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## Forward

It is with great pleasure that I welcome you to the KWASU International Journal of Educational Management and Leadership (KIJEMAL), a scholarly platform dedicated to advancing research, innovation, and best practices in the field of educational management and leadership.

In an era where education systems worldwide are evolving to meet the demands of globalization, digital transformation, and sustainable development, the need for visionary leadership and sound management practices has been significant issue of discourse. Therefore, KIJEMAL serves as a conduit for rigorous intellectual discourse, providing educators, policymakers, and researchers with cutting-edge insights that shape the future of educational administration, policy formulation, and institutional effectiveness.

Additionally, this journal embraces interdisciplinary perspectives, drawing from contemporary trends such as transformational leadership, technology-driven education, inclusive learning environments, and evidence-based decision-making. Through high-quality, peer-reviewed articles, we seek to bridge the gap between theory and practice, fostering collaboration among scholars and practitioners to address pressing challenges in education.

In this regard, I extend my profound gratitude to our esteemed authors, national and international reviewers, as well as the editorial board members for their commitment to academic excellence. As you engage with the rich body of knowledge presented in this issue, I invite you to join us in our mission to redefine educational leadership for a sustainable development.

Prof. S. O. Afolabi,
Editor- in - Chief
KWASU International Journal of Educational Management and Leadership (KIJEMAL),
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# PRINCIPALS' LEADERSHIP PRACTICES AND INSTRUCTIONAL EFFECTIVENESS IN SENIOR SECONDARY SCHOOLS IN ILORIN SOUTH LOCAL GOVERNMENT, KWARA STATE, NIGERIA

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## Abstract

*This study investigated the principals' leadership practices and instructional effectiveness in senior secondary schools in Ilorin South Local Government, Kwara State. The study was driven by the persistent concern over declining academic performance and the central role of school leadership in improving instructional quality. A descriptive survey design of correlational types was adopted for the study. The population comprised of 59 senior secondary schools and 20 schools were sampled purposively to ensure more detailed and maintaining quality of data analysis. Whereby, five teachers each were selected as samples for the study totaling 100 respondents. Data was collected and administered through a structured questionnaire titled Principals' Leadership Practices and Instructional Effectiveness Questionnaire (PLPIEQ). The instrument, comprising 30 items, demonstrated a high reliability coefficient of 0.95. Descriptive statistics of mean and standard deviation were used to answer the research questions on the prevalence of leadership practices among principals while inferential statistics was used to test the hypothesis using the Pearson Product-Moment Correlation Coefficient (PPMC) to examine the relationship between leadership practices and instructional effectiveness. The results showed that there is a significant relationship between principals' leadership practices and instructional effectiveness in senior secondary school in Ilorin-south, Kwara state (r = 0.68, p= 0.000 @ 0.05 level of significance).*

*The findings revealed that principals' leadership practices had a significant relationship with instructional effectiveness in senior secondary schools in Ilorin South Local Government of Kwara State. In conclusion, principals who adopt strong leadership practices positively influence teaching quality, teacher morale, and overall student academic performance which remains critical for driving better instructional outcomes in schools. It was recommended that Principals should prioritize regular professional development workshops for teachers, ensuring they remain updated with current pedagogical methods to boost instructional effectiveness in senior secondary schools, Ilorin south Local Government, Kwara state.*

**Keywords:** Principals' Leadership, Instructional Effectiveness, Secondary Schools, Transformational Leadership, Nigeria

## Introduction

Education is universally acknowledged as a cornerstone for national development, social progress, and individual empowerment. In Nigeria, the senior secondary education level serves as a critical transition phase to tertiary education, providing students with the knowledge, skills, and attitudes necessary for higher learning and participation in national development. Federal Republic of Nigeria (2013) recognized this stage as essential in preparing youths for both academic pursuits and the demands for a rapidly changing society. However, despite its strategic importance, the Nigerian secondary education sector continues to grapple with various challenges, particularly in relation to the quality and effectiveness of instruction delivered in schools.

Among the most debated issues in recent years is the persistent decline in students' academic performance, teacher morale, and overall instructional quality in public and private secondary schools. While factors such as inadequate funding, poor infrastructure, student characteristics, and teacher competency have been extensively cited, the role of school leadership, particularly the leadership practices of principals, has not always been given commensurate attention. Principals are key agents in driving school improvement through their leadership styles, managerial skills, and instructional supervision. As the administrative and instructional heads of the institutions, their practices significantly influence teaching quality, teacher motivation, and student achievement (Orunbon, 2023; Bada et al., 2020).

However, leadership in educational institutions plays a pivotal role in shaping instructional effectiveness, particularly in secondary schools. Principals, as the primary leaders within school settings, influence teaching quality, learning outcomes, and the overall school climate. In Nigeria, where secondary education serves as a critical bridge between basic education and higher education, effective leadership is even more crucial to drive academic success and holistic student development.

Among various leadership models, transformational leadership has gained prominence for its emphasis on inspiring, motivating, and empowering teachers to exceed standard expectations. Transformational principals foster environments of trust, innovation, and collaboration, thereby directly impacting the instructional practices within their schools. Given the increasing demands on secondary education in Nigeria, understanding the relationship between principals' leadership practices particularly transformational leadership and instructional effectiveness is vital. This study therefore investigates how leadership practices among secondary school principals influence instructional effectiveness, aiming to provide insights that can enhance school leadership and, by extension, improve educational outcomes across Nigerian secondary schools.

Although, existing literature affirms that effective leadership correlates with better school performance, there remains a knowledge gap concerning how specific leadership practices especially those categorized as instructional and transformational, affect instructional effectiveness at the grassroots level. This gap is more evident at the local government area level, where contextual variables may significantly shape leadership dynamics and outcomes. The importance of exploring this issue is underscored by Sarwar, et al. (2020), who assert that effective leadership is directly tied to the professional presentation and instructional output of teachers. Bassey (2022) also emphasizes that instructional effectiveness is marked not only by

the delivery of content but by measurable improvements in student learning outcomes. Therefore, investigating the leadership practices of principals within this specific context provides valuable insights into a critical but often overlooked determinant of instructional quality. It is against this background that this study was set to examine the principals' leadership practices and instructional effectiveness in senior secondary schools in Ilorin South Local Government, Kwara State.

## Literature Review

Challenges in the effectiveness of school leadership remain a significant concern in the Nigerian education sector. Ifedili (2015) highlighted inadequacies in principals' performance in managing and monitoring school environments. Supporting this view, Ayandoja et al. (2017) noted that many Nigerian school principals fall short in supervising instructional activities, which adversely impacts overall school performance and student achievement. Odeh et al. (2015) further argued that principals themselves often constitute the core of systemic challenges in schools, a position reinforced by Victor (2017), who emphasized that ineffective leadership remains a major factor in the persistent underperformance of secondary schools across Nigeria.

Despite the central role of principals in educational administration, the northern Nigerian school system continues to struggle. Abdulrasheed and Bello (2015) observed that low academic achievement and weak institutional performance, especially in Kwara State, are exacerbated by a shortage of experienced and well-trained school leaders. Lipham (2016) affirmed that the quality of school administration is directly linked to the leadership capacity of principals. Igu, Ogba, and Igwe (2014) also emphasized that the quality of professional training received by prospective principals significantly shapes their leadership effectiveness and administrative vision.

A recurring theme in the literature is the practice of appointing high-performing classroom teachers to leadership roles without formal leadership preparation. Lipham (2016) critiqued this trend, asserting that it violates foundational principles of administrative competence, such as those proposed by Frederick Taylor. Consequently, leadership responsibilities are frequently assigned to individuals who lack essential managerial and administrative expertise. Leadership in secondary education is multidimensional, encompassing instructional supervision, school culture development, performance evaluation, conflict resolution, and strategic planning (Danbaba, Panshak, & Ibrahim, 2021; Orunbon, 2023). These responsibilities require broad intellectual, psychological, and professional capacity. McCarley, Peters, and Decman (2016) found that capacity-building programs in Eastern Nigeria significantly improved school outcomes, particularly through reduced failure rates linked to leadership training. The Federal Government of Nigeria has introduced various leadership development initiatives, including in-service and online training modeled after international practices (Umar, Kenayathulla, & Hoque, 2021).

Effective school leaders must also possess interpersonal competencies, moral integrity, and conflict management skills (Owen & Valesky, 2011; Yukl, 2011). These traits foster environments conducive to effective teaching and learning. Leadership styles offer a theoretical framework for analyzing principals' effectiveness. Transformational leadership—characterized by empathy, visionary thinking, and individualized support—has been shown to

enhance school culture and staff motivation (Bwalya, 2023). Democratic leadership promotes participatory decision-making, thereby improving teacher engagement and accountability (Hafeez, Abbasi, & Novita, 2023). Meanwhile, laissez-faire, transactional, and autocratic styles may suit certain contexts but often lack the adaptability needed in dynamic school environments (Northouse, 2018; Yusuf, 2023). Empirical studies increasingly favor a combination of transformational and instructional leadership styles as most effective in achieving educational objectives (Ughamadu & Ujunwa, 2021).

**Instructional Effectiveness**

Instructional effectiveness refers to the extent to which teaching strategies lead to intended learning outcomes, including critical thinking, autonomy, and overall student development (Bassey, 2022). Adeyinka et al. (2019) identified key indicators such as academic progression, learner independence, and holistic growth. While competent teaching is essential, Okogbaa and Igbogi (2019) argue that institutional leadership, school climate, and resource availability also significantly affect instructional success.

In Ilorin South Local Government Area of Kwara State, multiple studies have examined the connection between principals' leadership practices and instructional outcomes. Mustapha et al. (2023) found a strong correlation between adaptive managerial styles and school effectiveness, noting that principals who exhibit flexibility in leadership contribute meaningfully to student achievement. Ahmad and Shamas (2021) also reported that headteachers' instructional leadership significantly enhanced teacher effectiveness and student performance.

Collectively, these studies underscore the critical importance of strategic, adaptive, and inclusive leadership in promoting instructional effectiveness within secondary schools in Ilorin South. Principals who combine transformational vision with instructional supervision are better positioned to cultivate high-performing learning environments.

**Purpose of the Study**

The purpose of the study was to:

1. examine the leadership practice which is commonly adopted by the principals in senior secondary schools in Ilorin South Local Government, Kwara State;
2. determine the level of instructional effectiveness in senior secondary schools in Ilorin South Local Government, Kwara State;
3. investigate the relationship between principals' leadership practices and instructional effectiveness in senior secondary schools in Ilorin South Local Government, Kwara State.

**Research Questions**

i. What is the leadership practice which is commonly adopted by the principals in senior secondary schools in Ilorin South Local Government, Kwara State?
ii. What is the level of instructional effectiveness in senior secondary schools in Ilorin South Local Government, Kwara State?

## Research Hypothesis

**Hypothesis one:** There is no significant relationship between principals' leadership practices and instructional effectiveness in senior secondary schools in Ilorin South Local Government, Kwara State.

## Methodology

Descriptive survey of correlational type research was adopted for this study. This method is deemed suitable as it is widely recognized as one of the most employed approaches in descriptive research. There are a total number of 59 senior secondary schools in Ilorin-South Local Government of Kwara state. The population of teachers in these schools comprised 13,145. Twenty (20) secondary schools were sampled purposively to ensure more detailed and focused analysis maintaining quality of data analysis and because they are public secondary schools. Whereby, five teachers from these 20 schools were selected as samples for the study totaling 100 respondents. Data was gathered through a validated 30-item structured questionnaire titled Principals' Leadership Practices and Instructional Effectiveness Questionnaire (PLPIEQ) using a five-point Likert scale. Furthermore, the validity of the questionnaire was established through face and content validity by experts. Reliability analysis using Cronbach's alpha yielded a coefficient of 0.95 which translatedto a high level of reliability. Data was analyzed with descriptive statistics of mean and standard deviation to answer the research questions and Pearson Product Moment Correlation (PPMC) to test the hypothesis at 0.05 significance level.

## Results

**Research Questions:** What is the leadership practice which is commonly adopted by the principals in senior secondary schools in Ilorin South Local Government, Kwara State?

**Table 1**

*Mean and Standard Deviation Responses on leadership practice commonly adopted by the principals in senior secondary schools in Ilorin South Local Government, Kwara State*

| Leadership Practices | Mean Score | SD |
|---|---|---|
| 1. Instructional Supervision | 4.45 | 0.52 |
| 2. Goal Setting and Vision Communication | 4.30 | 0.60 |
| 3. Decision-Making Involvement | 4.10 | 0.65 |
| 4. Professional Development Support | 3.95 | 0.70 |
| 5. Delegation of responsibility | 3.85 | 0.75 |
| 6. Monitoring student Academic Progress | 4.25 | 0.58 |
| 7. Staff Motivation and Morale Boosting | 4.05 | 0.63 |
| **Grand Total** | **4.14** | **0.63** |

**Source:** Field Survey, 2025

As shown in table 1, all practices have relatively high mean scores. Instructional Supervision, Goal Setting and Vision Communication, Decision-Making Involvement, Professional Development and Support, Delegation of responsibility, Monitoring student academic progress and staff motivation and morale boosting with a mean score of 4.45, 4.30, 4.10, 3.95,

3.85,4.25 and 4.05 respectively. This indicates that respondents perceive these leadership practices as commonly or frequently applied for instructional effectiveness in schools. However, the moderate standard deviations suggest there is variation in responses, but overall consistency in how these practices are rated. The grand mean of 4.14 shows that on average, leadership practices among principals of Ilorin South secondary schools in Kwara state are positively rated by the respondents.

**Research Question 2:** What is the nature of the relationship between principals' leadership practices and instructional effectiveness?

**Table 2**

*Mean and Standard Deviation of Responses on the nature of the relationship between principals' leadership practices and instructional effectiveness.*

| S/N | Variables (Principals' Leadership Practices) | Mean | SD | Decision |
|---|---|---|---|---|
| 1 | Principals' supervision improves instructional delivery | 4.20 | 0.65 | High |
| 2 | Leadership practices influence student academic performance | 4.10 | 0.72 | High |
| 3 | Principals' goal-setting enhances teacher effectiveness | 4.15 | 0.68 | High |
| 4 | Instructional leadership affects classroom management | 4.05 | 0.75 | High |
| 5 | Principals' feedback strengthens lesson planning and execution | 4.16 | 0.60 | High |
| | Weighted Mean Score | 4.16 | 0.68 | High |

**Source:** Field Survey, 2025

Table 2 shows that the overall mean rating of 4.16 (out of 5) indicates that respondents agreed that there is a strong, positive relationship between principals' leadership practices and instructional effectiveness with Principals' supervision improves instructional delivery having a men rating of 4.20, Leadership practices influence student academic performance with a mean rating of 4.10, Principals' goal-setting enhances teacher effectiveness, 4.15, Instructional leadership affects classroom management, 4.05 and Principals' feedback strengthens lesson planning and execution, 4.16.The standard deviation of 0.68 shows moderate agreement consistency, suggesting that most respondents had similar perceptions.

**Hypothesis**

**$H_{01}$**: There is no significant relationship between principals' leadership practices and instructional effectiveness in senior secondary schools in Ilorin South.

**Table 3:**

*Pearson Product-Moment Correlation of Leadership Practices and Instructional Effectiveness*

| Variables | N | R | P-value | Decision |
|---|---|---|---|---|
| Leadership Practices | 100 | 0.68** | 0.000 | $H_{01}$ Rejected |
| Instructional Effectiveness | | | | |

**P<0.05**

**Source:** Field Survey, 2025

As shown in Table 3, the Pearson correlation co-efficient of r was calculated to be 0.68 while its calculated significance value is 0.000 at $p<0.05$. On this basis, null hypothesis one was therefore rejected. This indicates a strong positive relationship between leadership practices and instructional effectiveness. This means that there is a significant relationship between principals' leadership practices and instructional effectiveness in senior secondary schools in Ilorin south, Kwara state.

**Discussion of Findings**

The study investigated the prevalent leadership practices among principals and their influence on instructional effectiveness in senior secondary schools in Ilorin South Local Government Area, Kwara State. The findings reveal that instructional supervision, goal setting, monitoring student progress, and decision-making involvement are among the most frequently adopted leadership practices by principals in the area. Saidu (2017) examined the impact of various leadership styles; situational, transactional, transformational, democratic, autocratic, and charismatic, on teaching and learning in secondary schools within Ilorin Metropolis, Kwara State and the findings indicated that all six leadership styles significantly influenced teaching and learning outcomes. Notably, transformational and democratic leadership styles had a more pronounced positive impact on instructional effectiveness.

Furthermore, the findings from this study align with Abdulkareem, et al. (2024) assertion that effective principals' leadership practices play a crucial role in enhancing instructional effectiveness in secondary schools. Leadership practices such as instructional supervision, communication of school vision, decision-making involvement, and monitoring of student academic progress were prominently observed among the principals studied in Ilorin South Local Government Area, Kwara State. It was emphasized that instructional leadership, particularly supervision of classroom instruction and regular assessment of student performance, remains a critical determinant of school success. Consistent with these observations, this study found that principals who actively supervised instruction and communicated clear academic goals experienced higher levels of instructional effectiveness. Teachers under such leadership were more motivated, adhered better to curriculum delivery, and maintained higher classroom engagement levels.

Likewise, the findings of this study align with those of Umar, Kenayathulla, and Hoque (2021), who investigated principals' leadership practices and school effectiveness in secondary schools in Niger State, Nigeria. Their study demonstrated that effective leadership practices by principals significantly contributed to school effectiveness. Specifically, principals were found to lead by example, foster external relationships particularly with the Parent-Teacher Association (PTA) to mobilize support, and demonstrate a clear understanding of their subject areas. They were also adept at identifying the professional development needs of their staff. However, despite the positive influence of leadership practices such as laissez-faire approaches, credibility and trust, and effective communication flow, these factors were not statistically significant predictors of school effectiveness. Additionally, the relatively high levels of instructional effectiveness observed among the schools further affirm the positive role of leadership. These include clear classroom goals, learner participation, assessment feedback, and the use of diverse teaching strategies. However, leadership areas such as delegation and

staff motivation, while present, had slightly lower mean ratings, suggesting potential areas for capacity building and policy emphasis.

The study further established a moderately positive and statistically significant relationship between effective leadership practices and instructional effectiveness. This suggests that principals who adopt strong instructional and transformational leadership styles positively influence teaching quality, teacher morale, and overall student academic performance. However, the findings also indicate that while principals are generally effective in supervisory and goal-setting roles, areas such as delegation of responsibilities and sustained professional development support require greater attention. Strengthening these areas will further enhance instructional practices and student outcomes.

In summary, the findings underscore the significance of leadership practices and instructional leadership models in driving quality teaching in Ilorin South schools. Principals who are proactive, inclusive, and focused on academic outcomes tend to create environments that are conducive to effective instruction.

## Conclusion

This study examined the relationship between principals' leadership practices and instructional effectiveness in senior secondary schools in Ilorin South Local Government Area, Kwara State which revealed that leadership practices such as instructional supervision, goal setting, monitoring of student academic progress, and staff motivation are widely adopted among principals and contribute significantly to enhancing instructional delivery. It was however established that a moderately positive and statistically significant relationship exists between effective leadership practices and instructional effectiveness which suggests that principals who adopt strong instructional and transformational leadership styles positively influence teaching quality, teacher morale, and overall student academic performance. Therefore, effective principal leadership remains a cornerstone for achieving instructional excellence in secondary schools. Continuous investment in leadership development programs and systemic support for principals are essential steps toward achieving sustained educational improvement in Ilorin South and beyond.

## Recommendations

Based on the findings and discussions of this study, the following recommendations are made to enhance principals' leadership practices and promote instructional effectiveness in senior secondary schools in Ilorin South, Kwara State:

1. The Ministry of Education and relevant educational agencies should organize continuous leadership training programs focusing on instructional supervision, transformational leadership, and effective decision-making practices to enhance principals' competencies.

2. Principals should prioritize and institutionalize regular professional development workshops for teachers, ensuring they remain updated with current pedagogical methods and innovations.

3. Principals should focus on boosting staff morale through recognition, motivation, and inclusive decision-making processes, thereby creating a more supportive and productive teaching environment.

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# QUALITY ASSURANCE INPUTS AND GOAL ACHIEVEMENT IN PUBLIC COLLEGES OF EDUCATION IN SOUTH-WEST, NIGERIA

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## Abstract

*Basic schools' teachers competency has been put to test as a result of the quality of inputs made available within the system. Hence, this study examined quality assurance inputs and goal achievement in public Colleges of Education in South-west, Nigeria. The study adopted a descriptive research design of correlational type. Multi-stage sampling technique was used for the study; random sampling technique was used to select four states out of the six in the Zone while purposive sampling technique was used to select five out of eight public Colleges of Education in South-west, Nigeria. Proportional sampling technique was used to select 302 lecturers and 20 principal officers from selected Colleges of Education via the use of Krejcie and Morgan (1970) table for sample size determination. Two self-designed questionnaires tagged "Quality Assurance Inputs Questionnaire" (QAIQ) and (GAQ) were used to collect data for the study. Descriptive statistics of mean and standard deviation were used to answer all the three research questions; Inferential statistics of Multiple Regression was used to test the hypothesis. The findings of the study revealed that, there was significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria. Based on the findings, the study, it was recommended among others that public Colleges of Education should prioritise and invest in quality assurance inputs in order to ensure the delivery of high quality education and attainment of goals of Colleges of Education.*

**Keywords:** Quality Assurance Inputs; Goal achievement; Quality Facilities; Quality of Recruitment Process; Relevant Curriculum

## Introduction

Teacher education in Nigeria centres around the quality of education imparted to the citizenry and its relevance to individual in particular and the country at large. This is why attention is increasingly focused on the quality of existing teachers while emphasis is also laid on potential teachers. This is so because nothing can be as important to learning as the quality of inputs provided by the government and other stakeholders. The importance of Colleges of Education (formerly known as Advanced Teachers' Training College) in nation building cannot be over-emphasised due to the fact that these institutions are saddled with the responsibility of producing qualified and competent teachers for basic schools in Nigeria. The achievement of goals in Colleges of Education heavily relies on the provision of high-quality inputs. These inputs encompass various aspects such as facilities, recruitment of lecturers, students' admission and curriculum development etc. By ensuring that these inputs are of highest quality, Colleges of Education can effectively facilitate the actualisation of their goals which primarily revolve around producing competent and well-prepared graduates. Hence, the quality of

graduates in Nigerian tertiary institutions especially Colleges of Education depends solely on the quality of inputs provided by the government or the management teams of the institutions.

Quality of education has become one of the central issues accorded priority in the Nigerian educational reforms especially when considering the over-declining standard of education in the country, a negative development which poses a serious challenge to the development of the nation. The quantity and quality of inputs (facilities, recruitment of lecturers, students' admission and curriculum development) available to support teaching and learning and the way they are being managed are very important in the process of ensuring quality education. In Nigeria today, improving the quality of education is undoubtedly one of the most important tasks facing the administrators of any programme in our higher institutions of learning, especially Colleges of Education because the quality of inputs were adequately provided. Consequently, quality assurance has become a major concern to stakeholders in the educational enterprise. The concept of quality, according to Amaechi and Odaudu (2017), is the level of achievement of standard against which we judge others. Quality is concerned with how good or bad a product is. It is about the standard of something when compared with other things. It therefore presupposes that there is a standard set against which the outcome is compared.

Quality assurance in education is very important because it is a process through which goals could be achieved in the education system, irrespective of the level concerned. As a way of maintaining quality assurance in public Colleges of Education, it is very pertinent to ensure that there is quality in the inputs provided by the government or the management of such institutions. The importance of quality inputs to the realisation of the college goals, irrespective of the level, cannot be over-emphasised. Basically, it can be asserted that inadequate quality of inputs could be one of the factors responsible for the inability of the Nigerian Colleges of Education to effectively actualise their goals (Enefu et al., 2022). Quality inputs sustained by a good management (strong leadership, safe environment and good community relations) are intrinsically inter-related to teaching and learning process. According to Ikechukwu and Okoro (2023), "an input is a resource that makes it easier to implement a curriculum in a way that is both high-quality and effective". Although high-quality inputs are essential to quality assurance, there is ample evidence that both their quantity and quality are still deficient as observed by the researcher.

Quality assurance inputs are one of the areas of concern for Colleges of Education goal achievement in Nigeria. There was a need for a systematic evaluation of educational programmes to ensure that acceptable standard of education is maintained in Nigerian Colleges of Education. The quality of facilities, lecturers' recruitment, students' admissions and curriculum need to be examined in order to ascertain their impact on Colleges of Education goal achievement in South-West, Nigeria. Stakeholders (parents, students, government etc), are showing great concern and interest in the quality of education offered in Nigerian Colleges of Education. The concern of these stakeholders is to see that the input, process and output of these Colleges of Education meant the expected standard and this relate to maintaining and enhancing quality of the programmes run by the institutions (Akpan & Etor, 2019).

Quality of facilities used in imparting knowledge is an important determinant of effective educational system. Researcher observation shows that facilities seems inadequate in Nigerian Colleges of Education. This include some essential facilities such as conducive classrooms, libraries, laboratories and the internet which seem either inadequate or not available in some

of the Colleges of Education in South-west, Nigeria. Other facility issues include crowded classrooms, dilapidated structures and abandoned projects in some of the Colleges and this seem to be affecting the level of College of Education goal achievement in Nigeria. According to Eniola-Arigbe (2022), facilities in most of the Colleges of Education were not adequately provided for learning to take place thereby having negative impact on the goal achievement of the College".

Quality of lecturer recruitment is another input that may determine high standard in the educational sector. Academic staff is of paramount importance to the progress of an institution. The great concern here is the assessment of academic staff qualification and following proper procedure of recruitment which seems to have been neglected in most Colleges of Education in South-west, Nigeria. According to World Bank Report (2018), teachers recruited into teaching position in Colleges of Education do not meet the required quality for effective teaching. Since, it is evidenced in existing literature that many of these teachers are lacking in good quality which can enhance meaningful teaching, the quality of teaching to be given by these category of teachers is likely to be low and this will have adverse effects on the learners and the quality of graduates produced.

Students' intake is germane to quality assurance in Nigerian Colleges of Education. While agitation for increase in students' enrolment, maintaining a qualitative admission process should be the watchword in the institutions and entry requirement should be subjected to periodic review. Enrolment of students in Colleges of Education is a crucial aspect of the academic institution's operations. The process involves in attracting, admitting and registering individuals who are interested in pursuing a career in the field of education should be of quality and standard thereby making the intake to meet the stated goal of the College. Once students are admitted into Colleges of Education, they undergo orientation programme to familarise themselves with the institution's policies, procedures and resources which is in line with the College goals (Ehindero, 2019). In certain educational institutions, the problem of student withdrawal appears to be widespread since some that were admitted among them did not meet the minimal standards for admission (Etim et al., 2019).

Curriculum is an input that is very important to quality assurance in Nigerian Colleges of Education. The quality of curriculum and academic programmes in the educational system should be made to meet the needs of the society that consumes its product. The quality of curriculum in Colleges of Education is of utmost importance as it directly impacts the effectiveness of teacher training programmes. Aside from the contents of the curriculum, most lecturers seem to still rely on outdated and inefficient teaching strategies, thereby failing to provide students with the knowledge and skills necessary to compete in today's increasing complex and automated labour market (Manafa, 2020). Dare (2021) added "that while the methods framework currently employed during instruction provides convenient and comfortable ways to disseminate information, ever evolving students' population demand more. Hence, there needs to re-evaluate the content of Nigeria Certificate on Education (NCE) curriculum to meet the demands in today's work place"

Goal achievement is the most essential pursuit of every viable organisation. In fact, educational institutions especially Colleges of Education in South-west, Nigeria are not exempted from this goal attainment venture. It suffices to say that goal achievement is the basis of all productive activities in viable institutions. This can be achieved by taking into consideration the goals of

Colleges of Education which is to produce Nigeria Certificate in Education graduates with dedication, discipline, knowledge and skill. Teachers are solely saddled with the responsibility of translating educational policies and principles into actions based on the established standard during interaction with the learners. The crucial role of imparting knowledge or facilitating learning, among other activities carried out by teachers in schools, account for the reason they cannot be underrated in the attainment of the goals of Colleges of Education. However, for teachers to actively discharge their duties in a way that would help learners to successfully acquire knowledge, they need to be highly disciplined and dedicated to their job; and to adequately possess knowledge and skills.

Implicit in the foregoing is the notion that the quality of input evidently influences the quality of the output. This presupposes that Colleges of Education in South-west, Nigeria where potential teachers are trained must be adequately staffed and be well equipped with quality facilities as prerequisite for the implementation of Colleges of Education programmes to meet set standards stipulated by the National Commission for Colleges of Education (NCCE). The essential requirements for achieving quality in teaching and learning include quality inputs in the form of facilities, recruitment of lecturers, students admission and curriculum, all of which must be of high-quality. Unfortunately, the inputs that go into the Colleges of Education seem not to meet the minimum standard as specified by National Commission for Colleges of Education (2012). As a result, Colleges of Education in South-west, Nigeria seems to have continued to turn out graduates who are not disciplined, dedicated, skilled and knowledgeable enough (Kinyita & Hannah, 2015). It is based on this background that this study established the significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria.

**Statement of the Problem**

Teachers across basic schools, particularly holders of Nigeria Certificate in Education (NCE), are expected to possess the required skills and knowledge, discipline and as well be dedicated to work in order to deliver on their responsibilities which in turn will lead to goal attainment of teacher education at Colleges of Education. However, occurrences in some public basic schools in South-west, Nigeria have put one in doubt as to whether these goals are being achieved or not. For instance, dedication, discipline, knowledge and skills of some teachers in basic schools in South-west, Nigeria seem not good enough to enable them effectively discharge their duties in the way that would enhance attainment of overall goals. This was based on the personal interaction of the researcher coupled with information gathered from some principals, vice principals, head teachers, assistant head teachers and teachers in public basic schools in South-west, Nigeria.

Some teachers in these schools do not have in-depth knowledge of the subject matter; in fact, many of them lack classroom management skills and usage of suitable methodology to convey information to the learners during the process of teaching and learning. Some teachers, due to the low level of their skills, find it difficult to communicate effectively to the learners, assess learners strengths and weaknesses in learning, manage the allotted time for lessons effectively and utilise or improvise suitable instructional materials when the need arises. The problems of some teachers include poor record keeping, failure to wholeheartedly teach learners and total abandoning of lesson plans preparation due to their poor dedication. Furthermore, there is a high level of indiscipline among some teachers which is exhibited through lateness to schools

to deliver the lesson and extortion of learners. All these result in ineffective job performance consequently lead poor quality of the basic education in South-west, Nigeria (Sulyman, 2020).

Many scholars have carried out studies on areas which are related to Quality Assurance Inputs, Process and Goal Achievement. For instance, Makiya et al (2023) examined School Quality Assurance Criteria for Enhancing Learning Achievements in Public Primary Schools in Arusha Region, Tanzania. Ikechukwu and Okoro (2023) investigated Assessment of Quality Assurance Inputs for the Teaching of Business Teacher Education in selected Colleges of Education in South-south, Nigeria. Eniola-Arigbe (2022) conducted a study on Quality Assurance Practices and Goal Achievement of Public Universities in South-west, Nigeria. Enefu et al (2022) researched on Quality Assurance Process for Attainment of Educational Objectives in Kogi State universities. Sulyman et al (2020) investigated the Input Quality as a Quality Assurance Process in Enhancing Effectiveness of Public Secondary Schools in Ilorin West Local Government Area, Kwara State. Considering the variables and contents of the mentioned studies and to the best of researcher knowledge, none of them has combined the three variables this study examined. None of the afore-mentioned scholars examined Quality Assurance Inputs and Goal Achievement in public Colleges of Education in South-west, Nigeria. This is the gap the study filled.

**Purpose of the Study**

The main purpose of the study was to examine the significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria. Specifically, the study:

i. examined the level of quality assurance inputs in public Colleges of Education in South-west, Nigeria; and
ii. determined the level of goal achievement in public Colleges of Education in South-west, Nigeria.

**Research Questions**

The following research questions were raised to guide the conduct of the study:

i. What is the level of quality assurance inputs in public Colleges of Education in South-west, Nigeria?
ii. What is the level of goal achievement in public Colleges of Education in South-west, Nigeria?

**Research Hypothesis**

The following hypothesis was formulated to guide the conduct of the study:

**Ho:** There is no significant prediction of quality assurance inputs to goal achievement in Federal Colleges of Education in South-west, Nigeria**.**

**Methodology**

The study adopted the descriptive research design of correlational type to obtain the relevant and needed data. The population of the study comprised 1,533 lecturers and 32 principal officers in the entire eight public Colleges of Education in South-west, Nigeria as at

February, 2024. Hence, the target population of the study comprised 1,320 lecturers and 20 principal officers from five public Colleges of Education in South-west, Nigeria. Simple random sampling technique was used to select four out of the six states in South-west, Nigeria while Purposive sampling technique was used to select five public Colleges of Education in these states based on their years of establishment. Proportional sampling technique was used to select the respondents using Krejcie and Morgan (1970) table for determining sample size was used to select 322 respondents made of 302 lecturers and 20 principal officers. Questionnaires titled: Quality Assurance Inputs Questionnaire" (QAIQ) and Goal Achievement Questionnaire (GAQ) were used for the study. The instrument was validated and subjected to reliability using Cronbach's Alpha reliability given reliability coefficients of .81 and .80 for quality assurance inputs and goal achievement respectively. Descriptive statistics of mean and standard deviation was used to answer the two research questions raised while inferential statistics of Multiple Regression was used to test all the hypotheses at 0.05 level of significance as a standard region of decision of the hypotheses.

## Results

**Research Question 1**: What is the level of quality assurance inputs in public Colleges of Education of Education in South-west, Nigeria?

**Table 1**

*Mean and Standard Deviation on the Level of Quality Assurance Inputs*

| S/N | Variables | X | SD | Decision |
|---|---|---|---|---|
| 1 | Quality of Facilities | 2.55 | 1.05 | High |
| 2 | Quality of Recruitment of Lecturers | 2.06 | 1.12 | Low |
| 3 | Quality of Students' Admissions | 2.57 | 1.16 | High |
| 4 | Quality of Curriculum | 2.61 | 1.18 | High |
| | **Grand Mean** | **2.45** | **1.13** | **Low** |

**Note:** *Mean value range from 1-1.75 = Very Low, 1.76-2.50 = Low, 2.51-3.25 = High, 3.26-4.00 = Very High.*

Table 1 shows the mean and standard deviation of the level of quality assurance inputs in public Colleges of Education in South-west, Nigeria where the mean scores of quality of facilities, quality of students' admission and quality of curriculum were found to be 2.55, 2.57 and 2.61 respectively and as such considered to be high while quality of recruitment of lecturers was found to be low with a mean score of 2.06. Therefore, the grand mean of 2.45 revealed that the level of quality assurance inputs in public Colleges of Education of Education in South-west, Nigeria was low.

**Research Question 2**: What is the level of goal achievement in public Colleges of Education of Education in South-west, Nigeria?

**Table 2**

*Mean and Standard Deviation on the level of Goal Achievement*

| S/N | Variables | $\tilde{X}$ | SD | Decision |
|---|---|---|---|---|
| 1 | Discipline | 1.97 | 1.13 | Low |
| 2 | Dedication | 2.72 | 1.15 | High |
| 3 | Knowledge | 2.67 | 1.19 | High |
| 4 | Skills | 2.64 | 1.12 | High |
| | **Grand Mean** | **2.50** | **1.15** | **Low** |

**Note:** *Mean value range from 1-1.75 = Very Low, 1.76-2.50 = Low, 2.51-3.25 = High, 3.26-4.00 = Very High.*

Table 2 shows the mean and standard deviation of the level of goal achievement in public Colleges of Education of Education in South-west, Nigeria where the mean scores of dedication, knowledge and skills were found to be 2.72, 2.67 and 2.64 respectively and as such considered to be high while discipline was found to be of low extent. Hence, the grand mean of 2.50 revealed that the level of goal achievement in public Colleges of Education of Education in South-west, Nigeria was low.

**Ho:** There is no significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria.

**Table 3**

*Results of Multiple Regression of Quality Assurance Inputs and Goal Achievement*

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| **1** | .821[a] | .659 | .658 | .18333 |

Table 3 presented the model summary of the regression analysis with R square value of .659. This indicated that, the predictive variables (quality assurance inputs) explained at least 65.9% of the total variability of the criterion variable (goal achievement). The high percentage of explained variability is an indication of model adequacy. This implies that quality assurance inputs predict goal achievement in public Colleges of Education in South-west, Nigeria. Implicit in this result is the fact that the predictor variable accounted for 65.9% variation in goal achievement. Further verification on the significant prediction of the predictor variable and goal achievement is p value of 0.00 <0.05.

Since p value of 0.00 is lesser than 0.05 significance level, the hypothesis is rejected. This means that, there was significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria.

**Table 4**

*Regression Analysis of Quality Assurance Inputs and Goal Achievement*

| Model | Sum of Square | df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| **1 Regression** | 54.559 | 2 | 27.280 | 811.632 | .00[b] |
| **Residual** | 9.724 | 286 | .034 | | |
| **Total** | 64.283 | 288 | | | |

The result in Table 4 indicated that, the calculated F-value is 811.632 with a degree of freedom of 2/286 that is significant at 0.00. Since p value of 0.00 was lesser than 0.05 significance level, the hypothesis was rejected. The implication of this is that there was significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria.

**Table 5**

*Model Coefficients of Quality Assurance Inputs and Goal Achievement*

| Model | B (Coefficient) | Std. Error | Beta | T | Sig |
|---|---|---|---|---|---|
| Constant | 4.667 | 1.168 | | 3.997 | .00 |
| Quality of Facilities | -.360 | .090 | -.113 | -4.000 | .00 |
| Quality of Recruitment of Lecturer | .969 | .089 | .283 | 10.862 | .00 |
| Quality of Students' Admission | .857 | .141 | .343 | 6.091 | .00 |
| Quality of Curriculum | .958 | .123 | .425 | 7.762 | .00 |

Table 5 showed the predictive contribution of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria. The result revealed that quality of facilities ($\beta$ = -.113, t = -.4.000, p>0.05), quality of recruitment of lecturers ($\beta$ = .283, t = 10.862, p>0.05), quality of students' admission ($\beta$ = .384, t = 6.091, p>0.05) and quality of curriculum ($\beta$ = .425, t = 7.762, p>0.05) were independent predictor of goal achievement. This implies that quality of facilities has a negative contribution with goal achievement but significant. This further can be deduced that quality of curriculum contributed more, follow by quality of students' admission while quality of recruitment of lecturers contributed less to goal achievement in public Colleges of Education in South-west, Nigeria.

## Discussion of Findings

The findings on the level of quality assurance inputs in public Colleges of Education in South-west, Nigeria as indicated on Table 1 showed that the level of quality assurance inputs in public Colleges of Education in South-west, Nigeria was low with a grand mean score of 2.44. This indicated that the quality assurance inputs provided in these institutions have not been encouraging enough which might effectively affect the goals for which they are established. These institutions exhibited a deficiency in the level of quality assurance inputs provided. This deficiency was observed to be prevalent across various aspects of the educational system within these institutions. This finding corroborates the work of Eniola-Arigbe (2022) who discovered thatthe inadequacy of quality assurance inputs was found to have significant impact on the overall standard of education and the learning experience of students.

Findings on the level of goal achievement in public Colleges of Education in South-west, Nigeria has indicated that the level of goal achievement in public Colleges of Education in South-west, Nigeria was low with a grand mean score of 2.50. This implies that the goal of the public Colleges of Education in South-west, Nigeria in terms of the production of teachers with high personal and professional discipline, dedication, knowledge and skills has not been adequately realised. As the extent of the goal achievement of these institutions was found to be at low level. The level of attainment of goals in public Colleges of Education in South-west, Nigeria is currently subpar. This is a cause for concern as it indicates that these institutions are not meeting the expected standards in terms of achieving their goals. This finding agreed with the view of Eitim, etal (2019) that that the inability of many graduates of Nigerian Colleges of Education to effectively impart knowledge to learners is due to inadequate possession of teaching skills and knowledge, acquired during their days in these institutions.

Furthermore, this study found out that there was no significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria was rejected. This implies that quality assurance inputs have significantly contributed to goal achievement in public Colleges of Education in South-west, Nigeria. The finding aligns with that of Abdulkarim et al. (2021) who discovered that the allocation of inputs towards quality assurance initiatives significantly influenced the overall educational experience for students and staff. This emphasises the need for continuous improvement and investment in quality assurance to enhance the educational outcomes within these institutions.

## Conclusion

Based on the findings which stemmed from the data collected and analyzed with the results obtained, it could be concluded that, the level of quality assurance inputs in public Colleges of Education in South-west, Nigeria was low; the level of goal achievement in public Colleges of Education in South-west, Nigeria was low and there was significant significant prediction of quality assurance inputs to goal achievement in public Colleges of Education in South-west, Nigeria.

**Recommendation**s

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

1. Public Colleges of Education should prioritise and invest in quality assurance inputs in order to ensure the delivery of high quality education and attainment of goals of Colleges of Education;
2. Colleges of Education Management create a more conducive learning environment that fosters academic success and encourages students to strive for higher achievement; and
3. Government though Tertiary Education Trust Fund (TETfund) should place high priority in both selection of quality inputs and refinement of their process that would create a cohesive framework that supports the attainment of goals of Colleges of Education.

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# VICE CHANCELLORS' MOTIVATIONAL TECHNIQUES AND GOAL ACHIEVEMENTS IN UNIVERSITIES IN SOUTH-WEST, NIGERIA

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## Abstract

*The study examined the relationship between Vice-chancellors' motivational techniques and goal achievement in Universities in South-west, Nigeria. It adopted correlational research design. The population for the study consisted of 15,230 lecturers in universities in South-west, Nigeria. Stratified sampling technique was used to obtain a sample of 1,523 respondents. Both face and content were validated by three experts and Cronbach Alpha method was adopted to ensure reliability of the instrument with the coefficient of r =0.78 and r =0.80. The questionnaire was administered to 1,523 respondents out of which 1,481 copies were retrieved from the respondents indicating 97% level of retrieval. The questionnaire titled Vice-Chancellor's Motivational Techniques and Goal Achievement Questionnaire was used for data collection.Mean and standard deviation were used to answer research questions while Pearson product moment correlation statistics was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that vice-chancellors used motivational techniques to achieve universities' goals ($\bar{x}$=2.52), goal achievement was moderately attained ($\bar{x}$=2.91). The study concluded that there was a relationship between Vice Chancellors' motivational techniques and goal achievements in universities in South west, Nigeria. Based on the findings, it was recommended among others, that the National Universities Commission should organize workshops, seminars, and conferences for university vice chancellors to abreast them of the latest development, enhancing their efficiency and effectiveness in discharging their responsibilities.*

***Key Words:*** *Vice chancellors', Motivational Techniques, Goal Achievement, Universities, South West.*

## Introduction

The Management of university education is a demanding task for the Vice-chancellors. The Vice-chancellors are the pivots around which all significant activities in the institutions. The managerial qualities that Vice-chancellors bring to their role have a far-reaching impact on achievement of the universities. The effectiveness of administration is often determined by the extent to which academic and non-academic staff work, the time to which students achieve the

goals of instruction in universities, and how they perform in curricular and extracurricular activities. Developing an effective and appropriate motivational technique is an integral to the vice- chancellors as human resource managers. Appropriate motivational techniques could help attract and retain competent and talented individuals who can help the University to achieve their goals. In addition, the retentions of talented and skilful employees will reduce costs at the same time and act as a catalyst for achieving the organisation's goals, objectives and blueprint (Sawaneh & Kamara, 2019).

According to Alcívar et al. (2021), motivation in learning is the foundation of starting previous experiences or knowledge, academically oriented to deal with processes that develop abilities, skills, maturity, and logic, and it is a sensitive part in these processes that are complex factors such as biological, personal and social, but they allow coping with any situation. Motivation must go hand in hand with education and the teaching-learning process, since the teachers must be the ones who encourage students to be dependent on actions and responsible for the future of tomorrow (Wahyudi, 2022). Motivation is a crucial impact on the establishment and development of quality in higher education, which includes quality personnel providing instruction, developing competencies, building social status and the quality of the education process about employment (Dina et al. 2019; Fajčíková et al, 2019). A well-designed and functional motivational system such as monetary incentives, sponsorship for further studies, competitive salary, rewards, promotion and job security is an efficient way to increase lecturers' work motivation (Zafar et al., 2020).

Monetary incentives are, thus, important in the motivation system for all categories of Lecturers, a good example is Prompt payment of their salary. The Vice-Chancellor must agree with her staff at staff congress or staff meeting for a specific date of the month which the salary will be paid. This will enable the lecturers to be credit worthy and ability to borrow money before the due day. The vice chancellor must not exceed the agreed date so as to give the lecturers an opportunity of adequate planning towards their salary**.** Payment of wages and salary influences workers' motivation, loyalty, status in the organizational standard of living, and effectiveness. Furthermore, workers believe that improved performances always lead to increased salary. Akomolafe (2017) posits that workers' dissatisfaction with salary may affect organizational outcomes, such as withdrawal behaviors in employee turnover organizational and job performance changes. On the other hand, wage and salary satisfaction improve employees' living; the employer-employee relationship helps prevent such an organization's strike actions. Dessler (2012) suggests that employees' work performance and effectiveness increase with prompt salary payment. Olukoya (2021) emphasized that employees' perception of the organizational remuneration system's efficiency significantly impacted employee behavior, effectiveness, and intention to continue working with such an organization. He further revealed that prompt payment of salary, incentives, and fringe benefits motivate teacher effectiveness. The study of Aywerosuo (2021) in exploring motivation and teacher effectiveness in the classroom revealed that several teachers were not happy with what they received as a motivational package, and it affected their level of commitment.

Ali et al (2021) considers promotion as an increase of a labour or employee at a field a better job, compared with the previous of the responsibility is greater, achievement, higher status demands proficiency is higher, and the addition of wages or salaries as well as other allowances. According to Gupta (2021) promotion refers to a higher post carrying greater responsibilities, higher status, and better salary. It is the upward movement of an employee in

the organization's hierarchy. Motivational factors are those aspects of the job that make lecturers want to perform their duties. They help propel, stimulate, channel, direct, energise, arouse, sustain and influence the lecturers' striving for excellence. They also encourage lecturers and increase their persistence level in the teaching-learning process to achieve university educational goals and objectives (Khalid et al., 2020). Zahednezhad et al. (2021) posited that lack of job satisfaction is a predictor of quitting a job; one of the most critical factors that lead one to their goal is the drive. This drive is known as motivation. It is a determination with a kind of excitement that leads one to persevere to greater heights, no matter what avenue of their life, personal or professional. The drive may come from an internal or external source. The individual determines this. If managers know what drives the people working for them, they can tailor job assignments and rewards to what makes these people "tick." Motivation can also be conceived of as whatever it takes to encourage workers to perform by fulfilling or appealing to their needs.

According to Awah et al. (2020) motivation is goal oriented and therefore cannot be outside the goals of the University whether public or private. Lecturers' compensations refer to all forms of payment or reward going to them and arising from their employment. Rewards include direct compensation, indirect compensation and non-financial reward. Hence, it is against this backdrop that this study examined the Vice-chancellors' motivational techniques and goal achievement in universities in the South-west, Nigeria.

**Statement of the Problem**

Universities are built on three-tripod stand; teaching, research and community service. Based on this, the Vice–Chancellor are saddled with the responsibility of providing satisfaction to the lecturers to get the best out of them. The activities of vice-chancellors in adopting motivational techniques, lecturers' job satisfaction and goal achievement of universities seem worrisome. All this seem to have generated a daily public discussion on activities of vice chancellors' inability to perform creditably well in universities, particularly in universities in South-west, Nigeria. This seems to have bordered many stakeholders of university education, especially the councils and senates of universities, parents, government and community, over the likely influence of Vice-Chancellor motivational techniques and goal achievement in universities. In the university system, the Vice-Chancellor manages the University's human and material resources. The head of the school administrators (Vice Chancellor, Registrar, Bursar and Librarian) significantly influence the organisation's goals and objectives as their leadership style and duties can make or mar the University (Ogunode et al, 2022).

Nevertheless, there is the notion that most university Vice-Chancellors are ineffective in carrying out the tasks that will buttress their essential functions in the University. Such tasks are sponsorship for additional qualifications, conferences and seminars, provisions of the excellent environment are not accorded the required attention by the Vice-Chancellors in South-West, Universities. However, concerns are being expressed by relevant stakeholders of university education, council and senate of universities in South-West Nigeria that the vice chancellors' inability to get the best from them and ineffective goal achievement in universities has been the cog in the wheel to the smooth academic pursuits of the students. It is argued that the Vice-Chancellors' failure to carry out the above-mentioned task profoundly influenced the university's goal achievement. The problem of this research put in a question form is: What is

the influence of vice chancellors' motivational techniques and goal achievement in universities in Southwest Nigeria?

Many researchers have carried out studies related to this study's variables. Ortsa (2018) examined the vice chancellors' administrative task performance and goal achievement in public universities in the North Central zone of Nigeria. Abubakar et al. (2021) examined lecturers' job commitment and quality goal achievement in state colleges of Education in North-central geo-political zone, Nigeria. Osibanjo et al. (2014) conducted a study on compensation packages: A strategic tool for lecturers" performance and retention in selected private universities in Ogun State, South-west, Nigeria. Salary, bonuses, incentives, allowances and fringe benefits were used as measures of motivational techniques. Olasumbo (2014) investigated lecturers' job commitment and performance: Leadership implications for Nigerian higher education development. Sulyman (2020) investigated lecturer compensation job commitment and goal achievement in state colleges of Education, North-central, Nigeria. Furthermore, Abdulkareem etal. (2015) studied corporate culture and university goal achievement in South-west Zone, Nigeria. However, based on the researcher's knowledge, none of these previous studies focused on Vice Chancellors' motivational techniques and goal achievement in universities in the South-west, Nigeria. Hence, this is the gap which the study filled.

**Objective of the Study**

This study assessed the Vice chancellors' motivational techniques and goal achievement in Universities in South-west, Nigeria. Specifically, the study:

1. examined the vice-chancellors' motivational techniques used in Universities in South-west, Nigeria.
2. determined the level of goal achievement in Universities in South-west, Nigeria.
3. investigated the relationship between Vice-chancellors' motivational techniques and goal achievement in Universities in South-west, Nigeria.

**Research Questions**

Two research questions were raised to guide the study:

1. What are the motivational techniques used by Vice-chancellors in universities in South-west Nigeria?
2. What is the level of goal achievement in Universities in South-West, Nigeria?

**Research Hypothesis**

**$Ho_1$:** There is no significant relationship between Vice-chancellors' motivational techniques and goal achievement in Universities in South-West, Nigeria.

**Methodology**

Descriptive survey of correlational type was adopted for this study. There were six states in this region with a total number of 55 universities and 15,230 lecturers. Stratified sampling technique was applied at the first stage by selecting three universities (one federal, one state and one private university) from each of the state to make 18, while the second stage entailed the use of proportionate sampling method to select 10% of lecturers from each of the 18 sample Universities. In all, a total of 1,523 respondents formed the sample for the study.A researcher-

designed structured Questionnaire entitled: Vice-Chancellor's Motivational Techniques and Goal Achievement Questionnaire (VMTGAQ) was used to elicit information from the respondents. Section The respondents were responded to items in the questionnaire using 4-Point Likert type scale of "Strongly Agree" (SA), 4 points; "Agree" (A), 3 points; "Disagree" (D), 2 points; and "Strongly Disagree" (SD), 1 point. The instruments were validated and subjected to reliability testing through the use of Cronbach alpha method given reliability coefficient of 0.78 and 0.80, which affirmed that the instruments were reliable for the study. Mean and standard deviation were used to answer the research questions while Pearson product-moment correlation (PPMC) statistic was used to test the hypothesis at 0.05 alpha level of significance.

## Results

**Research Question 1:** What are the motivational techniques used by Vice-chancellors in universities in South-west, Nigeria?

**Table 1**

M*ean and Standard Deviation of Responses on Motivational Techniques Used by Vice-Cha*ncellors in Universities in South-west, Nigeria

| | Item statements | Mean | SD | Remarks |
|---|---|---|---|---|
| | **MONETARY INCENTIVES** | | | |
| 1. | Lecturers are paid for excess workload | 2.19 | 0.94 | Disagreed |
| 2. | Bonuses are given to academic staff in this institution | 1.95 | 0.88 | Disagreed |
| 3. | Expenses incurred by lecturers on their job are borne by this institution | 2.43 | 0.94 | Disagreed |
| 4. | The University bears part of the hospital bills of the lecturers | 2.50 | 1.05 | Agreed |
| | **Weighted Average** | **2.26** | **0.71** | **Disagreed** |
| | **PROMPT PROMOTION** | | | |
| 5. | Qualified academic staff are promoted as and when due | 2.95 | 0.85 | Agreed |
| 6. | Staff condition of service is used during promotion exercise | 2.65 | 0.82 | Agreed |
| 7. | There is financial backing for lecturers' promotion in this University | 2.70 | 0.94 | Agreed |
| 8. | Academic staff promotion is advertised in the institution every year | 2.46 | 1.00 | Disagreed |
| | **Weighted Average** | **2.69** | **0.90** | **Agreed** |
| | **PROMPT PAYMENT OF SALARIES** | | | |
| 9. | Lecturers' salaries are paid as at when due | 2.77 | 1.06 | Agreed |
| 10. | Lecturers' are allowed to request for their salaries in advance | 2.03 | 0.91 | Disagreed |
| 11. | Lecturers are yet to receive their salaries for the past two months | 2.12 | 1.04 | Disagreed |

| | | | | |
|---|---|---|---|---|
| 12. | Pay slips are made available to lecturers on monthly basis | 2.53 | 1.07 | Agreed |
| | **Weighted Average** | **2.36** | **1.02** | **Disagreed** |
| | **SPONSORSHIP FOR FURTHER STUDY** | | | |
| 13. | Lecturers are sponsored for acquiring additional qualifications in overseas | 2.83 | 0.88 | Agreed |
| 14. | Lecturers are sponsored for further studies within Nigeria | 2.65 | 0.86 | Agreed |
| 15. | Lecturers are being paid their salaries while on study leave | 2.70 | 0.87 | Agreed |
| 16. | Lecturers are made to stay in the institution for a period of three years after obtaining sponsored by the university. | 2.81 | 0.87 | Agreed |
| | **Weighted Average** | **2.75** | **0.87** | **Agreed** |
| | **Overall Mean** | **2.52** | **0.95** | **Agreed** |

The analysis shows that Table 1 has four components which include monetary incentives, prompt promotion, prompt payment of salary and sponsorship for further study. The mean rating of respondents indicates the level of respondents' agreement on the use of motivational techniques. For monetary incentives, it contains four items with the mean values ranging from 1.95 to 2.50. It is indicated from the mean value of the respondents that lecturers are not paid for excess workload, bonuses, expenses incurred by lecture are not paid by the vice-chancellors as evidenced in their responses except the payment of the part of the hospital bills with the mean value of 2.50. For prompt promotion of staff, it contains four items with the following mean values: 2.95, 2.65, 2.70 and 2.46. This explained that the respondents agreed that Vice-Chancellors in South-West Universities promote qualified staff as at when due ($\overline{x}$=2.95), Staff use condition of service during promotion exercise ($\overline{x}$=2.65), give financial backing for lecturers' promotion in their respective Universities ($\overline{x}$=2.70), but respondents disagreed on the yearly advertisement of academic staff promotion($\overline{x}$=2.46).

For the prompt payment of lecturers salaries components, the respondents agreed that the Vice-chancellors use regular payment of lecturers' salaries as motivational techniques ($\overline{x}$=2.77), but they disagreed on advance salary request ($\overline{x}$=2.03), and inability to receive two year salary ($\overline{x}$=2.12), the data further indicated that the pay slips are made available to lecturers on monthly basis ($\overline{x}$=2.53). For the sponsorship for further study components, it is revealed that Vice-Chancellor used to sponsor lecturers for additional qualification in overseas and within Nigeria, this is evidenced with the mean values of ($\overline{x}$=2.83) and ($\overline{x}$=2.65), lecturers are being paid their salaries while on study leave ($\overline{x}$=2.70) and the respondents also agreed that lecturers are made to stay in the institution for a period of three years after obtaining additional qualifications($\overline{x}$=2.81).

The respondents agreed that Vice-Chancellors use prompt promotion of staff ($\overline{x}$=2.69) and sponsorship for further study as motivational techniques ($\overline{x}$=2.75) for attainment of goals in South-West Universities while disagreed on monetary incentives ($\overline{x}$=2.26) and prompt payment of salary ($\overline{x}$=2.36). In summary, it is expressed that Vice-Chancellors use motivational techniques as means to achieve the Universities' goals, this could be seen from the aggregate means of ($\overline{x}$=2.52).

**Research Question 2:** What is the level of goal achievement in Universities in Southwest Nigeria?

**Table 2**

*Mean and Standard Deviation of Responses on the level of goal achievement in Universities in Southwest Nigeria*

| S/N | Item Statements | Mean | SD | Remarks |
|---|---|---|---|---|
| | **RESEARCH AND DEVELOPMENT** | | | |
| 1. | My University is a lead university in Research | 2.86 | 0.69 | Moderate |
| 2. | I often take part in carrying out Research | 3.08 | 0.67 | Very High |
| 3. | My research has assisted the growth and development of Educational system in Nigeria | 2.70 | 0.68 | Moderate |
| 4. | My research is basically on Education. | 2.64 | 0.88 | Moderate |
| 5 | My University paid for conferences and seminars | 2.42 | 0.95 | Moderate |
| 6. | I always try to outperform my colleagues in Research writing | 2.61 | 0.73 | Moderate |
| 7. | My University reward the best researcher of the year among the lecturers' during convocation ceremony | 2.45 | 0.91 | Moderate |
| 8. | The level of goal achievements in Universities in South west geographical zone in Nigeria is commendable | 2.85 | 0.85 | Moderate |
| 9. | I perform to the best of my ability and personal improvements | 3.21 | 0.64 | Very High |
| | **Weighted Average** | **2.77** | **0.83** | **Moderate** |
| | **EFFECTIVE TEACHING** | | | |
| 10. | The Vice- Chancellor serves as a role model to many lecturers in meeting their goals achievement in Universities in the South west | 3.10 | 0.90 | Very High |
| 11. | The Vice- Chancellor are unable to meet their goal in Universities in the South west | 2.34 | 0.78 | Moderate |
| 12. | The Vice-Chancellor is always involved in making the goal of the university achievable | 2.56 | 0.78 | Moderate |
| 13. | It is my attitude to avoid teaching things for which I may be gibed at, for my abilities. | 2.77 | 0.88 | Moderate |
| 14. | My work conforms with standard of performance | 3.20 | 0.74 | Very High |
| 15. | I strive hard to overcome difficulties | 3.31 | 0.71 | Very High |
| 16 | I intend trying even more in order to learn new things so as to improve my lectures. | 3.34 | 0.70 | Very High |
| 17. | My attitude is better than the others | 2.99 | 0.77 | Moderate |
| 18. | I continue avoiding exercises in which I may look incapable | 2.95 | 0.93 | Moderate |
| 19. | I have high hopes and goals for myself. | 3.52 | 0.67 | Very High |
| 20 | I fully engaged in learning new things as a means of improving my skills and techniques | 3.50 | 0.70 | Very High |
| | **Weighted Mean** | **3.05** | **0.77** | **Very High** |
| | **Overall Mean** | **2.91** | **0.80** | **Moderate** |

**Source**: Field Survey, 2024

Table 2 consists of two components under goal achievement (Research development and effective teaching). On research development, the mean rating of respondents revealed that Universities in South-West Nigeria take a moderate lead in research work ($\bar{x}$=2.86), the respondents also expressed that their research work has contributed to the educational system in Nigeria ($\bar{x}$=2.70), also they expressed that their works are basically on education ($\bar{x}$=2.64), conferences and seminars are being paid by the Universities ($\bar{x}$=2.42), I always try to outperform my colleagues in Research writing ($\bar{x}$=2.61), My University reward the best researcher of the year among the lecturers' during convocation ceremony($\bar{x}$=2.45), The level of goal achievements in Universities in South west geographical zone in Nigeria is commendable ($\bar{x}$=2.85), I perform to the best of my ability and personal improvements ($\bar{x}$=3.21).Nevertheless, the respondents indicated that the level they carry out research is very high ($\bar{x}$=3.08) and they equally expressed that they do perform to the best of their ability and personal improvements very high ($\bar{x}$=3.21).

On teaching effectiveness, in Table 2 contains eleven items, out of which 6 items are rated very high by the respondents while 5 items are moderately rated. The respondents rated Vice-chancellor very high by serving as a role model to many lecturers in meeting their goals achievement in Universities in the South west ($\bar{x}$=3.10), My work conforms with standard of performance ($\bar{x}$=3.20), I strive hard to overcome difficulties ($\bar{x}$=3.31), I intend trying even more in order to learn new things so as to improve my lectures ($\bar{x}$=3.34),. I have high hopes and goals for myself ($\bar{x}$=3.52), and I fully engaged in learning new things as a means of improving my skills and techniques ($\bar{x}$=3.50). Also, Table 6 revealed that respondents moderately rated the following items: Always involved in making the goal of the University achievable ($\bar{x}$=2.56), The Vice- Chancellor are unable to meet their goal in Universities in the South west($\bar{x}$=2.34), It is my attitude to avoid teaching things for which I may be gibed at, for my abilities($\bar{x}$=2.77), My attitude is better than the others ($\bar{x}$=2.99), I continue avoiding exercises in which I may look incapable($\bar{x}$=2.95).

In summary, the respondents expressed that goals are moderated attained by Vice-chancellors in the South-West Universities as evidenced by the mean values of ($\bar{x}$= 2.91).

**Ho:** There is no significant relationship between Vice-Chancellors' motivational techniques and goal achievement in the Universities in Southwest Nigeria.

**Table 3**

*Pearson Correlation of Vice-Chancellors' motivational techniques and Goal Achievement in Universities, South-West Nigeria*

| Variables | N | Mean | SD | R | P-value | Remark |
|---|---|---|---|---|---|---|
| Vice-Chancellor (MS) | 1,481 | 39.91 | 6.79 | | | |
| | | | | 0.381 | 0.000 | Sig |
| Goal Attainment | 1,481 | 58.58 | 6.78 | | | |

**P<0.05**

**Source:** Field Survey, 2024

The Pearson correlation coefficient r in table 8 indicates the response values of (0.381); $p<0.05$. Hence, since p-value for the response is less than 0.05 level of significance, the null hypothesis is therefore rejected, signifying that there was a significant relationship between Vice-chancellor motivational strategies and goal achievement in Universities, South-west Nigeria.

## Discussion

The findings of the research question one revealed that Vice-Chancellor in the South-West Universities used mostly sponsorship for further study, followed by prompt promotion of lecturers, prompt payment of salaries and monetary incentives as motivational techniques. Mushtariybonu (2021) stated that motivation is a stimulant for achieving a specific target; to be motivated means to progress or to be in motion to do something. However, this finding is corroborated with the earlier submission of Arisa (2020) who opined that Principals' motivational techniques is a major determinant for improving teachers job satisfaction to commitment to duty. The findings of research question two show that the Universities in South-West moderately achieve goals in research development but very high in terms of effective teaching. Goal achievement is the outcome of education that is, the extent to which a student, lecturer or university has achieved their educational goals. It connotes the extent to which students have learnt in a given task. In order to improve the quality of school and academic performance of students in South West, Nigeria and any other part of the world.

The findings of the main hypothesis revealed a significant relationship between Vice-Chancellor motivational techniques and goal achievement in Universities, South-West Nigeria. The relationship is positive and moderate. This finding is in line with the outcomes of Kumar (2016) who indicated that there is a strong relationship between employees' motivation and the organization performance. Thus, since employees are better motivated, the organization is better for it. Also, the finding is in agreement with the study of Maimoona et al, (2013) which revealed that motivational techniques by head teachers directly impact on learners' academic achievement. This means that principals' motivational techniques could enhance achievement in Universities, South-West, Nigeria.

## Conclusion

The study concluded that the relationship between motivational techniques and goal attainment by Universities Vice-Chancellors in South-West, Nigeria, is positive and moderate. It is imperative upon the Vice-Chancellors to adopt suitable result-oriented motivational techniques that would lead to achievement of university goals. It is on this basis that is essential for the universities authorities to be conversant with the issue of motivational technique because it can serve as a major factor towards the attainment of Universities goals in South-West, Nigeria.

## Recommendations

The following recommendations were proffered:

1. The University managements should make use of more appropriate motivational techniques to create better working environment for the lecturers to effective delivery of services.

2. The Vice-Chancellors should always consider the motivation of lecturers as a significant factor to the timely attainment of University goals in South-West, Nigeria.

3. The management of the university should prioritize the actualization of university mandate of teaching, research and community development.

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# PRINCIPAL PATERNALISTIC LEADERSHIP STYLE, TEACHERS COMMITMENT AND PRODUCTIVITY IN PUBLIC SCHOOLS IN ILORIN WEST LOCAL GOVERNMENT AREA OF KWARA STATE,

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## Abstract

*The principal leads by organizing all jobs in the school. Teacher productivity in the school is determined by internal and external factors. Leadership style that allows principals to create positive school cultures and increase teachers' productivity has been the subject of discussion. Therefore, the study investigated mediating effect of teachers' commitment on the relationship between paternalistic leadership styles of school principals and teachers' productivity in Public Schools in Ilorin West Local Government. The study used descriptive research design to obtain the data from respondents. Stratified random sampling technique was used to select 300 respondents. Three instruments were designed tagged paternalistic leadership, teacher commitment, and teacher productivity. Structural Equation Modeling was used to analyse the hypotheses formulated. The findings revealed that paternalistic leadership style had significant relationship with teacher productivity where regression weight indicated $\beta$=.859 and significant at $p<0.05$. The finding further found that paternalistic leadership style had significant relationship with teacher commitment with regression weight of $\beta$=.949 and significant at $p<0.05$. Also, the finding revealed that teacher commitment had significant relationship with teacher productivity where regression weight indicates $\beta$=.949, $p<0.005$. Finally, the finding reported that teacher commitment mediates the relationship between paternalistic leader style and teachers' productivity with partial mediator. The findings concluded that principals' paternalistic leadership is the predictor of teacher productivity. Based on the findings, it was suggested principals should practices paternalistic leadership in the school so as to enhance teacher productivity.*

***Keywords:*** *Paternalistic Leadership, Teacher Commitment, Teacher Productivity*

## Introduction

Effective school leadership is paramount for optimal management at the institutional level, necessitating that principals possess the requisite skills to oversee both external engagements and internal dynamics within the school community. This is underscored by the notion that

human influence is exerted through dialogue to achieve specific objectives Good leadership enhance people's lives, foster organizational improvement, and ultimately cultivate a more just and compassionate community (Masubelele, 2024; Difoni et al., 2025). Leaders, in particular, prioritize the needs of others, employing democratic principles to inform decision-making and implementation. Principals and teachers constitute the primary sources of effective leadership in educational institutions, which in turn, drive student academic achievement (Pardosi & Utari, 2022; Adetunmobi et al., 2025). However, the principals' direct and indirect influence on student success is a topic of ongoing debate, with some studies suggesting positive correlations (Liebowitz and Porter, 2019). Nevertheless, teachers play a pivotal role in students' personal and intellectual development, and their leadership and instructional practices significantly impact student academic achievement (Zhang et al. 2024; Bada et al., 2024).

To optimize educational achievement and enhance teacher productivity, school administrations must facilitate and improve modern knowledge management and classroom instructions (Chu, 2016). The style of leadership is a crucial factor in an organization's success and efficacy, influencing social interaction, members' opinions, and work behaviors (Shum & Cheng, 1997). Effective leadership styles are essential for schools to achieve their goals and provide instructors with job satisfaction. Educational leaders must possess the ability to persuade employees, parents, and other stakeholders to ensure that teachers perform their duties effectively and students achieve academic success. However, the impact of leadership styles on teachers views and behavior has received limited attention in developing countries (Thann & Quang, 2022). In non-Western cultures, such as Nigeria, it is essential to validate the effects of leadership style aspects on teachers' productivity and performance. The standard of secondary education in Nigeria, particularly in Kwara state, has been a longstanding concern, sparking discussions about school administration (Olojo, 2013). Stakeholders, including teachers, parents, students, lawmakers, and social service providers, are tasked with making decisions about school operations, ranging from administrative and operational matters to high-level programmatic plans. School leaders are accountable for success on various metrics, including student performance, teacher productivity and graduation rates.

In Kwara State public schools, paternalistic leadership style has not been investigated by the researchers. The school principals of public schools yet to know impact of the style on the teachers' productivity. Apart from this, most of the study merely conducted study on transformational, democratic and transaction leadership style. Still, few studies have examined the impact of paternal leadership on job productivity in the educational sector. In order to achieve teacher productivity, there is need to use a suitable leadership style that would lead to school improvement (Nir, 2021; Pardosi & Utari, 2022; Masubelele, 2024). As few studies on paternalistic leadership style in educational system, this prompts the researcher to investigate mediating effect of teachers' commitment on the relationship between paternalistic leadership style of school principals and teachers' productivity in public schools in Ilorin West local government. Based on this, these following hypotheses were developed.

## Purpose of the Study

The main purpose of this study is to examine mediating effect of teacher commitment on the relationship between paternalistic leadership and teacher productivity. Specifically, the study sought to determine the:

**H1:** relationship between paternalistic leadership and teacher productivity
**H2:** relationship between paternalistic leadership and teacher commitment
**H3:** relationship between teacher commitment and teacher productivity
**H4:** mediating effect of teacher commitment on the relationship between paternalistic leadership and teacher productivity

## Research Hypotheses

The following research hypotheses were formulated and tested in the study:

**RH1:** There is no significant relationship between paternalistic leadership and teacher productivity
**RH2:** there is no significant relationship between paternalistic leadership and teacher commitment
**RH3:** There is no significant relationship between teacher commitment and teacher productivity
**RH4:** There is no teacher commitment will mediate the relationship between paternalistic leadership and teacher productivity

## CONCEPTUAL FRAMEWORK

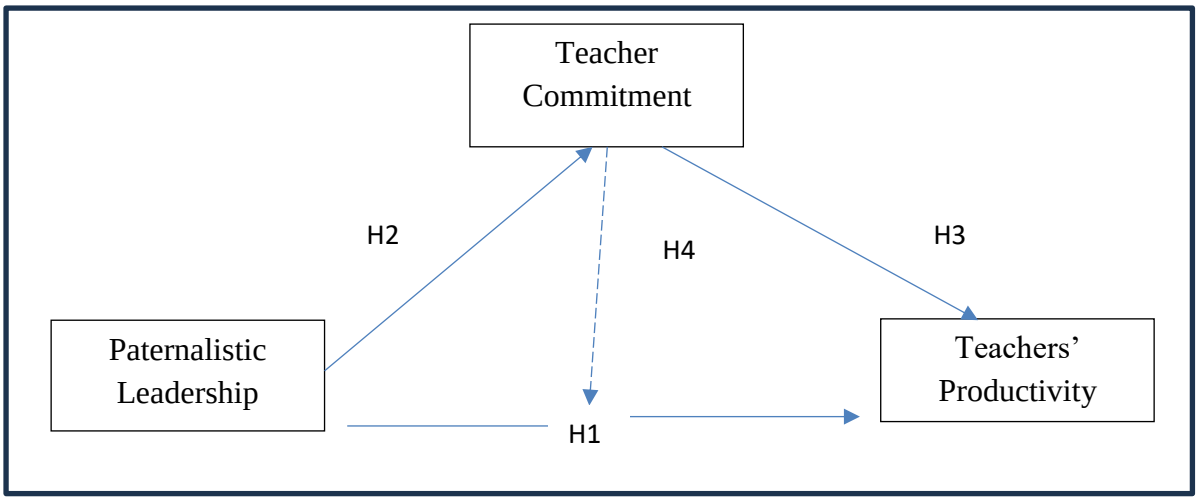



**Figure 1***:* Conceptual framework Source*:* Developed by the researcher

As shown in figure 1, there three variables were developed in the conceptual framework. The independent variable was paternalistic leadership style while the dependent variable was teacher productivity and teacher commitment served as a mediator. The rationale for using mediator is to increase the relationship between paternalistic leadership style and teacher productivity.

## Literature Review

### Paternalistic Leadership Style Defined

Teachers' productivity in the school, sometime rely on the types of leadership style exhibited by the principal. Astrella et al. (2025) expressed that school administrators have a monumental role to play in the school. The effective teaching and learning in schools only succeed when school administrators and teachers work together toward the same goals (Nir, 2021). Consequently, one of the primary responsibilities of school administrators is to foster an environment that enhances teachers' productivity, which is essential for their success and productivity. Effective leaders are those who demonstrate managerial skills aligns with organizational goals while prioritizing the well-being and satisfaction of their employees. In achieving organizational success, teachers' productivity emerges as a critical factor in ensuring quality in educational institutions (Khan et al. 2021; Eze et al., 2023). Therefore, leaders must focus on enhancing the efficiency of their teachers, recognizing that success is a natural outcome when productivity becomes an institutional imperative.

Therefore, paternalistic leadership a management style where the leader acts as a protective and guiding figure for their team, often treating them as if they were family members (Pellegrini & Scandura, 2008; Oguejiofor, 2020; Ekmen & Okcu, 2021). In paternalistic leadership, principal is expected to take a personal interest in teachers and cater for their personal welfare (Liu, et al., 2021; Yusmen et al., (2024). Also, Paternalistic leadership is an administrative style where a leader of an organization takes their subordinates part of their family as well as extended family (Pellegrini et al., 2008; Ekmen & Okçu, 2021; Chukwuemeka et al., 2021). In paternalistic approach, people in authority consider it an obligation to provide protection to those under their care and in exchange expect loyalty and deference (Aycan, et al., 1999; Mansur, et al., 2017). As a matter of fact, paternalistic leadership is a common style employed in schools. Studies conducted on leadership have revealed that paternalistic leadership is a distinct approach that differs from Western leadership styles (Mansur et al. 2017; Imhangbe et al., 2019). Paternalistic is characterized by a blend of strong discipline and authority with paternal benevolence and moral honesty (Mansur et al. 2017; Oguejiofor, 2020). Paternalist leaders strive to create a family atmosphere in the workplace, establishing close relationships with subordinates, expecting loyalty, and emphasizing authority and status. Employees, in turn, perceive the work setting as a family environment, obey their leaders, and accept their authority without questioning, believing that the leader knows what is best for them (Maamari & Saheb, 2018; Igoni, 2020; Adetunmobi et al., 2025)

Furthermore, paternalistic leaders extend their influence beyond the workplace, addressing employees' personal issues and demonstrating behaviors that promote their welfare (Bedi, 2020; Bada et al., 2024). This approach fosters an informal communication environment, where administrators' care and control are not limited to work-related matters, and are supported by all employees (Denner et al. 2025). In a paternalistic relationship, leaders guide employees in both their professional and personal lives, protecting their well-being and creating an atmosphere of interest (Soylu, 2011). Teachers working under paternalistic leaders often demonstrate loyalty, remaining with the school despite potential offers of higher wages or better opportunities (Chai et al. 2020; Chukwuemeka et al., 2021). In the context of educational institutions, school administrators play a crucial role in maintaining and achieving teacher

productivity through active support for their development, allocation of resources, and programs that promote teacher growth.

## Concept of Teacher Commitment

Teaching is a profession that demands unwavering dedication, commitment, and enthusiasm. Teachers play a vital role in promoting education by enhancing students' abilities through their work (Johnson, 2017; Ardo et al., 2024). The significance of commitment in teaching cannot be overstated, as it has a direct impact on teachers' performance and subsequently, students' academic achievement. Teacher commitment has been recognized as a crucial factor in determining teaching quality since the 1980s, when there was a notable exodus of teachers from the profession in search of more lucrative careers. Teacher commitment is used interchangeably with teacher quality, and a committed teacher is synonymous with a dedicated teacher (Hariri & Sumintono, 2020; Obiekwe et al., 2024). Teacher commitment as a strong emotional bond between educational workers and their schools (Johnson, 2017; Nkechi et al., 2024). Commitment is a job attitude that drives individuals to work harder to achieve objectives and remain employed (Mahmood et al. 2021; Eziuzo & Ezeanya, 2024). The level of commitment among teachers directly influences their performance and quality, making it an essential aspect of effective teaching.

Research emphasizes the importance of teacher commitment in creating an effective school environment, retaining teachers, and enhancing job performance (Manla, 2021). Studies have identified three stages of commitment in teaching, highlighting that the intensity and nature of commitment depend on factors derived from professional lives and individual characteristics (Karakus & Aslan, 2009). Committed teachers are distinguishable from their less dedicated counterparts by their hard work, dedication, and passion for teaching. Committed teachers prioritize students' progress, cater to their needs, and guide them towards achieving learning outcomes (Karakus & Aslan, 2009). They continually strive to improve their teaching methods and practices, taking into account individual differences (Kubat, 2018). These teachers view teaching as a calling or lifestyle, often going above and beyond their duties to ensure students' success. They may even organize extracurricular activities, such as excursions, to enhance students' learning experiences (Buckley & Lee, 2021).

## Conceptualizing Teacher Productivity

Productivity in the education sector is intricately linked to the performance of teachers, as their output directly impacts the quality of education imparted to students (Odunlami, et al., 2017; Hidayat, et al., 2020). Babalola (2009) emphasizes that productivity in this context means better performance from teachers, resulting in graduates who are well-rounded and equipped to contribute to society and the labour market. Teachers bear the responsibility for the success or failure of the educational system, as their productivity reflects the productivity of the school (Odunlami, et al., 2017; Hart, 2025). Anisah et al. (2020) concur that teachers, as professional and functional staff, play a pivotal role in carrying out the school's primary duties, including implementing education and learning services for students. The quality of education is, therefore, heavily dependent on the productivity of teachers. Johnson and Birkland (2003) defined teacher productivity as a measure of the quantity and quality of outcomes, relative to inputs, in various aspects of their activities, such as test results, graduation rates, and teacher commitment. The success of students in the education and learning process is contingent upon

their teachers' work productivity. Getange (2016) explained that teachers' productivity is determined by their level of participation in the day-to-day running of the school, regularity, class attendance, and students' level of discipline.

Teachers' performance can be measured through annual reports, assessing their performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, commitment, and extracurricular activities. Productivity, in essence, is a measure of job performance, reflecting the extent to which an employee's commitment and performance contribute to achieving organizational goals. An employee's productivity can be high or low, depending on their input (Odunlami, et al., 2017; Hidayat, et al., 2020). In the context of education, productivity can be determined through job evaluation, appraising the extent to which educational objectives have been attained (Agustina, et al., 2021; Hart, 2025). This can be achieved by assessing classroom climate and management, teaching techniques, effective communication skills, and other relevant factors. Bello (2003) outlined the competencies of a good teacher, including knowledge of what to teach, how to teach, and how to motivate behavior. Teachers must also be able to help students develop critical thinking skills and examine their own values. The appraisal of teachers is essential in determining their level of performance and productivity, as it assesses the effectiveness of their classroom instructions and contributions to achieving educational goals.

## METHODOLOGY

The research design used for this current study was quantitative research because questionnaire was prepared to collect information form the respondents. The sample size comprised of 321 teachers in Ilorin west public secondary schools. There are three research instrument which were paternalistic leadership (PL), teacher commitment (TC) and teacher productivity (TP). The instruments were validated and subjected to reliability test through the used Cronbach Alpha given reliability index of 0..95, 0.9 and 0.8 respectively. This affirmed that the instruments were reliable for the study.

**Table 1**

*Cronbach Alpha value for the three constructs*

| Items | Cronbach's Alpha |
|---|---|
| Paternalistic leadership | 988 |
| Teacher commitment | 716 |
| Teacher productivity | 890 |

## TESTING FOR MEASUREMENT MODEL

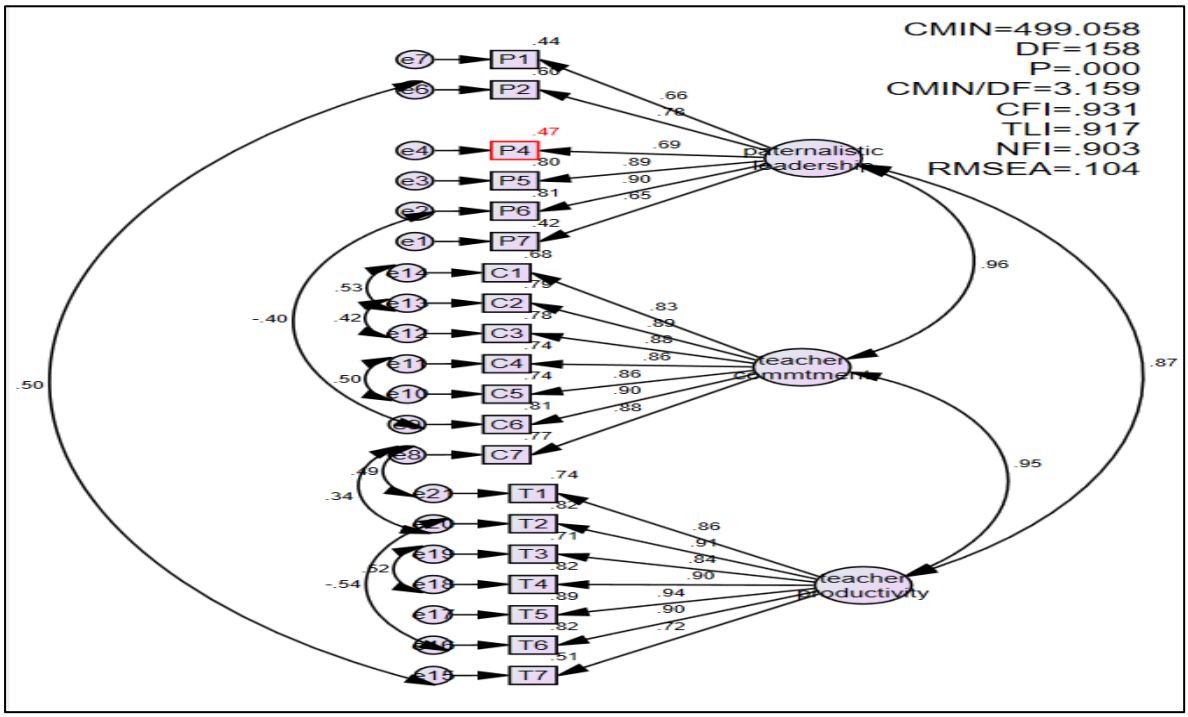



*Figure 2.* Confirmatory Factor Analysis for three variables

The three variables were subjected to confirmatory factor analysis (CFA) to determine the interrelationship that exist among them. When the CFA was run for the first time, the fitness index was not met because some items have poor loadings. In this case, one need to delete item P3 which cause poor fit in the model. As the P3 was deleted, CFA was conducted again. The fitness index yet to improve. Thus, the model needs to be further re-specified through modification indices (MI) to improve the goodness-of-fit. When checking modification indices, some redundant items (E2-E9; E16-E20; E20-E8; E21-E8; E10-E11; E12-E13; E13-E14) were found which need to set as free parameter. Thereafter, the model re-run again and the fitness index improve simultaneously. The results of fitness index for the model are as follow $\chi 2$= 499.058, $\chi$ 2 /df=3.159, P= .000, CFI=.931, TL1=.917, NFI=.903 and RMSEA=.104. These result means that the data fit hypothesized model in the study.

**Table 2**

*CFA for Paternalistic Leadership, Teacher Commitment and Teacher Productivity*

| Constructs | Path | Construct | Estimate loadings | S.E. | C.R. | P-value | Decision |
|---|---|---|---|---|---|---|---|
| Paternalistic Leadership | <--> | Teacher Commitment | .957 | .161 | 7.173 | *** | Significant |
| Teacher_ Commitment | <--> | Teacher Productivity | .949 | .132 | 7.704 | *** | Significant |
| Paternalistic Leadership | <--> | Teacher Productivity | .875 | .130 | 6.467 | *** | Significant |

## Testing For Hypotheses with Structural Equation Modeling

### H1: Testing the Relationship between Paternalistic Leadership and Teacher Productivity

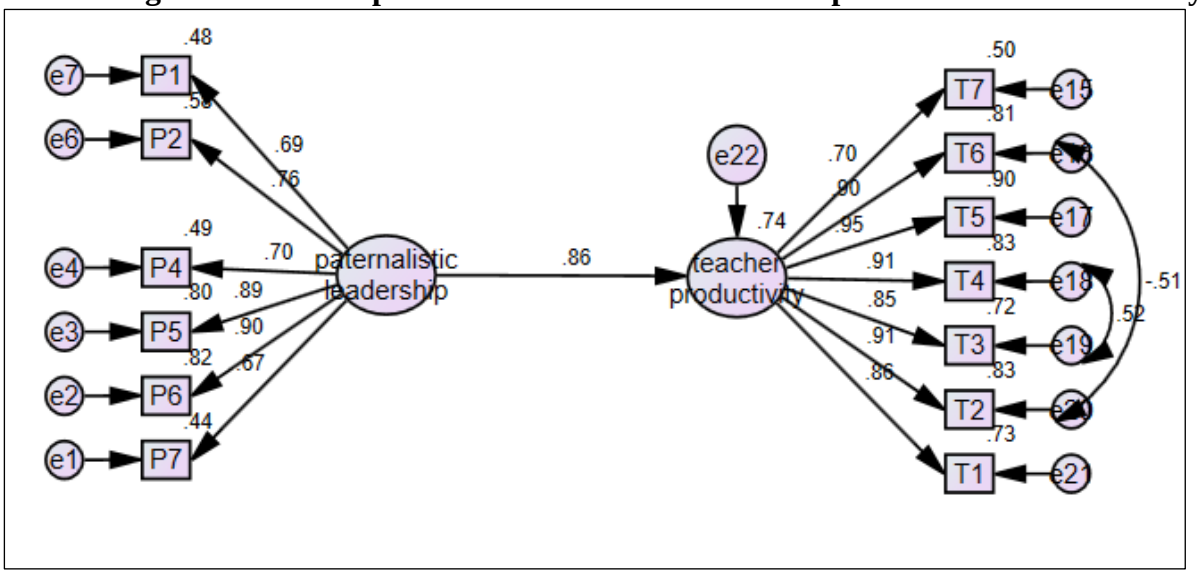



***Figure 3.*** The Relationship between Paternalistic Leadership and Teacher Productivity

Structural equation modelling (SEM) was utilized to determine the impact of paternalistic leadership and teachers' productivity. Based on the direct effect results, paternalistic leadership has a significant relationship with teachers' productivity with beta value of 0.859 where P< .000. The hypothesis which stated that there is no significant relationship between paternalistic leadership and teachers' productivity is rejected. The hypothesized model indicated that when paternalistic leadership goes up by 1 unit, teachers productivity goes up by 0.859. Thus, this hypothesis one in this study is significant.

**Table 3**

*Standardized Regression Weights on the relationship between Paternalistic Leadership and Teachers' Productivity*

| Dependent | Path | Independent | Estimate loading | S.E. | C.R. | P-value | Decision |
|---|---|---|---|---|---|---|---|
| teacher productivity | <--- | paternalistic leadership | .859 | .084 | 8.435 | *** | Significant |

**H2: Testing the Relationship Between Paternalistic Leadership and Teacher commitment**

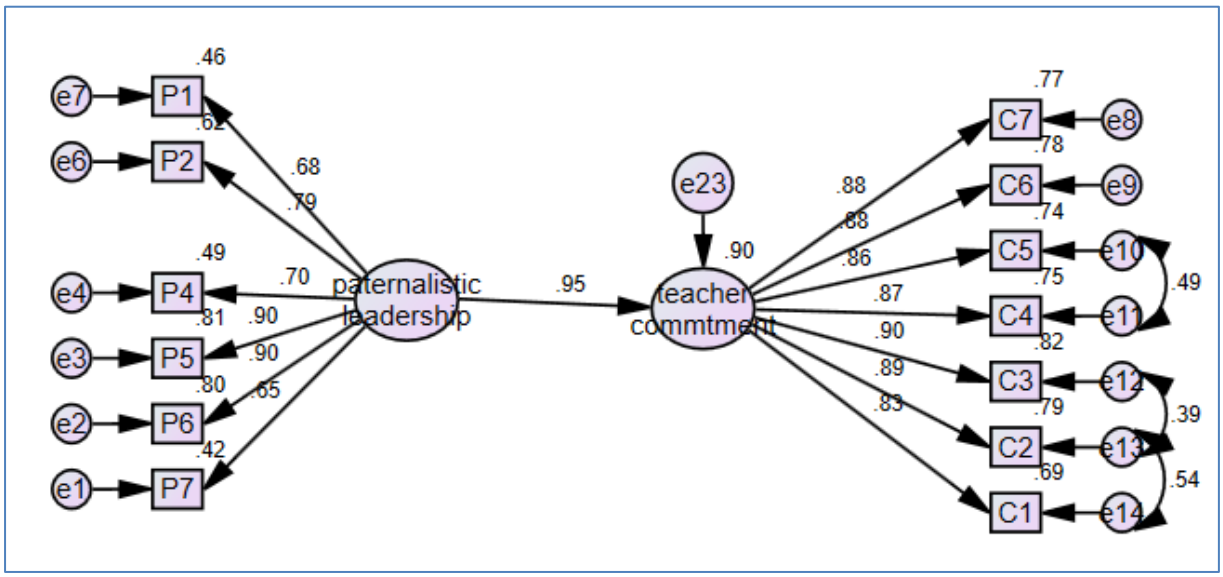



*Figure 4.* The Relationship between Paternalistic Leadership and Teacher Commitment

As showed in Figure 4 on the relationship between paternalistic leadership and teacher commitment where the result revealed that beta value of 0.949 and P< .000. This indicated that paternalistic leadership on teacher productivity. The hypothesis which stated that there is no significant relationship between paternalistic leadership and teachers' commitment is rejected. The hypothesized model indicated that when paternalistic leadership goes up by 1 unit, teachers productivity goes up by 0.949. Thus, this hypothesis two in this study is significant.

**Table 4**

*Standardized Regression Weights on the Paternalistic Leadership and Teacher commitment*

| Dependent | Path | Independent | Estimate | S.E. | C.R. | P-value | Decision |
|---|---|---|---|---|---|---|---|
| Teacher commitment | <--- | Paternalistic leadership | .949 | .105 | 10.277 | *** | Significant |

**H3: Testing the Relationship between Teacher commitment and Teacher Productivity**

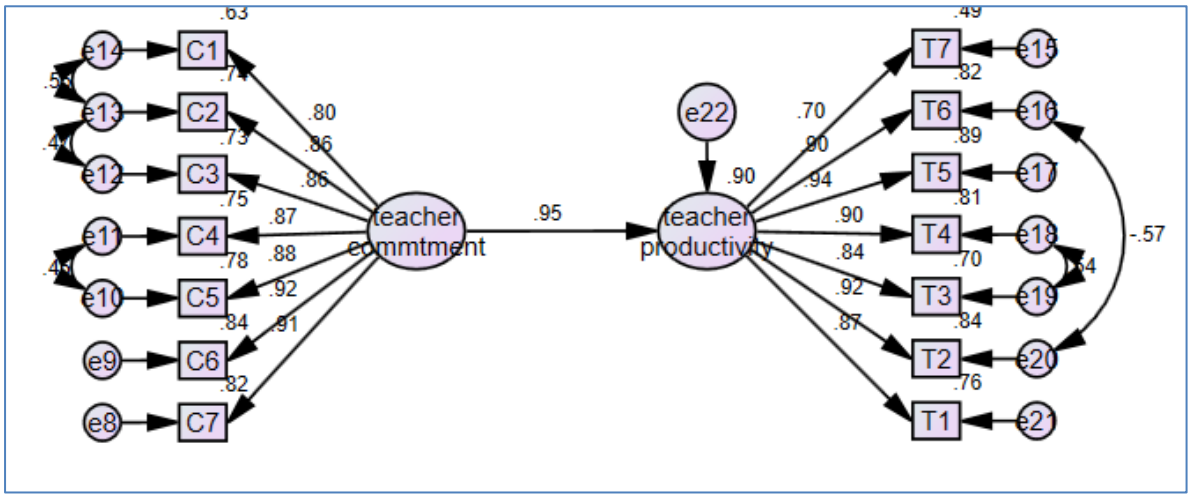



*Figure 5.* The Relationship between Teacher Commitment and Teacher Productivity

As reported in Figure 5 on the relationship between teacher commitment and teacher productivity using SEM. The result revealed that the relationship between teacher commitment and teacher productivity has beta value of 0.949 where P< .000. This showed that teacher commitment has significant relationship with teacher productivity. The hypothesis which stated that there is no significant relationship between teachers' commitment and teachers' productivity is rejected. The hypothesized model indicated that when teacher commitment goes up by 1 unit, teachers productivity goes up by 0.949. Thus, this hypothesis three in this study is significant

**Table 5**

*Standardized Regression Weights on the Teacher commitment and teacher productivity*

| Dependent | Path | Independent | Estimate | S.E. | C.R. | P-value | Decision |
|---|---|---|---|---|---|---|---|
| teacher productivity | <--- | Teacher commitment | .949 | .057 | 11.831 | *** | Significant |

**H4: Testing mediating effect of Teachers' Commitment on the relationship between Paternalistic Leadership and Teachers' Productivity**

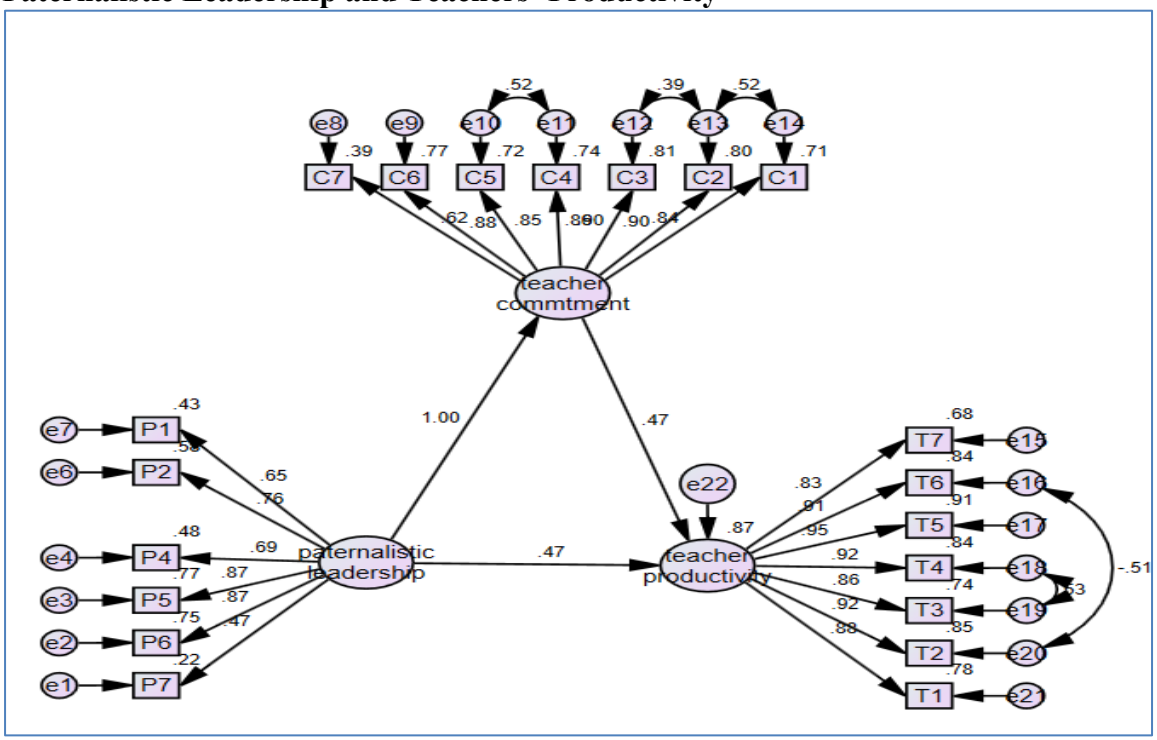



*Figure 6.* The Teacher Commitment mediates the relationship between Paternalistic Leadership and Teachers' Productivity

As shown in the figure 6 mediating effect of teachers' commitment on the relationship between paternalistic leadership and teachers' productivity. Therefore, the indirect effect of paternalistic leadership to teachers' productivity (dependent variable) has regression coefficient of 0.465 which was significant. The indirect effect of paternalistic leadership to teacher commitment (mediator) has regression coefficient of 1.00 which was also significant while indirect effect of teacher commitment (mediator) to teachers' productivity with regression coefficient of 0.465 which indicates significant. Thus, in this situation, partial mediatoroccurs because, when mediator enter the relationship $B_1$ and $B_2$ are still significant. Alsheikh, et al. (2021) expressed that partial mediation occur if these conditions were met. That is the hypothesis testing for regression coefficient $B_1$ is significant; the hypothesis testing for regression coefficient $B_2$ is significant. Thus, in this study, teacher commitment mediates the relationship between paternalistic leadership and teachers' productivity.

**Table 6**

*Standardized Regression Weights Teacher Commitment mediates the Relationship Between Paternalistic Leadership and Teachers' Productivity*

| Dependent | Path | Independent | Estimate loadings | P-value | Decision |
|---|---|---|---|---|---|
| Teacher Commitment | <--- | Paternalistic Leadership | 1.000 | .000 | Significant |
| Teacher Productivity | <--- | Paternalistic Leadership | .465 | .000 | Significant |
| Teacher Productivity | <--- | Teacher Commitment | .465 | .000 | Significant |

**Findings and Discussion**

The study investigated the mediating effect of teachers' commitment on the relationship between paternalistic leadership styles of school principals and teachers' productivity in public schools in Ilorin west local government. The hypothesis one of this study stated that there will be significant relationship between paternalistic leadership style and teacher commitment. This indicated that there is significant relationship between paternalistic leadership style and teacher productivity. These finding strongly agree with study conducted by Ekmen and Okcu (2021) which revealed that paternalistic leader is one that create a family atmosphere in the work setting, establishes close and personal relationships with subordinates, gets involved in non-work-related domains, expects loyalty, and wants employees to pay attention to authority and status. Also, the study concurred with Yusmen, et al. (2024) that paternalistic use by top management on subordinate in an organization enhance job commitment.

The finding of the second hypothesis revealed that significant relationship exist between paternalistic leadership style and teacher commitment. These findings corroborate Yusmen, et al. (2024) who found that commitment of employee in the work allow them to achieve organizational goals. Similarly, the study conducted by Liu (2021) supported this result that leaders should adjust the combination of paternalistic leadership styles in time according to the environment to promote the optimal performance of subordinates

Mores so, the third hypothesis states that there is no significant relationship between teacher commitment and teacher productivity. The finding showed that teacher commitment determine teacher productivity. Based on this result, the finding of the study done by Orunbon, and Modupe (2021) revealed that teacher commitment is the emotional attachment that can allow teachers to achieved productivity in the school. Likewise, Sappa, et al. (2023) expressed that teacher commitment has significant effect work productivity and the way works is being done. Uwaleke (2023) expressed that an employee who is committed to the organization or emotionally attached to the organization, believed in the values and goals of the organization, work for the success of the organization.

Lastly, the hypothesis four which states that teacher commitment will be mediating effect on the relationship between paternalistic leadership style and teacher commitment. The finding of the study indicates that teacher commitment mediates the relationship between paternalistic

leadership style and teacher commitment with partial mediate. The finding of Atika, et al. (2022) was in line with is result that leadership has a significant effect on employees' commitment. The study of Putra, et al. (2023) which revealed that Organizational commitment is one of the determinants of employees' performance.

## Conclusion

The study concluded that paternalistic leadership predict teacher productivity in Ilorin public schools. Specifically, it can be said that practicing paternalistic leadership in the school could lead to better performance of teacher which in turn lead students' academic performance. Also, if teacher show commitment in teaching, there would be more productivity in teaching job. Commitment of teachers and paternalistic exhibited by the schools would enhance productivity as well as educational goals. Additionally, given the findings of the study, it can be said this study has contributed to the body of knowledge. The study findings will serve as a template for the management of public school Kwara State on how teacher productivity can be further enhanced. With this, the study has established a strong relationship between paternalistic and teachers' productivity in in Ilorin public school. In this way, therefore, a significant contribution has been made.

## Recommendations

Based on the study findings, these following recommendations were offered:

1. Principal should exhibit paternalistic leadership style to boost teacher productivity and morale thereby facilitating an improvement in students' academic performance.
2. Teacher of public schools should be commitment to teaching job so that productivity seen in the performance of the students.
3. Concerted efforts should be made by the principal of public schools to create welfare package for teachers so as to have commitment on the job.

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# EDUCATIONAL MANAGEMENT IN NIGERIA: CHALLENGES AND WAY FORWARD

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## Abstract

*Education is a lifelong process that helps individuals to acquire the basic knowledge, skills, and values needed to become functional members of the society. Thus, it becomes imperative that a nations education is not toiled with but instead be properly managed by professional managers who are vested with the appropriate knowledge to adequately execute planned educational policies and programmes. However, In Nigeria, educational management faces numerous challenges that affect the overall quality of education. Thus, this paper examines educational management in Nigeria: challenges and way forward. The concepts of education, management and educational management were looked into. Also, the roles of educational management were examined. The challenges of the efficacy of educational management were equally elucidated among which are: poor funding, inequality in resource distribution, political consideration in management selection and inadequate professional development programme among others. The paper concludes that educational management is a necessity for the advancement of educational programmes in Nigeria. The paper suggests among other that stakeholders in education should support timely and affordable professional training and retraining programmes for education managers at all levels of education, educational managers should be recruited into educational institutions and agencies and appointed to handle educational programmes by merit rather than connection. Also, there is needs to re-evaluate, re-position the management of educational system n both government and non-government institutions across Nigeria to address to enhance the efficacy of the system.*

**Keyword:** Education, Management, Educational Management, Challenges, Way-Forward

## Introduction

Education is universally recognized as a critical driver of societal development, serving as a foundation for economic progress, social cohesion, and political stability. In Nigeria, a country characterized by diverse ethnic composition, growing population, and resource-dependent economy, education plays a pivotal role. Effective management of the education sector is not only essential for individual advancement but also for national prosperity. Education is a lifelong process that aids individuals in acquiring the knowledge, skills, and values needed to become a functional member of the society in which they live, it is an essential tool for national development and also serves as a means of socialization within society, modifying changes in existing ideologies, and fostering reformations. Kavika (2022) ascertained that education is one of the most varied and dynamic sectors, with a dynamic environment that requires decision-makers at all levels to be exceedingly careful, strategic, and well-prepared. Also, according to Abdulganiyu (2014) education is the process of acquiring knowledge and information that leads to a successful future.

Ebirim (2022) explained further that education is the act of teaching knowledge to others and the act of receiving knowledge from someone else. It is a process that is a part of who we are, how we live, and how our bodies function. That is, it is an integral part of our existence. It results in a fresh comprehension or admiration of something changing a person's inherent ability to think and act permanently. According to Kareem (2024) education is not just confined to formal schooling but is a continuous process that influences our daily lives and even our physical well-being. Therefore, it will be incorrect to assume that only those who attended school (formal education) are educated.

Education enlightens individual and dispels ignorance. It influences people's futures and is crucial to the growth of the country. Thus, a person whose mind is free from myths and superstitious beliefs can be said to be educated. This makes education a vital instrument for both individual growth, community growth, national growth and also a basic human right. The value of education cannot be over emphasised as it increases the knowledge therefore it is a cure for ignorance. Acquired knowledge can come from a variety of sources, but in the end, it helps to improve the lives of individuals and make us more civil Nigerian citizens.

However, the education system in Nigeria faces numerous dilemmas, which make achieving educational goals an uphill task. The challenges within Nigeria's education management are deeply rooted in historical, political, and economic factors. Colonial influences shaped the foundation of formal education in Nigeria, prioritizing the production of clerical and administrative personnel rather than fostering critical thinking and innovation. This legacy, as noted by Akinpelu and Oladele (2022), has left the country grappling with an educational framework that often fails to meet the demands of a modern, knowledge-based economy. Furthermore, the Federal Government's inconsistent policies and lack of accountability have perpetuated inefficiencies across all levels of education management (Ejiogu etal, 2023). Thus, this paper examines the challenges facing educational management in Nigeria and suggests way forward to the discussed problems.

The concept of management has become extremely important in the modern era due to the growing size and complexity of contemporary businesses and organizations, whether they are commercial or non-commercial, like hospitals, schools among others. The effective operation

of an organization's management is essential to its success and is always necessary whenever human and non-human resources collaborate to achieve defined goal. According to Devasis (2024) the area of management that applies management theories and principles to the field of education is known as educational management. Three resources are crucial to the organisation of an educational institution: curriculum and co-curricular activities; human resources, including teachers, students, and non-teaching staff; and physical resources, such as land or a school building, equipment, a library, a laboratory, among others. The process of managing these resources to meet the objectives of an educational organisation is known as educational management.

Management refers to the process of planning, organizing, leading, and controlling resources, including people, finances, and materials, to achieve specific goals and objectives efficiently and effectively (Hayab et al 2023). It is the coordination and administration of tasks to achieve a spelt-out goal. According to Herrity (2024) These administrative tasks include establishing the organization's strategy and directing employees' efforts to achieve these goals by using the resources at hand. Also, the seniority structure of employees inside an organisation can also be referred to as management. It covers all aspects of institutions including education. In the field of education. Williams (2017) stated that management entails a systematic approach to thought. It explains in operational terms what needs to be done, how to do it, and how we may determine our progress. Present times, with an increase in the size and complexities of modern organisations.

**Educational Management**

Educational management is the branch of management which applies the theories and principles of management in the field of education. It implies the practical measures for ensuring the system to work for achieving the goals or objectives of an educational institution. It is an intentional and methodical process of planning to source, gather, distribute, and employ resources in order to accomplish the goals and objectives of the educational system. Educational management further involves the administration and organization of educational institutions to ensure effective teaching and learning.

According to Soliman (2024) educational management focuses on running of educational organization. It is the process of organizing, planning, and leading educational activities while making efficient use of both material and human resources to meet the goals of the institution. Kela (2024) also defined educational management as the administration of the educational system with the assistance of experts and physical resources. Its objective is to oversee, organize, plan, and carry out the structures necessary to achieve educational goals within the educational system. It should therefore be of note that educational management is not restricted to schools; instead, it encompasses all educational institutions, both higher education institutes, public schools, and private schools. In the same line, Ibrahim and Mazin (2017) equally defined educational management as the practical implementation of management principles in the education sector.

**Historical Perspective of Education Management in Nigeria**

The management of education in Nigeria has evolved through various stages, shaped by both indigenous and foreign influences. Before the advent of Western education, traditional education systems in Nigeria were community-based and focused on vocational, moral, and

cultural training. Indigenous education emphasized practical skills for farming, hunting, and weaving, as well as the transmission of cultural values and societal norms. These systems were managed collectively by community leaders and elders, ensuring relevance and sustainability (Fafunwa, 2023).

The advent of Christian missionaries in the mid-19th century marked the emergence of western educational system which significantly disrupted traditional systems. Missionaries established schools to spread Christianity, with curriculum content centred on religious studies, basic literacy, and arithmetic. The British colonial government later supported these efforts, formalizing education structures to meet colonial administrative needs. However, the colonial education system was largely elitist, benefiting only a small fraction of the population. This created disparities in access to education, particularly between the North and South of Nigeria, where Islamic education dominated in the North and Western education was more prevalent in the South (Akinpelu etal, 2022).

During the colonial period, education management was heavily centralized, with most decisions made by the British authorities. This approach neglected the diverse needs of Nigeria's various regions, resulting in uneven development. For instance, while Southern Nigeria experienced significant growth in educational facilities and enrolment, Northern Nigeria lagged behind due to cultural resistance to Western education and a preference for Islamic schooling. This disparity became a significant issue during Nigeria's independence movement and remains a challenge to date (Ejiogu etal, 2023). After gaining independence in 1960, Nigeria faced the daunting task of overhauling its inherited education system to meet the aspirations of a sovereign nation. The First National Development Plan (1962–1968) prioritized education as a tool for national development, emphasizing the expansion of primary and secondary education.

However, these plans were disrupted by the Nigerian Civil War (1967–1970), which devastated infrastructure and created a humanitarian crisis that impacted education management. The introduction of the Universal Primary Education (UPE) programme in 1976 was a bold attempt to provide free and compulsory education for all Nigerian children. While the programme achieved significant enrolment increases, it was plagued by insufficient funding, a lack of trained teachers, and inadequate facilities. Similarly, the Universal Basic Education (UBE) program, launched in 1999, aimed to address the shortcomings of UPE by incorporating junior secondary education into its framework. However, challenges such as corruption, political interference, and poor implementation strategies limited its success (Ogunsola & Adeyeye, 2022). The adoption of the 6-3-3-4 education system in 1983 marked a shift towards a more diversified curriculum that combined academic and vocational training. This system divided education into six years of primary education, three years of junior secondary, three years of senior secondary, and four years of tertiary education. While the model was designed to equip students with practical skills and reduce unemployment, its implementation faced several hurdles. Schools lacked the necessary workshops, laboratories, and teaching aids to support technical education (Ibrahim & Dada, 2023).

The military era (1966–1999) introduced additional complexities to education management. During this period, frequent changes in leadership led to policy instability and underfunding of the education sector. Teachers' strikes became a common occurrence, reflecting dissatisfaction with poor remuneration and working conditions. The military government's focus on

consolidating political power often overshadowed efforts to improve education. However, some notable achievements were recorded, such as the establishment of federal universities and the expansion of polytechnics and colleges of education (Okonjo & Bello, 2022). With the return to democracy in 1999, the government introduced reforms aimed at revitalizing the education sector. Initiatives such as the National Economic Empowerment and Development Strategy (NEEDS) and the Education Sector Support Program in Nigeria (ESSPIN) sought to address systemic inefficiencies.

**Roles of Educational Management**

The roles of educational management include but not limited to the following:

**Human Capital Development**: Education management is pivotal in developing a skilled and knowledgeable workforce. By ensuring the effective allocation of resources, curriculum implementation, and teacher training, education managers help equip students with the competencies needed to meet the demands of a globalized economy. According to Oyesola (2022), nations that prioritize sound education management experience faster economic growth and reduced unemployment rates.

**Social Equity and Inclusion:** Effective education management promotes equity by ensuring access to quality education for all, regardless of socio-economic background, gender, or geography. In Nigeria, where disparities between rural and urban areas, as well as between the North and South, persist, sound management can help bridge these gaps. Udo and Ibrahim (2023) argue that well-managed education systems foster social cohesion by reducing inequalities and creating opportunities for marginalized groups.

**National Development and Stability**: Education management contributes to national development by producing informed citizens capable of participating in democratic governance and driving innovation. Furthermore, Okoro and Musa (2023) point out that poorly managed education systems often lead to high dropout rates and a lack of skilled workers, which can fuel social unrest and economic stagnation. A well-managed system, on the other hand, helps build a stable and prosperous nation.

**Economic Competitiveness:** In an increasingly knowledge-driven global economy, nations with robust education management systems are better positioned to compete. Nigerian education managers play a crucial role in integrating science, technology, engineering, and mathematics (STEM) into the curriculum, fostering innovation and entrepreneurship. Reports by UNESCO (2023) emphasize that countries investing in strong education management achieve higher productivity and technological advancement.

**Adaptation to Change:** Education management is essential for adapting to changing societal needs and global trends. In Nigeria, where challenges such as population growth, technological advancements, and climate change demand rapid adjustments, education managers must design systems that are flexible and forward-looking. Okon and Bello (2022) highlight the importance of strategic planning in enabling education systems to respond effectively to these dynamic changes.

**Policy Implementation and Accountability:** Education management ensures that policies and programs are effectively implemented and monitored. In Nigeria, where policy inconsistencies and corruption often undermine progress, efficient management serves as a safeguard for accountability and transparency. As Adeyemi and Adu (2023) note, the success of education

reforms depends heavily on the capacity of education managers to translate policy goals into measurable outcomes.

**Challenges Facing Educational Management in Nigeria**

Nigeria educational sector especially the area of educational management is faced with series of challenges often arise from conflicting priorities, limited resources, and diverse stakeholder interests. These include:

**Poor Funding**: The fund made available to education sector sometimes is insufficient for proper management of schools and execution of educational programmes (Ololube,2023). These in more ways than one, have been the problem stifling effective planning and management of education in Nigeria as limited financial resources mean that not all educational needs can be met simultaneously. According to Musa (2021) adequate funding it is a major setback that prevents effective implementation of educational goals and has made it impossible for economically disadvantaged parents to meet the financial needs of their children's education. The problem of poor funding often leads to conflicts over which areas should receive funding first, such as infrastructure, staff' salaries, or student support services and most times after staffs' salaries have been paid there may be little or no fund left to run the educational institutions again.

**Inequality in resource distribution:** In educational management, inequality is a major concern, particularly in a region as diverse and economically different as Nigeria. The allocation of resources across educational institutions is influenced by variables including geographic location and socioeconomic status. Compared to educational institutions in less affluent or rural areas, those located in urban areas typically have better facilities, more qualified teachers, and more extracurricular possibilities. This unequal distribution of resources makes educational disparities worse and may have an impact on how education is managed in rural regions since educational managers there may not have enough resources to carry out their duties effectively (Retnawati 2023).

**Political consideration in management selection:** Political considerations in management selection pose the greatest threat to Nigerian educational administration. Merit is to a larger extent pushed neglected, while a variety of transient factors are used to choose school heads. Some ephemeral variables force the finest managers and, implicitly, the best minds to be excluded. This implies that those who lack the necessary skills are promoted to managers while those who possess them are dismissed. Both educational progress and the provision of educational services are adversely affected by this (Musa 2021).

**Inadequate professional training and development programmes:** This is a problem that is impeding efficient management of education in Nigeria. As some educational managers lacks current professional training and skills to effectively oversee educational activities and programmes. Hence, they are not exposed to the current, modern, and proficient strategies for planning and management. While some managers believe it is unnecessary, others who want to develop themselves lack the resources to do so (Mensah 2023).

**Meagreness of management tools:** The tools necessary for effective planning and management of education in Nigeria are often either unavailable or in dumpy supply. Some of these tools include computers, calculating machines, statistical soft wares, planning/management charts and metrics; and other facilities and materials for effective

planning and management concerns. These tools are essential for proper data management, assessing performance, making informed decision, monitor and evaluate educational programs and initiatives and carrying out other administrative tasks. The shortage or unavailability of these resources affects the ability to implement and manage educational programs effectively Mensah (2023).

**Strategies for Advancing Education Management in Nigeria**

In order to ameliorate the challenges facing educational management in Nigeria, Oyesola (2022) proposed actionable strategies or the way forward for enhancing educational management in Nigeria. These include:

**Increasing Funding for Education:** The Nigerian government must prioritize education by allocating at least 15–20% of the national budget to the sector, as recommended by UNESCO. Additional funding can be sourced through partnerships with private organizations, international donors, and non-governmental organizations. Adequate funding will ensure improved infrastructure, instructional materials, and teacher salaries, creating a more conducive learning environment (World Bank, 2023).

**Improving Infrastructure:** Education managers should adopt strategic planning to refurbish existing school facilities and build new ones where needed. Public-private partnerships can also play a critical role in addressing infrastructural gaps. For instance, corporate organizations can be encouraged to adopt schools or provide resources under corporate social responsibility (CSR) initiatives. Additionally, modern technologies like modular classrooms and solar-powered facilities can provide cost-effective solutions for schools in underserved areas (Udo & Ibrahim, 2023).

**Ensuring Policy Consistency and Effective Implementation:** The government should establish a centralized monitoring and evaluation framework to ensure the continuity and effectiveness of education policies. Policy formulation must involve all stakeholders, including teachers, parents, and students, to ensure inclusivity and relevance. Furthermore, education managers need training in policy implementation and strategic planning to reduce inconsistencies (Ogunsola & Adeyeye, 2022).

**Combating Corruption and Mismanagement:** Strengthening accountability mechanisms is critical to reducing corruption in the education sector. This includes creating transparent procurement processes, implementing audits, and ensuring that funds allocated to education are utilized for their intended purposes. The establishment of anti-corruption committees within educational institutions can also serve as a deterrent. Leveraging technology for financial management and monitoring will enhance transparency and accountability (Adeyemi etal, 2023).

**Capacity Building for Education Managers:** Education managers require ongoing training in leadership, strategic planning, and resource management. Workshops and certification programs can improve their capacity to handle complex challenges. International collaborations and exchange programs can also expose managers to best practices in education management (Oyesola, 2022).

## Conclusion

Education is fundamental for human capital and national development of any nation. The advancement of educational programmes and policies hinged on effective and efficient utilization of human, material, financial and physical resources in the sector. Stakeholders in education therefore needs to re-evaluate, re-position and assist education planners and managers in both government and non-government institutions and organizations across Nigeria to address the numerous challenges that faces effective educational management in Nigeria. These challenges if properly addressed can lead to improve quality of education, efficient resource utilization, enhanced accountability, global competitiveness among others. It can create a more efficient and equitable educational system that meets the needs of all its students and prepares them for a brighter future and build a more educated and skilled workforce, which is essential for national economic growth and development.

## Suggestions

Arising from the discourse presented in the study, the following suggestions were made:

1. The government must heavily invest in education and prioritize education management as a strategic tool for building a prosperous future,
2. Stakeholders in education should periodically organize professional training and retraining programmes for education managers at all levels of education to enhance their efficacy.
3. Educational managers should be recruited into educational institutions and agencies and appointed to handle educational programmes by merit rather than connections.
4. Planning and management departments/units across all educational institution, agencies and ministries should be strengthened with necessary resources needed to function effectively
5. Equitable access to education at all level should not be jettisoned
6. Synergy should be established and sustained among relevant stakeholders in the management of educational industry.

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# INFLUENCE OF PSYCHOLOGICAL TRAITS ON THE ENTREPRENEURIAL INTENTION OF BUSINESS EDUCATION STUDENTS IN UNIVERSITIES IN ONDO AND EKITI STATES

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## Abstract

*The study focused on the influence of psychological traits on the entrepreneurial intention of business education undergraduates in Ondo and Ekiti States. A descriptive research design was used for the study, two research hypotheses guided the study. The population of this study comprised 1,282 business education undergraduates from the universities in Ondo and Ekiti states. A proportionate sampling technique was used to arrive at 642 business education undergraduates as a sample. The questionnaire was the instrument used; linear regression was used for the hypotheses at 0.05 level of significance. It was revealed that self-efficacy and risk-taking propensity significantly influenced the entrepreneurial intention of business education undergraduates ($B = 0.58$, $t_{(640)} = 13.13$, $P = 0.000$ and $B = 0.42$; $t_{(640)} = 11.85$, $P = 0.000$). The study concludes that by focusing on these psychological traits within educational frameworks, institutions can better prepare students to engage in entrepreneurial activities. It was recommended that self-efficacy must be developed by helping students build confidence in their abilities through achievable goals and successes. Also, undergraduates should be taught to embrace challenges and view failures as learning opportunities.*

***Keywords:*** *Psychological traits, Entrepreneurial intention, Self-efficacy, risk-taking propensity.*

## Introduction

The whole world has turned into a global village as a result of technological development. This technological development no doubt has a devastating effect on employment in developing countries, Nigeria inclusive. There had been a drastic reduction in employment in Nigeria. Every year, our tertiary institutions turn out graduates without corresponding employment opportunities. Some of these youths may get involved in social vices like kidnapping, armed robbery, cattle rustling, and cybercrimes, among others. Currently, many unemployed graduates in Nigeria seem to lack the motivation to embark on an entrepreneurial career by establishing their businesses.

Entrepreneurship is acknowledged as a crucial element in a country's economic progress due to its ability to generate job prospects for the sizable and skilled young population. Entrepreneurship is vital in empowering individuals and mitigating unemployment rates (Iro-Idoro & Iro-Idoro, 2016). Entrepreneurship identifies promising business opportunities and efficiently combines resources to provide profitable products or services. It represents a

positive attitude focusing on seizing opportunities rather than dwelling on risks. It functions to identify and convert opportunities into profitable business ventures. Entrepreneurship is producing innovative ideas, identifying economic or business opportunities, and then using one's talents and abilities to assemble the required resources to realize these opportunities. According to Moa-Liberty, Tunde and Tinuola (2016), entrepreneurship creates and develops financial resources. Entrepreneurs, also referred to as such, accomplish this by operating competitive businesses and implementing innovative tactics. Entrepreneurship is crucial in stimulating economic growth and is a primary force behind economic progress. The mechanism is generally recognized for creating employment, generating income, alleviating poverty, and promoting wealth creation (Bux & Honglin, 2005).

To address this unemployment problem, government has implemented measures through relevant authorities to ensure that entrepreneurship education is provided in all tertiary institutions. Engaging in entrepreneurship-driven occupations offers individuals ample prospects for autonomy and increased financial autonomy, fostering innovation, employment expansion, and general economic progress (Ahmed et al., 2010). Despite the many benefits that entrepreneurship brings to an economy, many Nigerian adolescents choose to move between various organizations and ministries to pursue white-collar jobs, which are scarce and often non-existent.

Psychological qualities, called personality traits, are increasingly used to explain entrepreneurial activity and intention. According to Abdul-Kadir, Salim, Kamarudin, and Melaka (2018), psychological qualities are conceptualized as constructs that elucidate patterns in an individual's behavior. Several psychological traits substantially influence the decision to choose entrepreneurship as a career option. Several characteristics that could indicate entrepreneurial ambition have been identified by experts (Vijeyan et al., 2015; Mohammad, 2018). Psychological attributes relevant in this context include the ability to tolerate ambiguity, having an internal locus of control, a strong desire for achievement, self-efficacy, innovation, and willingness to take risks. However, this study examines two well-established characteristics that are believed to be indicators of a person's likelihood of becoming an entrepreneur during their undergraduate years' self-efficacy and risk-taking propensity.

Self-efficacy is a psychological trait that might serve as an indicator of an individual's inclination toward entrepreneurship. Self-efficacy is a psychological characteristic related to an individual's belief in their ability to perform a specific task effectively. Iro-Idoro and Iro-Idoro (2015) define self-efficacy as the confidence individuals have in their capacity to attain desired performance levels and exercise influence over the circumstances that impact their lives. Entrepreneurial self-efficacy refers to an individual's belief in their ability to create and manage a firm effectively. Self-efficacy is the assessment made by an individual regarding their ability to successfully perform a specific business task, which is determined by their confidence in their skills and potential to achieve a positive outcome. Vijayan, ShishiKumar, Abd Kadir, and Zabir (2015) argue that self-efficacy enhances entrepreneurial intent by emphasizing the importance of self-perception in influencing intention. Self-perception refers to an individual's subjective evaluation of their skills and inclinations. Therefore, if individuals perceive a specific activity to be above their capabilities, they will refrain from acting.
Various researches have consistently demonstrated that self-efficacy is a reliable and enduring indicator of entrepreneurial intention (Iro-Idoro & Iro-Idoro, 2015; Moa-Liberty et al., 2016; Vijeyan et al., 2015). Self-efficacy significantly impacts an individual's inclination to initiate

an activity, the level of effort they invest in it, and their dedication to completing it. Another psychological trait that helps forecast students' inclination towards entrepreneurship is their willingness to take chances and their self-assurance in their abilities. Entrepreneurs are sometimes characterized as those willing to participate in ventures that involve a certain degree of unpredictability or the potential for monetary setbacks. Entrepreneurs must have a significant ability to accept and handle risks, as they encounter more hazards than the general population. Their propensity to tolerate danger significantly impacts their business ambitions. Risk propensity is a psychological trait that measures an individual's inclination to enter assessed risks and aggressively pursue achievable objectives willingly. The concept of risk propensity, as defined by Francoise, Donghong, and Janvier (2017), pertains to the tendency to make decisions under circumstances that are difficult to predict. It displays an individual's willingness to take risks when commercial decisions are unclear. There is a strong correlation between the inclination to take risks and the personality traits associated with entrepreneurship. People with a high inclination towards risk are more prone to taking risks, boosting their likelihood of finding opportunities.

Nigeria, a prominent African nation, has the most significant number of young folks who require effective mobilization and empowerment for economically lucrative pursuits (Nwabufo, 2015). Based on the facts presented, many Nigerian teenagers and students need more motivation to engage in entrepreneurial pursuits despite their willingness to participate. Consequently, this can be attributed to an unfavourable business environment with inadequate initial finance and a need for more technical knowledge. They prefer to be employed by organizations rather than self-employed. Moreover, deliberate behaviors that are carefully strategized, intricate, and undetected can be reliably predicted, thereby establishing intention as the most dependable indicator. Bux and Honglin (2015) describe entrepreneurial intention as the cognitive state that impacts and guides individuals' actions toward establishing and implementing new business initiatives.

**Statement of the Problem**

The need to be more focused among youths on entrepreneurial aspirations is a great challenge in developing countries, including Nigeria. Universities turn out graduates annually without corresponding employment opportunities. This difficulty affects the graduates and makes it difficult for new job seekers to find employment. The obstacles encountered by these young individuals may be a result of a deficiency in entrepreneurial aspirations which can occasionally compel them to engage in illegal acts such as ritual killings, human trafficking, and cybercrimes among others. This suggests that undergraduates need more entrepreneurial aspirations and are not inclined to participate in entrepreneurial endeavors or pursue entrepreneurial careers.

**Purpose of the Study**

This study sought to examine the influence of:

1. self-efficacy on the entrepreneurial intention of business education undergraduates in Ondo and Ekiti States.
2. risk-taking propensity on the entrepreneurial intention of business education undergraduates in Ondo and Ekiti States.

**Research Hypotheses**

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

1. There is no significant influence of self-efficacy on entrepreneurial intention of business education undergraduates in Ondo State and Ekiti State.
2. There is no significant influence of risk-taking propensity on the entrepreneurial intention of business education undergraduates in Ondo State and Ekiti State.

**Methodology**

The study adopted a descriptive research design, and a questionnaire was the instrument used for data collection. The population of the study comprised 1282 business education undergraduates from the universities in Ondo State and Ekiti State offering business education, a proportional sampling technique was used to arrive at a sample of 642 business education undergraduates. The instrument was validated by three experts from Ekiti State University, Ado Ekiti. The researcher with the help of two research assistants administered the questionnaires on the respondents which were collected immediately. The data collected for the study were analyzed using mean and standard deviation for the research questions while linear regression was used for the hypotheses at 0.05 level of significance.

**Test of Hypotheses**

$H_0$1: There is no significant influence of self-efficacy on the entrepreneurial intention of business education undergraduates.

**Table 1: Summary of Regression Analysis of the influence of self-efficacy on entrepreneurial intention of business education undergraduates.**

| Model | N | R | R Square | Adjusted R Square | F-cal. | P-value |
|---|---|---|---|---|---|---|
| 1 | 642 | 0.461 | 0.212 | 0.211 | 172.505 | 0.000 |

Dependent Variable: Entrepreneurial Intention
**Source:** Field Survey 2023.

Table 1 presents a concise overview of the regression findings on the impact of self-efficacy on the entrepreneurial intention of undergraduate students studying business education. The findings demonstrate a significant positive correlation (R = 0.461) between self-efficacy and entrepreneurial intention. Additionally, the R-squared value of 0.212 indicates that the independent variable (self-efficacy) accounts for 21.2% of the variability in the dependent variable (entrepreneurial intention). Therefore, this study demonstrates that there is a strong correlation between self-efficacy and the entrepreneurial intention of undergraduate students studying business education ($F_{(640)} = 172.51$, $p = 0.00$).

**Table 2. Table of Coefficients**

| | Unstandardized Co-efficient | | Standardized Co-efficient | | |
|---|---|---|---|---|---|
| Model | B | Std. Error | Beta | T | Sig. |
| 1 (Constant | 1.467 | .153 | | 9.603 | .000 |
| Self-Efficacy | .579 | .044 | .461 | 13.134 | .000 |

Dependent Variable: Entrepreneurial Intention
Source: Field Survey 2023.

The statistical analysis shown in Table 2 demonstrates that self-efficacy has a considerable impact on the entrepreneurial intention of business education undergraduates. The regression coefficient (B) is 0.58, the t-value is 13.13 with 640 degrees of freedom, and the p-value is 0.000. At a significance level of 5%, the results reveal that the regression equation shows a substantial influence of self-efficacy on the entrepreneurial intention of business education students. According to this, the null hypothesis was disproven, and it was determined that self-efficacy had a significant impact on the entrepreneurial intention of business education undergraduates in universities in Ondo and Ekiti States.

$H_0$2: There is no significant influence of risk-taking propensity on the entrepreneurial intention of business education undergraduates

**Table 3: Summary of Regression Analysis of the influence of risk-taking propensity on entrepreneurial intention of business education undergraduates.**

| Model | N | R | R Square | Adjusted R Square | F-cal. | P-value |
|---|---|---|---|---|---|---|
| 1 | 642 | 0.424 | 0.180 | 0.179 | 140.397 | 0.000 |

Dependent Variable: Entrepreneurial Intention
**Source:** Field Survey 2023.

Table 3 presents the findings of a regression analysis that examined the impact of risk-taking propensity on the entrepreneurial intention of business education undergraduates. The results indicate a positive relationship between risk-taking propensity and entrepreneurial intention, with a correlation coefficient R of 0.424. The R-squared value of 0.180 suggests that risk-taking propensity explains 18% of the variation in entrepreneurial intention. Therefore, these findings provide strong evidence that risk-taking propensity is significantly associated with the entrepreneurial intention of business education undergraduates ($F_{640} = 140.40$, $p = 0.00$).

**Table 4. Table of Coefficients**

| | Unstandardized Co-efficient | | Standardized Co-efficient | | |
|---|---|---|---|---|---|
| Model | B | Std. Error | Beta | T | Sig. |
| 1 (Constant | 2.066 | .119 | | 17.347 | .000 |
| Risk-taking Propensity | .422 | .036 | .424 | 11.849 | .000 |

Dependent Variable: Entrepreneurial Intention
**Source:** Field Survey 2023.

The statistical analysis in Table 4 demonstrates that risk-taking tendencies have a substantial impact on the entrepreneurial intention of undergraduates in business education ($B = 0.42$, $t(640) = 11.85$, $P = 0.000$). At a significant level of 5%, the data suggests that the regression equation shows a substantial influence of risk-taking tendency on the entrepreneurial intention of business education undergraduates. Consequently, the null hypothesis was disproven, leading to the conclusion that the propensity to take risks has a substantial impact on the entrepreneurial intention of undergraduate students studying business education in universities located in Ondo State and Ekiti State.

## Discussion of Findings

The research findings suggest that self-efficacy has a beneficial influence on entrepreneurial performance. Studies indicate that self-efficacy significantly influences the degree of entrepreneurial achievement in individuals. This implies that students' self-confidence in their capacity to handle and govern a company significantly influences their intention to pursue entrepreneurship. The results are consistent with the study conducted by Usman and Nabilla (2020), which concluded that self-efficacy has a favourable and substantial influence on entrepreneurial inclination. Li-Yu and Jian-Hao's 2019 study revealed a noteworthy and favorable correlation between entrepreneurial self-efficacy and entrepreneurial ambitions. This study supports the conclusions of Hamzehei et al. (2022), who similarly showed that entrepreneurial self-efficacy had an impact on the entrepreneurial inclinations of students.

The study discovered that the extent to which undergraduate business students are willing to take risks substantially impacts their inclination to pursue entrepreneurship. The statistics revealed a positive relationship between risk-taking propensity and entrepreneurial intention, with a regression coefficient (B) of 0.42. The t-value of 11.85, with 640 degrees of freedom, indicates a highly significant relationship. The p-value of 0.000 further supports the vital statistical significance of the findings. This study suggests that the inclination of students to embrace risk significantly influences their choice to engage in entrepreneurship. This is because entrepreneurs inherently possess a mindset characterized by a lack of fear when initiating ventures that entail significant risks. This finding aligns with the study conducted by Ilevbare et al. (2022), which demonstrates that a tendency to partake in risky behaviors highly correlates with entrepreneurial aspirations among undergraduate students. Abodunde and Akinbo (2022) discovered a noteworthy correlation between the propensity for risk-taking and the desire to participate in entrepreneurial endeavors. Similarly, the study conducted by Indrawati et al., (2021) also discovered a significant influence of innovativeness and propensity for risk-taking on entrepreneurial intention. These findings align with the results of our inquiry. Yaser and Mohammad (2022) found compelling evidence establishing a robust correlation between entrepreneurial ambition and the inclination to take risks. The assertions made by Phan et al. (2021), propose that there is no distinct correlation between the inclination to take risks and the drive to participate in entrepreneurship.

The t-test result $t_{(640)} = 0.08$, $P > 0.05$ indicates no statistically significant difference in the level of entrepreneurial intention between male and female business education undergraduates. This finding suggests that their gender does not influence the propensity for entrepreneurship among undergraduate students pursuing business degrees. Research indicates that male and female undergraduate students exhibit similar entrepreneurial interests. The results aligned with the research conducted by Konutgan (2022), indicating no statistically significant disparity in entrepreneurial intention among male and female undergraduate students. Mahlaole and Malebana (2022) conducted research that found no gender disparity in students' entrepreneurial ambition and attitude toward entrepreneurial efforts. The conclusion is consistent with the results of our inquiry.

## Conclusion

The findings of this study imply that enhancing self-efficacy and risk-taking propensity among business education undergraduates is crucial for fostering entrepreneurial intentions. The study concludes that by focusing on these psychological traits within educational frameworks,

institutions can better prepare students to engage in entrepreneurial activities. This approach not only empowers individuals to pursue business ventures with confidence but also contributes to addressing unemployment issues in Nigeria. Encouraging a mindset that embraces challenges and views failures as learning opportunities can lead to a more vibrant entrepreneurial culture, ultimately driving economic growth and innovation in the region.

**Recommendations**

The following recommendations are made based on the findings:

1. Lecturers should develop students' self-efficacy by helping students build confidence in their abilities through achievable goals and successes. This can be done through the invitation of successful entrepreneurs to share their experiences and provide insights into the entrepreneurial journey.
2. Lecturers should teach students to embrace challenges and view failures as a learning opportunity. This will encourage more graduates to start their businesses confidently without being afraid about the potential risks they may encounter.

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# INFLUENCE OF EDUCATIONAL MANAGEMENT SUPPORT SERVICES ON STUDENTS RETENTION IN PUBLIC UNIVERSITIES IN RIVERS STATE

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## Abstract

*The study investigated Influence of educational management support services on students retention in public universities in Rivers State. Two research questions and two hypotheses were formulated. The study adopted a descriptive survey design. The population stood at 12,543 which comprised 3,762 lecturers and 8,780 students across public universities in Rivers State. The sample size which stood at 745 respondents, was determined using Taro Yamen formula. Stratified sampling technique was use in selecting the respondents, comprising 362 lecturers and 383 students in public universities in Rivers State. The instruments for data collection were two self-structured questionnaires titled: "Influence of Educational Management Support Services Questionnaire (IEMSSQ) and Students Retention in Public Universities Questionnaire (SRPUQ)".The instrument was validated by two experts in the field of Measurement and Evaluation in Rivers State University. Cronbach Alpha method was used to establish the overall reliability index of 0.81. Mean and standard deviation were used to answer the research questions, while z-test statistics was used to test the null hypotheses at 0.05 alpha level of significance. The findings of the study revealed that, academic advising services, Counselling and Psychological Services influence students' retention in Public Universities in Rivers State to a high extent. Based on the findings of the study, the researcher recommends among others that, Heads of Departments and Deans of faculties in the various Universities should make academic advising, counselling and Psychological Services core components of student support services.*

**Keywords:** *Educational Management, Influence, Students Retention, Support Services, Public Universities*

## Introduction

Student retention has become a pressing concern in public universities across Nigeria, particularly in Rivers State. The ability of institutions to retain students from admission through graduation is indicative of a functional and student-centred academic system. Various factors contribute to student dropout, such as academic challenges, poor learning environments, lack of financial aid, inadequate support services, and low student engagement (Okereke & Onuoha, 2022). Educational management support services, ranging from academic advising, counselling, library services, to career guidance, play a pivotal role in enhancing students' academic and emotional well-being, thereby increasing their likelihood of staying in school and completing their programs (Nwosu & Okonkwo, 2023).

Educational management support services are essential institutional mechanisms that facilitate teaching and learning processes while ensuring that students receive adequate non-instructional support. Services such as orientation programs, mentoring, psychological counselling, and academic support have been recognized as influential in addressing students' diverse needs and challenges (Adeyemi & Ebere, 2021). When effectively implemented, these services provide a framework that fosters a sense of belonging, academic satisfaction, and resilience among students, which are key indicators of retention and success in higher education. The type of educational management support services that influence students' retention in public universities include; academic advising services, counselling and psychological services.

Academic advising services refer to structured, student-centred guidance systems within higher institutions that support students in making informed decisions about their academic journeys. These services involve professional advisors or faculty members assisting students with course selection, academic planning, and goal setting, while also addressing personal or career-related challenges that may impact academic success (Nwosu & Okonkwo, 2023). Academic advising is not limited to registration or curriculum explanations; it is a holistic, developmental process aimed at fostering students' intellectual and personal growth. Through consistent and personalized interactions, students gain clarity about academic expectations, institutional policies, degree requirements, and future career paths. This proactive guidance cultivates a sense of direction and empowerment among students, significantly reducing the likelihood of academic failure or disengagement (Adebayo, 2022).

The connection between academic advising and student retention is widely acknowledged in recent empirical studies. Effective advising serves as critical intervention strategies that address issues such as poor academic performance, lack of motivation, and misalignment of academic and career goals, all of which are leading causes of student dropout in Nigerian public universities. Advising creates a structured support system where students feel heard, guided, and prepared to tackle academic challenges (Adebayo, 2022). Research by Okeke and Nwachukwu (2023) found that students who regularly engaged with academic advisors had significantly higher retention rates and academic success compared to their peers who lacked access to such services. Thus, institutional commitment to comprehensive academic advising is a strategic imperative for improving student retention and ensuring sustainable academic development in public universities.

Counselling and psychological services in public universities refer to organized professional support systems designed to assist students in managing emotional, psychological, and social challenges that may hinder their academic progress and overall well-being. These services include individual and group counselling, mental health awareness programs, crisis intervention, and psycho-educational workshops (Adeniyi & Afolayan, 2022). The goal of such services is to promote mental health, emotional stability, and adaptive coping mechanisms among students. Given the increasing pressures associated with university life, such as academic demands, peer relationships, financial stress, and family expectations, students often experience anxiety, depression, and burnout. By offering therapeutic support, counselling units help students build resilience and maintain psychological balance, which directly contributes to their ability to remain focused and persist in their academic journey (Ezeonu & Uwakwe, 2023).

The influence of counselling and psychological services on student retention in public universities cannot be overemphasized. Empirical research has shown that students who engage with these support services are more likely to remain enrolled, perform better academically, and report higher satisfaction with their university experience (Ezeonu & Uwakwe, 2023). Counselling provides a safe, confidential space for students to express their struggles and receive professional guidance, thereby reducing the risk of academic withdrawal or dropout. Moreover, psychological services play a crucial role in early detection and management of mental health disorders that may affect concentration, motivation, and classroom participation. According to Nwankwo and Bello (2023), institutions that integrate mental wellness programs into their student support frameworks experience a significant reduction in attrition rates. Therefore, the availability and accessibility of counselling and psychological services are essential strategies for improving student retention and fostering a supportive learning environment in Nigerian public universities.

Student retention in public universities refers to the capacity of an institution to ensure that students persist in their academic journey from the point of admission through to the completion of their programs. It encompasses the strategies, policies, and institutional support systems put in place to reduce dropout rates and help students successfully progress through various academic levels (Obasi & Eke, 2022). Retention is a critical indicator of institutional effectiveness and quality education delivery. Factors such as academic advising, financial aid, mentoring, student engagement, and campus support services play essential roles in determining whether students stay enrolled or withdraw. In public universities, especially in contexts like Nigeria where access to education is competitive and resources are often limited, high retention rates are crucial for national development, as they contribute to a more educated workforce and reduced wastage of educational investments (Olaniyan & Ojo, 2023).
Retention is not merely about keeping students within the school system, but also involves creating a conducive learning environment where students feel supported, motivated, and equipped to overcome personal and academic challenges. Poor retention rates can result from issues such as inadequate student support services, poor teaching quality, financial difficulties, mental health problems, and a lack of institutional responsiveness to students' needs. Conversely, when universities prioritize retention by addressing these challenges through targeted interventions, such as counselling, academic support, housing, and career guidance, students are more likely to feel a sense of belonging and commitment to completing their studies. Research by Nwankwo and Adebayo (2023) emphasizes that student-centred approaches significantly improve persistence and reduce attrition in public universities, ultimately enhancing both individual student success and the reputation of the institution.

In Rivers State, the retention rate in public universities has witnessed fluctuations due to several systemic and socio-economic factors. The implementation of educational support services, when aligned with students' evolving needs, can address the retention gap and improve institutional outcomes. Recent studies have emphasized the necessity of structured student support systems to enhance learning outcomes and reduce attrition (Chukwu & Ibiene, 2023). Unfortunately, many universities still grapple with under-resourced or poorly coordinated support services, leading to student dissatisfaction and premature withdrawal from academic programs. Therefore, examining the influence of educational management support services on student retention in public universities in Rivers State is critical for promoting sustainable

development and academic success. This study highlights how such services, if properly harnessed, can influence significantly to student persistence, institutional efficiency, and overall educational quality.

**Statement of the Problem**

Student retention remains a critical concern in public universities across Nigeria, particularly in Rivers State. Despite increased enrolment rates in higher education, a significant number of students fail to complete their academic programs, leading to high dropout rates and wasted educational investments. Educational management support services, such as academic advising, counselling, financial aid, health services, mentorship programs, and learning support centres are designed to enhance the student experience and improve academic success. However, there is growing concern that the availability, accessibility, and effectiveness of these support services in public universities are either inadequate or inconsistently implemented, thereby contributing to low retention rates. The persistent attrition among undergraduates raises questions about the level of support students receive in navigating academic, financial, social, and emotional challenges during their university education.

The gap between the existence of support services and actual student retention outcomes suggests that these services may not be adequately structured, monitored, or aligned with the specific needs of students in public universities in Rivers State. For instance, poorly organized counselling services, insufficient academic advising, lack of career guidance, and bureaucratic delays in financial aid disbursement may discourage students from remaining committed to their studies. Additionally, large student populations, limited staff capacity, and funding constraints may further hinder the delivery of personalized and impactful support. Consequently, many students feel disconnected, unsupported, and overwhelmed by institutional demands, ultimately leading them to withdraw from their programs prematurely.
Previous research on student retention in Nigerian universities focused primarily on factors such as academic performance, socio-economic background, infrastructural deficits, and lecturer-student relationships. For instance, studies by Okolie and Igwe (2021) and Adebayo (2020) have emphasized financial hardship, lack of accommodation, and academic stress as key contributors to student dropouts. While these studies provide valuable insights, they often treat educational support services as peripheral or secondary issues, rather than as central components of institutional responsibility and strategic planning. Moreover, many of these earlier works have not sufficiently examined how the systematic management and coordination of support services through policies, leadership structures, and funding directly influence students' decisions to remain in or leave university.

This study addressed the gap by focusing explicitly on the influence of educational management support services as a strategic management function on student retention in public universities in Rivers State. Unlike previous studies that treated support services as isolated or background variables, this study positioned them at the centre of institutional effectiveness and student success. Therefore, the researcher investigates;

**Purpose of the Study**

The purpose of the study was to investigate the influence of educational management support services on students' retention in Public Universities in Rivers State. Specifically, the study:

1. determined the extent Academic advising services influence students' retention in Public Universities in Rivers State.
2. examined the extent Counselling and Psychological Services influence students' retention in Public Universities in Rivers State.

**Research Questions**

The study was guided by the following research questions:

1. To what extent do academic advice services influence students' retention in Public Universities in Rivers State?
2. To what extent do counselling and psychological services influence students' retention in Public Universities in Rivers State?

**Hypotheses**

The study was guided by the following null hypotheses at 0.05 level of significance.

1. There is no significant difference between the mean opinion scores of lecturers and students on the extent academic advising services influence students' retention in Public Universities in Rivers State.
2. There is no significant difference between the mean opinion scores of lecturers and students on the extent counselling and psychological Services influence students' retention in Public Universities in Rivers State.

**Methodology**

The study adopted a descriptive survey design. The population stood at 12,543 which comprised 3,762 lecturers and 8,780 students across public universities in Rivers State, which include University of Port Harcourt, Rivers State University and Ignatius Ajuru University. The sample size which stood at 745 respondents, was determined using Taro Yamen formula. Stratified sampling technique was use in selecting the respondents, comprising of 362 lecturers (135 lecturers from University of Port Harcourt, 130 lecturers from Rivers State University and 97 lecturers from Ignatius Ajuru University of Education) and 383 students (145 students from University of Port Harcourt, 138 students from Rivers State University and 100 students from Ignatius Ajuru University of Education) in public universities in Rivers State. The instrument for data collection was two self-structured questionnaires titled: "Influence of Educational Management Support Services Questionnaire (IEMSSQ) and Students Retention in Public Universities Questionnaire (SRPUQ)". The questionnaire was structured using a five-point summated rating response scale of: Very High Extent (VHE) = 5 points, High Extent (HE) = 4 points, Undecided Extent (UE) = 3Points, Low Extent (LE) = 2 points, Very Low Extent (VLE) = 1 point. The instrument was subjected to face and content validity by two experts in the field of Measurement and Evaluation in Rivers State University. The reliability of the instrument was determined using Cronbach Alpha method. A cumulative reliability index of 0.81 was obtained. Mean and standard deviation statistics were used to answer the research questions. The criterion mean that was used in scoring the instrument is 3.00 which signify that the respondents Agree to the item (to a High Extent), as items below 3.00 denotes (Low Extent). It was gotten by summing up the weighted points and divided by 5. The hypotheses were tested using z-test statistics at 0.05 level of significance. The decision rule was to accept the null

hypotheses where the calculated z-value is less than z-critical value of ±1.96, but reject the null hypotheses where the calculated z-value is greater than z-critical value of ±1.96.

## Findings

**Research Question 1:** To what extent do academic advice services influence students' retention in Public Universities in Rivers State?

**Table 1**

*Mean Ratings of Respondents on the Extent Academic Advise Services Influence Students' Retention in Public Universities in Rivers State*

| S/N | Questionnaire Items | Lecturers N= 362 | | Students N=383 | | | | |
|---|---|---|---|---|---|---|---|---|
| | | $\bar{X}_1$ | $Std_1$ | $\bar{X}_2$ | $Std_2$ | Average mean | Std | RMK |
| 1. | Academic advising helps students develop structured academic plans tailored to their goals and abilities, ensuring they stay on track and complete their programs successfully. | 3.65 | 0.89 | 3.69 | 0.87 | 3.67 | 0.88 | HE |
| 2. | Advisors detect early signs of academic or personal challenges through regular interactions, allowing timely interventions that prevent dropout or failure. | 4.19 | 1.33 | 4.20 | 1.29 | 4.19 | 1.31 | HE |
| 3. | By helping students align their courses with long-term career aspirations, academic advisors enhance students' sense of purpose and motivation to persist in their studies. | 3.00 | 0.68 | 3.02 | 0.67 | 3.01 | 0.68 | HE |
| 4. | Advisor's guide students in selecting appropriate courses that match their interests and program requirements, reducing academic frustration and delays in graduation. | 3.07 | 0.78 | 3.09 | 0.78 | 3.08 | 0.79 | HE |
| 5. | Through advising sessions, students receive guidance on managing time effectively and developing study strategies, which contribute to academic success and retention. | 3.00 | 0.75 | 3.03 | 0.74 | 3.02 | 0.75 | HE |
| | **Aggregate Mean/SD for Lecturers and Students** | **3.38** | **0.89** | **3.41** | **0.87** | **3.39** | **0.88** | **HE** |

**Source:** Field Survey, 2025.

Table 1 in response to research question 1 which states, to what extent do Academic advise services influence students' retention in Public Universities in Rivers State had the following opinion scores for both lecturers and students. Mean scores of the lecturers to questionnaire items 1, 2, 3, 4 and 5 were 3.65, 4.19, 3.00, 3.07 and 3.00 with standard deviations of 0.89, 1.33, 0.68, 0.78 and 0.75 while the mean scores of the students were 3.69, 4.20, 3.02, 3.09 and 3.03 with standard deviation of 0.87, 1.29, 0.67, 0.78 and 0.74. Furthermore, the mean set representing the average mean scores for both lecturers and students were 3.67, 4.19, 3.01, 3.08 and 3.02; with standard deviation of 0.88, 1.31, 0.68, 0.79 and 0.75 respectively. The readings which were higher than the criterion mean of 3.00 indicated that Academic advice services influence students' retention in Public Universities in Rivers State a high extent.

**Research Question 2:** To what extent do counselling and Psychological Services influence students' retention in Public Universities in Rivers State?

**Table 2: Mean Ratings of Respondents on the Extent Counselling and Psychological Services influence students' retention in Public Universities in Rivers State**

| | | **Lecturers N= 362** | | **Students N=383** | | | | |
|---|---|---|---|---|---|---|---|---|
| **S/N** | **Items** | $\bar{X}_1$ | **Std$_1$** | $\bar{X}_2$ | **Std$_2$** | **Average mean** | **Std** | **RMK** |
| 6. | Counselling services help students manage stress, anxiety, depression, and other mental health challenges, promoting emotional well-being and reducing dropout tendencies. | 3.75 | 0.86 | 3.75 | 0.83 | 3.75 | 0.85 | HE |
| 7. | Through psychological support, students develop stronger coping strategies to handle academic, financial, or personal pressures, increasing their ability to stay in school. | 4.34 | 1.18 | 4.44 | 1.12 | 4.39 | 1.15 | VHE |
| 8. | By addressing psychological barriers to learning such as low self-esteem or test anxiety students become more academically focused and less likely to withdraw. | 3.72 | 1.65 | 3.78 | 1.48 | 3.75 | 1.32 | HE |
| 9. | Counselling promotes interpersonal effectiveness, helping students form healthy peer and faculty relationships that support a positive and inclusive campus experience. | 3.59 | 0.96 | 3.63 | 0.90 | 3.61 | 0.93 | HE |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10. | Psychological services offer guidance on managing substance use, risky sexual behaviours, and violence, all of which can derail academic pursuits if not addressed. | 3.72 | 0.87 | 3.82 | 0.82 | 3.77 | 0.85 | HE |
| | **Aggregate Mean/SD for Lecturers and Students** | **3.83** | **1.10** | **3.88** | **1.03** | **3.85** | **1.02** | **VHE** |

**Source:** Field Survey (2025).

Table 2 in response to research question 2 which states, to what extent do Counselling and Psychological Services influence students' retention in Public Universities in Rivers State had the following opinion scores for both lecturers and students. Mean scores of the lecturers to questionnaire items 6, 7, 8, 9 and 10 were 3.75, 4.34, 3.72, 3.59 and 3.72 with standard deviations of 0.86, 1.18, 1.65, 0.96 and 0.87 while the mean scores of the students were 3.75, 4.44, 3.78, 3.63 and 3.82 with standard deviation of 0.83, 1.12, 1.48, 0.90 and 0.82. Furthermore, the mean set representing the average mean scores for both lecturers and students were 3.75, 4.39, 3.75, 3.61 and 3.77; with standard deviation of 0.85, 1.15, 1.32, 0.93 and 0.85 respectively. The readings which were higher than the criterion mean of 3.00 indicated that Counselling and Psychological Services influence students' retention in Public Universities in Rivers State to a high extent.

**Hypotheses Testing**

1. There is no significant difference between the mean opinion scores of lecturers and students on the extent academic advising services influence students' retention in Public Universities in Rivers State.

**Table 3**
*Z-test Analysis on the Extent Academic Advising Services Influence Students' Retention in Public Universities in Rivers State*

| **Respondents** | **N** | $\bar{x}$ | **Std.** | **df** | **z-cal** | **z-crit** | **LS** | **Decision** |
|---|---|---|---|---|---|---|---|---|
| Lecturers | 362 | 3.38 | 0.89 | | | | | |
| | | | | 743 | 0.79 | ±1.96 | 0.05 | Accepted |
| Students | 383 | 3.41 | 0.87 | | | | | |

**Source:** Field Survey (2025).

The result on Table 3 above shows Z-test Analysis on the extent Academic advising services influence students' retention in Public Universities in Rivers State. The result on the table showed that there is no significant difference between the mean opinion scores of lecturers and students on the extent Academic advising services influence students' retention in Public Universities in Rivers State. The result on the table further showed a z-calculated value of 0.79

which was less than the z-critical value of ±1.96 at 0.05 level of significance and with a degree of freedom of 743, since the z-calculated (0.79) was less than the z-tabulated (±1.96), the null hypothesis was accepted which states that there is no significant difference between the mean opinion scores of lecturers and students on the extent Academic advising services influence students' retention in Public Universities in Rivers State.

2. There is no significant difference between the mean opinion scores of lecturers and students on the extent Counselling and Psychological Services influence students' retention in Public Universities in Rivers State.

**Table 4**

*Z-test Analysis on the Extent Counselling and Psychological Services influence students' retention in Public Universities in Rivers State.*

| Respondents | N | $\bar{x}$ | Std. | df | z-cal | z-crit | LS | Decision |
|---|---|---|---|---|---|---|---|---|
| Lecturers | 362 | 3.83 | 1.10 | | | | | |
| | | | | 743 | 0.69 | ±1.96 | 0.05 | Accepted |
| Students | 383 | 3.88 | 1.03 | | | | | |

**Source:** Field Survey, 2025

Table 4 above shows Z-test Analysis on the extent Counselling and Psychological Services influence students' retention in Public Universities in Rivers State. The result on the table showed that there is no significant difference between the mean opinion scores of lecturers and students on the extent Counselling and Psychological Services influence students' retention in Public Universities in Rivers State. The result on the table further showed a z-calculated value of 0.69 which was less than the z-critical value of ±1.96 at 0.05 level of significance and with a degree of freedom of 743, since the z-calculated (0.69) was less than the z-tabulated (±1.96), the null hypothesis was accepted which states that there is no significant difference between the mean opinion scores of lecturers and students on the extent counselling and psychological services influence students' retention in Public Universities in Rivers State.

## Discussion of Findings

Table 1 in response to research question 1 which states, to what extent do academic advising services influence students' retention in Public Universities in Rivers State. Indicates that; academic advising helps students develop structured academic plans tailored to their goals and abilities, ensuring they stay on track and complete their programs successfully. Through advising sessions, students receive guidance on managing time effectively and developing study strategies, which contribute to academic success and retention. The findings are in line with Adebayo (2022), who opined that, effective advising serves as a critical intervention strategy addresses issues such as poor academic performance, lack of motivation, and misalignment of academic and career goals, all of which are leading causes of student dropout in Nigerian public universities. Through consistent and personalized interactions, students gain clarity about academic expectations, institutional policies, degree requirements, and future

career paths. This proactive guidance cultivates a sense of direction and empowerment among students, significantly reducing the likelihood of academic failure or disengagement. Research by Okeke and Nwachukwu (2023) found that students who regularly engaged with academic advisors had significantly higher retention rates and academic success compared to their peers who lacked access to such services. Thus, institutional commitment to comprehensive academic advising is a strategy that plays a crucial role in early identification of at-risk students and timely referral to necessary support services, imperative for improving student retention and ensuring sustainable academic development in public universities.

Table 2 showed that there is no significant difference between the mean opinion scores of lecturers and students on the extent Counselling and Psychological Services influence students' retention in Public Universities in Rivers State.In simple terms. The study looked at what lecturers and students think about how much counselling and psychological services help keep students from dropping out of public universities in Rivers State. This result was in line with that of Ezeonu and Uwakwe (2023) who opined that, given the increasing pressures associated with university life such as academic demands, peer relationships, financial stress, and family expectations students often experience anxiety, depression, and burnout. By offering therapeutic support, counselling units' help students build resilience and maintain psychological balance, which directly contributes to their ability to remain focused and persist in their academic journey. Also, Nwankwo and Bello (2023) opined that, institutions that integrate mental wellness programs into their student support frameworks experience a significant reduction in attrition rates. Therefore, the availability and accessibility of counselling and psychological services are essential strategies for improving student retention and fostering a supportive learning environment in Nigeria public universities.

## Conclusion

The influence of educational management support services on student retention in public universities in Rivers State cannot be overstated. These services ranging from academic advising, counselling, financial assistance, mentorship, to health and wellness programs play a crucial role in shaping students' academic journeys and ensuring they stay engaged and committed to completing their studies. Based on the findings of the study, the researcher concludes that, academic advising services, counselling and psychological services influence students' retention in Public Universities in Rivers State to a high extent. Building on the results of the study, the researcher discovered that academic advising services and counselling and psychological services have a strong positive influence on keeping students enrolled in public universities in Rivers State. This means that when students receive proper guidance on their academic journey, as well as emotional and psychological support, they are more likely to stay in school and complete their studies. Thus, these support services, especially academic advising and counselling, greatly contribute to student retention. In simpler terms, students are less likely to drop out when they receive help with their academic choices and have access to professionals who can help them manage stress, anxiety, and other personal issues.

## Recommendations

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

1. Heads of Departments and Deans of faculties in the various Universities should make academic advising, counselling and psychological services as core components of student support services.

2. Academic advising, counselling and psychological services should not be treated as occasional or emergency services but integrated into the student lifecycle

3. Regular workshops, mentorship programs and check-ins should be held to proactively address academic stress, mental health issues, and personal development needs.

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# ACQUISITION OF ENTREPRENEURIAL SKILLS AND POVERTY ALLEVIATION

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## Abstract

*Skill acquisition has become the order of time given its importance in advancing global economy. This study examined the role of entrepreneurial skills' acquisition in alleviating poverty. It is a descriptive survey design that permits holistic representation of variables engaged. Population of the study covers the entire NCE students of the Department of Business Education, Kwara State College of Education Oro, from which a sample size of 120 stratifiedly selected samples were selected. A well-structured questionnaire was adopted as the research instrument, which was validated by three Business Professors of the Kwara state University, Malete. Croribach Alpha formulae were used to test for the result reliability. Data collected were analyzed through Mean and Standard Deviation measurements. The study revealed that acquisition of entrepreneurial skills correlates and positively impacts poverty alleviation going by the mean statistical value evidence of 21.4%. In general, the study recommends that since acquisition of entrepreneurial skills is a function of poverty alleviation, the Nigerian government should embed into the existing institutional entrepreneurial projects, training programmes and the mechanisms to monitor and adjust them as trend may demand. Also, government should ensure the provision and sustainability of all required entrepreneurial training facilities in public schools (especially higher institutions) for this will assist government in redirecting the vision and interest of our youth towards jobs creation, self-reliance and nation building.*

**Keywords:** Entrepreneur, Skills Acquisition, Poverty Alleviation, and Education.

## Introduction

In the last decade, entrepreneurial education has become major part of the total educational system that encourages acquisition of skills, resource management and ability to survive in a highly challenging business environment. Going by this standard, it therefore becomes important to embrace this type of education in order to ameliorate some of the socio-economic challenges, confronting most African countries, especially in the aspect of poverty management and higher rate of human resource underemployment (Babayemi, Egbeyemi, & Enilolobo, 2023).

It should be noted that Poverty as an index of unemployment is one of the most critical challenges facing contemporary Nigerian and other African society and, to alleviate it in our society of today, it calls for understanding of the economic trend and what economic analysts refers to as: economic indicators. These are indispensable economic factors that needed to be understood if economic and industrial policies are going to be effective towards actualizing national goals and ensuring a sustainable economic growth (Ogundele, 2020).

In Nigeria and other African countries, poverty alleviation measures has not been effective on the citizens as everyone can perceive how terrible the standard of living of people has been. Deficiencies in this area have sparked debate amongst Scholars and their submissions pointed at notable lack-luster attitude of our economic managers who on other hand blamed it on the entitlement mentality of the citizens. In an emphatic statement from the submission of Hussain (2019), that unrealistic and instability of political and governmental policies, poor project sustainability, lack of administrative transparency and accountability, amongst other vices responsible for poverty in Nigeria (Arogundade, Adebisi, & Ogunro 2018). Despite the colossal amount of resources committed to ameliorate this, the state of African poverty aggravates (Ajegi, 2020).

**Statement of the Problem**

The alarming level of unemployment and poverty level poses greater threat to her growth and peaceful co-existence. This was why most scholars argued that in time to come, the depth and extent of global poverty if not carefully addressed, would be far greater, especially if entrepreneurial activities are not prioritized (Singer, 2019). Given the fact that it now becomes worrisome, seeing African youths roaming about streets in search of a white collar job(s) at the expense of them creating jobs and the poor usage of the available material and human resources that extant studies have shown to be of high quality and quantity, has led this particular study to examine if truly as posited in the theories, acquiring entrepreneurial skills could assist in alleviating societal poverty in Nigeria, which is the quest of this study to assist rescue the future of the nation through its youths' mentality reconditioning. It is therefore on this premises that this study sought to actualize its goal through the examination of business students undergoing the process of acquiring the Nigerian Certificate in Education (NCE).

**Research Question**

In accordance to the problems discussed above, this solitary question raised here is:
1. What role does the acquisition of entrepreneurial skills' plays in alleviating poverty?

**Research Objective**

This study aimed at:
1. Ascertaining the role of entrepreneurial skills in alleviating poverty.

**Research Hypothesis**

This null Hypothesis was raised:
**$H0_1$:** Acquisition of entrepreneurial skills' plays no role in alleviating poverty.

**Literature Review**

Existing literature in education and other areas of skill acquisition have established some facts that are deemed quite useful and upon which other new studies were based. However, they failed to address some challenges and areas of importance like this study is doing, given the supposed implication of unemployment/underutilization of a nation's labour force, which could aggravate poverty. Kijima and Lanjouw (2020) define poverty as lack of valuables or necessities to survive. In another submission, Opaleke, (2023) describes poverty as inability of an individual or people of a society, to make ends meet. In all of these definitions, poverty implies poor state of mind due to unavailability of financial resources' strengths upon which human survival lies. In this study, poverty implies all the definitions provided above but viewed

it from a national angle in order to address the current state of the nation (Nigeria), regarding the unemployment of labour and in some cases, its underutilization that allegedly propels poverty.

Existing studies have shown that significant numbers of Nigerian youth are poor, given their incapability to maintain "normal" lives. Ajegi (2020) observed that the poverty situation in Nigeria has indeed assumed a crisis dimension. His study revealed that 70% of Nigerians consume less than 1/3 of the minimum vitamins and protein intake due to their inability to afford them. Studies shows how very hard working, the Nigerian people are and their ability to adapt to changes. However, most Nigerian youth lacks opportunities to work and earn well while majority prefers, employable white-collar jobs because of income security due to high risk of financial insecurity in venturing into self-owned jobs. Manaf and Ibrahim (2019) also revealed that records obtained from the Bureau of Statistics shows that 67% of Nigerians live below the poverty-safety line and that only 38% can avail themselves of primary health care.
In all of these evidences, it is clear that the level of poverty amongst dwellers (citizens and aliens) of Nigeria is alarming and calls for managerial attention. This could be the logic for Murphy and Trailer (2020) necessity for the growing literature in entrepreneurship as a mechanism for labour employment and poverty alleviation, which yielded positive responses from scholars across International boundaries. It is on this basis that this study stands.

## Methodology

The study adopted a descriptive survey research design with a population size of two hundred (200) NCE students from the Department of Business Education, Kwara State College of Education Oro and the sample size is of a hundred and twenty (120) stratified selected respondents from that population. A well-structured questionnaire was the research instrument adopted by the study, which was validated by three (3) experts in Business Education from the renowned Kwara State University, Malete. The outcome of this exercise was so impressive and positive, with coefficient of 0.78 that was obtained, using the Croribach Alpha formula to verify the reliability coefficient. The data collected were scientifically analyzed through the use of Mean and Standard Deviation. Decision rule for the research questions was determined as follow:4+3+2+1 = 10/4 = 2.50, by implication, any item with a mean value of 2.50 and above is therefore rated agreed, while any other with the mean value below the rule of thumb of 2.50 is rated disagreed.

## Results from Data Analysis

**Table-1**

*Impact of Entrepreneurial Skills' Acquisition on Poverty Alleviation*

| S/N | Variables | Mean | Std. Dev. | Remarks |
|---|---|---|---|---|
| 1. | Entrepreneurial skill acquisition provides employment opportunities. | 2.58 | 0.73 | Agree |
| 2. | Entrepreneurial training and skill acquisition reduces social vices in the society. | 2.57 | 0.75 | Agree |
| 3. | Entrepreneurial skill acquisition helps to reduce poverty. | 2.92 | 0.63 | Agree |
| 4. | Entrepreneurial training promotes self reliant. | 2.50 | 0.78 | Agree |

| | | | | |
|---|---|---|---|---|
| 5. | The skills acquired from entrepreneurial training increases the standard of living of African people. | 2.22 | 0.83 | Disagree |
| 6. | Entrepreneur assists young graduates with enough training and support that will enable them to establish a career in small and medium sized business | 2.35 | 0.89 | Disagree |
| 7. | Entrepreneurial skills promote spirit of perseverance in the youth and adults which will enable them to persist in any business venture they embark upon | 2.65 | 0.69 | Agree |
| 8. | Entrepreneurship education serves as a catalyst for economic growth and development | 2.76 | 0.95 | Agree |
| 9. | Entrepreneurial skills provide young graduates with adequate training that will enable them to be creative and innovative in identifying problem solving opportunities | 2.79 | 0.70 | Agree |
| 10. | Entrepreneurial skills reduce rule of poverty among final year students | 2.63 | 0.86 | Agree |

**N = 120, Decision Rule = 2.50, Weighted Mean = 2.60, SD = 0.78**

**Source:** Researcher's Fieldwork (2025).

**Table Interpretation and Discussion of Findings**

The results in the table above revealed items 1, 2, 3, 4, 7, 8, 9 and 10 possess mean values of: 2.58, 2.57, 2.92, 2.50, 2.65, 2.76, 2.79 and 2.63 to imply an accumulated total of 21.4% in contrast to items 5 and 6 that poses mean values of 2.22 and 2.35 respectively. This also implies an accumulated total of 4.57%. Since the decision rule is 2.50 and all respondents agreed on 8 items that met and even surpasses the set standard but only disagreed on 2 items that couldn't meet up the set standard, it can be said that the cumulative mean value of 21.4 surpasses the mean value of 4.57 while the standard deviation is in tandem to corresponding mean values. Going by these statistical evidences, it can be established that entrepreneurial skills' acquisition plays significant role in alleviating poverty and that is a testament to Babayemi et al. (2023) and Abubakar (2019) empirical evidence that posit positive and significant relationship between Entrepreneurship and Poverty alleviation.

## Conclusion

Going by the outcome of this study, the study concludes that:

- **a.** Entrepreneurial skills' acquisition is a function of poverty alleviation.
- **b.** Acquisition of Entrepreneurial skills plays significant and positive role in alleviating poverty.

## Recommendations

Following the findings of this study and its conclusion, the study recommends that:
The Nigerian government should embed into the existing institutional entrepreneurial projects, training programmes and the mechanisms to monitor and adjust them as trend may demand. Also, government should ensure the provision and sustainability of all required entrepreneurial

training facilities in public schools (especially higher institutions) for this will assist government in redirecting the vision and interest of our youth towards idea of job creation, self-reliance and nation building.

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# PLAY FACILITIES AS PREDICTORS OF PRE- READING SKILLS ACQUISITION AMONG PRESCHOOLERS IN CHANCHAGA LOCAL GOVERNMENT EDUCATION AREA OF NIGER STATE

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## Abstract

*The study investigated play facilities as predictor of pre-reading skills acquisition among preschoolers in Chanchaga Local Government Area of Niger State. Two research questions and two null hypotheses guided the study. The study adopted a correlation survey research design. The population of the study is 4087 preschoolers in the 29 early child care centers in all the public primary schools in Chanchaga Local Government Area of Niger state. A sample of 356 preschoolers were used for the study. Play Facilities Questionnaire (PFQ) and Pre-reading Skills Acquisition Rating Scale (PSARS) were used for data collection. The two sets of instrument were face-validated by three experts from Faculty of Education, University of Nigeria, Nsukka. Internal consistency reliability through Cronbach alpha gave a reliability coefficient for pre-reading rating scale as 0.886. The internal consistency reliability coefficients for the clusters of C and D are given as 0.81 and 0.74 respectively in pe-reading skills. Linear regression was used in answering the research question while t-test associated with linear regression was used in testing the formulated hypotheses at 0.05 level of significance. The finding showed that play facilities have a high predictive power on the acquisition of phonological awareness skills among preschoolers in Chanchaga Local Government Education Area. The finding showed that play facilities have a significant predictive power on the phonological awareness skills acquisition among preschoolers in Chanchaga Local Government Education Area. It was also shown that play facilities have a high predictive power on the acquisition of vocabulary skills among preschoolers in Chanchaga Local Government Education Area. Lastly it was found out that play facilities have a significant predictive power on vocabulary skills acquisition among preschoolers in Chanchaga Local Government Education Area. Based on the findings and conclusion, the following recommendations were made, that school authorities should provide audio-visual materials with phonological contents in order to help preschoolers acquire phonological awareness skills. Cartoons with word match and pronunciation content should be constantly used in the teaching of vocabularies in the preschools, for the acquisition of vocabulary skills.*

**Keywords:** Play Facilities, Pre-schoolers, Pre reading skills, Phonological awareness, Vocabulary Skills Acquisition

## Introduction

Phonological awareness is the ability to recognize and manipulate sounds in spoken language (Collins 2023). This foundational skill is essential for learning to read, as it supports the understanding of the relationship between sounds and letters children are better equipped to begin writing after being able to break down words into their component sounds, making it

easier to represent those sounds with letters. Phonemic awareness involves recognizing and manipulating individual sounds in spoken language. Collins (2023)assert that preschooler can be engaged in various phonemic awareness Activities, rhyming games, sound blending exercises, and identifying the beginning and ending sounds in words.

Phonological awareness is a critical early reading skill that involves the ability to recognize and manipulate the sounds of spoken language, such as syllables, rhymes, and individual phonemes (the smallest units of sound). According to Ehri (2023) it plays a foundational role in a preschooler's ability to learn to read and write in the school. Phonological awareness is one of the strongest predictors of future reading success for pupils, it also enables children to understand the relationship between sounds and letters, which is essential for decoding words during reading. Nicholas. and Rouse (2021) emphasize that by developing phonological awareness, children learn to recognize that words are made up of a series of sounds. This skill helps them in sounding out words and in recognizing familiar words more quickly when they begin reading.

As children play with sounds and words, they develop a deeper understanding of language, which in turn supports their vocabulary growth. Nicholas and Rouse observed that this expanded vocabulary is crucial for reading comprehension and overall language acquisition. Phonological awareness is also important for spelling. Understanding how sounds correspond to letters, allows children to spell words phonetically, even before they have mastered conventional spelling. Ehri (2023**)** point out that Preschoolers with strong phonological awareness are better equipped to begin writing because they can break down words into their component sounds, making it easier to represent those sounds with letters that will build a robust vocabulary, so that children can understand and use a wide range of words.

Vocabulary Skill Acquisition and Pre-reading skill acquisition also involves the expansion of vocabulary and the development of oral language skills. According to Albuquerque and Martins (2022) children with a broader vocabulary and better oral language skills, are more prepared to understand and engage with texts, when they begin formal reading instruction. These skills form the basis for reading comprehension and overall literacy. Building a strong vocabulary is essential for comprehension and communication. According to Albuquerque and Martins (2022) this exposes preschoolers to a diverse range of words through storytelling, discussions, and interactive word games. Vocabulary skill acquisition plays a crucial role in the development of preschoolers and significantly impacts their future reading abilities and overall academic success. Vocabulary skill acquisition in preschoolers lays the groundwork for reading comprehension. According to Throne (2020) a rich vocabulary allows children to make sense of the words they encounter in texts, leading to better understanding and retention of information.

Early development of vocabulary is crucial as it enables smoother transitions into more complex reading tasks during elementary school years. Vocabulary acquisition also enhances oral language skills, which are integral to effective communication. Preschoolers with a robust vocabulary can express themselves more clearly and participate more actively in conversations, which fosters their social and emotional development. The process of learning new words, helps children develop cognitive abilities, such as memory, problem-solving, and critical

thinking (Albuquerque & Martins 2022).When children acquire new vocabulary, they not only learn new words but also enhance their ability to categorize, label, and organize their thoughts and experiences. A rich vocabulary enables preschoolers to engage more effectively in social interactions, allowing them to express their needs, thoughts, and emotions more precisely.

Earlier writers posit that vocabulary skill is essential for building relationships and succeeding in social settings, such as school environments. Vocabulary acquisition is not only vital for reading but also for writing. As preschoolers learn new words, they begin to use them in their early writing attempt which helps them develop their ability to communicate through written language. According to Albuquerque and Martins (2022), this early exposure to writing reinforces their understanding of how language works, recognizing letters, knowing their names, and understanding that letters represent sounds in spoken words. Children who can recognize letters and associate them with their corresponding sounds are better equipped to learn how to read. Recognizing and naming letters are key early literacy skills.

**Statement of the Problem**

The acquisition of pre-reading skills among preschoolers is essential for their future literacy and academic success. However, several challenges have hindered this development. Perhaps many preschoolers do not have access to a rich language environment, which consists of stories, books, and talks that encourage vocabulary development. Their capacity to acquire crucial pre-reading abilities like vocabulary and comprehension may be hampered by this restricted exposure.

**Purpose of the Study**

The general purpose of this study is to investigate play facilities as predictors of pre reading skills acquisition among preschoolers in Chanchaga Local Government Education Area in Niger State, specific purposes, of this study are to determine the:

1. predictive power of play facilities on phonological awareness (skills acquisition) among preschoolers in Chanchaga Local Government Education Area, Niger State.
2. predictive power of play facilities on vocabulary skills acquisition among preschoolers in Chanchaga Local Government Education Area, Niger State.

**Research Questions**

The following research questions guided the study.

1. What is the predictive power of play facilities on phonological awareness (skills acquisition) among preschoolers in Chanchaga Local Government Education Area, Niger State.?
2. What is the predictive power of play facilities on vocabulary skills acquisition among preschoolers in Chanchaga Local Government Education Area, Niger State.?

## Hypotheses

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

**$H_{o1}$**: Play facilities has no significant predictive power on the phonological awareness (skills acquisition) among preschoolers in Chanchaga Local Government Education Area, Niger State.

**$Ho_2$**: Play facilities has no significant predictive power on vocabulary skills acquisition among preschoolers in Chanchaga Local Government Education Area, Niger State.

## Methodology

The study adopted a correlation survey research design. The design seeks to establish the relationships between play facilities and phonological awareness as well as vocabulary skills. The population of the study is 4,087 preschoolers in the 29 early child care centers in all the public primary schools in Chanchaga local government area of Niger state. A sample of 356 preschoolers was used for the study. The sample size was ascertained using Krejcie and Morgan sample table. Through the multi stage sampling technique to determine the sample size. Two self -designed instruments were used for the purpose of data collection. The instruments are Play Facilities checklist (PFQ) and Pre-reading Skills Acquisition Rating Scale (PSARS)". The instruments were face validated by three experts, two from the Department of Early Childhood and Primary Education and one from Measurement and Evaluation Unit, Department of Science Education all from Faculty of Education University of Nigeria, Nsukka. Cronbach Alpha statistics was used to determine the internal consistency reliability coefficient of play facilities to be 0.18. The reliability coefficient for pre-reading rating scale is 0.89. The internal consistency reliability coefficients for the clusters of C and D are given as 0.81 and 0.74. Linear regression analysis was used in answering the research questions, while t-test associated with linear regression was used in testing the formulated hypotheses at 0.05 level of significance.

## Analysis and Discussion of Finding

**Research question 1:** What is the predictive power of play facilities on phonological awareness (skills acquisition) among preschoolers in Chanchaga Local Government Education Area, Niger State.?

**Table 1**

*Linearregression analysis of the predictive power of play facilities on print phonological awareness skill acquisition among preschoolers*

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .831[a] | .691 | .690 | 2.80154 |

Data table1 shows that the regression and regression square coefficients are 0.831 and 0.691 respectively. The regression square coefficient value of 69.1% showed that play facilities, to a high extent, has a predictive power on phonological awareness skill acquisition among preschoolers in Chanchaga Local Government Education Area, Niger State.

**$H_{o1}$**: Play facilities has no significant predictive power on the phonological awareness (skills acquisition) among preschoolers in Chanchaga Local Government Education Area, Niger State.

**Table 2**

*t-test associated with linear regression analysis of the predictive power of play facilities on print phonological awareness skill acquisition among preschoolers*

| Model | | Un standardized Coefficients | | Standardized Coefficiens | | |
|---|---|---|---|---|---|---|
| | | **B** | **Std. Error** | **Beta** | **T** | **Sig.** |
| 1 | (Constant) | 3.701 | 1.117 | | 3.314 | .001 |
| | Play facilities | .880 | .031 | .831 | 28.033 | .000 |

Data in table 2 shows that the t-test value associated with linear regression is given as 28.033. The hypothesis is rejected because the significant value of 0.000 is less than the alpha value of 0.05. Therefore, it is accepted that play facilities have a significant predictive power on the acquisition of print phonological awareness (skills) among preschoolers in Chanchaga Local Government Education Area, Niger State.

**Research question 3:** What is the predictive power of play facilities on vocabulary skills acquisition among preschoolers in Chanchaga Local Government Education Area, Niger State?

**Table 3**

*Linear regression analysis of the predictive power of play facilities on print vocabulary skill acquisition among preschoolers*

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .800[a] | .640 | .603 | 6.08205 |

Data in table 3 shows that the regression and regression square coefficients are 0.800 and 0.640 respectively. The regression square coefficient value of 64.0% showed that play facilities, to a high extent has a predictive power on print vocabulary skill acquisition among preschoolers in Chanchaga Local Government Education Area, Niger State.

**$Ho_3$**: play facilities has no significant predictive power on vocabulary skills acquisition among preschoolers in Chanchaga Local Government Education Area, Niger State.

**Table 4**

*t-test associated with linear regression analysis of the predictive power of play facilities on print vocabulary skill acquisition among preschoolers*

| Model | | Un standardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 34.029 | 2.424 | | 14.036 | .000 |
| | Play facilities application | .700 | .068 | .800 | 2.006 | .005 |

Data in table 4 shows that the t-test value associated with linear regression is given as 2.006. The hypothesis is rejected because the significant value of 0.000 is less than the alpha value of 0.05. Therefore, play facilities has a significant predictive power on the acquisition of print vocabulary skills among preschoolers in Chanchaga Local Government Education Area, Niger State.

**Discussion of Findings**

It was revealed that play facilities have a significant predictive power on the phonological awareness skills among preschoolers in Chanchaga Local Government Education Authority, Niger State. The phonological awareness skills can be developed through instructional aides such as play facilities in the preschools. This is because play facilities will enable the preschoolers experience firsthand information on the ways and manner in the pronunciation of words as they engage in reading skills development. The finding of this study agrees with that of Heidecker (2021) which indicated that play-based learning was indeed an effective method for enhancing phonemic awareness and phonics skills in kindergarten students. In a similar situation, the finding of this study corroborated that of Tipan (2023) which revealed that phonemic awareness was achieved through the implementation of play-based learning activities. More so, -Ofiara (2015) indicated that two out of three students showed improvement in phonemes per minute through activities.

The finding shows that play facilities has a high predictive power on the acquisition of vocabulary skills among preschoolers in Chanchaga Local Government Education Area, Niger State. The result of the study is expected because preschoolers learn most by imitation, observation and modeling their peers and elders in a social setting. This social setting could have provides them with hands-on experience needed for observed vocabularies as well practices as to improve them in language speaking. The finding of this study is in agreement with that of McLeod, Hardy, and Ann (2017) who revealed that play-based intervention is effective in the vocabulary acquisition of preschoolers. The finding of this study buttressed that of Wang, Swanson, and Vaughn (2023) who revealed that play instruction improves vocabulary growth and content comprehension, among preschoolers.

1. The findings shows that play facilities has a high predictive power on the acquisition of phonological awareness skills among preschoolers in Chanchaga Local Government Education Area. The hypothesis showed that play facilities has a significant predictive

power on the phonological awareness (skills acquisition) among preschoolers in Chanchaga Local Government Education Area, Niger State.

2. The finding shows that play facilities has a high predictive power on the acquisition of vocabulary skills among preschoolers in Chanchaga Local Government Education Authority. The hypothesis showed that play facilities has a significant predictive power on vocabulary skills acquisition among preschoolers in Chanchaga Local Government Education Area, Niger State.

## Conclusion

Based on the findings of this study, the researcher concluded that play facilities truly predict the promotion of preschoolers pre-reading skills in Chanchaga Local Government Education Area of Niger State. Seeing that play facilities predicted pre-reading skills acquisition among preschoolers, teachers are encourage to properly use play facilities in the classroom learning situation. This supports the policy of the government that skill should be used in teaching preschoolers.

## Recommendations

1. The school authorities should provide audio-visual materials with phonological content in order to help preschoolers acquire phonological awareness skills.

2. Cartoons with word match and pronunciation contents should be constantly used in the teaching of vocabularies in the preschools, for the acquisition of vocabulary skills by the pupils.

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# UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY IN THE MANAGEMENT OF SECONDARY SCHOOLS IN IWAJOWA LOCAL GOVERNMENT AREA OF OYO STATE, NIGERIA

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***Abstract***

*The integration of Information and Communication Technology (ICT) in educational management has enhanced school administration and learning outcomes worldwide. However, in rural areas like Iwajowa Local Government, Oyo State, ICT adoption in secondary schools remains limited and underexplored. This study investigates the utilization of Information and Communication Technology in the management of secondary schools in Iwajowa local government area of Oyo State, Nigeria.The study employed a descriptive survey design. The population of the study comprised of 236 administrators and teachers in all the 9 public secondary schools in the local government area. A total of 200 secondary school administrators and teachers (87 male, 113 female) respondents were selected using stratified random sampling. Data were collected using a structured questionnaire and analyzed using descriptive statistics to analyze demographic information of the respondents, Pearson's correlation, regression analysis, and ANOVA to analyze the research questions and the research hypotheses at 0.05 level of significance. Findings revealed that ICT is highly utilized for student record management, staff communication, and lesson planning (Mean = 3.00), a low level of ICT adoption, primarily due to poor infrastructure (3.01), lack of training (2.49), and inadequate funding (2.98). However, the correlation coefficient (r = 0.018) suggests a weak and non-significant relationship between ICT utilization and school management and this may be attributed to the unequal access to ICT resources in rural schools, which limits its potential impact. The study recommended, among others, that government should increase investment in ICT infrastructure, targeted teacher training programs, and provision of digital resources to enhance school management in rural areas.*

***Keywords:*** ICT Adoption, School Effectiveness, and Educational Management.

## Introduction

The advancement of Information and Communication Technology (ICT) has significantly transformed educational management worldwide. ICT facilitates administrative efficiency, enhances communication, supports decision-making, and improves instructional delivery, contributing to overall school effectiveness (Adebayo, 2020). In both developed and developing nations, ICT integration in school management has been linked to improved teacher productivity, student engagement, and administrative efficiency (Eze, 2021; Ojo & Salami, 2022).Despite these benefits, ICT adoption in educational management remains uneven, particularly in rural areas where infrastructure deficits, inadequate funding, and limited digital literacy hinder implementation. Studies indicate that rural schools often struggle with the availability and functionality of ICT resources, affecting their ability to leverage technology for educational administration (Akinyemi & Falade, 2023; Okonkwo, 2022). These barriers have contributed to the slow uptake of technology in educational settings, hindering the potential benefits that ICT could bring to the education.

In the Nigerian context, the disparity between urban and rural schools in terms of ICT adoption is particularly pronounced. While urban schools are increasingly integrating ICT into their operations for administrative and instructional purposes, many rural schools continue to rely on traditional methods due to persistent challenges such as erratic power supply, poor internet infrastructure, and lack of comprehensive ICT training programs for teachers (Ogunleye, 2021). This gap raises concerns about the effectiveness and future viability of rural schools in an increasingly digital educational landscape.Of our particular interest is Iwajowa Local Government Area in Oyo State, a predominantly rural region where access to digital resources and ICT infrastructure is limited. Despite the Nigerian government's push to integrate ICT into schools through various policies, empirical evidence on ICT adoption in rural areas like Iwajowa Local Government Area of Oyo State is sparse. This lack of data raises important questions about the state of ICT resources, the level of digital literacy among school staff, and whether schools in this locality are equipped to leverage technology for efficient school management.

Given the growing emphasis on digital education, as well as the documented benefits of ICT integration in educational management worldwide, assessing the extent to which ICT has been adopted in the management of public secondary schools in Iwajowa Local Government Area is critical. Understanding the barriers to its full integration, and evaluating its impact on school effectiveness will provide valuable insights. This research aimed at bridging the knowledge gap by exploring these issues, thereby offering recommendations that could inform policy decisions and improve ICT integration in rural schools, not just in Iwajowa Local Government, but across similar educational settings in Nigeria.

## Research Purposes

This study investigated the utilization of Information and Communication Technology in the management of secondary schools in Iwajowa local government area of Oyo State, Nigeria. Specifically, the study:

1. Assessed the extent of ICT utilization in the management of secondary schools in Iwajowa LGA.

2. Identified challenges affecting the effective utilization of ICT in school management.
3. Evaluated the availability and functionality of ICT infrastructure in secondary schools.
4. Assessed the significant difference in the perception of male and female teachers regarding the utilization of ICT in school management.

**Research Questions**

The following research questions were generated to guide the conduct of this study:

1. What is the level of ICT utilization in the management of secondary schools in Iwajowa local government area of Oyo State?
2. What challenges hinder the effective utilization of ICT in school management in secondary schools in Iwajowa local government area of Oyo State?

**Research Hypotheses**

The following hypotheses were formulated for the conduct of this study:

**$Ho_1$:** There is no significant relationship between ICT utilization and school management efficiency in secondary schools in Iwajowa local government.

**$Ho_2$:** There is no significant difference in the perception of male and female teachers regarding the utilization of ICT in school management in secondary schools in Iwajowa local government

**Literature Review**

Information and Communication Technology (ICT) in educational management refers to the integration of digital tools, software, and communication networks to improve school administration, instructional delivery, and decision-making processes (Adebayo, 2020). It encompasses a wide range of technologies, including computers, the internet, educational software, and digital databases, all of which enhance efficiency in school operations. The use of ICT in education has transformed administrative functions such as student enrollment, assessment, financial management, and communication among stakeholders (Eze & Okonkwo, 2022).

Research evidence supports the role of ICT in improving educational management. Akinyemi and Falade (2023) found that secondary schools in Ekiti State that implemented ICT-based management systems experienced faster student record processing, improved internal communication, and enhanced financial accountability. Similarly, Ojo and Salami (2022) reported that ICT adoption in Lagos State secondary schools improved teachers' efficiency in lesson planning and student evaluation. In Osun State, Adebayo (2020) found that schools with well-equipped ICT facilities recorded enhanced administrative decision-making and increased efficiency in student assessments.

Despite these advantages, ICT utilization in school administration is often hindered by inadequate training and infrastructural challenges. Akinyemi and Falade (2023) highlighted that although ICT tools were available in some schools, teachers and school heads lacked sufficient training to use them effectively. Okonkwo (2022) observed that in Anambra State, poor internet connectivity and irregular power supply impeded ICT adoption in school

administration. These challenges raise concerns about the extent to which ICT is effectively utilized in rural schools, such as those in Iwajowa Local Government Area.

Empirical studies suggest that ICT plays a significant role in enhancing school effectiveness. Ojo and Salami (2022) conducted a study in public secondary schools across Lagos State to investigate the relationship between ICT usage and teacher effectiveness. Their findings revealed that teachers who frequently used ICT tools such as projectors, online teaching platforms, and computer-assessements demonstrate improved lesson delivery and more accurate student evaluation. Ditto, Eze (2021) carried out a study in selected public secondary schools in Bauchi State to assess the effect of ICT training programs on school effectiveness. He research revealed that schools with structured ICT training programs for teachers show higher levels of ICT adoption, which in turn led to better instructional planning, student participation, and academic performance. This suggests that teacher competence in using ICT significantly influences the overall effectiveness of schools.

In another study, Okonkwo (2022) examined the relationship between ICT integration and school effectiveness in Anambra State. The study, which employed a mixed-method approach involving questionnaires and interviews, showed that schools with greater ICT infrastructure and usage had enhanced student engagement, more efficient administrative processes, and higher teacher output. The study concluded that ICT positively influences multiple dimensions of school effectiveness. Furthermore, Olowu (2023) investigated the influence of electronic record systems improved administrative efficiency, reduced data retrieval time, and facilitated evidence-based decision-making. However, the study also noted that many schools administrators lacked the technical skills required to use these systems effectively, calling for more ICT training and support.  on school planning and decision-making in Lagos State. The study, involving school principals and administrative officers, found that electronic record-keeping significantly improved administrative efficiency, many school administrators lacked the necessary training to maximize its benefits. These findings highlight the need for continuous ICT training to enhance school management.

Despite the recognized benefits of Information and Communication Technology (ICT) in educational management, its adoption in rural schools remains hindered by several persistent challenges. One major barrier is the inadequate infrastructure prevalent in many rural settings. For example, Ogunleye (2021), in a study conducted across rural secondary schools in Oyo State, assessed the availability and functionality of ICT and discovered that many schools lacked ICT laboratories, internet access, and reliable electricity making digital integration impractical.

Another significant challenge is the lack of ICT training among teachers. Adebayo (2020), in a survey of public secondary schools in Osun State, evaluated teachers' digital competence and found that the majority had limited exposure to ICT tools and software. The study concluded that without structured professional development in ICT, teachers remained ill-equipped to support digital transformation in school management and classroom instruction.
Financial constraints also represent a critical obstacle to ICT integration. Adamu and Yusuf (2021) conducted a comparative study of ICT funding in urban and rural schools in Northern Nigeria. Their findings revealed that rural schools receive disproportionately lower ICT

funding, resulting in limited procurement of hardware, and internet services. The researchers emphasized that insufficient funding not only restricts access to digital tools but also hampers the sustainability of ICT programs.

## Theoretical Framework

This study is anchored on two key theories that explain ICT adoption and effectiveness in educational management:

1. Technology Acceptance Model (TAM) (Davis, 1989)**:** This theory explains how school administrators and teachers accept and use ICT tools based on perceived usefulness and ease of use. According to Davis (1989), individuals are more likely to adopt a technology if they believe it will improve their job performance and is easy to use. Eze (2021) applied TAM in his study and confirmed that teachers were more inclined to use ICT in school management when they found it beneficial and user-friendly.

2. Resource-Based View (RBV) Theory (Barney, 1991)**:** This theory emphasizes the importance of institutional capacity, such as ICT infrastructure, funding, and human resources, in determining ICT effectiveness in school administration. Adamu and Yusuf (2021) applied RBV in their study and found that schools with well-funded ICT resources experienced better digital integration and higher management efficiency.

These theoretical perspectives provide a foundation for understanding ICT usage in secondary schools in Iwajowa Local Government. The study assessed whether the perceived usefulness of ICT influences its adoption in rural schools and how institutional capacity affects its effectiveness in school management.

By exploring these factors, this study added to the growing conversation around the role of ICT in managing schools especially in underserved rural communities. The insight gained shed light on both the obstacles and potential pathways for effective ICT usage in secondary schools. Ultimately, the findings guided policymakers, educators, and stakeholders in making informed decisions that support stronger digital integration in school administration and improved overall school management.

## Methodology

This study employed a descriptive survey research design, which allowed for the collection of quantitative data from selected respondents. The population of this study comprised of 236 public secondary school teachers and administrators in the whole of 9 secondary schools in Iwajowa Local Government, Oyo State. A total of 200 respondents participated in the study, consisting of 87 male and 113 female secondary school teachers. The sample was selected using a stratified random sampling technique to ensure fair representation of teachers and administrators from urban and rural public secondary schools within the local government.

The research instrument used for data collection was a structured questionnaire tagged “Information and Communication Technology (ICT) and Management of Secondary Schools Questionnaire (ICTMSSQ)” which was designed to elicit responses relevant to the study objectives. The questionnaire was adapted from previous empirical studies, of Adebayo (2020)

– ICT adoption in school management; Ojo and Salami (2022) – Teacher productivity and ICT integration and; Okonkwo (2022) – Challenges of ICT in educational management.
The validity of the questionnaire was established through content and face validation by experts in educational management and ICT. Their feedback was used to refine the instrument to ensure that the questions accurately measured the study variables. To determine the reliability of the instrument, test-retest reliability co-efficient was applied and results were analyzed. The Cronbach's Alpha reliability test was used to determine the reliability coefficient, given 0.83.

The collected data were analyzed using Statistical Package for the Social Sciences (SPSS) version 27. The analysis involved: Descriptive Statistics (percentages, mean, and standard deviation) – Used to analyze demographic information of the respondents and answer the research questions raised, ICT availability, and usage patterns; Inferential Statistics: Pearson's correlation analysis – To assess the relationship between ICT utilization and school management effectiveness; Multiple regression analysis – To examine the predictive effect of ICT adoption on school administrative efficiency and teacher productivity; t-test/ANOVA – To compare ICT adoption across demographic factors such as gender and school location (urban vs. rural).

**Results**

This section presents the analysis of data collected from 200 teachers and administrators regarding ICT utilization in school management, challenges faced, and its relationship with school effectiveness in Iwajowa Local Government, Oyo State, Nigeria. The results are presented in tables and interpreted comprehensively.

**Demographic Information of Respondents**

The demographic characteristics of the respondents are summarized in Table 1.

**Table 1**

*Demographic Characteristics of Respondents*

| Variable | Categories | Frequency (F) | Percentage (%) |
|---|---|---|---|
| Gender | Male | 87 | 43.5 |
| | Female | 113 | 56.5 |
| Teaching Experience | 1-5 years | 50 | 25.0 |
| | 6-10 years | 80 | 40.0 |
| | 11-15 years | 45 | 22.5 |
| | Above 15 years | 25 | 12.5 |
| ICT Proficiency | Low | 75 | 37.5 |
| | Moderate | 90 | 45.0 |
| | High | 35 | 17.5 |

From table 1, it was revealed that the respondents were evenly distributed across gender. The majority (40.0%) of the respondents had 6–10 years of teaching experience, followed by 25.0% with 1–5 years experience.

ICT proficiency was moderate among most respondents (45.0%), while 37.5% had low proficiency, indicating limited ICT skills among teachers and administrators.

**Research Question 1:** What is the level of ICT utilization in the management of secondary schools in Iwajowa local government area of Oyo State?
Table 2 shows the extent to which ICT is utilized in various aspects of school management.

**Table 2**
*ICT Utilization in School Management*

| ICT Utilization Area | Mean | SD | Level |
|---|---|---|---|
| Student Record Management | 3.00 | 0.80 | High |
| Staff Communication | 3.00 | 0.84 | High |
| Financial Administration | 2.44 | 1.09 | Moderate |
| Lesson Planning and Delivery | 3.00 | 0.83 | High |
| Examination and Grading | 2.44 | 1.13 | Moderate |

Table 2 revealed that ICT is highly utilized for student record management, staff communication, and lesson planning (Mean = 3.00). While ICT usage in financial administration and examination grading is moderate (Mean = 2.44), suggesting room for improvement. Standard deviations above 0.80 indicate some variability in ICT utilization levels.

**Research Question 2:** What challenges hinder the effective utilization of ICT in secondary school management in Iwajowa local government?
Table 3 presents the major challenges limiting ICT adoption in school management.

**Table 3**
*Challenges in ICT Adoption*

| ICT Adoption Challenges | Mean | SD | Utilization Level |
|---|---|---|---|
| Lack of ICT Infrastructure | 3.01 | 0.79 | High |
| Inadequate Teacher Training | 2.49 | 1.15 | Moderate |
| Poor Internet Connectivity | 2.40 | 1.11 | Moderate |
| Irregular Power Supply | 2.47 | 1.12 | Moderate |
| Low Budget Allocation | 2.98 | 0.79 | High |

Table 3 revealed that the most challenges limiting ICT adoption in school management were lack of ICT infrastructure (3.01) and low budget allocation (2.98). While inadequate training (2.49), poor internet connectivity (2.40), and irregular power supply(2.47) were moderate. The findings suggest that financial and infrastructural constraints are key obstacles to effective ICT adoption in school management.

**$Ho_1$:** There is no significant relationship between ICT utilization and school management in secondary schools in Iwajowa local government.
A Pearson correlation analysis was conducted to determine the relationship between ICT utilization and school management. The results are presented in Table 4.

**Table 4**
*Pearson Correlation Between ICT Utilization and School Management*

| Variable | r-value | p-value | Mean | SD | Decision |
|---|---|---|---|---|---|
| ICT Utilization | | | 2.85 | 0.83 | |
| | 0.018 | 0.804 | | | Not |
| School Management | | | 2.90 | 0.79 | Significant |

Note. N = 200. Significance level set at p < .05

From table 4, the correlation coefficient (r = 0.018) suggests a weak and non-significant relationship between ICT utilization and school management. The p-value (0.804) is greater than 0.05, indicating that ICT utilization does not significantly predict school management in this study. This finding may be attributed to the unequal access to ICT resources in rural schools, which limits its potential impact.

**$Ho_2$:** There is no significant difference in the perception of male and female teachers regarding the utilization of ICT in school management in secondary schools in Iwajowa local government

An independent t-test was performed to examine gender-based differences in ICT usage. The results are shown in Table 5.

**Table 5**
*Independent t-test for Gender-Based Differences in ICT usage*

| Gender | Mean ICT Usage | Std. dev. | t-value | p-value | Decision |
|---|---|---|---|---|---|
| Male | 2.85 | 0.85 | 0.169 | 0.866 | Not Significant |
| Female | 2.83 | 0.81 | 0.162 | 0.866 | Not Significant |

Table 5 revealed that the mean ICT usage for male (2.85) and female (2.83) respondents was very close, indicating minimal gender differences. While the t-value (0.169) and p-value (0.866 > 0.05) show no statistically significant difference between males and females in ICT usage. This suggests that gender does not play a major role in ICT utilization in school management.

**Multiple Regression Analysis:** Predictive Effect of ICT Usage on School Management
The multiple regression analysis was conducted to determine how three key ICT factors—ICT infrastructure, ICT training, and ICT usage affect school management effectiveness.
**Table 6:***Multiple Regression Analysis: Predictors of School Management*

| Predictor | Coefficient (B) | Std. Error | t-value | p-value | 95% Confidence Interval |
|---|---|---|---|---|---|
| Constant | -0.0259 | 0.173 | -0.149 | 0.881 | (-0.368, 0.316) |
| ICT Infrastructure | 0.29 | 0.031 | 9.600 | $0.000^{***}$ | (0.234, 0.355) |
| ICT Training | 0.3685 | 0.031 | 11.860 | $0.000^{***}$ | (0.307, 0.430) |
| ICT Usage | 0.5350 | 0.030 | 18.046 | $0.000^{***}$ | (0.476, 0.593) |

Note. $R^2 = 0.715$, F =(3.196) = 163.6, p < .001. $^{***}p < .001$

The multiple regression model explains 71.5% of the variance in school management effectiveness, indicating a strong predictive power. This implies that R-squared value (0.715 or 71.5%) means that 71.5% of the improvements in school administration can be explained

by ICT adoption (ICT infrastructure, training, and usage). The F-statistic (163.6, $p < 0.001$) confirms that the overall model is statistically significant, meaning that ICT adoption really influences school administration rather than happening by chance.

ICT Usage ($\beta = 0.535$, $p < 0.001$) is the strongest influence on school management as contained in table 6. This means that schools where administrators and teachers frequently use ICT tools (computers, databases, online platforms) have the most efficient administration. Example: Schools that use digital record-keeping, automated attendance, and online communication operate more smoothly than those using manual methods. Therefore, Schools should focus on increasing ICT usage because it has the highest impact on administration.

ICT Training ($\beta = 0.368$, $p < 0.001$) is the second most important factor that have influence on school management. This connotes that schools where teachers and administrators receive proper ICT training are more effective. Example: If teachers know how to use learning management systems (LMS) and digital grading tools, it reduces workload and improves efficiency. Therefore, ICT training should be prioritized so that teachers and administrators know how to effectively use ICT tools.

ICT Infrastructure ($\beta = 0.294$, $p < 0.001$) also has an effect but not as strong as usage and training. This implies that having ICT tools (computers, projectors, internet) improves administration, but it is not useful if people do not use them. Example: A school may have computers, but if teachers are not trained or do not actively use them, administration does not improve much. Therefore, ICT infrastructure is important, but without training and active use, it will not be fully effective.

**Discussion of Findings**

The study explored the extent to which Information and Communication Technology (ICT) is utilized in the management of public secondary schools in Iwajowa Local Government Area, and how such utilization impacts school effectiveness. The results revealed that ICT is highly utilized for student record management, staff communication, and lesson planning, with a mean score of 3.00 on a 4-point scale. However, its application in financial administration and examination grading was moderate, scoring a mean of 2.44. These findings align with the work of Okonkwo (2022), who reported that ICT adoption in rural secondary schools was largely administrative and rarely extended to academic assessments due to limited training and access to appropriate software. Similarly, Ojo and Salami (2022) found that while ICT tools enhanced communication and documentation in Lagos State schools, their full potential in instructional delivery and evaluation remained underutilized without adequate system support.

The study also found that key challenges hinder the effective adoption of ICT in school management. These include lack of ICT infrastructure (Mean = 3.01), poor funding (Mean = 2.98), inadequate teacher training (Mean = 2.49), erratic power supply (Mean = 2.47), and poor internet connectivity (Mean = 2.40). This result is consistent with the assertion of Ogunleye (2021), who emphasized that most rural schools in Oyo State operate without functional ICT laboratories, stable electricity, or consistent internet access. Adebayo (2020) similarly noted that even where devices exist, teachers often lack the digital literacy to fully utilize them, making infrastructure investment and training inseparable components of effective ICT

integration. Adamu and Yusuf (2021) also highlighted that insufficient government funding remains a foundational obstacle to ICT development in rural education systems, limiting capacity for innovation and sustainability.

The inferential analysis showed no statistically significant correlation between ICT utilization and overall school management effectiveness ($r = 0.018$, $p = 0.804$). This result, while seemingly contradictory to much of the literature, may reflect the gap between availability and effective use. Eze and Okonkwo (2022) found that when ICT is poorly integrated due to lack of skills or strategic application, its potential benefits are not realized, resulting in weak or negligible statistical relationships. Moreover, the moderate usage in critical areas like assessment and financial administration may limit ICT's measurable impact on broader school performance indicators.

Further, the regression analysis showed a strong joint contribution of ICT infrastructure, training, and usage to school management effectiveness ($R^2 = 0.715$, $F(3, 196) = 163.6$, $p < .001$). This finding validates the Resource-Based View (RBV) theory (Barney, 1991), which posited that internal resources such as technical tools, human capital, and financial inputs are central to institutional performance. The result is in line with the conclusion of Adamu and Yusuf (2021), who noted that schools with well-funded ICT programs and trained staff demonstrated stronger administrative efficiency and better decision-making processes.

The t-test analysis indicated no significant gender-based difference in ICT utilization ($p = 0.866$), suggesting both male and female teachers engage with technology at relatively similar levels. This aligns with Akinyemi and Falade (2023), who reported in their Ekiti State study that access to and use of ICT tools were more influenced by training and infrastructure than by gender.

## Conclusion

The challenges such as inadequate ICT infrastructure, lack of training, poor internet connectivity, and funding constraints hinder effective ICT utilization in school management. The adoption of ICT positively predicts school administration efficiency, confirming that schools with higher ICT integration tend to perform better in administrative effectiveness.

## Recommendations

Based on the findings, the following recommendations were made:

1. Government should increase investment in ICT infrastructure.
2. The Ministry of Education should organize periodic ICT training workshops to improve teachers' and administrators' digital literacy.
3. State and local governments should collaborate with service providers to expand internet coverage in rural areas, ensuring reliable connectivity for digital school operations.
4. Government budget allocations for ICT in education should be increased to support infrastructure, training, and maintenance.

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# ROLES OF ADMINISTRATORS IN ENHANCING TEACHING AND LEARNING IN ILORIN SOUTH LOCAL GOVERNMENT PUBLIC SECONDARY SCHOOLS

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***Abstract***

*The roles of school administrators towards enhancing effective teaching and learning cannot be overemphasized. Thus, the study examines the roles of administrators of public secondary schools in enhancing teaching and learning in Ilorin south local government public secondary schools, Kwara State. The paper examines the concept of school administrators and take into cognizance the qualities and roles of school administrators consecutively. The importance of school administration in teaching and learning as well as the challenges facing school administrators towards enhancing effective teaching and learning were also taken into cognizance while the strategies for enhancing school administration was not left out in the discussion. The study suggested among other that capacity building should be periodically organized for administrators of schools to enhance the efficacy of teaching and learning in the school system.*

**Keyword:** Roles, Administrators, Teaching, Learning, Teaching and Learning

## Introduction

Education is a common human activities necessary for achieving national development. Consequently, a nation without solid educational foundation from primary to secondary level may be heading to failure. According to Ajewole (2015) he states that a nation without a strong secondary or higher education is a nation without future. Ajimuse (2019) considered education as a vital instrument for change and national development. Thus, the importance of education in socio-economic development of a country cannot be overestimated. The actualization of national development through education to a larger extent depends on the efficacy of the school principals as administrators in the discharge of their roles as academic and administrative heads of schools.

Therefore, school administrators help to promote the academic and professional status of teachers by encouraging their in-service training to update them with the most current information on pedagogy, curriculum materials, school administration and management as knowledge is not static (Wills, 2014). They are as well saddled with the responsibility of

motivating and stimulating both staff and students to encourage their optimum performance. It is also expected that school administrators become the source of inspiration to both staff and students for the achievement of school's goals (Ayeni, 2015).

However, owing to the challenges of the current education system in the country, school principals are concerned with more than management of both human and material resources available in their schools (Oladipo 2014). School administrators are directly responsible for school's instructional supervision. Such instructional supervision and management of human and material resources are expected to be handled by trained, qualified and experienced personnel for the achievement of the set out educational goals. The 21st Century secondary school administrators in Nigeria need to pay special attention to instructional leadership that will go a long way in encouraging positive performance of teachers and high academic success of students (Musibau, 2017).

School administrators also give appraisal to teachers in order to facilitate students' learning and their optimum academic success (Oyesola, 2014). Improving teaching methods and providing teachers with the necessary resources to enhance classroom management are the main goals of a principal's supervision (Ihuoma, 2015). It is well established that principals have a significant impact on classroom instruction and learning through their teachers. This is a result of the support and aid they provide to their teachers, which have a significant impact on enabling successful classroom instruction. It is expected of administrators to occasionally observe teachers' classroom instruction, develop and carry out a work plan, assess and supervise the modification of the school's educational programs, provide instructional materials, and manage human and material resources appropriately (Ahmed, 2011). Administrators occasionally assist with students' performance monitoring, curricular coordination, and, most importantly, advancing the academic standards of the school (Ball, 2016). The more often principals carry out these designated management, administrative, and instructional duties in schools, the better the educational objectives will be met.

The primary aim of any educational institution has is the improvement of the teaching and learning processes and all other activities of the school. The achievement of this aim is jointly carried out by the principal, the teacher and the entire members of staff of the school. The principal is however regarded as an administrator because of the way he handles, discipline and summons the affairs of the school while the teachers' activities help to determine the extent to which the school aims and objectives are achieved. School administration is a function so broad in scope that no one person should do alone. In which case, principal cannot carry out the administrative work alone, but delegate some duties to the teachers. In this situation of high expectations of each country's educational provision, those leading schools have an enormous responsibility. It is no wonder that the "school improvement movement of the past 20 years has put a great emphasis on the role of leaders." (OECD, 2001). "Effective school leaders are key to large-scale, sustainable education reform." (Fulani, 2022).

Public secondary schools play crucial role in shaping the educational landscape and preparing students for the challenges of the future. Effective administration within these institutions is essential for creating an environment conducive to teaching and learning. The extent of quality control in the school or any other formal organization therefore depends on the extent to which its stakeholders are able to sustain the quality of educational services provided in the school

over time. According to Okoye, Onyali and Ezeughor (2016), to realize goals and objectives of a Nigerian education, effective monitoring, supervision and quality control must be brought to fore. Furthermore, team building is another technique that principals or school administrators must adopt if they intend to control the quality task carried out by the teacher. Thus, the study examines the roles of administrators of public secondary schools in enhancing teaching and learning in Ilorin south local government, Kwara State.

**Concept of school administrator**

School administrator is a person who oversees the daily operation of a school to ensure efficiency and effectiveness in educational industry. They ensure the school runs smoothly, efficiently and effectively through proper planning, organizing, coordinating and mobilization of men, materials and financial resources in the educational industry to improve teaching and learning. They provide guidance and direction to teachers and students as well making vital decisions that will be beneficial to the growth of the school, teachers and the learners. According to Hallinger et al, (2020) school administrators are instructional leader who support and evaluates teachers, develops and implements curriculum, and promote a culture of teaching and learning.

Macalisang (2023), affirmed that school administrators are proficient in their roles as educational leaders, responsible for establishing the school's mission, vision, goals, and objectives and creating an environment that supports teaching and learning. They are saddled with guiding schools toward achieving their vision and mission. According to Preston (2024), the highest responsibility of the school system rest on the shoulders of the school administrator. Essentially, he/ she must possess unique abilities and qualities for ensuring that school activities are carried out smoothly, members of staff are supported, right decisions are made for the stability and continuation of the school, and lot more. According to Preston (2024), for a school administrator to efficiently carry out his/her responsibilities he must possess qualities that include but not limited to:

1. Good listener and team-builder: An administrator must possess the skills of listening to other people opinions and views, most especially the teachers and the learners so as to understand their needs, ideas, challenges and feedbacks. As this will earn the administrator more respect from staffs and will limit the pressure of decision-making off the chest for some time. However, it is important for school administrators to acknowledge the power of teamwork and collaboration as second opinions make the difference most of the time.

2. Problem solver: school administrators usually face different situations every day, some of these problems might be something new and unexpected. Yet, an administrator must be able to think and act promptly on effective solutions that do not put other parties at a disadvantage. The key to a successful administrator lies in their problem-solving skills.

3. Open to change and be flexible: An administrator therefore must be ready to accept and adapt to change whenever a situation calls for it. The only thing that is constant in life is change. As the human society is growing, changes keep occurring from time to time. The school is not left out; a school administrator must therefore keep him/herself updated about

the changes occurring in curriculum, policies, technology, media and other issues concerning the school.

4. Effective Communication: A school administrator must possess the ability to channel his/her views, opinion, ideas and perspective clearly, directly and honestly to other members of the school.

5. Friendliness: There is usually an intimidating aura when it comes to school administrators dealing with students. This is because, throughout history, the teacher-student or school head-student relationship has been quite a complex one that is never smooth or friendly.

**Role of school administrators**

School administrators are key figures as they play an important role ensuring the success of an educational institution. They direct and supervise daily operations, ensuring that students receive a high-quality education in a secure and supportive setting. They lead, manage staff, implement policies, and allocate resources to enhance student learning. They are not just administrators but they are leaders with strong communication skill, interpersonal skills, high emotional intelligence and strategic thinkers. This enables school administrators to build and maintain positive relationships with teachers, students, parents, and the broader community.

Gupta (2021) states that school administrators perform the roles of organizing, running, controlling, managing and setting attainable objective towards the achievement of the school educational goals and objectives. They are committed and dedicated to promoting the academic success and welfare of students and foster a feeling of belonging and community support, candid criticism and open communication, advance diversity and inclusion, recognize and commend the work of both staff and students.

Borida (2022) highlights the roles of a school administrator as to include the under listed;

1. Implementation of school curriculum: The curriculum sets clear and measurable goals for students and teachers. This helps them understand what goal is to be achieved at the end of the session or a course in school. The school administrators hereby ensure that all curricula and extra curricula activities that goes on in school are geared towards the achievement of set curriculum goal of the school. He/she sees to it that the class is moving according to the set timeline and curriculum standards are met when following the classroom schedule.

2. Monitoring school finances: It is the duty of a school administrator to ensure that all funds that comes in to the school is not misappropriated. They make decisions on budget which is decided at the beginning of the academic year. School administrators take care of the allocation of funds for the smooth running of the school.

3. Enhance interpersonal relationships within the school: The school administrator helps in fostering relationships with teachers, students, parents, and the wider community. They possess communication and interpersonal skills that helps in maintaining positive relationship between members of the school.
4. Cultivating a positive school culture: School administrators play a vital role in cultivating a positive school culture by promoting inclusivity, encouraging open dialogue, recognizing the efforts of both staff and students, creating an environment where everyone feels valued.

This fosters a sense of belonging among members of the school and contribute to a thriving academic environment.

Robinson (2017), equally highlights the following roles of school administrators:

1. Overseeing teachers and heads of departments: school administrators are necessary for the successful and effective management of a school. A good administrator ensures smooth and stable implementation of the school system through good recruitment of teachers and heads of departments, consistent monitoring of the staff's workload, and making the necessary amends when things do not go as planned.

2. Decision-making: School administrator is directly responsible for leading both the teaching staff and the students to work better and succeed. Therefore, a school administrator demonstrates the importance of unity and collaboration in times of crises or change. In any organization, a good leader possesses and reveals strong and proactive decision-making skills during times of need.

3. Enhance and encourage students' achievement and academic progress: an effective leader in any organization has a positive and faithful mindset with those around him/her. That is why a school administrator is one of the pillars for keeping the school up and running; he/she should consistently embolden students to do their best and encourage progress and growth within any student. This will definitely keep the school a positive environment for existing students who might need inspiration from time to time and will embrace the newcomers into a safe and healthy learning environment.

4. Promotes accountability: school administrators ensure well-documented processes, procedures and record keeping. Detailed school records provide parents with peace of mind that their child's academic and personal development is being looked after, as well as their general safety and daily wellbeing.

5. Monitoring and supervision of staff: a key element of administration is the ability to organize the staff's tasks and monitor their workload. The school head does not sit in his office expecting everything to manage itself. Usually, a school administrator should supervise the staff, their assigned tasks, have a round of the classrooms and ensure everything is working according to plan.

6. Communicating with parents: school administrators preserve a connection with the parents. A keen school administrator should consistently organize parent-teacher meeting to keep the parents updated about their children's progress, information and important announcements.

7. Provide feedbacks: feedbacks given to teachers is necessary for the healthy development of the staff, and also about how not giving constructive criticism can be a nightmare for teachers working at the school. That is why giving proper and detailed feedback will make your teachers working appreciate you and will lead to effective results.

8. Building a teamwork culture: as a school head, try as much as you can to give your attention to building a good rapport with the staff. This will help make the work environment less stressful and more comfortable for all those involved. Keep reminding your staff that you

are all together in the same boat and that you are working towards a common goal. These concepts will stay in their minds and will drive them towards hard work and dedication.

9. Establishing ground rules: with good leadership comes a solid system. That is why before the academic year, make sure to carry out orientation sessions for current teachers and new teachers where you can implement the rules needed for dealing with students. Be on the same boat regarding discipline, student support, teaching techniques, and everything related to student-teacher relationship. This will maintain a unified voice for the students which helps in creating a cooperative spirit.
10. Planning and dividing workload: do not forget to keep a neat schedule for the tasks you need to be divided among the teachers. When everything is planned from the beginning of the academic year, things run smoothly throughout and inconveniences are kept to a minimum

**Challenges of school administrators**

School administrators face various challenges that impact their effectiveness and the overall success of their schools. These include;

1. School administrator's battles with insufficient funds to support school operations, infrastructure, and resources: The efficacy of public schools is impacted by the various obstacles that administrators must overcome. One significant issue is dealing with financial limitations, which can restrict access to essential resources and impair the quality of education (Odden & Picus, 2014). Managing resources and allocating funds requires administrators to make difficult choices while aiming for fair and fulfilling educational opportunities.

2. School administrators face the problem of shortage of qualified teachers, particularly in certain subjects: Addressing teacher shortages and high turnover rates is another major concern. Maintaining educational continuity and quality requires hiring and keeping highly qualified teachers, claim Sutcher et al. (2019). Effective tactics for luring gifted educators, fostering a positive work atmosphere, and offering continual chances for professional growth must be developed by administrators.

3. Another difficulty facing school administrators is putting new policies into effect. According to Darling-Hammond et al. (2020), substantial planning and coordination are needed when making changes to educational policies. Administrators must overcome these obstacles by creating precise implementation strategies, offering chances for professional growth, and encouraging cooperation between interested parties.

4. Technology integration into the school setting: Another difficulty for school administrators is adjusting to the rapidly evolving educational landscape, which is influenced by research findings, technological developments, and changing social norms. Fullan (2017) asserts that administrators need to integrate new teaching strategies, prioritize continuous learning, and cultivate an innovative and continuous improvement culture.

5. School administrators also have to deal with concerns of equality, diversity, and student well-being. Lindsey et al. (2018) emphasize that fostering inclusive environments that assist various student populations is crucial to fostering both academic achievement and

social-emotional development. To meet these demands and advance a strong school culture, administrators must create plans.

**Strategies for enhancing school administrators' roles**

Okezue (2013) enumerated the following strategies for enhancing administrators' roles:

1. Teachers' involvement in decision-making: administrators who ignores the participation of staffs in decision making experiences poor teachers commitment and this could affect the academic performance of the learners.
2. Proper delegation of duties: administrators should assign duties to the teachers, so as to make them to be more committed to their work and this will also reduce the workload of the school administrator.
3. Open communication: effective communication skills plays a crucial role in effective running of the school and as well as increases teachers' job performance.
4. Administrator' involvement in staff welfare: administrators should endeavour to be fully involved in the welfare of their staffs especially in taking care of their needs both mentally and financially.
5. Parent and community engagement: build stronger relationships with parents and the community through regular communication, involvement opportunities, and outreach programmes.
6. Time management and prioritization: effective time management and prioritization to focus on high-impact tasks and responsibilities.
7. Emotional intelligence and self-awareness: develop self-awareness, empathy, and social skills to effectively manage conflict, build trust, and foster a positive school culture.

## Conclusion

School administrators plays a vital role in enhancing teaching and learning in public secondary schools. Their leadership and management skills are essential for creating a positive and productive learning environment that supports the academic achievement and personal growth of all students. For effectiveness of these noble roles, administrators are expected to monitor school finances, set curriculum standards, cultivate positive school culture and enhance interpersonal skills. The extent of each principal's effectiveness and efficiency in each of these identified roles have been found to positively correlates teachers' effectiveness in the teaching and learning processes. This in turn has a rippling effect on students' positive academic achievement in school. Administrators' effectiveness and efficiency is however challenged by the problems of lack of sufficient funds, shortage of staffs, inadequate school building, and the management of student's behaviour, discipline and safety among others.

## Suggestions

Based on the study, the following suggestions were made:

1. Government should provide adequate funding to support school operations, infrastructure and resources.
2. Government should recruit more qualified and professional teachers to work in the school.

3. School administrators should implore the government to improve infrastructures in the school and they should also maintain school facilities including classrooms, laboratories and sport facilities.

4. School administrators should develop and implement policies and procedures to promote positive student behaviour and discipline.

5. School administrators should provide access to technology, such as computers, internet, and digital resources to support teaching and learning.

6. School administrators should build and maintain relationships with the local community, including parents, businesses, and community organizations.

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# SPECIAL NEEDS AND TERTIARY INSTITUTIONS EDUCATIONAL GOAL ACHIEVEMENTS IN UNIVERSITIES IN KWARA STATE

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## Abstract

*Education is designed to equip the citizens with the needed knowledge and skills to contribute to national development and students with special needs are not expected to be left out, hence, the study investigated the special needs education and the achievement of tertiary educational goals in Kwara State. The study adopted a descriptive research of the survey type. A sample of 200 respondents were selected for the study, a researcher-designed questionnaire was used to elicit data. Descriptive survey design was used for this study. The findings of the study, among others, revealed that there was a significant relationship between special needs education and tertiary institutions educational goals achievements in Kwara State. Based on the findings of the study,the study concludes that greater awareness programmes is paramount in order to provide a pathway for improving inclusivity and accessibility. It was recommended that institutions should invest in modern educational infrastructure, faculty training, and student support programmes to improve overall educational goal achievement; Universities should integrate inclusive curricula, expand disability support services, and establish partnerships with organizations specialising in special needs education.*

**Key words:** Special Education, Inclusion, Tertiary Institutions, Goal Achievement, Disability Support

## Introduction

Education serves as a means of empowerment, enabling individuals to develop critical thinking abilities, pursue personal interests, and contribute meaningfully to society (United Nations Educational, Scientific and Cultural Organisation) (UNESCO, 2015). Beyond the transmission of information, education fosters holistic development by nurturing intellectual curiosity, promoting creativity, and instilling a sense of social responsibility (Marcus, 2016).

Inclusive education for special needs students is essential for fostering equity, promoting social cohesion, and maximizing the potential of every learner. By embracing diversity and accommodating individual differences, inclusive education ensures that all students, regardless of their abilities or disabilities, have equal opportunities to access quality education and participate fully in school life (UNESCO, 2019). Moreover, inclusive education benefits not only students with special needs but also their peers, teachers, and the broader community by fostering empathy, tolerance, and appreciation for diversity (Avramidis & Norwich, 2022). Through inclusive practices such as differentiated instruction, universal design for learning, and collaborative problem-solving, schools can create inclusive environments where every student feels valued, supported, and empowered to succeed academically and socially (Booth et al., 2020).

Trailing the aforementioned, the training of the minds of the citizens thus turns a priority and Nigeria as a nation is never left out. The country conducted a conference in order to identify the philosophies and goals of her education and the National Policy on Education was created aftermath. The content of the curriculum made provisions for the training of all citizens, but to large extent the special persons have been left out. Like most Nigerians succinctly put it, "normal people have not been taken care of, not to talk of the abnormal ones" (Eze, 2016).
Despite the decision of the federal government to give quality education to all Nigerian children as stipulated in the National Policy on Education (NPE, 2013), some stakeholders of education still perceive people with disabilities negatively (Emea,2015). Generally, majority of Nigerian children are normal; that is basically the reason why the curriculum consider primarily the normal children, and overlook children with special needs, inspite of the fact that provisions are created for them in the curriculum. This provision seems to be more theoretical rather than practical, they are only on paper and policy levels, actual proper implementation have suffered serious neglect over the years.

Special needs students are those with disability,. These set of people suffers great degree of condemnation and discrimination and are often left out in national developmental processes. Evidence can be drawn from the very little or low percentage of the disable persons available in the administrative houses.

In order to ensure that the disable people play their parts in contributing to national development, countries are hereby advised to acknowledge that there might be some children who, due to circumstances surrounding their births, or occurrences thereafter, might not benefit from equal educational opportunities. In other words, getting them to fit into the standard classrooms might be asking them to do things below or beyond their skills and capabilities. Furthermore, when students fail to adapt (due to their individual differences) to the 'standard' or general education provided for all, the consequences are usually serious and might have life-long implications (Igbo et al., 2014). The promotion of special education for the special people is thus of huge concern to the stakeholders.

Tertiary education serves as a pivotal phase for individuals to attain advanced knowledge, skills, and competencies necessary for personal and professional development. The primary goals of tertiary education include fostering critical thinking, promoting lifelong learning, enhancing employability, and contributing to societal advancement through research and innovation (Organization for Economic Co-operation and Development [OECD], 2019). Additionally, tertiary education aims to cultivate a diverse range of talents and perspectives, nurturing individuals to become informed global citizens capable of addressing complex challenges in various fields (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2015).

However, the attainment of these goals can be significantly influenced by the provision of special needs education. Special needs education ensures equitable access to tertiary education for individuals with diverse learning needs, fostering inclusivity and diversity within academic institutions (World Health Organization [WHO], 2020). By accommodating and supporting students with disabilities, special needs education enables them to fully participate in tertiary education, thus contributing to the realization of broader educational goals (United Nations,

2006). Consequently, integrating special needs education into tertiary institutions not only promotes educational equity but also enhances the overall effectiveness and inclusivity of tertiary education systems, facilitating the achievement of educational goals for all individuals. In light of the aforementioned, the present study will seek to investigate special needs education and tertiary institutions educational goals achievements in Kwara State.

## Statement of the Problem

Despite the importance of special needs education, several challenges are experienced and these challenges have been identified in previous researches. For instance, Okoye and Agu (2017) conducted qualitative interviews with special education teachers and administrators on the challenges of special education in Eastern part of Nigeria and revealed that the challenges of special education include inadequate funding, shortage of trained personnel, lack of appropriate teaching materials, and societal stigma towards individuals with disabilities. The study of Okoye and Agu (2017) however was limited to Eastern part of Nigeria, as against the present study which seeks to conduct its investigation in Kwara State.

On the other hand, Ajayi and Adewoye (2020) study revealed that the challenges of special education in Western part of Nigeria include lack of inclusive educational policies, inaccessible school infrastructure, discrimination in school admissions, and limited awareness about the rights of children with disabilities. The aforementioned researchers have highlighted several challenges of special needs education and the government and other stakeholders had addressed some of the challenges. The study of Ajayi and Adewoye (2020), however, was limited to Western part of Nigeria, as against the present study, which is in Kwara State.

In addition, Muhammed (2014) conducted a survey of special education teachers and school administrators on the challenges of special education in Kano, Nigeria and highlighted challenges such as low availability of technology, overcrowded classrooms, limited access to assistive technologies, inadequate professional development opportunities, and insufficient support services for students with severe disabilities  The study of Muhammed (2014) was conducted in Kano State, Northern Part of Nigeria, leaving a significant location gap in research.

## Purpose of the Study

The main purpose of the study is to investigate special needs education and tertiary institutions educational goals achievements in Kwara State. Specifically, the study sought to:

1. Determine the level of tertiary institutions educational goals achievements in Kwara State
2. Find out the prospects of special needs education in tertiary institutions in Kwara State
3. Ascertain the challenges of special needs education in tertiary institutions in Kwara State
4. Proffer solutions to the challenges of special needs education in tertiary institutions in Kwara State

## Research Questions

In order to address the raised objectives, the following questions were answered;

1. What is the level of tertiary institutions educational goals achievements in Kwara State?
2. What are the prospects of special needs education in tertiary institutions in Kwara State?
3. What are the challenges of special needs education in tertiary institutions in Kwara State?

4. What are the solutions to the challenges of special needs education in tertiary institutions in Kwara State?

**Research Hypotheses**

**$H_0$:** There is no significant relationship between special needs education and tertiary institutions educational goals achievements in Kwara State

**Operational Hypotheses**

**$H_{01}$:** There is no significant relationship between prospects of special needs education and tertiary institutions educational goals achievements in Kwara State

**$H_{02}$:** There is no significant relationship between challenges of special needs education and tertiary institutions educational goals achievements in Kwara State

**$H_{03}$:** There is no significant relationship between solutions to the challenges of special needs education and tertiary institutions educational goals achievements in Kwara State

**Literature Review**

**Concept of Special Needs Education**

Special needs education, as its name suggests, is a specialized branch of education with historically linked to Jean-Marc-Gaspard Itard (1775–1838), the physician who "tamed" the "wild boy of Aveyron," and Anne Sullivan Macy (1866–1936), the teacher who "worked miracles" with Helen Keller. Special needs education is concerned with those persons who have physical, cognitive, language, learning, sensory, and/or emotional abilities that deviate from those of the general population. Special needs educators provide instructions specifically tailored to meet individualized needs, making education available to students who if not, would have limited access to education. (Jerry, Rasaki and Igwe, 2014).

The federal government of Nigeria (FGN) has recognized the need for special education by including it as one of the twelve sections in the National Policy on Education. In section 8, Article 55 and 56, the policy document outlines the objectives of special education and also how the government hopes to achieve these objectives. The three laudable objectives are:

- To give concrete meaning to the idea of equalizing educational opportunities for all children, their physical, mental, and emotional disabilities notwithstanding
- To provide adequate education for all handicapped children and adults in order that they may fully play their roles in the development of the nation,
- To provide opportunities for exceptionally gifted children to develop at their own pace in the interest of the nation's economic and technological development

The Nigerian National Policy on Education (2004) defined Special Needs Education (SNE) as the:

“Education of children and adult who have learning difficulties because of the different kinds of handicaps – blindness, partial – sightedness, deafness, hardness of hearing, mental

retardation, social maladjustment, limb deformation or malformation etc; due to circumstances of birth, inheritance, social position, mental and physical health patterns, or accident later in life. As a result such children and adult are unable to cope with the regular school class organization and methods"

Special needs education in the above definition is a formal, special educational training given to the people (children and adults) with special needs, who fall into two categories: the disabled and the gifted and talented. The disabled include the children and adult with hearing impairment, visual impairment, physical and health impairment, intellectual disabilities, learning disabilities, multiple handicap, emotional disturbance. On the other hand, the gifted and talented are in other end of the spectrum of special needs.

**Special Needs Children**

The general understanding of special needs children by layman is handicapped or gifted children. But to Special educators it is beyond this. Ozoji (2010) conceives special needs children as children like others, they differ from one another in age, ability, learning style etc. To him, they are children with unique learning needs based on their disabilities. Some have cognitive impairments, learning disability, physical disabilities, chronic health problems and so on.

Children with special needs include children who are disadvantaged socially, are marginalized, destitute, those with physical, mental, emotional problems, those without interest in school, those who have health problems, are weak or are gifted and talented (Komolafe 2002, Obani, 2011). Obani (2011) added that traditionally, these children are classified along their impairments or gifts such as blind, gifted etc.

**Needs Assessment of Special Education**

In consideration of the fact that Nigeria is a federation and the states have the constitutional right to basic education. Based on the established and existing regulatory support systems, the Federal and State Ministries of Education are responsible for the direct implementation of policies and programmes (including capital projects such as the establishment of schools and provisions that pertain to their hard and soft infrastructures or facilities) and compliance. On the other hand, the Universal Basic Education Commission (UBEC) and State Universal Basic Education Boards (SUBEB) make the strategic financial interventions to support projects and programmes as they pertain to basic education by FMoE and SMoE, respectively. This study approached its research with the expectation that the state governments also would have their own policies, guidelines, regulations, and practices on SEND. This assumption was based on how previous policies have been implemented where the federal level first develops a national policy with guidelines for state governments to adapt and adopt as their own.

**Challenges of Special Needs Education in Nigeria**

All around the world, the field of special needs education and its clients always face all forms of problems and barriers that range from physical, social, economic to attitudinal. These barriers in the field often exclude its beneficiaries from acting fully and effectively in their environments or societies. Persons with special needs lack equal access to public and basic resources like right to education; right to employment; right to social integration. These persons suffer stigmatization, negative attitude from the society; poor health care systems and above

all legal support system become a fantasy. All these are due to the non-recognition the field of special needs education face globally (Jerry, Rasaki and Igwe, 2014).

In 2006, an international disability movement took a bold step with the adoption of the Convention on the Rights of Persons with Disabilities. The United Nations really work to change the attitudes and approaches of the society and governments of all nations to special needs education issues towards ensuring that persons with special needs have full equality and participation in public and social lives.

Barriers to special needs education can take a variety of forms. They could be physical, technological, systemic, financial, or attitudinal, or they can arise from a governments' failure to make available the needed accommodations and infrastructural provisions. The following are proffered main barriers to special needs education as in Jerry, Rasaki and Igwe, (2014):

## Methodology

This study is a descriptive survey type. The study is a case study of University of Ilorin. A purposive sampling technique was used to select the sample for this study. A sample of 200 respondents were selected for the study, a researcher-designed questionnaire was used to elicit data. Descriptive statistics was used to answer the research questions raised for the study while inferential statistics was used to answer the hypotheses formulated for the study

## Results

### Demographic Data

This section presents the results of demographic of the respondents in simple percentages.

**Table 1:**

*Distribution of the Respondents Based on Gender*

| Gender | Frequency | Percent (%) |
|---|---|---|
| Female | 118 | 59.0 |
| Male | 82 | 41.0 |
| **Total** | 200 | 100.0 |

Table 1 shows the distribution of the respondents based on gender and as shown on the table, 118 (59.0%) of the respondents were female while 82 (41.0%) of the respondents were male. Apparently, most of the respondents were female.

### Analysis of Research Questions

**Research Question One**: What is the level of tertiary institutions educational goals achievements in Kwara State?

**Table 2:**

*Summary of the frequency distribution of the level of tertiary institutions educational goals achievements in Kwara State*

| Level of Tertiary Inst. Educ. Goals Achievement | Frequency | Percent (%) |
|---|---|---|
| Low | 22 | 11.0 |
| Moderate | 138 | 69.0 |
| High | 40 | 20.0 |
| **Total** | **200** | **100.0** |

Table 2 shows the level of tertiary institutions educational goals achievements in Kwara State. Twenty-two (22) of the respondents representing 11.0 % of the sample size agreed that the level of University Goals Achievement is low, one hundred and thirty eight respondents (138) of the respondents representing 69.0% of the sample size agreed that the level of tertiary institutions educational goals achievements is moderate, forty (40) of the respondents representing 20.0% of the sample size agreed that the level of tertiary institutions educational goals achievements is high. Finding revealed the there is a moderate level of tertiary institutions educational goals achievements is moderate.

**Research Question Two:** What are the prospects of special needs education in tertiary institutions in Kwara State?

**Table 3:**
*Prospects of Special Needs Education in Tertiary Institutions in Kwara State*

| S/N | Statements | Mean Score | Standard Deviation | Remarks |
|---|---|---|---|---|
| 1 | Development of inclusive curricula tailored to the diverse needs of students with disabilities will enhance their educational experiences and outcomes. | 3.65 | 0.78 | Agreed |
| 2 | Increased adoption of assistive technologies such as screen readers, voice recognition software, and adaptive learning tools will facilitate better learning for students with special needs. | 3.58 | 0.81 | Agreed |
| 3 | Offering specialized training programmes for educators on inclusive teaching strategies and accommodations will improve instructional effectiveness. | 3.72 | 0.69 | Agreed |
| 4 | Expansion of support services such as counseling, academic advising, and tutoring for students with special needs will enhance their academic success. | 3.64 | 0.75 | Agreed |
| 5 | Provision of scholarships and financial aid specifically for students with disabilities will improve their access to tertiary education. | 3.55 | 0.82 | Agreed |
| 6 | Conducting awareness campaigns to promote understanding and acceptance of special needs education will create a more supportive and inclusive campus environment. | 3.68 | 0.71 | Agreed |
| 7 | Enhancing campus infrastructure to be more accessible, including ramps, elevators, and accessible restrooms, will improve mobility and independence for students with disabilities. | 3.74 | 0.77 | Agreed |
| 8 | Increased research and development in the field of special needs education will lead to innovative practices and interventions. | 3.60 | 0.79 | Agreed |
| 9 | Stronger implementation of policies that mandate inclusivity and support for students with disabilities will drive systemic improvements in tertiary institutions. | 3.66 | 0.76 | Agreed |
| 10 | Building partnerships with organizations that specialize in disability services will provide additional resources and support for students with special needs. | 3.70 | 0.73 | Agreed |

As shown in Table 3, the respondents agreed that various prospects exist for special needs education in tertiary institutions in Kwara State. The highest-rated prospect was enhancing campus infrastructure for accessibility (Mean = 3.74, SD = 0.77), followed by offering specialized training programmes for educators (Mean = 3.72, SD = 0.69). The lowest-rated but still positively perceived item was the provision of scholarships and financial aid (Mean = 3.55, SD = 0.82). Conclusively, the respondents indicated that implementing these prospects would significantly improve special needs education in tertiary institutions.

**Research Question Three:** What are the challenges of special needs education in tertiary institutions in Kwara State?

**Table 4:**
*Challenges of Special Needs Education in Tertiary Institutions in Kwara State*

| S/N | Statements | Mean Score | Standard Deviation | Remarks |
|---|---|---|---|---|
| 1 | Many tertiary institutions lack accessible infrastructure, making it difficult for students with disabilities to navigate the campus and access facilities. | 3.80 | 0.74 | Agreed |
| 2 | Insufficient funding for special needs programmes and services often limits the availability of resources and support for students with disabilities. | 3.75 | 0.79 | Agreed |
| 3 | There is a shortage of educators and support staff trained in special needs education and inclusive teaching practices. | 3.69 | 0.82 | Agreed |
| 4 | Students with disabilities often face stigmatization and discrimination from peers and faculty, which can impact their academic and social experiences. | 3.71 | 0.76 | Agreed |
| 5 | Limited access to assistive technologies and adaptive learning tools hinders the academic progress of students with special needs. | 3.62 | 0.80 | Agreed |
| 6 | Many institutions lack comprehensive support services such as counseling, tutoring, and academic advising tailored to the needs of students with disabilities. | 3.68 | 0.78 | Agreed |
| 7 | Inadequate or poorly implemented policies on inclusivity and accommodations for students with disabilities pose significant barriers. | 3.65 | 0.74 | Agreed |
| 8 | There is often a lack of awareness and sensitivity among faculty and students regarding the needs and rights of individuals with disabilities. | 3.70 | 0.79 | Agreed |
| 9 | Cumbersome administrative procedures for obtaining accommodations and support services can be a significant barrier for students with special needs. | 3.58 | 0.81 | Agreed |
| 10 | Students with disabilities may struggle to find peer support and inclusion within the broader student community. | 3.54 | 0.83 | Agreed |

As shown in Table 4, the respondents agreed that multiple challenges hinder the implementation of special needs education in tertiary institutions. The most critical challenge identified was the lack of accessible infrastructure (Mean = 3.80, SD = 0.74), followed by insufficient funding for special needs programmes (Mean = 3.75, SD = 0.79). Other concerns included the shortage of trained educators and support staff (Mean = 3.69, SD = 0.82) and stigmatization faced by students with disabilities (Mean = 3.71, SD = 0.76). Apparently, the respondents indicated that these challenges need urgent intervention to ensure inclusivity in tertiary institutions.

**Research Question Four:** What are the solutions to the challenges of special needs education in tertiary institutions in Kwara State?

**Table 5**
*Solutions to the Challenges of Special Needs Education in Tertiary Institutions in Kwara State*

| S/N | Statements | Mean Score | Standard Deviation | Remarks |
|---|---|---|---|---|
| 1 | Investment in campus infrastructure to ensure all buildings and facilities are accessible to students with disabilities. | 3.85 | 0.71 | Agreed |
| 2 | Allocation of more funding to special needs programmes and services to enhance resource availability and support for students with disabilities. | 3.79 | 0.75 | Agreed |
| 3 | Provision of ongoing training and professional development for educators and support staff on inclusive teaching practices and accommodations. | 3.72 | 0.78 | Agreed |
| 4 | Enforcement of strict anti-discrimination policies to protect students with disabilities from stigmatization and bias. | 3.74 | 0.72 | Agreed |
| 5 | Investment in a wider range of assistive technologies and adaptive learning tools to support diverse learning needs. | 3.67 | 0.80 | Agreed |
| 6 | Development of comprehensive support services. | 3.70 | 0.76 | Agreed |
| 7 | Enforcement of policies that mandate inclusivity and accommodations for students with disabilities in all aspects of campus life. | 3.69 | 0.79 | Agreed |
| 8 | Conduct of awareness and sensitivity training for faculty, staff, and students to foster a more inclusive and supportive campus environment. | 3.71 | 0.75 | Agreed |
| 9 | Simplification of administrative procedures for obtaining accommodations and support services to reduce barriers for students with special needs. | 3.66 | 0.81 | Agreed |
| 10 | Establishment of peer support programmes and networks to help students with disabilities build connections and receive encouragement from their peers. | 3.63 | 0.83 | Agreed |

As shown in Table 5, the respondents agreed that various measures could be taken to address the challenges of special needs education in tertiary institutions. The most recommended solution was investment in campus infrastructure (Mean = 3.85, SD = 0.71), followed by increased funding for special needs programmes (Mean = 3.79, SD = 0.75). Other key solutions included enforcing anti-discrimination policies (Mean = 3.74, SD = 0.72) and providing ongoing training for educators (Mean = 3.72, SD = 0.78). Conclusively, the respondents indicated that implementing these solutions would greatly enhance the effectiveness of special needs education in tertiary institutions.

**Main Hypothesis**

**$H_0$:** There is no significant relationship between special needs education and tertiary institutions educational goals achievements in Kwara State

**Table 6**
*Summary of the relationship between special needs education and tertiary institutions educational goals achievements in Kwara State*

| Variable | Mean | SD | Pearson Correlation (r) | Sig. (2-tailed) | Decision |
|---|---|---|---|---|---|
| Special Needs Education | 18.23 | 1.75 | 0.429 | 0.000 | Significant |
| Educational Goals Achievement | 13.38 | 1.59 | | | |

Table 6 revealed that r= 0.429, and p-value = 0.000 < 0.05. Results showed that there is a significant relationship between special needs education and tertiary institutions educational goals achievements in Kwara State. The null hypothesis is rejected. This implies that the effectiveness of special needs education will influence educational goals achievements

**$H_{01}$:** There is no significant relationship between prospects of special needs education and tertiary institutions educational goals achievements in Kwara State

**Table 7**
*Summary of the relationship between prospects of special needs education and tertiary institutions educational goals achievements in Kwara State*

| Variable | Mean | SD | Pearson Correlation (r) | Sig. (2-tailed) | Decision |
|---|---|---|---|---|---|
| Prospects | 17.31 | 1.89 | 0.420 | 0.000 | Significant |
| Educational Goals Achievement | 13.38 | 1.59 | | | |

Table 7 revealed that r= 0.429, and p-value = 0.000 < 0.05. Results showed that there is a significant relationship between prospects of special needs education and tertiary institutions educational goals achievements in Kwara State. The null hypothesis is rejected. This implies that the prospects of special needs education will influence educational goals achievements

**$H_{02}$:** There is no significant relationship between challenges of special needs education and tertiary institutions educational goals achievements in Kwara State

**Table 8**
*Summary of the relationship between challenges of special needs education and tertiary institutions educational goals achievements in Kwara State*

| Variable | Mean | SD | Pearson Correlation (r) | Sig. (2-tailed) | Decision |
|---|---|---|---|---|---|
| Challenges | 16.39 | 1.72 | 0.422 | 0.000 | Significant |
| Educational Goals Achievement | 13.38 | 1.59 | | | |

Table 8 revealed that r= 0.422, and p-value = 0.000 < 0.05. Results showed that there is a significant relationship between challenges of special needs education and tertiary institutions educational goals achievements in Kwara State. The null hypothesis is rejected. This implies that the challenges of special needs education will hinder educational goals achievements

**$H_{03}$**: There is no significant relationship between solutions to the challenges of special needs education and tertiary institutions educational goals achievements in Kwara State

**Table 9**
*Summary of the relationship between solutions to the challenges of special needs education and tertiary institutions educational goals achievements in Kwara State*

| Variable | Mean | SD | Pearson Correlation (r) | Sig. (2-tailed) | Decision |
|---|---|---|---|---|---|
| Solutions | 18.32 | 1.78 | 0.424 | 0.000 | Significant |
| Educational Goals Achievement | 13.38 | 1.59 | | | |

Table 9 revealed that r= 0.424, and p-value = 0.000 < 0.05. Results showed that there is a significant relationship between solutions to the challenges of special needs education and tertiary institutions educational goals achievements in Kwara State. The null hypothesis is rejected. This implies that the solutions to the challenges of special needs education will enhance educational goals achievements

**Discussions of Findings**

The findings indicate that while tertiary institutions in Kwara State have made progress in achieving their educational goals, there are still areas that require improvement. This aligns with Adams (2019), who found that many higher institutions in developing regions struggle to achieve full educational effectiveness due to limitations in funding, infrastructure, and policy implementation. Similarly, Benson (2021) highlighted that moderate educational achievements often stem from inconsistent curriculum execution and inadequate learning resources.

Several factors contribute to this moderate level of achievement, including variations in institutional quality, student engagement levels, and policy execution. Mason and Carter (2020) found that universities with comprehensive strategies, such as faculty development and curriculum updates, tend to have higher success rates in achieving educational objectives. Likewise, Ogunleye (2018) emphasized that active student involvement in learning and decision-making processes enhances institutional performance. The moderate achievement levels also reflect challenges in adapting to contemporary educational demands. Williams and Scott (2019) noted that higher institutions that fail to integrate modern educational technologies and inclusive practices often experience stagnant or slow academic progress. This suggests that improving key areas such as digital learning infrastructure, inclusivity, and staff training could enhance overall educational goal attainment.

The findings suggest that inclusive curricula, assistive technologies, specialized teacher training, expanded support services, financial aid, and improved infrastructure are crucial for improving special needs education. Johnson (2018) found that institutions implementing inclusive curricula and adaptive technologies reported improved academic performance among students with disabilities. Similarly, Williams (2020) emphasized that faculty training on inclusive education enhanced teaching effectiveness and student engagement. The recognition of research development, policy reinforcement, and strategic partnerships as critical factors further strengthens this argument.

The study identifies inadequate infrastructure, insufficient funding, and a shortage of trained educators as major obstacles. Garcia (2018) reported that the lack of disability-friendly infrastructure significantly hinders students' mobility and access to educational facilities. Additionally, Nelson and Wright (2020) emphasized that financial constraints limit the availability of essential assistive learning technologies. Stigmatization, weak policies, and social exclusion were also highlighted as key concerns. Andrews et al. (2019) found that students with disabilities often face discrimination from peers and faculty, negatively affecting their academic engagement.

The study suggests that investing in infrastructure, increasing funding, and enhancing staff training are essential solutions. Peters (2017) found that universities that improved campus accessibility through ramps, elevators, and adapted learning spaces experienced higher enrollment and retention rates among students with disabilities. Similarly, Martins and Okoro (2019) argued that sustained funding increases led to better academic performance due to improved learning materials and assistive technologies.

The study found a significant relationship between special needs education and the achievement of tertiary educational goals in Kwara State. Institutions that prioritize inclusive education tend to experience better student engagement, retention, and academic performance. Johnson and Bello (2019) found that universities with well-established special needs programmes recorded higher graduation rates and improved institutional rankings. Similarly, Williams (2020) emphasized that fostering inclusive academic environments enhances overall learning outcomes by ensuring equal participation for all students.

The study established that the prospects of special needs education—such as inclusive curricula, assistive technologies, and policy reinforcements—positively impact educational goals achievement. Universities that implement these strategies often experience improved student success and institutional development. Smith and Olanrewaju (2018) found that inclusive curricula lead to better student performance across diverse learning abilities, while Garcia (2019) emphasized that assistive technologies enhance learning adaptability, thereby improving academic success rates. The development of strong policies and strategic partnerships further strengthens the impact of special needs education on institutional goals.
The study found that challenges such as inadequate infrastructure, limited assistive technologies, and weak policies negatively affect the achievement of educational goals. These barriers create learning inequalities that hinder students' academic success. Thomas and Adeyemi (2019) found that institutions lacking sufficient disability-friendly resources recorded lower graduation rates for special needs students.

The findings indicate that implementing solutions such as infrastructure investments, faculty training, and increased funding significantly enhances educational goal achievement. Universities that improve accessibility through better infrastructure and assistive learning tools often report higher student retention and performance rates. Peters (2017) found that institutions prioritizing accessibility measures experienced a more inclusive academic environment.

**Conclusion**

The study concludes that solutions to ensure the attainment of tertiary institutions goal lies in the provision adequate infrastructure, assistive technology, policy re-enforcement, sufficient funding, increased funding, and awareness programmes to provide a pathway for improving inclusivity and accessibility.

**Recommendations**

Based on the findings, it was recommended that;

1. Institutions should invest in modern educational infrastructure, faculty training, and student support programmes to improve overall educational goal achievement.
2. Universities should integrate inclusive curricula, expand disability support services, and establish partnerships with organizations specializing in special needs education.
3. Policymakers should prioritize funding for special needs education, improve infrastructure accessibility, and enforce anti-discrimination policies.
4. Institutions should simplify administrative procedures for disability support, promote peer mentoring programmes, and conduct regular awareness campaigns.
5. Tertiary institutions in Kwara State should prioritize the full integration of special needs education by developing inclusive academic policies, ensuring accessibility, and providing adequate support services to enhance educational goal achievement.
6. Universities should invest in the prospects of special needs education by expanding inclusive curricula, improving assistive technologies, and strengthening partnerships with relevant organizations to enhance learning opportunities and institutional success.

7. Policymakers and institutional administrators should address the challenges hindering special needs education by increasing funding, improving accessible infrastructure, enforcing anti-discrimination policies, and providing adequate training for educators.

8. Effective implementation of solutions such as faculty training, administrative simplifications, awareness campaigns, and peer support programs should be prioritized to enhance the accessibility and overall impact of special needs education on educational goals.

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# CLASSROOM VISITATION AND WORKSHOP TECHNIQUES AS PREDICTORS OF TEACHERS' PRODUCTIVITY IN SECONDARY SCHOOLS IN KWARA STATE

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## Abstract

*The study investigated principals' classroom visitation and workshop technique as predictors of teachers' productivity in secondary schools in Ilorin South Local Government Area. The study which employed a descriptive survey identified two principals' supervisory techniques which were classroom visitation, and workshop techniques. Four objectives, two research questions and two null hypotheses were raised for the study. The population consisted of 1,258 principals and teachers in senior secondary schools in Ilorin South Local Government, Kwara State. 330 respondents, which included 24 principals, and 306 teachers were selected using multistage sampling technique. Two set of questionnaires titled "Principal Supervisory Techniques Questionnaire (PSTQ) and Teachers Productivity Questionnaire (TPQ)" were designed for the study. The reliability of the instrument was ascertained using the Cronbach Alpha method to obtain the r-coefficient of 0.83. The research questions were analysed using descriptive statistics of mean and standard deviation. Linear Regression was used to test the null hypotheses of the study at 0.05 level of significance. The findings of the study revealed that principals' classroom visitation techniques used in public secondary schools involved engagement in collaborative discussions with teachers, visitation to identify professional development needs of teachers, classroom observation on instructional practices, and students' engagement. The findings also revealed that principals' supervisory techniques (classroom visitation, workshop and demonstration techniques) significantly influenced teachers'*

*productivity in public secondary schools. It was concluded therefore that principals' classroom visitation and workshop techniques ~~can~~ sustain high levels of teacher productivity, ultimately improving the quality of education in public secondary schools. Based on the findings, three recommendations were proposed, among which were that principals should prioritize regular and structured classroom visitations to observe teaching practices, engage in collaborative discussions with teachers, and identify professional development needs of teachers.*

**Keywords:** Classroom Visitation, Workshops, Teachers' Productivity, Collaborative Discussions, Professional Development

## Introduction

Teachers are mentors, motivators, and the key drivers of educational outcomes, as their knowledge, skills, and instructional methods play critical role in shaping the quality of education students receive, thereby contributing significantly to the success of the education system as a whole. It is believed that productive teachers ensure that students grasp concepts effectively, stay engaged in learning, and develop critical thinking skills. Moreover, teachers' productivity contributes to the overall efficiency and success of the school system, fostering a positive learning environment, promoting academic excellence, and preparing students to contribute meaningfully to society. Without productive teachers, the goals of education and students' development cannot be fully realised(Ayeni, 2018).

This study focuses on two categories of principals' supervision techniques which include: principals' classroom visitation and workshop technique. Principals' classroom visitation is the process by which the principals visit teachers in their classrooms to observe their teaching methods and strategies employed for delivering instruction. This practice allows principals to gain insight into the effectiveness of instructional techniques, assess students' engagement, and provide feedback to enhance teaching quality within the schools (Gómez-Hurtado et al., 2018). When principals adopt these techniques, teachers are offered constructive feedback concerning their instructional techniques to enhance their effectiveness in the classroom. Without a doubt, this type of technique could encourage teachers to engage students' actively in participating in the learning process.

Workshop technique is a valuable strategy for instructional supervision adopted by a supervisor to bring teachers and subject specialists together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession. This technique is significant because it allows principals to offer opportunities to teachers to develop and refine specific skills related to curriculum delivery, classroom management, assessment techniques, and technology integration (Mardiah et al, 2022). These techniques allow the teachers to observe principals and understand how to present specific facts and perform tasks or apply knowledge in a practical context. Aside from this, it could enable teachers to connect theoretical knowledge to real-life scenarios, thereby, helping students to understand the relevance of what they are learning.

Secondary schools are established to train students to contribute to the economic, political and socio-cultural well-being of their country. A visit to secondary schools in Ilorin South Local Government Area by the researcher revealed that principals tend to allocate the most of their official hours to administrative duties, often at the expense of the supervision process and

programs. This focus on administration seems to hinder the achievement of the core objectives of secondary education. Onuma (2019) observed that there are public outcries, reports and comments in print and electronic media alleging fallen standards of education in public education. This reveal that internal supervision is probably not effectively carried out by school principals and irregular supervision of teachers could adversely affect their job productivity. It could therefore be assumed that an important factor responsible for the non-attainment of the overall purpose of secondary school is the inadequate supervision of staff. Usually, school effectiveness is often linked with principals' roles and responsibilities at facilitating teachers' performance and aiding school effectiveness. This informed the need for this study.

Ekpoh and Eze (2015) observed that classroom visitation and peer observation improve teaching methodologies adopted by the teachers, and that teachers who observed their experienced colleagues in their teaching methodology learned much about teaching procedure, which helped them in becoming more effective teachers while improving their self-awareness on the job. They also found that principals' workshop technique had significant impact on teachers' job performance in public secondary schools in Zone 'C' Senatorial District of Benue State-Nigeria. Classroom visitation technique is a fundamental approach to instruction in which the principal makes purposeful trips to the learning premises to examine learning activities. In the study of Onyango (2018), it was indicated that pedagogical supervision, such as class visits, conferencing, and instructor observation, has a considerable impact on students' academic performance.

Also, Saleh et al. (2019) indicated that classroom visitation is perceived as observation, which is a supervisory strategy adopted by principals to assess the teacher during the course of instructional delivery, taking into account their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization, among others. According to Ezeocha (2014), classroom visitation technique deals with the observation of facts in teaching and learning situation. Through classroom visitation, the principal (supervisor) solves educational problems, which may add to his professional knowledge and growth as well as of the teachers in the school. The study of Saleh et al. (2019) determined the influence of principals' classroom visitation on teachers' pedagogical practices in public secondary schools in Bauchi State, Nigeria. The findings of the study revealed that majority of the principals in public secondary schools in Bauchi State did not execute procedural lesson observation. Also, most principals did not provide teachers with feedback on observed instructions. Furthermore, regression analysis of results, revealed that the principals' classroom visitation had a statistically significant effect on teachers' pedagogical practices in public secondary schools. Edo and David (2019) examined the influence of school supervision strategies on teachers' job performance in senior secondary schools in Rivers State. Their findings indicated that both teachers and principals perceived that classroom visitation contributed, to a very high extent, to teachers' job performance.

Edo and David also found that there was no significant difference in the mean responses of teachers and principals on the extent to which classroom visitation influenced teachers' job performance in the study area. Equally, Elizabeth et al. (2023) conducted a study to assess principal's administrative skills in relation to workshops and teachers' productivity in public senior secondary schools in Alimosho Local Government Area of Lagos State, Nigeria. A survey research design was adopted. Three hundred and three (303) respondents participated in the study. Multi-stage sampling technique was employed to select the sample size from the

population of study. The study showed that the level of teachers' productivity was high, encouraging and satisfactory; majority of the principals use supervisory skills, followed by communication skills, and motivational skills. A significant relationship was found between the principals' administrative skills through professional development programs, workshops, and networking and productivity of teachers.

Students' poor academic performances in schools can be attributed to the lack of proper supervisory techniques by principals. These constitute a big problem in the attainment of educational goals in Ilorin South Local Government Area. This is likely an indication that principals in Ilorin South Local Government secondary schools seem to prioritise administrative duties over instructional supervision, neglecting to provide professional guidance that could improve teachers' instructional delivery and productivity.

It is in the light of this unpleasant situation that this study seek to fill the critical gap in the existing literature, by examining principals' classroom visitation and workshop techniques as predictors of teachers' productivity in Ilorin South Local Government public secondary schools in Kwara State, Nigeria. By offering practical recommendations, the research aims to contribute to the ongoing discourse on educational leadership and teacher productivity, fostering improvements in the quality of education within Ilorin South Local Government Area of Kwara State.

**Purpose of the Study**

The main purpose of this study is to investigate the influence of principals' classroom visitation and workshop techniques on teachers' productivity in secondary schools in Ilorin South Local Government, Kwara State. Specifically, the purposes of the study are to find out:

1. the techniques used by principals for classroom visitation in secondary schools in Ilorin South Local Government, Kwara State, Nigeria.
2. how principals' engage in workshop technique, exchange ideas and experiences in public secondary schools in Ilorin South Local Government, Kwara State, Nigeria.
3. the influence of principals' classroom visitation technique on public secondary school teachers' productivity in Ilorin South Local Government, Kwara State, Nigeria.
4. the influence of principals' workshop technique on public secondary school teachers' productivity in Ilorin South Local Government, Kwara State, Nigeria.

**Research Questions**

The following research questions were raised to guide the study:

1. What techniques are used by principals for classroom visitation in public secondary schools, in Ilorin South Local Government, Kwara State, Nigeria?
2. How does principals' workshop technique share experiences with teachers in public secondary schools in Ilorin South Local Government, Kwara State, Nigeria?

**Research Hypotheses**

In line with the purposes of the study, the following null hypotheses were formulated for this study and were tested at 0.05 level of significance.

**Ho1:** There is no significant Influence of principals' classroom visitation technique on public secondary school teachers' productivity in Ilorin South Local Government, Kwara State, Nigeria.

**Ho2:** There is no significant influence of principals' workshop techniques on public secondary school teachers' productivity in Ilorin South Local Government, Kwara State, Nigeria.

## Methodology

Descriptive survey design was adopted for the study. The population of the study consisted of 1,258 principals and teachers in public senior secondary schools in Ilorin South Local Government Area of Kwara State. The sample for this study consisted of 330 respondents, comprising 24 principals and 306 teachers, using a multistage sampling technique. Structured questionnaires, tagged Principal Supervisory Techniques Questionnaire (PSTQ) and Teachers Productivity Questionnaire (TPQ), designed by the researcher and duly validated, was used for data collection. The instrument has a Cronbach alpha reliability of 0.83. The researcher and two research assistants administered 330 copies of the questionnaire, and all the copies were retrieved, making 100% return rate, which was used for the analysis. The data collected to answer the research questions were analysed using mean and standard deviation while the hypotheses were tested using Linear Regression.

## Data Analysis and Results

**Research Question 1:** What techniques are used by the principals for classroom visitation in public secondary schools in Ilorin South Local Government Area, Kwara State, Nigeria?

**Table 1**

*Mean and standard deviation of responses on the principals' classroom visitation technique in public secondary schools*

| | Item Statements | $\overline{X}$ | SD | Remark |
|---|---|---|---|---|
| 1. | The principal conducts scheduled classroom observations. | 3.19 | 0.75 | Agreed |
| 2. | Constructive feedback by the principal enhances the teacher's job performance. | 3.14 | 0.69 | Agreed |
| 3. | Classroom visitation by the principal improve productivity. | 3.02 | 0.46 | Agreed |
| 4. | The Principals' Classroom observation on instructional practices and student engagement, improves the teachers' productivity. | 3.27 | 0.64 | Agreed |
| 5. | The principals' diverse range of observations on teachers and subjects during classroom visits, enhances teachers' productivity. | 3.19 | 0.74 | Agreed |
| 6. | Principals' visitations help to identify professional development needs of teachers, enhancing teachers' productivity. | 3.18 | 0.86 | Agreed |
| 7. | The principals' recommendations for improvement enhance teacher's productivity. | 3.37 | 0.87 | Agreed |
| 8. | Principals' engagement in collaborative discussions with teachers, aid teacher's productivity. | 3.46 | 0.67 | Agreed |
| **Weighted average** | | **3.23** | **0.71** | **Agreed** |

***Source:*** *Field Survey, 2025*

Analysis of data in Table 1 shows the mean scores and standard deviations of responses regarding the principals' classroom visitation techniques used in public secondary schools in Ilorin South Local Government Area of Kwara State. The table reveals that respondents unanimously agreed to all the item constructs as the mean scores of the responses for the items were very high. All eight items had standard deviations ranging from 0.46 to 0.87. This means that the responses of the respondents were not widespread as they are close to their respective mean scores. Data in Table 1 shows a calculated weighted average mean and standard deviation of 3.23 and 0.71, which indicates agreed. This means that all the constructs were principals' classroom visitation techniques in public secondary schools. This implied that principals' classroom visitation techniques in public secondary schools involves engagement in collaborative discussions with teachers, visitation to identify professional development needs of teachers, classroom observation on instructional practices, and students engagement, among others.

**Research Question 2:** How does principals' workshop technique share experiences with teachers in public secondary schools in Ilorin South Local Government, Kwara State, Nigeria?

**Table 2**

*Mean and standard deviation of responses on the principals' workshop technique in public secondary schools*

| S/N | **Item Statements** | $\overline{X}$ | SD | **Remark** |
|---|---|---|---|---|
| 1. | The principal provides clear expectations for teacher's performance. | 3.20 | 0.83 | Agreed |
| 2. | The principals advocate for policies and practices that enhance teacher's professional growth. | 3.28 | 0.77 | Agreed |
| 3. | The principal utilizes dates and evidence to inform decisions related to teachers' productivity. | 3.44 | 0.77 | Agreed |
| 4. | The principal encourages professional development opportunities toward teachers' productivity. | 3.36 | 0.72 | Agreed |
| 5. | Provision of teaching materials enhances teacher's productivity | 3.09 | 1.02 | Agreed |
| 6. | The principal promotes a positive school culture that values teaching excellence. | 3.11 | 0.94 | Agreed |
| 7. | Principals' facilitation of collaborative learning among teachers aid productivity. | 3.59 | 0.59 | Agreed |
| **Weighted average** | | **3.30** | **0.81** | **Agreed** |

*Source: Field Survey, 2025*

Analysis of data in Table 2 shows the mean scores and standard deviations of responses regarding how principals' workshop technique shares experiences with teachers in public secondary schools in Ilorin South Local Government, Kwara State. The table reveals that the respondents agreed to all the constructs as the mean of the responses for the items were very high. All seven items had standard deviations ranging from 0.59 to 1.02. This means that the responses of the respondents were not widespread as they are close to their respective mean scores. Data in Table 2 shows a calculated weighted average mean and standard deviation of 3.30 and 0.81, which indicates agreement. This means that all the constructs were principals'

workshop techniques, used to share experiences with teachers in public secondary schools. This implied that principals' workshop techniques used in public secondary schools promote, collaborative learning among teachers, utilize dates and evidence to inform decisions related to teachers' productivity and encourage professional development opportunities toward teachers' productivity, among others.

**Ho1:** There is no significant Influence of principals' classroom visitation technique on teachers' productivity in public secondary schools in Ilorin South Local Government, Kwara State, Nigeria.

**Table 3**

*Model Summary*

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .574a | .329 | .299 | .38217 |

*a. Predictors: (Constant), Classroom visitation technique*

*Source: SPSS output, 2025*

From the regression analysis result shown in table 3, it was found that R value is 0.574, R square (0.329), adjusted R square (0.299) and the standard error of estimate is 0.38217. The large value of R indicates a stronger relationship between the observed and predicted values of the variables. The R value depicts that classroom visitation technique influence teachers' productivity by (57.4%). This implies that the proportion of variation in the dependent variable is explained by the regression model. The value of R-square (32.9%) indicated that the model properly fits the data. More so, the value of adjusted R (29.9%) showed that the value of R square closely reflected the goodness of fit of the model in the population. Thus, this is a reflection that, classroom visitation technique statistically and significantly influenced teachers' productivity.

**Table 4**

*ANOVA[a]*

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 1.576 | 1 | 1.576 | 10.788 | .003 |
| | Residual | 3.213 | 22 | .146 | | |
| | Total | 4.789 | 23 | | | |

*a. Dependent Variable: Teachers' Productivity*

*b. Predictors: (Constant), Classroom visitation technique*

*Source: SPSS output, 2025*

Table 4 presents the analysis of variance (ANOVA) Table which tests the significance or otherwise, of the fit of the model. The F calculated is 10.788, and the observed probability value is 0.003 which is less than the fixed probability value of 0.05 ($P<0.05$). This indicated that the null hypothesis was rejected. This implied that principals' classroom visitation significantly influenced teachers' productivity in public secondary schools in Ilorin South Local Government Area, Kwara State.

**Table 5**
*Coefficients*

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .532 | .845 | | .630 | .535 |
| | Classroom visitation technique | .893 | .272 | .574 | 3.285 | .003 |

a. Dependent Variable: *Teachers' Productivity*
*Source: SPSS printout, 2025*

Results obtained from table 5 reveal that the magnitude of the beta coefficient for a functional clue is statistically significant at 5% for the total sample. The result implies that the magnitude of beta coefficient for the classroom visitation statistically is significant at 5% for the total sample. The result shows that classroom visitation increases teachers' productivity by 57.4%. The analysis of this result implies that principals' classroom visitation significantly influenced teachers' productivity in public secondary schools in Ilorin South Local Government Area, Kwara State.

**Ho2:** There is no significant influence of principals' workshop technique on public secondary school teachers' productivity in Ilorin South Local Government, Kwara State, Nigeria.

**Table 6**
*Model Summary*

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .947a | .898 | .893 | .14923 |

*a. Predictors: (Constant), Workshop technique*
*Source: SPSS output, 2025*

From the regression analysis result shown in table 6, it was found that R value is 0.947, R square (0.898), adjusted R square (0.893) and the standard error of estimate is 0.14923. The large value of R indicates a strong relationship between the observed and predicted values of the variables. The R value depicts that workshop technique influenced teachers' productivity by (94.7%). This implies that the proportion of variation in the dependent variable is explained by the regression model. The value of R-square (89.8%) indicated that the model properly fits the data. More so, the value of adjusted R (89.3%) showed that the value of R square closely reflected the goodness of fit of the model in the population. Thus, this is an accurate reflection that, workshop technique statistically and significantly influenced teachers' productivity.

**Table 7: ANOVA[a]**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 4.299 | 1 | 4.299 | 193.031 | .000 |
| | Residual | .490 | 22 | .022 | | |
| | Total | 4.789 | 23 | | | |

*a. Dependent Variable: Teachers' Productivity*
*b. Predictors: (Constant), Workshop technique*
*Source: SPSS output, 2025*

Table 7 presents the analysis of variance (ANOVA) Table which tests the significance or otherwise of the fit of the model. The F calculated is 193.031, and the observed probability value is 0.000, which is less than the fixed probability value of 0.05 (P<0.05). This indicated that the null hypothesis was rejected. This implied that principals' workshop technique significantly influenced teachers' productivity in public secondary schools in Ilorin South Local Government, Kwara State.

**Table 8**
*Coefficients*

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .702 | .189 | | 3.716 | .001 |
| | Workshop technique | .802 | .058 | .947 | 13.894 | .000 |

a. Dependent Variable: *Teachers' Productivity*
*Source: SPSS printout, 2025*

Results obtained from Table 8 reveal that the magnitude of the beta coefficient for a functional clue is statistically significant at 5% for the total sample. The result implies that the magnitude of beta coefficient for principals' workshop technique statistically is significant at 5% for the total sample. The result shows that principals' workshop technique increases teachers' productivity by 94.7%. The analysis of this result implies that principals' workshop techniques significantly influenced teachers' productivity in public secondary schools in Ilorin South Local Government Area, Kwara State.

**Discussion of Findings**

The study found that principals' classroom visitation used in public secondary schools are; engagement in collaborative discussions with teachers, visitation to identify professional development needs for teachers, classroom observation on instructional practices, and students engagement. This means that principals' classroom visitation, through collaborative discussions, identifying professional development needs, and observing instructional practices, significantly relate to teachers' productivity. This aligns with earlier study by Adeyemi (2018), who found that regular classroom visitations foster a supportive environment for teachers, enabling them to improve their instructional methods. Collaborative discussions during

visitations allow principals to provide constructive feedback, which enhances teachers' confidence and effectiveness (Olatunji & Ajayi, 2020). Additionally, identifying professional development needs ensures that teachers receive targeted training, directly impacting their productivity. These findings indicate the importance of principals' adoption of a hands-on approach to supervision, as it creates a culture of continuous improvement and accountability in schools. The study also found that principals' workshop techniques used in public secondary schools are; collaborative learning among teachers, utilizing dates and evidence to inform decisions related to teachers' productivity, and encouraging professional development opportunities toward teachers' productivity. This indicates that principals' workshop techniques, including collaborative learning, data-driven, decision-making, and encouraging professional development, are used to boost teachers' productivity. This is consistent with the findings of Akinfolarin and Ehinola (2019), who emphasized that workshops provide platforms for teachers to share best practices and learn new strategies. Collaborative learning fosters teamwork, while data-driven decisions ensure that interventions are tailored to teachers' needs. Furthermore, professional development opportunities, such as training sessions and seminars, equip teachers with modern pedagogical skills, enhancing their effectiveness in the classroom. These techniques not only improve teachers' competence; but also motivate them to perform better, ultimately leading to higher productivity levels in schools.

The study found that Principals' classroom visitation significantly influenced teachers' productivity in public secondary schools. This finding is consistent with the work of Oduwaiye and Olatunde (2019), who emphasized that regular classroom visitations create opportunities for principals to observe teaching practices and provide immediate feedback. Such interactions help teachers refine their instructional methods and address challenges in real time. In addition, collaborative discussions during visitations foster a sense of partnership between principals and teachers, which enhances teachers' morale and commitment to their work. This aligns with the findings of Adeyemi (2018), who noted that supportive supervision improves teachers' confidence and effectiveness. By identifying professional development needs during visitations, principals ensure that teachers receive targeted training, further boosting their productivity. These findings highlight the critical role of classroom visitations in creating a conducive environment for teacher growth and improved performance. The study also found that principals' workshop techniques significantly influenced teachers' productivity in public secondary schools. This means that by organizing regular workshops, principals not only improve teachers' competence but also foster a culture of continuous learning and innovation, which directly impacts productivity levels in schools. This finding is supported by Akinfolarin and Ehinola (2019), who found that workshops provide platforms for teachers to engage in collaborative learning and share best practices. Workshops that focus on data-driven decision-making enable teachers to identify areas for improvement and implement evidence-based strategies in their classrooms. Also, professional development opportunities offered during workshops equip teachers with modern pedagogical skills, enhancing their ability to deliver high-quality lessons. This is in line with the work of Okorie and Onyeike (2021), who argued that continuous professional development is essential for maintaining high teacher productivity.

## Conclusion

The study concluded that classroom visitations foster collaborative discussions, identify professional development needs, and provide constructive feedback, all of which enhance teachers' instructional practices. Workshops, on the other hand, promote collaborative learning, data-driven decision-making, and professional development opportunities, equipping teachers with modern pedagogical skills and boosting their confidence. The study concluded that principals' classroom visitation and workshop techniques can sustain high levels of teacher productivity, ultimately improving the quality of education in public secondary schools.

## Recommendations

The following recommendations were made in line with the conclusion and the findings:

1. Principals should prioritize regular and structured classroom visits to observe teaching practices, engage in collaborative discussions with teachers, and identify professional development needs.

2. School administrators should organize regular workshops that focus on collaborative learning, data-driven decision-making, and professional development. These workshops should address contemporary teaching strategies and provide teachers with opportunities to share best practices.

3. Principals should ensure that workshop content is tailored to the specific needs of teachers, equipping them with the skills and knowledge necessary to improve their productivity and effectiveness in the classroom.

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# INTEGRATION OF ENTREPRENEURSHIP PROGRAM ON THE OUTPUT OF POLYTECHNIC GRADUATES IN KWARA STATE

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## Abstract

*The study examined the influence of entrepreneurship program integration on the output of Polytechnic graduates in Kwara State. Specifically, the study examined the influence of the integration of entrepreneurship programs on polytechnic graduates' business innovation and creativity, among others. A descriptive survey research design was adopted for the study. The population of the study consist of all 116 HND II students of Kwara State Polytechnic, and this number formed the participants of the study. The instrument used for data collection was the "Influence of Entrepreneurship Program on Polytechnic Graduates Output Questionnaire" (IEPGOQ). The reliability of the instrument was carried out and a Cronbach's alpha reliability of 0.86 was obtained. The data collected were analysed using mean and standard deviation. The study found that entrepreneurship integration positively influenced polytechnic graduates' innovation and creativity. Furthermore, it was revealed that the entrepreneurship program contributes to business development among Polytechnic graduates in Kwara State. The study concluded that integrating entrepreneurship programs into Kwara State polytechnics significantly enhance graduates' innovation, creativity, and business development. The study recommended, among others, that students should be mandated to develop a viable business plans before graduation, as this would bring out their creative abilities in creating jobs for themselves in particular and the nation at large.*

**Keywords:** Entrepreneurship, Integration, Polytechnic graduates,innovation, creativity.

## Introduction

The current state of affairs in developed countries around the world has led to a surge in interest in learning the professional competencies and techniques of entrepreneurship education. According to Okwuanasor and Nwazor (2008), business education is a type of education that helps students learn facts, develop skills, solve problems, and develop business-like attitudes that are necessary for success in business circumstances. Nwachukwu (2012) saw business education as encompassing all educational processes involving the study of techniques, and the acquisition of practical skills, attitudes, and knowledge relating to occupation in vocational sectors.

Simon (2005) asserts that entrepreneurship education teaches young people more than just how to launch a business. Entrepreneurship is the ability to envision and map out new business

ventures, by integrating information from the functional disciplines and the outside world, especially in the context of the exceptional uncertainty and ambiguity that a new company/business encounters. Jonathan (2005) states that there are two categories of entrepreneurial education: education "for" entrepreneurship and education "about" entrepreneurship. While the second focuses on the learning process and the development of competencies, skills, aptitudes, and values, the first is concerned with the creation and dissemination of field knowledge.

In Nigeria, several educational institutions from post-primary to post-secondary, including polytechnics, offer entrepreneurship programs. This is explained in the 2013 National Policy on Education. According to Section 1; 7(d) of the policy, the national educational goals include, among other things, the development of mental, physical, and social skills and abilities as well as the acquisition of appropriate skills as tools for people to live in and contribute to the advancement of society. Additionally, Section 8(f) promote the acquisition of self-sufficiency-related skills.

In the light of this, 9(d) declared that educational activities should focuse on the learners in order to maximise their self-development and self-fulfilment. Additionally, 9(j) added that, at any point after junior secondary education, an individual should have the option of continuing full-time studies, combining work and study, or beginning full-time employment, without ruling out the possibility of returning to school later.Beyond only teaching on how to run a firm, entrepreneurship education aims to foster creative thinking as well as a strong sense of accountability and self-work. Awodun (2013) supported this assertion by saying that the goal of an entrepreneurship program is to provide students the motivation and abilities they need to find employment, become self-sufficient, and successfully launch and run a firm.

To guarantee that the advantages of the Nigerian entrepreneurship program are realised, the government decided to implement entrepreneurship education at all educational levels. There is an ongoing debate regarding the sufficiency of Nigerian university and polytechnic graduates. Firms in need of their services and recent graduates looking for work, are particularly concerned about innovation and creativity. Andrew, Bankole, and Olatunde (2009) report indicated that the employment prospects of recent graduates had decreased, suggesting that there appears to be a significant mismatch between university output and labour market demand. The main causes of this are their improper preparations and the low skill level needed for the majority of professions, if any, for which they are even available. In a study conducted by Ugochukwu (2015) on the contributions of entrepreneurship programs in the Nigerian Polytechnics towards reducing the rate of unemployment in Nigeria, it was found that entrepreneurship education is a means of combating unemployment. The difficulties of entrepreneurial development in Nigeria are examined in Akanni's (2014) study and based on the study, entrepreneurship was noted to have significant impact on a country's economic growth by creating jobs, using local resources.

Business diversification is aided by the promotion of technology and capital formation, but the results show that Nigerian entrepreneurs faces several obstacles, including issues with protecting ideas, network issues, political unpredictability, unethical business practices, and power supply issues. The study focuses on how Kwara State Polytechnic graduates' production is affected by the inclusion of an entrepreneurship curriculum. This study only consider Kwara

State Polytechnic. Additionally, only HND II students majoring in Office Technology and Management were included in the study. The specific purposes of the study are to examine the influence of the integration of entrepreneurship programs on polytechnic graduates' business innovation and creativity and to examine the influence of the integration of entrepreneurship programs on polytechnic graduates' business development in Kwara State.

**Research Questions**

The following research questions guided the study:

1. What is the influence of the integration of entrepreneurship program on polytechnic graduates' innovation and creativity in Kwara State?
2. What is the influence of the integration of entrepreneurship program on polytechnic graduates' business development in Kwara State?

**Methodology**

A descriptive survey research design was adopted for the study. The population of the study consisted of 116 HND II students of Kwara State Polytechnic. There was no sample as the total population of the study was used because the researchers felt the population was manageable and sizeable to cover. A structured questionnaire designed by the researchers, tagged 'Influence of Entrepreneurship Program on Polytechnic Graduates Output Questionnaire' (IEPGOQ). A four-point rating scale was used in the questionnaire, which shows the extent of agreement and disagreement of respondents to the items provided. The ratings were weighted as: Strongly Agreed (SA – 4 points), Agreed (A – 3 points), Disagreed (D – 2 points), and Strongly Disagreed (SD – 1 point). The instrument has a Cronbach's alpha reliability of 0.86. The researchers administered 116 copies of the questionnaire, and all the copies were retrieved, making a 100% return rate, which was used for the analysis. The data collected were analysed using mean and standard deviation.

**Data Analysis and Results**

Research Question 1: What is the influence of the integration of entrepreneurship program on polytechnic graduates' innovation and creativity in Kwara State?

**Table 1**

*Mean and standard deviation of responses on the influence of the integration of entrepreneurship program on polytechnic graduates' innovation and creativity*

| S/N | **Item Statements** | $\overline{X}$ | SD | **Remark** |
|---|---|---|---|---|
| 1. | The entrepreneurship program has given me creative business ideas | 3.49 | 0.58 | Agreed |
| 2. | The entrepreneurship program has made me to be innovative in business ideas | 2.63 | 0.75 | Agreed |
| 3. | With entrepreneurship education, I can come up with a good business plan | 3.48 | 0.64 | Agreed |
| 4. | The entrepreneurship program has enabled me to identify business strengths and weaknesses | 2.90 | 0.75 | Agreed |
| 5. | The entrepreneurship program prepared me to envision and chart a course for a new business venture | 3.52 | 0.55 | Agreed |

| | | | | |
|---|---|---|---|---|
| 6. | Entrepreneurship education encouraged me to be future-oriented | 2.72 | 0.96 | Agreed |
| 7. | The entrepreneurship program enabled me to have a preference for moderate risk | 3.28 | 0.86 | Agreed |
| 8 | The entrepreneurship program prepared me to tackle and solve problems easily | 3.32 | 0.90 | Agreed |
| 9. | Entrepreneurship education enabled me to turn problems into new opportunities | 3.45 | 0.63 | Agreed |
| 10. | The entrepreneurship program imbued me with the essence of creativity as a necessary condition for innovation | 3.39 | 0.62 | Agreed |
| **Weighted average** | | **3.22** | | **Agreed** |

According to the data in table 1, the respondents believed that the entrepreneurship program helped them come up with innovative ideas (mean = 3.49) and that it helped them envisage and plan the course for a new business venture (mean = 3.52). Furthermore, the respondents concurred that entrepreneurship education helped them create a strong business plan (mean = 3.48) and turn obstacles into opportunities (mean = 3.45). According to the respondents, the entrepreneurship program helped them understand the importance of creativity as a prerequisite for innovations (mean = 3.39), equipped them to handle and resolve difficulties with ease (mean = 3.32), and gave them the ability to prefer moderate risk (mean = 3.28). Additionally, respondents concurred that the entrepreneurship program had helped them recognise the strengths and shortcomings of their businesses (mean = 2.90) and had inspired them to focus on the future (mean = 2.72). The respondents (mean = 2.63) were equally in agreement that the entrepreneurship program had helped them become more creative in their business concepts. The standard deviations for each of the ten items range from 0.55 to 0.96. This means that the responses of the respondents were not widespread as they are close to their respective mean scores. Overall, the respondents agreed to all the item constructs in Table 1, which implied that entrepreneurship integration influenced polytechnic graduates' innovation and creativity in Kwara State. This was supported with a mean score of 3.22.

**Research Question 2**: What is the influence of the integration of entrepreneurship program on polytechnic graduates' business development in Kwara State?

**Table 2**

*Mean and standard deviation of responses on the influence of the integration of the entrepreneurship program on polytechnic graduates' business development*

| S/N | Item Statements | $\overline{X}$ | SD | Remark |
|---|---|---|---|---|
| 1. | The entrepreneurship program has given me the drive to continue in business | 3.40 | 0.49 | Agreed |
| 2. | The entrepreneurship program has helped me identify weaknesses that will affect the frontier of my business | 3.39 | 0.51 | Agreed |
| 3. | Entrepreneurship education has helped me to discover opportunities for business growth | 3.27 | 0.54 | Agreed |

| | | | | |
|---|---|---|---|---|
| 4. | The entrepreneurship program enabled me to identify the process of using available capital in any form for business endeavours | 3.44 | 0.77 | Agreed |
| 5. | Entrepreneurship education gave me the ability to set up a business enterprise, as different to being employed | 3.41 | 0.61 | Agreed |
| 6. | Entrepreneurship training enabled me to have confidence in personal success | 3.35 | 0.53 | Agreed |
| 7. | Entrepreneurship education encouraged me to believe in business success and achievement | 3.22 | 0.57 | Agreed |
| 8 | Entrepreneurship education served my establishment as a catalyst for economic growth and development. | 3.27 | 0.47 | Agreed |
| 9 | Entrepreneurship education has given me the ability to recognize and evaluate business opportunities | 3.62 | 0.51 | Agreed |
| 10 | Entrepreneurship education has enabled me to create a smooth transition from traditional to a modern style of business. | 3.06 | 0.94 | Agreed |
| **Weighted average** | | **3.34** | | **Agreed** |

The respondents agreed that entrepreneurship education has given them the drive to continue in business (mean = 3.62), and they agreed that entrepreneurship programs have helped them understand how to use available capital in any form for business endeavours (mean = 3.44), according to data in Table 2. The respondents also concurred that entrepreneurship education provided them with the motivation to stay in business (mean = 3.40) and the ability to launch a business as opposed to being employed (mean = 3.41).

The respondents agreed that entrepreneurship training has given them confidence in their achievement (mean = 3.35) and that the program has assisted them in identifying shortcomings that may impact the future of their business (mean = 3.39). In the same way that they felt that entrepreneurship education acted as a catalyst for economic growth and development, the respondents also agreed that it had assisted them in identifying business growth prospects (mean = 3.27). Respondents also concurred that entrepreneurship education helped them to smoothly shift from a traditional to a modern business model and inspired them to believe in business success and achievement (mean = 3.22). (average = 3.06). All 10 items in table 2 had standard deviation ranging from 0.49 to 0.94. This means that the responses of the respondents were not widespread as they are close to their respective mean scores.

Overall, the respondents agreed to all the item constructs in Table 2, which implied that entrepreneurship integration influenced polytechnic graduates' business development in Kwara State. This was supported with a mean score of 3.34.

**Discussion of Findings**

The study found that entrepreneurship integration positively influenced polytechnic graduates' innovation and creativity in Kwara State. This aligns with existing literature, which emphasize that structured entrepreneurship education fosters critical thinking, problem-solving, and opportunity recognition, which are key drivers of business innovation (Hisrich & Peters, 2002). A similar study by Oosterbeek et al. (2010) found that entrepreneurship training enhances

students' ability to generate novel business ideas, supporting the finding of the study that entrepreneurship education stimulates graduates' creativity in Kwara State. Additionally, the study established that entrepreneurship education contributes to business development among graduates. This is consistent with Nabi et al. (2017), who argued that exposure to entrepreneurial training increases graduates' confidence in launching and managing enterprises. In Kwara State, where unemployment remains a challenge, equipping polytechnic graduates with business skills improves their self-employment prospects and economic participation. This finding also resonates with Fayolle & Gailly (2015), who highlighted that entrepreneurship programs enhance practical business competencies, such as financial management and market analysis, which are crucial for business sustainability.

## Conclusion

This study established that integrating entrepreneurship programs into Kwara State polytechnic training, significantly enhances graduates' innovation, creativity, and business development. The findings align with global evidence that structured entrepreneurial education cultivates problem-solving skills, fosters adaptability, and equips graduates with practical competencies for business success. By bridging the gap between academia and real-world enterprise, these programs empower polytechnic graduates to contribute meaningfully to Kwara State's economic growth and reduce unemployment.

## Recommendations

Based on the findings, the following recommendations were made:

1. Students should be mandated to develop a viable business plan before graduation, as this would bring out their creative abilities in creating jobs for themselves in particular and the nation at large.
2. Collaboration with local businesses and industry experts can offer real-world insights, networking opportunities, and post-graduation support for the graduates.

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# SCHOOL-BASED MANAGEMENT COMMITTEE AND DELIVERY OF TRADE SUBJECTS IN PUBLIC SENIOR SECONDARY SCHOOLS IN ALIMOSHO EDUCATION ZONE

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## Abstract

*The research examined School-Based Management Committee and delivery of the trade subjects in Alimosho Education Zone of Lagos State. Two research questions and two hypotheses were answered and tested, respectively. The study adopted a descriptive survey design. Multi-stage sampling procedure was adopted for the study. Simple random sampling technique was adopted to select 13 public senior secondary schools in Alimosho Education Zone. Afterwards, purposive sampling technique was used to select 13 principals, 26 counsellors, 13 PTA secretaries and 52 trade subject teachers. Thus, a sample size of 104 respondents was used for the study. A researcher-constructed questionnaire was used for the study with reliability coefficient of 0.75. Data obtained were analysed using Analysis of Variance (ANOVA) at 0.05 level of significance. The results showed that there was no significant difference in the opinions of respondents on School-Based Management Committees in financial management and monitoring and evaluation in relation to the delivery of the trade subjects. Based on the findings, the study recommended thatoperationalization of financial management should be more opened in order to accommodate the participation of the SBMC in the provision of funds, ensuring accountability and the judicious use of available fund, and;External supervisory bodies and school administrators should synergise with the SBMC in ensuring a more effective monitoring and evaluation process of the delivery of the trade subjects.*

**Keywords**: School-Based Management Committees, Delivery of Trade subjects, Financial Management, Monitoring and evaluation and secondary school

## Introduction

In the Nigeria context, secondary school education revolves around two core aims, which are to prepare students for tertiary institution and preparing students for job specific role. However, it appears that the former outweighs the latter, and as a result of this, there is need to reiterate the stance of the National Policy on Education as regard educating for self-reliance which

resulted in the introduction of the senior secondary school curriculum in 2011. Therefore, the senior secondary school education is a part of the post basic vocational education, by extension, in order to remain consistent with the tenets of educating for self-reliance, the curriculum introduces 34 trade subjects. The idea behind the introduction of the trade subjects is to ensure that students upon graduation has hands-on skill that will enable them to become a functional member of the society. However, since the inception of this curriculum, specifically in the area of the trade subjects, concerns have been raised by educational stakeholders as touching the effective delivery of the trade subjects in school, thus, by many researchers assessment, it has failed to yield intended result (Adeyonu & Carim-Sanni, 2015; Amadi & Amakodi, 2019; Sara, Shehu, & Muhammah, 2020). This seems to result from the lack of physical resources, workspace and instructional materials. Also, it appears that proper preparation was not made in the area of human resource availability for teaching the thirty-four trade subjects in terms of quality and quantity. In addressing the issues that seem to bedevil the effective implementation of the trade subject and by extension the senior secondary school curriculum, many have called for the involvement of the community and other stakeholders on the platform of the School-Based Management Committee in playing complementary and participatory role in the effective delivery of trade subjects (Shantali, 2015; Agbo et al., 2017; Awoniyi & Oyebade, 2024).

In a bid to express government's interest in the trade subjects as an aspect entrepreneurship education, they made it mandatory and compulsory that every student take at least one trade subject and register it during the West African Examination Council (WAEC) examination. Ironically, despite this noteworthy mechanism to ensure the compliance from schools, it seems that the delivery of trade subjects has not been able to yield the desired result as it is evident that many senior secondary students upon graduation are not self-reliant neither do they have required job specific skills to become a functional member of the society. This seems to owe it to the fact that little was done in the provision of key resources such as specialised teachers' who have the required expertise to teach the trade subjects, financial resources and material resources such as workspaces and equipment that aid kinesthetic learning. These identified inadequacies appear to frustrate the actualisation of the goals of the programme towards ensuring that students are self-reliant, self-employed and could contribute to economic growth before university education. Consequent upon the foregoing, the researcher regard it crucial to examine the roles of School-Based Management Committee in the areas of financial management and monitoring and evaluation in ensuring the quality delivery of the trade subjects.

**Purpose of the Study**

The main purpose of the study was to examine the role of School-Based Management Committee in the delivery of the trade subjects in Alimosho Education Zone of Lagos State. The specific purposes are to:

1. examine the level of contribution of School-Based Management Committee in financial management for the delivery of the trade subjects in Public Senior Secondary Schools in Alimosho Education Zone of Lagos State.
2. examine the roles of School-Based Management Committee in monitoring and evaluation of the delivery of the trade subjects in Public Senior Secondary Schools in Alimosho Education Zone of Lagos State.

## Research Questions

The following research questions guided the study:

1. What is the level of contribution made by the School-Based Management Committee to financial management for the delivery of the trade subjects in Public Senior Secondary Schools in Alimosho Education Zone of Lagos State?
2. What are the roles of School-Based Management Committee in monitoring and evaluation of the delivery of the trade subjects in Public Senior Secondary Schools in Alimosho Education Zone of Lagos State?

## Research Hypotheses

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

**Ho1:** There is no significant difference in the mean ratings of principals, PTA secretaries, trade subjects teachers and counsellors on the level of contribution made by SBMC in the provision of finance for the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone of Lagos State.

**Ho2:** There is no significant difference in the mean ratings of principals, PTA secretaries, trade subjects teachers and counsellors on the roles of SBMC in monitoring the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone of Lagos State.

## Review of Literature

School-Based Management Committee from its' inception in 2006 has made substantial contribution in providing financial support, instruction facilities, School discipline, Provision of personnel, secure of school properties, maintenance of physical facilities, control and supervision of school programme and activities, strengthening school-community relationship sensitisation and awareness on school objectives and oversight function to ensure school accountability. Many have argued that the SBMC has become indispensable in the management of the school because of the incapability of government and principals to exclusively manage the school (Ayeni & Ibukun 2013; Ige, 2020 ). As such, one could say that school programmes and education goals can be achieved effectively if all hands are on deck. In relations to the delivery of the trade subjects, Shantali (2015) proposed that, School-Based Management Committee (SBMC) should serve as a collaborating link between school and the local community for community supports in ensuring the effective delivery of the trade subjects in schools.

The School-Based Management Committee is a system that best describe the inclusive and decentralized school governance and management framework. It connotes the decentralisation of authority and governance of the school to certain stakeholders outside the hitherto management make up which composed of the principal and government. Bashir etal (2020) argued that School-Based Management Committees (SBMCs) is an initiative developed to serve as a mechanism that offers a window of opportunity for a synergic relationship between communities and schools to work together in order to improve school governance, and promote

improved management by education authorities, towards the achievement of improved educational results for pupils in elementary schools. By enhancing school administration and guaranteeing community involvement, SBMC aims to improve academic performance and learning outcomes for all students, including high school performance (Ifeyinwa & Ifunaya, 2021). As an offshoot of the School-based management, the SBMC is empowered statutorily to play complimentary role at the seat of administrative power and authority of the school, to this effect, they engage in school development plan, collaborative decision-making and the overall policy process purposefully for enriching school governance and delivery of education services to a greater end of the realization of educational objectives (Ayeni & Bamire, 2022). For the sake of this study, their involvements was narrowed down to two areas that include financial management and monitoring and evaluation in relation to the delivery of trade subjects.

**Delivery of Trade Subjects Component of the Senior Secondary School Curriculum**

At the basics, describing the delivery of trade subject could imply the compliance of a school to government directive on ensuring that trade subjects are taught in every secondary school. However, in the light of ensuring that the delivery is qualitative, we must go beyond a mere paperwork rhetoric of the mandatory teaching of trade subjects in schools to the effective implementation of the programme to the end that students upon graduation from the secondary school are able to create business ventures of their own as well as ready for the world of work. In light of the latter, adequate provision of resources such as finance, human resources with expertise in choice of trade subjects offered in the school and material resources such as workspaces and equipment cannot be downplayed.

The guideline for the implementation of the curriculum, schools are expected to carry out situational analysis and strategically select trade subjects depending on a number of factors, including the school's style and nature, the availability of human resources and infrastructure, the interest of the community and students, the accessibility of local resources, and sociocultural preferences (Nigerian Educational Research and Development Council, 2008). Consequently, the extent to which a school comply with the above could serve as basis for the measuring quality delivery of the trade subjects in a school. Drawing inferences from the above, the following parameters cannot be downplayed in measuring the quality delivery of trade subjects, they include, adequacy of specialized personnel who are expert in the choice of trade subject offered in the school, provision of finance, monitoring and evaluation, instructional strategies that boarders on practical demonstration more than the over-reliance on rote learning, provision of workspaces, provision of textbooks and workbooks and the proper planning of the programme into school time tabling system, such that there is sufficient time to properly teach the trade subject.

**School-Based Management Committee Financial Management Contribution to the Delivery of Trade Subjects**

Financial management can be seen as having a number of stages: planning the use of funds; accessing bank accounts; holding the cash; spending the money; recording the transactions; and reporting the accounts (Lagos State Government, 2010). Financial management encompasses the provision of fund for a particular programme and the judicious utilisation of

the available fund. The issue of finance is not peculiar to the entrepreneurship education programme rather it is a thorn in the flesh of almost every educational level and almost all the different educational programme. Finance is not only a driver for the implementation of the trade subjects component but also a driver for the provision of qualitative education across all levels of education. Lack of adequate finance for education reflects so much in the amount voted to education in our yearly budgetary allocation, this among other factors constitutes a significant impediment to the achievement of educational objectives in Nigeria.

In relation to the delivery of trade subject, Nwekeaku's as cited in Oliobi( 2017) found out that since the government institutionalised the compulsory teaching of entrepreneurship studies, no specific funds have been allocated for the implementation of this regulation. Consequent upon this, the community and other stakeholders have been encouraged to make financial management contributions to the development of the secondary school system through the School-Based Management Committee especially employing their fund raising strategy (Bashir et al. 2020; Ifunanya & Ifeyinwa, 2021) and also providing oversight function to ensure the judicious and prudent use of funds on identified pressing need of the school and as well as accountability (Eboatu et al 2018; Onele, 2018; Eziamaka, Onuora & Omenyi, 2021). According to the National School-Based Management Policy, "SBMCs can render assistance in the area of mobilisation of funds using a variety of strategies including but not limited to: (i) organising fund-raising activities; (ii) launching appeals for funds; (iii) partnering with philanthropic/charitable organisations and religious bodies, (iii) engaging in advocacy visits (Federal Ministry of Education (FME), 2015).

In relation to the delivery of trade subject, the fund so raised could be expended on the purchase of physical resources and in servicing instructor's wages for the trade subjects in the secondary schools. It was found by Awoniyi and Oyebade (2024), that motivational packages provided by SBMC helped to attract more local community artisans to volunteer as trade subject teachers. These motivational packages were a product of the SBMC personal contribution or money from fund raising event as organised by them.

**School-Based Management Committee Involvement in Monitoring and Evaluation for the Delivery of Trade Subjects**

Monitoring and evaluation is aimed at ensuring that every activity, task and processes are in accordance with the pre-planned objective. There is a need for proper supervision and monitoring of the implementation of the trade subjects component of the curriculum in the various schools by the School-Based Management Committee. The SBMC is involved in monitoring and evaluation of the activities of the school as it covers student academic performance, finance, teachers' recruitment and the evaluation of school development plans; they do this to ensure that what is pre-planned is achieved with zero or minimum deviations. According to Orji, Mando and Nzewi (2021) monitoring means checkmating and providing oversight function over ongoing activities to ensure that all that is done follows due process as specified in the approved proposal. Evaluation on the other hand means assessing and matching the outcome or result of a particular programme against expected and intended result. Although, monitoring and evaluation are complimentary, although monitoring comes into play during the process while evaluation happens after the completion of a programme, evaluation is aimed at identifying the gap between expected result and actual result.

However, both are aimed at ensuring that quality and standard is achieved, maintained and sustained as well as provide information either in form of advice or recommendations haven identified obstacles hindering the effective implementation of the programme. Scholars have also pointed out that, inadequate monitoring and evaluation is a major obstacle and challenge militating against the successful implementation of the trade subjects curricula (Okaforcha et al., 2019; Alade & Olanrele, 2020). This is in tandem with the report of Adeyonu and Carim-Sanni (2015), who claim that most schools are not following the guidelines provided by the NERDC for the implementation of the trade subjects curricula. The School-Based Management Committee by the provision of the various School-Based Management Committee guidebook of the different States in Nigeria are involved in monitoring and evaluation of the school activities (Lagos State Government; 2010; FME, 2015).

Furthermore, Ayeni (2012) postulated that they are statutorily saddled with the responsibility of monitoring, assessing and evaluating the overall school activities as it covers student performance, teachers' recruitment and performance, physical infrastructures, instructional equipment, school development plan, finance and capacity building with the aim of giving constructive advice to the school. In relation to delivery of trade subject in secondary school, they will be required to monitor if the programme is been carried out in the various schools, supervise how often it is conducted and how well the porgramme is implemented in the schools in accordance with the recommendations provided by the NERDC.

## Methodology

The descriptive research design of the survey type was used for the study. The population of the study comprised 25 Principals, 50 Counsellors, 26 Parent-Teachers' Association (PTA) Secretaries and all trade subject teachers of the existing 25 public senior secondary schools in Alimosho Education Zone of Lagos State. Multi-stage sampling procedure was adopted for the study. Simple random sampling technique was adopted to select 13 public senior secondary schools, which represented 50% of the existing 25 public senior secondary schools in Alimosho Education Zone. Afterwards, purposive sampling technique was used to select 52 key members of the school management made up of 13 principals, 26 counsellors, 13 PTA secretaries. In addition, 52 trade subject teachers were purposively sampled due to their specialized expertise and experience in teaching trade subjects. Thus, a sample size of 104 respondents was used for the study.

The researchers constructed an instrument tagged "School-Based Management Committee and Delivery of Trade Subjects Questionnaire (SBMCIDTSQ)" for data collection. The instrument was a modified Likert type with four-point rating scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by lecturers in educational administration and test and measurement. The scores of the two responses were correlated using Pearson Product Moment Correlation (PPMC) and reliability coefficient of 0.75 was obtained which affirmed that the instrument was reliable and suitable for the study. Data obtained were analysed using Analysis of Variance (ANOVA) for hypotheses testing at 0.05 level of significance. The criterion mean value of 2.50 was set.

## Results

**Research Question One:** What is the level of contribution made by the School-Based Management Committee to financial management for the delivery of trade subjects in public senior secondary schools in Alimosho Education Zone?

**Table 1**

*Level of Contribution Made by the SBMC in Financial Management for the Delivery of Trade Subjects*

| S/N | Items | Mean | S.D. | Remark |
|---|---|---|---|---|
| 1 | SMBC fund has tremendously complemented government funds for the delivery of the trade subjects | 2.51 | 0.78 | Significant |
| 2 | SBMC's involvement in fund raising events helps to attract more donor, thus, sufficient fund for the delivery of the trade subjects | 3.05 | 0.76 | Significant |
| 3 | The funds provided by the SBMC to augment teachers' salaries have helped to enhance other teachers' interest in acquiring entrepreneurial skills | 2.06 | 0.93 | Insignificant |
| 4 | The funds provided by SBMC for training and re-training of teachers enable teachers to acquire more relevant skills pertaining to the trade subjects | 2.46 | 0.74 | Insignificant |
| 5 | SBMC's involvement has helped in ensuring financial accountability and observance of due process by the school in execution of trade subjects-related projects | 2.63 | 0.79 | Significant |
| | **Grand mean** | **2.54** | **0.54** | **Significant** |

As indicated in Table 1, the respondents disagreed with items 3 and 4 with mean ratings of 2.06 and 2.46 less than the criterion mean of 2.50. This implies that SBMC funds used augment teachers' salaries has not helped to enhance other teachers interest in acquiring entrepreneurial skills and the funds provided by the SBMC for training and re-training of teachers have not enabled teachers to acquire more relevant skills pertaining to the trade subjects. However, items 1, 2, and 5 with mean ratings of 2.51, 3.05 and 2.64 above the criterion mean of 2.50 implies that SBMC funds tremendously complements government funds earmarked for the delivery of trade subjects, SBMC's involvement in fundraising events helps to attract more donor and SBMC's involvement has helped in ensuring financial accountability and observance of due process by the school in the execution of trade subjects-related projects. In addition, as indicted in the table, the grand mean of 2.054 which is greater than the criterion mean value of 2.50 shows that the contribution made by the SBMC in financial management for the delivery of trade subjects was fairly significant.

**Research Question Two:** What are the roles of School-Based Management Committee in monitoring and evaluation of the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone?

**Table 2**

*Roles of SBMC in Motoring and Evaluation of the Delivery of Trade Subjects*

| S/N | Items | Mean | S.D. | Remark |
|---|---|---|---|---|
| 6 | SBMC's involvement in monitoring and evaluation has helped to improve the quality of instructional delivery of trade subjects | 3.06 | 0.75 | Significant |
| 7 | SBMC's oversight function has engendered compliance of schools to the NERDC recommendations as regards trade subjects | 3.05 | 0.64 | Significant |
| 8 | The feedback provided by the SBMC after classroom observation has helped to improve the performance of artisans and teachers of trade subjects offered in the school | 3.06 | 0.75 | Significant |
| 9 | SBMC's involvement in the delivery of the trade subjects has ensured that competent personnel teach trade subjects, thus, promoting the use of practical and activity-based method in instructional delivery | 2.98 | 0.69 | Significant |
| 10 | SBMC helps in ensuring observance of due process in the delivery of the trade subjects | 2.97 | 0.63 | Significant |
| | **Grand mean** | **3.02** | **0.51** | **Significant** |

As illustrated in Table 2, the grand mean of 3.02 which is greater than the criterion mean value of 2.50 shows that the roles of the SBMC in the activities of monitoring and evaluation of the delivery trade subjects was significant. Extensively, this implies that, this implies that SBMC's involvement in monitoring and evaluation has helped to improve the quality of instructional delivery, SBMC's oversight function engenders compliance of schools to the NERDC recommendations, feedback provided by the SBMC after classroom observation has helped to improve the performance of artisans and teachers of trade subjects, SBMC's involvement has ensured that competent personnel teaches the trade subjects, thus promoting the use of practicals and activity-based method in instructional delivery, and SBMC helps in ensuring observance of due process in the delivery of the trade subjects.

**Testing of Hypotheses**

**Hypothesis One:** There is no significant difference in the mean ratings of respondents on SBMC involvements in financial management for the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone of Lagos State.

**Table 3**
*Summary of one-way Analysis of Variance (ANOVA) of the Mean Ratings of Respondents on the SBMC involvements in Financial Management for the Delivery of Trade Subjects*

| Status | Sum of squares | DF | Mean of squares | F-cal | F-critical | P-value | Remark |
|---|---|---|---|---|---|---|---|
| Between groups | 0.285 | 3 | 0.095 | 0.315 | 2.68 | 0.814 | Ho1: retained |
| Within groups | 30.168 | 100 | 0.302 | | | | |
| **Total** | **30.454** | **103** | | | | | |

As shown in Table 3, the probability value is 0.814, which is higher than the alpha value of 0.05 set for this study. In other words, the calculated F-cal value (0.315) is less than the f-critical value (2.68), while the calculated P-value of 0.814 is greater than the 0.05 level of significance, this indicates that the null hypothesis (HO1) was retained. This implies that there was no significant difference in the opinions of principals, PTA Secretaries, trade subjects teachers and counsellors in respect of School-Based Management Committee involvement in financial management for the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone of Lagos State. Furthermore, this implies that the SBMC contributes to the delivery of the trade subjects in the area of financial management.

**Hypothesis Two:** There is no significant difference in the mean ratings of respondents on the roles of SBMC in monitoring and evaluating the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone of Lagos State.

**Table 4**
*Summary of one-way Analysis of Variance (ANOVA) of Mean Ratings of Respondents on the Roles of SBMC in Monitoring the Delivery of the Trade Subjects*

| Status | Sum of squares | DF | Mean of squares | F-cal | F-critical | P-value | Remark |
|---|---|---|---|---|---|---|---|
| Between groups | 1.146 | 3 | 0.382 | 1.488 | 2.68 | 0.222 | Ho2 is retained |
| Within groups | 25.678 | 100 | 0.257 | | | | |
| **Total** | **26.825** | **103** | | | | | |

As shown in Table 4, the probability value is 0.222, which is higher than the alpha value of 0.05 set for this study. In other words, the calculated F-value (1.488) is less than the f-critical value (2.68), while the calculated P-value of 0.222 is greater than the 0.05 level of significance, this indicates that the null hypothesis (HO2) was retained. This implies that there was no significant difference in the opinions of principals, PTA Secretaries, trade subjects teachers and counsellors in respect of the roles of School-Based Management Committee in monitoring

the delivery of the trade subjects in public senior secondary schools in Alimosho Education Zone of Lagos State. In addition, this implies that the SBMC makes significant contribution to the delivery of trade subjects in the area of monitoring and evaluation.

## Discussion of Findings

The findings of the study showed that the School-Based Management Committee involvement in financial management for the delivery of trade subjects was fairly significant. However, as indicated in Table 1, items 3 and 4 with mean values less than the criterion mean of 2.50 showed that the SBMC involvement in financial management was fairly significant. In corroboration, Bashir et al., (2020) made a deduction from the study of Suleiman and Bawa (2022) that the funds provided by SBMCs are inadequate to provide capital projects such as libraries, laboratories and other capital intensive infrastructure in the schools. Khadijat, etal (2017); Bashir et al., (2020); Further claimed that the fund realised through the School-Based Management Committee is majorly expended on recurrent expenditure. Ayeni and Ibukun (2013) also pointed out the lack of technical know-how on financial management more precisely budgeting continue to remain a stumbling block in the effective participation of School-Based Management Committee in school financial management.

Although, the corresponding research hypothesis illustrated that was no significant difference in the opinions of respondents on the SBMC involvement in financial management for the delivery of trade subjects. This implies that the SBMC contributes to the delivery of the trade subjects in the area of financial management. This is supported by the study of Eboatu *et al.,* (2018), they found out that SBMC properly managed financial resources. However, this study specifically provided empirical fact as touching SBMC financial management in relations to the delivery of trade subjects.

The study also showed that that the roles of the SBMC in the activities of monitoring and evaluation of the delivery trade subjects was significant. The corresponding research hypothesis also showed that there was no significant difference in the opinions of principals, PTA Secretaries, trade subjects teachers and counsellors in respect of the roles of School-Based Management Committee in monitoring the delivery of the trade subjects component of the senior secondary school curriculum. This implies that the SBMC makes significant contribution to the delivery of trade subjects in the area of monitoring and evaluation.

## Conclusion

The study found out that the SBMC plays significant role in the activity of financial management in relation to the delivery of trade subjects. Consequently, there is the need for schools to synergise with the community through the SBMC in playing complimentary and participatory role in the provision of financial resources for the delivery of trade subjects. Similarly, based on this finding, it is important to stress that the involvement of the SBMC is indispensable in augmenting the low budgetary allocation to education in Nigeria. Specifically, in relation to the delivery of trade subjects, SBMC members in collaboration with parents could make personal financial contributions for students to have access to specialised equipment and materials that are needed for pragmatic learning. In addition, the study also found out that the

SBMC plays significant role in the activities of monitoring and evaluation as it relates to the delivery of trade subjects. In light of this, it is important to stress two facts, firstly, the SBMC members are closer to the school than the government, as such they serve as a closer external supervisory team on behalf of the government.

Secondly, the SBMC is made of members who have a stake in the school as such they naturally owe the school their complimentary participation in monitoring and evaluation to engender quality and standard delivery of trade subjects. For instance, since the aim of the trade subjects is to equip students with entrepreneurship skills that propels then to be functional in the society, in other words, solve the problems of the community. Bearing this in mind, it is expected of the SBMC to make it a sense of duty to ensure that schools religiously follow through with the NERDC implementation guidelines for the trade subjects.

## Recommendations

Based on the findings, followings the recommendations were made:

1. The operationalization of financial management should be more open and flexible in order to accommodate the participation of the SBMC in the provision of funds, ensuring accountability and the judicious use of available funds.
2. External supervisory bodies and school administrators should synergize with the SBMC in ensuring a more effective monitoring and evaluation process of the trade subjects component of the curriculum.
3. The use of examination as a major method of evaluating students should be complemented with exhibitions, practical demonstrations and field works.

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# DIGITAL WORKLOAD, TEACHER BURNOUT, AND RETENTION STRATEGIES IN PUBLIC SECONDARY SCHOOLS, KAJOLA LOCAL GOVERNMENT, OYO STATE, NIGERIA

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***Abstract***
*Secondary school teachers in Kajola Local Government Area of Oyo State are increasingly burdened by digital workload, leading to emotional exhaustion, stress, and reduced job satisfaction. However, limited empirical research has explored how Human Resource Management (HRM) strategies can mitigate burnout and improve teacher retention. This study examined the relationship between digital workload and teacher burnout, assessed the effect of burnout on retention, and evaluated the effectiveness of HRM strategies in enhancing teacher well-being. A descriptive survey design was adopted. The study population comprised 1,250 teachers across 16 public secondary schools, from which 250 (120 males, 130 females) were selected using stratified random sampling. Data were collected using a structured questionnaire tagged "Digital Workload, Teacher Burnout, and Retention Strategies Questionnaire" (DWTBRSQ) validated by experts and yielding high reliability ($\alpha = 0.80–0.87$). Pearson's correlation, regression analysis, and ANOVA were used for data analysis. Findings revealed a significant positive relationship between digital workload and teacher burnout, with emotional exhaustion, depersonalization, and reduced accomplishment as major symptoms. Burnout negatively predicted teacher retention, while HRM strategies including mentorship, workload reduction, and professional development were found effective in reducing stress and enhancing retention. Although gender-based differences were minimal, female teachers reported slightly higher workload concerns. The study concludes that addressing digital workload and institutionalizing HRM interventions are critical for improving teacher retention and well-being. It recommended workload balancing, digital literacy training, and psychological support programs to enhance teacher job satisfaction and sustainability in the education sector.*

***Keywords:*** Digital workload, Teacher burnout, Retention strategies, Human resource management, Secondary school teachers.

## Introduction

The increasing integration of digital tools in education has significantly transformed teaching and administrative processes, creating both opportunities and challenges for educators. While these technologies enhance instructional delivery and administrative efficiency, they also contribute to an increased digital workload. Teachers now spend extended hours preparing digital lesson plans, grading assignments online, and responding to work-related emails beyond official hours. Consequently, this digital overload has been linked to stress, burnout, and high attrition rates among teachers (Adeyemo, 2021).

In Kajola Local Government of Oyo State, secondary school teachers face mounting pressure due to these digital demands, which affects their well-being and job satisfaction. Studies suggest that prolonged exposure to digital workload often leads to burnout, a condition characterized by emotional exhaustion, depersonalization, and diminished professional efficacy (Maslach & Leiter, 2017). Obi and Yusuf (2022) further highlight that although digitalization enhances instructional efficiency, it requires continuous adaptation, which significantly impacts teacher morale and performance.

In Nigeria, secondary school teachers are expected to manage substantial digital responsibilities, often without adequate institutional support or training (Adeyemi & Nwachukwu, 2020). This situation contributes to increased job dissatisfaction, lower engagement levels, and higher teacher turnover rates. Research by Okonkwo and Balogun (2022) revealed that burnout negatively affects teachers' commitment, prompting many to consider alternative careers. Moreover, Aina and Bello (2021) found that schools with weak Human Resource Management (HRM) interventions struggle with teacher retention, leading to a decline in educational quality and student performance.

Despite the growing concerns surrounding digital workload and burnout, there is limited empirical research on effective HRM strategies that can alleviate these challenges, particularly in rural areas like Kajola Local Government. Therefore, the study aimed to bridge the gap by investigating the interplay between digital workload, teacher burnout, and human resource management strategies, providing evidence-based recommendations for fostering teacher well-being and retention in public secondary schools.

## Statement of the problem

The growing integration of digital tools into teaching has reshaped educational practices, but it has also intensified teachers' workload, often without adequate institutional support. In public secondary schools within Kajola Local Government, Oyo State, many teachers face emotional exhaustion, depersonalization, and reduced job satisfaction linked to digital demands. While studies have explored digital workload and burnout independently, there is limited empirical evidence examining how Human Resource Management (HRM) strategies can mitigate burnout and improve retention, particularly in rural or under-resourced settings. Most existing literature overlooks the interplay between digital workload, burnout, and strategic HRM interventions. This gap leaves school administrators and policymakers without practical, evidence-based solutions to support teachers in digitally demanding environments. Addressing this issue is critical for sustaining teacher well-being and reducing attrition. Therefore, this

study investigates the relationship between digital workload and teacher burnout, explores how burnout affects retention, and evaluates the effectiveness of HRM strategies in enhancing teacher sustainability in public secondary schools.

**Research Purposes**

The study investigated Digital Workload, Teacher Burnout and Retention Strategies in Public Secondary Schools, Kajola Local Government, Oyo State, Nigeria. Specifically the study:

1. Analyzed the impact of digital workload on teacher burnout in secondary schools within Kajola Local Government.
2. Investigated the relationship between teacher burnout and retention rates.
3. Evaluated the effectiveness of Human Resource Management (HRM) strategies in mitigating burnout and improving teacher retention.
4. Suggested evidence-based solutions to manage digital workload and enhance teacher well-being.

**Research Questions**

1. What is the relationship between digital workload and teacher burnout in public secondary schools in Kajola Local Government, Oyo State?
2. How does teacher burnout affect retention among secondary school teachers in the study area?
3. How effective are Human Resource Management (HRM) strategies in reducing burnout and enhancing teacher retention?
4. Are there significant gender-based differences in teacher burnout and retention intention in Kajola public secondary schools?

**Research Hypotheses**

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

**$Ho_1$:** There is no significant relationship between digital workload and teacher burnout in public secondary schools in Kajola Local Government.

**$Ho_2$:** Teacher burnout does not significantly affect retention among secondary school teachers in Kajola Local Government.

**$Ho_3$:** Human Resource Management (HRM) strategies do not significantly mitigate teacher burnout and improve retention in public secondary schools in the study area.

**$Ho_4$:** There is no significant difference in burnout and retention intention between male and female teachers in Kajola Local Government.

## Literature Review

This section explores relevant literature on digital workload, teacher burnout, retention, and the strategic role of Human Resource Management (HRM) in educational settings. It presents an overview of how digital demands influence teacher stress and emotional exhaustion, and how these conditions impact teacher retention. The review also evaluates empirical evidence on the effectiveness of HRM strategies in reducing burnout and improving staff sustainability. Emphasis is placed on studies conducted within Nigerian secondary schools and comparable global contexts to highlight both the universality and uniqueness of the challenges faced. By synthesizing these perspectives, this review provides a foundation for understanding the theoretical and practical significance of addressing teacher burnout through targeted HRM interventions.

### Digital workload and teacher burnout

Digital workload refers to technology-driven teaching responsibilities that extend beyond traditional work hours, including digital lesson planning, online grading, and administrative reporting. Adeyemo (2021) describes it as a growing source of stress among educators. Obi and Yusuf (2022) highlight that ICT integration increases teacher workload due to constant adaptation to new tools and platforms. Kazeem and Jimoh (2023) argue that digital workload places emotional and psychological strain on teachers, especially in environments lacking adequate support.

Studies consistently show that teachers with excessive digital tasks experience high stress levels, emotional exhaustion, and reduced job satisfaction. These symptoms align with Maslach and Leiter's (2017) framework of burnout, which includes emotional exhaustion, depersonalization, and diminished personal accomplishment. Gender-based studies, such as those by Ajayi and Ojo (2022), find that female teachers often report higher stress due to dual responsibilities at home and school, suggesting a need for gender-sensitive workload management.

The findings of Beneito, Añón-Higón, and Rocha (2022) report that 75% of teachers in Spain feel overwhelmed by digital demands. Ekanem and Oladele (2021) find that Nigerian teachers without institutional support are twice as likely to experience burnout. Similarly, Osei and Boateng (2020) conclude that excessive reliance on technology reduces job satisfaction among Ghanaian teachers.

### Burnout and its implications for teachers

Burnout represents a state of prolonged emotional, mental, and physical exhaustion resulting from chronic job-related stress. Maslach and Leiter (2017) define it through three key dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. In the teaching profession, burnout manifests as disengagement, low motivation, and decreased professional efficacy. Adeyemi and Nwachukwu (2020) explain that this condition leads to teacher fatigue and detachment from instructional responsibilities.

Research consistently links teacher burnout to higher attrition rates. Kim and Asbury (2021) report that 80% of UK teachers experience severe emotional exhaustion during the COVID-19 pandemic due to the pressures of online teaching. Okonkwo and Balogun (2022) find that Nigerian teachers with high digital workload and low digital literacy are more susceptible to burnout. Similarly, Garcia and Weiss (2020) reveal that burnout is a major factor behind teacher turnover in the United States, where 43% of educators leave the profession within five years.

The long-term effects of burnout include reduced instructional quality, decreased student engagement, and deteriorating school morale. Burnout not only affects individual teachers but also undermines overall educational outcomes. When left unaddressed, it creates a cycle of stress, dissatisfaction, and turnover, placing further pressure on remaining staff and disrupting school continuity.

**Teacher retention and human resource management (HRM) strategies**

Teacher retention refers to the ability of a school system to sustain a stable teaching workforce over time. Ingersoll and Strong (2018) identify job satisfaction, career development opportunities, and supportive working conditions as key factors influencing teacher retention. Ibrahim and Afolabi (2022) emphasize that workload balance, fair compensation, and a positive school climate play vital roles in keeping teachers in the profession.

Recent studies highlight the effectiveness of Human Resource Management (HRM) strategies in improving teacher retention. Kraft, Marinell, and Yee (2020) show that mentorship and workload management programs increase retention rates by 32% in the United States. Aina and Bello (2021) find that Nigerian public school teachers facing digital overload are more likely to consider leaving the profession, especially when HRM interventions are weak or absent. Johnson, Kraft, and Papay (2019) also note that schools with structured HRM systems retain significantly more teachers.

HRM strategies typically include induction programs, continuous professional development, wellness initiatives, and fair workload policies. Armstrong (2020) argues that effective HRM practices enhance job satisfaction and reduce occupational stress. Darling-Hammond and Hyler (2020) support this by showing that mentorship and supportive leadership reduce burnout by 45%. In the Nigerian context, Adediran and Salami (2021) report that teacher incentives, flexible schedules, and workload sharing significantly improve retention.

**Methodology**

This study adopted a descriptive survey research design, which allowed for systematic data collection and analysis to examine the relationships between digital workload, teacher burnout, and retention strategies. The targeted population comprised of all 1,250 secondary school teachers in the 16 public secondary schools in Kajola Local Government, Oyo State. However, to enhance response rate and ensure robust data analysis, the final sample size was adjusted to 250 teachers. The sample was stratified by gender to allow for gender-based analysis: Male teachers: 120 (48%) and Female teachers: 130 (52%). A stratified random sampling technique was employed to ensure fair representation across different school types (urban, semi-urban,

and rural). The sampling process involved: categorizing schools by location, randomly selecting teachers from each category and, ensuring gender balance in the final selection.

A structured questionnaire titled "Digital Workload, Teacher Burnout, and Retention Strategies Questionnaire" (DWTBRSQ) was developed to measure: Digital workload (use of ICT in lesson planning, grading, and administrative tasks), teacher burnout (emotional exhaustion, depersonalization, and job dissatisfaction), teacher retention (intent to stay in the profession, job satisfaction, and commitment) and, HRM strategies (mentorship, workload reduction policies, professional development opportunities). The questionnaire utilized a 4-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree) to encourage clear responses and minimize response bias.

The validity of the instrument was established through content and face validation by three senior lecturers from the Department of Educational Management, University of Ilorin. Their feedback led to: rewording ambiguous items for clarity, ensuring alignment with study objectives and, adjusting some Likert-scale items for better construct measurement.

For reliability, a pilot study was conducted with 30 secondary school teachers outside Kajola LGA. Using Cronbach's Alpha, the reliability coefficients were: Digital Workload Scale: 0.82, burnout Scale: 0.85, Retention Scale: 0.80 and, HRM Strategies Scale: 0.87. Since all values exceeded the 0.7 threshold (Nunnally, 1978), the instrument was deemed highly reliable.

The collected data were analyzed using SPSS (Statistical Package for the Social Sciences) version 27, employing the following techniques: Descriptive Statistics (Mean, Standard Deviation, Percentages) used to summarize demographic characteristics and general response patterns, Pearson's Correlation Analysis was employed to determine the strength and direction of relationships between digital workload and burnout, regression Analysis was used to predict the impact of burnout on teacher retention, Independent Sample t-Test was applied to examine gender-based differences in burnout and retention while ANOVA (Analysis of Variance) was used to compare burnout levels across different school locations (urban, semi-urban, rural).

## Results and Discussion of Findings

### Demographic Profile of Respondents

A total of 250 secondary school teachers from Kajola Local Government participated in the study. Their demographic characteristics are summarized in Table 1.

**Table 1**

*Demographic characteristics of Respondents*

| Variable | Category | Frequency | Percentage (%) |
|---|---|---|---|
| Gender | Male | 120 | 48.0 |
| | Female | 130 | 52.0 |
| Teaching Experience | Less than 5 years | 45 | 18.0 |
| | 5-10 years | 90 | 36.0 |
| | Above 10 years | 115 | 46.0 |
| School Location | Urban | 85 | 34.0 |
| | Semi-Urban | 85 | 34.0 |
| | Rural | 80 | 32.0 |

The data from table 1 reveal a balanced gender distribution and varying levels of teaching experience, ensuring diverse perspectives on digital workload, burnout, and retention.

**Descriptive analysis of key variables**

Table 2 presents the mean and standard deviation (SD) of the key variables measured using the 4-point Likert scale.

**Table 2**

*Mean and Standard Deviation of Variables*

| Variable | Mean (M) | Standard Deviation (SD) | Interpretation |
|---|---|---|---|
| Digital Workload | 3.45 | 0.76 | High |
| Teacher Burnout | 3.32 | 0.80 | High |
| Retention Intention | 2.61 | 0.88 | Low |
| HRM Strategies Effectiveness | 2.98 | 0.74 | Moderate |

Findings from Table 2 indicate that teachers experience a high level of digital workload (M = 3.45, SD = 0.76), suggesting that digital demands are significantly taxing. Similarly, burnout is also high (M = 3.32, SD = 0.80), indicating a strong psychological and emotional toll. Retention intention is notably low (M = 2.61, SD = 0.88), suggesting that many teachers are uncertain or unwilling to remain in the profession. HRM are rated moderately effective (M = 2.98, SD = 0.74), indicating room for policy and administrative improvement in supporting teacher well-being.

**Hypothesis Testing**

**$Ho_1$:** There is no significant relationship between digital workload and teacher burnout in public secondary schools in Kajola Local Government.

**Table 3**

*Pearson's Correlation Analysis for Digital Workload and Teacher Burnout*

| Variables | r-value | p-value | Decision |
|---|---|---|---|
| Digital Workload and Teacher Burnout | 0.72 | < 0.01 | Significant |

The results from table 3 reveal a high, positive correlation between digital workload and teacher burnout ($r = 0.72$, $p < 0.01$), indicating that increased digital responsibilities significantly contribute to emotional exhaustion, depersonalization, and reduced professional fulfillment.

**$Ho_2$:** Teacher burnout does not significantly affect retention among secondary school teachers in Kajola Local Government.

**Table 4**

*Regression Analysis for Teacher Burnout and Retention Intention*

| Predictor | β (Beta Coefficient) | t-value | p-value | $R^2$ | Decision |
|---|---|---|---|---|---|
| Teacher Burnout and Retention Intention | -0.65 | -8.24 | < 0.01 | 0.42 | Significant |

In table 4 above, regression analysis demonstrates that burnout significantly predicts retention intention ($\beta = -0.65$, $p < 0.01$), accounting for 42% of the variance. This means that teachers experiencing higher burnout levels are less likely to remain in the profession.

**$Ho_3$:** Human Resource Management (HRM) strategies do not significantly mitigate teacher burnout and improve retention in public secondary schools in the study area.

**Table 5:** ANOVA - Effect of HRM Strategies on Teacher Burnout Levels

| Source | Sum of Squares | df | Mean Square | F-value | p-value | Decision |
|---|---|---|---|---|---|---|
| Between Groups | 5.78 | 2 | 2.89 | 4.21 | < 0.05 | Significant |
| Within Groups | 98.32 | 247 | 0.40 | | | |
| **Total** | **104.10** | **249** | | | | |

ANOVA results from table 5 reveal significant differences in burnout levels among teachers exposed to various HRM strategies ($F = 4.21$, $p < 0.05$). This implies that the schools with

mentorship programs, workload reduction policies, and professional development opportunities recorded lower burnout levels and higher retention rates.

**$H_{O4}$:** There is no significant difference in burnout and retention intention between male and female teachers in Kajola Local Government.

**Table 6**
*Independent t-test – Gender Difference in Burnout and Retention Intention of the teachers*

| Variable | Gender | Mean | SD | t-value | df | p-value | Decision |
|---|---|---|---|---|---|---|---|
| Teacher | Male | 3.30 | 0.78 | | | | Not |
| Burnout | | | | 0.45 | | 0.65 | Significant |
| | Female | 3.34 | 0.82 | | 248 | | |
| Retention | Male | 2.63 | 0.86 | | | | Not |
| intention | | | | 0.35 | | 0.73 | Significant |
| | Female | 2.59 | 0.90 | | | | |

Independent t-test results from table 6 show no statistically significant gender-based differences in teacher burnout ($t = -0.45$, $p = 0.65$) or retention intention ($t = 0.35$, $p = 0.73$). This suggests that both male and female teachers experience similar levels of stress and have comparable intentions to remain in the profession.

**Discussion of Findings**

The study examined digital workload, teacher burnout, and retention strategies in public secondary schools, kajola local government, Oyo State, Nigeria. Four hypotheses were tested at 0.05 level of significance.

The results from the tested hypothesis 1 reveals a strong, positive correlation between digital workload and teacher burnout ($r = 0.72$, $p < 0.01$), indicating that increased digital responsibilities significantly contribute to emotional exhaustion, depersonalization, and reduced professional fulfillment. This finding supports Maslach and Leiter's (2017) theory that excessive workload leads to emotional exhaustion, reducing teachers' engagement in teaching. The study also confirms Adeyemo (2021), who emphasizes that digital overload intensifies stress among teachers. Similar studies by Kazeem and Jimoh (2023) confirm that prolonged exposure to digital tasks such as online grading and lesson planning elevates psychological strain. International findings by Beneito, Añón-Higón, and Rocha (2022) also corroborate this result, showing widespread teacher burnout due to technological overload.

The results of hypothesis 2 show regression analysis demonstrates that burnout significantly predicts retention intention ($\beta = -0.65$, $p < 0.01$), accounting for 42% of the variance. This means that teachers experiencing higher burnout levels are less likely to remain in the profession. This result confirms the work of Okonkwo and Balogun (2022), who note that burnout especially when triggered by digital workload diminishes job commitment and

increases intent to quit. Similarly, Garcia and Weiss (2020) identify burnout as a leading cause of early career exits among teachers. These findings emphasize that unresolved burnout undermines retention and poses a serious threat to workforce stability in education.

ANOVA results of tested hypothesis 3 show significant differences in burnout levels across varying exposures to HRM strategies ($F = 4.21$, $p < 0.05$). Teachers in schools with well-structured HRM practices report lower burnout. This aligns with Aina and Bello (2021), who observe that mentorship, workload sharing, and development opportunities lead to better teacher retention. Armstrong (2020) emphasizes the role of HRM in creating positive work environments. Additionally, Adediran and Salami (2021) confirm that HRM interventions such as teacher incentives and flexible schedules significantly enhance job satisfaction. Thus, strategic HRM approaches are critical for retaining motivated, healthy educators in the digital era.

The results of tested hypothesis 4 finds no statistically significant gender differences in burnout and retention intention, suggesting both male and female teachers experience similar stress levels. However, qualitative insights indicate that female teachers report slightly higher workload concerns. Ajayi and Ojo (2022) explain that women often bear dual burdens of professional and domestic responsibilities, which may contribute to their elevated stress perception. Despite this, the general parity in burnout levels reflects the pervasive impact of digital workload across genders.

## Conclusion

The study investigated the relationship between digital workload and teacher burnout, and evaluates the effectiveness of Human Resource Management (HRM) strategies in improving retention among secondary school teachers in Kajola Local Government, Oyo State. The findings reveal that digital workload significantly increases burnout, characterized by emotional exhaustion, depersonalization, and a sense of reduced professional accomplishment. This aligns with existing literature and highlights the psychological toll of sustained digital engagement without adequate institutional support.

The study also confirms that burnout is a significant predictor of low retention intention. Teachers experiencing high burnout are more likely to disengage and consider exiting the profession. This poses a critical challenge for educational sustainability, particularly in public secondary schools that already face staffing constraints.

Importantly, the study finds that HRM strategies such as mentorship programs, workload redistribution, and ongoing professional development are effective in mitigating burnout and enhancing teacher retention. While gender-based differences in burnout and retention are not statistically significant, female teachers report slightly more pressure related to workload, reflecting societal expectations and dual responsibilities.

Overall, the study concludes that improving teacher retention and well-being requires a deliberate effort to reduce digital workload and institutionalize supportive HRM practices. Without such interventions, the risk of burnout-induced attrition will continue to threaten the

stability and quality of secondary education, particularly in resource limited settings like Kajola local government.

## Recommendations

To mitigate teacher burnout and enhance retention, the study recommended the following:

1. The Ministry of Education and school administrators should implement digital workload policies that regulate the volume and timing of ICT-related tasks. This includes setting boundaries for after-school digital responsibilities and providing administrative support to reduce teachers' burden.

2. School leadership should integrate psychological wellness programs and stress management workshops into the school calendar. These initiatives will support teachers' emotional health and foster long-term commitment to the profession.

3. Public secondary schools should adopt structured Human Resource Management interventions, such as peer mentorship programs, teacher incentives, and accessible professional development. These strategies help reduce burnout and reinforce teacher engagement and retention.

4. Policymakers and administrators should promote gender-sensitive workload planning, ensuring equitable task distribution while considering the dual roles often played by female teachers. Flexible scheduling and optional remote planning time may help address underlying disparities.

## Contribution to Knowledge

Firstly, the study provides empirical validation that digital workload is not only a significant stressor but a structural challenge, particularly in rural public secondary schools. By identifying digital workload as a direct and quantifiable driver of teacher burnout, the study offers policymakers a measurable entry point for reform.

Secondly, the research introduces Human Resource Management (HRM) strategies as an effective intervention framework, moving the discourse from problem identification to solution design. Unlike prior studies that only highlight teacher attrition as a consequence of burnout, this study evaluates and confirms the effectiveness of HRM approaches such as mentorship, workload balancing, and professional development in mitigating stress and improving teacher retention.

Thirdly, the study provides localized insights from Kajola Local Government Area, a rural setting often underrepresented in education research. By focusing on this context, the study contributes region-specific data that enhances the generalizability and comparative analysis of teacher welfare across different geographical settings in Nigeria.

Finally, the study's design and findings inform both theory and practice by providing a model for linking organizational support systems with psychological outcomes, thus contributing to both educational leadership literature and HRM theory within the education sector.

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# PREVENTION OF DEVIANT BEHAVIOURS AS PERCEIVED BY SECONDARY SCHOOL TEACHERS IN ILORIN METROPOLIS, KWARA STATE, NIGERIA

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## Abstract

*This study examined prevention of deviant behaviours as perceived by secondary school teachers in Ilorin metropolis, Kwara State. Three research hypotheses were raised to guide the study. The total population of the study was four hundred and eighty-three (483) Secondary school teachers. Descriptive survey research design was employed to collect the data. Simple random sampling technique was used to select the three hundred (300) respondents that participated in this study. The main instrument used was a questionnaire tagged "Prevention of deviant behaviours" (PDBQ). Both face and content validity of the instrument were established. The psychometric analysis was based on validity and reliability measure of the research instrument. The t-test and Analysis of Variance (ANOVA) statistical tools were used to test the three null hypotheses. The result of ANOVA showed a significant difference in the perception of secondary school teachers in Ilorin metropolis on the prevention of deviant behaviours and hence, Duncan Multiple Range Test (DMRT) was used as post-hoc test to determine the group(s) that contributed to the significant difference. The findings based on the respondent's expression for the prevention of deviant behaviours was that the school management must be conversant with the rules and cooperation between religious leaders, parents and school teachers with a mean score of 3.13. The result of the test used on the first hypothesis confirmed that significant difference exists on the basis of religious affiliation. Based on the findings the researcher concluded that, the teachers, school management, home and society at large should work toward developing better citizens and counselling made an integral part of the training of students. Based on the findings, the following recommendations were made: Effective communication should be employed at all levels of education to identify and prevent deviant behaviours, reducing students socially unacceptable acts such as pick-pocketing, running away from home, gang involvement, precocious sexual activities and truancy.*

**Keywords:** Prevention, Deviant Behaviours, Secondary School, Teachers and Ilorin Metropolis

## Introduction

Education is the training and development of students, involving changes in skills, knowledge, attitudes, and social behaviours, to meet up with the competition of globalization in the world economy and to internationalize the curriculum to meet with the dictates of changes in education, today. Good behaviours and discipline refers to orderliness in actions as foundation of learning, because without an orderly atmosphere effective teaching and learning cannot take place. Students' misbehaviours in school or absenteeism negatively affect their educational chances and disrupts education of other students around them. A common aim shared by all those with an interest in students' and young persons` is to maximize students' personal development through the promotion of positive behaviours and educational achievement in partnership with parents, schools and other relevant groups (Muslim scholars and Pastors) (Jamiu, 2025). In another vein, Jamiu (2023) observed that education has been generally accepted to be the backbone of every nation. A country that is blessed with abundant educationists and intellectuals will indeed reach the apex of any form of development, be it political, scientific, technological, economic and educational development. It has been noted that no individual can attain the height of any educational achievement without passing through the school. In passing through the school, individuals are equipped with knowledge, indicating education is a continuous process through which individuals are prepared for life.

Education becomes a means through which individuals are prepared through exposure to knowledge and experience, to live comfortably and contribute meaningfully towards the development of the society where they live. The aims of education in any society reflects the needs and aspiration of the people in the society. In line with this, the following are set out as the education aims and objectives for Nigeria: the inculcation of the right types of values and attitudes for survival of the individual and the Nigerian society; the training of the mind in understanding the world around; and the acquisition of the appropriate skills, abilities and competencies for the individual to live and contribute to the development of his society (National Policy on Education, 2018).

The consumption of hard drugs in Nigeria has risen drastically in the last ten years. Heroin and cocaine are now being abused along with other traditional drugs, such as kola nuts, tobacco, snuff, alcohol and other derivatives such as marijuana and "Ogogoro" (National Drug Law Enforcement Agency, 2024). Fear is being expressed that increasing abuse of these substances could become one of the central problems of the present time and could seriously disrupt the social and economic stability of the country (Jamiu, 2023). Again, Inova, (2018), reported that irrespective of religious beliefs, academic discipline, age and gender; smoking was a phenomenon among secondary school students. Jamiu, (2023) observed that societies where the members do not adhere strictly and abide by its rules and regulations, will experience high crime rate in addition to the following: deviant behaviours, truancy, smoking, alcoholism, drug addition, pick pocketing, bribery, vandalization of public properties, examination malpractices and the likes. Such a society will be characterized by instability, indiscipline and other forms of indiscipline acts. Sulaiman (2024) added that justice is the basic element in organized social life. With justice, societies easily overcome problems.

Jamiu (2023) opined that effective moral and religious education should be given to students both at home and in schools, in order to purify the soul, which mostly dictates the deeds of the body. In the same vein, Jamiu, et al. (2021), reported that the role of religious instruction in

enhancing discipline in schools, observing that if GOD is obeyed as He ought to be, people will naturally develop self-control, as the teaching of Prophet Muhammad (S.A.W) (Peace and Blessings of Allah be upon him) is that: You should serve GOD as though you see Him. Even if you cannot see Him, He sees you. He further stressed that, it is the awareness of the presence, power and control of GOD that can make one to be truly self-disciplined every-time. The war against ones' self, to bring it under control is known according to Prophet Muhammad (S.A.W) as "Al-Jihaadu'l-Akbar". The society is required to also work together with the home and school, to keep deviant behaviours under control. Leaders must be trust-worthy and disciplined. Abdullahi, (2019) supported this by concluding that solution to indiscipline lies in the leadership. Whoever tries to enforce discipline must himself fully appreciate the societal values, use knowledge, skills and abilities to facilitate the process of democratic living and subject him/herself to discipline. There should be justice in dealing with individuals in the society since partiality can result in the spread of bad behaviours. Sayi, (2025) reported that, structuring and integration of Islamic school curriculum to meet the modern standards, will ensure these religious school are relevant. He observed the need to introduce entrepreneurship skills to these "madrasas" to make the students relevant and productive.

Jamiu (2023) added that, in promoting positive behaviour patterns among students, societies must focus on four major themes: Helping young people to resist drugs misuse, in order to achieve their full potential in society; protecting communities from drug related anti-social and criminal behaviours; helping people with drug problems to overcome the habit and live healthy and crime free lives; stifling the availability of illegal drugs; and strengthening of anti-drugs partnerships; and liaison and promoting relevant government policies and ensuring their implementation.

**Statement of the Problem**

Lately, Nigerian secondary school students exhibit different types of deviant behaviours that are not in line with the school and the societal norms. Some absent themselves from school and use such time to watch films, visit video clubs, hook up on the internet and in other social media activities. There is also the involvement of some students in cultism, sexual promiscuity, cheating during examinations and student restiveness. They do not respect their teachers, parents and school authority (Barakat, 2023). Recenyly, on 5$^{th}$ March 2024, "Abayawo" and "Dada" communities in Ilorin engaged in battle of supremacy, which led to killing of a police man and many people got injured during the fracas. Again, College of Arabic and Islamic Senior Secondary School students attacked some students on teaching practice (Jamiu, 2025). In another vein, Jamiu, (2023) reported that, former Nigerian President, Olusegun Obasanjo and notable people in Nigeria had advocated multi-dimensional approaches to the prevention of deviant behaviours. The governor of Kwara State and chairman governors' forum of Nigeria, Malam AbdulRahman AbdulRassak in his speech during the courtesy visit to the College of Arabic and Islamic Legal Studies during the 2023/2024 unexpected visitation, advocated for good behaviours in schools and society. Also, His excellence former governor of Lagos state Mr Babatunde Raji Fashola in February 2014, prohibited smoking in public, advocating that anybody who smokes in public places be sanctioned or jailed in order to prevent deviant behaviours.

Furthermore, Jamiu (2021) noted that notable dignitaries; traditional rulers, religious leaders radio presenters, among many others advocated for good behaviour. Sayi (2025), added that, recently, the gruesome ritual killing of a student of the College of Education, Ilorin by a self-acclaimed Islamic teacher was condemnable and unislamic, advising government in all tiers to integrate religious instructions in schools. The various observations by traditional, political and religious leaders on deviant behaviours among youths and students in secondary schools, prompted the desire for this research. The varying observations revealed that bad behaviours among youths is increasing at alarming rate and calls for discussion. Thus the study investigated the prevention of deviant behaviours as perceived by teachers in secondary schools in Ilorin metropolis, Kwara state, Nigeria. The position and response of teachers in Ilorin would reliably represent the perception of other religious leaders on prevention of deviant behaviours in the society.

Some studies have been carried out on deviant behaviours such as; Oyinde (2024) who worked on Sports Preference of Secondary School Student Smokers and Non-smokers in South Western States of Nigeria. Idowu (2020), researched on Prevalence of smoking and drug use among students in Ilorin metropolis: Implications for Counselling. UNESCO (2020) also reported that eighty five million (85million) children are out of school with very high dropout in Nigeria. To the best of the researchers' knowledge none of these studies had examined the prevention of deviant behaviours in this locality. It is therefore pertinent to investigate the prevention of deviant behaviours as perceived by secondary school teachers in selected schools in Ilorin metropolis, Kwara state, Nigeria.

**Research Hypotheses**

The following research hypotheses were postulated:

1. There is no significant difference in the perception of secondary school teachers in Ilorin metropolis on the prevention of deviant behaviours, based on religious affiliation.
2. There is no significant difference in the perception of secondary school teachers in Ilorin metropolis on the prevention of deviant behaviours, on the basis of age.
3. There is no significant difference in the perception of secondary school teachers in Ilorin metropolis on the prevention of deviant behaviours, on the basis of educational qualifications.

**Methodology**

The design used by the researcher for this study was descriptive survey. The total population for the study was four hundred and eighty-three (483) Secondary school teachers. The study sampled 300 respondents. The participants were purposively selected from the secondary schools. Equally the stratified random sampling was used to select participants in respect of their educational qualifications, age and religious affiliations. The measuring instrument used for the study was a questionnaire tagged "Perception on the prevention of Deviant Behavious Questionnaire" (PDBQ). The items were patterned after the 4- point likert-type rating scale. The reliability index of the instrument was 0.71 which was determined by using the test-retest method. Validity is concerned with the extent to which an instrument measures what it was designed to measure (Anikweze, 2018). To establish its validity, the questionnaire was given

to five experts in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria, Nigeria and was therefore considered valid for use.

The instrument was physically administered to the respondents by the researchers with the help of research assistants who were specifically trained for the purpose. Three hundred questionnaires were distributed and all were returned after being completed. The Analysis of Variance (ANOVA) was used to test the three hypotheses postulated for the study at 0.05 alpha level of significance; while the Duncan Multiple Range Test was adopted to determine the direction of significant difference.

**Presentation and Analysis of Result**

**Table 1**

*Mean and Rank orders of Respondents perception on prevention of Deviant Behaviours*

| Item No. | In my own view Deviant Behaviours could be prevented if: | Mean | Rank |
|---|---|---|---|
| 7 | The school and students are conversant with the rules and regulations of the school. | 3.13 | 1st |
| 3 | Effective communication is employed at all level of Education. | 3.06 | 2nd |
| 1 | There is cooperation between religions leaders, parents and school teachers. | 3.02 | 3rd |
| 6 | Effective behaviour establishes good teaching and learning atmosphere in school. | 3.00 | 4th |
| 5 | Proper interaction of human and material resources takes place, to bring about positive change in behaviour of students. | 2.87 | 5th |
| 8 | There is provision of effective Guidance and Counselling. | 2.74 | 6th |
| 2 | The use of punishment as an instrument of discipline is employed, in line with the rules and regulations of the school. | 2.69 | 7th |
| 4 | Democratic leadership style is demonstrated by religions leaders and teachers. | 2.56 | 8th |
| 9 | Provision of well-trained counsellors in an educational system, is made. | 2.54 | 9th |
| 10 | A well-established school curriculum, takes cognisance of proper behaviours. | 1.99 | 10th |
| 11 | There is constant religious teaching about deviant behaviours | 1.98 | 11th |
| 12 | Teachers emphasise the use of religious message on deviant behaviours | 1.96 | 12th |

Table 1 ranked items 7, 3, 1, 6 and 5 as 1st, 2nd,3rd, 4th,and 5th with a mean score of 3.13, 3.06, 3.01, 3.00 and 2.87 respectively. On the other hand, item 12, which suggested that teachers should emphasis the use of religious message on deviant behaviour was ranked last.

**Hypotheses 1**: There is no significant difference in the perception of secondary school teachers in Ilorin metropolis on the prevention of deviant behaviours based on their religious affiliations

**Table 2**
*ANOVA Result comparing the Respondents perception of Prevention of Deviant Behaviours on the basis of religious affiliations*

| Source | df | Sum of Square | Mean Square | Calculated F-ratio | Critical F-ratio |
|---|---|---|---|---|---|
| Between Groups | 2 | 454.49 | 22.172 | 5.18* | 3.00 |
| Within Groups | 297 | 2617.76 | 43.81 | | |
| Total | 299 | 3072.25 | | | |

Significant, p<0.05

From table 2, above it was revealed that the calculated F-ratio of 5.18 was greater than the critical F-ratio of 3.00. Since the calculated F-ratio is greater than the critical F-ratio, the hypothesis which stated that there is no significant difference in the perception of Secondary school teachers in Ilorin metropolises on the prevention of deviant behaviours based on religious affiliation was rejected because a significant difference was found.

**Table 3**
*Duncan Multiple Range Test (DMRT) showing the direction of significant difference*

| | | | |
|---|---|---|---|
| **2** | **Islam** | **46.86** | **160** |
| **1** | **Christianity** | **45.76** | **140** |

The result of the DMRT indicated that group 2, which has a mean score of 46.86 significantly differed from group 1 with close means of 45.76.

**Hypotheses 2**: There is no significant difference in the perception of primary school teachers in Ilorin metropolis on the prevention of deviant behaviours on the basis of age.

**Table 4**
*ANOVA Result comparing the respondents' perception of prevention of deviant behaviour on the basis of age*

| Source | df | Sum of Squares | Mean Squares | Calculated F-ratio | Critical F-ratio |
|---|---|---|---|---|---|
| Between Groups | 2 | 631.030 | 31.552 | 7.11 | 3.00 |
| Within Groups | 297 | 13616.14 | 34.01 | | |
| Total | 299 | 14247.17 | | | |

*Significant, p<0.05

The analysis from Table 4 showed that the calculated F-value (7.11) is greater than the critical F-ratio (3.00). It revealed that the null hypothesis, which states that there is no significant difference in the perception of teachers in Ilorin metropolis on the prevention of deviant behaviour based on their age is rejected, (df=2 &297) =7.11, p<0.05.

**Table 5**
*DMRT showing the direction of significant difference*

| Group | Value | X(mean) | Count |
|---|---|---|---|
| 1 | 20—35years old | 48.82 | 145 |
| 2 | 36 years and above | 39.87 | 155 |

The result of the DMRT indicated that group 1, with a means score of 48.82 differed significantly from group 2 that has mean of 39.87.

**Hypotheses 3:** There is no significant difference in the perception of secondary school teachers in Ilorin metropolis on the prevention of deviant behaviours on the basis of educational qualifications.

**Table 6**
*ANOVA Result comparing the respondents' perception of prevention of deviant behaviours on the basis of educational qualifications*

| Source | df | Sum of Squares | Mean Squares | Calculated F-ratio | Critical F-ratio |
|---|---|---|---|---|---|
| Between Groups | 2 | 531.30 | 31.552 | 6.11 | 3.00 |
| Within Groups | 297 | 13616.12 | 34.01 | | |
| Total | 299 | 14147.42 | | | |

*Significant, $p<0.05$
Table 6 revealed the result of the ANOVA showing that the calculated f-value (6.11) is greater than the critical F-ratio (3.00) Hence, the null hypothesis, which states that there is no significant difference in the perception of secondary school teachers in Ilorin metropolis on the prevention deviant behaviours base on educational qualifications, is rejected, $F(df=2 \& 297)=6.11$, $p<0.05$.

**Table 7**
*DMRT showing the direction of significant different*

| Group | Value | X | Count |
|---|---|---|---|
| 1 | OND, NCE and equivalence | 38.50 | 146 |
| 2 | First degree, HND and above | 37.59 | 71 |

The result of DMRT indicated that group 1, which has a means of 38.50 significantly differed from group 2 with mean scores of 37.59.

**Discussion of Findings**
The results on items ranking revealed that the schools and students must be conversant with the rules and regulations of the school; while there should be cooperation between religions leaders, parents and school teachers. This was supported by Essien (2023), who maintained that the father is to provide appropriate leadership in the area of discipline to train, correct,

mould and strengthen the aspiration of the child. Family that values and encourages education would motivate their children to be academically upright and stay in school.

The result of the test used on the first hypothesis confirmed that significant difference exists on the basis of religious affiliation. This was not unexpected. Basically, there is variation in the beliefs, doctrines and practices of the two major religions. On account of this, the perceptions of the secondary school teachers from different faiths could not be expected to be the same. The second null hypothesis which states that there is no significant difference in respect of age was rejected. The explanation for such outcome is that, the view and perception of individuals of different ages vary because of maturity and experiences. Age plays significant roles in human personality development. The ability to acquire knowledge and in what capacity, is dependent on age and maturity, hence, tendency for variation in perceptions.

The analysis in table 5 revealed the result of ANOVA on the null hypothesis which states that there is no significant difference in teachers' perception in Ilorin metropolis in respect to educational qualifications was rejected. The reason for this result could be that individuals from different levels of educational background may be influenced by their knowledge at various stages of educational training. The difference in educational backgrounds of the respondents did expose them to different views and perceptions about issues, especially those that require adequate information.

**Counselling Implications**

The findings in this study have some implications for counseling. It will be more rewarding for school counsellors and psychologists as well as the subject teachers to focus on the behaviours of the students apart from emphasizing learning of subject-matter in the schools alone. While handling problems on students' behaviours, solutions should be proffered, adopted and taught by the counsellors/psychologists so that students could handle other academic problems as well as other deviant behaviors that they may be facing, in their academic pursuits.

In that wise, counsellors may partner with teacher in reaching the society through religious programmes. This could be done by preaching and campaigns in religious centers. However, counsellors should consider factors such as age, educational qualifications and difference in religious affiliations while working with faith-based organizations because such variables may create variations in the perception and attitude of the audience (Jamiu, 2024).

**Conclusions**

Based on the findings, the researcher concluded that:
The teachers, school management, home and society at large should work toward producing better citizens, and counsellors should ensure that education on deviant behaviours is made an integral part of the training of the students.

**Recommendations**

Based on the findings, the researcher recommended that:
Effective communication should be employed at all levels of education to identify, prevent deviant behaviours and reduce students exhibition of socially unacceptable acts such as pick-

pocketing, running away from home, gang involvement, precocious sexual activities and truancy.

Teachers should emphasis the use of religious messages on prevention of deviant behaviours through well-planned guidance services.
The teachers and students must be conversant with the rules and regulations of the school, and ensure compliance, to reduce deviant behaviour.

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# THE CHALLENGES OF HUMAN RESOURCE DEVELOPMENT IN KWARA STATE COLLEGE OF ARABIC AND ISLAMIC LEGAL STUDIES, ILORIN, NIGERIA: COUNSELING FACTOR

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## Abstract

*This paper discussed the challenges of human resource development ~~as it relates~~ with respect to counselling education in College of Arabic and Islamic legal studies, and its attendant effects in the production of well-rounded graduates, prepared for every facet of life. It also considered the History of Guidance and Counselling in Nigeria and History of College of Arabic and Islamic Legal Studies. A look at the Nigerian system of education shows that counselling education has taken off in most Colleges (institutions) but Counselling unit is yet to take off, for effective counselling programme in the College. If the unit is established, this will go a long way in enhancing human resource development in Kwara State College of Arabic and Islamic Legal studies, Ilorin.*

**Keywords:** Human Resource, Development, Counselling, Challenges, Islamic Legal Studies.

## Introduction

The Kwara State Government has again reaffirmed its commitment to quality education as a tool for progress, and for the promotion of education in line with Islamic values. The government affirmed that the present administration in the state recognizes Kwara State College of Arabic and Islamic Legal studies, Ilorin as one of the vital institutions in the state,

for training and manpower development (Mary, 2025). One of the objectives of establishing the college is to provide Kwara residents who went through private Arabic school education, with the opportunity to further their education and provide manpower for the junior secondary schools in Arabic, Islamic studies and related middle arts subjects and the judiciary (Saad, 2025).

Mary (2025) in another vein also reiterated that projects embarked upon by the present administration, for the smooth running of the institution include: provision of a new transformer, renovation of lecture rooms, improvement of staff welfare, and increase in subvention to float more academic programmes. There has been remarkable improvements over the years, with the College having more lecture rooms, staff offices, lecture theatres, administrative blocks and library complex. With all these development in the college, there is an urgent need to establish the guidance and counselling department to improve students' population, prepare more adequately the students and increase the Internally Generated Revenue (IGR) of the college which is solely based on school fees and other levies. Most importantly, students and staff in the college can achieve emotional stability and excel in adjustment with the establishment of the unit/department. According to AbdulRaseed, (2025) the present staff strength of the college stands at 234 Non-Academic staff, 182 Academic Staff 52 casual and 08 per time workers. Umar (2025) reported that students' population is 967 in the year 2024/2025 Academic session.

Sayi, (2025) advocated for the upgrading of the College to a University College of Arabic and Islamic Legal Studies. He described Kwara State College of Arabic and Islamic Legal studies, Ilorin as a fountain of Islamic knowledge and heritage for Ilorin Emirate. He added, for Muslims, Islamic knowledge is the foundation of all knowledge and seeking Islamic knowledge is part and parcel of the religion. He observed that the idea in conceiving the school is to create a tertiary institution that serves as link to acquiring a full degree in education. He further, appealed to the Federal Government to accord full recognition to the institution and allow it access the TETFund support as a tertiary institution.

Guidance and counselling services are programmes, activities, etc that aims at promoting student(s) emotional stability to properly adjust and be adequately prepared for the task of supporting students and other individuals they may come across on graduation. It is essential to note that guidance and counselling programme cannot be haphazardly introduced. For the programme to enjoy credibility, popularity, patronage and continuity within the college system, it must not be super imposed, it should be developed in a gradual, sequential manner alongside other college programmes (Jamiu (2023). In another vein, Jamiu (2023) submitted that, human resource or human capital consist of the personnel who have acquired abilities and skills through education, being the primary source of acquiring the abilities. It entails the energies, skills, talent and knowledge of people which are or which potentially can or should be applied to the production of goods or the rendetion of useful services. According to Jamiu (2023) training and development of human resources involve change in skills, knowledge, attitudes, and/or social behaviour. To be able to meet up with the competition engendered by globalisation of the world economy, changes in the areas hitherto enumerated are needed. Michele (2022) reported that, skills and traits could only be developed through higher education that is international in outlook. The resultant challenge is the need to internationalise the curriculum to meet with the dictates of changes in education today.

## The Issue/The Problem

The effective implementation and practice of counselling programme in College of Arabic and Islamic Legal Studies is still facing challenges of human resource in term of personnel that will implement its curriculum and oversee the unit/department for human development. However, what does the future hold for counselling especially in the Kwara State College of Arabic and Islamic Legal studies, Ilorin. Some problems being encountered in the college include:

I. Lack of guidance and counselling unit despite the College's land mass.

II. Lack of counselling courses as one of the general studies courses, for students.

III. Lack of counselling programmes for shaping and giving direction to students and staff in need of counselling services in the College.

It has been universally acknowledged that there can be no higher educational institution without guidance and counselling unit. This College is no exception. The writers realized that one of the factors responsible for the low population of students in the institutions is partly the absence of guidance and counselling unit in the college, and if it is given recognition, the student's population will be improved in the College. This will in turn resuscitate the hopes and aspirations of the founding fathers of the College..

## The Review of Literature

In highlighting the challenges of human resource development, in relation to counselling in Kwara State College of Arabic and Islamic Legal Studies, Ilorin the following areas were the focus;

The importance of Guidance and Counselling in Human Development

i. History of Guidance and Counselling in Nigeria

ii. History of Kwara State College of Arabic and Islamic Legal Studies Ilorin, Nigeria

## Human Resource Development in Nigeria

The origin of human resource development in Nigeria is traced to the coming of the missionaries who colonized Africa and also educated their adherents to fulfill the churches' mission statement. Thus, the human resource produced from the education offered, were mainly evangelical teachers, as the curriculum comprised mainly of reading, writing and arithmetic (Obasi, 2018). The education offered was geared towards making the beneficiaries able to participate in church services, reading of the Bible and in the routine performance of their religious duties. The human resource produced then were those who filled lower posts in their missions, as indigenous auxiliaries were less expensive than expatriates. There was no common curriculum among the Missions. Each Mission followed its own devices based solely on the religious inclination of the church. The basic curriculum in all the schools, then, consisted principally of the four Rs (Reading, wRiting, aRithmetic and Religion) (Igwe, 2019). This situation continued until 1882 when there was State intervention in education, which led to promulgation of ordinances for the proper administration of education (1882 and 1887 ordinances).

Further development in education, with regards to human resource development continued to evolve through many Commissions. The National Policy on Education in Nigeria of 1977 (revised later in 1981 and latest in 2013) introduced the 6-3-3-4 system of education which gave a new impetus to human resource development. Jamiu (2020) reported that, the Americans first introduced this system of education into the world of formal education. Nigeria saw it as a panacea for the development of vocational and technological skills of her citizenry, to meet the challenges of our time, as the former system of secondary education was narrow and too academically oriented. Igwe (2019) opined that the cardinal objective of the 6-3-3-4 system of education is to enable students to be independent, marketable, self-employed and self-sustaining. To be able to achieve this objective, counselling education was introduced with the aim of training counsellors to be posted to the nation's colleges to assist students develop to their maximum potentialities and to meet with the challenges of education today.

**History of Guidance and Counselling In Nigeria**

The genesis of formal guidance and counselling in Nigeria dates back to the 50's (1959 to be precise), a year in which a group of Catholic Reverend sisters at St. Theresa's College, Oke-Ado, Ibadan organized formal career guidance programme for their graduating final year students (Jamiu, (2020)). The sisters' vision was anchored on the need for their graduating students to be informed about the world of work and to be trained in human relations. Toward this end, professionals from various works of life were invited to speak to the students about the world of work. The Careers Day conference as it was later christened, afforded students the opportunity to meet with, listen to and ask questions from the professionals in various fields of work. It provided the students with the understanding of the local careers open to them and ways by which they can find their places in the society where they can best fit in (Jamiu, 2020). The programme produced positive results as all the students who later applied for various jobs, got employed. As a follow up to this and for subsequent graduating students, lectures, seminars and guidance workshops were organized. This according to Jamiu, (2020) later formed the nucleus of the Ibadan Careers Council in 1962 which later metamorphosed into Nigerian Careers Council in 1967 with the participation of other states of the federation.

The Nigerian civil war of 1967 disrupted the activities of the council but in 1976, the Counselling Association of Nigeria, an offshoot of the Nigerian Careers Council, was launched. The activities of CASSON (Counselling Association of Nigeria), a recognised professional association of guidance counsellors, have ventilated the development of guidance through conferences, publications, seminars and other professional activities of individual members or the collective efforts of the organisations (Denga, 2018). The association through her dynamic leaders has witnessed some other notable achievements. The achievements include minimum standards for counsellor training, blueprint on guidance and counselling for educational institutions in Nigeria and the recognition of guidance counsellors as full-time professionals in schools. Through the efforts of the association, the National Council on Education, the highest policy making body on educational matters, recommended that counsellors should be allowed to practice on full-time basis in schools and colleges.

Thus, in the National Policy on Education (2013), statement was made with respect to the implementation of guidance and counselling in schools and colleges.
It stated thus:

*In view of the apparent ignorance of young people about career prospects and in view of personality maladjustment among school children, career officers and counsellors will be appointed in post primary institutions. Since qualified personnel in this category are scarce, government will continue to make provision for training of interested teachers in Guidance and Counselling. (NPE, 2013)*

**The Role of Guidance and Counselling**

According to Jamiu (2020), to better appreciate the roles of counsellors in human resource development, the duties of counsellors as described by Counsellor Association of Nigeria, and applicable to the College include:

i. Orientation of New Students: to welcome new students, talk to them on the history, philosophy, status, programmes, achievements, problems, rules and regulations, clubs, aspiration, etc of the college and exhort them to identify themselves with the progress of the college which will translate into their own progress eventually.
ii. Educational Counselling: as college counsellors supervises studies of the students, monitors students' academic performance at regular intervals, administers tests on academic matters and scores them. Interprets them and uses them for counselling interventions and counsels students with study problems.
iii. Vocational Counselling: where college counsellor provides students with occupational information, administers vocational tests, scores and interprets them and uses them in counselling students, guides and counsel students and parents on vocational choice and help in resolving conflicts and fosters vocational development in students. Arranges career talks, promotes vocational clubs and organizes vocational experience - holiday jobs, attachment, pilot schemes, etc.
iv. Personal/Social Counselling: where college counsellor counsel's students on their personal and social matters and problems, administers scores, interprets tests on personal/social matters and problems and uses the results for counselling, fosters personal and social development in students through individual and group programme such as school societies, exchange programmes, self-management skids etc.
v. Referral Services: The school counsellor refers clients to other professionals as occasion require and uses data and other inputs from referrals for counselling and invites resource persons for specialist inputs into the school's counselling services.
vi. Follow-up Services: This service is designed to assess the extent to which the guidance programme is meeting the needs for which it was established. This service is concerned essentially with successes, failures, problems and feedback from those who have benefited from the programme.
vii. Liaison and Follow-Up Services: In order to determine the effectiveness of planning and placement, there is need to find out how the individuals are developing in their own place of work, and helps the staff for better understand.
viii. Keeping of Students' Records/Evaluation Service: The entire guidance programme in the college is evaluated in order to see how far the stated objectives and goals have been realized and whether the programme meets the developmental needs of the students. The record of the evaluated programmes are kept intact for future use, and for effective counselling activities to thrive there must be adequate keeping of records by the counsellor in the college,

## HISTORY OF COLLEGE OF ARABIC AND ISLAMIC LEGAL STUDIES

The quest to improve the condition of Islamic Education in Kwara State dates back to the late 70's. Following this development, three committees were set up at various times by the government, to look into the area of Arabic and Islamic Studies. The committees' recommendation was approved by the government of Kwara State. This led to the formal establishment of the institution in September, 1992 with the Enabling Law No.5 of 1993. By 6th October, 1992. Three principal officers were commissioned to start the college, namely; the provost (Professor. Musa Alli Ajetunmobi), the Registrar (Alhaji Manzuma Muhammad) and the Acting Bursar (Mr. K.O Lawal). The premises of the Shariah Court of Appeal served as the temporary administrative office when the institution took off for the first three months from October to December, 1992. By December 1992, the college moved to its permanent site which is the present premises of the College of Arabic and Islamic Studies (CAILS), Ilorin. Similarly, the three pioneer officers were given the mandate to study and implement the recommendations and start the College. They employed competent and qualified lecturers, with the pioneer members of staff seconded from secondary schools under the control of the State Ministry of Education, and the Teaching Service Commission. Also, some of the non-academic staff members were posted on secondment. By 1994, the college was affiliated to Bayero University, Kano but presently affiliated to Kwara State University Malete.

### Functions of the College

The College was established by the Kwara State Government and backed up with enabling law to:

i. organize, improve and develop courses for the training of various categories of teachers and legal personnel.
ii. promote research and advancement of science and learning.
iii. serve as a centre for educational research, especially as applied to local conditions.
iv. organize, improve and extend education of a standard higher than the secondary school level.
v. encourage all classes of people and communities without any discrimination to pursue regular and liberal courses of education.
vi. To perform such other functions as in the opinion of the council may serve to promote the objectives of the college.

The function of the College has since been extended to cover the provision of middle-level manpower in such areas as; Education, Islamic Studies, History, Mass Communication, library Science, Computer Science, Accountancy, Common Law, Shariah and common law and Languages studies to ensure standardisation in line with the national educational framework (Saad, 2025).

### Mission of the College

The College was established as a result of the realization by the government that there was the need to:

i. Supply the much needed middle-level manpower in the field of Arabic, Islamic Studies, Shariah and Common Law.;

ii. Provide higher certificate for candidates who possess Senior Islamic Studies Certificate, Grade II (Arabic) Certificate, Senior Secondary Certificate and Taujihi or Thanawi Certificate;
iii. Provide the much needed manpower to teach Arabic, Islamic Studies and the major Nigeria languages at both Primary and post primary levels of education, as provided for in the National Policy on Education;
iv. Satisfy the yearning and aspirations of parents and products of various institutions of Arabic and Islamic Studies to further their education in an institution of higher learning.
v. Produce highly competent legal men and women in the area of Shariah and Common Law for the ever expanding judicial institution in the state in particular and Nigeria in general.;
vi. Help overcome the strong prejudices for western education, especially among Muslim communities in Kwara State and Nigeria generally;
vii. Encourage the active acquisition of western education alongside or, in addition to adequate Islamic Education (training and culture), through the college programmes; and
viii. To assist in accelerating national growth and development through the development of God-fearing and morally sound manpower, appropriately equipped to participate fully in every aspect of social-economic and political life of modern Nigeria. The mission of the College has been extended to cover the provision of middle level manpower in such areas as Education, granting Imam Ship certificate, Advance Diploma in Law and Degree programmes (Kwara CAILS, 2025).

**Significance of the Study**

To promote the floating in the college programmes, the establishment of psychology and counselling unit as an important aspects of human development; make the college management and people generally appreciate the importance of guidance and counselling in human development; promote establishment of guidance and counselling unit for the students' social and academic well-being and progress.

**Suggestions**

In view of the above discussions, the following suggestions are hereby made for the progress of the college:

1. Students and staff in the college are in need of counselling in every facet of human endeavour and it should be adequately provided. In order to benefit from this, there is need for the establishment of counselling unit in the college with special emphasis on counselling center, counsellor training and practice.
2. Stakeholders such as the alumni, religious leaders, as well as philanthropists, should contribute towards further development of the institution, through the provisions of infrastructure, granting scholarships and research funding.
3. There should be effective and efficient implementation of guidance programme in Kwara State College of Arabic and Islamic Legal Studies Ilorin, to promote quality provision of qualified personnel for the schools and to enable them contribute to the development of the society at large.

## Conclusion

This paper has attempted to give an overview of the challenges of human resource development, with regards to the factor of counselling. From the discourse, it is realized that College of Arabic and Islamic Legal Studies Ilorin, Kwara State, Nigeria is yet to establish the guidance and counselling programme, which is important in the preparation of its graduates.

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# IMPACTS OF CAPACITY BUILDING ON TEACHERS' JOB PERFORMANCE IN BASIC SCHOOLS IN ILORIN WEST LOCAL GOVERNMENT

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## Abstract

*This study examined the impacts of capacity building on teachers' job performance in basic schools in Ilorin West Local government, Kwara State. The study adopted descriptive research design of survey type. The population of comprised all the 2,321 teachers in the 45 public lower basic schools in the area. Random sampling technique was used to select 15 schools which represented 33.3%. Proportionate sampling technique was used to select 246 teachers out of the 682 in the sampled schools. Impacts of Capacity Building on Teachers' Job Performance Questionnaire was used to collect data for the study. The instrument was validated, subjected to reliability test through the use of Cronbach's Alpha and yielded reliability coefficient of 0.73. Mean and standard deviation, t-test and analysis of variance were used to analyze the data. The study found that there was a significant impact of capacity building on teachers' job performance in basic schools in Ilorin West Local government, Kwara State. It was recommended that Kwara State government should be more committed to building the capacity of teachers via periodic and constant programmes such as workshops, conferences, seminars, lectures, and sponsorship for further studies, so as to enhance effective job performance of teachers.*

**Keywords:** Teachers. Perception, Capacity Building, Job Performance

## Introduction

The role of knowledge conveyance or learning facilitation, among other things, which teachers perform, makes them the most important factor in education system. For teachers to be supported to effectively perform their duties persistently, there is need to ensure that they are exposed to different capacity programmes like conferences, seminars, lectures, symposia, workshops and in-service training. The reason is that it is via their participation in different capacity programmes that the knowledge, skills, techniques, and other wherewithal needed to

be professionally active as teachers could be acquired. According to Ali et al. (2024), capacity building is the conscious and persistent attempt aimed at reinventing, upgrading, and gaining more strategies, knowledge, and skills over time. This is meant for assisting teachers to effectively react to the dynamics of academic in lesson presentation, classroom management, use of instructional materials, role modeling, among others. Maxwell (2024) saw capacity building as the act of improving and reinforcing the knowledge, skills, capabilities and resources of personnel in order to effectively actualize the organizational goals. It encapsulates activities targeted at employees' performance. Obiye (2019) defined capacity building as the practice by which people in organizations are assisted to improve in knowledge, skills, and usage of equipment, tools and other resources required to perform their job effectively. Smyth (2022) believed that capacity building encompasses the advancement and strengthening of the capabilities, competencies, and resources needed for effective problem-solving and decision-making in organizations.

Teachers are employed in educational institutions to perform roles which would facilitate goal achievement. Anku (2017) explained job performance as an act of carrying out or accomplishing or a given assignment or task. It could also depict the capability of teachers to skillfully exhibit the right behaviour towards the achievement of school goals and objectives. Emengini et al. (2020) maintained that in educational institutions, job performance of teachers encompasses lesson preparation for lessons to be presented, evaluation of students, giving students note and conveyance of knowledge to students. Yakubu et al. (2020) posited that the measures of teachers' job performance include lesson delivery, keeping of students' records, student evaluation, classroom management, preparation of lesson plans and lesson notes, and engaging students in extracurricular activities. Griffin (2012) believed that job performance is a way of carrying out a given task. In educational enterprises, job performance refers to the tasks carried out by teachers, for the purpose of achieving the daily school and classroom objectives and the overall school schools.

According to Constance and Nnamdi (2019), in educational institutions, the capacity building programmes that could enhance teachers' job performance include in-service training such as conferences, seminars, symposia, workshops, among others. Ali et al. (2024) asserted believed the success of any level of educational system is determined by the by the quality of teachers while the quality of teachers is premised on the quality of capacity building. Hence, adequate and period capacity building is necessary for teachers, so as to gain relevant skills and knowledge that would make his her job performance more effective. Constance and Nnamdi (2019) maintained that capacity building of teachers is very important, because it is via the capacity building that job performance of teachers is enhanced while the school enjoys high productivity. Obiye (2019) observed that capacity of teachers is very key in the educational system because they are the pillars which holds its success. Teachers need to be taken through different capacity building programmes to make them more productive and continually suitable in the changing world of teaching.

Annah et al. (2015) posited that building capacity of teachers affords them the opportunity to gain more knowledge and teaching skills, give information on teaching experiences and partner with colleagues and have opportunities for career advancement. Amir et al. (2016) opined that teachers are globally regarded as one of the most sensitive factors for enhancing classroom teaching. Hence, there is need to persistently build their capacity so as to update their

knowledge. Obiye (2019) stated that capacity building is the channel for assisting and developing teachers in order to improve their abilities, skills, knowledge, and the work attitude that facilitate sustainable development in schools. Ololube (2013) opined that capacity building consists of various components such as education, technical assistance, training and institutional expansion, so as to empower and enhance the capacity of teachers. The findings of the study revealed by Friday (2018) revealed that there was no significant difference in opinions of the teachers on the influence of capacity building on teachers' productivity in secondary schools in Nigeria State based on gender. The findings of the study conducted by Olanrewaju (2019) revealed that male and female teachers were not significantly different in their opinions on the effect of capacity building on teachers' job performance in public secondary schools in Okitipupa Local Government, Ondo State. Samson (2020) also found in his study that there was no statistically significant difference in in the opinions of teachers on the effect of capacity building on teachers' job performance in Sokoto West Senatorial District, Sokoto State, Nigeria based on qualifications. The findings of the study carried out by Alaba (2020) found that there was no significant difference in opinions of teachers on the impact of capacity building on teachers' job performance in secondary schools in Agege Local Government, Lagos State, Nigeria based on qualification.

**Statement of the Problem**

Job performance of some teachers in public lower basic schools in Ilorin West Local Government seems not encouraging, based on the personal observation of the researchers and information gathered from some head teachers and members of the public. Some teachers do not have active skills to effectively prepare detailed and comprehensive lesson plan that could properly guide their lessons. Classroom management of some of them is not effective to properly put the process and teaching and learning in order while the ability of some to utilize or improvise instructional materials to enhance effective learning is low. Not only that, lesson presentation of some teachers is not professionally conducted. All these might not support effective actualization of the goals of basic education and could be as a result of inadequate or poor provision of capacity building programme for teachers.

Some studies related to this present study had been conducted. Monday (2019) conducted a study on the impact of capacity building on teachers' job performance in secondary schools in Ijumu Local Government, Kogi State. Olanrewaju (2019) studied the effect of capacity building on teachers' job performance in public secondary schools in Okitipupa Local Government, Ondo State. Samson (2020) examined the effect of capacity building on teachers' job performance in Sokoto West Senatorial District, Sokoto State, Nigeria. However, none of the studies mentioned focused on the impacts of capacity building on teachers' job performance in basic schools in Ilorin West Local Government, Kwara State; hence, this was the academic lacuna filled by this study.

**Objectives of the Study**

The focused on:

i. examining the teachers' perception on the impacts of capacity building on their job performance in basic schools in Ilorin West Local Government, Kwara State;

ii. determining the difference in the teachers' perception on the impacts of capacity building on their job performance in basic schools in Ilorin West Local Government, Kwara State based on qualification; and
iii. investigating the difference in the teachers' perception on the impacts of capacity building on their teachers' job performance in basic schools in Ilorin West Local Government, Kwara State based on gender.

**Research Question**

i. What is the teachers' perception on the impacts of capacity building on their job performance in basic schools in Ilorin West Local Government, Kwara State?

**Research Hypotheses**

The following research hypotheses were formulated.

**Hypothesis one:** There is no significant difference in the teachers' perception on the impacts of capacity building on their job performance in basic schools in Ilorin West Local Government, Kwara State based on qualification.

**Hypothesis two:** There is no significant difference in the teachers' perception on the impacts of capacity building on their job perception in basic schools in Ilorin West Local Government, Kwara State based on gender.

**Methodology**

The study adopted the descriptive research design of survey type. All the 2,321 teachers in the 45 public lower basic in Ilorin West Local Government, Kwara State. Random sampling technique was used to select 15 out of the 45 schools in the area which represented 33.3 per cent. Proportionate sampling technique was used to select 246 teachers out of the 682 teachers in the sampled schools, using Krejcie and Morgan (1970) table for sample size determination. An instrument designed by the researchers and captioned: "Impacts of capacity Building on Teachers' Job performance Questionnaire (ICBTJPQ) was used to elicit information from the respondents. The instrument which had 10 items was rated using Likert-scale of Strongly Agree adjudged 4. Agree assigned 3, Disagree given 3 and Strongly Disagree rated 1. Validation process of the instrument was carried out by three experts in the field of Educational Management. Thirty copies of the instrument were administered to 30 teachers selected from outside the schools used for the study, in the local government area. Cronbach's Alpha was utilized to analyze the gathered data and reliability coefficient of 0.83 was realized. This confirmed the reliability of the instrument. Mean and Standard deviation were utilized to answer research question, Analysis of Variance was utilized to test hypothesis one, while t-test was used to test hypothesis two. To determine the decision rule on the items, it was indicated that any mean score found below 2.50 was adjudged Disagree while from 2.50 and above was considered Disagree. Out of the 246 copies of the questionnaire distributed, Out of the 246 questionnaires distributed, 237 were properly filled and found usable for data analysis.

## Results

**Table 1**

*Teachers' Perception on the Impacts of Capacity Building on their Job Performance in Basic Schools in Ilorin West Local Government, Kwara State*

| S/N | Items | $\bar{X}$ | SD | Decision |
|---|---|---|---|---|
| | Capacity building: | | | |
| 1. | helps to enhance the pedagogical skills of teachers | 3.55 | 1.27 | Agree |
| 2. | assists in improving the knowledge of teachers in classroom management | 3.23 | 1.19 | Agree |
| 3. | gives teachers the opportunity to acquire more knowledge in their areas of specialization | 3.64 | 1.38 | Agree |
| 4. | affords teachers the latitude acquire knowledge to be more effective in the lesson delivery to students | 3.42 | 1.33 | Agree |
| 5. | keeps teachers abreast of the usage of new technologies for enhancing effective teaching | 2.96 | .77 | Agree |
| 6. | enables teachers to tap from the knowledge of their colleagues to enhance facilitate their effective teaching | 3.01 | 1.11 | Agree |
| 7. | intensifies the confidence of teachers in the discharge of their duties | 2.83 | .65 | Agree |
| 8. | helps teachers to acquire more skills in the evaluation of students | 3.22 | 1.20 | Agree |
| 9. | assists teachers to gain more knowledge in the preparation of lesson plan. | 2.63 | .51 | Agree |
| 10. | boosts the knowledge of teachers in the improvisation and utilization of instructional materials to make teaching and learning effective | 3.15 | 1.10 | Agree |

**$\bar{X}$ : 0.01-2.49 = Disagree; 2.50-4.00 = Agree**

Table 1 showed the teachers' perception on the impacts of capacity building on their job performance in basic schools in Ilorin West Local Government, Kwara State, Nigeria. As shown on the table, items 1 to 5 (helps to enhance the pedagogical skills of teachers, assists in improving the knowledge of teachers in classroom management, gives teachers the opportunity to acquire more knowledge in their areas of specialization, affords teachers the latitude acquire

knowledge to be more effective in the lesson delivery to students and keeps teachers abreast of the usage of new technologies for enhancing effective teaching) had mean scores: 3.53, 3.23, 3.64, 3.42 and 2.96, and as such adjudged Agree. Also, items 6-10 (enables teachers to tap from the knowledge of their colleagues to enhance facilitate their effective teaching, intensifies the confidence of teachers in the discharge of their duties, helps teachers to acquire more skills in the evaluation of students, assists teachers to gain more knowledge in the preparation of lesson plan and boosts the knowledge of teachers in the improvisation and utilization of instructional materials to make teaching and learning effective) had mean scores: 3.01, 2.83, 3.22, 2.63 and 3.15; hence, considered Agree.

**Table 2**

*ANOVA Analysis Showing the Difference in the Impacts of Capacity Building on their Job Performance in Basic Schools in Ilorin West Local Government, Kwara State, Nigeria Based on Qualification*

| Source | Sum of Squares | df | Mean Square | Cal. F-ratio | p-e | Decision |
|---|---|---|---|---|---|---|
| Between Groups | 14.226 | 3 | .319 | | | |
| Within Groups | 20.172 | 234 | .157 | 2.31 | .067 | $Ho_1$ Accepted |
| Total | 34.398 | 168 | | | | |

Table 2 showed the cal. F-ratio (2.31) and the p-value (.067) that is greater than the level of significance (0.05). Hence, the null hypothesis one was accepted. This means that there was no significant difference in the teachers' perception on the impacts of capacity building on their job performance in Basic Schools in Ilorin West Local Government, Kwara State, Nigeria based on Qualification.

**Table 3**

*T-test Showing the Difference in the Teachers' Perception on the Impacts of Capacity Building on their Job Performance in Basic Schools in Ilorin West Local Government, Kwara State, Nigeria Based on Gender*

| Gender | N | $\bar{X}$ | SD | t-cal. | p-value | Decision |
|---|---|---|---|---|---|---|
| Male | 95 | 3.27 | 1.12 | | | |
| | | | | 2.46 | .065 | $Ho_2$ Accepted |
| Female | 142 | 3.05 | .98 | | | |

Table 3 showed the calculated t-value (2.46), mean difference of 0.22 and the p-value (0.65) which is greater than the significance level (0.05). Hence, null hypothesis two was accepted. This depicts that there was no significant difference in the teachers' perception in the impacts of capacity building on their job performance in Basic Schools in Ilorin West Local Government, Kwara State, Nigeria based on gender.

**Discussion**

The findings of the study revealed that capacity building helps to enhance the pedagogical skills of teachers, assists in improving the knowledge of teachers in classroom management, gives teachers the opportunity to acquire more knowledge in their areas of specialization, affords teachers the latitude acquire knowledge to be more effective in the lesson delivery to students and keeps teachers abreast of the usage of new technologies for enhancing effective teaching, enables teachers to tap from the knowledge of their colleagues to enhance facilitate their effective teaching, intensifies the confidence of teachers in the discharge of their duties, helps teachers to acquire more skills in the evaluation of students, assists teachers to gain more knowledge in the preparation of lesson plan and boosts the knowledge of teachers in the improvisation and utilization of instructional materials to make teaching and learning effective). This finding supports the finding of Kolapo and Lamidi (2020) which revealed that capacity building helps teachers to acquire more knowledge on teaching methodologies, acquire more skills on the preparation, improvisation and utilisation of instructional resources, assists teachers to acquire higher certificate for career advancement and makes teachers to be more professional in instructional delivery. This finding corroborates the position of Monday (2019) that government needs to prioritize capacity building of teachers. The reason is that if capacity of teachers is periodically built, their job performance could be enhance, thereby boosting students' academic performance.

The study found that there was no significant difference in the teachers' perception on the impacts of capacity building on their job performance in Basic Schools in Ilorin West Local Government, Kwara State, Nigeria based on qualification. This finding corroborates the finding of Olanrewaju (2019) which showed that male and female teachers were not significantly different in their opinions on the effect of capacity building on teachers' job performance in public secondary schools in Okitipupa Local Government, Ondo State. This finding is in tandem with the finding of Samson (2020) which revealed that there was no statistically significant difference in the opinions of teachers on the effect of capacity building on teachers' job performance in secondary schools in Sokoto West Senatorial District, Sokoto State, Nigeria based on qualifications.

The finding of the study revealed that there was no significant difference in the teachers' perception on the impacts of capacity building on their job performance in Basic Schools in Ilorin West Local Government, Kwara State, Nigeria based on gender. This finding agrees with the finding of Olanrewaju (2019) which showed that male and female teachers were not significantly different in their opinions on the effect of capacity building on teachers' job performance in public secondary schools in Okitipupa Local Government, Ondo State.

## Conclusion

The study concluded that capacity building plays significant roles in enhancing effective job performance of teachers in basic schools in Ilorin West Local government, Kwara State. Also, teachers were not significantly different in their opinions on the impacts of capacity building on teachers' job performance based on gender and qualification.

## Recommendations

The study recommended that:

i. Kwara State government should be more committed to building the capacity of teachers via periodic and constant programmes such as workshops, conferences, seminars, lectures, and sponsorship for further studies, so as to enhance effective job performance of teachers; and
ii. teachers should always show high level of dedication to whatever the capacity building programme organize for them, so as to adequately gain more knowledge, skills, and competencies that could aid their effective job performance.

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# SELF HELP: A TOOL FOR ENHANCING SUSTAINABLE COMMUNITY DEVELOPMENT AMONG RURAL DWELLERS IN NIGERIA

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## Abstract

*In spite of all governments' efforts to bring overall development to every part of the country, rural communities still lag behind in acquiring some basic amenities but underdeveloped as compared to urban areas. This paper seeks to explore community self-help as a tool for enhancing sustainable community development among rural dwellers in Nigeria. The paper further explained why the rural dwellers need to embrace self-help initiative to make up for neglect and delay on the part of government. It aims to adopt Self-help as a tool for enhancing sustainable development among rural dwellers in Nigeria. It is is guided by General System Theory of Development, and highlighted the significance of self-help activities in fostering and promoting sustainable Community development. Lastly, the challenges of self-help initiative and proffer solutions to the stated challenges were discussed.*
***Key words**:* Self-Help, Enhancing, Sustainable Community Development, Rural Dwellers

## Introduction

Historically, human society has always used some type of mutual aid or self-help social support system. This has been a common experience particularly at times of greater need, such as during emergency or disaster situations. Neighbours, relatives and friends help each other in times of need. At other times, the whole community comes together to work on common needs or problems which they may face. For instance, they may build local roads and bridges, schools, churches, or form a neighborhood watch group to defend against intruders. In all of these efforts, the community tries to mobilize its own resources in order to address and tackle its needs or problems (Akande, 2020). Such practice is very common among rural communities in developing nations. However, grassroots' contribution to the design and implementation of development projects have often been overlooked or neglected.

It is believed that education was key to remedying economic and social issues. This had the connotation of the “haves” bestowing wisdom upon the “have-nots.” While education does have a key role in sustainable development, it must be used as part of a two-way conversation with the communities. The educational practices used during the period of instruction tended to be condescending, dismissing the value of the indigenous people’s knowledge. This is rather

unfortunate, because ordinary citizens or community members have a lot to offer and an important role to play in tackling and solving their problems. Sustainable development cannot take place without active citizen participation or involvement in the development process. Thus, regrettably a potentially valuable asset has been overlooked and under-utilized (Abatena & Hailu, 2018).

The concept of self-improvement and participation is important for any community development undertaking, but will be especially useful to those which have limited resources, are willing to make a long-term investment, and seek after societal impact including improving health factors or better quality of life and enhanced access to education, rather than easier to measure means such as rate of disbursement (Imparato & Ruster, 2023). These groups, which may include international aid organizations, NGOs, or government programs, need to have an intermediary group facilitating community participation. These groups have the responsibility of establishing links across disciplines, and between the community and other stakeholders.

Self-help and community development initiatives significantly impact educational development by fostering a supportive environment for learning and encouraging participation. Community education, in particular, is crucial for building self-confidence, fostering self-respect, and promoting social equality which are so essential for educational success. Self-help projects, often initiated by community members, can directly address educational needs by providing resources, scholarships, or other support for indigent students. These project can also create a sense of ownership and pride in the community, which can foster a more positive and supportive learning environment (Imparato, & Ruster. 2023).

Community development initiatives can also address barriers to education, such as poverty, lack of access to resources, and cultural norms that may hinder educational attainment. By providing economic opportunities, improved infrastructure, and access to healthcare, community development can create a more conducive environment for educational success. The community development cycle is grounded in the philosophy that education holds the power for change. Education improves the overall health of families by reducing child mortality, increasing child health, and increasing wage earnings and employment. It also impacts communities and the environment by encouraging sustainable resource use, and slowing population growth, which taxes resources.

**Theoretical Framework**

This paper is guided by General System Theory of Development. The system theory of development views Community as an entity that is made up of distinct units which must work together to realize their common needs. Originating in biology, systems theory was developed in the 1950s against the backdrop of a need to have a set of systematic theoretical constructs to discuss the empirical world (Jeff Palmer, 2019). It provides an analytical framework that can be used to describe many factors involved in development. It helps define some key issues such as assessing patterns of power and influence, deciding where to intervene, understanding the dynamics of intergroup relationships, planning and carrying out development activities. According to system theory, components of each system are structured in a hierarchical ordering, and components are interdependent with one another in the system to the extent that one component cannot function without the support of other components. Components of a system can be tightly coupled, and where the components are closely interdependent, or loosely

coupled, where the smaller subsets of tightly connected components are loosely connected to one another.

## Concept and Meaning of Self-Help

Self-help in community development parlance is best help. According to Imhabekhai (2019), through self-help, Communities are encouraged to identify and utilize the material and human resources available in their communities to plan and execute programmes and projects as expedient. Inherent in the principle of self-help are elements of cooperativeness, communalism, collaboration, culture and companionship. Self-help refers to the action or process of developing oneself or overcoming ones problems without the aid of others, it is an action or process of doing things to improve the living standard of individual, groups or community at large through self-initiatives and procedures. Self-help enables people to get together and plan to bring their community on the path of progress.
A functional democracy needs an informed citizenry, empowered media, popular participation in policy making, a responsive state, and governing processes that are open, transparent and inclusive to all legitimate interests. Improving relationships between citizens and their government means working simultaneously on state responsiveness and effectiveness, citizen empowerment, and the accountability of elected officials and council members. The state or community alone cannot solve society's many problems or provide the remedies for democracy's deficits—this also requires citizen action or coordinated activities of some individual or groups (self-help group) (Akande, 2020). A meaningful democracy must strengthen civic voices, demonstrate responsive governance systems, and promote the interest of all its citizens.

Hamer (2018), identified the following area through which self-help initiatives can be promoted these includes:

i. awareness-raising and building capacity to mobilize;
ii. research and information generation for advocacy;
iii. lobbying to influence planning and policy formulation;
iv. citizen-based monitoring and evaluation;
v. partnership and implementation;
vi. auditing;
vii. joint management of sectoral programs (including co-production schemes); and
viii. Government frameworks for participatory planning.

According to Imhabekhai (2019), the core objectives of self-help groups in any community include strengthening the capacity of civil society organizations and citizens to demand transparent and accountable local government, advocating on behalf of citizens demanding improved public services, and positioning civil society organizations as legitimate and respected government partners. The program helps to increase opportunities for citizen engagement and strengthens citizens' capacity to contribute to public policy constructively and effectively and to enhance structural changes on matter affecting their well-being.

## Concept of Sustainable Development

Chambers (2020) defines development as good change which is synonymous with progress that entails an all-encompassing improvement a process that builds on itself and involves both

individuals and social change. Kangbampati (2019) argues that development requires growth and structural change, equity, modernization in social and cultural attitude a degree of political transformation and stability, an improvement in health and education so that population growth stabilizes an increase in urban living and employment. Sustainable development means that development is achieved without excess environmental degradation in a way that both protects the right and opportunities of coming generations and contributes to compatible approaches to sustainable development.

Hutt (2018) defined sustainable development as the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. In another definition by Munasinghe (2018), sustainable development is a process of improving the range of opportunities that will enable individuals and communities to achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and environmental system.

**Significance of Self-Help Activities in Fostering and Promoting Sustainable Community Development**

Active grassroots participation in development activities is necessary for the following important reasons. Firstly, every community has some limited capability and necessary resources such as ideas, talents, skills, leadership, human energy, financial and material assets, regardless of how little the available amount may be. Efficient utilization of these resources will enable the community to tackle, at least some of its problems and thereby appreciate its own capability. Thereby gaining some self-confidence and developing the motivation and the willpower to do more in the future. Secondly, this will progressively help to encourage more local initiatives and reduce negative psychological inertia such as apathy and hopelessness. Ultimately the community may achieve a relatively higher level of self-reliance.

Thirdly, fuller and more efficient utilization of available local resources will enable the community to make similar use of external resources if and when they become available. This is quite important, for no amount of external resources will make the community effective unless it already knows how to manage efficiently what it already has. In short, sustainable development will require the community to mobilize itself and make efficient use of its limited resources and appreciate its own capability before it looks for help from elsewhere. Then external assistance can be sought to supplement what it already has and to encourage local initiatives for undertaking and promoting development programmes.

Specifically and more importantly, the mobilization of organized local self-help groups or activities is essential to foster local input in problem assessment and need identification, enhance sound and feasible decision-making, expedite proper programme planning and implementation, and facilitate the development of community capabilities. Akande (2020) stressed that voluntary and active citizen participation in the process of problem definition need assessment can facilitate proper problem diagnosis and a clear definition of the problem in a number of ways as the process would facilitate gathering of firsthand and appropriate data about local conditions, expression of felt need and realistic assessment of the community's needs and problems and adequate exploration and comprehensive assessment of various issues which may have some relevance to the problem under consideration.

In the same vein, organized local self-help activities would afford the community members an opportunity to come together and discuss problems which they may have experienced. In turn, this will increase the chances for gathering a rich variety of valuable information by which the problems can be properly assessed (Chambers, 2019). That is, through free and open democratic discussion the community can generate wide varieties of useful data, including pertinent information about the origin and historical development of the problem. In the course of such discussion genuine and firsthand data about local community conditions, such as the environment, politics, culture, religion, economics, education, etc can be obtained.

In addition, the community can help to provide correct and pertinent interpretation of the data, such that the problem can be properly understood and clearly defined. In other words, the problem can be studied more thoroughly and properly assessed from the perspective of those who have firsthand experience and knowledge about it. As a result, the danger of reading things out of context can be minimized. Thus, active community participation in the problem-solving process is imperative. This is quite important in light of the fact that just as the patient is an essential source of basic information about his/her ailment, so is the community about its problems.

Similarly, local community involvement in tackling local problems would facilitate proper identification of local need. It allows the citizens to express their felt needs directly as opposed to what others may perceive those needs to be (UNESCO, 2021). This is extremely important because unless the people can express their needs as they see fit, there is little chance that their problems can be clearly understood and needs directly addressed. The lack of community involvement in the problem-solving process often results in executing projects which may not be perceive useful to the community or may not directly address the community's problems and/or needs.

Consequently, the project may not attract sufficient community interest, and may not receive the community's support, which is essential in order to sustain it. On the other hand, active and broad-based community involvement in problem assessment or need identification will help to put in focus both the nature and scope of the problem such that there is a clear understanding of it. How well this can be achieved is indeed a test of whether the programme serves the interest of the whole community or a narrow special-interest group.

Moreover Borman, (2019), maintained that local self-help activities which are designed to address genuine community needs have the potential for facilitating considerable community mobilization to address such need(s). Extensive and active community involvement in such endeavours would, in turn, increase the chances for greater representation of various groups, as well as the expressing of divergent points of view so that a comprehensive assessment of the issues at hand can be made. An open and well-organized democratic public discussion would be a good vehicle to foster this level of involvement. Such discussion, if or when properly managed, can engender cross-fertilization of diverse ideas, which are potentially a source of creativity and innovation (Kumar, & Shukla, 2018). As a result, the participants may be able to learn from each other and gain a better understanding of the problem. This will enable them to make an informed decision which they can support .Subsequently, the chances for finding feasible and realistic solutions to problem(s) may increase.

Similarly, Gadamu (2019) stressed that, the process may help to encourage cooperative and collaborative relationships among the community members may help to strengthen the degree of community solidarity. Consequently, there may be extensive community interest and sustained support for the projects which may ensue from the problem definition or need identification. Evidence from developing countries indicates that local community involvement in project design and implementation has a favourable impact on project success. For example, the International Fund for Agricultural Development (IFAD) has implemented many successful rural development projects, such as soil and water conservation, village irrigation projects, rural women's production group organizations, etc, in Asia and sub-Saharan Africa. The organization suggests that many of their projects were successful primarily because active grassroots participation was utilized in the design and implementation of the projects (Alamgir, 2018).

Self-help groups can contribute to sound decision-making in various ways, such as increasing the possibilities for exploring alternative solutions or goals, making practical suggestions regarding ways to improve upon the various, proposed solutions or goals and voting to directly influence the decision.

Organized discussion among the community members will foster the free exchange of ideas and opinions. This may, in turn, help to increase their knowledge and broaden their foresight about a variety of important issues and options which they need to consider before reaching a final decision. Consequently, the process may help facilitate informed and sound decision-making. This is possible because the majority of informed citizens will not make wrong decisions often without recognizing and correcting their mistakes (Borman, 2019). Furthermore, in as much as self-help groups are usually organized to tackle local problems or needs, the membership of such groups is more favourably predisposed to suggest prospective solutions or answers to the problem. The various suggestions which the group may propose will potentially provide a database of a range of alternative solutions which the group may carefully consider.

Systematic and guided democratic discussions would help the members to share ideas and learn something about each other. With some encouragement for tolerance of differences of opinion, members may be persuaded to listen to one another with an open mind and change their own opinion whenever there are compelling reasons to do so. As a result, they may be able to reduce or narrow their differences, and increase the chances for reaching an agreement which would have broad-based support. Besides, proper application of sound organizational principles and conflict resolution strategies can help the group reduce their misunderstandings and reach a mutually acceptable decision. These principles and strategies can foster cooperative working relationships among the members so as to achieve a greater degree of community solidarity and widely-supported decisions which can be fully implemented (Ross, 2019).

Normally, community input in problem definition and decision-making regarding the choice of relevant and feasible intervention strategies would pave the way for successful programme implementation. Appropriate programme planning and implementation, by and large, depends on the degree to which a problem has been clearly identified and defined, and sound and feasible solutions have been selected. So, to the extent that local community participation in self-help activities would facilitate the accomplishment of targeted goals of development (UNESCO, 2021). Thus, voluntary grassroots involvement in the implementation of self-help

activities would be necessary to garner stronger and broader community support for the programme. In turn, this would help to facilitate:

1) Initial programme execution or implementation
2) Sustained programme operation or execution, and
3) Further programme development and expansion.

**Challenges of Self-help Approach to Community Development**

Alamgir (2018) identified the following challenges in using self-help approach to community development;

1 Limited resource: communities may lack the financial, human, or material resources needed for large scale projects.
2 Inequitable Participation: not every member may participate or benefit equally in the projects leading to a potential conflict or equity.
3 Lack of expertise: community might lack the technical or managerial skills necessary to implement and sustain development projects effectively.
4 Difficulty in coordination: there may be difficulty in ensuring effective coordination among various stakeholders.
5 Sustainability: projects initiated through self-help may not be sustained in the long termif there is no constant support and maintenance by the people.
6 Political and Social Dynamics: local power struggles or social division can hinder cooperative efforts and projects success.

**Strategies to Promote Self-Help Approach to Community Development**

There are certain essential conditions for grassroots self-help organisations to succeed in promoting community development; First self-help organisations must involve voluntary grassroots groups or active citizen participation in activities of interest to the group. The participants should be organised on their own free will or be encouraged to do so with the ultimate decision left to them. They must not be coerced in any way to do something which they neither believe in nor have an interest in. Members must actively participate in all stages of the problem-solving process, including problem diagnosis/need assessment, decision making, project design and implementation, and evaluation. In all of these stages the group must have democratic freedom to manage their own affairs.

Also, the group must be encouraged to make maximum feasible mobilisation of local (its own) resources before any attempt is made to obtain external assistance. This is to enable the group to make efficient utilisation of its own resources, no matter how limited they are, before looking elsewhere, this will help them gain self-confidence in accomplishing task on their own. This experience also will help the group to learn how to make efficient use of any external resource when it becomes available. External assistance shall be sought only after it is determined that such a resource cannot be mobilised from within. The primary objective of seeking external resources must be to supplement internal community resources. This must be obtained in a form or shape that can be put directly to productive use, with little or no chance for abuse; and it must be obtained at the right time (Kumar, & Shukla, 2018).

Similarly, there must be some technical guidance and encouragement for the group. That is, there must be an enabler to guide the group in taking responsibility for itself, such that the group will, over time, develop its own capability and become relatively independent. Therefore, fostering community cohesion and resolve conflicts through dialogue and negotiation by engaging local leaders and influential figures to build consensus as well as cooperation among members.

However, Avis and Warren (2019), suggested the following strategies to promote Self-help initiative at the expense of community development. These are; efficient resource mobilization which could be achieved through external funding such as government grants, NGOs, and private sector collaboration, inclusive participation to address any imbalance in participation, capacity building, effective coordination and sustainable planning to develop and encourage community to take ownership as well as responsibility for the up keep of the projects. Furthermore, every effort must be made to make the right mix of internal and external resources such that self-reliance can be encouraged and dependence on external sources can be minimized.

## Conclusion and Recommendations

Self-sustaining community development strategies, focused on education as a means for change and education have great potential to make an impact on initiated projects which will foster community development through self-help. Self-help group participation in policy and sustainable development has attracted the attention of many scholars and democratic governments realizing the need for a partnership with the public and self-help groups for effective felt-need. The realities of increasing global inequalities have been of major concern to the international community over the year. More people participation in community development and has assumed an important condition for achieving accelerated and sustainable development. In this regard, many development practitioners and agencies have emphasized the need to secure active support and participation of citizens in the policy making and development processes. This development not only brings about progressive reduction of material deprivation and social inequalities, but also promotes the growth of human capabilities and potentials

## Recommendations

Based on the conclusion drawn, the following recommendations were made,

1. The community should look inward to utilize community resources for their identified problems. Since government intervention may not arrive on time due to other plausible competing needs. Therefore, communities needy to come together to use their local resources and initiative to solve their local problems.
2. Self help initiative should be encouraged at all levels by community elders. People ability should be tapped and adopted in the identification of problem, execution and evaluation stages.
3. Government should provide financial support in form of grant and loan for communities to execute projects that require urgent attention and the accessible loan will allow the communities to fund projects for immediate use.

4. Local community should partner with external professionals where the community lack expertise in a particular stage and seek support from non-governmental organisations to complement community effort.
5. A well-publicised and well-organised public meeting consisting of members drawn from a broad cross-section of the community would be a good vehicle at the initial stage to enhance community development process.
6. Education should not just be shared responsibility of government alone; Civil Society, Faith-Based Organizations, Private Sector, Individuals and Communities should also contribute to the human capital development and the provision of conducive and quality learning environment.

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