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Teamwork and Communication Competency-Based Management as Predictors of Academic Staff Job Performance in Public Universities in Akwa Ibom and Rivers States of Nigeria.

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Abstract

This study examined the extent teamwork and communication competency-based management predicts academic staff job performance in public universities in Akwa Ibom and Rivers State of Nigeria. Two research questions and two hypotheses guided the study. The study adopted the correlational survey design, using a sample of 520 universities' administrators drawn through census sampling technique from the same population of 520 administrators of the five public universities in both Akwa Ibom and Rivers States. The instruments for data collection were Teamwork and Communication Competencies Scale (TACCS) and Academic Staff Job Performance (ASJPS) which were validated by experts with reliability coefficients of 0.83 and 0.96 respectively, determined through Cronbach's Alpha Statistics. All the research questions were answered with simple regression, while all the hypotheses were tested with t-test associated with simple regression at 0.05 level of significance with (SPSS version 22). The findings of the study revealed that teamwork and communication competencies strongly predicted academic staff job performance in public universities in Akwa Ibom and Rivers States of Nigeria. Based on the findings, the study recommended that, the authorities of the public universities should assign jobs to the academic staff that will encourage teamwork for strong internal cohesion and regularly train the academic staff to maintain a high level of communication competency for the overall high job performance of the academic staff.

Keywords: Competency-Based Management; Academic Staff Job Performance.

Introduction

The most fundamental elements in the success equation for the educational sector now are management and competency. These are the basic elements that differentiate today's educational landscape from the past. Management is the world of action. It is the world that requires timely and appropriate actions. It is a world not for the passive but for those who commit to positive accomplishments. This study focuses on teamwork and communication competency-based management as predictor of academic staff performance in public universities in Akwa Ibom and Rivers States. The concept of competency-based management is essentially about performance.

An online Google Dictionary (2020) in Ebong (2022) ^[4] considers competency-based management (CBM) as a tool that supports the integration of human resources planning with business planning, by allowing organizations to assess the current human resource capacity based on their competencies against the capacity needed to achieve the vision, mission and business goals of the organization. Competency-based management is the practice of identifying the key skills necessary for employees to reach target performance in their specific roles, and then developing and optimizing those skills to best align with the business strategy of the organization. It is the application of a set of competencies to the management of human resources to achieve both excellence in performance and results that are relevant to the organization's business strategies (Campion, Fink, Ruggerberg, Phillips, & Odman, 2011 ^[3]).

Organizations such as universities are looking for new ways to acquire, manage and retain the precious talent needed to achieve their goals. It is pertinent to note that properly designed competency-based management framework translate the strategic vision and goals for the universities into behaviours or actions academic staff must display for university to be successful. CBM typically provides input into and drive all aspects of employees' career development. It links organizational planning to job execution. CBM shapes academic staff behaviour from 'hire to retire'. The elements of competency-based management that the present study is interested are teamwork and communication. These competency variables have been selected for the study because little or no attention has been given to them by previous researchers especially in relation to academic staff job performance in public universities in both Akwa Ibom and Rivers States of Nigeria to the best knowledge of the researcher.

Employees' work performance (academic staff job performance) is multi-dimensional and critical for organizational success and effectiveness. Performance is the degree of achievement and completion of the task of the individual academic staff. Work performance is synonymous with behaviour people put at work that can be observed and measured in terms of everyone's experience or level of contribution. Academic staff performance focuses on evaluation of the results of individual's lecturer's behaviour which includes determining how well or poorly a task has been completed by such lecturer. The job performance provides a comprehensive picture of individual's success criteria in their work which is usually calculated as a personal output rate or evaluated as the success rate compared to expectations of the organization. The various academic staff job performance indicators are teaching and supervision; research and innovation; writing and publication; consultancy and service to university.

A cohesive workforce is an asset to every organization. Competency in teamwork appears to be imperative to academic staff job performance. Sanyal and Hisam (2018) ^[18] consider teamwork as a strong power given by a group of individuals to make better decisions efficiently. Team members enhance the skills, knowledge and abilities while working in team. Teamwork can enable the members of the team to have a higher level of emotional security, self-confidence and the ability to plan and decide with others positively. Also, it helps in creating a healthy work environment with workable agendas, creative activities, positive strategies, and values. On the other hand, the absence of teamwork's concepts and strategies can lead to occupational failure, disappointment, low morale and poor productivity which threaten the entity of the organization. The employees, who work in an organization that does not have a strong concept of teamwork, usually fail to deliver the expected results and to achieve the goals and visions of that organization. The work performance of the team is higher than individual performance when the work requires a broader scope of knowledge, judgment, and opinion. The question is, does teamwork competency has any relationship with academic staff performance?

Another element of the present study is communication competency. Communication is pivotal to the university organization's success. Communication is a means of bringing about change. It is the mainstream of any organization growth. In every organization such as the university, there is need for interaction and understanding of management-employee's relations; this will bring about increase performance of all parties involved in the communication process or chain. Moreover, Stephen (2011) as cited in Nebo, Nwakwo and Okonkwo (2015) ^[12] views communication as a critical factor in directing and mobilizing the workforce towards the accomplishment of the organizational goals or objectives. The management of communication competency to the enhancement of academic staff job performance seems to be one of the necessary road maps to actualize the university goals. The question is how relevant competency in communication on academic staff job performance is. That is one of the reasons for this study.

From the literature survey conducted by the researcher, a few studies have sparingly examined competency and job performance, but none has comprehensively studied teamwork and communication competency-based management and academic staff job performance in public universities to the best of the researcher's knowledge. In view of the above, this study was conducted to determine the extent teamwork and communication competency-based management predicted academic staff job performance in public universities in Akwa Ibom and Rivers States of Nigeria.

Statement of the Problem

A keen observation of the situation in the university system reveals a state of bedlam and conflict orchestrated by break in communication and lack of team spirit among academic staff, administrators of universities, and government. This lack of synergy has resulted in several industrial actions which seem to paralyze the operation of the university. The result of these frequent industrial unrests is seen in delay in academic calendar of the public universities and delay in payment of lecturers' salaries.

Can the improper management teamwork and communication competencies result in low job performance of academic staff? The answer to this question cannot be in the affirmative, since many studies have clearly stated the relationship among teamwork, communication, and academic staff job performance. It is against this background that this study was conducted to ascertain the extent the competency-based management of teamwork and communication predicts academic staff job performance in public universities in Akwa Ibom and Rivers States.

Aim and Objectives of the Study: The aim of this study was to examine the extent teamwork and communication competency-based management predict academic staff job performance in public universities in Akwa Ibom and Rivers States. Specifically, the study sought to:

1. examine the extent team-work competency predicts academic staff job performance in public universities in Akwa Ibom and Rivers States.
2. assess the extent communication competency predicts academic staff job performance in public universities in Akwa Ibom and Rivers States.

Research Questions

The following questions were answered in the study:

1. To what extent does teamwork competency predict academic staff job performance in public universities in Akwa Ibom and Rivers States?
2. To what extent does communication competency predicts academic staff job performance in public universities in Akwa Ibom and Rivers States?

Hypotheses

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

H₀₁: Teamwork competency does not significantly predict academic staff job performance in public universities in Akwa Ibom and Rivers States.

H₀₂: Communication competency does not significantly predict academic staff job performance in public universities in Akwa Ibom and Rivers States.

Literature Review

Teamwork Competency and Academic Staff Job Performance.

Team-working is rapidly becoming the preferred practice in many organisations as traditional corporate hierarchies give way to flat, multi-skilled working methods. Managing teams is an indispensable and practical guide to leading teams with expertise, covering areas defining the skills required to complete a project, establishing trust between individuals within a team, and maximizing the performance of that team. A true team is a living, constantly changing, dynamic force in which several people come together to work. Team members discuss their objectives, assess ideas, make decisions, and work towards their

targets together. In the university, teamwork strengthens the force of cohesion among the academic staff and enhances their job performance.

Sanyal and Hissam (2018) ^[18] consider a team as a group of individuals who work collectively to achieve the same purposes and goals to provide an excellent quality of service. The educational experts describe teamwork as a strong power given by a group of individuals to make better decisions efficiently. Team members enhance the skills, knowledge and abilities while working in team (Williams, Duray, & Reddy, 2006 ^[21]). Teamwork can enable the members of the team to have a higher level of emotional security, self-confidence and the ability to plan and decide with others positively (Wang & Liu, 2014 ^[20]). Also, it helps in creating a healthy work environment with workable agendas, creative activities, positive strategies, and values (Sanyal & Hissam, 2018) ^[18]. Similarly, Mustafa, Glavee-Geo and Rice (2017) ^[11] view teamwork as the extent to which members have a positive attitude towards working in a team. This is an essential aspect of teamwork (Fransen, Kirschner & Erkens, 2011^[5]; Mathieu, Maynard, Rapp & Gilson, 2008 ^[12]). Omori (2018) ^[15] confirms that teamwork is widely recognised, and has come to stay and dominate the way work is performed; also, has gained importance as public and private entities saw the substantial benefits of such programmes (Parker, 2008) ^[17].

Considering the summations of the educational scholars such as Sanyal and Hisam (2018) ^[18]; Mustafa, Glavee-Geo and Rice (2017) ^[11]; Hwang (2018) ^[6]; and Omori (2018) ^[15], the relevance of teamwork to academic staff job performance has been succinctly presented. Different conceptual expositions to the term “teamwork” have also been highlighted. These various studies have also revealed the essential ingredient that enhances organizational teamwork – communication. Moreover, the efficacies of teamwork competency to the job performance of academic staff of the public universities are also illustrated. This has shown the importance of teamwork competency to the universities.

Communication Competency and Academic Staff Job Performance

Another element of the competency-based management related to the present study is communication competency. Communication is pivotal to the university organization’s success. Increased competition among both domestic and international organizations, emergence of new markets, increased global business transactions; and university global ranking as witnessed over the past few decades changes and have been associated with the need for comparative human resource management. Communication which is the state of exchanging information is imperative to all echelons of university organization. Communication is the imparting or exchanging of information by speaking, writing, or using some other medium. Furthermore, communication means the act of sending or receiving information such as through phone lines or computers.

There exists growing evidence that communication can influence the bottom-line (Camden & Witt as cited in Manani & Ngui, 2019 ^[8]). Many researchers have driven the idea that effective communication has link to the job productivity (job performance). Besides, Manani and Ngui (2019) ^[8] declare that to sustain good performance, organizations’ managers (such as universities’ chief executives) must show initiative by developing and providing opportunities to their employees for learning new skills on communication. Only sizeable modern organization has placed the value on effective workplace way of communicating. It is often assumed by some management members that communication is the simplest task for everyone to execute but studies have shown that communication thus make and unmake the existence of an organization (Otoo, 2015) ^[16]. The absence of competent staff on communication or on effective communication channels tends to under-utilize the expertise and vital information from the employees, which could be a critical input for strategy to reduce or eliminate apathy in employees’ job performance (Otoo, 2015) ^[16].

Communication is central to all human social behaviours. Human beings cannot interact unless they communicate through shared symbols. Through sharing common symbols, people can communicate information, ideas, and emotion. In the view of Okorie

(2012) ^[14] communication is the process of transmitting one's thoughts, ideas, wishes, attitudes, and emotion to others. Inko-Tariah and Mba (2010) ^[7] consider communication as the process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender feedback. All forms of communication require a sender, a message, and an intended recipient (Nwabueze, 2017 ^[13], Shonubi & Akintaro, 2016 ^[19], Al-Nashmi & Abdul-Rahman (2011) ^[1]). Based on the philosophy of this study, the researcher is interested in the competency in communication as a panacea to poor job performance in public universities in Rivers State. The consensus presentations of Shonubi and Akintaro (2016) ^[19], Nebo, Nwankwo, and Okonkwo (2015) ^[12], and Otoo (2015) ^[16] reveal a clear picture of positive relationship between competency in communication and academic staff job performance.

Methodology

This study adopted correlational survey design to predict the relationship among teamwork, communication competencies, and academic staff job performance in public universities in Akwa Ibom and Rivers States. The population of the study was the five public universities in both Akwa Ibom and Rivers States. As at the time of this investigation the universities had 520 administrators. A sample of 520 academic staff was selected through a total sampling technique. The instruments for the study were designed by the researchers and entitled Teamwork and Communication Competencies Scale (TACCS) and Academic Staff Job Performance Scale (ASJPS) with a reliability coefficient of 0.83 and 0.96 respectively. All the research questions were answered with simple linear regression while all the hypotheses were tested with t-test associated with simple linear regression at 0.05 level of significance. This was done using SPSS version (22).

Data Analysis

Research Question 1: To what extent does teamwork competency predicts academic staff job performance in public universities in Akwa Ibom and Rivers States?

Data analysis relating research question (1), on the simple regression analysis of correlation between teamwork competency (predictor) and academic staff performance showed a regression coefficient (R) of 0.897^a, R-Square value of 0.805, Adjusted R-Square of 0.805, and Standard Error of the estimate of 0.31004, this indicates a high and positive relationship between teamwork competency and academic staff job performance in public universities in Akwa Ibom and Rivers States. Similarly, the R Square value revealed ($R^2 = .805$), this means that teamwork competency predicted 81% ($.805 \times 100 = 80.5$) of academic staff job performance in public universities in Akwa Ibom and Rivers States of Nigeria, while the remaining percentage score was predicted by other external variables.

Research Question 2: To what extent does communication competency predicts academic staff job performance in public universities in Akwa Ibom and Rivers States?

Data analysis relating research question (2), on the simple regression analysis of correlation between communication competency (predictor) and academic staff performance showed a regression coefficient (R) of 0.865^a, R-Square value of 0.815, Adjusted R-Square of 0.814, and Standard Error of the estimate of 0.31005, this indicates a high and positive relationship between communication competency and academic staff job performance in public universities in Akwa Ibom and Rivers States. Similarly, the R Square value revealed ($R^2 = .815$), this means that communication competency predicted 82% ($.815 \times 100 = 81.5$) of academic staff job performance in public universities in Akwa Ibom and Rivers States, while the remaining percentage score was predicted by other external variables.

Hypothesis Test

Hypothesis H0₁: Teamwork competency does not significantly predict academic staff job performance in public universities in Akwa Ibom and Rivers States.

Data analysis relating to hypothesis (1) on the t-test associated with simple regression on the correlation between teamwork competency and academic staff job performance in public universities showed the t-test value associated with simple regression of 44.852, Beta value of 0.897, while the significance level was 0.000. This revealed that the probability level of 0.000 is less than the alpha level of 0.05. Thus, the null hypothesis was rejected. This implies that teamwork competency significantly predicts academic staff job performance in public universities in Akwa Ibom and Rivers States.

Hypothesis H0₂: Communication competency does not significantly predict academic staff job performance in public universities in Akwa Ibom and Rivers States.

Data analysis relating to hypothesis (2) on the t-test associated with simple regression on the correlation between communication competency and academic staff job performance in public universities showed the t-test value associated with simple regression of 43.741, Beta value of 0.886, while the significance level was 0.000. This revealed that the probability level of 0.000 is less than the alpha level of 0.05. Thus, the null hypothesis was rejected. This implies that communication competency significantly predicts academic staff job performance in public universities in Akwa Ibom and Rivers States.

Discussion of Findings and Implications

Teamwork Competency and Academic Staff Job Performance in Public Universities

The result of data analysis on the relationship between teamwork competency and academic staff job performance showed a high and positive relationship between the two variables in public universities in Akwa Ibom and Rivers States. The finding of the current study is consistent with that of Sanyal and Hisam (2018) ^[18], Hwang (2018) ^[6] and Omori (2018) ^[15] who investigated impact of teamwork dimension and job performance. The findings of their studies revealed positive relationship between teamwork and job performance. Furthermore, the study of Mustafa, Glavee-Geo and Rice (2017) ^[11] showed that teamwork influenced groups' performance. However, the work of Hwang (2018) ^[6] was on teamwork and groups' satisfaction, not exactly on academic staff job performance, while the study of Omori (2018) ^[15] showed that teamwork predicted job performance. The studies of the scholars revealed a high and positive correlation between teamwork and job performance indicating high application of teamwork competencies and skills which ultimately leads to academic staff job performance. Incongruity in the results between the current study and the previous studies could be attributed to differences in the respondents; population; sample; method of data analysis. Although the current work used academic staff of public universities as population for the study, but the universities' administrators were sampled as the respondents. The finding indicated a significant relationship between teamwork competency and academic staff job performance in public universities in Akwa Ibom and Rivers States. This is because the t-test value of (0.000) was found to be less than the alpha level at (0.05) of significance. Teamwork competency is a predictor of academic staff job performance in the public universities.

Implicitly, high relationship of teamwork competency and academic staff job performance shows that teamwork competency at a high level predicts the job performance of academic staff, while low teamwork competency will definitely result in low job performance of academic staff and have low predictability of job performance. The high and positive relationship between teamwork competency and academic staff job performance in public

universities in Akwa Ibom and Rivers States implies that when academic staff are trained to work in a team they perform very high in their job, otherwise their work performance become low, and vice-versa.

Communication Competency and Academic Staff Job Performance in Public Universities

The result of data analysis on the relationship between communication competency and academic staff job performance showed a high and positive relationship between the two variables in public universities in Akwa Ibom and Rivers States. The finding of the current study is consistent with that of Otoo (2015) ^[16] and Nebo, Nwankwo, and Okonkwo (2015) ^[12] who studied the effect of communication on job performance. The findings of their studies exposed positive relationship between communication competency and job performance. Furthermore, the study of Mohammed, and Angell (2004) ^[10] on communication and job performance revealed a positive relationship between the variables. Similarly, the study of Byakutaga, Onen, Oonyu and Kasesene (2016) ^[2] on communication and job performance revealed correlation coefficient of ($r = 0.912$ & $p = 0.000$). The finding of this study indicated a significant relationship between communication competency and academic staff job performance in public universities in Akwa Ibom and Rivers States. This is because the t-test value of (0.000) was found to be less than the alpha level at (0.05) of significance. Communication competency is a predictor of academic staff job performance in the public universities.

Implicitly, high relationship of communication competency and academic staff job performance shows that a high and positive communication competency will result in high level of job performance of academic staff, while low and negative communication competency will also result in low and negative job performance of the academic staff of public universities. The high and positive relationship between communication competency and academic staff job performance in public universities in Akwa Ibom and Rivers States implies that when academic communication skills are upgraded, then the universities will record very high and positive job performance from the academic staff, and vice-versa.

Conclusion

Based on the findings of the investigation presented and discussed, teamwork and communication competencies strongly predicted academic staff job performance in public universities in Akwa Ibom and Rivers States of Nigeria.

Recommendations:

From the findings presented and discussed above, the researcher offered the following recommendations.

1. Universities' administrators should constantly assign academic staff to work in a team; this will strengthen the force of cohesion and sustain the existing high relationship with the job performance.
2. The current high level of communication competency should be sustained by constant exposing the academic staff to prerequisite training that will upgrade and maintain their communication competencies.

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COMPLIANCE WITH THE CRITERIA FOR ACADEMIC WORKLOAD ALLOCATION FOR QUALITY SERVICE DELIVERY IN UNIVERSITIES IN SOUTH-SOUTH GEO-POLITICAL ZONE NIGERIA

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Abstract

This study investigated lecturers' compliance with the criteria for academic workload for quality service delivery in universities in South-South geopolitical zone Nigeria. Three research questions and three hypotheses were formulated to guide the study. The descriptive survey design was adopted for the study. The sample of 689 lecturers was drawn from the population of 6,892 using the proportionate stratified and simple random sampling techniques. An 18-item instrument was used to collect data for the study. The instrument is titled "Criteria for the Academic Workload Allocation for Quality Service Delivery in Universities Questionnaire (CAWAQSDUQ)"; based on the modified 4-point Likert scale with a reliability index of 0.75 using Cronbach Alpha Statistics. The research questions were analyzed using mean (\bar{x}), Standard Deviation (SD) and rank order, while the hypotheses were tested using z-test statistical tool at 0.05 level of significance. The study revealed that there is no significant difference between the mean rating of various categories of lecturers on the compliance with the criteria for lecturers workload allocation for quality service delivery in universities in the south-south geo-political zone of Nigeria. It further revealed among others that there is no strict adherence to the set criteria for lecturers' workload allocation, which in most cases exert excess workload on lecturers, and results in poor service delivery to the students. The study concluded that non-compliance with the criteria for lecturers' workload allocation results in excess workload, poor teaching delivery and production of unemployable graduates from the universities. The study recommended, among others, that the university authorities should carry out regular supervision on total compliance with the criteria for lecturers' workload to ensure that the set criteria are strictly adhered to at all times.

Keywords: Academic workload allocation, Compliance, Quality service delivery.

Introduction

Ideally, man's primary responsibility is service to God and humanity. In the account of the Holy Bible in Genesis chapter one, God created Adam and Eve, and engaged them with work in the Garden of Eden to serve as the stewards in the Garden. Hence, work and service are part and parcel of man's activities on earth. The term, 'service' originated from the Latin word, 'servitium' and an Old French word, 'servise', which means slavery. This is very ridiculous. Nevertheless, according to Soyinka cited in Rahman (2016), human life has meaning only to that degree and as long as it is lived in the service of humanity. Therefore, the act of rendering service to others is termed 'service delivery'. According to Martins and Ledimo (2015), service delivery refers to the actual rendering of service and products to customers or clients.

The rendering of service means giving aids, helps or assistance to someone in order to make him comfortable, satisfied or better in value than before. Meanwhile, the study conceptualizes service delivery as the act of exchanging intangible goods between two parties, with a view to receiving value

from one party doing the service (delivery), and paying for the value by the other party receiving the service, either directly or indirectly. It is certain that service delivery involves exchange of values and substances.

Consequently, a good and effective service delivery in the university is determined by a high level of graduate performance and productivity in the labour market and the society at large, early completion of academic programme/calendar, contribution to the Gross Domestic Product of the nation, students' level of success at professional and international examinations, high level of institutional ranking, production of skilled professionals, production of employable graduates, timely mobilization of students' for National Youth Service Corp, etc. It is important to stress that if everything is going on adequately at the departmental, faculty and institutional levels, and lecturers render the services of teaching, research and community service adequately, the stated outcomes are supposed to be very visible in the university and the society as a whole.

It is important to note that service delivery in a system could be effective or ineffective, good or bad as the case may be. However, there are some factors that could bring about effective or ineffective service. In an organization, the conditions of service, welfare conditions, nature of work, amount of work (workload) given to an individual employee could determine the level of his effectiveness or ineffectiveness. However, in business world, businesses succeed and thrive when customers are given effective and efficient service. Therefore, service delivery can further be seen as the offering of a company's products or services to the prospective clients or the general public with a view to giving satisfaction to the targeted clients. In service delivery, how the service is delivered is very important and the satisfaction of the client is also paramount.

However, service delivery in the university has to do with how lecturers render the service of teaching and learning, research and community service to the students. The primary assignment of lecturers in the university involves the trio; teaching, research and community service. It is important to evaluate how these basic services are rendered to the university students, who are the first recipients of the services of the university lecturers. Eventually, the yardstick for measuring the effectiveness and the efficiency of lecturers' service delivery is the students who are expected to be transformed by the lecturers during and after their course of study. The students are to be assessed in character and learning, level of productivity in the society and lots more.

Meanwhile, there is a general outcry in the society that the products of the universities are below expectation in terms of character, representation and presentation in the society, productivity to the economy and the society at large. University graduates are seen as not representing the value of the certificates they possess. This suggests that something is wrong with the quality of service delivery. Former President Obasanjo in Federal Republic of Nigeria (2017a) decries that our public offices have for too long been the showcases for the combined evils of inefficiency and corruption, and further exclaims that Nigerians deserve better services at all government institutions, departments and parastatals. Moreso, Makinde in Owolabi (2010:5) states that "for the sake of Nigerian and African people that we lead, we cannot afford to do business as usual with a pathological affinity for authority and positions but a corresponding allergy for responsibility and accountability" There is a clear indication that service delivery is generally poor in public institutions including the universities. The employers of labour have lamented severally of their disappointment with the university products in terms of performance and productivity at the workplace. To this end, university graduates are termed half-baked graduates (Akpan, 2016).

Statement of the Problem

There are some observable pointers that show that something is wrong with the services rendered by lecturers in the universities. Apart from the level of productivity of the university graduates, it is also noticed that attendance of lecturers to classes fluctuates, there is delay in publishing test and semester examination results, elongation of programme calendars and delay in graduation of university graduates. These are indicators that the services rendered in the universities need to be investigated. It is important to check if the university lecturers follow service compact (SERVICOM) index in discharging their duties. The index provides the following as drivers for improved service delivery: staff attitude, professionalism, information, timeliness and the service delivery. These could also be place side by side with the following dimensions: policy commitment, service, the customer, organizational effectiveness, accountability and innovations. It is possible that the neglect of any or all of the following could lead to poor service delivery in the university. Hence, these dimensions have to be looked into at the departmental, faculty and the institutional levels.

Aim and Objectives of the Study

The aim of this study was to investigate lecturers' compliance with criteria for workload on academic workload for quality service delivery in universities in South-South geopolitical zone of Nigeria. The specific objectives are to:

1. examine how lecturers comply with the criteria for workload allocation on teaching and learning process for quality service delivery in Universities in the South-South geo-political zone of Nigeria.
2. investigate how lecturers comply with the criteria for workload allocation on supervision of students' internship programme for quality service delivery in Universities in the South-South geo-political zone of Nigeria.
3. examine how lecturers comply with the criteria for workload allocation on supervision of undergraduates' research projects for quality service delivery in Universities in the South-South geo-political zone of Nigeria.

Research Questions

1. How do lecturers comply with the criteria for workload allocation on teaching and learning process for quality service delivery in Universities in the South-South geo-political zone of Nigeria?
2. In what ways do lecturers comply with the criteria for workload allocation on supervision of students' internship programme for quality service delivery in Universities in the South-South geo-political zone of Nigeria?
3. How do lecturers comply with the criteria for workload allocation on supervision of undergraduates' research projects for quality service delivery in Universities in the South-South geo-political zone of Nigeria?

Hypotheses

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

- 1:** There is no significant difference between the mean rating of Heads of Departments and lecturers on how lecturers comply with the criteria for workload allocation on teaching and learning process for quality service delivery in Universities in the South-South geo-political zone of Nigeria.
- 2:** There is no significant difference between the mean rating of male and female lecturers on how lecturers comply with the criteria for workload allocation on supervision of students' internship programmes for quality service delivery in Universities in the South-South geo-political zone of Nigeria.
- 3:** There is no significant difference between the mean rating of male and female lecturers on how lecturers comply with the criteria for workload allocation on supervision of undergraduate research projects for quality service delivery in Universities in the South-South geo-political zone of Nigeria.

Literature Review

This section discussed the theoretical foundation and the conceptual framework. The review was carried out under the following headings: Theoretical framework, conceptual and empirical reviews. The study anchored on three fundamental theories; which includes The Blake and Mouton Theory, Multiple Resource Theory and The Service Quality Model.

The Blake and Mouton Managerial Coril Theory (1964) emphasizes the concern for production for production on one hand, and the concern for people on the other hand. The theory is highly relevant to the study under consideration which could serve as a guide to leaders or managers at all levels in the process of workload allocation and demand for quality service or optimal production in organizations. The multiple Resource Theory propounded by Christopher C. Wickens (1984) expresses the processes of multi-tasking, which is the focal point of this study, as it relates to multi-tasks and multi-dimensional activities carried out by lecturers in the university. Hence, the relevance of the theory to the study under consideration. It enlightens the university managers and administrators on the complexities of multi-tasking on employees, the effect on cognition, mental state and performance of employees as such necessity is affirmed by Chim (2018). The Service Quality model was proposed by A. Parasuraman, Valarie A. Zeithaml and Leonard L. Berry in January 1985. This model expressed the criteria and the various parameters for measuring quality service in organizations. The model is very relevant to study as it will help university managers and lecturers to follow the guiding principles and measurement for quality service delivery to students in the universities and the larger society.

Conceptually, workload and service delivery are the two major variables for this study. Workload is viewed as the amount of work an individual has to do. Wickens in Chinn (2018) viewed workload as the total energy output of a system. Again, Osaat and Ekechkwu (2017) viewed workload as all the duties or tasks carried out by workers in the course of their activities at the workplace. On the other hand, service delivery is one important responsibility that every human has to fulfil in our society. We were all born to serve; both God and humanity. Olowe, Nkwuagba and Ayodele (2018) opined that service portrays intangibility, perishability, inseparability and homogeneity in nature. However, the researcher viewed 'service' as an act, performance, works or activity of rendering intangible goods from one party to another with a view to exchanging satisfaction and rewards between the parties.

In the universities, the lecturers are faced with multi-dimensional, multifaceted and multitasking activities which are capable of weighing down the lecturers and also bringing about poor service delivery. There are cases where lecturers encounter different workload defects such as workload debt (i.e a situation of carrying over tasks) and workload debt cascade (i.e a situation where employees have accumulation of work carried over). These situations usually put employees in bad light. The situation can result in aggression, cohesion, depression, depression, errors, accidents etc at workplace. It could also result in health issues such as mental weakness, stress, heart attack, breakdown of the health of the employees, stroke, sudden death etc. Therefore, the situations of excess workload do not promote quality service delivery.

According to Wickens in Chinn (2018), workload could be classified as quantitative (i.e the amount of work allocated to a particular employee), qualitative (ie the complexities or difficulties involved in the allocated tasks) and under load (ie the under-utilization of skills and expertise in the allocated tasks).

The roles of lecturers in the universities are multi-dimensional, multifaceted and multi-disciplinary. The display of these complex abilities is an indication that lecturers are multi-talented. However, this special role played by lecturers' accord them some special respect in a way, and gives them some level of superiority in the society. Much more, lecturers, by the virtue of their work, are seen as life builders; their impacts in the society are overwhelming. Primarily, lecturers are vested with three basic responsibilities of teaching, research and community service. Analytically, the responsibilities of lecturers are very complex and much more than just teaching, research and community service. Lecturers go through a lot to make teaching happen and to transform lives in the society. Lecturers are found performing as teachers, administrators, coordinators, counsellors and lots more (Marcellinus, 2018).

The process of teaching is a complex one. Teaching involves planning, preparation and delivery. The planning and the preparation take a lot of time, which is not accounted for in the university time table. Hence, if planning and preparation of what to teach do not take place, delivery of teaching to students will be poorly rendered. Beyond just teaching, the integral part of teaching involves measurement and evaluation. It is through measurement and evaluation that the lecturer will examine if the objectives of the course and the goal of the university are achieved. Measurement and evaluation involves administering test and examination to students, marking and grading the scripts, and publishing the result. Test, measurement and evaluation have deeper interpretation than just assigning figures to examinees. According to Kpolovie (2014), test is an effective instrument for valid and reliable information gathering for effective evaluation of the examinee's cognitive, affective, psychomotor, psycho-productive traits. It is quite unfortunate that this very important aspect of teaching is not captured in the scheme of things as regards the university or departmental wide time table. Hence, this aspect of teaching can only be met by creating private time for it, which is always in conflict with other things, and it is enough to cause workload debt, stress and poor service delivery. Teaching also entails supervision of students' internship programmes such as teaching practice, industrial training (IT), housemanship, etc. Dogora (2017) observed that teaching practice, field practicals, industrial attachment/trainings are paid allowances and as such should not be included in the Full Time Equivalent (FTE), which described as the lecturers' workload in credit hours per week per semester. It is important to note that the supervision of students' internship programme may not be convenient for lecturers but the payment of extra allowances acts as a motivating factor for lecturers to carry out such functions.

Research plays a major role in the development of individuals and the society. The research findings are meant to foster development. The bedrock of inventions and innovations is research. Uche (2013) and Uche (2013b) elaborates on the role of the university system, which involves teaching, research and dissemination of research results to appropriate institutions and industries for solving of societal problems. In fact, Uche (2013a) believes that research and dissemination of research findings are key

parameters for assessing productivity and efficiency of a university system. It is believed that every research result must have practical ability of solving socio-cultural, scientific and economic problems of the society. However, a good and relevant research findings can only be achieved where ample time and space is created for the purposes of research. It is regrettable that in universities, allocation of students to lecturers for research project supervision does not follow laid down principles (Dogora, 2017). However, it is on this backdrop that, this paper is to establish lecturers' compliance with the criteria for academic workload for quality service delivery in universities in the south-south geo-political Nigeria.

Methodology

The descriptive survey research design was adopted in this study. The descriptive survey design is that in which data is collected at a particular time without any attempt at manipulating the variables. Hence, the result of the study is used to describe (affect) the entire population.

The population of this study refers to all lecturers in the identified institutions in the South-South Geo-political Zone. From the available data, there are seven federal universities in the region, which are Federal University, Otuoke, Bayelsa State (FUO); Federal University of Petroleum Resources, Effurun, Delta State, (FUPRE); Nigerian Maritime University, Gbaramatu, Delta State (NMUG); University of Benin, Benin, Edo State; University of Calabar, Calabar, Cross River State (UNICAL), University of Port Harcourt, Port Harcourt, Rivers State (UNIPOINT) and University of Uyo, Uyo (UNIUYO), with the exception of the NMUG which was not available as at the time of this study.

The population size of 5096 male and 1796 female lecturers in the six accessible universities of the study. Using the proportionate stratified and simple random sampling techniques, a sample of six hundred and eighty-nine (689) lecturers drawn out of the population of six thousand, eight hundred and ninety-two (6,892) out of which four hundred and seventy-five (475) were heads of departments (HODs) and two hundred and fourteen (214) are non HODs (other lecturers) were used for the study.

The instrument used for data collection is titled "Criteria for the Academic Workload Allocation for Quality Service Delivery in Universities Questionnaire (CAWAQSDUQ)". An 18-item instrument was validated by two other experts in Educational Management. The reliability was tested using the Cronbach Alpha Statistics with alpha coefficient of 0.75. The questionnaires were administered directly to the respondents. They were retrieved after filling and used for the analysis. The data collected was analyzed using the mean, standard deviation and rank order for research questions while the hypotheses were analyzed using z-test statistical tool at 0.05 level of significance, and the questionnaire items were accepted at 2.5 mean score and above.

Results and Discussion

Research Question One: How do lecturers comply with the criteria for workload allocation on teaching and learning process for quality service delivery in universities in the south-south geo-political zone of Nigeria?

Table 1: Mean rating of the opinions of lecturers on compliance with the criteria for workload allocation on teaching and learning for quality service delivery in universities

S/N	Questionnaire items	HODs			Lecturers			Remark		
		$\sum fx$	\bar{x}	SD	Rank order	$\sum fx$	\bar{x}		SD	Rank order
1.	There is strict adherence to 8-credit hours and 12-credit hours for non-science-based and science based courses respectively, per week, per semester in a your department/institution	1002	2.11	1.14	4th	462	2.16	0.99	3rd	Rejected
2.	The class size in your department/institution is lower than the recommended student-teacher ratio of 50:1	998	2.10	1.06	5 th	459	2.14	0.99	4th	Rejected
3	Lecturers mark scripts with more than 2-times the class size per course per semester	1459	3.07	0.97	1 st	622	2.91	1.07	1st	Accepted
4	Planning and preparation of lesson									

	notes is not part of teaching and learning process	932	1.96	1.08	6 th	429	2.0	0.97	5 th	Rejected
5	Administration of tests and examinations are part of teaching and learning process	1371	2.89	1.13	2 nd	604	2.82	1.12	2 nd	Accepted
6	There is a workload allocation model (WAM) in your department/institution that guides workload allocation	1124	2.37	1.05	3 rd	413	1.93	1.06	6 th	Rejected
	Mean of mean & SD		2.42	1.07			2.33	1.03		

Table 1 above shows mean score by HOD's on item 1 as 2.11 and a standard deviation of 1.14 while the same item for lecturers, the mean score was 2.16 and standard deviation (SD) of 0.99. Item 2 HOD's scored the mean of 2.10 and SD of 1.06, while lecturers had the mean score of 2.14 and SD of 0.99. Item 3 was a mean score of 3.07 and SD of 0.97 for HOD's, while that of lecturers had 2.91 as mean and 1.06 as SD. Item 4 had mean score of 1.96 for HOD's and 2.0 mean for Lecturers with 1.08 and 0.97 as SD, HOD's and Lecturers respectively. Item 5 had a mean score of 2.89 and standard deviation of 1.13 for HOD's while lecturers had mean of 2.82 and SD of 1.12. Item 6 had a mean score of 2.37 and SD of 1.05 for HOD's, while the lecturers had the mean of 1.93 and SD of 1.06. The table shows that items 1,2,4 and 6 were rejected, while items 3 and 5 were accepted. Conclusively, the mean of means for HODs showed 2.42 and lecturers showed 2.33. The two means were less than the criteria mean of 2.5. This implies that both the HODs and the lecturers do not comply strictly with the criteria for workload allocation on teaching and learning process for quality service delivery in universities in the South South geo-political zone of Nigeria.

Research Question Two: In what ways do lecturers comply with the criteria for workload allocation on supervision of students' internship programme for quality service delivery in universities in the south-south geopolitical zone of Nigeria?

Table 2: Mean rating on the responses lecturers on criteria for workload allocation on supervision of students' internship programme for quality service delivery

S/N	Questionnaire items	Male			Female			Remark		
		$\sum fx$	\bar{x}	SD	Rank order	$\sum fx$	\bar{x}		SD	Rank order
7.	The allocation of students to lecturers for supervision of students' internship programme follows laid down standards	1172	2.30	1.04	2 nd	385	2.14	1.03	6 th	Rejected
8.	Students' internship programme are considered as part of lecturers' normal teaching load	1225	2.40	1.06	1 st	473	2.63	1.12	1 st	Accepted
9.	Extra allowance always accrues to lecturers for supervision of students' internship programme	1109	2.18	1.09	6 th	431	2.39	1.13	2 nd	Rejected
10	Supervision of students internship programme requires no extra time in the teaching time table	1144	2.24	1.04	3 rd	419	2.33	1.15	3 rd	Rejected
11	The process of supervising students on students' internship programme does not amount to extra workload for lecturers	1115	2.19	1.11	5 th	414	2.30	1.07	4 th	Rejected
12	Allocation of students to lecturers for supervision on students' internship are done following well designed model	1138	2.23	1.07	4 th	404	2.24	1.03	5 th	Rejected
	Mean of mean & SD		2.26	1.07			2.34	1.09		

Table 2 shows the ways lecturers comply with the criteria for workload allocation on supervision of students' internship programme for quality service delivery in universities in the south-south geo-

political zone of Nigeria. Item 7 for male lecturers had a mean score of 2.30 and a SD of 1.04, while the female mean score was 2.14 and SD of 1.03. Item 8 for male is 2.40 for mean score and 1.06 SD, while the female had a mean of 2.63 and SD of 1.12. Item 9 had 2.18 mean for male with SD of 1.09 while, the female had 2.39 and SD of 1.13. item 10 had a mean of 2.24 and 1.04 SD for male, while that of female is 2.33 as mean and 1.15 as SD. Item 11 had a mean score of 2.19 and SD of 1.11 for male and the female mean was 2.30 and SD of 1.07. Item 12 had a mean of 2.23 for male with a SD of 1.06, while the mean score for female is 2.24 and 1.03 as SD. All the items on this table were rejected by the male lecturers, equally the female lecturers rejected all the items except for item 8 which was accepted by them because it scored above the criterion mean of 2.5. In conclusion, the mean of means for male lecturers was 2.26 and females lecturers 2.34. This shows that the two means were less than the criterion mean of 2.5. However, the result implies that both the male and the female lecturers do not comply strictly with the criteria for workload allocation on supervision of student's internship programme for quality service delivery in universities in the South South geo-political zone of Nigeria.

Research Question Three: How do lecturers comply with the criteria for workload allocation on supervision of undergraduates' research projects for quality service delivery in universities in the south-south geo-political zone of Nigeria?

Table 3: Mean rating on the response on lecturers compliance with the criteria for workload allocation on supervision of undergraduates' research projects for quality service delivery

S/N	Questionnaire items	Male			Female			Remark		
		$\sum fx$	\bar{x}	SD	Rank order	$\sum fx$	\bar{x}		SD	Rank order
13	Supervision of students' projects are part of lecturers' workload	1390	2.93	0.97	1st	501	2.78	1.00	1 st	Accepted
14	The number of students for supervision of projects do not exceed 5 students per week per semester	1133	2.22	1.15	5th	361	2.01	0.96	5 th	Rejected
15	No lecturer has ever been overloaded as regards supervision of students' projects in your department/institution	1142	2.24	1.11	4th	378	2.1	1.03	4 th	Rejected
16	Lecturers are always comfortable supervising excess number of students on projects	1152	2.26	1.08	3rd	400	2.22	1.09	3 rd	Rejected
17	Allocation of students to lecturers for supervision of projects are always done in compliance with the set criteria in your department/ institution	1249	2.46	1.14	2nd	458	2.54	1.05	2 nd	Rejected/ Accepted
18	There is a total compliance with the criteria for workload allocation among lecturers in the universities	1055	2.07	1.06	6th	358	1.99	1.05	6 th	Rejected
Mean of mean & SD		2.33 1.09			2.27 1.03					

Table 3 was used to analyze research question 3 on lecturers' compliance to workload on supervision of students research projects. Item 13 recorded a mean score of 2.73 and SD of 0.97 for male lecturers, while female lecturers had a mean of 2.78 and SD of 1.00. Item 14 had a mean score of 2.22 and SD of 1.16 for male while the female had mean of 2.01 and SD of 0.96. Item 15 had a mean score of 2.24 and a standard deviation of 1.11 for the male lecturers, while the female lecturers had a mean score of 2.10 and SD of 1.03. Item 16 had a mean of 2.26 and SD of 1.08 for male, while the female had a mean of 2.22 and SD of 1.09. Item 17 had a mean score of 2.46 and SD of 1.14 for male, while the female had a mean of 2.54 and SD of 1.05. Item 18 had a mean score of 3.07 and SD of 1.06 for male, while the female had a mean score of 1.99 and SD of 1.05. Item 13 only was accepted by the male lecturers, while 14-18 were rejected by all of them except item 17 which was accepted by the female lecturers only. Hence, the mean of means for male lecturers was 2.33 and female lecturers 2.27. The two means were less than the criterion mean of 2.5 which implies that, there was no strict compliance by the male and female lecturers on the criteria for workload allocation on supervision of undergraduate's research projects for quality service delivery in universities in the South South geo-political zones in Nigeria.

Test of Hypotheses

The null hypotheses were tested with the z-test statistical tool at 0.05 level of significance.

Hypothesis One

1: There is no significant difference between the mean rating of Heads of Departments and lecturers on how lecturers comply with the criteria for workload allocation on teaching and learning process for quality service delivery in universities in the South-South geo-political zone of Nigeria.

Table 4: z-test analysis between HODs and Lecturers on workload compliance on teaching and learning for quality service delivery

Variable	Category	N	\bar{x}	SD	Std error	Df	z-cal	z-crit	Decision
Teaching & Learning	HODs	475	2.42	1.07	0.086	687	1.05	± 1.96	Ho1 Accepted
	Lecturers	214	2.33	1.03					Not significant

Table 4 shows the calculated z-test value is 1.05 and the critical or table value is ± 1.96 at 0.05 level of significance at 687 degree of freedom, with standard error of 0.086. Since the z-calculated is less than the table value, the null hypothesis is therefore retained. This implies that there is no significant difference in the mean rating of head of departments and lecturers on how lecturers comply with the criteria for workload allocation on teaching and learning process for quality service delivery in universities in south-south geo-political zone of Nigeria.

Hypothesis Two

2: There is no significant difference between the mean rating of male and female lecturers on how lecturers comply with the criteria for workload allocation on supervision of students' internship programmes for quality service delivery in universities in the south-south geo-political zone of Nigeria.

Table 5: z-test analysis between male and female lecturers on workload compliance on supervision of students' internship programme for quality service delivery

Variable	Category	N	\bar{x}	SD	Stderror	Df	z-cal	z-crit	Decision
Supervision of students' internship programmes	Male	509	2.26	1.07	0.094	687	-0.88	± 1.96	Ho2 Accepted
	Female	180	2.34	1.09					Not significant

Table 5 revealed that the calculated z-test value is -0.88 and the table value is ± 1.96 at 0.05 level of significance at 687 degree of freedom and a standard error of 0.094. Since the calculated z-test is less than the table value, the hypothesis is accepted. This implies that there is no significant difference in the mean rating of male and female lecturers on how lecturers comply with the criteria for workload allocation on supervision of students' internship programmes for quality service delivery in universities in the south-south geopolitical zone of Nigeria.

Hypothesis Three

3: There is no significant difference between the mean rating of male and female lecturers on how lecturers comply with the criteria for workload allocation on supervision of undergraduate research projects for quality service delivery in universities in the south-south geopolitical zone of Nigeria.

Table 6: z-test analysis of male and female lecturers on workload compliance on supervision of undergraduates' research projects for quality service delivery

Variable	Categor	N	\bar{x}	SD	Stderror	Df	z-cal	z-crit	Decision
Supervision of undergraduates research programmes	Male	509	2.33	1.09	0.090	687	0.66	± 1.96	Ho3 Accepted
	Female	180	2.27	1.03					Not significant

Table 6 shows that the z-test calculated value is 0.66, while the critical or table value is ± 1.96 at 0.05 level of significance and 687 degree of freedom with a standard error of 0.090. Since the z-test calculated value is less than the table value, the null hypothesis is therefore accepted. This implies that there is no significant difference between the mean rating of male and female lecturers on how lecturers comply with the criteria for workload on supervision of undergraduate research projects for quality service delivery in universities in the south-south geo-political zone.

Discussion of Findings

Based on the findings of this study, the study revealed that there was no strict adherence to the criteria for lecturers' workload allocation on teaching and learning process. The result showed that most lecturers in some of the departments in the universities exceed 8-credit hour and 12-credit per week per semester for non-science and science-based departments respectively. Again, the result showed that most departments in some of the universities exceeded their carrying capacity in terms of class size. The student-teacher ratio (STR) of 50:1 is never in unattained. More so, the result showed that the lecturers marked students' scripts that are more than two (2) times the class size. This result is in affirmation with Akpan (2016) assertion which describes university graduates as half-baked as a result of excess workload on lecturers and excess enrolment of students. Furthermore, the study revealed that there was no significant difference between the mean score of Heads of departments and lecturers on how lecturers comply with the criteria for workload allocation on teaching and learning process in universities in the south-south geo-political zone of Nigeria.

Secondly, based on the analysis of research question 2, the study revealed that the allocation of students to lecturers for supervision during students' internship programmes do not follow any standard criteria. The male lecturers rejected that students' internship programme is part of lecturers' Normal Teaching Load (NTL), while the female lecturers were in affirmation. This is in affirmation with Dogora (2017) that teaching practice, field practicals, and industrial attachment/training should have paid allowances and should not be included in the Full Time Equivalent (FTE). Furthermore analysis showed that there was no rating of male and female lecturers on how lecturers comply with the criteria for workload allocation on supervision of students' internship programmes in universities in the south-south geo-political zone.

Thirdly, based on the analysis of research questions, the study revealed that the supervision of students' projects is part of lecturers' workload in the university. The study also revealed that lecturers supervised more than five (5) students' projects per week per semester. The male lecturers disagreed that the allocation of students to lecturers for project supervision are always done in line with the set criteria while the female lecturers agreed to that fact. The view of the male lecturers is in affirmation with Dogora (2017) who exclaimed that allocation of students to lecturers for supervision of research projects is arbitrarily done without a well-designed model, while the assertion negates that of the female lecturers. Further analysis showed that there was no significant difference between the mean rating of male and female lecturers on how lecturers comply with the criteria for lecturers' workload allocation in universities in the south-south geo-political zone of Nigeria.

Conclusion

The study concluded that, generally, there is lack of compliance with the criteria for lecturers' workload allocation in universities; showing that lecturers are always overloaded with work, thereby resulting in poor service delivery to the students.

Recommendations

The paper made the following recommendations:

1. Since the study has revealed that lecturers do not adhere strictly to criteria for workload allocation on teaching and learning which is not entirely their fault, this could cause lecturers' burnout and poor service delivery. Therefore, regular supervision on total compliance mechanism must be put in place by the management of various universities for strict adherence to enhance quality service delivery.
2. The study has revealed that most lecturers supervise more than five (5) students per week per semester during students' research project. Hence, the study recommended that the Student Teacher Ratio (STR) of various institution must be exceeded and more lecturers should be recruited to lessen the workload of the existing lecturers.
3. Based on carrying capacity of the universities, the HODs of various universities should adhere strictly to their carrying capacity. Better still, more lecture halls should be built, and

more lecturers employed into the university academic workforce by the management of various universities.

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Assessment of Situational, Traditional Mentoring and Teaching Effectiveness in Public Universities in Rivers State, Nigeria.

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ABSTRACT

The study investigated the relationship between staff mentoring and teaching effectiveness in public universities in Rivers State, Nigeria. The study was guided by two research questions and two null hypotheses. The study adopted a correlation research design. The population of this study consisted of all the 1208 senior lecturers in three Universities in Rivers State. Sample size of this study was 250 senior lecturers in the three universities that are drawn from a population of 1208. A multistage sampling was adopted through cluster and disproportionate stratified random sampling techniques. Two self-designed instruments titled “Mentoring Service Scale” (MSS) and “Teachers Teaching Effectiveness Scale” (TTES) were used for data collection. The face and content validities were ensured by experts. The internal consistency method using Cronbach Alpha statistics was used to arrive at the reliability coefficients of 0.773 and 0.730 for Mentoring Service Scale and Teachers Teaching Effectiveness Scale respectively. The simple and multiple regression were used to answer the research questions while t-test associated with simple regression and analysis of variance ANOVA associated with multiple regression were used to test hypotheses at 0.05 level of significance. It was found that situational and traditional staff mentoring independently significantly predicted teaching effectiveness in universities in Rivers State. At the end of the study, it was recommended that the universities through the Head of Departments and Deans should encourage collaboration and synergy among the lecturers mostly in pairing the most experienced and least experienced lecturers. Lecturers who are not experienced should align with those who are better experienced in a particular area of profession in order to improve tremendously based on the dictates of the job area and that university should encourage multidisciplinary seminars, workshops and conferences in order to cross fertilize ideas, knowledge and skills.

Keywords: Teaching Effectiveness, Situational Mentoring, Traditional Mentoring

Introduction

Teaching is a noble profession that requires somebody that is well experienced and enlightened to transfer or impact what is worthwhile to those that show interest and willingness to learn. The aspiration and crave to become a teacher are supposed to be strictly for those who have intrinsic satisfaction doing the job owing to the fact that there is paucity and paltry provision of remuneration in doing the job. It is widely believed that no nation can develop more than their educational level. The responsibility of carrying out teaching is done by a teacher.

Every teacher requires one form of exposition or the other in the teaching profession. The effectiveness of teachers is strongly related to the quality and quantity of mentoring have received.

Mentoring is when someone shares their knowledge, skills and experience to help another person progress (Business Dictionary, 2017). It is a learning relationship that focuses on long term career development of person or persons. The major aim is to build knowledge, understanding, skills and growth. The importance of mentoring cannot be underestimated because mentoring of beginning teachers has the capacity of exposing them to the required skills, knowledge, attitude, ability and competencies to discharge their respective duties with optimum level of effectiveness and efficiency. Lack of mentoring may lead teachers to be less productive in the area of lesson delivery, classroom management, classroom control, article writing, textbook production, seminar and conference attendance. Since mentoring is an informal relationship that exists between colleagues, extreme care should be employed in the process.

The various forms of mentoring programmes that exist in our universities are as summarized as: situational mentoring, traditional mentoring, peer mentoring, developmental mentoring, induction mentoring and distance mentoring (Dupree, 2017 & Buell, 2004). Situational mentoring is a mentoring programme that is needed to overcome certain hurdle or challenges (Dupree, 2017). In this mentoring process, the relationship between mentor and mentee is established to address a specific challenge, issue or opportunity. The mentor may be on hand to direct and assist the mentee periodically, but the period of the mentoring is always short. An example is when a senior employee helps a junior employee quickly get up to speed on a specific set of job.

Mentoring may not take place outside motivation. It is with motivation that the junior lecturers will be able to key into the mentoring process available in the university. Denhardt, Denhardt and Aristigueta (2008) viewed motivation as what causes people to behave the way they do. To them, motivation sketches the achievement and pursuit of goals. According to Cherry (2015), motivation is the process that initiates, guides, and maintains goal-oriented behaviours. Mentoring is a goal-oriented behaviour and requires the services of motivation.

Lecturers should see mentoring as a goal to be achieved in the teaching and learning process. That is, lecturers' motivation to mentoring can be tailored at times to environmental influences. Hosking (2015) reported that motivation comes from several different sources; some of the sources are internal, while others are external. In the work arena, one is not only motivated from the inside but from what is happening from the environment where is domiciled.

Mentoring process should be both internally and externally motivated. The teachers can motivate fellow teacher as well as students motivating the teachers. Mentoring that is coming from around the individual will definitely help him/her to explore the situation and find solution or answer for a problem. The relationship in mentoring has to do with two individuals where one helps the other increase skills, potentials, understanding, confidence and courage in order to pursue logically and conclusively the goals and objective so desired. Lecturers who have received mentoring in its entirety will grow to a greater maturity as well as to be able to take responsibilities in their actions and decisions as lectures. The relationship that exists between the experienced and less experienced lecturers is called mentor-mentee relationship. Mentor mentee relationship has been reported by so many researchers.

Statement of the Problem

Researches and university employment terms and reference have shown that newly employed lecturers are kept on probation for a period of two years to observe the environment and modus operandi before they are confirmed as permanent staff, therefore, most of them remain on their toes as they go about the job. Some lecturers are afraid of getting the lecturing work wrongly done, because it can cause them their job. Those who may be unduly courageous without proper direction may have inadvertently fallen victim of collecting money from students in order to earn them unmerited marks. Some of these lecturers may go as far as involving themselves in the molestation and harassment of students that are kept under their care as can be widely seen in the electronic and social media. These gross misconducts are outside the purview of the lecturers' expectations in the teaching profession.

Most of them on the other hand, think that they know it all and with their qualifications, they are good to stay on their own without recourse to what others say and do. Greater proportion of these lecturers may strongly detest it when it comes to team teaching. Worst still some lecturers that are not keenly guided tend to withhold students project file for a long period of time for no just cause, some are not advised to publish, why greater number of them are may not be aware of capacity enhancement and mentoring programmes that can benefit their professions. The question is, to what extent do mentoring services jointly and independently predict teaching effectiveness in public universities in Rivers State, Nigeria? Based on the above question, this study is geared towards

investigating the extent at which situational staff mentoring and traditional mentoring predicts teaching effectiveness in universities in Rivers State, Nigeria

Aim and Objectives of the Study

The aim of the study was to investigate the extent at which situational staff mentoring and traditional mentoring predict teaching effectiveness in universities in Rivers State, Nigeria. Specifically, the study will seek to:

1. Find out the extent situational staff mentoring predicts teaching effectiveness in public universities in Rivers State, Nigeria.
2. Establish the extent traditional mentoring predicts teaching effectiveness in public universities in Rivers State, Nigeria.

Research Questions

The following research questions guided the study.

1. To what extent does situational staff mentoring predict teaching effectiveness in public universities in Rivers, Nigeria?
2. To what extent does traditional mentoring predict teaching effectiveness in public universities in Rivers State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 alpha level.

1. Situational staff mentoring does not significantly predict teaching effectiveness in public universities in Rivers State, Nigeria.
2. Traditional mentoring does not significantly predict teaching effectiveness in public universities in Rivers State, Nigeria.

Human Capital Theory

The theoretical framework for this study was on Human Capital Theory as propounded by Schultz (1971). This theory focuses on the skills and knowledge possessed by man and the effective, efficient equitable application of such in the enhancement of products. This theory opined that instruction, or training imbues needful and desirable knowledge, skills and techniques in the workers targeted on optimum production. Schultz (1971) in his assertion cautioned that the training of human capital through education leads to huge economic growth. In his publication titled "Human Capital" a theoretical and empirical analysis, Becker (1964) viewed human capital as the physical means of production whereby an additional investment (input) guarantees additional output. This theory is very apt to the present study because it propagates the relationship between acquisition, development and usage of skills and knowledge for the enhancement of teaching effectiveness in the workplace. The theory holds that work is made simple when the workers are intellectually and tactically empowered to discharge their civic responsibilities.

Concepts of Staff Mentoring and Teaching Effectiveness

Teaching is a noble profession that is solely desired by all who have the love and passion for character molding and intellectual development. Teaching according to Smith in Iteun (2004) is a system of action involving an agent, an end in view, and a situation including two sets of factors—those over which the agent has no control (class size, size of classroom, physical characteristics of pupils, etc) and those that he can modify (ways of asking questions about instruction and ways of structuring information or ideas gleaned). Lambert (2005), opines that "labour productivity is rarely measured directly but inferred from changes in employees' attitude and behaviour such as organizational commitment, organizational citizenship behaviour and job satisfaction. According to Boeuf (1982) in Ebong (2006), productivity is simply doing more with less. Productivity is increased output and a decrease in scrap and costs of production. It is a measure of organizational efficiency for output using available resources.

Mentoring is a process of the mentor helping the mentee to develop knowledge, skills, attitude, competence, confidence and better work disposition towards a new job or in an existing one. Mentoring requires the professional relationship between one that is highly experienced and another that is yet to be experienced. Mentoring must involve a form of relationship that is formal or informal. Mentoring requires effective communication for it to lead to lecturers' effectiveness in the

universities. Lecturers collaborate with one other during teaching and learning proces. The senior lecturers are paired with the junior ones in order to enhance their effectiveness in their teaching activities. More so, lecturers collaborate in the areas of research writing, textbooks and project execution. Mentoring “facilitates instructional improvement wherein an experienced teacher (mentor) works with a less experienced teacher (mentee) collaboratively and non-judgmentally to study and deliberate on ways instruction in the classroom may be improved” (Portner 2005, 22). Mentoring is a formal mainstream that makes lecturers who ordinarily are afraid of work to work. Lecturers who mentor others invariably mentors themselves in the same process of mentoring. Mentoring strengthens the bond in association between the mentor and mentee. Uche (2006) opined that mentoring as a development strategy creates a personal relationship between lecturers with different level of professional skills and experience for the purpose of professional instruction and guidance of the less experienced and the professionally inexperienced ones.

Mentoring has to do majorly with the inclusion of what is professionally accepted and profitable to the two parties. In the same vein, Johnson (2002) submitted that mentoring is not about incorporating or repeating traditional methods of teaching or performing prescribed classroom behavior but it is all about coaching, advising, leading, counseling and modeling.

Aladejana, Aladejana and Ehindero (2006) reported that a mentor is usually a knowledgeable, experienced, competent, respected and professionally mature person who guides and offers opportunities for the professional growth of the learner by identifying conditions, situations and events, which provide knowledge, experience and values to the life of the learner. Mentors should be able to possess some qualities that can make them mentor the mentees for effective enhancement in their teaching responsibilities. A mentor is one who possessed interpersonal and intrapersonal skills and relationship. A reputable mentor has effective communication skills, an empathizer, sympathizer, motivator, guidance and an instructor.

It is very pertinent for the older lecturers to acquire knowledge and experience during the attendance of conference, workshop, seminar, symposia as frequent as possible. It is with the knowledge and experience gotten from their residency at work and other professional development programmes that will help the lecturers become very efficient and effective in their various responsibilities.

It is expedient to note that the role of mentor is to guide, direct and advice a mentee that is loyal, interested, trusted and most importantly inexperienced in the area the mentee is expected to perform the job assigned or delegated. In this wise, the mentor helps to package the mentee for professional growth and development for enhanced job performance.

Mentoring on a holistic view is a professional relationship that exists between a mentor and a mentee where the mentor inspires, coaches, teaches, directs, and instructs the mentee on the organizational structure. In the university environment, the mentoring relationship is mostly with the senior lecturers and the junior lecturers. The junior lecturers are paired with the senior lecturers in the areas of teaching and project supervision. Mentoring relationship is also seen during departmental and faculty meetings where the senior lecturers make reference to history and share their wealth of experience in the activities and programmes of the department, faculty and university at large.

Situational Mentoring and Effective Teaching

Situational mentoring programme is one that is done on a brief note involving the executives on brief discussion on the issues at hand. This is a mentoring service that is situational based. It is operative based on the present and current situation facing the workplace. Alfred (2017) opined that situational mentoring service is a type of mentoring service that provides help from the mentor to the mentee based of the demanding need in the workplace. Insala (2015) opined that this approach enables the mentee to focus on their specific need without going through a more general procedure that would only slow down the learning process. Lowther (2012) submitted that situational mentoring is a short-term discussion between executives, on a high impact issue, problem, challenge or opportunity.

This increased in opportunities will lead to increase in self-awareness, enthusiasm to assume a role as an expert and improved confidence to overcome workplace challenges. Lowther (2012) further elaborated that situational mentoring involves paring the mentor with the mentee when the need for mentoring is right. Mentoring does not just take place in situational mentoring if the time is not right.

Alfred (2017) warned that situational mentoring brews tension most of the times in the organization as it is not proactive in nature. Lowther (2012) explained that situational designed mentoring programme allows for the mentor who is most effective in a delivery approach to be

matched with a mentee as the mentee learns and works through different development levels. Insala (2015) submitted that situational mentoring relationship is best when the mentoring relationship is for a short period of time and an expresses purpose rather than as an overall development strategy.

Situational mentoring is a mentoring programme that is needed to overcome certain hurdle or challenges (Dupree, 2017). In this mentoring process, the relationship between mentor and mentee is established to address a specific challenge, issue or opportunity.

The mentor may be on hand to direct and assist the mentee periodically, but the period of the mentoring is always short. An example is when a senior employee helps a junior employee quickly get up to speed on a specific set of job. Situational approach helps the mentee to focus on the particular need at hand instead of overhauling the processes of mentoring which could lead to impede learning.

Traditional Mentoring and Effective Teaching

Traditional mentoring service is a mentoring service that involves one mentor and mentee who are matched in their natural settings in a mentoring relationship. Traditional mentoring is a type of mentoring programme where mentee and mentor are matched, either through a programme or on their own (Dupree, 2017). Mentee-mentor partners participate in a mentoring relationship with structure and time frame of their own or as established by a formal mentoring programme. Insala (2015) opined that traditional mentoring is a mentoring that takes place with one-on-one relationship with the mentor and the mentee in a workplace.

Empirical Review

Ukaigwe (2013) carried a study on the relative importance of peer mentoring on teachers' productivity in secondary schools in Rivers State, Nigeria. Three research questions were answered. Three null hypotheses were tested at 0.05 alpha level of significance. The study adopted an analytic descriptive survey design. The population of the study comprised all the 8452 teachers in the 247 public secondary schools in Rivers State, Nigeria. The sample size for the study was 901 teachers.

The stratified random sampling technique was used to arrive at the sample size. One self-designed instrument titled "Peer Mentoring Technique for Teachers Productivity Questionnaire" (PMTTPQ) was used for data collection. The instrument was structured after the modified Likert four-point rating scales. Face and content validities were ensured by experts. The reliability coefficient of 0.88 was established with the help of Cronbach alpha reliability coefficient. It was found among others that teachers are productive when they receive mentoring especially with their peers in the areas of specialization. It was also found that peer mentoring was faced with a lot of challenges. The study of

Ukaegbu (2015) conducted a study on teachers' situational mentoring approaches: A panacea to teaching ineffectiveness in secondary schools in Rivers State, Nigeria. Three research questions were answered while two null hypotheses were tested at alpha level of 0.05. The researcher adopted a descriptive research design in the study. One self-designed instrument titled "Teachers Situational Mentoring Questionnaire" (TSMQ) was used for data collection in the study. The population of the study comprised all the 8425 public senior secondary school students in the 247 secondary schools. The sample size of the study was 845 students. The simple random sampling technique with 10% of the population constituting the sample size. The descriptive statistics of mean and standard deviation were used to answer the research questions while the null hypotheses were tested using z-test statistics. It was found among others that the provision of information on the issue at hand leads to effective teaching. It was recommended that teachers should on their own visit their superior for further information on their subject areas. This empirical review was able to look at situational mentoring strategies but did not consider all other aspects of mentoring programmes that exist in the school. The study differed with the present study because it assessed teachers in the secondary section and not in the universities. The empirical review used descriptive statistics while the current study used correlational study.

John (2013) studied the impact of peer mentoring on teachers' call to duty in secondary schools in Rivers State, Nigeria. Two research questions were answered in the study. Two null hypotheses were tested at 0.05 alpha level of significance. The population of the study was made up of 8452 teachers in all the 247 public secondary schools in Rivers State, Nigeria. The sample size of the study was 1633 teachers. The stratified random sampling technique was used to arrive at the sampling technique. The instrument for data collection was a questionnaire titled "Impact of Peer

Mentoring for Teachers Delegation Questionnaire” (IPMTDQ). The test-retest reliability using Pearson product-moment correlation was used to calculate the reliability of IPMTDQ to be 0.91. The descriptive statistics of mean and standard deviation were used to answer the research questions while the z-test was used to test the null hypotheses at 0.05 alpha level of significance. It was found that peer mentoring exposes the mentee teacher to the best practices in the teaching profession. Peer mentoring also leads to teaching effectiveness when teachers are properly matched. It was found that peer mentoring through delegation of makes the teachers to acquire new skills. The study by John is completely a descriptive study while the current study was a correlational research design. The empirical study used teachers as the respondents while the study at hand used the lecturers as the respondents.

Ugonna (2016) examined distance mentoring services and teaching commitment in secondary schools in Imo State. Two research questions were answered in this study. One null hypothesis was tested at 0.05 alpha level of significance. The study adopted a descriptive research design. The population of the study was all the 7668 teachers in the 312 public secondary schools in Imo State. The sample size was 1567 teachers. The simple random sampling technique was used to arrive at the sample size. The instrument for data collection was a questionnaire titled “Distance Mentoring Services and Teaching Commitment Questionnaire” (DMSTCQ). Face and content validities were ensured by experts. The test-retest reliability method was used for the reliability with the help of Pearson product-Moment correlation coefficients. The reliability coefficient was 0.89. The descriptive statistics of mean and standard deviation were used to answer the research questions while null the null hypothesis was tested using z-test statistics at an alpha level of 0.05. It was found that distance mentoring attracts innovation and changes that improve teachers’ effectiveness.

Adeyemi (2014) carried a study on teachers’ collaboration and job effectiveness in secondary schools in Rivers State. Three objectives and three research questions guided the study. Three null hypotheses were tested at 0.05 alpha level of significance. The population of the study comprised 9212 (male 3405 and 5807 female) teachers in the UBE section. The sample size of the study was 2017 teachers. One self-designed instrument titled “Teachers Collaboration and Job Effectiveness Questionnaire” (TCJEQ). The population of the study was all the teachers in the 247 public secondary schools in Rivers State. Face, content and construct validities were ensured. Descriptive statistics of mean and standard deviation were used to answer the research questions. The z-test statistics was used to test the null hypotheses at 0.05 alpha level of significance. It was found among others that collaboration of teachers in different schools enhances teaching effectiveness. It was also found that teachers who are mentored outside their place of primary assignment perform effectively in teaching.

Methodology

The study adopted a correlation research design. Ukwuije (2003) opined that correlational study seeks to find or establish whether two or more variables relate. They usually indicate the direction of the relationship, whether negative or positive. Nwankwo (2013) submitted that whenever a researcher is interested in finding out whether there is a relationship between two or more variables, and data from such variables are in ratio or interval scale (score) to create the possibility for the scores to be correlated, such is a correlational design. The population of this study consisted of all the 1208 senior lecturers in three universities in Rivers State. These universities are accredited to operate by the appropriate bodies and authorities, particularly the National Universities Commission (NUC). There are two state owned universities in Rivers State. They are Rivers State University (RSU) Nkpolu-Oroworukwo and Ignatius Ajuru University of Education (IAUE) Rumuolumeni; and one federal university, University of Port Harcourt, Choba. Sample size of this study was 250 senior lecturers in the three universities that are drawn from a population of 1208. A multistage sampling approach was employed in arriving at the sample size. The 50% was used to draw 6 faculties and 40 departments with 389 senior lecturers from UPH, 4 faculties and 24 department, with 138 senior lecturers from UST and finally, 3 Faculties, 15 departments with 89 senior lecturers from Ignatius Ajuru University. Disproportionate stratified random sampling technique using 35% and 50% were used to draw the senior lecturers. The 35% was used to draw 136 senior lecturers from 389 while 50% was used to draw 69 and 45 senior lecturers from 138 and 89 lecturers from UST and Ignatius Ajuru University respectively. Two self-designed instruments were used for the study. The instruments were titled “Mentoring Service Scale” (MSS) and “Teachers Teaching Effectiveness Scale” (TTES). The MSS has six subsections. The subsections were Situational Mentoring Subscale (SMS) with 10 items, Traditional Mentoring Subscale (TMS) with 10 items. While the TES has 20 items to measure

teaching effectiveness. These instruments were structured after the modified Likert four points rating options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The simple regression was used to answer research questions 1 and 2. While the t-test associated with simple regression was used to test hypotheses 1 and 2

Results

Research Question 1: To what extent does situational staff mentoring predict teaching effectiveness in public Universities in Rivers state?

Table 1: Simple regression on the extent of prediction of situational staff mentoring on teaching effectiveness in universities in Rivers state.

Model	R	R Square
1	.139 ^a	.019

Table 1 revealed that situational staff mentoring has a low positive relationship with teaching effectiveness with regression coefficient of .139. The predictive power is ascertained with regression square when subjected to 100%. Therefore, the prediction of situational staff mentoring on teaching effectiveness was 13.9% (.139 * 100). This showed that situational staff mentoring can only predict teaching effectiveness by 13.9%.

Research Question 2: To what extent does traditional mentoring predict teaching effectiveness in public Universities in Rivers State, Nigeria?

Table 2: Simple regression on the extent of prediction of traditional staff mentoring on teaching effectiveness in universities in Rivers state.

Model	R	R Square
1	.138 ^a	.019

Table 2 revealed that traditional staff mentoring has a low positive relationship with teaching effectiveness with regression coefficient of .138. The predictive power is ascertained with regression square when subjected to 100%. Therefore, the prediction of traditional staff mentoring on teaching effectiveness was 1.9% (.019 * 100). This showed that traditional staff mentoring can only predict teaching effectiveness by 1.9%.

Test of Hypotheses

Hypothesis 1: Situational staff mentoring does not significantly predict teaching effectiveness in public Universities in Rivers State, Nigeria.

Table 3: t-test associated with simple regression on the extent of prediction of situational staff mentoring on teaching effectiveness

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Decision
	B	Std. Error	Beta			

1	(Constant)	36.137	.417		86.700	.000	
	situational mentoring	.027	.012	.139	2.167	.031	Hypothesis is rejected

a. Dependent Variable: teaching effectiveness

Table 3 showed that the t-test value associated with simple regression was 2.167 and was significant at 0.03 when subjected to alpha level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, situational staff mentoring significantly predicted teaching effectiveness in public Universities in Rivers State, Nigeria.

Hypothesis 2: Traditional mentoring does not significantly predict teaching effectiveness in public Universities in Rivers State, Nigeria.

Table 4: t-test associated with simple regression on the extent of prediction of traditional mentoring on teaching effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	36.205	.389		93.061	.000	Hypothesis is rejected
	traditional mentoring	.033	.015	.138	2.150	.033	

a. Dependent Variable: teaching effectiveness

Table 4 showed that the t-test value associated with simple regression was 2.150 and was significant at 0.03 when subjected to level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, traditional staff mentoring significantly predicted teaching effectiveness in public Universities in Rivers State, Nigeria.

Discussion of Findings

Situational Staff Mentoring and Teaching Effectiveness

Situational staff mentoring significantly predicted teaching effectiveness by only 13.9%. The finding of this study is not surprising to the researcher that situational mentoring can produce a significant effect on teaching effectiveness because most of the lecturers do not have all the whole time in the world but synergies and collaborate when there is need for that. Situational mentoring programme is one that is done on a brief note involving the executives on brief discussion on the issues at hand. This is a mentoring service that is situational based. It is operative based on the present and current situation facing the workplace. This study is in line with the finding of Alfred (2017) who reported that situational mentoring service is a type of mentoring service that provides help from the mentor to the mentee based of the demanding need in the workplace. As this service is provided in the workplace, teaching effectiveness is accommodated and enhanced consequently. Similarly, Sam (2014) who investigated the relationship between situational mentoring and teachers' productivity in Alvan Ikoku College of Education found among others that situational mentoring has a high positive relationship with teachers' productivity in the college. Most interestingly, was Lowther (2012) who submitted that situational mentoring is a short-term discussion between executives, on a high impact issue, problem, challenge or opportunity. It is worthy to note that situational mentoring is associated with high level of tension. At times, when the mentee encounters an obstacle in instruction in the absence of the mentor it appears to be a major of issue of concern and panic for the mentee. That is why Alfred (2017) warned that situational mentoring brews tension most of the times in the organization as it is not proactive in nature.

Traditional Staff Mentoring and Teaching Effectiveness

Traditional staff mentoring significantly predicted teaching effectiveness by only 1.9%. In as much as traditional mentoring service is a mentoring service that involves one mentor and mentee who are matched in their natural settings in a mentoring relationship, there is every need to make it functional. Traditional mentee-mentor partners participate in a mentoring relationship with structure

and time frame of their own or as established by a formal mentoring programme. It was revealed that traditional mentoring is a type of mentoring programme where mentee and mentor are matched, either through a programme or on their own in order to achieve academic excellence (Dupree, 2017). This type of mentoring allows just one-to-one relationship between the mentee and the mentor. This type of mentoring is self-imposing and aligning as the teaching activities prevail in the departments. Insala (2015) found that traditional mentoring is a mentoring that takes place with one-on-one relationship with the mentor and the mentee in a workplace mostly in the school.

Conclusion

Based on the findings of this study, it was concluded that situational and traditional staff mentoring independently significantly predicted teaching effectiveness in Universities in Rivers State while induction and distance staff mentoring did not.

Recommendations

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

1. The universities through the Head of Departments and Deans should encourage collaboration and synergy among the lecturers mostly in pairing the most experienced and least experienced.
2. Lecturers should align with those who are better experienced in a particular area of profession in order to improve tremendously based on the dictates of the job area.
3. The university should encourage multidisciplinary seminars, workshops and conferences in order to cross fertilize ideas, knowledge and skills.

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Staff Mentoring Strategy and Teaching Effectiveness in Universities in Rivers State, Nigeria.

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ABSTRACT

The study investigated the relationship between staff mentoring and teaching effectiveness in public universities in Rivers State, Nigeria. The study was guided by two research questions and two null hypotheses. The study adopted a correlation research design. The population of this study consisted of all the 1208 senior lecturers in three Universities in Rivers State. Sample size of this study was 250 senior lecturers in the three universities that are drawn from a population of 1208. A multistage sampling procedure through cluster and disproportionate stratified random sampling techniques. Two self-designed instruments titled “Mentoring Service Scale” (MSS) and “Teachers Teaching Effectiveness Scale” (TTES) were used for data collection. The face and content validities were ensured by experts. The internal consistency method using Cronbach Alpha statistics was used to arrive at the reliability coefficients of 0.773 and 0.730 for Mentoring Service Scale and Teachers Teaching Effectiveness Scale. The simple and multiple regression were used to answer the research questions t-test associated with simple regression and ANOVA associated with multiple regression were used to test hypotheses at 0.05 level of significance. The study found out that peer and developmental staff mentoring independently significantly predicted teaching effectiveness in universities in Rivers State. The study further recommended that more emphasis should be paid on the number of developmental programmes attended by the lecturers before promotion by the university promotion community and the universities should develop links and websites that can enable lecturers have access to other universities of interest in order to under study the models and scholars of interest.

Keywords: Peer mentoring, Developmental Mentoring, Public Universities

Introduction

The aspiration and crave to become a teacher are meant to be strictly for those who have intrinsic satisfaction doing the job owing to the fact that there is paucity and paltry provision of remuneration in doing the job. It is widely believed that no nation can develop

more than their educational level. Teaching is a noble profession that requires somebody that is well experienced and enlightened to transfer or impact what is worthwhile to those that show interest and willingness to learn. The teacher is duty bound to implement educational goals and objectives for the enlightenment of the citizenry and the development of the nation. Thus, the school cannot be effectively run without the teachers. An effective teacher is a teacher who has the ability and willingness to impact on the learner, the content requirement of a subject.

The teacher prepares the lesson, goes to class on time, controls the class and still brings about learning in the students. Effective teaching is measured in line with the terms and conditions of teaching. Thus, every teacher requires one form of exposure or the other in the teaching profession. The effectiveness of teachers is strongly related to the quality and quantity of mentoring they have received. Mentoring is an educational preparation for performing a job that is typically provided to staff by the business that has recently hired them before they become active in service to the company (Business Dictionary, 2017).

Effective teachings are evaluated in the area of lesson note preparation, delivery of lesson, classroom management, classroom control, students' internal and external examination performance and in the number of students' enrolment rate every session Walker (2008) identifies twelve characteristics of effective teacher needed for students to behave appropriately and acquire the information received. These features are: preparation, positive attitude, high expectations, creativity, fairness, personal touch, developing a sense of belonging, accepting mistakes, sense of humor, respect for students, forgiving attitude and compassion.

Summarily, teachers' effectiveness is demonstrated in the areas of knowledge of subject content, pedagogy, ability to set instructional outcomes, show of experience in instructional resources, design of valid assessment, maintenance of conducive environment, management of learning process, maintenance of sitting space, maintenance of accurate school records, initiation of effective students' family communication, professional capacity enhancement, and inter-school and intra-school cognitive competitions among others.

Peer mentoring is a type of mentoring process that takes place with colleagues of the same cadre in the workplace but with different level of experience. Insala (2015) submitted that peer mentoring is a form of [mentorship](#) that usually takes place between a person who has lived through a specific experience (peer mentor) and a person who is new to that experience (the peer mentee). This is a one-on-one approach to mentoring that focuses on an area of expertise and assigns the mentee to a more experienced peer who has a job at the same level (Insala, 2015). This mentoring approach does not consider hierarchy of the workers but takes into consideration of the work schedule in order to establish a good work community. University of Virginia (2012) reported that in traditional mentoring, the mentor can manipulate the teacher's responses (i.e., instructional behaviors) by providing appropriate antecedents such as preconference questioning, providing feedback to lesson plans, or offering specific instructional strategies. University of Cambridge (2018) outlined some guidelines on peer mentoring below:

- As you progress, colleagues can 'peer-mentor' each other either in particular areas (such as teaching observation or project management) or for general support.
- Peer mentoring should still be about progress and development, and be equally supportive of each partner.

Developmental Mentoring is focused on the acquisition and development of some basic needed skills in the department or faculty of the lecturer. Developmental mentoring is a

type of mentoring relationship by which there is synergy between two or more people who come together to generate solution, strategies and action plans, to build on success. This is mostly applicable during new responsibility, new duties, new role or promotion. Developmental mentoring helps to provide motivation, develop strengths and potential, and identify changing needs, values, aspirations, and what is most important to you. The mentor majorly works with the mentee in order to plan his/her professional development, and the next career steps. University of Cambridge (2018) highlighted some of the benefits of developmental mentoring programmes to be:

- With developmental mentoring an experienced mentor helps you to develop your strengths and potential, and identify your changing needs, values, aspirations, and what's most important to you.
- The mentor works with you to plan your professional development, and your next career steps.
- Developmental mentoring is about the synergy that two (or more) people can create between them to generate solutions, strategies and action plans, to build on success.
- Research has found that the most effective people may have different mentors for different areas of their professional and personal lives.
- Your mentoring needs evolve in line with increased responsibility. You may have new duties, taken on new roles, been promoted.
- Mentoring provides individuals with role models and may be a means of providing information about career and training opportunities (internal and external).
- Mentoring widens the support network, provides motivation and can improve confidence.

Mentoring process should be both internally and externally motivated. Therefore, lecturers should see mentoring as a goal to be achieved in the teaching and learning process. That is, lecturers' motivation to mentoring can be tailored at times to environmental influences. Hosking (2015) reported that motivation comes from several different sources; some of the sources are internal, while others are external. In the work arena, one is not only motivated from the inside but from what is happening from the environment where he/she is domiciled.

Statement of the Problem

Some lecturers are afraid of getting the lecturing work wrongly done, because it can cause them their job. Those who may be unduly courageous without proper direction may have inadvertently fallen victim of collecting money from students in order to earn them unmerited marks. While others may go as far as involving themselves in the molestation and harassment of students that are kept under their care as can be widely seen in the electronic and social media. These gross misconducts are outside the purview of the lecturers' expectations in the teaching profession.

Most of them on the other hand, think that they know it all and with their qualifications, they are good to stay on their own without recourse to what others say and do. Larger proportion of these lecturers in most cases, strongly detest it when it comes to team teaching. Worst still some lecturers who lack proper guidance tend to withhold students results and project file for a very long period of time for no reason. Based on the forgone, the study tends to investigate the extent at which peer and developmental staff mentoring predicts teaching effectiveness in universities in Rivers State, Nigeria.

Aim and Objectives of the Study

The aim of the study will be to investigate the extent peer and developmental staff mentoring predicts teaching effectiveness in universities in Rivers State, Nigeria. Specifically, the study teds to achieve the following objectives:

3. Investigate the extent peer mentoring predicts teaching effectiveness in public universities in Rivers State, Nigeria.
4. Ascertain the extent developmental mentoring predicts teaching effectiveness in public universities in Rivers State, Nigeria.

Research Questions

The following research questions guided the study.

3. To what extent does peer mentoring predict teaching effectiveness in public universities in Rivers State, Nigeria?
4. To what extent does developmental mentoring predict teaching effectiveness in public universities in Rivers State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 alpha level.

3. Peer mentoring does not significantly predict teaching effectiveness in public universities in Rivers State, Nigeria.
4. Developmental mentoring does not significantly predict teaching effectiveness in public universities in Rivers State, Nigeria.

Theoretical Framework

Functionalist Theory

Functionalist theory was propounded by Ballantine and Spade in 2007. This theory provides a profound understanding about the functions of education in individual's life and activities in micro and macro society's development. Durkheim one of the proponents of this theory as cited in Njoku (2006) explained that the function of education is the transmission of society's norms and values.

In the same vein, Durkheim, asserts that education teaches individuals specific skills necessary for the future occupation. Moreso, he maintained that this function is particularly important in industrial society with its increasingly complex and specialized division of labour. In the advancement of functionalist perspective of education, as it concerns the development of individual which is the primary socialisation within the family, the school takes over as the focal socializing agency and acts as a bridge between the family and society as a whole, preparing children for their adult role. The parents treat the child as their particular child rather than judging him in terms of standards or yardsticks that can be applied to every individual because in the wider society the individual is treated and judged in terms of universalistic standards which are applied to all members regardless of their kinship ties.

According to him the child must move from the particularistic standards and ascribed status of the family to the universalistic standards and achieved status of adult society, which the school prepares young people for the transition. Education and value consensus, they emphasized that schools socialise young people into the basic values of society which is essential for the society to operate effectively. No society or individual can develop aside the shores of education whether formal or informal acquisition of knowledge and skills, vital for self-reliance, actualization, self-independence and all-round development of the individuals and their societies.

Empirical Review

Ukaigwe (2013) carried a study on the relative importance of peer mentoring on teachers' productivity in secondary schools in Rivers State, Nigeria. Three research questions were answered. Three null hypotheses were tested at 0.05 alpha level of significance. The study adopted an analytic descriptive survey design. The population of the study comprised

all the 8452 teachers in the 247 public secondary schools in Rivers State, Nigeria. The sample size for the study was 901 teachers. The stratified random sampling technique was used to arrive at the sample size. One self-designed instrument titled “Peer Mentoring Technique for Teachers Productivity Questionnaire” (PMTTPQ) was used for data collection. The instrument was structured after the modified Likert four-point rating scales. Face and content validities were ensured by experts. The reliability coefficient of 0.88 was established with the help of Cronbach alpha reliability coefficient. It was found among others that teachers are productive when they receive mentoring especially with their peers in the areas of specialization. It was also found that peer mentoring was faced with a lot of challenges. The study of Ukaigwe looked at the importance of peer mentoring and not the dimensions of mentoring for teachers’ productivity. This empirical review and the current study had a common ground of one of the aspects of mentoring programmes but differed in the design used, population of the study, method of investigation, instrument for data collection and the respondents for the study.

John (2013) studied the impact of peer mentoring on teachers’ delection to duty in secondary schools in Rivers State, Nigeria. Two research questions were answered in the study. Two null hypotheses were tested at 0.05 alpha level of significance. The population of the study was made up of 8452 teachers in all the 247 public secondary schools in Rivers State, Nigeria. The sample size of the study was 1633 teachers. The stratified random sampling technique was adopted. The instrument for data collection was a questionnaire titled “Impact of Peer Mentoring for Teachers Delegation Questionnaire” (IPMTDQ). The test-retest reliability using Pearson Product Moment was used to calculate the reliability of IPMTDP to be 0.91. The descriptive statistics of mean and standard deviation was used to answer the research questions while the z-test was used to test the null hypotheses at 0.05 alpha level of significance.

It was found that peer mentoring exposes the mentee teacher to the best practices in the teaching profession. Peer mentoring also leads to teaching effectiveness when teachers are proper matched. It was found that peer mentoring through delegation of duties make the teachers to makes the teachers to acquire new skills. The study by John is completely a descriptive study while the current study was a correlational research design. The empirical study used teachers as the respondents while the study at hand used the lecturers as the respondents.

Adeyemi (2014) carried a study on teachers’ collaboration and job effectiveness in secondary schools in Rivers State. Three research questions were used to answer the research questions. Three null hypotheses were tested at 0.05 alpha level of significance. The population of the study comprised 9212 (male 3405 and 5807 female) teachers in the UBE section. The sample size of the study was 2017 teachers. One self-designed instrument titled “Teachers Collaboration and Job Effectiveness Questionnaire” (TCJEQ). The face, content and construct validities were ensured. Descriptive statistics of mean and standard deviation were used to answer the research questions. It was found among others that collaboration of teachers in different schools enhances teaching effectiveness.

Abiodun (2000) investigated the role of development mentoring programme for teachers’ instructional facilities usage effectiveness in Enugu State. Four research questions and three null hypotheses were answered and tested at 0.05 alpha level of significance. The study adopted a descriptive research design. The population of the study was the 290 principals in the 290 public secondary schools in Enugu State, Nigeria. The sample size of the study was 190 principals. The proportionate stratified sampling technique was used to arrive at the sample size. The instrument used for data collection was titled “Development Mentoring Programme for Teachers’ Instructional Facilities Usage Effectiveness Questionnaire” (DMPTIFQ). The instrument has two sections of A and B. Section A contained the demographic information of the respondents while section B contained 10 items on development mentoring strategies for teachers’ effective instructional usage. The

study found among others that instructional preparation collaboration leads to teaching effectiveness among teachers. It was found that sending teachers on development programmes help them to properly make use of new technologies for effective lesson delivery in secondary schools.

Methodology

The study adopted a correlation research design. The population of this study consisted of all the 1208 senior lecturers in three universities in Rivers State. There are two states owned Universities in Rivers State. They are Rivers State University (RSU) Nkpolu-Oroworukwo and Ignatius Ajuru University of Education (IAUE) Rumuolumeni; and one federal university, University of Port Harcourt, Choba. A Sample size of 250 senior lecturers in the three universities was drawn from a population of 1208. A multistage sampling approach was employed in arriving at the sample size. This was used to draw 6 faculties and 40 departments with 389 senior lecturers from UPH, 4 faculties and 24 department, with 138 senior lecturers from UST and finally, 3 Faculties, 15 departments with 89 senior lecturers from Ignatius Ajuru University. Disproportionate stratified random sampling technique using 35% and 50% were used to draw the senior lecturers. The 35% was used to draw 136 senior lecturers from 389 while 50% was used to draw 69 and 45 senior lecturers from 138 and 89 lecturers from UST and Ignatius Adjuru University respectively.

Two self-designed instruments were used for the study. The instruments were titled “Peer Mentoring Subscale (PMS) with 7 items and Developmental Mentoring Subscale (DMS) with 7 items. While the “Teaching Effectiveness Subscale (TES has 20 items to measure teaching effectiveness. These instruments were structured after the modified Likert four points rating options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The internal consistency method using Cronbach Alpha statistics was be used to arrive at the reliability coefficients of the instruments. This reliability method is suitable because the instrument is sectioned, has multiple response options and was one time administered to the respondents. The instruments were administered to 30 “Heads of Departments (HODs) outside the sample size. The reliability coefficients of Mentoring Service Scale and Teachers Teaching Effectiveness Scale are 0.773 and 0.730 respectively. The reliability coefficients of the subscales of Peer Mentoring and Development Mentoring are 0.874, 0.778 respectively. The various reliability coefficients are high enough and guaranteed the use of the instruments for the study. The researcher with the help of three trained research assistants administered the instrument. The research assistants were briefed by the researcher on how to approach the respondents, administer and retrieve the instruments from the respondents at the point of completion. Out of 250 copies of the instruments administered only 241 copies were retrieved showing 96% return rate. The simple regression was used to answer research questions 1 and 2. While multiple t-test associated with simple regression was used to test hypotheses 1 and 2 respectively.

Results and Discussion

Research Question 1: To what extent does peer mentoring predict teaching effectiveness in public universities in Rivers State, Nigeria?

Table 1: Simple regression on the extent of prediction of peer mentoring on teaching effectiveness in universities in South-South, Nigeria

Model	R	R Square
1	.294 ^a	.086

Table 1 revealed that peer staff mentoring has a low positive relationship with teaching effectiveness with regression coefficient of .086. The predictive power is ascertained with regression square when subjected to 100%. Therefore, the prediction of peer staff mentoring on teaching effectiveness was 8.6% (.086 * 100). This showed that peer staff mentoring can only predict teaching effectiveness by 8.6%.

Research Question 2: To what extent does developmental mentoring predict teaching effectiveness in public Universities in Rivers State, Nigeria?

Table 2: Simple regression on the extent of prediction of developmental mentoring on teaching effectiveness in universities in Rivers State Nigeria

Model	R	R Square
1	.244 ^a	.060

Table 4.4 revealed that developmental mentoring has a low positive relationship with teaching effectiveness with regression coefficient of .060. The predictive power is ascertained with regression square when subjected to 100%. Therefore, the prediction of developmental staff mentoring on teaching effectiveness was 6.0% (.060 * 100). This showed that developmental staff mentoring can only predict teaching effectiveness by 6.0%.

Hypothesis 1: Peer mentoring does not significantly predict teaching effectiveness in public universities in Rivers State, Nigeria.

Table 3: t-test associated with simple regression on the extent of prediction of peer mentoring on teaching effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	25.663	2.389		10.740	.000	Hypothesis is rejected
	peer mentoring	.306	.064	.294	4.755	.000	

a. Dependent Variable: teaching effectiveness

Table 3 showed that the t-test value associated with simple regression was 4.755 and was significant at 0.00 when subjected to level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, peer staff mentoring significantly predicted teaching effectiveness in public universities in Rivers State, Nigeria.

Hypothesis 2: Developmental mentoring does not significantly predict teaching effectiveness in public universities in Rivers State, Nigeria.

Table 4: t-test associated with simple regression on the extent of prediction of developmental mentoring on teaching effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Decision
		B	Std. Error	Beta				
1	(Constant)	44.099	1.822			24.209	.000	Hypothesis is rejected
	developmental mentoring	-.194	.050	-.244		-3.893	.000	

a. Dependent Variable: teaching effectiveness

Table 4 showed that the t-test value associated with simple regression was -3.893 and was significant at 0.00 when subjected to level of significance of 0.05. Therefore, the null hypothesis is rejected. By implication, developmental staff mentoring significantly predicted teaching effectiveness in public universities in Rivers State, Nigeria.

Discussion of Findings

Peer Staff Mentoring and Teaching Effectiveness

Peer mentoring is a type of mentoring process that takes place with colleagues of the same cadre in the workplace but with different level of experience. Peer staff mentoring significantly predicted teaching effectiveness by only 8.6%. Insala (2015) submitted that peer mentoring is a form of mentorship that usually takes place between a person who has lived through a specific experience (peer mentor) and a person who is new to that experience (the peer mentee) all for the basis of job enhancement.

Peer mentoring is a one-on-one approach to mentoring that focuses on an area of expertise and assigns the mentee to a more experienced peer who has a job at the same level for the sake of instructional performance (Insala, 2015). Peer mentoring is frequently adopted for workers who are at the same level of production or are teaching the same course. That was why Ukaigwe (2013) who carried a study on the relative importance of peer mentoring on teachers' productivity in secondary schools in Rivers State, Nigeria, found among others that teachers are productive when they receive mentoring especially with their peers in the areas of specialization.

There is every tendency that peer mentoring is significant in the achievement of academic and administrative activities of the school. This may be the reason why John (2013) studied the impact of peer mentoring on teachers' delegates to duty in secondary schools in Rivers State, Nigeria and revealed that peer mentoring exposes the mentee teacher to the best practices in the teaching profession. Peer mentoring also leads to teaching effectiveness when teachers are properly matched. It was found that peer mentoring through delegation of makes the teachers to acquire new skills.

Developmental Staff Mentoring and Teaching Effectiveness

The study revealed that developmental staff mentoring predicted teaching effectiveness by only 6.0%. This is a type of mentoring activity that is focused on the acquisition and development of some basic needed skills in the department or faculty of the lecturer. Developmental mentoring is a type of mentoring relationship by which there is synergy between two or more people who come together to generate solution, strategies and action plans, to build on success. This is mostly applicable during new responsibility, new duties, new role or promotion.

Developmental mentoring helps to provide motivation, develop strengths and potential, and identify changing needs, values, aspirations, and what is most important to you. The finding of this study is in line with Abiodun (2008) who investigated the role of development mentoring programme for teachers' instructional facilities usage effectiveness in Enugu State and revealed that instructional preparation and collaboration make synergy between two or more people who come together to generate solution, strategies and action plans that lead to teaching effectiveness among teachers. It was found that sending teachers on development programmes help them to properly make use of new technologies for effective lesson delivery in secondary schools. This mentoring process allows the lecturers to achieve much required skills and knowledge in the discharge of their statutory functions and activities in the universities.

Conclusion

Based on the findings of this study, it was concluded that peer and developmental staff mentoring independently and significantly predicted teaching effectiveness in universities in Rivers State.

Recommendations

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

4. More emphasis should be paid on the number of developmental programmes attended by the lecturers before promotion by the university promotion committee
5. The universities should develop links and websites that can enable lecturers have access to other universities of interest in order to under study the models and scholars of interest.

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SCHOOL SECURITY VARIABLES AND SECONDARY EDUCATION GOALS IN RIVERS STATE, NIGERIA

BY

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&

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ABSTRACT

This study investigated school security variables as key to achievement of secondary education goals. Two research questions and two hypotheses guided the study. The research design was descriptive survey. The population consisted of 828 principals in public secondary schools in Rivers State. A sample of 394 principals was chosen using Taro yamen sampling formula and later stratified using stratified random sampling technique based on the three senatorial zones. It utilized a structured questionnaire based on modified four point likert type scale of Strongly agree, Agree, Disagree and Strongly disagree. This was validated and had a reliability of 0.836. Mean and rank order scores were used to analyze the research questions, while z-test statistics was used to test the hypotheses at 0.05 level of significance. The findings of this work reveals that the causes of insecurity in secondary schools are; student unrest, location of the school, lack of security facilities, and lack of trained security personnel, and that the only security facilities in secondary schools are perimeter walls and school gates. The hypotheses tested revealed that there was no significant difference in the mean ratings of urban and rural principals on the causes of insecurity in Rivers state, and there was no significant difference in the mean ratings of urban and rural principals on the security facilities available in schools in Rivers a State. Based on the findings, the researcher recommends that the ministry of education should consider security when mapping a school location, government should make and apply appropriate security policies in schools, and security gadgets should be adequately provided in schools by the government.

Keywords: School Security, Secondary Education, Goals

Introduction

The school is a social system and an instrument that brings about desirable changes in behaviour. These desirable changes in behaviour on the other hand cannot be achieved in an

insecure environment. In essence there is need to provide adequate security for the teachers, students and educational stakeholders. The school plays key role in the life of learners. It helps learners to develop skills and also attitudes that prepares them to become functional beings in the society (Burton, 2015). The Nigerian system of education categorized formal education into three levels; primary, secondary and tertiary levels. The secondary education however is the education the learner acquires after receiving the primary education. The importance of secondary education is enshrined in the National Policy on Education (2016) to include the two broad goals of education *i.e.* preparing individuals for useful living in the society and for higher education. This thus shows that the functionality of individuals to a large extent hinges on how well the goals of secondary education are met. Moreover, these goals cannot be realized in an insecure environment. In view of this, for the goals of secondary education to be realized, it is necessary that security in secondary schools be adequately managed by the school administrator. Security could be seen as a protection against harm, danger, or damage to life. Jaarsveld (2017) sees security as separation between threats and assets. On the other hand, Onuorah and Eziamaka (2020) notes that security is any action taken to prevent potential danger or harm.

School security therefore entails establishing, maintaining and ensuring that adequate measures are taken to guarantee the security of the school system. Security measures and policies should be reinforced to keep the school secure and free from harm. It is essential that the human resources feel secure while in the school environment. This can only be achieved through proper management of school security. School security can be managed by ensuring that adequate physical security measures are put in place to guarantee safety. These measures according to Lombard and Cole (2015) include; barricades and fence, security alarms, security lights, closed circuit television (CCTV), burglary, warning signs, doors, locks, access control system, security gate etc. These physical security measures can only yield the desired result when properly managed by the human resources. Thus, it's necessary that teachers, non-teaching staff and students be adequately trained in security management. To effectively manage security in school, there should be thorough checks and documentation by anyone seeking entrance into the school premises. The visitor's book should be duly signed by the visitor, and only one entry point should be used at a time. The gate should be closed during school hours. The security guard should permit only visitors approved by the principal into the premises. There have been cases where the school gate was carelessly left open, thereby giving kidnappers, gun men and cultists access into the school premises, Obasi (2017).

The location of a school could also pose as a threat to the security of the school. Nyakundi, (2016) opines that security threats around the school environment would eventually spill into the school. For instance, schools situated in areas where there is frequent security threat such as cult clashes, kidnapping and banditry would naturally face more security challenges than those situated in a more secured environment. Sadly, in recent times there has been a lot of cult clashes in Rivers state, demonstrations by indigenous people of Biafra (IPOB), killing of security personnel by unknown gun men, community crisis etc, all of which pose as threats to the school. Some schools in recent times have also become a hideout for kidnappers as well as a meeting point for cult groups.

The practice of security is not totally a new one. Humans naturally desire a secure environment devoid of harm. The security of staff and students becomes more important in this era of banditry in Nigeria. A bandit is an armed person (thief) who is usually a member of a band. Banditry is the practice of plundering in gangs. The rate of banditry currently in Nigeria is on the increase. These bandits have been noted for kidnapping and murdering of innocent young students. The persistent increase in the rate of banditry has given rise to fear in the minds of students. Students now fear being in school and wonder if nothing could be done by the government and school authority to guarantee their security while at school.

The issue of security management is therefore important in this era of rising insecurity in Nigeria if the goals of secondary education is to be realized. Some state governments have in the past tried to some extent in providing educational resources in terms of school facilities to ensure the security of students while at school, Obiri (2018). But, educational managers are to compliment the efforts of these institutions by efficiently managing the available facilities so as to achieve a secure school environment. . These resources according to Obong (2017), includes security. Hence, school security is a key resource that can hinder the achievement of goals when it is lacking.

Security is an integral part of every system and as such the competence of a school administrator could be measured based on how committed the individual is towards security management. Aside from the school being prone to kidnaps, cultism, and attacks by unknown, it is equally faced with other hazards that can threaten the security of the school. These hazards could take the form of fire outbreaks, natural disaster e.g., flooding, riots, dilapidated infrastructure etc. in the light of the above, it is necessary that everyone be trained in security response measures. The government has done well in introducing security education in the school curriculum. However, this curriculum should be reviewed in the light of the recent security threats in the country.

Security management is basically aimed at reducing danger and injuries to the barest minimum or to prevent it completely. It is the application of principles of management in managing security threats in the school system. It ensures a smooth running of the school and achievement of school goals. It involves developing appropriate security policies geared at guaranteeing the safety of everyone. It thus has to do with application of management functions of planning, organizing, directing, coordinating etc. it harmonizes the variables which has direct or indirect impact on school for the achievement of desired results. School managers must be alert to potential threats to the security of the school, identify and control them.

Unfortunately, most secondary schools in Rivers State are lacking in security. There have been cases where teachers raped students in school and parents arranged boys to beat up a teacher for flogging their child. Some students also go to school with dangerous weapons like gun, knife, axe, etc. and are given access into the school premises because there are no proper security checks at the entry gate, Ozika (2019). This underscores the importance of introducing a digital security check system in schools just the way it is at banks.

The educational industry happens to be the largest industry in the world. The products from the educational industry move into other industries. Hence, if the school system is insecure, the administrative machinery will be affected, academic activities will be equally disrupted and the resultant effect will be poor achievement of educational goals. It is therefore imperative to adequately manage school security to ensure the attainment of secondary school goals in Rivers State, Nigeria.

Statement of the Problem

The problem of this study is based on the fact that there is recent increase in number of abductions, attacks by unknown gunmen, banditry, murder of innocent students, attacks by herdsmen, molestation of minors etc. which is clear evidence that schools in Rivers state need to tighten their security. Additionally, the school's security system is faced with other threats. Some of these include; dilapidated infrastructure, fire outbreaks, natural disaster e.g., flooding, cultism, community crisis, etc. These to a large extent have marred secondary school administration and achievement of its goals.

Aim and Objectives of the study

The aim of this study is to investigate school security variables for achievement of secondary education goals in Rivers State. Specifically, the objectives include to: 1. determine the

causes of insecurity in secondary schools in Rivers State. 2. ascertain the availability of security facilities in secondary schools for the achievement of secondary education goals in Rivers State, Nigeria.

Research Questions

In the light of these objectives, the following research questions were raised

1. What are the causes of insecurity in secondary schools that can hinder achievement of secondary education goals in Rivers State, Nigeria?
2. What are the available school security facilities that can enhance achievement of secondary education goals in Rivers State, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance;

Ho¹ There is no significant difference between the mean ratings of principals in urban areas and principals in rural areas on causes of insecurity in secondary schools that can hinder achievement of secondary education goals in Rivers State, Nigeria.

Ho²: There is no significant difference between the mean ratings of principals in urban areas and principals in rural areas on available security facilities for achievement of secondary education goals in Rivers State, Nigeria.

Methodology

The descriptive survey design was adopted for the study and the population comprise of 828 principals serving in rural and urban secondary schools in Rivers State. The sample size of 394 principals was drawn using taro yamen sampling technique and later stratified based on the three senatorial zones in Rivers State. The researchers used a structured questionnaire titled School Security Variables for Achievement of Secondary Education Goals questionnaire (SSVASEG) to elicit data from respondents. The instrument was validated by experts in the field of security. Pearson Product Moment Correlation Coefficient (r) was used to establish the reliability index of 0.836. Mean and rank order was used to answer the research questions, while Z-test statistics was used to test the null hypotheses to ascertain significant difference at 0.05 level of significance.

Results

Answers to Research Questions

Research question one: What are the causes of insecurity in secondary schools that can hinder achievement of secondary education goals in Rivers State, Nigeria?

Table 1: Mean and rank order scores of principals on causes of insecurity in secondary schools that can hinder achievement of secondary education goals in Rivers State

Causes of insecurity in secondary schools	Urban		Rural		ΣX	Rank Order	Decision
	X_1	SD_1	X_2	SD_2			
	(n= 230)		(n= 162)				

1	Students' unrest	3.59	0.63	3.58	0.63	3.58	1 st	Agreed
2	Location of the school	2.51	1.17	2.52	1.18	2.52	5 th	Disagreed
3	Natural disaster (flood)	2.71	1.02	2.63	1.04	2.68	3 rd	Agreed
4	Lack of school security facilities	3.06	0.97	3.06	0.92	3.06	2 nd	Agreed
5	Misuse/abuse of natural environment	2.43	1.12	2.42	1.10	2.43	6 th	Disagreed
6	Lack of trained security personnel	2.57	1.04	2.58	1.04	2.58	4 th	Agreed
Total		2.81	0.99	2.89	1.08	3.47		Agreed

From table 1, it is observed that in response to causes of insecurity in secondary schools, respondents agreed that student unrest (3.58), location of the school, (2.52), natural disaster (2.68), lack of school security facilities (3.06), and lack of trained security personnel (2.58) are some causes of insecurity in secondary schools. However, it was disagreed that misuse/abuse of natural environment is a cause of insecurity in secondary schools. Moreover, it was observed that a grand mean of 3.47 was obtained indicating that majority of the factors identified are causes of insecurity in secondary schools. Therefore, the causes of insecurity in secondary schools are; students' unrest, location of the school, natural disaster, lack of security facilities and lack of trained security personnel.

Research question two: What are the available school security facilities that can enhance achievement of secondary education goals in Rivers State, Nigeria?

Table 2: Mean and rank order scores of principals on the available school security facilities that can enhance achievement of secondary education goals in Rivers State

S/N	Security facilities available in schools for achievement of secondary education goals	Urban(n= (230)		Rural (n =162)		ΣX	Rank Order	Decision
		X_1	SD ₁	X_2	SD ₂			
7	Functional turnstile	1.09	0.61	1.67	0.82	1.34	7 th	Disagreed
8	Functional school gate	2.65	0.94	2.55	0.98	2.60	1 st	Agreed

9	Security cameras	1.80	0.56	1.96	0.65	1.88	4 th	Disagreed
10	Bomb detectors	1.25	0.63	1.42	0.87	1.33	8 th	Disagreed
11	Security alarms	1.50	0.56	1.68	0.82	1.59	5 th	Disagreed
12	Security body scanners	1.29	0.67	1.56	0.66	1.42	6 th	Disagreed
13	Perimeter walls	2.60	0.98	2.58	0.73	2.59	2 nd	Agreed
14	Burglary proofs	2.43	0.78	2.48	0.65	2.45	3 rd	Disagreed
Grand Mean		1.82	0.71	1.98	0.77	1.90		Disagreed

It is observed from table 2, that in response to security facilities available in secondary schools, respondents agreed that functional school gate (2.60) and perimeter walls (2.59) were available in secondary schools. However, it was disagreed that turnstile, security cameras, bomb detectors, security alarms, security body scanners, and burglary proofs were available in secondary schools. Moreover, it was equally observed that a grand mean of 1.90 was obtained indicating that many secondary schools lack security facilities. Therefore, the available security facilities in secondary schools are; school gates and perimeter walls.

Test of hypotheses

Hypothesis one: There is no significant difference between the mean ratings of principals in urban areas and principals in rural on causes of insecurity in secondary schools that can hinder achievement of secondary education goals in Rivers State, Nigeria.

Table 3: Z-test analysis of the difference between the mean scores of principals in urban areas and principals in rural areas on causes of insecurity in secondary schools in Rivers State.

Location	N	Mean	SD	Df	Z-Cal	Z-Crit	Decision
Urban	230	2.91	0.92	390	0.15	1.960	Accepted
Rural	162	2.89	0.91				

As shown from table 3, when the mean values of respondents in urban schools (2.91), and those from rural schools (2.89) was subjected to independent sample Z-test, the result revealed that a Z-calculated value of 0.15 was obtained which was lesser than the Z-critical value of 1.960. This therefore indicates that there was no significant difference in the mean ratings of principals in urban areas and principals in rural areas on causes of insecurity in secondary schools in Rivers State. The null hypothesis was therefore retained.

Hypothesis Two:

There is no significant difference between the mean ratings of principals in urban areas and principals in rural areas on available security facilities for achievement of secondary education goals in Rivers State, Nigeria.

Table 4: Z-test analysis of the difference between the mean scores of principals in urban areas and principals in rural areas on available security facilities for achievement of secondary education goals

Location	N	Mean	SD	Df	Z-Cal	Z-Crit	Decision
Urban	230	2.89	0.89	390	0.49	1.960	Accepted
Rural	162	2.82	1.00				

Independent sample Z-test as shown in table 4, indicates that when the mean ratings of principals in urban areas (2.89), and principals in rural areas (2.82) were subjected to statistical analysis, a Z-calculated value of 0.49 was obtained which was lesser than the Z-critical value of 1.960. This suggests that there is no significant difference in the mean ratings of principals in urban areas and principals in rural areas on available security facilities for achievement of secondary education goals in Rivers State. The null hypothesis was therefore retained.

Discussion of findings

The findings of research question one as shown on table 1, revealed that the causes of insecurity in secondary schools are; students' unrest, location of the school, natural disaster, lack of security facilities and lack of trained security personnel. This finding is in agreement with Ozika, H. (2016), whose study reviewed that student kidnapping, abductions, killings, robbery attacks, flooding etc. are amongst the causes insecurity and factors that hinder goal achievement. It is equally in line with the study of Nzeka (2019) who opined that the school's environment design could lead to violence prevention. It also agrees with Aguwa (2017), who conducted a study on management of insecurity for effective administration of secondary schools in Abia state, which revealed that the causes of insecurity in secondary schools are student unrest, poor infrastructural facilities, poor maintenance culture of school facilities and lack of sufficient moral and religious education.

As analyzed on table 2, the findings of research question two reveals that there are insufficient security facilities in secondary schools in Rivers State. As seen above, the only security facilities in secondary schools are school gates and perimeter walls. This finding reveals an urgent need for secondary schools to be provided with more security facilities. The findings of this study identify with the assertion from the study of Obiri (2015), on management of educational facilities in government schools in Rivers State which revealed that availability of educational facilities in secondary schools can bring about effective teaching and learning.

The findings also agree with the study of Obasi, A. (2017), on school safety management for secondary school administration in Rivers State which revealed that constant maintenance of educational facilities and maintenance of discipline promotes safety in schools.

Summary of Findings

The findings revealed that the causes of insecurity in secondary schools includes; student unrest , location of the school, natural disaster, , and lack of trained security personnel are some causes of insecurity in secondary schools, while the security facilities available in secondary schools are just school gates and perimeter walls. It buttresses the fact that there is need to pay serious

attention to school security. There was no significant difference in the mean ratings of principals serving in urban areas and principals serving in rural areas on the causes of insecurity in Rivers state, and there was no significant difference in the mean ratings of principals serving in urban areas and principals serving in rural areas on the security facilities available in secondary schools Rivers state.

Conclusion

In line with the findings of this study, it is concluded that students' unrest, location of the school, natural disaster, lack of school security facilities, and lack of trained security personnel are the major causes of insecurity in secondary schools, and to address these problems adequate security facilities such as turnstiles, bomb detectors, security body scanners, security cameras, security alarms, and burglary proofs should be adequately provided in schools.

Recommendations

1. The Rivers state education board should carefully consider the security of the school when mapping out a school site.
2. Government should make and implement good security polices at all levels of education.
3. The Rivers state education board should incorporate school security training into our education curriculum just the way it is in the engineering fields.
4. Security gadgets should be installed in all schools e.g. turnstile

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Innovative Teacher Development Programmes for Effective Engagement in the Era of Covid-19 in Public Secondary Schools in Rivers State

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ABSTRACT

COVID-19 was indeed a trying time for schools all over the world, hence the need for innovative teacher development programmes in public secondary schools in Rivers State. The population of the study consisted all the 290 public secondary schools in Rivers State with a population of 7763 teachers and a sample of 776, using the multi stage sampling technique.

The instrument that was used for data collection was a 12-item structured questionnaire titled: Innovative Teacher Development Programmes for Teacher Continuing Engagement in the Era of COVID-19 in Secondary Schools in Rivers State Questionnaire (ITDPCTEECQ). The 4- point modified Likert rating scale was used. Cronbach alpha statistics was used to obtain 0.86 reliability. Mean scores and standard deviation were used to answer the research questions while the z-test statistics was used to test the hypotheses at 0.05 level of significance. The result amongst others revealed that, teachers who are developed on instructional content are knowledgeable to align them with curriculum standards to ensure learners achieve their academic performance. Development training on counseling services helps teachers to give psychological guidelines to students on the way to cope with emotional needs. It was recommended that, government in collaboration with school administrators should hire ad-hoc counselors to train teachers in counseling services to help provide empathy to students on how to cope with the current situation.

KeyWords: Development Training, Counseling Services, Instructional Content Innovation.

INTRODUCTION

The COVID-19 pandemic gradually evolved from its first introduction into a genuinely global phenomenon. The virus ravaged people and the economy to the extent that most governments around the world temporarily closed down industries, organizations and schools at all levels in an attempt to contain the spread of the COVID-19 pandemic. During this period, face-to-face learning was brought to a close by several schools, universities, and colleges as it does not translate to a remote learning environment. This situation facilitated online distance electronic learning (e-learning) in schools on the basis of planning for recovery. This occasion negatively impacted educational activities, as social distance was made crucial at this stage. School administrators provide public water supply for hand wash, sanitizers and safe indoor air quality; health literacy of school children and staff through scheduled lessons which help them to enhance their understanding of the basis of the risk-mitigation measures and promote adherence by children, adolescents and school staff and this has helped in curtailing the spread of the virus (Luis, Gemma, Carmen-Maria, Hugo and Jose-Luis (2020).

On this note, teachers need to be developed to be knowledgeable in order to align current instructional content with curriculum standards to ensure learners achieve their academic performance. This signifies that, teachers' knowledge should be expanded, increased and changed in line with the current trends and happenings in education to suit the ability of the teacher in transforming the classroom into a perfect blend effectiveness, success and attainability of goals. Instructional content is a learning content that is specifically provided to learners in the teaching-learning settings. Instructional content can be delivered in a variety of ways, including traditional textbooks, lectures, activities, PowerPoint presentations, test prep materials, educational video games, online language programmes essentially designed to suit specifically the purpose of teaching (Guo & Li, 2020).

Effective instructional content takes into account student learning styles and ages, the educational environment, the length and order of class lessons, and the required curriculum in line with new methods of teaching. Nevertheless, teachers need to be further developed to be innovative on how they can rationally select and design teaching materials to accommodate different types of learners, including those who learn best through hearing a concept explained to them (auditory learners), those who learn best by seeing representations of something (visual learners), and those who learn best by manipulating tangibles that represent something (kinesthetic learners).

With regards to instructional content, teachers should be trained innovatively to have knowledge of some current e- learning resources useable in teaching-learning in a remote setting which includes; Web Sites, Online Databases, E-Journals, E-Books, Databases, Cds/Dvds, E-Conference Proceedings, E-Reports, E-Maps, E-Pictures/Photographs, E-Manuscripts, E-Theses, E-Newspaper, Internet/Websites - Listservs, Newsgroups, subject Gateways, USENET and Faqsetc (Asur& Huberman, 2019). Hu, Yuan, Luo and Wang (2021) found that, professional development programmes are inadequate for teachers to develop adequate knowledge and skills to integrate ICT into teaching practice to address current instructional content in teaching and learning.

More importantly, the need to develop teachers as counselors to provide strategies to cope with schooling at this time of COVID-19 pandemic is very important. When teachers are well trained as counselors, they will obviously provide education about stressful encounters and coping strategies to students and parents, encourage students and parents to feel less sad, hopeless, fearful, or low in energy about what they might be passing through due to COVID-19 and counsel them to make time to do things that improve their health and wellbeing through acceptance of mental health treatment when necessary, give encouragement psychologically to increase their social time with people with positive mindsets to meet their emotional and practical needs, establish rapport, develop trust and provide empathy (Oluwatoyin, 2021).The need for appropriate training of teachers to render counseling services at all levels of education is very essential most especially at this period of Covid-19.

To think about it, even without the incidence of the pandemic, rendering counseling service is very important in a normal school setting because, without it the resultant effect is not farfetched for reasons that secondary school students due to ignorance, wrong information, influence of peers, mass and social media and lack of guidance, adolescents have fallen into the danger of drug use and abuse, violence, robbery, unguided sexual activities, and school dropout (Oderinde and Muraina, 2018). Hidalgo-Andrade and Hermosa-Bosano (2021) also stressed that, when teachers are well developed on mental health ability on how people can cope with COVID-19 pandemic, they would have associated their knowledge on leveraging strategic partnerships with assistive health conditions, improving evidence-based initiatives to cope with situation, addressing social-cultural customs that impede good health practices and strengthening community engagement and accountability in the health care system.

Statement of the Problem

The changes brought by this pandemic have greatly affected the operational design and practices of every school including administrative patterns, leadership styles, approaches, attendance, career skills development and academic calendar operational in the education system. With this, teachers need to be upgraded to be able to teach in line with the trend. Nonetheless, no matter how importantly competent the teachers may appear, there seems to be a gross neglect of teachers in terms of developing themselves on instructional content and be knowledgeable to align them with curriculum standards to ensure learners achieve their academic performance.

There is need for teachers to adopt teaching method where lessons are recorded online, sending email and providing self-learning materials to students and other teachers and prove the services of a counsellor to students, parents and teachers which seem to be lacking. It seems the development of teachers on counseling services that helps teachers to give psychological guide lines to students, parents and others on the way to cope with emotional needs and to empower students and pull them from anxiety and personal stressors is lacking.

When all these are not met, it will drag the educational system to a mold. Putting all these in consideration, the researcher decided to carry out a study on innovative teacher development programmes for teacher continuing engagement in the era of COVID-19 in secondary schools in Rivers State.

Objectives of the Study

The study investigated innovative teacher development programmes for teacher continuing engagement in the era of COVID-19 in secondary schools in Rivers State. The objectives of the study are to:

1. Examine the ways provision of instructional content serve as innovative teacher development programme for teacher continuing engagement in the era of covid-19 in secondary schools in Rivers State.
2. Ascertain the ways provision of counseling services serve as innovative teacher development programme for teacher continuing engagement in the era of covid-19 in secondary schools in Rivers State.

Research Questions

1. In what ways does the provision of instructional content serve as innovative teacher development programme for teacher continuing engagement in the era of covid-19 in secondary schools in Rivers State?
2. In what ways does the provision of counseling services serve as innovative teacher development programme for teacher continuing engagement in the era of covid-19 in secondary schools in Rivers State?

Hypotheses

1. There is no significant difference between the mean scores of teachers in urban and rural areas on the ways provision of instructional content serve as innovative teacher development programme for teacher continuing engagement in the era of covid-19 in secondary schools in Rivers State.
2. There is no significant difference between the mean scores of male and female teachers on the ways provision of counseling services serve as innovative teacher development programme for teacher continuing engagement in the era of covid-19 in secondary schools in Rivers State.

Methodology

The population of the study consists the 290 public senior secondary schools in Rivers State with a population of 7763 teachers and management staff and a sample of 10% from each strata as employed using the multi stage sampling technique, where the schools were stratified into urban and rural areas. And in each of the schools located in the urban and rural areas, 10% of the schools were selected.

Furthermore, in each of the schools selected, 10% of the teachers and management staff were selected as stratum using simple random sampling technique. A 12-item questionnaire titled: Innovative Teacher Development Programmes for Teacher Continuing Engagement in the Era of COVID-19 in Secondary Schools in Rivers State Questionnaire (ITDPCTEECQ). The 4- points modified Likert rating scale of (Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point)

was used as response options to guide the respondents' opinions on the instrument (questionnaires).

The instrument was subjected to series of scrutiny by other researchers and scholars who made corrections and comments used to modify the instruments before they were administered to the respondents. Cronbach's Alpha was used to ensure internal consistency of the instrument and hence its reliability before administering it to the study's sample of 30 instructors who were not part of the original sample. Innovative Teacher Development Programmes for Teacher Continuing Engagement in the Era of COVID-19 in Secondary Schools in Rivers State, the average reliability coefficient was 0.76. In contrast, the reliability coefficient for Provision of instructional content as innovative teacher development programme has a reliability coefficient of 0.87, provision of counseling services as innovative teacher development programme has a reliability coefficient of 0.64. 776 copies of the questionnaire inclusive of teachers and management staff of the schools was administered personally to the respondents by the researcher with the help of two research assistants. Mean scores and standard deviation were used to answer the research questions while the z-test statistics was used to test the hypotheses at 0.05 level of significance.

Results and Discussion

Research Question 1: In what ways does the provision of instructional content serve as innovative teacher development programme for teacher continuing engagement in the era of covid-19 in secondary schools in Rivers State?

Table 1: Mean Responses of Teachers in Urban and Teachers in Rural Areas on the ways Provision of Instructional Content as Innovative Teacher Development Programme for Teacher Continuing Engagement in the Era of Covid-19 in Secondary Schools in Rivers.

S/N	Item	Teachers in Rural Schools(434)		Teacher in Urban Schools (223)		$\bar{X}_1\bar{X}_2$	Remark
		\bar{X}	SD	\bar{X}	SD		
1	Teachers who are trained on instructional content rationally select teaching materials to accommodate different types of learners in the new methods of education delivery	3.06	1.25	2.68	1.14	2.87	Agreed
2	Teacher's knowledge of instructional content do not consider to take account of students with disabilities on their physical state	1.89	1.27	2.12	1.18	2.01	Disagreed
3	Teachers who are developed on instructional content are knowledgeable to align them with curriculum standards to ensure learners achieve their academic performance.	3.65	1.60	3.28	1.36	3.47	Agreed
4	Teacher's knowledge of instructional content takes into account student learning styles as required in the current education curriculum in line with new	3.00	1.23	2.60	1.22	2.8	Agreed

methods of teaching							
5	Teachers gain experience to help students at this time of COVID-19 to gain understanding in a remote teaching-learning settings	3.11	1.27	3.08	1.26	3.10	Agreed
6	Development training on instructional content moves teachers to adopt teaching method where lessons are recorded online, sending email and providing self-learning material to students and other teachers	3.32	1.38	3.60	1.57	3.46	Agreed
Average mean and standard deviation		3.01	1.33	2.89	1.29		

Table 1 indicated that item number 3 had the highest mean score of 3.47, followed by item 6 with 3.46, item 5 with 3.10, item 1 with 2.87 and item 4 with 2.8 which are above the criterion mean of 2.50. This clearly indicated that, teachers who are developed on instructional content are knowledgeable to align them with curriculum standards to ensure learners achieve their academic performance, it moves teachers to adopt teaching method where lessons are recorded online, sending email and providing self-learning material to students and other teachers, teachers gain experience to help students at this time of COVID-19 to gain understanding in a remote teaching-learning settings and rationally select teaching materials to accommodate different types of learners in the new methods of education delivery and teacher's knowledge of instructional content takes into account student learning styles as required in the current education curriculum in line with new methods of teaching. Meanwhile, item 2 had a mean score of 2.01, which is below the criterion mean of 2.50, meaning that teacher's knowledge of instructional content does consider taking account of students with disabilities on their physical state.

Research Question 2: In what ways does the provision of counseling services serve as innovative teacher development programme for teacher continuing engagement in the era of covid-19 in secondary schools in Rivers State?

Table 2: Mean Responses of Male and Female Teachers on the ways Provision of Counseling Services serve as Innovative Teacher Development Programme for Teacher Continuing Engagement in the Era of Covid-19 in Secondary Schools in Rivers State.

S/N	Item	Male Teachers (315)		Female Teacher (342)		\bar{X}_1, \bar{X}_2	Remark
		\bar{X}	SD	\bar{X}	SD		
1	Teachers need training on how they can cope with personal stressors to the extend the knowledge of the training help students on the means to cope in school	3.46	1.39	3.57	1.55	3.52	Agreed
2	Development training on counseling services do not necessarily helps teachers to provide empathy to students on how to cope with situations	1.89	1.27	2.12	1.18	2.01	Disagreed
3	Teachers need be developed as counselors to specifically empower students and pull them	3.49	1.52	3.57	1.55	3.53	Agreed

	from anxiety through the use of social media to provide consultation							
4	Teachers' engagement in counseling services is a constructive opportunity to help children imbibe the new normal in education in collaboration with parents	3.01	1.23	2.80	1.14	2.91	Agreed	
5	Development training on counseling services help teachers to give psychologically guide lines to students on the way to cope with emotional needs	3.65	1.60	3.60	1.57	3.63	Agreed	
6	Teacher training provides ideas on the specific ways to facilitate student's engagement in learning while at home or in blended learning settings	3.29	1.37	2.5	1.82	2.90	Agreed	
Average mean and standard deviation		2.52	1.40	3.03	1.47			

Table 2 indicated that item number 5 had the highest mean scores of 3.63 followed by item 3 with 3.53, item 1 with 3.52, item 4 with 2.91 and item 6 with 2.90 respectively. The various scores were above 2.50 which is the criterion mean except item 2. It simply implies that development training on counseling services help teachers to give psychologically guide lines to students on the way to cope with emotional needs and to empower students and pull them from anxiety through the use of social media to provide consultation, teachers need training on how they can cope with personal stressors to the extend the knowledge of the training helps students on the means to cope in school, teacher training provides ideas on the specific ways to facilitate student's engagement in learning while at home or in blended learning settings and teachers engagement in counseling services is a constructive opportunity to help children to imbibe the new normal in education in collaboration with parents. Meanwhile, item 2 had a mean score of 2.01, which is below the criterion mean of 2.50, meaning that development training on counseling services do necessarily helps teachers to provide empathy to students on how to cope with situations.

Test of Hypotheses

H₀₁: There is no significant difference between the mean scores of teachers in rural and teachers in urban areas on the ways provision of instructional content serve as innovative teacher development programme for teacher continuing engagement in the era of covid-19 in secondary it is not schools in Rivers State.

Table 3: z-test Analysis of the Difference between the mean ratings of Teachers in Rural and Urban areas on the ways Provision of Instructional Content programme serve as Innovative Teacher Development Programme for Teacher Continuing Engagement in the Era of Covid-19 in Secondary Schools in Rivers State.

Subject	N	\bar{x}	SD	Df	z-cal.	z-crit.	Level of Sig	Remark
Teachers in Rural Area	434	3.01	1.33	2				
				655	1.12	±1.96	0.05	
Teachers in Urban Area	223	2.89	1.29					Accepted

The result of table 3 showed that the z-calculated value of 1.12 is less than the z-critical value of ± 1.96 at degree of freedom of 686 at 0.05 level of significance. Therefore, the null hypothesis is accepted and upholds that, there is no significant difference between the mean scores of teachers in rural and teachers in urban areas on the ways provision of instructional content as innovative teacher development programme serve as coping strategy for teacher continuing engagement in the era of covid-19 in secondary schools in Rivers State.

H₀₂: There is no significant difference between the mean scores of male and female teachers on the ways provision of counseling services serve as innovative teacher development programme for teacher continuing engagement in the era of covid-19 in secondary schools in Rivers State.

Table 4: z-test Analysis of the Difference between the mean ratings of Male and Female Teachers on the ways Provision of Counseling Services serve as Innovative Teacher Development Programme for Teacher Continuing Engagement in the Era of Covid-19 in Secondary Schools in Rivers State.

Subject	N	\bar{x}	SD	Df	z-cal.	z-crit.	Level of Sig	Remark
Male Teachers	315	2.52	1.40	2				
				655	-4.74	± 1.96	0.05	Fail to Accept
Female Teachers	342	3.03	1.47					

The result of table 4 showed that the z-calculated value of -4.74 is greater than the z-critical value of ± 1.96 at degree of freedom of 655 at 0.05 level of significance. Therefore, the null hypothesis is accepted and upholds that there is a significant difference between the mean scores of male and female teachers on the ways provision of counseling services serve as innovative teacher development programme for teacher continuing engagement in the era of covid-19 in secondary schools in Rivers State.

Summary of Findings

It was revealed that, teachers who are developed on instructional content are knowledgeable to align them with curriculum standards to ensure learners achieve their academic performance. It moves teachers to adopt teaching method where lessons are recorded online, sending email and providing self-learning material to students and other teachers.

It was revealed that, development training on counseling services helps teachers to give psychological guidelines to students on the way to cope with emotional needs and to empower students and pull them from anxiety and personal stressors through the use of social media to provide consultation as a constructive opportunity to help children to imbibe the new normal in education in collaboration with parents.

Discussion of Findings

Provision of Instructional Content as Innovative Teacher Development Programme for Teacher Continuing Engagement in the Era of Covid-19

It was revealed that, teachers who are developed on instructional content are knowledgeable to align them with curriculum standards to ensure learners achieve their academic performance. It moves teachers to adopt teaching method where lessons are recorded online, sending email and providing self-learning material to students and other teachers. Findings from this research are consistent with those from a study by Hu et al. (2021) who concluded that instructors do not get enough training to become proficient in using technology in the classroom. The study also found that training teachers to be familiar with the latest educational technologies such as Web conferencing, video-based training on the use of recorded video content for knowledge learning and self-reflection, Web 2.0 supported student learning, digital game-based student learning, multimedia-based learning, virtual reality-supported learning, mobile telephone is the most effective way to bring teachers' knowledge and personality in line with current educational practices.

The study of Asur and Huberman (2019) also revealed in line with this study that, one of the means teachers, students and parents can cope favorably in school with covid-19 pandemic is the training of required teachers on current instructional content to have knowledge of some current e- learning resources useable in teaching-learning in a remote settings which includes; Web Sites, Online Databases, E-Journals, E-Books, Databases, Cds/Dvds, E-Conference Proceedings, E-Reports, E-Maps, E-Pictures/Photographs, E-Manuscripts, E-Theses, E-Newspaper, Internet/Websites - Listservs, Newsgroups, subject Gateways, USENET and Faqsetc.

Provision of Counseling Services as Innovative Teacher Development Programme for Teacher Continuing Engagement in the Era of Covid-19

It was revealed that, development training on counseling services helps teachers to give psychological guidelines to students on the way to cope with emotional needs and to empower students and pull them from anxiety and personal stressors through the use of social media to provide consultation as a constructive opportunity to help children to imbibe the new normal in education in collaboration with parents. This is consistent with the findings of Oderinde and Muraina (2018) whose work revealed that, at the Covid-19 era, teachers at all levels of education needed training in counseling services to be able to cope favourably with the new educational practice where everyone is restricted in one form or the other.

The presence of guidance and counseling services which is needed to attend to the numerous problems that students may face in either at home or in the school is very necessary. During this period, the problems both teachers and students face range from academic, social and personal problems which are most common amongst students irrespective of their social, economic, religion, ethnic and cultural background. This is in line with Hidalgo-Andrade and Hermosa-Bosano (2021) who found that the most used coping strategies in schools during covid-19 era in teaching and learning included seeking social support, exercising, and engaging in leisure activities. The results also revealed that, when teachers are well developed on mental ability to render counseling services on how people can cope with COVID-19 pandemic, they would have associated their knowledge on leveraging strategic partnerships with assistive health conditions, improving evidence-based initiatives to cope with situation, addressing social-cultural customs that impede good health practices and strengthening community engagement and accountability in the health care system.

Conclusion

It is very obvious that Covid-19 brought so many anomalies to the education system as teachers, students, parents and individuals in the society find it difficult to cope with the continuity of educational programme of children and even their social and economic lives. Nevertheless, for the fact that the old pattern of things were done in the school changed and

teachers, students and parents cannot easily adapt to the situation, the need for the development of teachers to update and enhance their professional skills to be able to cope with the current situation becomes necessary. However, to achieve this purpose, teachers must be trained to gain knowledge on counseling services; as innovative development programme to serve as coping strategy for students, teachers, parents and other members of the society to be able to cope and continue schooling even with the era of covid-19 pandemic.

Recommendations

Based on the findings of the study, the researchers recommended that:

1. Teachers' knowledge of instructional content should be designed specifically to reflect the current content through educational planners to take account of students with disabilities on their physical state so that they can benefit from the current education system like their counterparts.
2. Government in collaboration with school administrators should hire ad-hoc counselors to train teachers in counseling services to help provide empathy to students on how to cope with the current situation.

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AGE AND ADVERSITY QUOTIENT OF INMATES IN DELTA STATE, NIGERIA

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Abstract

This study sought to determine the influence of age, as a demographic variable, on the adversity quotient (ADQ) of inmates in Delta State, Nigeria using Adversity Quotient Scale for Inmates (AQSP). The study was motivated by observed incessant cases of incarceration and recidivism and guided by one research question and one null hypothesis. The study employed descriptive survey research design using seven thousand, three hundred and forty-eight (7,348) inmates as the population size; from where a sample size of 525 inmates was

drawn from five correctional centres in Agbor, Kwale, Ogwuashi-Uku, Sapele and Warri, Delta State, Nigeria. Non-proportional stratified sampling technique was employed to determine the sample size of the study. Mean, standard deviation and independent t-test were used for the purposes of addressing the research question and testing for the tenability of the null hypothesis. From the analyses, it was revealed that age of inmates influences their adversity quotient. It is hence concluded that age is a compositional characteristic that influences interpersonal and group dynamics. It is therefore recommended that government should provide an enabling environment suitable for the inmates, thereby minimizing, if not totally eradicating adversities from such quarters.

Keywords: Age, Adversity Quotient, Inmates

Introduction

A general overview of adversity offers a conceptual stance that indicates the possibility that adversity can be seen as a natural phenomenon because it affects every person. However, how quickly people deal with adversity has a significant impact on whether they have the ability to go through it. According to this thinking, Stoltz (1997) contends that the conceptualization of adversity is somewhat distinct and should be interpreted in light of the characteristics that distinguish an entity. In addition, he suggests that evaluating and analyzing success, identifying and improving reactions to challenges, and equipping oneself to do so could all be used to define one's capacity to handle challenging circumstances.

Adversities have been a part of human existence from the beginning of time, necessitated by some life paradoxes and push factors that tend to cause tension, anxiety and that call for more demanding psychological abilities and attention for people to thrive in a community (Bakare, 2015). A state of difficulty and affliction, disaster, catastrophic event, conflict, distress, or an undesirable event or incident are all examples of adversity. It could be both a general condition and a particular circumstance (Bakare, 2015). Adversity is typically considered to be a component of human endeavors and can be experienced by anyone at any moment, regardless of demographic differences. This explains why people find themselves in undesirable situations (possibly troublesome ones), as they are unable to control and manage the level of adversity they face. Consequently, they act out and commit crimes against people and the state, which leads to incarceration and recidivism due to some push factors (Ugwuokwe, 1993, Ahire, 2004). In support of this, Stoltz (1997, 2010) argues that each age group encounters unique challenges that are exclusive to them in terms of time and place. When it is managed improperly, they face a variety of penalties. This helps to explain why people are typically locked up.

A person's personality is generally understood to be a quality that either draws or repels others. Psychologists interpret it to mean more than that; they see a person's unique combination of traits as what sets them apart from others. In a larger sense, personality refers to an individual's cognitive and non-cognitive (affective and psychomotor) traits. However, personality assessments typically focus on affective traits instead of cognitive ones, such as attitude, value, interests, temperament, character, emotional adjustment, and social relationships, to name a few. Since an adversity quotient, also known as the science of resilience, examines a person's capacity for dealing with adversity, affect, attributions, and attitude, it is explicitly located in the affective domain of the educational taxonomy. According to Montaldo cited in Bruce and Lawrence (2017), crime happens when someone violates the law through an overt act, an omission, or carelessness that may have dire consequences. A person is considered to have committed a criminal offense when they disobey a law or rule. No matter why a person commits a certain crime, if they are detected and found guilty, they will face consequences. Fines and short- or long-term detention, also

referred to as incarceration in a prison or correctional facility, are possible forms of punishment.

In addition to the aforementioned, the Nigerian government has increased the budgetary allocation (the capital component) of the agency from a meager ₦4 billion in 2015 to ₦14 billion in 2016; now ₦16.6 billion in 2017. Also, in 2018, the allocation for construction and provision of Prisons increased by about ₦100 million making it ₦8.07 billion allocated with ₦3.42 billion budgeted for rehabilitation and repairs of prisons – making it over 51.9 percentage change in capital allocation from previous allocation. 2019 was not an exception, as it was increased by ₦45,038,559 with about ₦3.96 for the rehabilitation and repairs of prisons indicating 37.8% capital change. The allocation sharply jumped to ₦165 billion in 2022. In fact, in the last ten years, the Federal government of Nigeria has appropriated over 613.5 billion naira to the Nigerian Correctional Service, formerly known as Nigerian Prisons Service (NBS, 2022). These are all in an effort to improve the country's correctional services.

The Nigerian Correctional Services makes efforts to provide educational services for inmates with skills and professions that can make them easily employable or self-employed. This is to enable them (inmates) have lasting change in attitudes, values, and behaviours of the inmates as part of their preparation for reinsertion in society and reduction in incarceration through developing worthwhile cognitive domain. In addition, the management of Nigerian Correctional centres has created a structural framework of educational activities for inmates. These include the National Open University of Nigeria's Prison Study Centers, Inmates General Education Programme, primary, secondary, literacy courses, technical education and vocational training (TVET), re-developmental sports, and religious services.

Despite these policies and educational programmes to address the problems of incarceration and recidivism, people still commit same and closely related crimes that led to initial imprisonment. This is directly related to the fact that people's ability to deal with difficult situations is generally inadequate; hence contributes to the rise in incarceration and recidivism instances. This is further attributed to the fact that inmates have not been exposed to the right and functional adversity quotient scale that can address issues that make them relapse into crime, thereby increasing the level of incarceration and recidivism. This is because when and where the right and functional adversity quotient scale does not exist, cases of theft, armed robbery and other social vices make it practically impossible for incarceration to end and impossible for the Nigerian Prison space to contrast.

Statement of the Problem

Recidivism and incarceration put unnecessary strain on society's sanity and undermine the basic justification for building correctional facilities. In order to reduce the rate of incarceration and the amount of money the government spends on correctional facilities, a suitable adversity quotient scale must be developed, validated, and applied. This premises on the fact that correctional facilities that do not use appropriate adversity quotient scale frequently fail to educate convicts (inmates) to react responsibly to the onslaught of changes occurring in their environment, which increases rate of recidivism. By addressing difficulties associated to adversity, Stoltz in 1997 did create a measure of adversity called the Adversity Quotient (AQ), but did so without emphasizing the affective and psychomotor dimensions. A careful and superficial review of the body of literature equally reveals that no attempt has been made to address adversity issues in correctional institutions using with strong emphasis on affective domain. On the account of this background, it becomes necessary to make contribution towards bridging this gap by developing, validating and applying Adversity Quotient Scale (AQS) for correctional centres in Delta State, Nigeria.

Cases involving the jail population in Nigeria show that there is a steady rise in the country's incarceration rate. For instance, according to the World Prison Brief (2007), there were 39,438 inmates in Nigerian correctional centres (including those being held for trial or on remand). This figure climbed to 71,522 in 2018, accounting for 55.13% of the 240 correctional centres across the nation (National Prison Administration – NPA). Adding to this statistical profile, the National Bureau of Statistics (NBS) reported between 2011 and 2015, that the total prison population in Nigeria increased by 72.5%. Admed (2019) confirms this by stating that there were 73,726 inmates in Nigerian Correctional Centers, with 51,983 awaiting trial and 21,743 convicted. When broken down the number of correctional facilities by state, he adds that Delta State, which has five (5) correctional facilities spread over Agbor, Kwale, Ogwashi-Uku, Sapele, and Warri, has seen an increase in the number of offenders it can house, going from 909 to 1,154. This figure represents 79% increase in the last two years before the emergent of pockets of prison breaks that happened amid COVID-19 pandemic in 2020.

This observation points to the fact that incarcerations, recidivism and the tendency to relapse into crime in today's society are at increasing rate and appear to have defied all government efforts towards addressing crimes; hence the need to develop, validate and apply an adversity quotient that would enable people, more especially inmates, cope and live with adversary situations - which raises great concern in the minds of government, policy analysts and researchers. A case in point is that in 2007, there were 39,438 people incarcerated in Nigeria (including pre-trial detainees and inmates on remand), but between 2011 and 2015, this number increase by 72.5% representing 68,030. Arouse by this problem, the researcher is curious to change the narrative through this study by developing, validating and applying affective domain oriented adversity quotient scale for inmates in correctional centres in Delta State, Nigeria with a view of reducing the incident of recidivism and incarceration; and increase the chances of inmate's social reintegration and rehabilitation into the society.

Aim and Objectives of the Study

- (i) To determine the mean influence of adversity quotient on young inmates in Correctional centres in Delta State, Nigeria.
- (ii) To examine the mean influence of adversity quotient on elderly inmates in Correctional centres in Delta State, Nigeria.

Research Questions

- (i) What is the mean influence of adversity quotient on young inmates in Correctional centres in Delta State, Nigeria?
- (ii) What is the mean influence of adversity quotient on elderly inmates in Correctional centres in Delta State, Nigeria?

Hypothesis

- (i) Age does not have significant influence on the adversity quotients of young and elderly inmates in Delta State, Nigeria.

The rest of the paper is organized into literature review in section two, methodological issues treated in section three, results and discussion done in section four and concluding remarks presented in section five.

Literature Review

This section of the study reviewed literature related to adversity quotient of inmates in the correctional centres. This is done by specifically considering theoretical and empirical reviews.

Theoretical Review

The Big Five Theory

By fitting almost all personality measurements into a five-facts or model, the Big Five, established by Costa and Mac (2000), maintain that the majority of variances in human behaviour can be explained and understood using appropriate scale. According to Judge, Timothy, Higgins, Thoresen, Carl, and Murray (1999), each of the Big Five dimensions - Emotional Stability, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness - represents the highest level of the personality hierarchy, with subsequent underpinnings of narrow traits giving each of the broader factors its distinct definition (Roberts & Hogan, 2001). As already established, quitters lack the ability to handle difficulties and the motivation to work toward more ambitious objectives. Additionally, they exhibit depressive symptoms and hostility toward others around them. Some inmates believe that even after they have served their time, being incarcerated or being called a felon is enough to cause them to feel depressed and alone. In contrast, the traits of climbers are their precise equivalents or opposites. They are people who are committed to continuing their rise and who are always looking to get better. They welcome difficulties and refuse to consider failure an option (Angelopoulos, Houde, Thompson & Blais, 2012).

Contrarily, campers might be thought of as being in the center of this continuum; they have not entirely given up but they also do not make any efforts to improve. From this information, it is possible to infer that the majority of the convicts who are the subject of the study exhibit behaviors that are related to their inability to advance in life and their capacity to handle the numerous stresses that can arise. The Big Five characteristics with the labels "conscientiousness" and "emotional stability" can be stated to best describe the corresponding forms of inmate behaviour. Framework for the Conscientiousness, Stability, and Adversity Quotient (CSAQ) Self-control is correlated with conscientiousness in people (Judge, *et. al.*, 1999). People who score highly on this scale are believed to be diligent and persistent workers who are frequently motivated by the desire for success and advancement. Achievement, order, caution, and reliability have typically been identified as the fundamental characteristics of conscientiousness. No of the situation, achievement is closely related to competence and success in one's life. This requires the capacity to consistently hold oneself to a high standard of performance and to strive tenaciously to realize one's objectives; as dependability measures how trustworthy of inmate or ex-offender is.

In addition to being trustworthy, accountable, and self-disciplined, for respect for the law, rules, and authorities is equally essential. This is because risk-taking is reflected in cautiousness. That is, the capacity to weigh every plausible scenario and its potential effects before taking a decision. The final indicator of order is one's capacity to provide their surroundings structure. This requires being methodical, cautious, straightforward, structured, complete, and thorough (Dudley, Orvi, Lebiecki & Cortina, 2006). There is undoubtedly some overlap between being a climber and being a conscientious person. Both people fit the description of being extremely hardworking and willing to do all it takes to reach greater objectives. While Stoltz does not specifically mention whether or whether being a Climber entails being organized, careful, or dependable, it is easy to conclude that if a person is committed to pursuing their goals, then having such traits would help them succeed. For people with low conscientiousness scores and those who Stoltz labels as quitters, the opposite should also be true; low conscientious persons lack the traits that would propel them forward in life, like self-control persistence, and a strong drive for success. These traits, as previously indicated are well-known descriptors of a quitter.

At least two characteristics, including one's approach to anxiety, are linked to emotional stability. That is, the methods by which individuals deal with the numerous stresses that life presents and that each person must deal with. The other is concerned with an

individual's health (Judge, *et al.*, 1999). Anxiety, hostility, self-consciousness, vulnerability, despair, and impulsiveness are six characteristics of emotional stability (Costa & McCrae, 2000). According to them, people with neuroses are especially vulnerable to being impacted by traumatic situation. Low emotional stability frequently contributes to instability, stress susceptibility, as well as individual insecurity and depression. The latter concerns one's well-being, while the former pertains to anxiety symptoms (Judge, *et al.*, 1999), both of which can be seen in a quitter who is frequently overwhelmed by difficulties or adversity and is more likely to exhibit depressive symptoms. Judging from the description, Quitters appear to be defined by a low score on the conscientiousness dimension and at the lower end of the emotion stability dimension, whereas Climbers, who appear to be described as the total opposites, can possibly be defined at the higher end of the conscientiousness dimension and the higher end of the emotional stability dimension. Contrarily, it may be said that campers scored moderately on the characteristics of conscientiousness and emotional stability.

Self-Efficacy Theory

The construct, as developed by Albert Bandura, is related to a person's views about their ability to marshal the necessary motivation, cognitive resources, and courses of action in order to fulfill specific situational demands (Chen, Gully & Eden, 2001). For example, if a inmate is unable to muster the necessary behavioral, cognitive, and motivational will to continue living, he or she is likely to find life to be unsatisfying. As a result of their lack of confidence, they will work too little and not put enough effort into their endeavors. The absence of control results in a loss of hope and a reduction in the willingness to take action (Stoltz, 1997). Albert Bandura's social cognitive theory heavily relies on self-efficacy. The theory highlights numerous fundamental human mechanisms by which motivation-related cognitive processes function to initiate, carry out, and maintain work behavior (Stajkovic & Luthans, 2003). Self-efficacy is considered to be a more trait-like component that reflects a person's confidence in their general ability to succeed in a wide range of scenarios (Judge & Erez, 1998). Thus, general self-efficacy can be viewed as a persistent personality trait that reflects individual variances in their propensity to view themselves as either competent enough or not in a variety of contexts involving achievement (Stajkovic & Luthans, 2003; Chen, Gully & Eden, 2001). While demands and conditions in a stressful scenario are always changing quickly, self-efficacy protects a inmate's drive from any potential decline in motivation as a result of failure (Chen, Gully & Eden, 2001).

The Big Five Model, Self-Efficiency, Attribution, and Resistance models were studied in this study. Accordingly, the theoretical framework assumes that identifying adversity will allow a person to use the adversity quotient scale, which will reduce incarceration and recidivism. Additionally, this theoretical framework is predicated on the idea that the only way the adversity quotient can be properly comprehended is through its cognitive component. This is predicated on the idea that hardship has a significant impact on a person's mental capacity and that how they perceive it extends beyond fear and right. Adversity experiences are often and obviously bad, unpleasant, undesired, and undermine the emotional stability of people – despite this, they can be inspiring. Since adversity is linked to a wide variety of stimuli and seems inevitable in human endeavors, its thorough understanding and treatment in the mental capacity of an individual to have control over adverse situations, identify the problem's cause, take responsibility for the problem, seek out the assistance that is needed, and express endurance during the problem's duration. This methodically followed process encourages and supports a person to have high self-esteem, be able to attribute negative circumstances to their underlying issues, and resist situations that could easily lead them to commit crimes with serious social repercussions such as incarceration and recidivism.

Review of Empirical Literature

Adversity quotient is taught to be a scientific endeavor in the process of making adjustments to human lives to help people cope with stress and adversity by the act of human resilience. Scholars and policy analysts have found it appealing to contribute to the body of existing literature because of the significance of this in fostering human life for a better society; some of their connected and pertinent contributions are reviewed below. A few of the studies that are linked to this one are reviewed. For instance, Pangma, Tayraukham, and Nuangchalerm (2009) studied the causes of students' adversity among third-year vocational students in Sisaket province, Thailand, and students in grades 12 and 12. Six hundred and seventy-two students in the twelfth grade and 376 students in the third year of a vocational program were chosen using multi-stage random sampling approaches.

A self-esteem scale, a dominance scale, a self-confidence scale, a sense of personal freedom scale, a scale to measure achievement motivation, a scale to measure enthusiasm, a scale to measure responsibility, a scale to measure future orientation, and a scale to measure adversity quotient were the instruments used to gather data. The validity test of the causal link model was used to assess the data: The study's findings revealed that 12th grade pupils and third-year vocational students had higher adversity quotients in terms of domination, a sense of personal independence, self-esteem, enthusiasm, self-confidence, ambition, and accomplishment motivation. Self-confidence was the factor that had the greatest direct impact on the adversity quotient of 12th grade students, while dominance, a sense of personal independence, self-esteem, and enthusiasm had both direct and indirect effects.

Achievement motivation is a variable that directly influences the adversity quotient of third-year vocational students; dominance is a variable that indirectly influences this quotient; and sense of personal freedom, self-esteem, enthusiasm, self-confidence, and ambition are variables that both directly and indirectly influence this quotient. The adversity quotient scale (AQS) for college students was examined in a different study by Bingquan, Weisheng, Xudong and Wenxiu (2019), who tested its validity and reliability in order to give a measuring instrument for studies of college students. 578 students from 4 local universities in Guangdong Province took the test, and project analysis, exploratory factor analysis, and confirmatory factor analysis were used to create the final scale. There are 43 items and 6 dimensions on the adversity quotient scale for college students. Confirmatory factor analysis revealed that the six component models were successfully extracted and fit well ($\chi^2 / df = 2.595$, NNFI = 0.835, RMSEA= 0.058, CFI = 0.844, RMR = 0.07, GFI = 0.814, AGFI = 0.794). The reliability coefficient for each scale dimension ranges from 0.684 to 0.917. The association between the social adaptation scale (SAS) and the adversity quotient scale was 0.291, which was significant at the level of 0.01. As a result of its high reliability and validity, the adversity quotient scale can be utilized as a useful tool to assess college students' inverse quotient.

Yakoha, Chongrukasaa, and Prinyapola (2015) analyzed data from 116 kids aged 8 to 21 in order to analyze the relationship between parenting styles and the adversity quotient of youth at the Pattani foster home in Thailand. According to the analysis, all of the sampled students had moderate exposure to all four parenting philosophies, with authoritarian practice receiving the highest average marks. Additionally, it was discovered that the students' adversity quotients were low and that there was a weak correlation between parenting practices and adversity quotients that ranged from mild to moderate. As a result, the study unequivocally advised authoritative parenting as a reagent for raising the adversity quotient for children in Pattani. From the result, it could be discerned that because such an approach encourages adolescents and adults to maintain boundaries and controls over their actions and inactions, it is contended that the use of authoritative parenting styles appears to be similar to

the nature and practice of prison services prior to their conversion to correctional facilities. This is based on the idea that people with authoritative parents are more likely to be outgoing, competent, responsible, and autonomous when dealing with their wards, children, and care recipients. They are also less likely to externalize behaviors and are less likely to use drugs than people with uninvolved parents (Gonzalez, Holbein, & Quilter, 2002; Steinberg & Silk, 2002).

However, the security services' use of a tough, restrictive, punishing approach, emphasizing conformity and obedience, and requiring laws to be followed without justification may have contributed to the constant rise in difficulty, even after release. Such training is extremely tough, lacks warmth, and appears to turn inmates into rebellious or dependent individuals. In an effort to address socio-personality issues, Andreu, Urbano, and Lorena (2008) created and validated the anxiety scale. According to the study, there is enough data to conclude that personality traits may be crucial in predicting effect of age on academic performance. A scale was created and validated in the course of the study to evaluate the anxiety students experience while taking a statistics course and an inventory of 24 positive statements measuring three subscales based on exam anxiety, asking for help anxiety, and interpretation anxiety was created. Additionally, the three dimensions were regarded as linked subscales from an overarching scale that assesses statistical anxiety because they associated with one another.

The findings indicate that whereas more general measures of anxiety or neuroticism have no meaningful link with academic success in statistics, these particular measures of anxiety about statistics do. Moving further, a study on recidivism and the efficiency of criminal justice treatments with a focus on juvenile offenders and post-release assistance was done by Achu, Owan, and Ekok (2013). According to the report, Nigerian jails are a little bit more than just dungeons. Perhaps even more horrifying is the fact that most inmates are forced to sleep on concrete floors, frequently without blankets, without access to beds or mattresses. The research also showed that the government hasn't given up on trying to reform and rehabilitate its inmates entirely.

Oddgeir (2006) conducted a study on the validation of an adult resilience scale with a focus on being aware of the demand for an adult resilience scale. The Resilience Scale for Adults (RSA), which was first proposed by Hjelm, Friborg, Martinussen, and Rosenvinge in 2001, was used in the study. Five researches from the dissertation that looked at the validity and reliability of the RSA were discussed in the study and presentation. First, an exploratory factor analysis confirmed the existence of the original five factors: personal competence, social competence, family coherence, social resources, and personal structure. It also revealed high levels of internal consistency and test-retest reliability for all five factors, as well as convergent and divergent validity via positive correlations with an adjustment measure and negative correlations with psychiatric symptoms. With regard to the RSA, the study found that mental patients (N = 59) performed considerably worse than healthy people (N = 276). Positive self-report assessments are subject to response biases. In the second case of the study, the item fit of a semantic differential answer format and the original Likert scale were compared.

According to responses from 334 university students, the semantic version's score reliability was lower, but confirmatory factor analyses showed that the model fit was superior in terms of uni-dimensionality. Response theory analysis was carried out in the study. According to the research, fewer latent classes were required to establish a satisfactory item fit, which suggests that respondents to the semantic version responded more uniformly. In the third study, which was a cross-validation study, 482 respondents from the military college

completed the RSA. The five factorial measurement models have a reasonable model fit, according to a confirmatory factor analysis. A personality assessment was used in the third study, and it was discovered that all resilience components significantly varied between well-adjusted and more vulnerable personality profiles. Resilience, however, was discovered to positively correlate with social skills but not with cognitive abilities. It is clear from the RSA's moderate to strong loading on the personality characteristics that it is a measure of a subject's stable resilience assets.

The predictive validity of studies 4 and 5 was evaluated. 159 individuals were monitored for three months in order to anticipate the onset of psychiatric symptoms after exposure to stressful life events. The protective model of resilience postulates that a resilience element should become more significant as stress levels rise. The outcomes did in fact show a protective impact on the overall RSA score. Study 5 investigated the RSA in an experimental environment (N = 80) while controlling for the degree of stress and discomfort felt in order to validate these results. The findings showed that in the high stress condition, but not in the low stress condition, high resilience meant less stress and pain responses.

In Sisaket province, Thailand, Rachapoom, Sombat, and Prasart (2009) investigated the causal factors affecting the adversity quotient of 12th grade and third-year vocational students. 376 third-year vocational students and 672 students in the 12th grade were used in the study. They were chosen using a multi-stage random sampling technique, and scales were developed on self-esteem, dominance, self-confidence, sense of personal freedom, achievement motivation, ambition, enthusiasm, responsibility, future orientation, and adversity quotient that were used to generate data for analysis. According to the research, the study's findings firstly showed that dominance, a sense of personal independence; self-esteem, excitement, self-confidence, ambition, and accomplishment motivation were factors impacting the adversity quotient of 12th grade and third-year vocational students. Secondly, the study found that self-confidence was the factor directly affecting the adversity quotient of twelfth grade students, whereas dominance, a sense of personal freedom, self-esteem, and enthusiasm were the factors both directly and indirectly affecting the adversity quotient of students.

Additionally, it was discovered that achievement motivation was a factor directly influencing the adversity quotient of third-year vocational students, whereas dominance was discovered to be an indirect factor. Other factors that were discovered to be both directly and indirectly influencing the adversity quotient included the loss of personal freedom, self-esteem, enthusiasm, self-confidence, and ambition. As a final observation, it is clear that the findings of this study could be helpful information for parents, teachers, and others involved in education for raising children' adversity quotients and serving as guidance for future educational delivery.

Ogbonna and Orluwene (2018) focused on the creation and validation of junior secondary schools in Rivers State's mathematics success tests utilizing the three parameter latent trait model of item response theory. 2000 JSS III students from public schools in Rivers State's urban and rural areas were included in the study's sample, which was chosen by proportional stratified random sampling. The fifty-item Mathematics Achievement Test (MAT), which the researchers constructed on the basis of a 5-option multiple-choice objective test, served as the instrument for data collection. Three research questions served as the study's guiding principles. Assessment Systems Corporation's x-calibre 4.2.2 IRT statistical software was used to calibrate student responses to the test items. The study found that 15% of the fifty (50) math achievement test items, or 30% of the items, fit the three parameter latent trait model. Out of the fifteen (15) products, two (2) were judged to be good,

nine (9) were deemed to be fairly decent, and four (4) were deemed to be poor. The results led to recommendations, one of which was to utilize a three-parameter latent model to determine the validity of mathematics achievement test items by deleting items that may be easily guessed.

In Southwestern Nigeria, Bakare (2015) studied at pupils' levels of adversity and associated variables as predictors of academic success in the West African Senior School Certificate Examination. According to the study's preliminary findings, having an adversity quotient (AQ) gives people the intrinsic potential to turn challenging circumstances into advantages that can change their lives. A deeper understanding and more accurate prediction of academic accomplishment are likely to result from knowing students' AQ and how it relates to other factors that affect achievement. The combined effects of this concept's effects with student-teacher psychological factors on academic achievement among secondary school students have not been the subject of many studies on this concept. Therefore, the study investigated the effects of AQ and student-teacher psychological constructs (attribution, school connectedness, teacher self-efficacy, school type, gender, location, and age) on students' academic achievement in mathematics and English language in the West African Senior School Certificate Examination (WASSCE) in Southwestern Nigeria. The study used a multi-stage sampling technique and was a survey research project.

The achievement in math ($R^2 = .392$, $F(8, 3703) = 298.866$) and language ($R^2 = .405$, $F(8, 3703) = 315.206$) was explained by the eight predictor factors. Descriptive statistics and multiple regressions with a p-value of 0.05 were used to analyze the data. The kids' AQs varied from 40 to 200. The AQ scores were distributed as follows: 21.0% had low, 62.0% had moderate, and 17.0% had high scores. The range of the candidates' math and English language scores, which were normally distributed, was 6.0% to 86.0% and 11.0% to 76.0%, respectively. The majority of the students had moderate levels of adversity, and in the two states, the higher the adversity quotient, the higher the academic accomplishment of the pupils. There is no multi-collinearity among the predictor variables, according to the inter-correlation matrix. All of the predictor variables together explained 39.2% and 40.5%, respectively, of the variability in students' English Language and Math achievement, according to the coefficient of determination. In the test, AQ ($M = 0.032$; $E = 0.032$), teacher efficacy ($M = 0.096$; $E = 0.094$), school type ($M = -0.461$; $E = -0.488$), gender ($M = 0.057$; $E = 0.056$), age ($M = -0.031$; $E = -0.034$), and school location ($M = -0.422$; $E = -0.444$) were the most significant predictors of students' academic achievement. The beta weights demonstrated that academic achievement improved by the corresponding -value for every one standard deviation increase in the independent variables. Students' academic success in Mathematics and English Language in the West African Senior School Certificate Examination in Lagos and Oyo States was positively predicted by their adversity quotient and teachers' self-efficacy.

A resilience scale for teenagers was validated in Mexico by Ruvalcaba-Romero, Gallegos-Guajardo, and Villegas-Guinea (2014). The study was justified by the impact of resilience on young people's personal and social development and the need to focus efforts on developing or modifying tools that can assess resilience with validity and reliability. There is currently no suitable tool for assessing resilience in Spanish among the population of Mexican adolescent students. Consequently, the goal of this study was to assess the resilience scale using a sample of Mexican adolescent participants. 840 teenagers from the Guadalajara Metropolitan area participated (Mexico). In addition to conducting factor, exploratory, and confirmatory analyses, the scale's convergent and divergent validity were also assessed. With the exception of a new factor that emerged related to goal-orientation and was likely derived

due to the population's cultural diversity, results are similar to those of other validated studies.

According to Videbeck (2006), an individual's age appears to have an impact on how well they adapt to hardship. When compared to older people, those who experience anxiety at a younger age may be less able to handle vague sensations of dread and have less efficient coping mechanisms. Younger people may not have had successful independent living experiences or opportunities to work and be self-sufficient, and they may also have a less developed sense of personal identity than older people. According to Dweck (2005), there is a significant difference between how men and women handle adversity. Men learnt to ascribe failures to more transient causes, such as a lack of motivation, whereas women learned to attribute failures to more enduring attributes. Women are more prone to blame themselves for the hardship and attribute it to an ingrained trait. Contrarily, men are more likely to blame transient factors for failure.

Alexander, Gabriela, Albert, and Marek (2016) compared the mean levels of deviance measures and correlates (parenting and low self-control) in Roma versus non-Roma Czech youth in order to test the applicability of the self-control theory in Roma adolescents, one of the largest ethnic minorities in Europe. Methods: Data from questionnaires were gathered from adolescents living in the Czech Republic who were either Roma (n = 239, 47.5% presenting approximately 114 females, 125 males, representing 52.5%) or non-Roma (n = 130, 47.7% representing 62 females, and 68 males representing 52.3%). Mothers' parenting styles, lack of self-control, and deviance were all factors (alcohol use, school misconduct, and theft). Results from SEM analyses showed that perceived maternal conflict predicted lower self-control and higher deviance, whereas perceived maternal support predicted lower self-control and higher deviance both directly and indirectly via low self-control. The correlations between parenting, poor self-control, and deviance were not different across adolescents from Roma and non-Roma backgrounds. The study lastly argued that rates of deviance and the developmental processes targeted towards age-appropriate deviance indicators did not differ between ethnic Czech and Roma adolescents. The significance of Gottfredson and Hirschi's key theoretical work is thus further expanded to include ethnic minorities outside of North America by this data.

As a result, it becomes pertinent to approach the issue from the perspective of affective domain by developing, validating, and applying an adversity quotient scale for inmates in Nigerian correctional centres with the aim of reducing incarceration, recidivism. This issue was the impetus for this study. In response to this, it is necessary to create a scale for measuring hardship that might be applied in prisons. This is due to the fact that educational initiatives made to rehabilitate inmates have been asymmetrical and cognitive domain-driven; deemphasizing the affective-domain aspect of inmates' ability to improve on their approach to withstand the influence of the push factor that weakens the one's ability structure when faced with adverse situations. People experience or endure a variety of unfavourable circumstances at various periods of their lives. These circumstances, among others, include hardships, poverty, unemployment, marginalization, victimization, obstacles, adversities, grief, or significant losses that are challenging to life. Any of these challenging circumstances can cause stress, which can result in committing crimes that could land a person in jail or cause them to reoffend. They simply explain why the experience of the Nigerian correction centre has shown that incarceration and recidivism rates are continuously rising.

Methodology

As this study entails description of the characteristics of age a demographic variable, it adopts descriptive survey research design. It blends quantitative and qualitative in the provision of relevant and accurate information about the influence of age on the adversity quotient scale of inmates in Delta State, Nigeria. All of the inmates housed in Delta State, Nigeria's correctional centers, makes up the study population. In specific terms, 7,348 people are now incarcerated in the state's facilities (Warri Correctional Centre, Okene, 2019). From the population, precisely, 525 inmates were used as the sample size for the study. In selecting this from the population, a non-proportional stratified sampling technique was employed.

Stratified sampling is a procedure used when the target population is separated into a mutually exclusive, homogenous segment known as strata. In this case, the five correctional centers in Delta State, Nigeria were split into five different strata - Federal Prison Service Agbor, Federal Prison Kwale, Federal Prison Ogwuashi-Uku, Federal Prison Sapele, and Federal Prison Warri – based on geographical locations and local government regions. Following that, a non-proportional procedure of 10% is used, which is when the selected elements or sample is not proportional to the representation of the total population, and this gave rise to 525 male and female inmates, of different age groups and period of incarceration.

The instrument used to address the research questions is known as Adversity Quotient Scale for Inmates (AQSP), developed by the researcher to facilitate data collection for this study. The AQS was primarily focused on the items that would aid in dealing with opponents because it is not a testing tool but rather one for revealing the affective characteristics of respondents, such as aptitude, value, interests, temperament, character, emotional adjustment, social relations, etc. towards adversaries. Each item on the AQS rating scale has four response possibilities that represent different levels of emotion or reactivity to adversarial situations. Using a homogenous construction strategy, some items were keyed negative while others positive. With response options like Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), the instrument would be scored using a modified 4-points Likert response format. Positive responses were scored 1, 2, 3, and 4, while negative responses received scores of 4, 3, 2, 1, with respective to the response options. The study employs fifteen (15) prison warders – three (3) from each of the five designated Federal Prisons in Delta State, Nigeria, as research assistants. The data collected are analyzed using mean, standard deviation and independent t-test at 0.05 alpha levels.

Results and Discussion

Research Questions

- (i) What is the mean influence of adversity quotient on young inmates in Correctional centres in Delta State, Nigeria?
- (ii) What is the mean influence of adversity quotient on elderly inmates in Correctional centres in Delta State, Nigeria?

Hypothesis

- (i) Age does not have significant influence on the adversity quotients of young and elderly inmates in Delta State, Nigeria.

The rest of the paper is organized into literature review in section two, methodological issues treated in section three, results and discussion done in section four and concluding remarks presented in section five.

Table 1: Result of T-test Analysis of the Influence of Age on AQ of Inmates

Age Difference	N	Mean	SD	Df	t	Sig(2 tailed)	Decision
18 - 40 years (Young)	414	195.3	73.9	523	-2.282	.074	Significant
Above 40 years (Elderly)	111	212.6	70.2				

Source: Result Extract of T-Test Analysis of Age Influence on AQ of Inmates, 2023.

Table 1 reveals the result of the independent t-test of the influence of age on the adversity quotient (AQ) of inmates in Delta State, Nigeria. The result reveals that those within the age bracket of 18 - 40 years have mean and standard deviation values of 195.3 and 73.9; while those above 41 years have mean and standard deviation scores of 212.6 and 20.2 respectively. From the result, it is evident that the adversity quotient of those above 41 years is higher than those within the age bracket of 18 - 40 years. An independent t-test was conducted to ascertain the influence of age on the adversity quotient of inmates. Analysis reveals that the degree of freedom is 523, the t-value is -2.282, and p-value is 0.074. From the result, it is evident that the p-value is greater than the chosen alpha level of 0.05. This result suggests that elderly inmates have a higher adversity quotient than the younger inmates and therefore, since the calculated p-value is greater than 0.05, the null hypothesis of no significant influence of age on the study variable of inmates is accepted and the alternative is rejected. This result further suggests that attributes such as age is a compositional characteristic that influences interpersonal and group dynamics. This is because personal characteristics of leaders exert influence on the outcomes and successes of any orientation given to rehabilitate the inmate in order to reduce the rate at which they relapse to previous crime or recidivism.

The result further implies that an inmate with higher age level (higher age mean influence) is expected to be of good behaviour and therefore if jailed once would always be conscious of drastic effect of recidivism. In fact in most cases, it may even affect his/her primary and secondary dependents. The result further indicates that it is strongly believed among inmates that a higher age level will not necessarily result in better character disposition. As such in certain cases we observe that the issue of recidivism is not a function of age. The influence of age, therefore, is not just an issue of number of years one has lived but the ability to acquire the requisite attributes and attitudes that would enable the person behave in a manner the person would function as socio-economic agent of change in society. The results that ensue from the analysis are reported in table 1. The table reveals the result of the independent t-test of the influence of age on the adversity quotient (AQ) of inmates in Delta State, Nigeria. The result reveals that those within the age bracket of 18 - 40 years have mean and standard deviation values of 195.3 and 73.9; while those above 41 years have mean and standard deviation scores of 212.6 and 20.2 respectively. From the result, it is evident that the adversity quotient of those above 41 years is higher than those within the age bracket of 18 - 40 years.

Analiza, Calles and Loreta (2015) investigated the ability of academic administrators in leading and managing the school organization to withstand adversity and unprecedented. Respondents consisted of 108 administrators from selected Results revealed that in general; respondents have low AQ which indicate their low capacity to be resilient on adversities and challenges. Age, civil status and highest educational attainment are the best predictors of reach. Only the academic rank was a significant predictor for endurance. The level of control and reach of the respondents had significant relationship to adversity quotient. Mohd,

Ahmad, and Nordin (2015) examined the influence of AQ on the academic achievement among Malaysian polytechnic students. Using a total of 1,845 students from five polytechnics in Malaysia participated in this study and these polytechnic was selected from five different zones, namely Northern, Southern, Eastern, Western and Borneo. The samples for the study were selected using the proportionate clustered multistage stratified sampling technique. Data collected for this study was analyzed using regression analysis and the results showed that the findings of the analysis showed that AQ contributed only 0.9% ($r = .098$) changes in the variance of academic achievement score. AQ still has the potential to be studied from the other perspective of the success factor in the polytechnic students as a whole. It implies that there is something to worry about when comparing the adversity level of older and younger inmates. The older inmates tend to show greater adversity quotient than the younger ones in the locale under investigation.

In order to lend support to the result of our study, Bruce and Larweh (2017) looked at inmates' self-esteem, needs-satisfaction, and psychological well-being in James Camp Prison in Ghana and report that among inmates, self-esteem, needs fulfillment, and psychological well-being are significantly positively correlated. However, the number of years an inmate spends behind bars has no bearing on how mentally healthy they are, and visiting from family and friends has had little impact either. In order to lessen the psychological impacts of imprisonment on inmates, it is advised that counseling be reinforced in prisons. In line with this, the study by Videbeck (2006) bolsters this by submitting that inmate's age appears to have an impact on how well they adapt to hardship. This could be attributed to the fact that those (older people) who experience anxiety at a younger age may be less able to handle vague sensations of dread and have less efficient coping mechanisms. Another likely point could be that younger people may not have had successful independent living experiences or opportunities to work and be self-sufficient, and they may also have a less developed sense of personal identity than older people.

Conclusion

Traditionally, the rationale for the establishment of the Nigerian correctional centres is for the administration of penal treatment to adult crime offenders with a view to reduce crime in the society. However, this traditional philosophy has not yielded its desirable outcome as the issue of relapsing into previous crimes is still incessant. To this end, it becomes necessary to assess the influence of age on the adversity quotient scale (AQS) of inmates in Delta State, Nigeria using Adversity Quotient Scale for Inmates (AQSP). Based on the results, the study concludes that age as a compositional characteristic that influences interpersonal and group dynamics. This is instructive because the older inmates and those who have stayed in the prison yard for a very long time showed high adversity quotient than the younger and new ones. This could be attributed to the fact that they have become of age and have learnt to manage life, and the AQS is a reliable and valid instrument because it is suitable in making contributions that underlines the justification of correctional centres which include retribution; incapacitation; deterrence; rehabilitation and reparation.

Recommendation:

It is recommended that government should provide an enabling environment suitable for the inmates, thereby minimizing, if not totally eradicating adversities from such quarters.

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PERIOD OF INCARCERATION AND ADVERSITY QUOTIENT OF INMATES IN DELTA STATE, NIGERIA

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and

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Abstract

The study is aimed at examining the influence of period of incarceration on the adversity quotient of inmates in correctional centres in Delta State, Nigeria. This study is guided by single null hypothesis which postulate that period of incarceration does not significantly influence the adversity quotient of inmates in Delta State, Nigeria. The study employed descriptive research design and made use of all the inmates in the correctional centres in Delta State, Nigeria – which stood at 7,348; out of which 525 inmates were chosen as the sample size through the use of a non-proportional procedure of 10%. The study adapts Adversity Quotient Scale for Inmates (AQSP); being a standardized instrument for assessing the adversity quotient of inmates with a view of addressing the issues of recidivism and incarceration and employed mean, standard deviation and independent t-test at 0.05 alpha level. From the analysis, it is revealed that period of incarceration has a significant influence on their adversity quotient. The study concluded that the adversity quotient of an inmate is a function of the length of time he/she spends in detention. This implies an inmate who spends more time has the tendency to bear adversity situation upon release, all things being equal.

Keywords: Adversity Quotient, Inmate, incarceration.

Introduction

Since the beginning of time, difficulties have always been part of human existence; and contradictions of life abound; hence creating a scenario where undesirable realities could be described as marginalization, inequality, poverty, insecurity, anger, discrimination, unemployment, maltreatment, persecution, limited access to quality, functional and relevant education. This informs why denial of right and civil liberty are some regarded as push factors that cause individuals to engage in violence, extremism, and other forms of grievances and aggressive behavior (Steutrer & Smith, 2003), which throws up occasions and circumstances that cause trouble, sorrow, or misfortune to people and result in adverse outcomes (Bakare, 2015); no wonder it is said that adversity never ends in a culture where push factors are common (Aryani, Widodo & Chandrawaty, 2015).

Situations that are desirable by anyone make him/her to result to a number of things, most time using self-help mechanism; especially when it comes from source more powerful than the one who bears it. This explains why people attribute their actions and inactions to a number of factors. If fact, it is said that no crime is committed without a reason. This perhaps informs an assertion from Shivarani (2014) that attrition rate increases on the account of

adverse situation face by people. He goes ahead to argue that out of 350 inmates interviewed in Indian custodian centres, 86% affirm that they were incarcerated on bases of committing offenses against the Indian law on the account of push factors such as marginalization, poverty, inequality, unemployment, and insecurity; and they have accepted adversity situations as a normal way of life.

Adversity situation seems to be accepted as a normal aspect of life and has increasingly contributed to mass incarceration both in Nigeria and around the world (Ugwuokwe, 2008; Al-Siebert, 2005). Personal traits and environmental circumstances may affect how an inmate responds to adversity. According to Stoltz (2010), a person's reaction to hardship is shaped by the influence of their parents, peers, and other influential figures. Additionally, individuals' reactions to adversity can be permanently altered by a variety of causes; in some cases, these reactions are learnt (Dweck, 2012). People struggle because adversity has a negative result. The amount of challenges that individuals experienced in the past ten years has, on the average, climbed from seven (7) to twenty three (23) (Stoltz, 2000).

Dweck (2012) argues that Stoltz's claim has, in the past few years, seen a lopsided effort to reduce adversity through education, with a focus on the cognitive domain at the expense of affective and psychomotor domains. As a result, it is necessary, with keen emphasis on affective domain, to develop an adversity quotient scale (AQS) for use in Nigerian correctional facilities in order to comprehend how and why some people consistently outperform predictions and expectations of their natural affective ability. The Adversity Quotient Scale (AQS) is a tool that assesses an individual's capacity to persevere in the face of difficulty. It is a discipline of human resilience that teaches people how to sustain stability and good levels of psychological and physical functioning despite turmoil and difficulties (Stoltz, 2010).

One's capacity to thrive in the face of adversity is measured by one's adversity quotient. It discusses how one reacts to challenging circumstances and difficult situations. It speaks to the idea of a person's fortitude and propensity to handle pressure and adversity, problems, hard times, disasters, and setbacks. This coping mechanism may cause the person to "bounce back" to a previous level of normal functioning or just prevent negative effects from occurring. When faced with considerable hardship, resilience serves as a dynamic attitude that initiates the process that makes an individual exhibits positive behaviour that describes his/her personality (Opara, 2014).

If correct observations are made, affective-personality testing is a critical and objective assessment of a person's nature, disposition, and characteristics that set them apart. In other words, personality testing examines a person's peculiarity and originality. As a result, Opara (2014) says that personality testing is the process of accurately and consistently measuring a person's personality through the use of inventories, checklists, rating scales, anecdotal records, the draw-a-man test, socio-grams, and guess-who test methods. To support her claim, personality testing could be defined as the development and application of a questionnaire or other standardized instruments intended to elucidate a person's character or psychological make-ups. It may include psychological, motivational, emotional, attitude, personality, interest, self-esteem, interpersonal, or attitudinal traits. These nature-nurture compositions of individual have far reaching implications for their attitude towards adversity situations – some use them as dynamic resilience weapons to fight adversity quotient; while others allow adversity situation to subdue them in their dealings with nature, man and environment. The people within the second category are potential candidates on correctional centres.

Generally speaking, prisons are frequently seen as places of brutality, stress, and violence. This is largely because of the increased difficulties that inmates must endure. People meet or face various difficulties and situations that are challenging to handle at various periods of their lives. They are affected by difficult circumstances and unfavorable events in different ways. Diverse stream of ideas, unhappy feelings, and uncertainty and hardship threaten their existence. In reality, the number of adversity incidents in Nigeria has increased as a result of more challenging incidents from nature and environment – making it practically impossible to reduce incarceration in the correctional services all over the world. Being reactive to this problem this study makes attempt to address this problem by focusing on affective domain to develop, validate and apply adversity quotient scale on inmates in correctional centres in Delta State, Nigeria. This is the background that motivates this study.

Statement of the Problem

The adverse effect of adversity on the Nigeria society and its associated economic and political consequences have made necessary to pay keen attention to correctional services facility in order to make efficient delivery on its mandate. Driven by this, governments in different countries are making efforts to successfully rehabilitate and reintegrate inmates back into society. In Nigeria, the government of the nation has taken various policy actions that would enable the correctional facilities operate efficiently and effectively.

Cases in point are the Abuja Declaration on the Treatment of Violent Extremist Offenders (2016), the Nigerian Correctional Service Act (2019), and the April 2021 launch of the New Prison Reform Programme by the United Nations Office on Drugs and Crime (UNODC) in partnership with the Nigerian Correctional Services. They are worthwhile policies and programmes aimed at improving the prospects of rehabilitation and social reintegration of inmates. In addition to the foregoing policy effort, the Nigerian government in a bid to make correctional services better to reduce the incident of recidivism and incarceration has equally ballooned the budgetary allocation (the capital component) to the agency from a paltry ₦4billion in 2015 to ₦613.5billion in 2022 (NBS, 2022). All aimed at fostering rehabilitation and social reintegration prospects of inmates so as to reduce recidivism and incarceration.

Despite these efforts by Federal and State Governments, the observed number of recidivism and incarceration is still on the increase. The number of inmates increased to 71,522 in 2018, representing 55.13% increase from its value in 2017, in the 240 correctional centres in the country. In fact, in 2019 the country had 51,983 inmates that await trial, while 21,743 inmates were convicted – making it a total of 73,726. In fact, this trajectory does not exclude Delta state whose number of inmates increased from 909 to 1,154 in 2019 representing 79% increase in the five correctional centres located in Agbor, Kwale, Ogwashi-Uku, Sapele and Warri. This observation points to the fact that recidivism and incarcerations are increasing and appear to have defied all efforts of Federal and State Governments' towards addressing crimes in Nigeria and improve the chances of convicts' social reintegration and rehabilitation. Consequently, this study seeks to empirically establish the influence of period of incarceration difference on the adversity quotient of inmates in Delta State, Nigeria.

Aim and Objectives of the Study

- (i) To examine the descriptive statistical influence of adversity quotient on new inmates in the correctional centres in Delta State, Nigeria.
- (ii) To determine the descriptive statistical influence of adversity quotient on old inmates in the correctional centres in Delta State, Nigeria.

Research Questions

- (i) What is the descriptive statistical influence of adversity quotient on new inmates in the correctional centres in Delta State, Nigeria?
- (ii) What is the descriptive statistical influence of adversity quotient on old inmates in the correctional centres in Delta State, Nigeria?

Research Hypothesis

- (i) Period of incarceration does not significantly influence adversity quotient of inmates in the correctional centres of Delta State, Nigeria.

The rest of the paper is presented in literature review in section two, methodological issues treated in section three, results and discussion done in section four and concluding remarks presented in section five.

Literature Review

Theoretical Literature

The Attribution Style Theory

According to the attribution style theory, it is in human nature to strive to understand how the universe works. To put it another way, people look for significance in their experiences. One's feelings, ideas, and behaviors will all be impacted by the meanings that are being attributed to these experiences. The theory distinguishes between stable and unstable causes of events on a fundamental level. If a stable trait (such as intellect) is the root cause of an adverse event, it is likely to be permanent and to continue having the same effect on future adverse events. However, if unstable features (such as a terrible day) are cited as the reason behind an adverse incident, then the result may vary in the future (Atkinson, 2000).

People differ in their ingrained explanations for negative life events, according to an expanded version of the Attribution Style idea known as Explanatory Style. The Explanatory Style aims to explain the negative consequences of the various types of habitual responses in more detail. For instance, it is assumed that a person is using a pessimistic explanatory style if they have a pattern of attributing every negative event in their lives to reasons that are internal (it's my fault), global (it will touch all aspects of their lives), and stable in time (it will stay forever). These people only experience helplessness and depression when there are adverse occurrences. In contrast, if a person regularly links negative events to uncertain, concrete, and external causes, then that person's explanatory approach is more positive.

In terms of Stoltz's Reach dimension, people with a pessimistic explanatory style frequently find themselves in challenging circumstances when confronting negative events and permit adverse events to have an impact on many areas of their lives. According to Stoltz's thesis, adversity situation precludes appropriate action because such a reaction can only produce fear and worry. On the other hand, viewing a problem as little or limited will make it less overwhelming and less intimidating to address. Therefore, an inmate with high AQ is someone who can control the extent of any hardship and take the necessary steps to remedy a bad circumstance (Stoltz, 2000).

Resiliency Theory

The study also makes use of resilience theory. The theory is a conceptual framework for comprehending how certain people might recover from adversity in life using a strength-focused strategy. The development of an instrument for adequate and accurate measurement of a particular socio-psychological concept must have very high reliability or consistency over time (i.e., repeated testing) over two halves of the same test, over equivalent forms of the same test, and over the individual items that make up the test (Kpolovie, 2010). Reliability is therefore defined by Orluwene (2012) as the consistency of a metric to be error-

free in repeated measurements. Furthermore, reliability, according to Kpolovie (2014), is a statistical coefficient that accurately depicts the degree or magnitude of consistency with which a measuring tool or test accurately assesses the feature that it covers.

A test's reliability is determined in accordance with reliability theory, which, according to Kpolovie (2010), includes: the traditional true-score and error score model; reliability theory's multi-facet analysis model; commonly used empirical methods for determining reliability; and domain sampling model. According to Kpolovie (2010), this theory is founded on the tenet or model that each observed score is made up of an error component and a true component, and that individual test scores fluctuate throughout repeated testing, two halves of the exam, and the items that compose the test. This is represented in equation form as; $X_0 = X_t + X_c$.

Where: $X_0 =$ Observed score; $X_t =$ True score; $X_e =$ Error score Or $X_t = X_0 - X_e$; Or $X_c = X_0 - X_t$

The aforementioned equations form the foundation of the traditional model of true score and error score, which suggests that each examinee actually possesses a particular amount of the trait being assessed by a particular test, despite the fact that the score they receive on the test is only a rough estimate of the precise amount of the trait functionally present. Therefore, the lack of complete perfection is mostly caused by the influence of random or fluctuating phenomena in the measuring device. Iweka (2014) further proposed that the test itself, the examinee, the examiner, the testing setting, the attribute under inquiry, and chance or guessing are some of the sources of unsystematic fluctuation of errors in test scores. Therefore, in order to achieve high dependability, it is imperative that the error score be reduced to zero or almost zero during the development of every instrument.

The internal consistency analysis of the test scores is primarily addressed by the multi-facet analysis model of reliability since it depends on many methods of examining scores acquired from a single administration of a test to the examinees (Kpolovie, 2010). Split half, subtest total correlation, inter-subtest correlations, item-total correlation, inter-item correlation matrices, and intra-item statistics are used to accomplish this, with a central role being played by crossed multidimensional analysis of variance, the Spearman-Brown Prophecy Formula, Cronbach Alpha, and the Kuder-Richardson Formula 20 and Formula 21. This model will be used by the researcher to determine the CTAS's dependability, specifically utilizing the Cronbach Alpha. This is crucial since the items in the current study will be assessed numerous times and continuously, rather than dichotomously, which will help to overcome the constraints of the split-half approach. The Cronbach Alpha will improve the study's assessment of the test's internal consistency rather than the test-internal taker's consistency. According to Orluwene (2012), Cronbach alpha is given by:

$$r = \alpha = \frac{N}{N-1} \frac{SD_t^2 - \sum SD_i^2}{SD^2}$$

Where N = Number of items. SD_t^2 = variance of the test scores (all N items). $\sum SD_i^2$ = sum of variance of individual items. This involves, according to Kpolovie (2010), four conventional empirical methods of establishing reliability namely: test-retest reliability; equivalent form reliability; split-half reliability; and internal consistency.

The domain sampling model entails the creation of a single testing tool that best samples all of the elements of the domain of any given trait. The test is then administered once to a group of people drawn from a population sample, and the results are compared with hypothetical parallel tests from the same domain to determine the test's reliability. From the viewpoint of this model, the Kuder-Richardson's estimates and Cronbach's coefficient alpha methods of determining the reliability of a test administered once can be applied, and the square root of that becomes the index of reliability of the test because the average of

hypothetical parallel test characteristics are similar to those of the single measuring instrument.

From the viewpoint of this model, the Kuder-estimates Richardson's and Cronbach's coefficient alpha methods of determining the reliability of a test administered once can be applied, and the square root of that becomes the index of reliability of the test because the average of hypothetical parallel test characteristics are similar to those of the single measuring instrument (Kpolovie 2010). The square root of the correlation between the true scores and observed score on a test serves as the domain sampling model's reliability index – which is represented as:

$$r = \sqrt{\frac{K^2 \delta_{xi} \delta_{xi}^1 r_{xi} r_{xi}^1}{\delta x^2}}$$

Where: $K^2 \delta_{xi} \delta_{xi}^1 r_{xi} r_{xi}^1$ = the number of terms times the average of covariance among components of all infinite parallels. δx^2 = Observed variance. Since the genuine score, which makes up the numerators, is hypothetical or unknown, the true score variance can be expressed by the equation above as follows:

$$r = \sqrt{\frac{\delta_1^2}{\delta_0^2}}$$

The true-score-error score model states that the ratio of true variance represents the dependability of a particular test; hence the domain sampling model's index of reliability can be expressed as follows:

$$r = \sqrt{r_1}$$

Where: r_1 is the test's internal consistency reliability, which can be calculated using the coefficient alpha or the Kuder Richardson 20, 21 formulae.

This suggests that the coefficient of correlation between observed and true scores, which demonstrates that observed scores are accurate indicators of the true score, is the reliability index of a test utilizing a domain sampling approach. As a result, the reliability coefficient of domain sampling theory is the same as those obtained through completely crossed multidimensional analysis of variance (CCMAV) or internal consistency statistical techniques, while the reliability index of the domain sampling model is the square root of reliability obtained through either of these methods. A quality instrument should also be usable or practicable, which, according to Onunkwo (2002), will be attained through administration and scoring that is simple, economical to produce, administer, and score, and easy to interpret and apply.

The researcher's goal is to create an instrument for the study that complies with the attributes listed above by: ensuring that the item creation for the instrument is based on how one feels prior to following adversity; utilizing a brief tool to save time; making sure the directions for using the tools are precise and unambiguous; and designing the instrument items so that they must be checked in the relevant column in order to save time and make administration, recording, and scoring easier. This study offers a theoretical framework based on this justification that elevates the importance and effectiveness of the adversity quotient scale for convicts in correctional facilities. Given that they consciously take into account fundamental psychometrics of human belief about the capacity to relate issues to their individual sources and be able to resume normalcy after dealing with unpleasant situations, this study is based on the self-efficacy and resilience theories.

Review Empirical Literature

Mohd, Ahmad, and Nordin (2015) investigated how period of incarceration affected students at Malaysian prison services. This survey included 1,845 inmates from five correctional centres in Malaysia, which were chosen from five different zones: the Northern,

Southern, Eastern, Western, and Borneo. The proportionate clustered multistage stratified sampling procedure was used to choose the study's samples. Regression analysis was used to evaluate the data gathered for this study, and the findings indicated that period of incarceration contributed just 0.9% ($r = .098$) variations in the variance of academic success score. Still, it is possible to examine period of incarceration from the standpoint of the success factor for inmates as a whole.

Otu (2015) set out to examine the causes and effects of period of incarceration in the Nigerian prison system after becoming concerned about the alarming rise in recidivists who return to crime and criminality. The report makes the case that the problem of recidivism could make it more difficult and impractical to implement rehabilitation programs in Nigerian prisons. So, utilizing a qualitative research methodology, the study set out to accomplish the following four (4) goals: causes, consequences, prevention and control of recidivism in the Nigerian prison system. According to the study, there are several variables that contribute to criminal recidivism, including stigmatization and discrimination, a lack of programs to help successful reintegration, family and structural issues, substance misuse, and peer pressure. Recidivism, according to the study, has detrimental repercussions on inmates, prisons, and the general population. The study recommends that inmates should have unlimited access to use of cutting-edge correctional facilities, including vocational, educational, and religious programs. It also concludes that providing inmates with high-quality care and offering educational and vocational programs are leading recidivism-control strategies.

In relation to this study, Fergus and Zimmerman (2005) take the notion of resilience, which emphasizes period of incarceration and healthy growth of an individual using the strengths and skills that the individual already possesses rather than the deficits, into consideration. According to Shivanan (2014), hardship is a universal characteristic, hence having the capacity to deal with it and succeed in life are both necessary. She presented an all-encompassing strategy to reduce the attrition rate of women in the Indian IT sector utilizing the adversity quotient in response to this. The study found that people experience problems in life, particularly in their careers, and that in order to build resilience to deal with challenging circumstances; one must have a high appreciation for adversity. Failure to accomplish this, however, could lead to a stressful environment in your life.

Recognizing that providing educational instruction in correctional facilities is crucial for the rehabilitation and reformation of criminals, Ajah (2018) evaluated the convicts' educational preparation and period of incarceration in the Nigerian prisons of Awka and Abakaliki. The study's assumption is that education is the key to helping inmates alter their lives and become better citizens after they are released. Using descriptive statistical techniques, this study evaluates the offenders' educational backgrounds and the country of Nigeria's correctional issues. According to the analysis, the study finds that the educational facilities at the prisons under study are severely inadequate and contrary to the idea of reformation. It recommends that the government and corporate organizations provide quality educational training in Nigeria's prison system to help inmates reintegrate into society in a way that is appropriate.

ShajobiBikunle (2014) said in a study that putting individuals behind walls and bars and doing little to alter them is to win a battle but lose a war in response to efforts aimed at debating adversity quotient. He claimed that it was not only incorrect but also costly and foolish. The study goes on to argue that jails are omni-disciplinary in nature and that incarcerating offenders without rehabilitating them is a self-defeating correctional system. This shows that changing the individual's attitude toward labor, physical training, and behavior is part of the professed goal of the correctional system, which is to turn the criminal

into a regular, law-abiding citizen (Dambazu, 2007). In a similar vein, Asokhia and Agbonluae (2013) highlighted that jail sentences for convicted offenders had a rehabilitation component.

Bashir (2010) studied the Nigerian inmates and the prison rehabilitation principles in order to assess the effectiveness of the prison in transforming and rehabilitating convicted criminal offenders. A structured questionnaire, written sources, and personal observation were used as the three sources of data for the study. The study's findings demonstrated that, in terms of resources, people, or programming, jails are not designed with criminal offenders in mind. Following the development of both short-term and long-term recommendations, it was found that fundamental steps must be taken to control the socioeconomic roots of criminality in order to effectively reform and rehabilitate convicts. In order to determine the connection between inmates' self-esteem, needs-satisfaction, and psychological well-being,

Bruce and Larweh (2017) looked at inmates' self-esteem, needs-satisfaction, period of incarceration and psychological well-being in James Camp Prison in Ghana. The study used the correlation survey design method to gather data from respondents who are inmates at the Accra, Ghana-based James Camp Prison. 155 male inmates were chosen by the random selection method out of a total population of 347. The results showed that among inmates, self-esteem, needs fulfillment, and psychological well-being are significantly positively correlated. The number of years an inmate spends behind bars has no bearing on how mentally healthy they are, and visiting from family and friends has had little impact either. In order to lessen the psychological impacts of imprisonment on inmates, it is advised that counseling be reinforced in prisons.

In order to ascertain the state of rehabilitation services in Nigerian prisons in Edo State, Asokhia and Osumah (2013) conducted an assessment of those services. Two research questions were posed in order to address the issue that sparked the study. The study included 147 inmates from the six Nigerian prisons in the Edo State as part of a survey research design. A checklist known as "Rehabilitation Services in Nigerian Prisons in Edo State (RSNPES)" was given to the participants as a means of gathering data (prison inmates). Simple percentage was chosen as the research methodology, and analysis of the results showed that provision of rehabilitation services is still ignored and does not adhere to worldwide best practices, and inmates in these jails favor one form of rehabilitation over another.

The survey clearly shows that football is the most popular recreational activity for recovery. In light of the findings, it was suggested, among other things, that the Federal Government and prison service providers make concerted efforts to improve Nigeria's jail system and bring it into compliance with worldwide best practices. In order to rehabilitate inmates and prevent recidivism, it is also necessary to establish more rehabilitation services, facilities, and reformatory programs, such as teaching inmates how to use information and communication technology (ICT), providing proper awareness campaigns as prison inmates were observed to prefer one rehabilitation program or activity over another (Enuku, 2001).

Methodology

This section of the study discusses procedures and methods used in examining the influence of period of incarceration on the adversity quotient of inmates in Delta State, Nigeria. For the purposes of accurately and systematically describing the situation or phenomenon (influence of period of incarceration on adversity quotient of inmates) therein, this study adopts descriptive research design (Salkind, 2010). The population of the study comprises all the inmates in the correctional centres in Delta State, Nigeria. This stands at

7,348 (Warri Custodian Centre, Okene, 2019). Inmates are therefore suitable for this study because they experience pain, depression, and loneliness, which typically result in people committing crimes that result in imprisonment. From the population, a sample size of 525 inmates was determined using a non-proportional stratified sampling technique.

This is done on the basis that the target population is separated into mutually exclusive, homogenous segments known as strata. In this case, the five correctional centres in Delta State, Nigeria are into five different strata - Federal Prison Service Agbor, Federal Prison Kwale, Federal Prison Ogwuashi-Uku, Federal Prison Sapele, and Federal Prison Warri – based on geographical locations and local government regions. Following that, a non-proportional procedure of 10% is used, which is when the selected elements or sample is not proportional to the representation of the total population, and this gave rise to 525 male and female inmates.

The study adapts Adversity Quotient Scale for Inmates (AQSP); being a standardized instrument for assessing the adversity quotient of inmates with a view of addressing the issues of recidivism and incarceration. The instrument addresses certain constructs such as aptitude, value, interests, temperament, character, emotional adjustment, social relations. Each item on the AQS rating scale has four response possibilities that represent different levels of emotion or reactivity to adversarial situations. Using a homogenous construction strategy, some items were keyed negative while others positive. With response options like Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), the instrument would be scored using a modified 4-points Likert response format. Positive responses were scored 1, 2, 3, and 4, while negative responses received scores of 4, 3, 2, 1, with respective to the response options.

To administer the instrument to the inmates, the researcher communicated with the prison warders for simple administration and greater coverage, fifteen (15) prison warders – three (3) from each of the five designated Federal Prisons in Delta State, Nigeria were hired as research assistants. This is so that the warders can easily relate to the inmates who are literate enough to grasp the instrument and would be in the best position to know the inmates. And the doubt that perhaps entrance to the prison yard would be denied to scholars. Despite this, the researcher first trained the warders on the guidelines and how the inmates should respond to the items on the scale being used in the study. The methods of data employed are mean, standard deviation and independent t-test at 0.05 alpha level to test the tenability of the postulated hypotheses.

Results and Discussion

Answers to Research Questions

- (i) What is the descriptive statistical influence of adversity quotient on new inmates in the correctional centres in Delta State, Nigeria?
- (ii) What is the descriptive statistical influence of adversity quotient on old inmates in the correctional centres in Delta State, Nigeria?

Test of Hypotheses

- (i) Period of incarceration does not significantly influence adversity quotient of inmates in the correctional centres of Delta State, Nigeria.

Table 1: Result of T-test Analysis of influence of period of incarceration on the Adversity Quotient of New and Old Inmates

Period of Incarceration	N	Mean	SD	Df	t	Sig (2 tailed)	Decision
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1-10 years (New Inmates)	445	197.5	74.7					<i>Source: Result Extract of T- Test</i>
Above 11 years (Old Inmates)	80	206.61	65.9	523	1.109	.270	Significant	

Analysis of Influence of Period of Incarceration on AQ of Inmates, 2023.

The table 1 reveals the result of the independent t-test of the influence of period of incarceration on the adversity quotient of new and old inmates in Delta State, Nigeria. The result reveals that the mean and standard deviation of those who have stayed in the prison from 1 to 10 years (new inmates) are 197.54 and 74.68. For the old inmates, that is, inmates who have stayed in the prison above 11 years have the mean and standard deviation values as 206.6 and 65.8 respectively. From results, it is evident that the mean score of those who have stayed above 11 years are greater than those who have stayed 1 to 10 years. In other words, it implies that the old inmates have high adversity quotients than new inmates.

A closer look at the result also shows that the null hypothesis which states that period of incarceration does not have significant influence on the adversity quotients of new and old inmates are accepted. This is predicated on the fact that the t-calculated is 1.109 with a p-value of 0.270 being greater than the alpha level of 0.05. Hence, period of incarceration has significant influence on the adversity quotients of new and old inmates. Instructively, this result could be attributed to the fact that longer sentencing of inmates for minor crimes, endless restrictions after being released, over-policing in redlined and marginalized communities, discrimination, stigmatization, unnecessary delay in delivery judgement on certain criminal matters may influence the decision of new and old inmates to relapse to old crime upon release. Although, these factors are not part of the study but they possess the tendency to increase the level of recidivism and incarceration in any given society. By implication, if these factors persist, then the purposes of imprisonment or deprivation of a person's liberty in order to protect society against crime and to reduce recidivism may be defected at inception or point of conception.

Similar to our result, Aryani, Widodo and Chandrawaty (2015) using quantitative approach with a survey method using a Likert scale model questionnaire prepared by the researchers report that all the questionnaire items were valid with corrected item-total correlation values > 0.361. The questionnaire is also reliable at alpha coefficient > 0.7. The respondents were 439 honorary teachers at private schools in Indonesia. Data analysis uses structural equation modeling (SEM) supported by correlation and descriptive statistics. Data processing used SPSS 26 and Lisrel 8.80. The research results reveal that all hypotheses are supported.

Otu (2015) who was motivated by the alarming rise in recidivists to crime and criminality conducted a study in that regard. The study makes a case that the problem of recidivism could make it more difficult and impractical to implement rehabilitation programs in Nigerian prisons. This result is in line with our study which argues that adversity quotient scale (AQS) items are suitable based on their factor loading. This could be attributed to certain factors, though not part of this study, which contributes to criminal recidivism. Such factors include, stigmatization and discrimination, a lack of programs to help successful reintegration, family and structural issues, substance misuse, and peer pressure.

Just like in our study, Thi (2007) contends that the five component model can be used to understand various aspects of human potential and performance. People have innate

attributes like resilience that enables them to survive hardship (Fergus & Zimmerman, 2005). Hardship is a universal characteristic, hence having the capacity to deal with it and succeed in life are both necessary and sufficient (Shivaran, 2014). This is because people experience problems in life, particularly in their careers, and in order to build resilience to deal with challenging circumstances; one must have a high appreciation for adversity.

Such resilience requires solid educational instruction in correctional facilities for the purposes of rehabilitation and reformation of criminal (Ajah, 2018). This assertion is premised on the permutation that education is the key that helps inmates moderate their lives and become better citizens after they are released. Likewise, the traditional responsibility of correctional centres lies in changing individual's attitude toward labour, physical training, and behaviour, which is expected to turn the criminal into a regular and law-abiding citizen (Dambazu, 2007). Jail sentences for convicted offenders have a rehabilitation component (Asokhia & Agbonluae, 2013).

In relation to the result of this present study, Sombat and Prasart (2009) report that dominance, a sense of personal independence; self-esteem, excitement, self-confidence, ambition, and accomplishment motivation were factors impacting adversity quotient of vocational students. This goes to imply that how individuals respond to adversity situation show their ability to success in diverse endeavours. This is adversity quotient contributes to theoretical propositions that define and shape human behaviours and how they relate to one another. This perhaps, accounts for why McClelland (2001), who was quoted by Rachapoom, Sombat, and Prasart (2009), argues that overcoming adversity is crucial to a person's survival. This logic depends on how effective people deal with challenges they face.

The result of our study reveals that adversity quotient scale (AQS) is uni-dimensional with Eigen value of 88.862 greater than the second factor with Eigen value of 27.150 while the Eigen values of the remaining factors are almost the same. Again, the construct under study is validated using sub-scale total correlation evidence. Following this result, Bakare (2015) reports that adversity quotient (AQ) gives people the intrinsic potential to turn challenging circumstances into advantages that can change their lives. By implications, the discourse under this, suggests that a deeper understanding and more accurate prediction of academic accomplishment are likely to result from knowing students' AQ and how it relates to other factors that affect achievement.

The argument in our study also does not find any distant with Steutrer and Smith (2003) who compared correctional education participants across the three States of Maryland, Minnesota, and Ohio. Their study maintains that impression which one uses to attain prison service would shape one's disposition. This is because as among other things that inform the behaviour of an inmate treatment received in the prison and the circumstances that lead to the inmate make sensible contribution. By developing and validating a resilience scale for teenagers, Ruvalcaba-Romero, Gallegos-Guajardo, and Villegas-Guinea (2014) justify reasons why resilience impact on young people's personal and social development. On the account of their study, it is revealed that resilience is an important impulse in the management of adversity situation face by teenagers.

By summary, the reviewed literature is related to development, validation and application of adversity quotient scale for inmates in correctional centres. The study relies on a theoretical framework that argues that attribution and resiliency theories have far reaching implications for recidivism and incarceration in any society. This no doubt has necessitated so many research attentions that have used cognitive domain approach to develop scales to address the problem, with no recourse to affective domain – thereby creating a gap in the body of existing literature. To make empirical contribution towards filling this gap, this

present study therefore seeks to use affective domain approach to assess the influence of period of incarceration on the adversity quotient of inmates in Delta State, Nigeria.

Conclusion

The understanding of human resilience is critical in forming human behaviour and essential in describing how individuals interact with man and their environment for mutual co-existence. To leave in harmony in any given society, irrespective of the nature of the society, requires lots of understanding and maturity for one to remain law-abiding. Those who lack this unique virtue end up feeling that they perpetually live in the realm of undesirable elements such as unemployment, poverty, marginalization, oppression, inequality to mention a few - the rich and poor alike can be in this state. The far reaching implication of this for human existence and sanity of the society make it pertinent to address this problem from the point of view of affective domain. Aroused by this, the study raised two research questions and postulated one null hypothesis in relation to the statement of the problem. From the analysis as reported in table 1, the study reveals that period of incarceration has a significant influence on inmates' adversity quotient. This implies that the length of time an inmate spends in the correctional centre has a significant way of affecting his /her ability to withstand adverse situation; and determine the rate of recidivism and incarceration in the Nigerian society. On this basis therefore, the study concludes that the Adversity Quotient Scale for Inmates (AQSP) is suitable in assessing the influence of period of incarceration on adversity quotient of inmates in Delta State, Nigeria. To this end, the study concludes that the adversity quotient of an inmate is a function of the length of time he/she spends in detention.

Recommendation: The study recommends that government should give hope to the inmates by organizing talks and debates in order to educate them on the need for improving their adversity quotient. This may also be done through seminars and workshops on positive personality and thinking development programmes.

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Teachers' Teamwork Practices for Enhanced Students' Academic Performance in Public Senior Secondary Schools in Rivers State

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ABSTRACT

This study investigated teachers' teamwork practices for enhanced students' academic performance in public senior secondary schools in Rivers State. Two research questions and Two hypotheses were used. The descriptive survey was used for this study. The population consists the 290 public secondary schools in Rivers State. The total number of participants included all the 290 principals in these public senior secondary schools in Rivers State. 290 principals were used as the sample size of this study which represented 100% of the population. Census sampling technique was used for the study. A 12-item questionnaire titled: Teachers' Teamwork Practices for Enhanced Students' Academic Performance in Public Senior Secondary Schools Scale (TTPESAPPSSS). Cronbach Alpha statistics was used to determine the general reliability coefficient of 0.79. However, due to the accessibility and availability on several visits to the respondents for collection, only 272 (94% rate) retrieval proportion were used for the analysis. Mean scores and standard deviation were used to answer the research questions while the z-test statistics was used to test the hypotheses at 0.05 alpha level of significance. The result amongst others revealed that, to a high extent, shared values enhance students' academic performance in the sense that, schools where members share common work attitudes and principles, show commitment in the implementation of school programmes with their colleagues and are able to build a feeling of camaraderie and a shared interest in the success of the students by improving their academic performance. It was recommended among others that—school administrators need to

constantly monitor teachers' activities to encourage and develop in them the spirit of teamwork so that they can work cooperatively with a view to ensuring productivity in schools targeted at students' academic performance.

Key Words: Teamwork, Leadership, Academic Performance

INTRODUCTION

Teamwork among teachers and students in a school are the elements that can bring unity of purpose in achieving quality improvement in teaching and learning. Teachers' teamwork practices are an important strategy used in order to realize educational goals. According to Aziz (2016), teamwork has provided many benefits either in terms of knowledge, skills or expertise in tackling problems or issues that arise in the school institution. Among its benefits are: the efforts to design job satisfaction and teachers' morale values when given the opportunity to work together to improve the quality of the school, by resolving school's problem more quickly and effectively when shared by individuals who have skills in various fields.

According to Rico, Alcover, and Taberero (2011), teams have a wide range of knowledge, personalities, abilities, and experience which when combined makes for fast, agile and innovative solutions to problems and challenges, increasing team satisfaction and boosting results. In effect, team productivity has a huge effect on organizational success and knowledge creation overall. Typically, effective teams have a clear mission and a high-performance standard as well as high levels of communication (Hallman & Campbell, 2006). It is expected that a team environment in the classroom encourages discussion of diverse viewpoints and provide students opportunity to learn to draw on other's complementary skills. Teams should help secondary schools—discover knowledge for themselves through interactions with one another.

By encouraging students to work in teams, it is hoped that team structure provides social support and encouragement for individual efforts (Alavi, 2014). Teachers are the driving force and main resource in the development and academic growth of students as they are sources of knowledge and agents of change. Teachers use several techniques to assist students improve their academic achievement. They evaluate, assess and provide for students with special needs. Teachers are evaluators at classroom level for quality standard. They attend to students work during lessons, provide tutorials, mark students' homework and give feedback. Shared values is one of the major elements, attributes or components of teamwork. For a team, shared values are their moral and operational compasses, shared values are the core beliefs that guide the behaviours of a group.

These values are not just words posted on the website; they are actively used to make decisions, especially the toughest ones where difficult tradeoffs are involved. Shared values are the heart of who we want to be. Amah and Ahiauzu (2014) defined shared values as those beliefs, values, and expectations which organizational actors hold. Meaning, organizations who incorporate the concept of shared values into their business strategies create an internal system of governance. Shared values are organizational values that are usually developed by the organization's leadership and then adopted by the other members of the organization. These values are shared and followed by all members of the organization when acting on behalf of the organization; they may also be referred to as core values. On this note, Ikon, Onwuchekwa and Okolie (2018) revealed that, when there is an exercise of shared value and

harmony among workers, there is always cohesion, trust, commitment and understanding of the team dynamics, thereby improving the service delivery of employees.

Pitsoe and Isingoma (2014) also found that, group members who share similar values see it their responsibility to ensure the success of group efforts is collectively attained, which also allow head teachers to encourage teamwork practice in the schools by tapping into the potentials of all members. Okai and Worlu (2015) revealed that, constructive communication leads to school effectiveness and shared value seeks to establish consistency in the curriculum and teaching this consistency supports students' success because teachers are reinforcing the same expectations and effective practices. The values provide a reference point for all decisions about literacy and numeracy, including curriculum. Shared value serves as an anchor for all that the school does to support students academically, socially, and emotionally, states the school community's hopes for what students will experience at school, provides stakeholders with a sense of collective responsibility and unity.

Shared values demonstrate integrity through rigorous adherence to ethical standards; respect for shared governance; and equitable policies; impartiality and freedom from conflicts of interest, and trust-based relationships with academic partners. In discussions on teamwork in schools, one of the major variables is constructive communication. Generally, it means the exchange of a message or messages with others. Communication is the process in which information is shared from an individual to another. Information has been passed when a receiver understands what the sender intends to say. However, in the school system, Ikpe (2015) reports that communication is the most important and efficient tool for an effective teacher. The scholar explains that without communication, a teacher cannot perform his function and the student/learner will not be able to understand a thing.

Constructing Excellence (2013) sees it as the process of transmitting and understanding information and ideas, so that the team can develop shared understanding. Thus, this may be explained in the sense that good communication between teachers and students is essential of a school to collaborate successfully and stated goals achieved. Constructive communication leads to high confidence, and hence enables one to perform better in whatever they are doing. Hoegi and Gemuenden (2013) who found that the sharing of information among school members make it possible for work to be done in a manner that eliminates surprises, and team members who can express their ideas through a variety of means can make meaningful contributions during teaching and learning.

In agreement with the above, Shaila, Cristina and Randall (2016) maintained that constructive communication among school members in groups keeps such group alive during class meetings. However, Ihueze and Unachukwu (2020) supported this study by finding out that teamwork brings the school personnel together and improves communication and the overall climate of the school as the results of Lazarus, Baraka and Simon (2016) also revealed a positive strong relationship between teamwork and communication as it enhances academic performance of the students.

Statement of the Problem

The success of every school institution depends on teamwork, the greatest resource that teachers have is other teachers, but sadly, teamwork is not commonly found in schools. Teamwork is a notable practice among teachers' of secondary schools, though it seems that lack of proper application of teamwork practices by some teachers' in secondary schools have deprived the schools the benefits derivable from applying teamwork practices, some specific roles in the schools that require teamwork practices are left in the hands of individuals due to uncoordinated administrative functions and inability to manage team

member by the teachers' of the schools, which practically seem to affect students' academic performance.

Therefore, despite the universally agreed importance of the application of teamwork practices in managing organizations, scholars are of the opinion that secondary school teachers are not well equipped with the vital aspects of teamwork such as shared values, constructive communication and others as teamwork strategy to achieve educational goals. No matter the importance attached to teamwork, secondary school teachers seems to be working as individuals to achieve their respective goals.

Objectives of the Study

The study investigated teachers' teamwork practices for enhanced students' academic performance in public senior secondary schools in Rivers State. The objectives of the study are to:

1. Examine the extent shared values enhance students' academic performance in Public Senior Secondary Schools in Rivers State.
2. Determine the extent constructive communication enhance students' academic performance in Public Senior Secondary Schools in Rivers State.

Research Questions

1. To what extent does shared values enhance students' academic performance in Public Senior Secondary Schools in Rivers State?
2. To what extent does constructive communication enhance students' academic performance in public Senior Secondary Schools in Rivers State?

Hypotheses

1. There is no significant difference between the mean scores of male and female principals on the extent shared values enhance students' academic performance in Public Senior Secondary Schools in Rivers State.
2. There is no significant difference between the mean scores of male and female principals on the extent constructive communication enhance students' academic performance in public Senior Secondary Schools in Rivers State.

Methodology

The descriptive survey research design was used for this study. The population consists of all the 290 public secondary schools in the 23 local Government Areas of Rivers State. The total number of participants included all the 290 principals in these public senior secondary schools in Rivers State. 290 principals were used as the sample size of this study which 100% of the population. Census sampling technique was used for the study. A 12-item questionnaire titled: Teachers' Teamwork Practices for Enhanced Students' Academic Performance in Public Senior Secondary Schools Scale (TPESAPPSS). Furthermore, the 4-points modified likert rating scale of (High Extent (HE) = 4 points; Moderate Extent (ME) = 3 points; Low Extent (LE) = 2 points; and Very Low Extent (VLE) = 1 point) was used as response opinion to guide the respondent's opinion on the instrument (questionnaires). The Cronbach Alpha reliability estimate was suitable because, it was used to determine the internal consistency of the instruments with a sample of 30 principals from other schools outside the state who were not part of the population. The average reliability coefficient obtained stood at 0.79. 290 copies of the questionnaire were administered by the researcher and three trained research assistants to the respondents.

The respondents were given two weeks to respond to the questionnaire items after which the researcher visited back for retrieval of the completed copies of the questionnaire. However, due to the accessibility and availability on several visits to the respondents for collection, only 272 (94% rate) retrieval proportion were used for the analysis. Mean scores and standard deviation were used to answer the research questions while the z-test statistics was used to test the hypotheses at 0.05 level of significance. In the analysis, any mean score of 1.00 to 1.99 would be regarded as very low extent, mean scores of 2.00 to 2.40 would be regarded as low extent, mean scores of 2.50 to 2.99 would be regarded as moderate extent, mean scores of 3.00 to 3.59 would be regarded as high extent while mean scores of 3.60 and above would be regarded as very high extent respectively. All retrieved copies of questionnaire were used for data analysis.

Results and Discussion

Research Question 1: To what extent does shared values enhance students' academic performance in Public Senior Secondary Schools in Rivers State?

Table 4.1: Mean Responses and Standard Deviation Analysis of Male and Female Principals on the extent shared values enhance students' academic performance in Public Senior Secondary Schools in Rivers State.

S/N	Items	Male Principals i (168)			Female Principals (104)				AVG. Remark
		\bar{X}	SD	Remark	\bar{X}	SD	Remark	12	
1	Group members who share similar values see it their responsibility to ensure the success of group efforts.	3.00	1.23	High Extent	2.60	1.22	Moderate Extent	2.8	Moderate Extent
2	Schools where members share the same value show commitment in the implementation of school programmes.	2.89	1.18	Moderate Extent	3.18	1.31	High Extent	3.04	High Extent
3	School members who have strong convictions for school success can assist in the improvement of students' academic performance.	2.99	1.24	Moderate Extent	3.08	1.26	High Extent	3.04	High Extent
4	School members who have a common set of belief cannot work together to increase the competitiveness of the students.	1.87	1.28	Low Extent	2.13	1.19	Low Extent	2.00	Low Extent ii
5	Schools where members who have a focus on the future can come together as a item to teach the students and improve their academic performance.	2.91	1.14	Moderate Extent	3.60	1.57	High Extent	3.26	High Extent ii
6	Schools where members share common work attitudes, principles with their colleagues can build a feeling of camaraderie and a shared interest in the success of the students.	3.29	1.37	High Extent	3.40	1.43	High Extent	3.35	High Extent
Average mean and standard deviation		2.83	1.24		3.00	1.33			

Table ii4.1 indicated that in the average item number 6 had the highest mean scores of 3.35 followed by item 5 with 3.26, items 2 and 3 with 3.04 and item 1 with 2.8 irrespectively. In the analysis, the scores are all above 2.50 which is the criterion mean. It simply implies that, to a high extent, schools where members share common work attitudes and principles with their colleagues can build a feeling of camaraderie and a shared interest in the success of the students, for female principals, to a high extent schools where

members who have a focus on the future can come together as a team to teach the students and improve their academic performance, school members who have strong convictions for school success can assist in the improvement of students' academic performance, schools where members share the same value show commitment in the implementation of school programmes which is to a moderate extent to male principals.

For male principals to a high extent group members who share similar values see it their responsibility to ensure the success of group efforts, which is to a moderate extent for female principals. Meanwhile, item 4 had a mean score of 2.00 on the average, which is below the criterion mean of 2.50, indicating that for both male and female principals, school members who have a common set of belief can work together to increase the competitiveness of the students.

Research Question 2: To what extent does constructive communication enhance students' academic performance in public Senior Secondary Schools in Rivers State?

Table 4.2: Mean Responses and Standard Deviation Analysis of Male and Female Principals on the extent constructive communication enhance students' academic performance in public Senior Secondary Schools in Rivers State.

S/N	Items ii	Male Principals I (168)			Female Principals (104)			12	AVG. Remark
		\bar{X}	SD	Remark	\bar{X}	SD	Remark		
1	Flexibility in team's communication makes it possible for suggestions for organizational growth to be elicited from members.	3.22	1.33	High Extent	3.72	1.25	High Extent	3.47	High Extent
2	Communication among school members makes the interchange of organizational expectation possible.	3.60	1.57	High Extent	3.46	1.39	High Extent	3.53	High Extent
3	The sharing of information among school members makes it possible for work to be done and eliminate surprises.	3.57	1.55	High Extent	3.49	1.52	High Extent	3.53	High Extent
4	Free flow of communication helps team members to anticipate what they can expect from colleagues and students.	3.42	1.45	High Extent	3.38	1.43	High Extent	3.4	High Extent
5	Team members who can express their ideas through a variety of means can make meaningful contribution during teaching and learning.	3.32	1.38	High Extent	3.39	1.43	High Extent	3.36	High Extent ii
6	Constructive communication among school members in groups keeps such group alive during class meetings.	2.91	1.14	Moderate Extent	2.13	1.19	Low Extent	2.52	Moderate Extent
Average mean and standard deviation		3.34	1.40		3.26	1.37			

Table 4.2 indicated that items number 2 and 3 had the highest mean scores of 3.53 followed by item 1 with 3.47, item 4 with 3.4, item 6 with 3.36 and item 5 with 2.52 respectively. The scores were above 2.50 which is the criterion mean. This simply implies that, to a high extent the sharing of information among school members makes it possible for work to be done and eliminate surprises, communication among school members makes the interchange of organizational expectation possible, flexibility in team's communication makes it possible for suggestions for organizational growth to be elicited from members, free flow of communication helps team members to anticipate what they can expect from

colleagues and students and team members who can express their ideas through a variety of means can make meaningful contribution during teaching and learning. Meanwhile, to a moderate extent, constructive communication among school members in groups keeps such group alive during class meetings. What all these means is that, when teachers constructively communicate in this manner, the end point would always enhance students' academic performance, which is to a low extent to female principals.

Test of Hypotheses

H₀₁: There is no significant difference between the mean scores of male and female principals on the extent shared values enhance students' academic performance in Public Senior Secondary Schools in Rivers State.

Table 3: z-test Analysis of the Difference between the mean ratings of Male and Female Principals on the extent shared values enhance students' academic performance in Public Senior Secondary Schools in Rivers State.

Subject	N	SD	Df	z-cal.	z-crit.	Level of Sig	Remark
Male Principals	168	2.83	170	-1.05	±1.96	0.05	Not Rejected
Female Principals	104	3.00	133				

N.B: The degree of freedom (Df) is calculated as, $N-2(172-2) = 170$.

The result of table 3 showed that the z-calculated value of -1.05 is less than the z-critical value of ±1.96 at degree of freedom of 170 at 0.05 level of significance. Therefore, the null hypothesis is not rejected and upholds that, there is no significant difference between the mean scores of male and female principals on the extent shared values as teachers' teamwork practice enhance students' academic performance in Public Senior Secondary Schools in Rivers State.

H₀₂: There is no significant difference between the mean scores of male and female principals on the extent constructive communication enhance students' academic performance in public Senior Secondary Schools in Rivers State.

Table 4: z-test Analysis of the Difference between the mean ratings of Male and Female Principals on the extent constructive communication enhance students' academic performance in public Senior Secondary Schools in Rivers State.

Subject	N	SD	Df	z-cal.	z-crit.	Level of Sig	Remark
Male Principals	168	3.34	170	0.46	±1.96	0.05	Not Rejected
Female Principals	104	3.26	137				

N.B: The degree of freedom (Df) is calculated as, $N-2(172-2) = 170$.

The result of table 4 showed that the z-calculated value of 0.46 is less than the z-critical value of ± 1.96 at degree of freedom of 170 at 0.05 level of significance. Therefore, the null hypothesis is not rejected and upholds that there is no significant difference between the mean scores of male and female principals on the extent constructive communication as teachers' teamwork practice enhance students' academic performance in public Senior Secondary Schools in Rivers State.

Summary of Findings

1. To a high extent, shared values enhance students' academic performance in the sense that, schools where members share common work attitudes and principles, show commitment in the implementation of school programmes with their colleagues are able to build a feeling of camaraderie and a shared interest in the success of the students by improving their academic performance. To a moderate extent group members who share similar values see it their responsibility to ensure the success of group efforts.
2. To a high extent, constructive communication among team members enhances students' academic performance in the sense that, the sharing of information among school members makes it possible for work to be done and eliminate surprises to make it possible for team members to anticipate what they can expect from colleagues and students. On the other hand, team members who can express their ideas through a variety of means helps team members to anticipate what they can expect from colleagues and students who can express their ideas through a variety of means and keep the group alive during class meetings that would always enhance students' academic performance.

Discussion of Findings

For shared values as teachers' teamwork practice for enhanced students' academic performance, the findings of this study support the findings of Ikon, Onwuchekwa and Okolie (2018) whose study revealed that, when there is an exercise of shared value and harmony among workers, there is always cohesion, trust, commitment and understanding of the team dynamics, thereby improving the service delivery of employees. This is in consonance with the work of Pitsoe and Isingoma (2014) who found that, group members who share similar values see it their responsibility to ensure the success of group efforts is collectively attained, which also allow head teachers to encourage teamwork practice in the schools by tapping into the potentials of all members. This study does not connect with the study of Okai and Worlu (2015) whose work revealed a significance difference between public and private University lecturers on how shared values, participation in university activity, constructive communication leads to university effectiveness.

For constructive communication as teachers' teamwork practice for enhanced students' academic performance, the finding of the study agrees with the works of Hoegi and Gemuenden (2013) who found that the sharing of information among school members make it possible for work to be done in a manner that eliminates surprises, and team members who can express their ideas through a variety of means can make meaningful contributions during teaching and learning. In agreement with the above, Shaila, Cristina and Randall (2016) maintained that constructive communication among school members in groups keeps such group alive during class meetings. However, Ihueze and Unachukwu (2020) supported this study by finding out that teamwork brings the school personnel together and improves communication and the overall climate of the school as the results of Lazarus, Baraka and Simon (2016) also revealed a positive strong relationship between teamwork and communication as it enhances academic performance of the students.

Conclusion

Teamwork is very important in bringing productivity among teachers and is a means through which students can be taught to perform better academically. On this note, it is crystal clear that when teachers passionately engage in shared values, and good work attitudes and principles, show commitment in the implementation of school programmes with their colleagues would be able to build a feeling of camaraderie and a shared interest in the success of the students by improving their academic performance and even make every effort to advance students' professional competence by providing them with quality learning environment.

Recommendations

Based on the findings of the study, the researchers recommended that:

3. School administrators need to constantly monitor teachers' activities to encourage and develop in them the spirit of teamwork so that they can work cooperatively with a view to ensuring productivity in schools targeted at students' academic performance.
4. School administrators must specifically make a particular time and day to call all teachers in a meeting to check the way they relate with each other so as to create a better working environmental conditions where everybody will be encouraged to cooperate and adhere to school rules and regulations to strengthen the practice of teamwork purposely to enhance productivity.

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MANAGEMENT OF PROBLEM SOLVING LEARNING AND CHILD-CENTEREDNESS AS A CORRELATE OF CAREGIVERS' PRODUCTIVITY IN NURSERY SCHOOLS IN RIVERS STATE, NIGERIA.

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Abstract

The study examined management of problem solving learning and child-centeredness as a correlate of caregivers' productivity in nursery schools in Rivers State, Nigeria. Two research questions and two hypotheses guided the study. The study adopted correlational design. The population of the study comprised 7,520 caregivers in 942 nursery schools in Rivers State. A sample of 402 caregivers was drawn using Simple random sampling technique. The instrument for data collections were Management of Innovative Practices Questionnaire and Caregivers' Productivity Questionnaire. The internal consistency of the instruments was established through the application of Cronbach Method with reliability indexes for management of innovative practices as .87 and caregivers' productivity in nursery schools was .84 respectively. Out of 402 questionnaire administered, 385 copies were properly filled and retrieved. Pearson Product Moment Correlation was used to answer all the research questions and r-ratio was used to test hypotheses. The findings among others revealed that there is high and positive relationship between management of collaborative learning and caregivers' productivity in nursery schools in Rivers State while the null hypothesis of no significant relationship between management of collaborative learning and caregivers' productivity is rejected. It was also concluded that all the components of the independent variable have high and positive relationship with caregivers' productivity in nursery schools in Rivers State. It was recommended among others that school administrators should endeavour to encourage collaborative learning that will help to improve caregivers' productivity in nursery schools in Rivers State.

Key Words: Problem solving learning, child-centeredness, caregivers' productivity.

Introduction

The growth of any economy hinges greatly on the strength of its human resources and there is no better way to develop the human resources of a nation than through quality education. For this reason, the educational system world-wide keeps undergoing various innovations to tackle both present and future problems of its nation. This is quite evident in the Nigerian educational sector, considering the transformation it has undergone over the 21st centuries.

These experiences are drawn first from parents' unsystematic curriculum and the more organized setting of the school. The early years of a child's life are crucial for his affective, cognitive and physical development. This is between the ages of 0-6 years. The education received during this period, whether formal or informal is referred to as Early Childhood Education (ECE), the origin of Early Childhood Education in Nigeria could be traced to the gathering of pre-school age children by the wives of the missionaries during Sunday schools in the 19th century (Akinbote, Oduolowu & Lawal, 2001). This was during the colonial era, when the education section was solely managed by the missionaries.

Meanwhile, the educational system by its nature is a complex organization and the school as an institution is not an exception such that instructional supervision is unavoidable. One of the most important attributes expected of school administrators is therefore instructional supervision. This is so because school managers and administrators at whatever levels, kindergarten, primary, secondary, tertiary are saddling with the responsibilities of knowing what supervision of instruction implies, its importance and how to do it effectively

Problem solving is the foundation of young-child's learning. It must be valued, promoted, provided for, and sustained in the early childhood classroom. Opportunities for problem solving occur in the everyday context of a child's life. By observing the child closely, teachers can use the child's social, cognitive, movement, and emotional experiences to facilitate problem-solving and promote strategies useful in the lifelong process of learning.

By exploring social relationships, manipulating objects, and interacting with people, children can formulate ideas, try these ideas out, and accept or reject what they learn. Constructing knowledge by making mistakes is part of the natural process of problem solving. Through exploring, then experimenting, trying out a hypothesis, and finally, solving problems, children make learning personal and meaningful. Piaget states that children understand only what they discover or invent themselves (1963). It is this discovery within the problem solving process that is the motivation for children's learning. Children are encouraged to construct their own knowledge when the teacher plans together with them. Individuals or groups can solve problems. Group problem solving skill is important for young children because many diverse ideas are generalized. Both individual and group problem solving skills and processes should be included in the early childhood classroom. Becoming skilful at problem solving is based on understanding and use of sequenced steps. These steps are:

1. Identifying the problem
2. Brainstorming a variety of solutions
3. Choosing one solution and trying it out, and
4. Evaluating what has happened.

Problem-solving refers to efforts made at finding solutions to a problem. The ability to solve problems requires mental development, which toddlers need to think, communicate, and act. In terms of cognitive development, problem-solving skills include the following: Creativity, analytical thinking, breaking down a problem into manageable parts, thinking, creativity, decision-making, initiatives, logical reasoning, persistence, communication, and negotiation.

Problem solving experiences gained in early childhood require participating in the learning process actively, doing research, proposing solution to the problems, discussing those solutions, applying their plans and cooperating with other people around. Thus, all these activities both provide children with new abilities and skills about the problem-solving

process through cooperating with their friends (Aydogan, 2014). Improving children's problem-solving abilities during the preschool period is important for their adaptation to real life situations. Problems provide children with opportunities to explore their own style and attempts at their solutions. They balance the new one and the accustomed one is enabled. While preparing a programme, if problem solving takes part in all activities, children's abilities of analysis, synthesis, and multi-directional thinking will improve (Zambat & Unutkan, 2013). Children develop as they face problems. Problem is an important opportunity for changing, and this opportunity should be utilized for the overall development of the child

Child-centeredness is placing the pupil at the centre of the learning process in classroom (Nelly, 2016). The caregiver provides pupils with opportunities to learn independently from one another and coaches them in the skills they need to do effectively well in solving human problems and challenges (Collins and O'Brien, 2013). The original education schedule considered to be teacher-centered placed all the emphasis on the teacher and not the students, still dominates the education scene (Nelly, 2016).

In the traditional era, scholars widely adopt more important child-centered methods to impart knowledge to learners instead of student-centered methods. With the advent of discovery learning approach, scholars widely adopt child-centeredness to enhance active learning in classrooms (Nelly, 2016). In the same vein, the current trends such as student centeredness as well as play-based learning in education require a shift from the teacher'/caregivers' accountability for child-centered learning to a more collaborative and participative teacher/student relationship for learning achievements.

Even the classroom environment in the 21st century demands resemblance of an active workshop with various activities and level of sound depending on the kind of work being done and no longer the passively silent classroom. In assessment, there is need for students to know ahead of time how they will be assessed and have input into the criteria for assessment, receive feedback from the caregivers throughout a unit and have multiple opportunities to assess their secret until test time.

Statement of the Problem

In recent time, it has been shown that Nigerian educational system has often been rated below world class and so many had described it as being mediocre (Zambat & Unutkan, 2013) This has greatly reduced the value of Nigerian human resources. Little wonder, Nigeria fell among the 'E9' countries. The E9 countries are countries of the world with very high population and illiterate adults. This reflects lack of quality innovative practices in schools. To have a high percentage of adults, termed 'illiterate' i.e., inability to read or write, is an indication of the poor outcome of our early childcare development and basic level of education, since these are where the rudiments of reading and writing are learned.

Aim and Objectives of the Study

The aim of this study was to examine management of problem solving learning and child-centeredness as a correlate of caregivers' productivity in nursery schools in Rivers State, Nigeria. Specifically, the objectives sought to:

1. examine the relationship between management of problem solving learning skills and caregivers' productivity in nursery schools in Rivers State.
2. examine the relationship between management of child-centeredness and caregivers' productivity in nursery schools in Rivers State.

Research Questions

The following research questions guided the study.

1. What is the relationship between management of problem solving learning skills and caregivers' productivity in nursery schools in Rivers State?
2. What is the relationship between management of child-centeredness and caregivers' productivity in nursery schools in Rivers State?

Hypotheses

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

1. There is no significant relationship between management of problem-solving learning and caregivers' productivity in nursery schools in Rivers State.
2. There is no significant relationship between management of child-centeredness and caregivers' productivity in nursery schools in Rivers State.

Reviews

Problem-Solving and Caregivers' Productivity in Nursery Schools

Problem solving is the foundation of young-child's learning. It must be valued, promoted, provided for, and sustained in the early childhood classroom. Opportunities for problem solving occur in the everyday context of a child's life. By observing the child closely, teachers can use the child's social, cognitive, movement, and emotional experiences to facilitate problem-solving and promote strategies useful in the lifelong process of learning.

By exploring social relationships, manipulating objects, and interacting with people, children can formulate ideas, try these ideas out, and accept or reject what they learn. Constructing knowledge by making mistakes is part of the natural process of problem solving. Through exploring, then experimenting, trying out a hypothesis, and finally, solving problems, children make learning personal and meaningful. Piaget states that children understand only what they discover or invent themselves (1963). It is this discovery within the problem-solving process the framework for learning in problem solving, provides time, space, and materials.

Summarily, in a problem solving method, children learn by working on problems. This enables the students to learn new knowledge by facing the problems to be solved. The students are expected to observe, understand, analyze, interpret, find solutions, and perform applications that lead to a holistic understanding of the concept. This method develops scientific process skills. This method helps in developing brain storming approach to learning concepts.

Child-Centeredness and Caregivers' Productivity in Nursery Schools

Hesson and Shad (2017) observed that most caregivers today adopt the child centered teaching approach, an innovation as to promote interest, analytical research, critical thinking and enjoyment among pupils in schools. The teaching method that a caregiver uses is regarded more effective since it does not centralize the flow of knowledge from the caregiver to the learner. Questions about the effectiveness of the new innovative child-centered teaching methods on pupils learning had consistently raised considerable interest in the field of educational research. In addition, it is not clear whether caregivers in early childhood development education (ECDE) schools utilize child-centered approaches or not in Rivers State, a focus of this study.

Early Childhood Care and Education (ECCE) supported children's survival, growth, development, and learning – including health, nutrition and hygiene, verbal and cognitive, social physical, aesthetic and emotional development from birth to primary school in formal, informal and non-formal settings. Education systems in most developed countries have been paying more attention to the early childhood education. The importance of consistent education of children, starting from the earliest age (of several months) to 7 or 9years (usually this is the age when children go to school) is substantiated by studied and practice in many countries (Aydogan, 2014).

All children have a right to education that would help them grow and develop to their fullest form. Child- centered learning is aimed at helping learners develop skills and practices of problem-solving techniques. The great philosophers and educationalists like Rousseau, Tagore, Frobel, Pestaliozzi and Montessori have the importance of child-centered education at different times. Child-centered education is a sort of revolt against subject-centered education. Child-centered education seeks to provide natural flow of activity and spontaneous

growth of the child. The child must be allowed to enjoy complete freedom of action subject to the condition that he should both interferes with the freedom of others.

Characteristics of Child-Centered Education

As the child is the center of education, development of mind, body and spirit of the child should be reflected in the programme and planning of education. Rousseau advocated that a child should be allowed to learn from nature and his natural way without any interference from the adult, his individuality should be respected, that is natural interests like play and curiosity should form the basis of his education, books should be avoided particularly at the early stage.

The United Nations through Sustainable Development Goals (SDGS) identified ECDE as a key educational goal (United Nations, 2015). Early childhood development educational has the potential to benefit learners as well as society (Mayo, 2012). In Kenya, the Basic Education Act, 2013 and Sessional Paper no. 14 of 2012 on reforming education and training sectors in Kenya acknowledge holistic needs of children to ensure the realization of their full potential (Republic of Kenya, 2012). Murunga (2015) argued that a child who goes through ECDE learning successfully has higher chances of transiting to primary and secondary education. Therefore, ECDE is critical for learners' development of cognitive skills and competencies at an early age. The quality of early childhood development education (ECDE) is important because child-centered education can improve teaching and learning in early childhood. ECDE is the foundation of all learning in any life of a child.

Theoretical Framework

This study was anchored on cognitive development theory as propounded in (1963). Piagetian theory stated that the education of the child depends on a match between the curriculum and the child's emerging mental ability (Sameroff & McDonough, 1994). His insight was on the role of maturation in children's increasing capability to understand their world. In his words, he said that children cannot understand certain tasks until they are psychologically mature to do so. He equally proposed that children's thinking does not develop entirely smoothly; instead there are certain points at which it takes off and moves into completely new areas and capabilities.

He saw this transaction as taking place at the sensory motor stages (birth to 2 years), pre-operational stage (2-7 years), concrete operational stage (7-11) and formal operational stage (11 years and above). This has been taken to mean that before these ages, children are not capable of understanding things in certain ways and this notion has been used as the basis for scheduling the school curriculum.

The educational implications of this theory are confirmed by Case's assertion (as cited by Pearson Education 2010) that Piaget's theory has had major impacts on the theory and practice of education in many ways. First, the theory focuses attention on the idea of developmentally appropriate education - an education with environments, curriculum, materials and instruction that are suitable for learners in terms of their physical and cognitive abilities as well as their social and emotional needs (Elkind, 1989). Similarly, Berk (as cited by Pearson Education, 2010) summarized the main teaching implications drawn from Piaget's theory as follows:

1. Teachers should focus on the process of children's thinking, not just its products: In addition to checking the correctness of children's answers, teachers are not to look at the product only but must understand the processes children use to get to the answers. He concludes by saying that it is only when teachers appreciate children's methods of arriving at conclusions that they are able to provide such experiences.
2. Recognition of the crucial role of children's self-initiated, active involvement in learning activities. In a Piagetian classroom, the presentation of ready-made knowledge is de-emphasized and children are encouraged to discover knowledge for themselves through spontaneous interaction with the environment. Therefore, instead of teaching didactically, teachers should provide a rich variety of activities that permit children to act directly on the physical world.

3. Acceptance of individual differences in developmental progress: Piaget's theory assumes that all children go through the same developmental sequence but that they do so at different rates. Therefore, teachers must make a special effort to arrange classroom activities for individuals and small groups of children rather than for the total class group. In addition, because individual differences are expected, assessment of children's educational progress should be made in terms of each child's own previous course of development, not in terms of normative standards provided by the performances of same-age peers.
4. Piaget's view on the role of a teacher can best be summed up in his own words: "What is desired is that the teacher ceases from being a lecturer satisfied with transmitting ready-made solutions; his role should rather be that of a mentor stimulating initiative and research (Piaget, 1964).

Methodology

The study adopted correlation design. The population of the study comprised 7,520 caregivers in 942 nursery schools in Rivers State. A sample of 402 caregivers was drawn using Simple random sampling technique. The instrument for data collections were Management of Problem Solving Learning Questionnaire (PSLQ) and Child-Centeredness Questionnaire (CCQ and Caregivers' Productivity Questionnaire (CPQ). The internal consistency of the instruments was established through the application of Cronbach Method with reliability indexes for management of problem-solving learning as .77, management of child-centeredness as .81, Out of 402 questionnaire administered, 385 copies were properly filled and retrieved. Pearson Product Moment Correlation was used to answer all the research questions and r-ratio was used to test hypotheses.

Results

Research question 1: What is the relationship between management of problem-solving learning and caregivers' productivity in nursery schools in Rivers State?

Table 1: Pearson Product Moment Correlation Coefficient on the relationship between management of problem-solving learning and caregivers' productivity in nursery schools in Rivers State.

Variable	Σ	Σ^2	n	Df	ΣXY	r	Decision
Management of problem-solving learning (X)	21411	2123	385	383	2241	0.86	High Positive Correlation
Caregivers' productivity (Y)	21220	3349					

Result from table 1 reveals a correlation coefficient of 0.86. This value is high and positive, indicating that there is high and positive relationship between management of problem-solving learning and caregivers' productivity. This implies that increase in management of problem-solving learning leads to corresponding improvement in caregivers' productivity in nursery schools in Rivers State.

Research Question 2: What is the relationship between management of child-centeredness and caregivers' productivity in nursery schools in Rivers State?

Table 2: Pearson Product Moment Correlation Coefficient on the relationship between management of child-centeredness and caregivers' productivity in nursery schools in Rivers State.

Variable	Σ	Σ^2	n	Df	ΣXY	r	Decision
Management of child-centeredness (X)	12416	3142					
			385	383	2546	0.82	High Positive Correlation
Caregivers' productivity (Y)	21220	3349					

Result from table 2 reveals a correlation coefficient of 0.82. This value is high and positive, indicating that there is high and positive relationship between management of child-centeredness and caregivers' productivity. This implies that increase in management of child-centeredness leads to corresponding improvement in caregivers' productivity in nursery schools in Rivers State.

Hypothesis 1: There is no significant relationship between management of problem-solving learning and caregivers' productivity in nursery schools in Rivers State.

Table 3: r-ratio on the management of problem-solving learning and caregivers' productivity in nursery schools in Rivers State.

Variable	Σ	Σ^2	n	Df	ΣXY	r	r-ratio	p-value	Decision
management of problem-solving learning (X)	21411	2123							
			385	383	2241	0.86	35.32	.000	Sig. Rejected H_0
Caregivers' productivity (Y)	21220	3349							

Result from table 3 reveals that a high positive relationship exists between management of problem-solving learning and caregivers' productivity. To establish the significance of the relationship, r-ratio was computed and an index of 35.32 was obtained. This was compared to the probability value of .000 at the 0.05 level of significance with a degree of freedom of 383, indicating that there is a significant positive relationship between management of problem-solving learning and caregivers' productivity (calculated $r = 35.32 < p\text{-value} = .000$ at $\text{sig} < 0.05$ and $\text{df} = 383$). Therefore, the null hypothesis of no significant relationship between management of problem-solving learning and caregivers' productivity is rejected. This implies that the relationship is positive and strong, and any increase in management of problem-solving learning tends to be accompanied by improvement in caregivers' productivity in nursery schools in Rivers State.

Hypothesis 2: There is no significant relationship between management of child-centeredness and caregivers' productivity in nursery schools in Rivers State.

Table 4: r-ratio on the management of child-centeredness and caregivers' productivity in nursery schools in Rivers State.

Variable	Σ	Σ^2	n	Df	ΣXY	r	r-ratio	p-value	Decision
Management of child-centeredness (X)	12416	3142							

385 383 2546 0.82 21.02 .000 Sig.
Rejected Ho

Caregivers' productivity (Y) 21220 3349

Result from table 4 reveals that a high positive relationship exists between management of child-centeredness and caregivers' productivity. To establish the significance of the relationship, r-ratio was computed and an index of 21.02 was obtained. This was compared to the probability value of .000 at the 0.05 level of significance with a degree of freedom of 383, indicating that there is a significant positive relationship between management of child-centeredness and caregivers' productivity (calculated $r = 21.02 < p\text{-value} = .000$ at $\text{sig} < 0.05$ and $\text{df} = 383$). Therefore, the null hypothesis of no significant relationship between management of child-centeredness and caregivers' productivity is rejected. This implies that the relationship is positive and strong, and any increase in management of child-centeredness tends to be accompanied by improvement in caregivers' productivity in nursery schools in Rivers State.

Summary of Findings

The findings of this study are summarized as shown below:

1. The finding in table 1 revealed that there is a high positive relationship between management of problem-solving learning and caregivers' productivity in nursery schools in Rivers State. Therefore, the null hypothesis of no significant relationship between management of problem-solving learning and caregivers' productivity is rejected.
2. The finding in table 2 revealed that there is a high and positive relationship between management of child-centeredness and caregivers' productivity in nursery schools in Rivers State. Therefore, the null hypothesis of no significant relationship between management of child-centeredness and caregivers' productivity is rejected.

Discussion of Findings

Management of problem-solving learning and caregivers' productivity in nursery schools

The finding in table 1 revealed that there is a high positive relationship between management of problem-solving learning and caregivers' productivity in nursery schools in Rivers State. From the finding, problem solving is the foundation of young-child's learning. It must be valued, promoted, provided for, and sustained in the early childhood classroom (Mathew, Onimsi, Meligah & Abuh 2016). Opportunities for problem solving occur in the everyday context of a child's life. By observing the child closely, teachers can use the child's social, cognitive, movement, and emotional experiences to facilitate problem-solving and promote strategies useful in the lifelong process of learning.

Problem solving experiences gained in early childhood require participating in the learning process actively, doing research, proposing solution to the problems, discussing those solutions, applying their plans and cooperating with other people around. Thus, all these activities both provide children gaining new abilities and skills about the problem solving process through cooperating with their friends (Aydogan, 2014). Therefore, the null hypothesis of no significant relationship between management of problem-solving learning and caregivers' productivity is rejected.

Management of child-centeredness and caregivers' productivity in nursery schools

The finding in table 2 revealed that there is a high and positive relationship between management of child-centeredness and caregivers' productivity in nursery schools in Rivers State. From the finding, Child-centeredness is placing the pupil at the centre of the learning process in classroom (Nelly, 2016). The caregiver provides pupils with opportunities to learn

independently and from one another and coaches them in the skills they need to do effectively (Collins & O'Brien, 2013).

The original education schedule considered to be teacher-centered, placed all the emphasis on the teacher and not the students, still dominated the education scene. In the traditional epoch, scholars widely adopt more important child – centered methods to impart knowledge to learner's comparative to student – centered methods. With the advent of the concept of discovery learning approach, scholars widely adopt child-centeredness to enhance active learning in classrooms. Therefore, the null hypothesis of no significant relationship between management of child-centeredness and caregivers' productivity is rejected.

Conclusion

The study concludes that there is a high and positive relationship between management of problem solving learning and child-centeredness as a correlate of caregivers' productivity in nursery schools in Rivers State.

Recommendations

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

1. Caregivers should be encouraged to centre their teaching on management of problem-solving learning that will improved caregiver's productivity.
2. The government and stakeholders should provide training to caregivers on management of child-centeredness to improve caregivers' productivity

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