy on Education (FRN, 2013) describes education as an instrument for national development and social change. It further reiterates the importance of education with the establishment of the Universal Basic Education programme which places basic education as free and compulsory. Countries without strong educational foundations, especially at the basic level, run the risk of increased dependence and instability (Ogbona, 2016; Ugochukwu 2017).

The most efficient method of developing the abilities required for both job and life is through formal, high-quality education. The foundation of increased enrollment at the following educational level, which offers more chances for skill development through technical and vocational education, is laid by basic education. Youth who have an education experience a greater degree of personal fulfilment and are

better prepared to participate actively in society as citizens and agents of change.

Basic education in Nigeria, according to the National Policy on Education, is a ten year free, universal and compulsory programme backed by the UBE Act of 2004. It makes provision for the following levels of education:

1 year pre-primary

6 years primary, and;

3 years junior secondary education (FRN-NPE 2013)

The Universal Basic Education was first introduced in Nigeria in 1999 following the failure of the Universal Primary Education of 1976. The goals of basic education as stipulated by the National Policy of Education (2013) are as follows:

- i. Give the youngster a variety of fundamental information and abilities for starting their own business, making money, and advancing their schooling.
- ii. Create young, patriotic individuals who are capable of making a positive impact on society and carrying out their civic duties.
- iii. Instill moral principles and produce morally pure people who can think for themselves and respect hard work.
- iv. Promote a sense of national awareness and peaceful cohabitation among people of all backgrounds, including social, religious, and racial and colour.
- v. Give the kid the chance to acquire manipulative skills so that, to the extent of his abilities, he may contribute to society and operate well.

In order to achieve the above lofty goals, the Federal Government set up the Universal Basic Education Commission (UBEC) in 1999 as an intervention body to partner with states. In delivering its duties, UBEC came up with the School Development Plan which stems from a School Self-evaluation (SS-e). However, States are at the forefront of the delivering of basic education in Nigeria.

Irrespective of various interventions, basic education in Nigeria has continued to experience a downward trend since the early 1980's with the depletion of the oil boom. In 2015, Nigeria ranked 103 out of 118 countries in United Nations Educational, Scientific Cultural Organization's (UNESCO) Education for All (EFA) development index. A 2023 report by United Nations Children's Fund (UNICEF) indicates Nigeria is experiencing a severe learning crisis with 3 out of 4 basic education children unable to read with comprehension or solve simple maths problem in 2021. It went further to assert that about 10.5 million children aged 5-14 are out of school. A number of reasons could be attributed for this rot in the basic education subsector. They include, but not limited to, insecurity such as kidnapping (which has led to incessant school closure), poverty, low teacher quality, poor infrastructure etc.

Improvement of Basic Education in Edo State.

In 2017, Edo State Government through the State Universal Basic Education Board (SUBEB) began wide consultation on ways of improving basic education in the state; this led to the conduct of a state wide enumeration exercise which took place same year. The aim of the enumeration exercise was to generate data that would be of importance in taking decisions that would improve the basic education sub-sector, however, this plan was limited to only primary schools cutting off the Junior Secondary Schools which is the last lap of basic education.

The data generated from the state wide enumeration of primary schools brought to light the total rot in the sector (SUBEB, 2021). Facilities were in ruins, teachers were no-where to be found, some had not been in school for several months and yet were receiving salaries. Children could hardly read and write

with comprehension, head teachers lacked management skills, the list went on. In order to manage the situation, the government came up with the Edo State Basic Education Transformation (EdoBEST) initiative.

The introduction of the Edo Basic Education Sector Transformation (EdoBEST) initiative, in April 2018, was geared towards achieving improved learning outcomes, curbing teachers' absenteeism, eradication of out of school children amongst other gains. This, according to the State Government, is being achieved through the introduction of scripted lessons, digital teaching, mentoring and tracking of teachers digitally. Though an independent assessment of the impact of this initiative is yet to be achieved, a report by SUBEB in its 3rd anniversary of the initiative in April 2021 outlined the benefits of the initiative to include;

- Improved learning outcomes
- Improved school attendance by both teachers and learners
- Access to learning materials
- Availability of school facilities
- Drastic reduction in the total number of out of school children. etc. SUBEB (2021)

However, Edo SUBEB Quality Assurance Department in collaboration with the State's UBEC office in its termly monitoring report (2021) observed that basic schools in Edo State were still faced with a number of problems which includes; inadequate use of instructional materials, irregular receipt of scripted lesson contents from the State Universal Basic Education Board, inadequate and unsuitable furniture and toilet facilities, vandalism of school properties, gross inadequacy of security personnel. It further reported that, though teacher attendance had improved, some teacher still found ways of bypassing the digital attendance marking and were not in school. All of the above problems affect learning

outcomes, partly due to the fact that the system did not take into consideration the unique condition of each school.

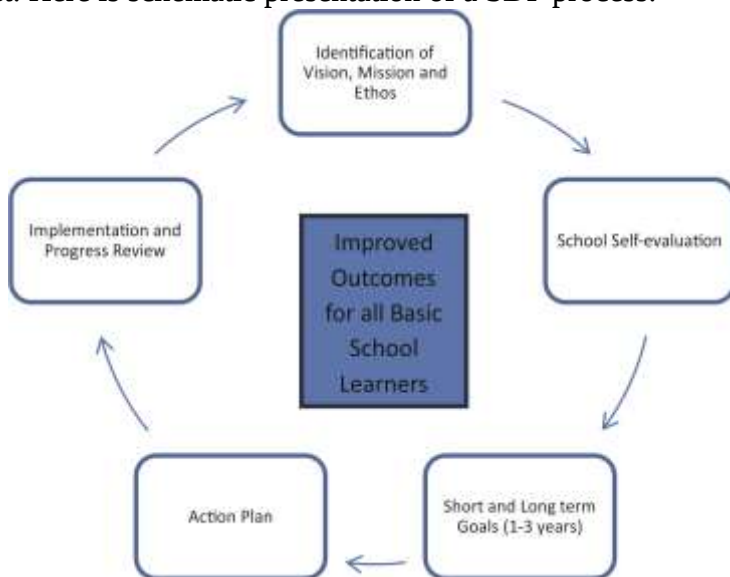
Prioritising school planning in basic education is necessary, even if the aforementioned elements could be highly significant in enhancing basic education. Owing to the uniqueness of every school, a plan for the school developed by key stakeholders working together and using collective decision-making considers the elements that have been shown to contribute to school development and eliminates every possibility of project duplication. This study seeks to explore the correlation between school development plan and school improvement in Edo State.

School Development Planning (SDP)

School Development Planning involves an in-depth analysis of current condition of a school, examining the strengths and challenges, setting priorities for the future and documenting action plans for school improvement. This action plan is what is known as a School Development Plan (SDP) is a continuous strategy that helps to continuously raise the standard of instruction and learning. It provides strategies for prioritizing and allocating resources, builds synergies among stakeholders and collaborators and identifies priorities for professional development and overall, in-school management. UBEC (2020)

The SDP process is a systematic and collaborative one which seeks information from parents, learners, School Based Management Committee (SBMC), Parents Teachers Association and other relevant stakeholders especially those within the immediate environment of the school. By the completion of the entire procedure, educational institutions need to be able to generate a solid plan that, if executed well, would result in improvements in every area where issues have

been discovered. The uniqueness of the SDP process is that it is a tailor made process for all schools as each school is unique in itself - the problems facing school A may not be same as that of school B. As a result, each institution must design a procedure that works for them, provided that planned actions are carried out successfully and better learning objectives are met. Here is schematic presentation of a SDP process:



The School Development Planning Process (Adapted from the Government of Northern Ireland Department of Education 2010)

Identification of Vision, Mission and Ethos

The school's ethos must be recognised and shared by all relevant stakeholders. The SDP process should always begin with a clear description of the school's ethos, an explanation of its vision, and a mission statement, which will offer a clear policy guidance for the development phase.

School Self-evaluation

This entails determining the areas for development and the strengths via the efficient use of both quantitative and qualitative data. SS-e is essential to helping the school raise the standard of instruction for students under its supervision. A number of quality indicators are set out in the evaluation schedule for school to use in evaluating themselves (FGN-FEQAS, 2020)

Long Term and Short-Term Goals

At the end of the School Self-evaluation, the school will set up priorities for school improvement based on its findings, the goals could be short term such as to always keep the school environment tidy, improve the physical appearance of learners or long term such as holistic child protection, improving verbal and written communication amongst learners or improving learning gains in identified subjects. Duration of goals are usually within 1 to 3 years (UBEC, 2020)

Action Plan

This is the stage where the school asks the question “what must we do to make our plan a reality?” As a result, a strategic plan outlining the steps to follow in order to accomplish the priorities will be created. This plan which is the SDP should be one to three year based with timelines, targets and responsibilities. It should involve all relevant stakeholders and all implementers must understand and take ownership of the process. The plan ought to be evaluated in light of the developments and the input given to executioners on its efficacy.

The action plan should include:

- Designed results aimed at raising the calibre of instruction and learning as well as the standards that students meet.

- SMART goals to raise the bar for performance.
 - The steps that need to be done to make improvements and the estimated time frames for doing them.
 - The staff person or members designated as the lead for every task.
 - The amount of money and other resources that will be utilised to support each action and resource source.
- Northern Ireland Government (1999).

Implementation and Progress Review

It is imperative that the SDP be executed successfully and efficiently over the period of its term, with staff members being committed and the necessary resources being available. Regular monitoring and progress review should be in place in order to identify and resolves limitations that may occur. Robust evaluation and monitoring strategies help implementers to track progress, identify meandering activities and then trouble shoot to get the plan back on course (UBEC, 2020).

Concept of School Development Plan

A school development plan is the product of the School Development Planning process. It is the Action Plan for school improvement, therefore it can also be referred to as a School Improvement Plan, and it is a blue print for school improvement. It is a strategic plan that is derived from the findings of the School Self-evaluation (SS-e), which is an assessment of the school's readiness to meet its goals and objectives. A key component of the planning process for school growth should be effective self-evaluation, which should improve learning experiences and outcomes for all students. The School Development Plan is informed by the School Based Management Committee (SBMC), which works with the Parents Teachers Association (PTA) and other immediate stakeholders to carry out the SS-e.

“Every School a Good School” (ESaGS), a Northern Ireland’s policy for School Development emphasizes that school

improvement is first and foremost the responsibility of the school. Based on this premise, schools themselves are best placed to identify areas for improvement and to implement changes that can bring about better outcomes for pupils (Northern Ireland Department of Education, 2010). A strategic strategy for improvement is the SDP. It compiles, in an easy-to-understand manner, the school's top objectives, the primary steps it will take to enhance standards, the resources allocated to them, and the major goals and results it hopes to accomplish. School improvement is a never-ending process; therefore, the SDP is a continuous working document which provides a shared long-term vision for the whole school community.

UBEC (2020) enumerates the fundamental principles and scope of the SDP as follows:

- Schools are on a continuous journey to improve their mission, vision, ethos and aims
- The goal of the SDP is to initiate and sustain positive change
- The context of each school is different and the challenges are varied
- SDP is a collaborative process of relevant committed stakeholders
- The plan, as a working document, should be flexible to accommodate amendments and corrective actions.

Scope of the SDP

A comprehensive SDP should cover the following;

- Policy statements and guidelines, circulars and regulations
- Input and resources available
- Provision for professional support and teacher development
- Strategies for implementing policy provisions

- Strategies for mobilizing stakeholders support and engaging the community
- Mechanisms to raise standards and achieve priorities and targets with timelines
- Mechanism for monitoring progress and taking corrective measures
- Mechanism for communicating progress

Basic Education Improvement

Basic education is the most important stage of education as it provides the pivot on which all other stage of education rests, it is therefore crucial that its provision should be given utmost attention by all relevant stakeholders. However, for basic education to be effective, each school should take responsibility for improvement. G.J. Reezigt (2001) echoes this, stating that procedures at the school level that seek to enhance the standard of teaching in classrooms are necessary for effective school reform. The most effective approach to deliver better teaching is through school-based professional development, which the education system has to incorporate more of in order to make it more relevant. Encouraging more school-based activities and giving schools additional authority, capability, or money to plan pertinent training programmes need to be top priorities (OECD, 2010).

UNICEF (2019), in its Think Peace series, affirms that for effective school improvement to happen, every school must stand on its own feet, manage its own development and take responsibility for their actions. It was emphasised once more that the majority of the hard work needed to bring about change and development must be done by those working inside the schools.

An improved school, which leads to improved basic education, is that school which makes use of available resources to ensure that effective teaching and learning is taking place and that all learners are given adequate attention in all of the domains of

learning so as to achieve the aims of basic education as stated in the National Policy of Education.

An improved basic school is one that will optimally perform along the following indices;

- **Leadership and Management:** leadership should be able to effectively organise both human and material resources to achieve set objectives.
- **Care, Guidance and Safety:** an improved basic school is one which ensures that learners are provided with a healthy, non-violent and safe environment to learn, the school should have access to good toilets, portable water, first-aid box and sickbay. Avenues for learners to articulate their concerns as it relate to their attendance and learning is provided alongside guidance and counseling services.
- **The Quality of Teaching and Learning:** An improved basic school is one in which the teachers possess the requisite educational qualifications, knowledge, passion and the ability to impart such knowledge so that learning can take place.
- **Learning Environment:** an improved basic school is one which the learning environment is very conducive for learning with respect to its location, layout, fencing, general security and aesthetics. Available good classrooms, ICT facilities, library, laboratories, sporting facilities and functional source of power supply. The school also exhibit high maintenance culture and is free from vandalism
- **The Quality of the Curriculum and other Activities:** an improved basic school ensures that the curriculum is followed and also richly improved upon. It has passion and drive for co-curricular activities which it provides in a wide range for the all-round development of its learners.

- **Achievement and Standard:** an improved basic school will ensure that at least 90% of its learners achieve optimally in more than 60% of the subjects taught, it will ensure the regularity of continuous assessment. It will also strive to see its learners engage in inter and intra-school competitions.
- **Learners' Personal Skill and Participation:** This index sees to it that learners are really interested in being in school and enjoying their education. Learners are encouraged to participate in the school community by accepting leadership positions, having good relationship with fellow learners, avoid bullying and adopting healthy lifestyles.

School Development Plan and Basic Education Improvement

Irrespective of the policies, initiative and funding that has been dedicated to basic education in Edo State, the sector still records significant gaps in achieving the goals of basic education as stipulated in the National Policy on Education. Every school is unique and different from others; as a result, a School Development Plan must capture the unique strengths and weakness of each school and seeks out measures to improving strengths and strengthening weaknesses with the overall aim of improving outcomes for all learners. Thus, the overall goal of an effective SDP when implemented across board is to see to the achievement of the aims of basic education. The beauty of the SDP is the involvement of the school community in the life of the school. Basic education, though free, cannot be solely financed by the government; the involvement of the community enables the school to raise resources from well-meaning individuals, protect school facilities by preventing vandalism, inculcate discipline in both learners and staff and promote a general sense of 'school ownership' by all concerned stakeholders. This invariably

leads to effective schools which culminate in the achievement of the goals of basic education.

However, for the SDP to be effective, head teachers, teachers, learners and all stakeholders have to be adequately informed about its workability. This is the responsibility of the Local Government Education Authority (LGEA) It is also the responsibility of the LGEA to monitor the effective implementation of the SDP. Mortimore Peter (1992), in support of the above view, indicated that the strategic role of Local Education Authority (LEA) in the United Kingdom had been significant in the introduction of development planning into primary schools.

The SDP is a rich policy document that improves schools by engaging in school self-evaluation which enables schools to identify priorities; it then puts procedures in place to achieve these priorities. These procedures include identification and allocation of human, materials and financial resources, staff development and training, mobilization of stakeholders' support, monitoring and evaluation. The effective implementation of the SDP leads to the attainment of the goals of basic education.

Conclusion

Basic Education is crucial to national development and economic growth as it seeks to eradicate illiteracy among other gains, for this to be achieved, each basic school have to be prioritized as unique in its own right. As stated by UNICEF (2019), schools differ for a raft of different historical, cultural, and financial reasons. It is absurd to regard them as a homogeneous mass because these individuals are not every single one at the same stage of development. Programmes designed to enhance education must be adaptable and ready to change to fit the unique needs of each school. The School

Development Plan comes in handy as it captures school improvement in the context of individual schools while involving all relevant stakeholders in the process of school ownership and improving learning gains.

Suggestions

For effective attainment of the goals of basic education through School Development Planning, the following are suggested:

1. The rules regulating basic education in Nigeria should make school development planning a conscious policy and mandate that schools prepare school development plans at certain intervals. Since a school is always a part of the community, community members and other pertinent stakeholders should be included in the planning and development of the school in order to ensure that their communities' schools receive the support they need, whether financially or otherwise.
2. Training and retraining of head teachers and teachers should be school or cluster based and should include refresher courses in school development planning and basic education improvement strategy. This will enable the teachers to be abreast of current trends in school improvement and also encourage them to see themselves as vital in the school improvement journey.

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SIMULATION: AN INSTRUCTIONAL METHOD FOR THE TEACHING AND LEARNING OF EDO LANGUAGE IN SECONDARY SCHOOLS

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Abstract

Language practise and teaching go hand in hand. When educators take the time to investigate different methods, teaching languages can be a fascinating experience. Sadly, very few teachers really do it on a regular basis. This might be due to a lack of expertise and understanding of the various instructional pedagogies and approaches. Among these methods is the stimulation approach, a language-learning paradigm that enables students to communicate with their peers in a group environment that typically consists of three or four individuals. Among the advantages of simulation are that it provides students with the opportunity to work together to complete a task or find a solution, as well as to experiment with new vocabulary and structures. In accordance with the most widely held belief, simulations offer a means of establishing a rich communication setting (a replica of reality) in which students actively participate in a real-world system and carry out predefined duties as participants in that group. This paper advocates the use of stimulation in the teaching of Edo language in Nigerian secondary schools.

Keywords: simulation, instructional method, edo language, learning model, communicative environment.

Introduction

These days, studying English is mostly focused on communication skills. The goal of learning English is to make sure that pupils can converse in the language as well as acquire the language's scientific foundation. This is in line with the communicative approach, which emphasizes that learning a language is learning to communicate (Richards, 1986). In actuality, learning models are still unable to give students numerous opportunity to use the language they have acquired. The amount of pupils who, although having a sufficient vocabulary, are nonetheless hesitant to talk in English serves as evidence of this. This is not one of the strategies and tactics employed by educators; many of them are divided between the purpose of learning and the resources they utilise to teach it. For instance, educators might use their own language without introducing terminology from the communication environment (Davis, R S, 1996).

Additionally, during the learning process, students are put in classroom settings that offer few opportunities for them to communicate in real-world scenarios. Practise is crucial for enhancing communication skills, but learners aren't given many opportunities to do so. Language practise and teaching go hand in hand. When educators take the time to investigate different methods, teaching languages can be a fascinating experience. Unfortunately, due to insufficient experience and understanding of the many teaching pedagogies and strategies that may be used, very few instructors are able to do this.

Simulation is a type of interactive education where students participate individually and in groups in an authentic environment. Jones (1982) defines a simulation as reality of function in a simulated and structured environment. Additionally, Garcia, Carbonell et al (2001) opine that simulation is an exercise in which participants are competing

against nature From these definition, it can be concluded that the simulation is a learning model that is able to provide opportunities to students, especially young learners to develop thinking skills to respond to anything directly, and also the ability to interact with other students in a real context.

In a simulation, the student is immersed in a "world" that the teacher has created to simulate a real-world setting where students interact. The boundaries of this "world" are within the teacher's control, and she uses them to support the learning objectives for the pupils. Pupils get a sense of the scenario's reality and interpretive value (McClintock, 2000). Simulations are distinguished by their intentional ambiguity and non-linear structure, which motivates learners to engage in autonomous thought during decision-making. A simulation's success is often determined by the players' creativity and dedication.

This research focuses on the benefits of using simulation as a teaching method in language classes. It advocates for the adoption of simulation approach as an instructional method in the teaching of Edo language in Nigerian secondary schools.

What Is Simulation In Language/Teaching Process?

A technique of teaching, learning, or assessing curriculum information that is based on a real-world scenario is called a classroom simulation. Students are required to take on roles, evaluate facts, make decisions, and resolve situational problems in a simulation that aims to as nearly mimic real life as possible. Students react to the situation's changes as the simulation goes on by analysing the effects of their choices and subsequent actions, forecasting future issues and potential solutions. Students do activities in the simulation activity that allow them to gain knowledge or have their learning assessed.

A simulation affords students with opportunities for introspection and analysis, enabling them to discuss their experiences, appraise their own learning, and compare their

evaluations to the simulation's intended goals. Apart from fulfilling the goals of the simulation exercise, students frequently develop an interest in the real-world system that serves as its foundation and the factors that contribute to its functioning. One type of experiential learning is through simulations (Hyland 1993). This approach aligns nicely with the tenets of constructivist and geared towards students approaches to education, which give students control over the knowledge and methods they acquire and enable them to develop their understanding of the material through interactions with others rather than merely absorbing it.

A simulation may be utilised as an instructional technique (teaching method) at any level, from graduate studies to the elementary grades, when combined with relevant learning materials. The intricacy of a simulation need to correspond with the academic level and the amount of complexity of the content being instructed or assessed. A well-thought-out simulation makes a real-world system easier to understand while also bringing its complexity to light. Students can participate in the simplified system and learn how the real system operates without spending the days, weeks, or years it would take to undergo this experience in the real world (Ding, D., Guan, G. &Yinghui, Y. 2017).

Students do not have to pretend to be someone else when using the simulation method, in contrast to the role play methodology. During role-playing, for example, one student could be informed she is a grocery checkout assistant and another is a customer. Additionally, very strict rules describing the nature of the exchange or the linguistic points that students are supposed to cover may be provided to them. In role-playing games, players take on predetermined roles that are specified on role cards. It is a lot like performing in a play. It would not be necessary for the team members to concentrate only on a

particular collection of language points throughout the simulation, though. Effective communication, not precise word choice and structure, should be the aim. The group is given a task that may be completed in many sessions or all at once. These tasks might be harder, more in-depth, and either relatively short or longer in duration.

There is also another difference within games and simulations. They are independent. In other words, participants in a simulation and the players in a game are in charge of their roles within their particular environment (Jones, 1986). Nevertheless, players only have one job in a game, and that role is to win. Players are always players, and their goal is to win. The degree of function actuality distinguishes the two strategies from one another. If a simulation does not exhibit a high degree of function reality, it cannot be called a simulation. In contrast, games either exhibit little or no function reality. In this sense, the line separating games from simulations is not sharp; rather, it is a continuum.

Simulators try to replicate real-world scenarios as precisely as possible. For instance, if a group of medical professionals is studying Edo as a second language and they need to practise in a "real life" setting, you could set up a mock hospital or health centre where the doctors would have to interact with "patients," diagnose their conditions, and prescribe or treat them. The physicians must communicate with the patients to determine the origin of the sickness, drawing on their own experience, as the {patients may provide their own symptoms or manufacture ones. The problem is resolved when the doctor diagnoses the problem, and prescribes therapy,

According to Hyland (1993), there are three things that make the simulation important in language learning for young learners. First of all, since young students are inherently inquisitive to explore and learn, simulations serve to stimulate their peers. If their investigations are successful or enjoyable, it

will inspire them to study more. The simulation encourages people to examine their experiences and make decisions by providing engaging and authentic activities, giving them the impression that they are not actually learning. Secondly, it promotes communication. The supporting environment that simulation offers allows students to engage in some exchanges. Based on the subject or material, students will communicate with the teacher and with each other. Thirdly, it offers chances for intentional communication. In a simulated environment, students will engage in intentional conversation. For instance, they will ask each other how to purchase fruits or travel someplace, and some students will also ask each other how to make an offer or move in a certain route.

Experiential learning such as simulation has been promoted as a means to challenge student's misconceptions (McClintock, 2000). Experiential learning encourages higher-order learning, which promotes critical thinking abilities and self-directed learning (Kreber, 2001). Hakeem (2001) found that students involved in experiential learning have a greater understanding of their subject matter than students in a traditional lecture-only class. Rocha (2000) reported that students enrolled in classes where experiential learning methods are used perceived themselves as more competent practitioners than students in classes without these methods. Simulations are one type of experiential learning that is utilised in educational and community contexts; they include viewers in active instruction where members acquire knowledge from one another as well as from the "sage on stage" (Dorn, 1989). In business-related classes, simulations have been used to model international trade (Truscott, Rustogi, & Young, 2000) and the development of business enterprises (Goosen, Jensen, & Wells, 2001). In family life education, they have been used to illustrate divorced and remarried families (Crosbie-Burnett & Eisen, 1992) and

interactions between partners (Osmond, 1979). Social science courses studying institutions and individuals have simulated life in mental hospitals (Claiborn&Lemberg, 1974), and in prison (Haney, Banks, &Zimbardo, 1973). For teaching about poverty, Jessup (2001) maintains that: “Simulations are also more effective than conventional teaching methods at emphasizing abstract concepts over factual information, engendering empathy, and serving as a reference for ongoing discussions regarding social inequality” (p.103).

Apart from the aforementioned concerns, employing simulation in Edo Language instruction yields further advantages. They are listed below.:

1. By giving students roles to play, simulations may present practical scenarios that are similar to the actual world outside of the classroom and encourage genuine conversation. It encourages kids to be interested in and like learning. This in turn impacts positively on childrens’ personal and social development, general behaviour and wellbeing (Jenkins, 2011)
2. In simulations, students engage in constant communication, sharing ideas and interpreting situations as they adopt roles and work to carry them out.
3. Through simulations, students become participants in the event and get a firsthand look at how people act in a certain culture. Acquiring linguistic proficiency also entails learning appropriate cultural behaviour. Pupils are not only proficient in spelling words correctly, but also in selecting appropriate expressions that align with the prevailing cultural norms. Children are expected to be able to behave in non-verbal ways as well as verbally during simulations, such as those that simulate banks or post offices.

The application of analytical and evaluative thinking is encouraged via simulations. They urge pupils to consider the ramifications of a scenario because they are unclear or open-

ended. Because the scenario seems genuine, kids participate in the activity more fully and passionately.

Through simulations, students may acquire new ideas and learn how to apply them subtly in unexpected circumstances. Because they participate in the action directly, students frequently find them to be more intensely engaging than other types of exercises.

Students can also gain a deeper understanding of how politics, the environment, communities, and culture are managed through simulations. Students may learn about social injustice, for instance, by taking part in a resource distribution exercise. Researching and discussing are two other abilities that simulations may help you develop indirectly.

When to use simulation as teaching method

When educational content can be discovered or student understanding of essential material can be assessed through their involvement in a simulated real-world scenario in which their actions influence the situation's outcome, using a simulation as an instructional tool can be taken into consideration.

Simulated learning necessitates a time investment and a well-planned organisational structure from the instructor. Teaching the content and skills required to participate in the simulation, following interactions between students, tracking and altering the simulation as needed, assessing student learning, evaluating the simulation as an educational opportunity, and presenting the educational activity with a lot of excitement and enthusiasm are all part of the teacher's role. The creation and duplication of materials is required, as is the scheduling of each day's events. Furthermore, the instructor must allot time for discussion during the simulation. The teacher has time throughout the simulation to observe and guide students, which

are great ways to gauge their learning, as they have to do a lot of work before the simulation runs. Although using a classroom simulation requires a lot of work, both teachers and students benefit greatly from their students' performance in a carefully constructed, appropriate simulation.

Many simulations have a realistic quality that may be quite inspiring. When a teacher is enthusiastic about role-playing and presents it to the students as a fantastic way for them to transform who they are, it can catch on. As they solve issues and make decisions, just like adults do, students are actively involved in their education. A platform for the validation and appreciation of original, creative thought is offered by simulations. With simulations, students continue to learn even after class ends since they are far more like the {real world than many other teaching strategies. Their curiosity extends to casual conversations with adults and other students outside of the classroom when experiences and viewpoints are exchanged and assessed. There is a surge in enthusiasm and high school enrollment. Students who carry on their conversations at home grow into educational ambassadors. Many students say that this type of learning is real and engaging rather than tedious.

Implementation of simulation in a language class

Using simulations for a basic level classes in secondary schools, Using or developing straightforward simulations with fewer complex processes is a smart idea. Hyland (1993) proposes four-part structure in implementing a simulation

1. Preparation

a. The instructor makes sure the pupils are comfortable and confident with interactive learning in advance. Making new friends and being in a strange setting might be frightening for some kids. Therefore, the instructor has to know how to help the pupils feel comfortable interacting with friends.

Examining the needs, interests, and skills of the pupils. Teachers might watch what students often desire and do in the classroom or ask them what they would like to do there in order to gauge their needs and interests. They'll respond honestly and spontaneously.

c. The instructor chooses or creates the simulation after learning about the needs and interests of the pupils.

d. Setting up the space and assembling the necessary materials is the final stage of preparation. Since simulation involves a real-world environment, as was previously said, the classroom or room needs to be equipped with materials or equipment to facilitate the activity.

2. Debriefing

The debriefing process is a crucial component of simulation. By doing this, the instructor aids students in comprehending the task, going over the terminology used, and strengthening areas of weakness. Another crucial step in the simulation process is debriefing. At that moment, debriefing is the most important part of the simulation process—it's not just a summary of what happened. Lyu (2006) states that “ for the basic level learners, the teacher may have to help them to explain what they did and why by asking questions like “ What was your role?” , “ Where did you go?” , “ What did you want to do/buy/ask ?” , ‘ Why did you do that?’ , etc. since they may not be able to explain fully in the target language.”

“Whatever the goal, the debriefing generally proceeds through seven stages:

- describe the problems and events that occurred
- determine the extent to which those also occur in the real system
- decide what factors in the simulation were responsible for those problems and events

- determine the extent to which those factors are also present in the real system
 - design changes in the simulation that would avoid or solve the most serious problems
 - indicate corresponding changes that could be made in the real system
 - gain commitment from the players that they will seek to achieve the necessary changes in the real system.
- (Wiggins, 2016)

3. Know what you want to accomplish. Even a brief simulation activity should have clearly written learning outcomes.

4. Develop evaluation criteria along with the learning outcomes, and ensure that students are aware of the specific outcomes expected of them in advance. You might find it best to use simulations as part of the process of learning rather than as a summative measure of it.

5 Design the simulation as simply as possible, eliminating everything that does not clearly contribute to the students' achieving the learning objectives. It's better to have the simulation too simple than too complex, even if that means sacrificing some of the realism.

6. Ensure that students understand the procedures before beginning. Frustration can arise when too many uncertainties exist. Develop a student guide and put the rules in writing.

In order to succeed, simulation should be underpinned by a sense of reality or should create a brand-new reality. Ideally, it should be relevant to the lives and interests of the students who are in charge, with the teacher unobtrusively monitoring the proceedings. This feature of Simulation increases students' autonomy and motivation, and lowers their anxiety levels since they are interacting as equals with a small group of their peers rather than performing for the teacher and class as a whole.

USING SIMULATION IN EDO LANGUAGE CLASS

Simulation can be a powerful tool in teaching Edo language as it provides learners with opportunities to practice language skill in realistic and interactive contexts.

1. **Role-playing simulations:** Assign students' different roles or characters to act specific situations or scenario. This can be used to explore the rich Benin historical events, festivals like the Igwe or some other Benin traditions.

2. **Language-based games:** Incorporate educational games that simulate real world scenarios and challenges. Language games, such as "ise", "Akhue", and "ogirrise" provide an enjoyable way for students to practice language skills. They involve problem solving, decision-making, and communication, all while reinforcing vocabulary, grammar, and Edo language structure.

3. For learners aiming to improve language skills for specific professional context, simulation can tailor to simulate workplace scenarios. This may include mock business meeting, negotiation and pricing of items in the market using Edo language

When employing simulation in Edo language teaching, it is important to provide clear instructions, guidance, and feedback to ensure learners understand the objectives and can reflect on their language.

Conclusion

Simulation is an invaluable tool in language teaching that offers numerous benefits to both teacher and learners. By creating realistic and immersive environment, simulations enable learners to actively engage with the language, enhance their communicative skills, and boost their confidence. Additionally, simulations provide a safe space for learners to experiment with language in a controlled setting, enabling

them to make mistakes, receive feedback, and improve their proficiency. Moreover, simulations allow teachers to assess learners progress, identify areas for improvement, and tailor instruction to meet individual needs. Ultimately, incorporating simulation into language teaching fosters an interactive and dynamic learning experience, promoting meaningful language acquisition and preparing learners for real-world communicative situations.

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THE PLACE OF COUNSELLING IN THE PREVENTION/MANAGEMENT OF YOUTH RESTIVENESS AND VIOLENCE IN NIGERIAN SCHOOLS

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Abstract

Every civilization has an idea about the attitudes, characteristics, and roles that men and women, respectively, perform. The social constructions of what conduct is considered masculine or feminine differ depending on the location. Particularly today's boys and men are incredibly self-assured, macho, unable to cry, violent or aggressive, restless, risk-takers, breadwinners, resilient, fearless, curious, organised, virile, sexually aggressive and educated, autonomous, free and individualised, arrogant; eager, self-absorbed, driven by achievement, and so forth. It is doubtful whether we can really provide for the wholesome development of our people, if we are not clear as to what contributes an educational experience. Misleading concepts are bound to misdirect our energies and resources into practices that yield minimal fruits and sustain wholly uneducated responses. This, among other reasons, is why it is difficult to say that most of our daily habits are reflections of our failure to properly educate the mass populace. This among others makes the

assessment of counseling in the control of youth restiveness in Nigerian inevitable task, because it constitutes the bedrock of the development of self-activity of each individual person. This paper therefore examines the challenges of youth restiveness and violent behaviour among them in Nigeria and proffers some suggestions for its proper implementation.

Keywords: Youth Restiveness, Violence, Abuses, Counselling.

Introduction

When various forms of abuse, such as mental, physical, romantic, emotional, verbal, and so forth, are carried out in a school setting, it is known as youth restiveness and violence. These behaviours have a high risk of causing harm to the victim's body or mind, lack of development, or deprivation. Violence as a concept is perceived by different authors as a broad and complex subject. From the traditional aspect of crime prevention programmes, violence is defined as acts which cause physical or psychological damage or injury (Urban Management Programme, 2000).

The world Health Organization (WHO, 2012) reports that violence is recognize as one being a major public health problem universally ad as one of the leading cause of death for people aged 15 to 44 years, accounting for about 14% of deaths among males and 7% of deaths among females world-wide.

Without ensuring that students are secure in schools, the government will not be able to fulfil the goals of universal education. Because violence is not a singular occurrence, acts of hostility and violence committed by and against children pose a serious danger to world development. It manifests in a variety of ways. It's critical to recognise its primary symptoms and, if at all feasible, to discern several varieties inside them. The world Health Organization (WHO, 2012) defines violence

as the international use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation.

Nigeria's government is concerned about the rights and wellbeing of children, as seen by the several laws that directly address child-related issues in the country today. Over the past ten years, several incidents of aggressiveness and violence against children have been documented. These include torture, kidnapping, shooting, rape, sexual assault, corporal punishment, and other similar incidents. Nevertheless, these violent acts are not adequately documented. In response, Mr. Kofi Annan, the UN secretary general, was instructed by the General Assembly Resolution 57/90 of 2002 to commission a worldwide in-depth study of violence against children in order to present a global picture. According to the research, there are several forms of child abuse that occur in families, schools, prison facilities, alternative care facilities, and workplaces for children. There are several definitions of violence. In 2002, the World Health Organisation (WHO) revealed that there were more than 53,000 child murders globally. According to a poll conducted across many nations, 20 to 65 percent of school-age youngsters said they had experienced verbal or physical bullying. In addition, the WHO (2002) calculated that 73 million boys and 190 million girls under the age of 18 had experienced sexual abuse. Globally, between 100 to 140 million girls and women experienced some kind of female genital mutilation (FGM). Violence against children is a global problem that endangers not just their health but also their capacity to study and develop into responsible individuals who can build stable families and communities.

Theft, burglary, and criminal damage are examples of crimes that often make up a smaller percentage of all crimes

than violence as defined by criminal law. For instance, it accounted for 22% of all crimes reported in England and Wales in 2006–2007 (Home Office 2007). The underlying rate of both violent and overall crime has been largely dropping, despite the fact that officially registered violent crime quadrupled between 1988/1999 and 2006/2007. Instances of minor injuries have decreased by 58%, wounds have decreased by 37%, while attacks that leave no injuries whatsoever have decreased by 36% since 1995. Nevertheless, according to British Crime Survey estimates, there were still nearly 2.5 million of violence against adults in 2006/2007. The amounts and level of seriousness of personal violence show considerable international variations (Bureau of Justice Statistics, 2003). There are many forms of violence for example: physical abuse, verbal abuse, emotional/psychological, sexual abuse and so on. A national study on Assessment of violence against children at the basic education level in Nigeria was carried out by UNICEF (2007). One of the recommendations was “to educate parents and other adults about the problem of violence against children and ways to protect their children from violence and to recognize the signs of abuse if it has already occurred”. According to UNICEF (2007), assault on children is a grave violation of their human rights and has detrimental effects on their emotional and physical well-being both immediately and over time. Famuyiwa (2014) stressed that parents, guardians and government should not allow children to suffer in the midst of plenty, saying that anything the society impacts on the young today, would definitely manifest itself in the future of such children. To this end, she advised that apart from government, every political leader and the citizenry must contribute their own quota towards the envelopment and betterment of the nation, so that we can have a guaranteed future.

Article 19 of the United Nations (UN) Convention on the Rights of the Child grants children an absolute right to protection from all forms of violence states:

Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child (UNICEF, 2000).

Though schools are relatively safe, any amount of restiveness and violence is unacceptable. While interruptions to the educational process are certain to have a detrimental impact on the kids, the school, and the community at large, parents, teachers, and administrators want the schools to offer a safe sanctuary for learning. A subgroup of adolescents and a larger public health issue is school violence. Victims can suffer serious injuries significantly, socially, psychologically, emotionally or even death. These young children can be victims, offenders or witnesses to violence or a combination of the aforementioned details. Not all injuries from school violence are visible, and being exposed to it can have a wide range of detrimental effects on one's health, including anxiety, sadness, and many other psychological issues. Like how acts of violence in schools may cause dread. Taking into account that violence has various complex courses preventing and limiting its consequences may be achieved only by resorting to measure as complex as the actual situation which would cover all its aspect by understanding coordinated actions and creating a large national, local and international partnership.

Akparanta (1994) attempted to provide reasons for violence in post-civil war Nigeria, arguing that following the war, there was an abundance of guns in private hands and times were hard economically. Many young people were misled by declining educational standards and a dearth of

specialised training in fields important to the survival of both the agricultural and industrial sectors. Another argument made was that the consistently unstable political environment, the absence of progressive economic management, the resulting soaring inflation, and the excessive concentration of wealth in the hands of a small number of people in positions of public authority contributed to the general public's sense of helplessness and haplessness.

Albert (1994) identified causes of gang violence in Africa to include among others; high population growth rates with its attendant unemployment, poor wages, poor living conditions; urban culture shocks and poor quality of urban management that is manifested in the crises in health care, transportation, housing and employment.

However, the genesis of violence is multi-causal as Salami (1994) postulates that any attempt to explain violence should be approached from the psychological, social and anthropological prisms. The more recent manifestations of brutality by urban gangs, terror organisations, cult groups, and ethnic militias are important sources of worry, causing disruptions in urban economy and society, despite attempts to theoretically contextualise growing crime rates in Nigerian urban areas.

In Nigeria, according to UNICEF, “sexual abuse of children often takes place behind closed doors and is unreported and undetected.” Thousands of Nigerian children are reportedly living on the sidewalks of Lagos and other major cities, including Benin City, according to Ogundipe and Obinna's 2007 research. They said that these kids had been abandoned or mistreated by their parents, and they had been exposed to numerous dangers and threats. Acts of violence against children is a major problem ravaging most educational system today and its increase has a corresponding effect on the children themselves such as school dropout, exam malpractice,

depression etc. According to a research work by UNICEF in Nigeria on “Assessment of violence against children at the basic education in Nigeria” the finding states that the existing types of violence in schools are:

Physical, psychological, sexual, gender and health based violence. However physical violence (85%) and psychological violence (50%) accounted for the bulk of violence against children in schools. Other types of violence reported among learners in basic education level in Nigeria included gender-based violence (5%), sexual violence (4%) and health related violence (1%) (UNICEF, 2007:8).

According to this research, the perpetrators of this restiveness and violence include those who are involved in physical abuse, corporal punishments, sexual abuse, emotional abuse and psychological abuse. And they are members of the school community including teachers, head teachers and students themselves. The results of the worldwide study on child violence demonstrate that children constantly experience abuse and violence in the places where they live, gather, and interact. Concerns about school violence and disturbance are shared by parents, students, teachers, political leaders, and other community members. The way that the general population views violence depends on perception and reality. As a result of the spill-over effect, Nigeria's metropolitan streets and neighbourhoods, particularly the lower-class ones, are currently theatres of unrest and violence.

According to Olutayo (1994), incorporation of their colonies into the world capitalist system was the major task of the colonial regimes. Regretfully, this is how neo-colonial systems have persisted throughout Africa. The political institution was and is utilised to establish financial superiority in all of the previous colonial governments in Africa because a capitalist society fosters the dominant position of the financial system across all other societal institutions. In these states, the

superstructure is not under the power of those who hold the financial substructure. It is the contradiction of this disjuncture in the neo-colonial structure that Mabogunje (1990) once argued as constituting the predicament in Africa societies. Young people were removed from family work and assimilated into the urban capitalist system mostly via schooling. New organisations that had policies and procedures distinct from the substructure added to the teenagers' socialisation. By experiencing the new life, children learned to live without their parents, yet they remained rooted in the long-standing customs. Even in cases when they possessed the financial means, they still had obligations to their extended families. Over time, the benefits of staying in a rural area diminished, leading school dropouts to either become homeless in urban areas or engage in non-formal occupations. This caused a flood of able-bodied adults and kids from rural regions to migrate to metropolitan areas in quest of better lives.

The current state of affairs is that the nation's metropolitan neighbourhoods and streets, particularly the lower-class ones, are theatres of unrest and violence brought on by the cult's spillover impact. Politicians arm these gang members during election campaigns and demand that they give the weapons back when the polls are over. Additionally, the dishonest businesspeople use gang members with high-tech weapons as their bodyguards when bunkering—the illicit trade of crude oil on open seas.

Acts of aggression, violence and restiveness by and against children in schools have now become a pressing issue that concerns both teachers', parents and the general community at large. These concerns are reflected in a number of issues raised in the cause of school violence by and against children and can also be seen in the Child's Right Act of the United Nations in November 20, 1989. The school is the most influential and effective public social setting for young

children, since it is here that they begin their first struggles to establish meaningful social identities. However, very little research has been done on the best ways to minimise violence against children in Nigeria at the moment. In general, creating a sense of belonging, competence and autonomy would be promoted by positive, supportive interaction with adults and other children during the school day and undermined by experience of humiliation. Since the school is a social system controlled by rules, boundaries and norms that need to be supported to survive, there are often negative, socially painful consequence for violation or discrepant behaviour that threaten the coherence of the system and the authority of those whose role is to sustain it; in this process humiliation or phobia of being shamed can serve as a powerful emotional tool for carving social behavior, children receive instructions. When ridicule becomes pervasive, the classroom is transformed into a hostile space where fear for one's physical and mental well-being predominates. Good schools however find ways to become communities that care, where value, trust, mutual respect and citizenship are reinforced through school policies, rules, supportive and appreciative behaviors.

Youth violence that takes place on school property, at an event organised by the school, or on the route to or from school is referred to as "school restiveness and violence." A young person may experience school violence as a victim, an offender, or a bystander. There are many different types of violent acts committed by young people; some of these acts, like bullying, slapping, or striking, might inflict more emotional pain than bodily harm. Other violent crimes, such as gang warfare and assault (with or without weapons), have the potential to cause fatalities or severe injuries.

Effects of Youth Restiveness and Violence on the Nigerian Society

In accordance to the Education Encyclopedia-State University.com (2011), gang-related behaviours are being taught to students as early as the third grade. If friends and relatives are already involved in gang activity, there is a higher chance that a student may join a gang. Once kids are involved in a group, it might be hard for them to escape. Resources against gangs are frequently targeted to fourth and fifth graders, when the majority of children join gangs. Counsellors can determine if a kid is "at risk" of engaging in gang-related activities. They may also play a significant role in assisting the family in helping the children stay away from gang participation. At present in Nigeria, very little has been appreciated about the best way to reduce school – based violence by and against children through counseling and also the knowledge and awareness of teachers about this scourge; this is why this research is carried out mainly to assess teachers' level of awareness and knowledge of school – based violence by and against students and also to have an in-depth understanding of those involved in school – based violence as well as the form in which they occur in schools and the best way to remedy it through counseling.

Conclusion

In conclusion, there is strong evidence that gang violence and young restlessness have a detrimental impact on pupils' academic performance. The majority of the data pertains to both boys and girls. The work of the counselors towards children who are victims of gang violence therefore is to apply the professional skills in counseling and in addition effective communication in assisting the children. Among these professional skills are citing Egbochuku(2008) they include:

Ethical behaviour, Intellectual competence, Acceptance, Understanding, Sensitivity and a host of other factors.

The points listed will assist the counselor in attaining his/her set goal when assisting children who are victims of gang violence or violent activity, thus promoting stability in our educational system. Counseling is a two way exchange to explore problems, understand client problems, resolve or come to term with their problem. From the aforementioned we can see that counseling and advice are two parallel lines. In fact counseling is a service designed to help individuals analyze themselves by relating their capacity, achievements, interest, weakness and mode of adjustment.

Contributions

1. Guidance counseling should be introduced in all primary and secondary schools to help provide assistance to victims of violent acts in schools and help in providing adequate information that will help minimize the scourge in schools.
2. Adequate and qualified personnel should be trained in counseling psychology to help meet the manpower needs of the state.
3. Teachers should undergo **on-the-job** and **off-the-job** training to help improve their awareness of violence against children in schools.
4. Guidance Counselors in schools should not be compelled to take teaching load in order to give them enough time to carry out their counseling as a full-time job.
5. Adequate arrangement should be made for students counseling in the school time-table to ensure that students have convenient time for counseling.
6. School counselors trained in counseling psychology should be posted to various schools in the state.

7. Teachers, school authorities, parents should be educated and oriented on the role of the counselor to help erase some errors they have on the role of the counselors.
8. The Ministry of Education and the relevant bodies should create awareness on the dangers inherent in violence against children in schools.
9. The Counseling Association of Nigeria (CASSON) should help create more awareness on the importance of counseling as a profession in fighting the menace of violence against children in schools.
10. Counselors in schools should be provided with the conducive and right environment that will help them in executing their functions and promote confidentiality when dealing with cases of violence.

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THE RELATIONSHIP BETWEEN IMPLEMENTATION OF THE UBE PROGRAMME AND PUPILS' ACADEMIC PERFORMANCE IN EDO STATE PUBLIC PRIMARY SCHOOLS

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Abstract

The study examined the connection between students' academic achievement in Edo State public elementary schools and the implementation of the Universal Basic Education (UBE) Policy. The research method used was a descriptive survey based on correlation. All 1,089 public primary schools across 18 LGAs of Edo State and their 337,854 pupils were the populations of the study. One hundred twelve public primary schools in Edo state made up the sample. There were multiple-stage samplings to determine the sampled schools. Two different tools were used for the data collection. The first was a checklist tagged: "Universal Basic Education Policy Checklist (UBEPC)," and the second was designed to collect the Primary School Certificate Examination result of pupils from the 2014/2015 to 2017/2018 academic sessions. Person Product Moment and descriptive analysis were used to examine the data. The study's findings indicated that Edo State was implementing the UBE Policy moderately. Additionally, Edo State's public elementary school students' academic performance was largely mediocre. Across the four sessions, 2014/2015, 2015/2016, 2016/2017, and 2017/2018, pupils with credit and merit (Moderate) performances were between 60.3% and 67.1%. There was a direct and positive correlation ($r = 0.104$) between the UBE policy's implementation and students' academic achievement, although the link was not

statistically significant ($P>0.05$). The study came to the conclusion that improving UBE implementation in all Edo state schools while closely observing and evaluating the procedure will have a major positive influence on public primary school students' academic performance.

Introduction

Since the signing of the Universal Declaration of Human Rights in 1948, education has been acknowledged as a basic human right. According to a regional overview by UNESCO (2005), in 2000, only 58% of children in Sub-Saharan Africa were enrolled in primary schools, the lowest enrollment rate of any country in the world. Due to population growth and the necessary education scheme, more people will complete formal education in the next 30 years than at any other time in human history (UNESCO, 2005).

For a long time, Nigeria has made efforts to improve its education sector for optimal national development. Although there is a level of improvement in the educational sector, more effort is needed in Basic Education to meet current challenges such as poverty, disease, hunger, illiteracy, general underdevelopment, and future emerging challenges. However, the current challenges are rooted in the past neglect of education and the numerical skills of the children. Meanwhile, this, among other reasons, birthed the UBE Act of 2004, which specifically stated the establishment and financing of UBE policies across states and local government education authorities in Nigeria.

Based on the Nigerian School Curriculum, the UBE covers free and compulsory education for school-going ages from primary 1 to junior secondary school 3 (basic 1 to 9). At the primary school level, after primary school completion in Nigeria, pupils usually obtain a Primary School Leaving Certificate. This is usually awarded in addition to the continuous assessment and

is a pre-requisite for entering junior Secondary school.

Academic performance is a crucial part of the educational process. The ultimate aim of instruction is to improve the recipient's effective, cognitive, and behavioural outcomes. The teaching-learning process can thus be effective when it produces the desired change in the subject(s) exposed to it. Though several variables impact the quality of pupils' academic performance, the place of academic performance is vital in determining the effectiveness and efficiency of classroom instruction and policy implementation. Pupils belong to different demographic setups, and this variance can be assumed to contribute to academic performance.

Statement of the Problem

Universal Basic Education (UBE), which has well-defined goals, including providing for all children in Nigeria, making schooling free and mandatory, and cutting dropout rates significantly, has yet to have its fair share of program implementation. The UBE, a component within the education sector, might have been affected by several factors, such as a need for collaboration among stakeholders in the subsector. The decline in the quality of primary education in the country, as observed by scholars, may also be the tale of the success of UBE. There were cases whereby some public primary school pupils were unable to read and write or spell accurately, even among higher basics (Basic 4-6). Given its policy goals and framework, this suggested some levels of poor implementation of UBE policy. There are cases of cheating and malpractice among primary school pupils in the leaving certificate examination, suggesting UBE implementation inadequacies.

Omemu (2018) carried out a study that considered the performance of pupils in Edo State. The result revealed a perceived poor trend of performance by pupils. In the previous years, 1999-2010, out of those who wrote the Primary school

leaving examination, the ratios of the people who passed were given as follows: distinction 8%, merit 15%, and pass 20% of the pupils. Such a perceived poor performance became the subject of debates and great concern to Nigerians who are stakeholders.

It was also observed that despite long years' investment on education and the operations of UBE policy, public school pupils' academic performance in debates, spelling, reading, arithmetic, and verbal and quantitative reasoning seems not comparatively favourable with the expected performance standard in School leaving certificates. In light of this, the goal of this study was to determine how the degree of the Universal Basic Education (UBE) program's implementation related to students' academic achievement. Could the level of implementation of UBE Policy being responsible for public schools pupils' academic performance?

Research Questions

1. To what extent is the UBE Policy being implemented in Edo State's public elementary schools?
2. How well do students do academically in Edo State's public elementary schools?
3. Is there a connection, or link, between the degree of UBE Policy implementation and the academic achievement of students in Edo State's public primary schools?

Scope and Delimitation of the Study

The purpose of this study was to look at how the UBE policy's implementation affected students' academic achievement in Edo State's public elementary schools. The minimum standard guideline was the yardstick for measuring the level of implementation. The guideline items used to judge the level of implementation included teachers' qualifications. The level of Basic Education of interest in this study was the primary level. The study was restricted to the public primary schools in Edo

State. It covered four academic sessions, namely, 2014/15, 2015/16, 2016/17, and 2017/18 sessions.

Literature Review

In this section, the literature review covers the theoretical framework, concepts of UBE policy, academic performance, and the implementation of UBE.

Theoretical Framework

This study's theoretical framework was Walberg (1981)'s Educational Productivity theory. The theory explained the factors that affected academic performance and how they did so to account for pupil achievement. Its four pillars are time on task, instructional quality, realistic goals, and positive reinforcement (Cohen *et al.*, 2003). The theory focused on nine variables that affected academic success. They were (i) learner ability, (ii) motivation, (iii) age/developmental level, (iv) quantity of instruction, (v) quality of instruction, (vi) classroom climate, (vii) home environment, (viii) peer group, and (ix) exposure to mass media outside school (Walberg, 2003).

The first three variables were learner characteristics, four and five were instruction, and six through nine were psychological environment. The theory defines *instruction* as the availability and quality of materials that aid the teaching-learning process. At the same time, learner characteristics are intrinsic factors individuals have little or no control over. The psychological environment, on the other hand, is the learner's environment. They directly impact the pupil academic performance. Thus, the psychological traits of individual pupils and their immediate psychological environments affect educational outcomes (cognitive, behavioural, and attitudinal) (Papanastasiou, 2002). Fig. 1 represented the theory diagrammatically."

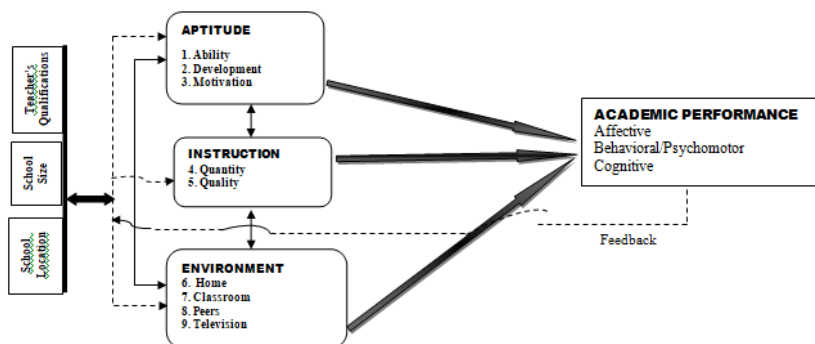


Fig. 1: Walberg Theory of Educational Productivity (1981); (Fraser *et al.*, 1987).

The Universal Basic Education Policy

The UBE was birth outcomes of several international conventions and conferences. The 1960 UNESCO Convention Against Discrimination in Education (CADE) addressed discrimination, equality, free primary education, and minority rights (UNESCO, 2014). Also, Nigeria joined many international and inter-African educational agreements to provide primary education to all. They were born at conferences and summits where stakeholders, government leaders, and participants met. Nigeria signed the Jomtien 1990 Declaration and Framework for Action and the New Delhi 1992 Declaration to promote education. These documents reflected the global consensus on a larger vision of primary education and a renewed commitment to meet the basic learning needs of all children, youth, and adults.

Also Nigeria was a participant of the 1990 World Conference on Education for All (WCEFA) in Jomtien, Thailand where Universal Basic Education (UBE) was globally accepted. Everyone agreed that all children must be educated by 2020. On September 30, 1999, President Obasanjolaunched Nigeria's UBE Policy. The UBE was created to adapt to the new

millennium's interconnected and complex world. The implementation guidelines stated that UBE policies included

1. Creating a strong awareness of education and a strong commitment to its aggressive promotion among all citizens;
2. Offering free, universal primary education to all Nigerian children of school age;
3. Drastically lowering the number of dropouts from the formal education system (by improving relevance, quality, and efficiency); and
4. Meeting the needs of those who are impoverished.

Hence, based on the above, UBE's central policies are compulsory feeding, mid-day meals, textbooks, and local language instruction. Parents and others must fund children's education.

Concept of Pupils' Academic Performance

The definition of 'performance' is very flexible as different authors and scholars place the best concept and let the context take care of the definition. Nevertheless, in broad terms, performance depends on the duration of activities. Measuring performance is evaluating how well a prior action was executed. While more specific to performance measurement, organizational management measurement evaluates how well organizations perform against their stated goals and for their stakeholders.

Adedeji (1998) stated, "pupil's performance is very important because it appears to be the major criterion by which the effectiveness and success of any educational school could be judged." Performance, according to Olanipekun and Aina (2014), is "an observable or measurable behavior of a person or an animal in a particular situation usually experimental situation" Thus, performance quantifies the actions or a component of an accomplishment that may be seen during a particular time. "Individual performance is a core concept

within work and organizational psychology. During the past 10 or 15 years, researchers have made progress in clarifying and extending the performance concept" (Campbell & Knapp, 2010, pp. 44-45). Major determinants and mechanisms linked with individual performance have also been identified through the study of both current and past trends. Researchers used several different approaches to gain an understanding of performance. All writers agree on conceptualizing performance. They agree that performance consists of both an action (i.e., behavioral) and an outcome (i.e., final result) element (Campbell & Knapp, 2010). A long-term goal can be expressed as an outcome component since it describes the outcome or consequence of a behavior. Additionally, while agreeing that performance must be differentiated based on the behavior and outcome, authors disagree on which of these two performance components should be labeled.

There is a range of factors that impacts the quality of performance of pupils (Waters & Marzano, 2006). A number of variables are taken into account in order to determine the aspects that impact academic achievement quality. The quality of academic achievement becomes a highly difficult and monumental undertaking in order to determine the most important components. Public school students come from a variety of backgrounds, based on their demographics and the credentials of their teachers.

As in the primary education in Nigeria, performance are measured across terms and sessions from grade 1 to Grade 6, however at the end of the six year's educational activities, the overall performance of a pupil is measured with the school leaving certificate examination results. This overall result formed the basis at which the performance of the pupils in Edo state public primary schools was determined.

Implementation of the UBE policy and pupils' academic performance

UBE policy implementation cannot be separated from pupils' academic performance because the pupils' academic performance is the hallmark or endpoint of the entire process of policy formulation, teaching, and learning. Implementation is the process of putting an idea into effect. According to Ogbonnaya (2003), implementation is the process of achieving goals or implementing a strategy. It is completing a task, engaging in an endeavour, or achieving a goal.

Therefore, implementation refers to applying innovative concepts and policies to achieve a particular goal. What exactly is academic performance? Is it a regulated behavior exhibited by a person or thing in a given circumstance? (Adedeji, 1998). In light of this, performance measures observable actions at a given moment. A pupil's performance is the primary metric by which any educational school's efficacy and success can be measured (Agharuwhe, 2013).

Methodology

This section addressed the study's design, the method of data collection, and the analysis of the study, among others.

Design of the Study

This study was descriptive survey research that adopted the correlational research design.

The population of the study

The population of the study comprised 1089 schools in the 18 Local Government Areas in Edo State. The populations of the teachers and pupils in the study area were 8,440 and 337,854, respectively. The pupils' performances were measured using the primary school leaving certificates of the primary six pupils (Source: Edo State Universal Basic Education Board, 2017). The school population is represented in Table 1.

Table 1: Population distribution of Public Primary Schools in Edo State

S/N	Senatorial District	L.G.A	No of primary schools
1.	Edo South	Esan	39
2.		Bopoba-Ocha	62
3.		Oredo	85
4.		Oshiomogho	94
5.		Ovia North-East	100
6.		Ovia South-West	93
7.		Umunwode	90
8.	Edo Central	Esan Central	40
9.		Esan North-East	43
10.		Esan South-East	63
11.		Esan West	45
12.		Igueben	36
13.	Edo North	Akoko Edo	70
14.		Essako Central	29
15.		Essako East	53
16.		Essako West	55
17.		Owan East	48
18.		Owan West	44
Total			1089

Source: Edo State Universal Basic Education Board, 2017

Sample and Sampling Technique

A total of 110 public primary schools were used as a sample, equivalent to 10% of all public primary schools in Edo State's three senatorial districts. A stratified sampling technique was used across the senatorial and LGA to get the sampled schools. Table 2 explains the sampling method used.

Table 2: Sample Distribution of Public Primary Schools in Edo State

S/N	Senatorial District	Sampled LGA	Sampled schools (10% of population)
1.	Edo South	Egbe	4
2.		Ipoba-Ocha	6
3.		Oredo	9
4.		Othionmwon	9
5.		Ovia North-East	10
6.		Ovia South-West	9
7.		Uhunmwode	9
8.	Edo Central	Ezan Central	4
9.		Ezan North-East	4
10.		Ezan South-West	6
11.		Ezan West	5
12.		Igboya	4
13.	Edo North	Akoko Edo	7
14.		Etsako Central	3
15.		Etsako East	5
16.		Etsako West	6
17.		Owan East	5
18.		Owan West	5
Total			110

Source: Edo State Universal Basic Education Board, 2017

10% of the schools within the designated LGAs were chosen proportionally. Because schools are whole numbers, 10% of the sampled schools was 110, and the numbers of the primary schools in the selected LGAs were rounded to the nearest whole number after division by 10.

Table 3: Distribution of sample along the Number of primary six pupils sampled in Edo State

Variables	No of Sample
No of primary six pupils sampled	5679

Note: Number of schools sampled was 110 while the number of primary six pupils sampled was 5679.

Research Instruments

Two instruments were used to collect data: "Universal Basic Education Policy Implementation Checklist" (UBEPIC) to measure the implementation of the UBE Policy, and a "Primary Six Certificate Result Checklist" (PSCRC) to collect data from public primary six results

Validity and Reliability of the Instrument

The research instruments were validated by the researcher's supervisors and one other in the Department of Educational Management, but were not tested for reliability as they were checklists.

Methods of Data Collection

The researcher administered the research instruments personally with the help of the research assistants in each of the sampled schools. The data collection spanned five months, from January to May 2019. The two checklists were distributed to 110 sampled schools, and they were all retrieved.

Methods of Data Analysis

In answering the research questions, frequency counts, and percentages were applied. In addition, visual representations were utilized to illustrate the pattern of teachers' qualifications and pupils' academic performance. The Product Moment Correlation coefficient was applied to test for a relationship among variables. Moreover, Fisher Z statistics were employed to test the hypotheses. At the 0.05 level of significance, all hypotheses were tested.

Results

This section presents the analysis of collected data, interpretation of results, and discussion of findings.

To measure the level of the implementation of the UBE Policy, the status of resources in Edo State was examined as presented in Table 4.

- 1. What is the level of the implementation of the UBE Policy in public primary schools in Edo State?***

Table 4: The Status of Resources in Public Primary Schools in Edo State

Facilities	Quantity required	Usable available facility (%)	Level of implementation
Number of classrooms	660	566 (85.8)	High
Dimension of classrooms	67m ²	67m ² (100.0)	High
Class size	38	35 (92.10)	High
Desks	21,257	6328 (29.8)	Low
Chairs	21,257	4551 (21.4)	Low
Chalkboards	660	454 (68.8)	Moderate
Administration Blocks	110	40 (36.4)	Low
Libraries	110	50 (45.5)	Low
Basic Health facilities	110	53 (48.2)	Low
Toilet facilities	330	60 (18.2)	Low
Games field	110	110 (100.0)	High
Farm land	110	94 (85.5)	High
Computer	660	104 (15.8)	Low
Water(Pipe –Borne)	110	26 (23.6)	Low
Electricity	110	29 (26.4)	Low
Teachers' tables	660	472 (71.5)	High
Teachers' chairs	660	476 (72.1)	High

Source: Field Work, 2019

Table 4 showed that resources for implementing the UBE Policy in public primary schools in Edo State were inadequate, with 566 classrooms, 6328 desks, 4551 chairs, administrative buildings, libraries, basic health schemes, toilet facilities, farmland, computers, water, and teachers' tables and chairs. Most of the resources are lower than the required UBE minimum standards.

2. What is the level of the academic performance of public primary school pupils in Edo State?

To measure the level of the pupils' academic performance, the result is presented in Table 5.

Table 5: Pupils' Academic Performance in Public Primary Schools in Edo State

Academic sessions	Levels of Pupils' Academic Achievement				
	Fail	Low (Pass	Moderate (Credit & Merit)	High (Distinction)	Total
2014/15	567(5.1%)	2252(20.4%)	6661(60.3%)	1569(14.2%)	11049
2015/16	674(6.6%)	1507(14.7%)	6365(62.0%)	1723(16.8%)	10269
2016/17	624(5.6%)	1566(14.1%)	7451(67.1%)	1465(13.2%)	11106
2017/18	629(5.8%)	1832(16.8%)	6680(61.1%)	1796(16.4%)	10937
Average performance (%)	(5.78%)	(16.5%)	(62.63%)	(15.15%)	(100.0%)

Source: Field Work, 2019

Across the four sessions (2014/2015 to 2017/2018), 5.78%, 16.5%, 62.63%, and 15.15 % of pupils failed and had low, moderate, and high levels of academic performance, respectively. This indicated that the academic performance of public primary school pupils in Edo State was average. This is depicted in Figure 3.

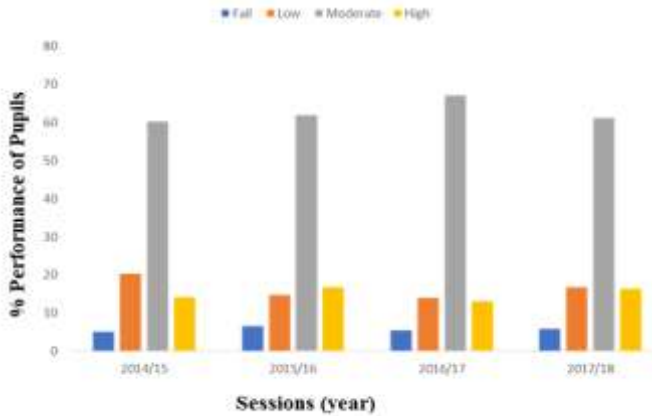


Fig. 3: Bar graph illustrating the Academic Performance of Pupils in Public Primary Schools in the State of Edo from 2014/2015 to 2017/2018.

3. Relationship between the level of the implementation of the UBE Policy and the level of pupils' academic performance

Ho: The degree of UBE Policy implementation and the academic achievement of students in Edo State's public elementary schools do not significantly correlate.

Table 6 looked into it.

Table 6: Pearson r of the Relationship between the Level of the Implementation of the UBE Policy and the Level of Pupils' Academic Performance

Variables	N	Mean	R	P	Significant
Level of implementation of UBE	110	1.30	0.104	0.339	Not significant
Level of academic performance	110	1.48			

$\alpha = 0.05$

Table 6 showed a mean value of 1.30 for the level of implementation of UBE while the level of academic performance was 1.48. Pearson's r-value of 0.104 and a p-value of 0.339. At an alpha level of 0.05, the p-value was greater than the alpha level, so the null hypothesis which stated that "there is no significant relationship between the level of implementation of the UBE Policy and the level of pupils' academic performance in public primary schools in Edo State" was accepted. It implies that the level of the implementation of UBE only had a positive relationship ($r = 0.104$), and it was not significant ($P > 0.05$).

Discussion of findings

The study has examined the relationship between implementing the UBE Programme and pupils' academic performance in Edo State Public Primary Schools. A summary of UBE implementation via usable facilities against the required number of facilities revealed that only the dimensions of classrooms and the number of game fields were adequate. It indicated that each public primary school had them in adequate numbers in line with the UBE standard. It also showed a high level of implementation of the UBE Scheme in this regard. The number of classrooms, class sizes, chalkboards and farms, desks, tables, administration blocks, libraries, basic health schemes, toilet facilities, computers, pipe-borne water, and electricity were inadequate. The overall percentage of the physical facilities showed a cumulative percentage of 55.35%; hence, though many of the resources in public primary schools were inadequate, the level of the implementation of UBE in Edo State primary schools was moderate (slightly above 50%). Similarly, pupils' academic performance levels were moderate across the four consecutive sessions of 2014/2015 to 2017/2018. As regards the relationship of the implementation of UBE policy and the academic performance of the pupils,

this study revealed no significant correlation (though there was a positive relationship) in public primary schools in Edo State. It implied that the implementation of the UBE Policy was related to the academic performance of pupils in primary schools but not a very strong or significant factor.

This study concurred with Odusanya's (2021) findings that the periodic revision of the National Policy on Education was viewed as an educational revolution because it provided ample opportunities for free, compulsory mass education of Nigerians and served as a veritable instrument for achieving the necessary socio-economic, political, scientific, and technological goals of a modern Nigeria. However, this does not establish that the UBE Policy meets Nigerians' expectations, yearnings, and aspirations, as it currently faces numerous obstacles.

The findings of this study, therefore, pointed to the fact that although the UBE standards in terms of educational facilities were inadequate but moderate, the pupils in primary schools in Edo state had additional factors which helped in their academic performance. These might likely be the number of qualified teachers dedicated to their duty irrespective of the educational facilities, the pupils' personal characteristics, and their parents' roles.

The government must have played a role in implementing a moderate UBE policy. On the part of the government, to ensure pupils' good academic performance, they emphasized the UBE's vision and mission. Edo State Government stated specifically its vision for the education policy as published by State Universal Basic Education Board (SUBEB): "To have quality education, training, and research that is globally competitive for Edo's sustainable development. To be the premier provider of quality education in Africa" (SUBEB, 2020). In the meantime, the mission of the educational policy was to "provide, promote, and coordinate lifelong education,

training, and research for Edo's sustainable development." Focus on priority areas within overall education aims, notably the attainment of universal primary education, in the context of Education for All" (SUBEB, 2020).

It is anticipated that the mission and vision of the UBE will result in an educational policy that addresses the scope of educational management, such as the size of the school, the required furniture, the curriculum to be followed, and the qualifications of the teachers and administrative staff. This policy is anticipated to boost the academic performance of pupils, among other things. It was noted, however, that the enrolment rate and inadequate educational facilities in schools did not support the effective implementation of the educational policy in Edo State.

Conclusion

Based on the study's findings, it was determined that the UBE Policy was moderately implemented in Edo State's public primary schools. As a result of such moderate implementation, the academic performance of the pupils over four consecutive terms was average, with the majority exceeding the 50% credit threshold.

It was established that there a positive but not significant relationship (nexus) between the Implementation of UBE policy and pupils' academic performance in public primary schools in Edo state, other likely complementary factors such as teachers quality and motivation, pupils individual characteristics might be closely responsible for complementing moderate performance of pupils in the public schools.

Recommendations

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

- (1) To attain the lofty objectives of primary education and the UBE Policy in general, the benchmark for the prescribed

minimum standard of Edo SUBEB should be adhered to firmly.

- (2) To improve the academic performance of primary school pupils in the state of Edo, a focus must be placed on the practical implementation of the Universal Basic Education (UBE) across every school, with close monitoring and evaluation of the process. An evaluation of the content of the UBE policy and framework will significantly assist in raising the academic standards of the state's pupils, if necessary.

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RESOURCE IMPLICATIONS OF UNIVERSAL BASIC EDUCATION PROGRAMME IN DELTA STATE

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Abstract

For the Universal Basic Education programme to actualize its stated objective optimally, the invaluable role of resources (human-teachers, physical and instructional materials) cannot be undermined. The inadequacy or shortages of human and material resources have serious implication in the implementation of the UBE programme in Delta State. Thus, the ramifications of Delta State's Universal Basic Education scheme for resources are the main topic of this article. By guaranteeing effective and efficient teaching and learning, teachers—the fundamental human resources taken into consideration in this paper—help to transfer the school curriculum into practical reality. The paper highlighted the goals and scope of UBE, concept of resource, teachers for UBE programme, Pupils/students-Teacher ratio enrolment for 2021/2022 sessions in Delta State, Physical and instructional resources for UBE programme, implications on Educational Planning and concluded that quality human, material and

physical resources are indispensable for the success of the UBE programme. Suggestions were also made in this regard.

Keywords: Educational Resources, Human and Material Resources, Universal Basic Education Programme

Introduction

Resources are the things, both tangible and intangible, that are required and help any institution achieve its objectives. According to Agabi (2014), a resource is any material that can be applied to a work process to enhance productivity. Educational resources are fundamental materials used in the school to make teaching/learning very easy, more meaningful and comprehensible to the learners. They can be classified as human and non-human resources. The non-human resources are: chair, table, chalk board, instructional materials, classrooms etc. while the human resources include teachers, headmaster/principals, non-teaching staff such as bursar, secretary etc.

Prior to 1999, Nigeria's educational curriculum consisted of six years of elementary school, three years of junior secondary school, three years of senior secondary school, and four years of university education. However, the mandatory nine-year basic education programme was instituted in an effort to motivate students to continue their education and acquire the necessary skills to become self-reliant. This educational program altered the 6-3-3-4 system and ushered in the 9-3-4 system. Initiated in Sokoto on September 30, 1999, the UBE programme was enacted into law in 2004 as a means of executing a government effort aimed at realising the objective of Education for All (EFA).

The goal of universal basic education is to provide people with the essential information, skills, and capacities they need to be self-sufficient and contribute to the

advancement of society as a whole. Basic Education can also be referred to as all forms of organized education and training, including access to information to equip the individual to cope better with work and family responsibilities and change his/her image (UNESCO 2002, Ofoegbu 2002, Obanya 2002, Arikewuyo 2005, and Adeyemi 2007). Expanding opportunity for basic education and raising the standard of instruction are the two main objectives of UBE. It is an educational intervention programme designed to eradicate illiteracy, ignorance, disease and poverty as well as stimulate and accelerate, national development, political consciousness and national integration (Tahir, 2011). Along with to the homegrown feeding initiative, it is given to students at no cost by the government. These rewards have elevated the appeal of basic education and appear to have led to a rise in enrollment at that level.

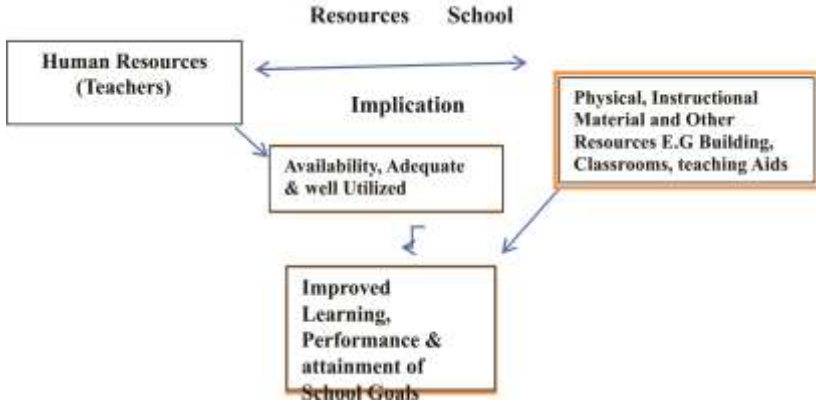
If resources, including instructors (number and quality) and materials, are insufficient to handle the alleged increased enrolment resulting from the program's execution, the goal of the UBE programme will remain a fantasy. This is due to the fact that quality would suffer if educational access is expanded without also increasing the availability of the resources that are required. Resources needed for effective UBE programme include human (teachers) and non-human resources. Since a school system's quality is directly correlated with the calibre of its teachers, teachers are a vital resource for both teaching and learning. In their everyday interactions with pupils, teachers translate the academic curriculum into real-world situations so that students can learn the values, norms, abilities, and information that are required of them by the time they graduate from school. Effective teacher recruitment, development, and retention are thus top priorities for public initiatives. The effectiveness of a teacher in carrying out their duties is largely dependent on the availability and use of educational resources.

Physical resources are resources such as libraries, laboratory, lavatories, school buildings, blocks of classrooms, refectories and play grounds, etc. while the instructional materials are materials that aid teaching and learning directly (e.g Chalk board, charts, textbook, etc.. These resources are very important because they enhance the teaching/learning process. Research carried out by Onyeagbako (2014), revealed that there is a positive correlation between the human and material resources of the school and students' academic performance. When they are enough and of high quality, together with a well-designed curriculum, kids' academic performance is significantly improved. However, where there is dearth of these resources the realization of school objectives is most likely to be affected. It is against this backdrop that this paper is conceptualized to look at resource implications of Universal Basic Education Programme in Delta State. The paper is organized under the follow subheadings: conceptual framework, goal and scope of UBE programme, concept of resource, teachers for UBE programme, Physical and instructional resource for UBE programme, Pupils/students-Teacher ratio enrolment for 2021/2022 sessions, implication for educational planning, conclusion and suggestion.

Conceptual Clarification

Figure 1 (below) shows the relevance and implication of resources (Human, Material & other resources) in the implementation of the UBE programme. The availability of well-motivated teachers that work in a conducive environment with relevant teaching aid will result to improved learning, good performance of pupils/students and achievement of the school goals (UBE programme).

Figure 1: Universal Basic Education Programme



Goals of Universal Basic Education (UBE)

The following are the program's goals as stated in the government's 1999 implementation guidelines:

1. Fostering in all citizens a strong sense of responsibility for education and a strong dedication to its aggressive promotion
2. Every Nigerian child of school age should receive free Universal Basic Education.
3. The incidence of dropouts from the formal education system should be drastically reduced.
4. Young people and their education, as well as other children and adolescents who are not in school, should be catered to through appropriate forms of complementary approaches to the provision of UBE.
5. Ensuring the development of the moral, ethical, and civic values necessary to build a strong foundation for lifetime learning, as well as the requisite levels of literacy, numeracy, manipulative communication, and life skills

Scope of the UBE Programmes

The following topics are anticipated to be covered by the UBE programme: Young children from birth to age five (5) get early childhood care and education. The formal (normal) school system covering: Primary School education for children of ages 6 to 12 years, and Junior Secondary School for children of 13 to 15 years of age (UBE, 2002). informal education projects to refresh the understanding, abilities, and abilities of individuals who left educational institutions without acquiring the fundamentals necessary for continuous learning throughout their lives; Special education programmes for nomadic populations; Education programmes for the acquisition of useful mathematical abilities and life skills, particularly for older adults, that is, people over the age of fifteen.

Concept of Resources

A resource is an effective tool or substance that facilitates labour or increases output. Hornby (2000) defines resource as something that a country, an organization or an individual has and can use, especially to increase wealth; a thing that gives help, support or comfort when needed. Educational resources include: the teachers, instructional materials, physical facilities among others.

Teachers for UBE programme

Teachers are a vital and essential human resource for every educational facility to use in order to achieve their aims. They are needed in both quality and quantity. In every society, it is perceived that no educational system can rise above the quality of its teachers. Teacher quality implies that teachers must have indebt knowledge of the subject matter they are trained to handle, must be certified by a College of Education or an University and must be able to use his or her pedagogical skills to ensure effective and efficient learning. Teacher quality is the most important school related factor influencing students achievement (Rice, 2003). The entire number of teachers now

employed in the educational system, regardless of their level of certification, is referred to as the instructors quantity. The implementation of the UBE program in Delta State requires that the school system should have adequate qualified teachers. The Teacher Certificate, Grade 11, was in use prior to the National Certificate of Education being implemented as the minimum qualification for teachers in Nigerian elementary schools. It was gradually phased out in 1998, and the minimum requirements for secondary schools are a Bachelor of Education (B.Ed) or a Bachelor of Science in a relevant discipline and a Post-Graduate Diploma in Education (PGDE). All teachers teaching in Basic schools in Delta State are also required to register with the Teacher Registration Council of Nigeria which is the professional body regulating the activities of teachers in the country. It is a general belief that some public primary and junior secondary schools in Delta State do not have enough qualified teachers thereby increasing the work load of the few teachers. The FRN (2013) stipulates that the teachers-pupil ratio should be 1:35 for primary schools and 1:40 for secondary school. In Delta State, available data show that some local government areas had high teacher/pupil ratio while the ratio was low in some local government area. This is shown in table 1 below

Table 1: Pupils Enrolment, Number of Teachers and Pupil-Teacher Ratio (1:35) in Public primary schools for 2021/2022 Academic Session in Delta State

S/N	LGA	No of Schools	Enrolment For 2021/2022		Number of Teachers	Pupil/Teacher Ratio	Remarks
			Male	Female			
1	ANIOCHA NORTH	36	3952	3711	458	17	Adequate
2	ANIOCHA SOUTH	55	5327	4948	355	29	Adequate
3	BOMADI	14	2758	2732	153	36	Inadequate
4	BURUTU	68	12058	4365	491	33	Adequate

5	ETHIOPE EAST	62	5478	6934	851	15	Adequate
6	ETHIOPE WEST	47	8783	8889	742	24	Adequate
7	IKA NORTH	57	4988	5391	659	16	Adequate
8	EAST IKA	58	11119	11652	676	34	Adequate
9	SOUTH ISOKO	41	6699	6673	453	30	Adequate
10	NORTH ISOKO	48	5593	5109	1120	10	Adequate
11	SOUTH NDOKWA	70	4519	4368	814	11	Adequate
12	EAST NDOKWA	50	6882	6712	462	29	Adequate
13	WEST OKPE	41	5091	5065	415	24	Adequate
14	OKPE OSHIMILI	31	4653	4328	270	33	Adequate
15	NORTH OSHIMILI	24	5822	5836	432	27	Adequate
16	SOUTH PATANI	19	3153	3333	286	23	Adequate
17	PATANI SAPELE	42	7435	7144	590	25	Adequate
18	SAPELE UDU	41	6912	6679	605	22	Adequate
19	UDU UGHELLI	73	15481	15157	1082	28	Adequate
20	NORTH UGHELLI	62	9377	9111	995	19	Adequate
21	SOUTH UKWUANI	32	4677	4313	439	20	Adequate
22	UKWUANI UVWIE	25	4309	5264	460	21	Adequate
23	UVWIE WARRI	48	4156	3827	131	61	Inadequate
24	NORTH WARRI	37	7564	7495	202	75	Inadequate
25	SOUTH WARRI	45	7562	7754	301	51	Inadequate
	SOUTH WEST						
	Total	1126	166081	156790	13342	24	Adequate
	Total		322871				

Source: Ministry of Basic and Secondary Education Asaba, (2022)

Table 1 shows that the total Pupils Enrolment in 2021/2022 academic session was 322,871 while the total number of teachers was 13342. The table further shows that four (4) LGA-Bomadi, Warri North, Warri South and Warri South West had inadequate pupils-teachers (i.e above the benchmark

of 1:35) as stipulated by the (NPE, 2013). However, the overall Pupil-Teacher ratio was adequate i.e 1:24 in Public primary schools for 2021/2022 Academic Session in Delta State.

S/N	LGA	No of Schools	Enrolment For 2021/2022		Number of Teachers	Student/ Teacher Ratio	Remarks
			Male	Female			
1	ANIOCHA	18	1713	1784	174	20	Adequate
2	NORTH						
3	ANIOCHA	21	2037	2254	390	11	Adequate
4	SOUTH						
5	BOMADI	10	1391	1129	103	24	Adequate
6	BURUTU	20	2357	1989	139	31	Adequate
7	ETHIOPE	24	3773	4232	598	13	Adequate
8	EAST						
9	ETHIOPE	24	3440	3130	384	17	Adequate
10	WEST						
11	IKA	20	3110	3250	755	8	Adequate
12	NORTH						
13	EAST						
14	IKA	20	3481	3752	699	10	Adequate
15	SOUTH						
16	ISOKO	19	2768	2724	389	14	Adequate
17	NORTH						
18	ISOKO	20	2836	2695	381	14	Adequate
19	SOUTH						
20	NDOKWA	27	1929	1795	218	17	Adequate
21	EAST						
22	NDOKWA	22	3756	3239	274	26	Adequate
23	WEST						
24	OKPE	17	2692	2760	416	13	Adequate
25	OSHIMILI	14	2649	2433	588	9	Adequate
26	NORTH						
27	OSHIMILI	12	5526	5975	863	13	Adequate
28	SOUTH						
29	PATANI	10	896	829	106	16	Adequate
30	SAPELE	16	4455	4803	542	17	Adequate
31	UDU	14	4072	3811	669	12	Adequate
32	UGHELLI	47	9642	9311	1132	17	Adequate
33	NORTH						
34	UGHELLI	30	3811	3553	476	15	Adequate
35	SOUTH						

21	UKWUANI	14	2389	2800	311	17	Adequate
22	UVWIE	16	4654	4945	1051	9	Adequate
23	WARRI	11	837	791	158	10	Adequate
24	NORTH WARRI	17	6332	6900	982	13	Adequate
25	SOUTH WARRI	8	599	508	104	11	Adequate
	SOUTH WEST						
	Total	471	81145	81392	11902		Adequate
	Grand Total		162537			14	Adequate

Table 2: Shows Students Enrolment, Number of Teachers and Student-Teacher Ratio (1:40) in Public Junior Secondary schools for 2021/2022 Academic Session in Delta State

Source: Ministry of Basic and Secondary Education Asaba, (2022)

Table 2 shows that the total students' enrolment in 2021/2022 academic session was 162537 while the total number of teachers was 11902. The table further shows that all the LGA had adequate students-teachers (i.e below the benchmark of 1:40) as stipulated by the (NPE, 2013). Therefore, the overall Students-Teacher ratio was adequate i.e 1:14 in Public Junior secondary schools for 2021/2022 Academic Session in Delta State.

Physical and Instructional Resources for the UBE Programme

The geographical and architectural facilitators that improve teaching and learning are referred to as physical assets. Classrooms, libraries, farms or gardens, labs, workshops, offices, restrooms, staff quarters, play areas, and the full school plant are all included in the ambit of the UBE programme. Gidado (2004) states that UBE infrastructural facilities include, permanent, semi-permanent, temporary, mobile collapsible, boat-school and even under tree shade classroom structures. Instructional Facilities on the other hand are those facilities that aid teaching and learning such as board,

board markers, charts, textbooks, lesson note, visual aid, audio visual aid etc. Besides perceived inadequacy of educational facilities in public primary/secondary schools in Delta State, a more problematic issue is the maintenance of existing infrastructural facilities in basic schools. This is evident as learners in most basic schools across the country and Delta in particular are seen learning in dilapidated and roofless buildings or even under trees, sitting on broken chairs and desks or even on bare floor, and carrying out practical work in open halls without the necessary equipment and materials (Muftahu&Hazri, 2015). FRN (2013), prescribes the necessary resources for UBE in Programme in Nigeria and Delta State in particulars.

Implications on Educational Planning

Planning entails preparing a set of decision for action in the future. It is futuristic, involves use of limited resources such as time, money, material, persons optimally and it is goal oriented. Educational Planning involves making decision, taking into cognizance the limited available resources such as time, material, money and persons directed towards the achievement of educational goals within a specified time. Educational planning aims at helping to identify specific areas of inadequacy of human and non-human resources and to make policy recommendation to addressing such inadequacies According Asiabaka (2008) and Asodike (2005) a situation where resources are not adequately available for Universal Basic Education programmes, the following implications could be observed:

1. Low educational achievement by students;
2. Negative attitude and behavioural issues among learners and employees;
3. Poor air quality-related concentration issues;
4. Overpopulation; • High rate of absences among students, educators, and staff;

5. Low levels of motivation among instructors, learners, and staff;
6. Lack of satisfaction with work;
7. Poor academic achievement and lack of focus in the classroom

Conclusion

It is evident from our presentation that the provision of adequate physical, material and human resources (teachers) for the effective implementation of the UBE programme cannot be overemphasized. When resources, such as human (teachers), physical, material and others are inadequate and not well-utilized in the school system, effective learning cannot take place and school goals cannot be achieved.

Suggestions

The suggestions that follow are made

- In order to promote greater access to the education offered, the government should work to make primary and junior secondary school education entirely free.
 - Adequate infrastructure supply and provision should be made available to schools; deteriorated or run-down buildings should be renovated or fixed to prevent further shortages in this area.
 - Delta State's elementary and junior secondary schools should have an adequate preventive maintenance culture in order to extend the life of the physical resources that are now accessible.
5. The school feeding programme introduced in the Northern part of the country should be extended to the southern and other parts of the country.
 6. Parents should be coerced by the State to send their children to school.

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PREVALENCE OF SOCIAL PHOBIA AMONG SECONDARY SCHOOL STUDENTS IN BENIN METROPOLIS

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Abstract

Social phobia is a serious and disabling mental health problem that begins before or during adolescence, with the potential to significantly interfere with an individual's daily functioning and overall quality of life. The aim of this study was to determine the current prevalence of social phobia among secondary school students in Benin metropolis.

A cross-sectional study was conducted among a stratified sample of 120 secondary schools students to determine the prevalence of social phobia among secondary school students. All participants completed the Social Phobia Survey Scale (SPSS). The statistical analysis was done using mean, percentages and standard deviation while one- sample test was used to tests the hypotheses at 0.05 level of significance. One hundred and twenty (120) students participated in the study. In the study results, 30 % of the participants reported to have high prevalence level of social phobia while 70 % of the participants have low prevalence level of social phobia..

The current study shows prevalence level of social phobia among secondary school students in Benin metropolis. Result from this study also shown that the gender of a student (male or female) has a significant difference in the Prevalence level of Social phobia among secondary school students in Benin metropolis. It is however, recommended that counselling therapies and school-based youth-friendly mental health

services should be used to help tackle this problem. Prompt identification and treatment will help in reducing the bad consequences of this common condition.

Keywords: *Social Phobia, Secondary, Students, Prevalence.*

Introduction

The school is a social and learning environment that provides an atmosphere in which a child would be formally educated to attain educational goals as well as interact socially with peers and teachers. Children in secondary schools are under the adolescent age of human development, which is the period of transition from childhood to adulthood, is a critical time for the development of lifelong perception, beliefs, values, and practices. A number of behavioral problems affect the students such that they do not perform up to their capacities and one of such problems is social phobia. Social phobia can also referred to as social anxiety disorder (phobic-des-situations-sociales), Social phobia was first introduced by Janet in 1903 to describe patients who feared being observed, for example while speaking or writing.

Phobia refers to fear of an object or a particular situation that may be harmless. Phobic reactions are the acts exhibited as a result of an encounter with the fear arousing object or situation. Examples are anxiety, depression and stress. Social phobia refers to a fear of social situations in which humiliation may occur and it could serve as a barrier that may restrain the students from engaging actively in the classroom and thus prevent the attainment of their educational goals. An individual with social phobia feels symptoms of anxiety or fear in certain or all social situations, such as meeting new people, dating, being on a job interview, answering a question in class. Social phobia is one of the most common lingering anxiety disorders with a real fear or nervousness that leads to a long period of

feebleness hence, the victim suffers lots difficulties in terms of personal, occupational, and social performance. Ohayon and Schbert (2014) asserted that adolescents with social phobia experience low educational achievements and poor social skills especially in a relationship with their friends and family members.

Van, Mancini, and Farvolden (2003) observe that individuals with social phobia have trouble speaking in front of a group of individuals and their concentration in schools may be distracted by an extreme emphasis on their social phobia. The ability to monitor and adjust communication with classmates and teachers may be difficult because of fear of undesirable evaluation and when partaking in a seminar, they judge their ability poorly, which leads to academic failure (Ohayon&Schatzberg, 2010). According to Diagnostic and Statistical Manual of Mental Disorders-IV (American Psychiatric Association 1994), people with social phobia avoid fear-evoking social situations or participate in them with intense anxiety. Social phobia may prevent students from doing many of the usual physical activities of daily life, appreciating the pleasure of life and thereby creating frustration in them. Students with social phobia may be afraid that he or she would be judged as nervous, weak, silly, stupid, dull, or unlikeable. This situation may be characterized by an intense, persistent fear of being watched and judged undesirably in a social situation.

Social phobia can be spark by baleful begging like stressful or embarrassing experiences, death of family members, habitual exposure to stress. Social phobia have an overwhelming effect on individuals' intellectual lives and vocations causing them to neglect their education, staying fixed in dead-end jobs, refusing elevations involving travel or transfer and making similar self-defeating decisions due to their fear of classroom contribution, job interviews, and other social interactions in educational and

work environment. Furthermore, Ohayon and Schbert (2014) asserted that adolescents with social phobia experience low educational achievements and poor social skills especially in a relationship with their friends and family members. Victims usually have a high level of sadness, isolationism, general anxiety, and weak social skill compared with healthy individuals. Many students with this disorder are often apprehensive of being with people other than family members consequently they may have a hard time in making and keeping friends, whilst displaying a strong disposition for suicidal tendencies, lower education, financial dependence, and being single.

The symptoms of social phobia are common among adolescents and young adults of school age where social phobia syndrome happens to be rampant (Sevari, 2014). A person with social phobia feels symptoms of anxiety or fear in certain or all social situations. Ozuri (2019) asserted that secondary school students are predisposed to social phobia symptoms because the academic environment is connected with several demanding challenges and many stressful events such as regular attendance, debates, presentation of assignments, asking and answering questions in class, examinations, and fieldworks. She further observes that over the time, most of these secondary school students especially in Delta state with social phobia are not able to fulfil these tasks. According to Strahan (2003), secondary school students with social phobia have poor problem-solving abilities and greater depression.

Social phobia is a global phenomenon and its prevalence among students differs from country to country and in different cultures (Wittchen, 2009). A growing number of researchers and clinicians have become interested in social phobia in recent years. Data from a growing body of research on social phobia shows that its prevalence is high and that it negatively affects

quality of life. Epidemiological studies from the USA show that 13% of Americans have social phobia, which makes it the most prevalent generalized anxiety disorder and the third most common psychiatric disorder after major depressive disorder and alcohol addiction (Last et al. 1992; Kessler et al. 1994). Also the prevalence of social phobia among students in Indian have been reported as about 10%, 11.7% in Saudi Arabia (Ghazwani, Khalil & Ahmed, 2016), 10% in British (Russell, & Shaw, 2009), 20.9% in Turkish students (Demir, Karacetin, Demir, & Uysal, 2013), and 10.6% in Swedish students (Landell, 2010). In addition, the study carried out by Uzonwanne (2014), it has been found that there is a high prevalence of social phobia among students with 20% of them manifesting severe social phobia and 16.8% manifesting extremely severe social phobia.

There are several factors that could influence social phobia among secondary school students such as age, sex, parental social-economic status, teacher's competence and peer influence (Anselme, rancis, Thierry, Ireti, Cherifath& Prosper, 2016). However, this study focused on sex, school category and age of the students. Students have shown that the sex of a student (male or female) is considered to have a tremendous influence on social phobia. Sex is one variable that has been related to differences found in social phobia, motivational functioning, and academic performance of students. In a study of 152 participants, Gultekin and Dereboy (2011) observe that 76.5 % of students has a social phobia for a lifetime and that female students out-number male students in social phobia with 47.4 % for the males and 52.6 % for the females. From the result of the researcher, the prevalence level of social phobia for females appears to be higher than males, the dangers associated with social phobia are not gender biased. Age is another variable that could influence social phobia among secondary school students. Studies carried out by

Kessler (2005) reveal that age influences social phobia. The age at which social phobia usually develops at adolescence stage around the age of thirteen. Brunello (2000) observes that social phobia is rampant among secondary school students and they are the most vulnerable group to social phobia and this may be because they are not exposed to appropriate counselling therapies to manage it. Hence the need to carry out this study which aims to find the prevalence level of social phobia among secondary school students in Benin metropolis.

Statement of the problem

The school is a social and learning agent that provides an environment in which a child would be formally educated to attain educational goals as well as interact socially with peers and teachers. However, certain factors affect the students such that they do not perform up to their capacities. Factors such as social phobia can be a barrier that may restrain students from engaging actively in the classroom and thus prevent the attainment of their educational goals. Social phobia is an inconvenient disorder in the school system that can affect a lot of students negatively thereby leading to poor academic performance as well as impending normal social development and psychosocial functioning. As a result of this, students do withdraw and refrain from interacting with peers, classmates, and schoolmates because of fear of being embarrassed whenever they want to ask or answer questions in the class; and most times they are found sitting at the back of the classroom. Perkins and Weidman (2005) note that front rows seats promote interaction with the teacher and encouraging participation in class, which leads to higher performance.

The researcher has observed from his experience as a teacher and a counselor that symptoms of social phobia are very high among secondary school students especially in Benin metropolis. He observes this during his teaching experience in

different schools in Edo State where he has had the opportunity of teaching and interacting with students in social settings. He observes that most students find it difficult to express their views in a social gathering; and this may affect not just their academic performance but also their relationship with other students. For example, they find it difficult to ask or answer questions in class even when they do not understand what is being taught in the class. They prefer to sit at the back of the class and sometimes they are truants and even when they come to school, they find it difficult to ask for assistance from their fellow students. Such students even when they are intelligent may not be able to achieve their educational goals. The effects of social phobia on the students' educational, vocational and personal social life stimulate the researcher to assess the prevalence level of social phobia among secondary school students in Benin metropolis.

Purpose of the study

The purpose of this study is to find out the prevalence of social phobia among students in secondary schools in Benin metropolis. Specifically, the study sought to:

1. Assess the prevalence levels of social phobia among secondary school students in Benin metropolis.
2. Assess the difference in the prevalence level of social phobia between junior and senior secondary school students in Benin metropolis.
3. See the sex difference in prevalence level of social phobia among secondary school students in Benin metropolis based on gender

Research questions

The following research questions were raised to guide the study:

1. What are the prevalence levels of social phobia among secondary school students in Benin metropolis?

2. Is there a significant difference in the prevalence level of social phobia between Junior and Senior secondary school students?
3. Is there a sex difference in prevalence level of social phobia among secondary school students?

Hypotheses

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

1. There is no significant difference in the prevalence level of social phobia between Junior and Senior secondary school students in Benin Metropolis.
2. There is no sex difference in prevalence level of social phobia among secondary school students in Benin Metropolis.

Methodology

The research design adopted for this study was a descriptive survey. Nworgu (2006) describes survey research design as one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be the representative of the entire group. This design was considered appropriate because it critically examines events, people, objects, ideas with the intent of providing factual information about the phenomenon under investigation and findings from this was used to generalize for the entire population. The population of this study comprised all secondary schools in Benin metropolis (Ministry of Education Iyaro, Benin City, Edo State). The simple random sampling technique was used to select four (4) secondary schools, including public secondary schools and private secondary schools. The stratified random sampling was used to select the sample size of 120 students, out of which 60 male and 60 female students were selected. The instrument of this study was a

questionnaire adapted from Connor, Davidson, Churchill, Sherwood, Foa and Wesler, (2000) modified by the researcher titled ‘Social Phobia Survey Scale’ (SPSS). It consists of two sections, sections A and B. Section A contains items on demographic information such as age, school type and sex. Section B contains twenty (20) structured items of which nine(9) items were positively worded while eleven (11) items were negatively worded that the respondents provided answers to. The items were designed in a four-point likert scale, with the options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), which was used to seek information from secondary schools students. Experts in the Educational, Evaluation and Counselling Psychology Department, University of Benin determined the validity of the instrument. The reliability of the instrument was determined through a pilot study conducted on twenty (20) students who were not involved in the main study. The data obtained were analysed using Cronbach’s Alpha Statistics, and a reliability coefficient of 0.86 was obtained. The data collected from the respondents were described using frequency, percentages, mean and standard deviation while independent t- test was used to tests the hypotheses at 0.05 level of significance.

Presentation of results

1. Research Question 1: What are the prevalence levels of social phobia among secondary school students in Benin metropolis?

Table 1: Shows the Prevalence Level of Social Phobia among secondary school students in Benin metropolis.

No	Items On Social Phobia	Mean ($\bar{X}$)	Standard Deviation	Decisions
1	I do ask questions in class because I feel I will not be humiliated	2.33	1.078	Low

2	I answer questions in class because I feel what I want to say is correct	2.66	1.065	High
3	I'm not afraid of acting or performing in front of an audience in class	2.06	0.964	Low
4	I am not scared of asking or answering questions in class	2.66	1.000	High
5	I am not afraid of looking at people in the eye	2.87	0.976	High
6	I do not experience heart palpitation when I am in the midst of people	2.33	1.007	Low
7	I don't get nervous when called to read in class	2.40	1.032	Low
8	I don't feel embarrassed when others are seated in class before coming in	2.59	1.111	High
9	I always speak up in class	2.48	1.053	Low
10	I fear people in authority (teachers) and I don't go close to them.	2.23	1.051	Low
11	I avoid talking to people I don't know.	1.84	0.789	Low
12	Making friends in new school or new environment scare me a lot.	2.33	1.056	Low
13	I avoid working while being observed	2.00	0.907	Low

14	Fear of embarrassment causes me to avoid doing things or speaking to people	2.16	1.021	Low
15	I avoid being the centre of attention so I always sit at the middle or back of the class	2.35	0.993	Low
16	I am bothered by blushing in front of people	2.03	1.016	Low
17	Talking to strangers scares me	2.18	1.034	Low
18	I avoid giving speeches or defend assignment in front of the class	2.98	1.004	High
19	I always sweat profusely when called to answer questions in class	2.83	1.056	High
20	I tremble or shake whenever I stand up to ask or answer questions in class	1.87	0.922	Low

Key: 0 – 2.40 = Low and 2.41 and above = High

Table 1 gives the results of data analysed on the prevalence level of social phobia among the participants. The following mean scores of 2.66, 2.66, 2.87, 2.59, 2.98 and 2.83 depicts 30 % of the participant having high social phobia while the mean scores of 2.33, 2.06, 2.33, 2.40, 2.48, 2.23, 1.84, 2.33, 2.00, 2.16, 2.35, 2.03, 2.18 and 1.87 of the participants shows 70 % of low social phobia

Hypothesis 1:

There is no significant difference in the prevalence level of social phobia between Junior and Senior secondary school students in Benin metropolis.

Table 2: One Sample t – Test of Statistics on Difference in the Prevalence Level of Social Phobia Between Junior and Senior Secondary School Students

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
school	33.108	119	.000	1.517	1.43	1.61

Table 2 shows a calculated t – value of of 33.1108 and a p – value of 0.000 testing at an alpha level of 0.05, the p – value is less than the alpha level, then, the null hypothesis which states that “ there is no significant difference in the Prevalence level of Social Phobia between Junior and Senior Secondary School Students” is therefore rejected. Consequently, there is a significant difference in the Prevalence level of Social Phobia between Junior Senior Secondary School Students in Benin metropolis.

Hypothesis 2:

There is no sex difference in prevalence level of social phobia among secondary school students in Benin metropolis.

Table 3: One Sample t – Test of Statistics on Difference in the Prevalence Level of Social Phobia Between Male and Female Students

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
sex	32.549	119	.000	1.492	1.40	1.58

Table 3 shows a calculated t – value of 32.549 and a p – value of 0.000 testing at an alpha level of 0.05, the p – value is less than the alpha level, then, the null hypothesis which states that “ there is no sex difference in prevalence level of social phobia among secondary school students in Benin metropolis therefore is rejected. Thus, there is a significant difference in the Prevalence level of Social Phobia among Secondary School Students in Benin metropolis.

Discussion of findings

Major part of children and adolescents lives are spent in school environment and many adolescents can experience anxiety in school setting. The aims of this study were to determine the current prevalence level of social phobia among secondary schools students in Benin metropolis. The aims of this study were to determine the current prevalence level of social phobia among students in Benin metropolis. The findings shows the prevalence level of social phobia. Hence, it was reported that 30 % of the students in Benin metropolis have high prevalence level of social phobia while 70 % have low prevalence level of social phobia. The findings had describes the prevalence level of social phobia among secondary school students in Benin

metropolis. Social phobia is a global phenomenon, its prevalence varied from country to country, and it differs in different cultures. The prevalence found in the current research is higher than in previous research conducted in India. Chhabra et al. (4) reported that incidence of social anxiety in school going children under the age group 14-17 years was found out to be 10.3%, in which 5% belonged to the moderate category, 4.3% to the marked, 0.7% to the severe and 0.3% to the very severe social anxiety category. Epidemiological studies from the USA show that 13% of Americans have social phobia, which makes it the most prevalent generalized anxiety disorder and the third most common psychiatric disorder after major depressive disorder and alcohol addiction (Last et al. 1992; Kessler et al. 1994). In a study carried out by Chhabra et al to assess the prevalence of social phobia in school- going adolescents in an urban area and it was found that the prevalence rate be 10.3%, in which 5% belonged to the moderate category, 4.3% to be marked 0.7% to the severe phobia in adults. In addition, the study carried out by Uzonwanne (2014), it has been found that there is a high prevalence of social phobia among students with 20% of them manifesting severe social phobia and 16.8% manifesting extremely severe social phobia.

Sex is one variable that has been related to differences found in social phobia, motivational functioning, and academic performance of students. Result from this study shown that the sex of a student (male or female) has a significant difference in the Prevalence level of Social Phobia among secondary school students in Benin metropolis. The prevalence level of social phobia for females are different with males, the dangers associated with social phobia are not sex biased. This is in support with the study of Gultekin and Dereboy (2011) which observe that 76.5% of students have a social phobia for a lifetime and that female students out-number male students in

social phobia with 47.4% for the males and 52.6% for the females.

Conclusion

The findings depicts the prevalence level of social phobia in Benin metropolis. It was revealed that 30 % of the students in Benin metropolis have high prevalence of social phobia while 70 % have low prevalence level of social phobia. The sex of a student (male or female) has a significant difference in the Prevalence level of Social Phobia among secondary school students in Benin metropolis.

Recommendation

These findings necessitate more extra efforts in recognizing and treating social phobia among secondary school students in Benin metropolis. Prompt identification and treatment will help in reducing the bad consequences of this common condition. It is however, recommended that counselling therapies and school-based youth-friendly mental health services should be used to help tackle this problem.

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CAUSAL EFFECTS OF TRUANCY IN NIGERIA PUBLIC PRIMARY SCHOOLS AND ITS EDUCATIONAL IMPLICATIONS

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Abstract

This study attempts to provide an overview of the casual effects of truancy in Nigeria public primary schools and educational implications. The study examines various factors contributing to truancy, its impact on academic performance, and other consequences from the society at large. Regular absenteeism disrupts the learning process, thereby leading to gaps in knowledge and reduced educational attainment. Truant students often struggle to catch up with missed lessons, resulting in lower grades and decreased motivation. A well planned policy which is focused on improving access to quality education, reducing poverty, and enhancing social welfare can contribute to mitigating the casual effects of truancy. The study further examines ways in which truant behaviour can be curbed or completely eliminated from our public primary schools, such that, the parents, school heads, stakeholders. School Based Management Committee (SBMC) or community and the government can have a synergy to bring about long-lasting possible solutions that would help address the menace ravaging the learning outcome of pupils academically. With the compendious recommendations, if implemented, truancy can best be minimally managed in our public primary schools across Nigeria.

Keywords: Truancy, Causal Effects, Absenteeism, Academic Performances, Negative Outcomes.

Introduction

Truancy being a deliberate and unauthorized absence from school, whether it be for valid reasons or not, is referred to as absenteeism in most cases. Truancy is also the act of intentionally and regularly skipping school or classes without a valid excuse. The attention of school heads, classroom teachers, parents/guardians, the community, educational administrators, government and other education regulatory bodies has been drawn to the irregular school attendance of primary school pupils in Nigeria. Pupils who decide not to go to school on a regularly basis are in violation of law.

However, present day public primary pupils do engage in absenting themselves from school without concrete and reasonable reasons which makes them truants. Therefore, truancy as it affects the school and life chances of pupils stands as conspicuous and serious stumbling block against their achievement of success academically. Truancy exerts a negative effect on community because of its correlation with delinquency, crime and other negative outcomes.

Truancy is an established issue that has been debated overtime, and has caused lots of controversies ranging from school administrators blaming parents and the child's home affairs, to parents and learners faulting the education system by reasons of irksome classes, bullying and poor teaching methods. Truancy has become so alarming in the society that if not handled properly with the right techniques and strategies, we would begin to discover the scantiness of large school population of our public primary school pupils. It is important therefore for all authorities concerned to work out modalities in ensuring that pupils are now eager to attend classes without

any underlying issues. The focus of this paper is therefore to examine the various factors responsible for truancy among primary school students, its impact on academic performance, and other consequences from the society at large.

Concept of truancy

There is really no generalized definition to truancy, as various scholars have opined many ways to explain the term 'Truancy'. Truancy, according to *Oxford Dictionary* is "the practice of staying away from school without permission. A child who absents him or herself from school without good reason is playing truant." On his part, Okechukwu (2012) defines truancy as a behavioural disorder prevalence in children. Truancy is seen among pupils who lack confidence in their mental abilities or have learning disabilities. Being absent from class decreases a student's ability to learn. It is difficult to succeed if a student misses too much of class and school activities.

Truancy in primary education refers to the persistent and intentional absence of students from school without a valid excuse. It is a critical issue that negatively impacts the academic progress and overall development of children at the primary level, typically between the ages of 5 and 11. Truancy often manifests as a pattern of repeated absences leading to gaps in learning and reduced educational attainment. In other words, truancy refers to the unexcused absences from school. It also means deliberate absence from compulsory school attendance without adequate cause, or present in school without really participating in class or school activities.

Truancy can have several consequences for students, leading to academic underachievement, increased risk of dropping out and limited opportunities for future success. Ayodele, J. (2016), points out that a student who plays truancy is generally difficult, anxious and a highly sensitive person who needs to

escape from reality. He also has a low status in class and has difficulties in dealing with other people there.

According to Afolabi, A. (2019:20), truancy is one of the behavioural problems ranked at the tip of other behaviours like cruelty, disobedience, stealing and untruthfulness as being the most undesirable. However, truancy could also be seen as persistent unjustified absence from school on the part of a child without the consent of both the teacher and parents. Children who come from organized families, where there is affection and discipline, rarely play truant. Truancy can be occasional, casual or habitual.

Simply put, truancy involves the irregular and illegal absence from school without proper permission from school heads or authorities. Addressing truancy requires a comprehensive approach involving collaboration among school administrators, teachers, parents and the community. It involves identifying at-risk students, addressing the underlying causes of truancy, and implementing strategies to promote regular attendance and engagement in learning. By tackling truancy effectively, primary schools can create an environment where all students have the opportunity to thrive academically, socially and emotionally.

Causal effects of truancy

Truancy, which refers to the unexcused or unauthorized absence from school, can have various causal effects on public primary school pupils in Nigeria. Here are some potential causal effects of truancy.

Poor Academic Performance: Truancy can have a detrimental impact on a pupil's academic performance. When pupils frequently miss school, they miss out on important lessons, assignment and exams which can lead to gaps in their knowledge and understanding of various subjects.

Consequently, their grades may suffer and they may fall behind their peers.

High Drop-out Rates: Truancy can increase the likelihood of pupils dropping out of school altogether. When pupils consistently skip classes, they become disconnected from the learning environment, lose motivation and may feel discouraged or disengaged from education. Overtime, this can contribute to a higher dropout rate among truant students. Many young boys now see the school as a scam thereby withdrawing from school activities gradually.

Limited Educational Opportunities: Pupils who are frequently absent from school may miss out on opportunities for enrichment, extracurricular activities and participation in school events. These activities often play a significant role in a student's overall development and can provide valuable experiences and skills. These limitations can lead to an incomplete educational experience.

Social and Emotional Consequences: Truancy can also have social and emotional consequences for pupils regularly missing school. It can sometimes isolate students from their peers and disrupt their social connections. It may contribute to feelings for frustration, low self-esteem and a lack of confidence.

Increased Vulnerability: Pupils who are truant are often unsupervised during school hours, leaving them vulnerable to engage in risky behaviours or becoming involved in negative influences such as substance abuse, delinquency or gang activities.

Perpetuation of the Cycle of Poverty in the Society: When pupils do not receive a qualitative education due to truancy, their opportunities for future employment and advancement may be limited. This situation can perpetuate the cycle of poverty and socio-economic inequality in the society.

The negative outcomes of truancy among public primary school pupils can have long-lasting effects on their education

and overall development. Some of the key negative outcomes include:

Academic Underachievement: Regular absences disrupt the continuity of learning, leading to gaps in knowledge and skills. Students who miss school frequently are more likely to fall behind their peers academically, resulting in lower grades and reduced academic achievement.

Poor Educational Outcomes: Truancy can hinder a student's ability to meet academic requirements and perform well on assessments, which may impact their future educational opportunities. It can make it harder for them to advance to higher grade levels or pursue higher education.

Increased Dropout Rates: Prolonged absence is a significant risk factor for dropout rates. When students consistently miss school, they become disengaged, lose motivation, and may eventually decide to leave school altogether. This can severely limit their future prospects and opportunities.

Social and Emotional Challenges: Truancy can lead to social isolation and a sense of detachment from peers and the school community. Students who are frequently absent may struggle to form meaningful relationships and miss out on important social interactions and developmental experiences.

Behavioural Issues: Truancy is often associated with increased likelihood of engaging in negative behaviors. Students who are absent from school regularly may be more prone to involvement in delinquent activities, substance abuse, or other risky behaviors.

Limited Life Skills Development: Regular school attendance not only provides academic knowledge but also offers opportunities for the development of essential life skills, such as teamwork, problem-solving, and time management. Truancy hampers the acquisition of these skills, which are crucial for success in personal and professional life.

Economic Impact on the Society: The consequences of truancy extend beyond the individual student. High rates of absenteeism can negatively impact the overall performance and reputation of a school, affecting funding, resources, and the quality of education provided to all students.

However, because of current hike in prices of commodities and transportation in Nigeria, students most especially from public schools, have used that as divergent means to be out of school, and constantly involve themselves in playing truants.

All these can further be deduced as follows:

- Sickness or contagious diseases.
- Increased family circumstances.
- Lack of transportation system for pupils.
- Bullying and safety concerns.
- Lack of engaging and meaningful classes.
- Lack of good relationship between teachers and their pupils.
- Lack of educational facilities in some schools.
- Lack of encouragement from the teachers and school heads.
- Lack of commitment on the part of the pupil, and negative peer influence.
- Lack of encouragement and excessive freedom from parents.

To address the causal effects of truancy in our public primary schools today, strategies should be put in place to promote regular school attendance, which includes: awareness campaigns, parental engagement and encouragement, pupils support programs and effective monitoring and tracking systems. Evidence-based truancy prevention programs are additional strategies that can make a significant impact in trying to solve truant behaviours. By encouraging regular

attendance, we can enhance pupils' educational outcomes and set them on a path of future success.

Conclusion

Truancy is a significant issue that needs to be addressed in public primary schools in Nigeria. Regular absence can have detrimental effects on student's academic performance and overall development. Truancy can be comprehensively tackled by involving the school, parent and the community, in working out strategies on how to curb the menace. Positive reinforcement for regular attendance can also help prevent truancy and address underlying issues that contribute to absenteeism. Truancy may not necessarily be a total negative behaviour exhibited by individuals especially children from public primary schools in Nigeria, but can also have some positive elements in it as children involves in the exploration of the world around them by learning arts, sports, entrepreneurship, and sciences with an exceptional self-directed learning and exceptional talent or skills development. These children are perceived to be "Partially Truant."

Recommendation

The following are strategies put in place to either eliminate or reduce truancy to its barest minimum in our Nigerian public primary schools.

- The government should set laws and policies that emphasise the need for regular school attendance.
- Pupils should be encouraged by their teachers and parents on the need to be regular at school in order to avoid the prompting of social vices.
- Pupils who are caught by law enforcement agencies roaming or wandering about during school hours,

should be punished so as to serve as a deterrent to other pupils.

- Government should review and plan for a well robust curriculum that would align to meeting the needs of truant pupils so they can be better engaged often.
- Pupils with contagious diseases should be taken proper care of rather than being sent home without informing their parents.
- The School Feeding Programme for pupils should be passed into law so as to cater for children whose parents can't afford them meals. This will further motivate students to attend classes regularly.
- Government should provide buses to convey pupils to and from their schools as this can also be used to track and tackle absences of children.
- Parents should embark on school visits, from time to time, so as to monitor their children's words, attendance and participation in school.
- The government should collaborate with the School Based Management Committee (SBMC) in ensuring that proper orientation and re-orientation are given to pupils to help correct truant behaviours.
- School Managements should identify and address underlying issues that may contribute to truancy, such as bullying, social isolation, learning difficulties or family problems.

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