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Editorial

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PERCEIVED FACTORS INFLUENCING GIRL CHILD ENROLMENT IN VOCATIONAL AND TECHNICAL EDUCATION IN BAUCHI STATE

By

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Abstract

The main purpose of this study is to find out the perception of parents towards girl child enrolment in to vocational and Technical Education. The research specifically sought to find out the perception of parents who are civil servant and parents who are non -civil Servants and the strategies for improving girl child enrolment in to vocational and Technical education. Three (3) research questions guided the study. The design for the study is a survey design. The study population consists of 300 parents, a sample of 80 parents were reached using Krejcie & Morgan table of sampling. The instrument used for the research was a structured questionnaire for the parents to get their perception. The data gathered were analyzed using mean and standard deviation. From the finding of the research, there is significance difference on the perception of girl enrolment into vocational and Technical education between civil and non-civil servant parents. It was recommended that Government should ensure good policy formation and implementation on vocational and Technical education with regard to girl child. Lastly, parents who are non-civil servants need to be enlighten or the importance of girl child in the field or Vocational and Technical Education.

Keywords: Vocational and Technology, Girl-child, Education

INTRODUCTION

Education is the bedrock of any meaningful development whereas vocational and technology education in particular is considered the cornerstone for any sustainable technological development in every nation (Okeke, 2012). Nigeria is a developing nation mainly subsisting on the technology of advance countries. There is the need therefore for the country to improve the vocational and technology level of her citizens one of the means of achieving these is through strengthening the application of Vocational and Technology Education (VTE) courses from the lower up to the upper level of education (Adamu, 2012). By so doing the country will be able to boost her citizens (both males and females) educational and occupational aspirations thereby improving their living standard.

Vocational and Technology Education (VTE) comprise of two basic fields namely. Vocational Education focuses on the jobs and occupation which do not require extensive theoretical knowledge by implication addresses more of practical and manual competencies and skills. While technology education relates to jobs and occupations requiring a thorough knowledge of the theory and a solid scientific and technological based, though both required a grounding knowledge in general education (Okorie, 2013). VTE by its nature is concerned with all the three domains of knowledge (cognitive effective and psychomotor). That is to say for someone to be able to excel in any field of vocational or technological education courses, he or she must have the intellectual ability, interest and manipulative aspect.

It is against this background that the federal government of Nigeria emphasizes in National policy on education (2014) the inculcation of scientific and technological studies in our schools from the lower up

to the upper level of education, which gave birth to vocational and technology education. But this notwithstanding, various vocational and technological education literatures such as that of allele & Toren (2014), Okeke (2012) revealed low enrolment of female in vocational and technological education courses compared to their male counter parts, and why this gap between boys and girls in their quest to excel in such areas. Based on these, the researcher sought to ascertain why the continuous low enrolment of female in technology and vocational education courses.

The Nigeria philosophy of education defined in the national policy on education (Federal Republic of Nigeria, 1998; 2004) is the development of the individual into a sound and effective citizen and the provision of equal educational opportunities for boys and girls. Girls and women stand out clearly, as an academic disadvantaged group especially in the vocational and technical field of engineering, agricultural and medical sciences. The low presence of girls / women in the vocational and technical courses has been established by many scholars (Yoloye, 1994; Erinosh, 1998; Fakorede, 1999). Technical and vocational education in the national policy on Education (FRN, 2004) is that aspect of education which leads to the acquisition of practical and applied skills as basic scientific knowledge. It aims are:

- i. To provide trained manpower in applied science, technology and commerce particularly at sub-professional grades.
- ii. To provide technical knowledge and vocational skills necessary for agricultural, industrial, commercials and economic development.
- iii. To provide people who can apply scientific knowledge to the improvement of and solution of environment problems for use and convenience of man.

Although government policy insists on Gap/Imbalance between male and female education arose from a lot of cultural practices in society resulting from deeply fixed prejudices, attitudes, customs, behavioral decisions and procedure. And these combine to discriminate against women rights and access to educational opportunities. Religious and cultural practices biased against women are long aged problems (Egun & Tibi, 2010) and Igbe (2007) stressed that the belief that women being God's creation is a weaker vessel and has shallow brain buttressed this point equal opportunities for all, women enrolments in science and technology education in secondary and tertiary institutions have not been encouraging.

Sex-stereotyped occupation of the male over the female is a culture which has reinforced the notion of women into believing that it is taboo to venture into an occupation that is preserve of the males. This no doubt has affected marriages, as women that have ventured into such vocations find it difficult getting married. Gender differential treatment is extending to classroom lessons. While the boys are expected to do better in mathematics and science, the girls are expected to do better in-home economics and certain art subject (Nnachi, 2008). Thus, intellectual psychology of depression is developed against female potentials.

This state of gender literacy disparity stem from low female enrolment, high female attrition from school and lack of access to education. Poor access and limitation of vocational and technical education to the female population means low empowerment of a group that is needed for national development. Investing in formal and non-formal education and training of females have proved to be one of the best means of achieving development and economic growth that are both sustained and sustainable. This is in line with the World Bank (1996) cost-benefit analysis which indicated that investment in the education of females has the highest rate of return than any possible type of investment in developing nations.

Educating parent on the importance of female education, there is the need for parents to be enlightened by government on the benefit of women education. This could be achieved through mass mobilization campaigns using the various media (in local languages) and the use of women occupying respectable positions in the society as resource persons. This agrees with Bagshaw (2006). He acclaims that women are better leaders, out passing on such skills as creating and articulating vision, setting clear

directions, taking charge, being an inspirational model, setting high standard performance and assuming responsibilities.

Increasing the number of female teachers in schools. This will fade away the impression of certain jobs being meant for a particular sex. The presence of more female teachers in schools of vocational and technical colleges will not only encourage but will also motivate girls into taking vocational/technical courses in school and striving for higher positions.

Statement of the Problem

Nwagu (2013) reported that women are grossly underrepresented in vocational and technology courses both at the secondary and tertiary levels and it was attested that this was associated with socio-cultural as well as self-defeating attitudes of the perception of parent towards girl child enrolment in such areas as their choices of career. Also, this notwithstanding various vocational and technical education literatures such as that of Abdullahi (2008) and Allele (2013) reported low enrolment of females in vocational and technology education as compared to their male counterparts.

The federal government of Nigeria as reported in the National Policy on Education (2012) has gone premium to scientific and technological studies and did not discriminate between boys and girls in their quest to such area of studies in schools. UNESCO (2010) reported that women make up more than 50% of the Nigerian population. If this more than 50% of the Nigerian human resources is ignored by focusing on men only in such area of study, therefore, this omission could be detrimental to the future of the society at large. Along this line, emperical studies need to be conducted which will address some of the issues raised.

Purpose of the Study

The main purpose of this study is to determine parent's perception towards female enrolment in vocational and technology education. Specifically, the study sought to;

- i. Find out the perception of parents who are civil servant in enrolling girl child in vocational and technical education.
- ii. Find out the perception of parents who are non-civil servant in enrolling girl child in vocational and technical education.
- iii. Determine Strategies for improving girl child enrolment into vocational and technical colleges.

Research Questions

The following research questions were formulated to guide the study

- i. What is the perception of parents who are civil servant in enrolling girl child in vocational and technical colleges?
- ii. What is the perception of parents who are non-civil servant in enrolling girl child in vocational and technical colleges?
- iii. What are the strategies for improving Girl Child Enrolment into vocational and technical colleges?

METHODOLOGY

The research design for this study was that of a survey. The area of the study covered all the vocational and technical colleges across Bauchi state. 300 parents of girl child students enrolled into the 8 vocational and technical colleges across Bauchi state were used as the population for this study out of which 80 parents were selected as the sample which was reached using Krejcie & Morgan (1970) table of specification. For the purpose of this study Perception of Parents on Girl-child Enrolment Structured Questionnaire (PEPAGESQ) developed by the researchers, was used as a method for data collection, which was subjected to validation by two experts in vocational and technology education department of Abubakar

Tafawa Balewa University, Bauchi. The reliability Coefficient of the instrument was found to be 0.89 hence, the instrument was considered reliable. The data was collected from the respondents by the researchers and two trained research assistants, who assisted in the distribution and collection of the questionnaires from the respondents. The data were analyzed using mean and standard deviation. Mean and standard deviation was used to answer all the research questions.

RESULTS AND DISCUSSION

Research Question One

What is the perception of parents who are civil servants in enrolling their girl child into vocational and Technical Education?

From the table below items number 2,4,5,6,7 and 8 were accepted the mean of 2.50 and the standard deviation of 1.0 and above while item number 1 and 3 has the mean of 2.0 and 2.4 and standard deviation of 1.4 and 1.1 respectively which have been rejected because the mean is less than 2.50.

Table 1: mean and standard deviation Responses on the Perception of Parents who are Civil Servants.

S/N	Item	Mean	SD	Remark
1.	Parents who are civil servant values VTE than parents who are non-civil servant	2.0	1.4	Rejected
2.	Financial status of parents of parents who are civil servant affect their perception in enrolling girl child to VTE	2.6	1.2	Accepted
3.	Education backgrounds of parent who and civil servants affect their perception in enrolling girl child in VTE	2.4	1.1	Rejected
4.	Socio-cultural belief of parents who are civil servant affect their perception in enrolling girl in VTE	2.5	1.3	Accepted
5.	Government commitment and support to VIE affect their perception in enrolling girl child in VTE	2.5	1.6	Accepted
6.	Sex role exception of parents who are civil servants affect their perception in enrolling girl child in VTE	2.5	1.2	Accepted
7.	Practical nature of VTE courses affect the perception of the parent who are civil servants in enrolling girl child into VTE	2.5	1.4	Accepted
8.	Teachers attitude toward girl child affect the perception of parents who are civil servants in enrolling girl child in VTE	2.6	1.2	Accepted
Grand Mean		19.6	10.4	

Research Question Two

What are the perceptions of parents who are non-civil servants in enrolling their girl child into vocational and technical education?

From the table above all the items 1, 2,3,4,5,6,7,8, have the mean of 1.5, 1.7, 2.1, 2.2, 1.8, 1.6, and 1.5 and the standard deviation of 0.8, 0.5, 0.9, 1.0, 1.0, 1.3, and 1.0 respectively. All the respondents disagree with the strategies of improving girl child enrolment into vocational and technical education in Bauchi State Technical Colleges.

Table 2: mean and standard deviation responses on the perception of parents who are non-civil Servants.

S/N	Items	Mean	S D	Remarks
1.	Parents who are non-civil servants did no value VTE therefore does not enroll their girl child	2.7	1.4	Accepted
2.	Financial statues of parents who are non-civil servant affect their perception in girl child in VTE	2.3	1.0	Rejected
3.	Lack of educational background of parents who are non-civil servants does not allow them to enroll their girl child in VTE.	2.3	1.2	Rejected
4.	Socio belief of parents who are non-civil servants affect their perception in enrolling girl child in VTE	2.2	1.1	Rejected
5.	Government commitment and support to VTE affect the perception of parents who are non-civil servants in enrolling the girl child in VTE	2.6	1.3	Accepted
6.	Sex role expectation of parents who are non-civil servants affect their perception in enrolling the girl child in VTE	2.3	1.2	Rejected
7.	Practical nature of VTE affect the perception of parent who are non-civil servant in enrolling girl child in VTE	2.5	1.1	Accepted
8.	Teachers attitude toward girl child student affect the perception of parents who are non-civil servant in enrolling girl child in VTE	2.6	1.2	Accepted
	Grand Mean	19.5	9.5	

Research Question 3

What are the strategies for improving girl child enrolment into vocational and technical education?

From the table above all the items 1, 2, 3, 4, 5, 6, 7, 8 have the mean of 1.5, 1.7, 2.1, 1.5, 2.2, 1.8, 1.6 and 1.8 and the SD of 0.8, 0.5, 0.9, 0.9, 1.0, 1.0, 1.3, and 1. All the respondents disagree with the ways of improving girl child enrolment in to vocational and technical education mention in the questionnaire 3.

Table 3: Mean and Standard Deviation Responses on the Strategies of Improving Girl Child Enrollment into VTE.

S/N	Items	Me. \bar{x}	Standard Deviation	Remark
1.	Public enlightenment campaign by civil society organization can improve girl child enrolment in VTE	1.5	0.8	Rejected
2.	Change in parents' socio – cultural belief can improve girl child enrolment in VTE	1.7	0.5	Rejected
3.	Minimizing stereotyping can improve girl child enrolment in VTE	2.1	0.9	Rejected
4.	Government intervention by way of providing good policies on VTE with regard to girl child can improve their enrolment in to VTE	1.5	0.9	Rejected
5.	Intervention by international donor agencies such as UNICEF, and USAID toward girl child can improve their	2.2	1.0	Rejected

S/N	Items	Me. \bar{x}	Standard Deviation	Remark
	enrolment in to VTE			
6.	Participation of our religious leaders and organization can enhance girl child enrolment in to VTE	1.8	1.0	Rejected
7.	Government should establish vocational and technical education for girl child only	1.6	1.3	Rejected
8.	Teachers should avoid criticism which could affect girl child self- image and capabilities to learn VTE	1.8	1	Rejected
	GRAND MEAN AND S. D.	12.6	6.1	

Source: Field Work, 2016.

FINDINGS OF THE STUDY

The following findings were made;

- i. There are indications that parents who are civil servant have higher perception of girl child enrolment in to vocational and technical education and are those who are enrolling their girl child.
- ii. The findings also indicate that parents who are non-civil servant have lower perception of girl child enrolment in to vocational and technical education and are those who are not allowing their female children to be enrolled.
- iii. The findings concluded that enlightenment campaign need to be done by the Bauchi state government and various non-governmental organization to the parents generally on the importance of girl child enrolment in the field of vocation and technical education in Bauchi state.
- iv. Bauchi state government should also strive to put more effort in ensuring that there are equal enrolment/admission between male and their female counterpart into all the vocational and technical colleges/schools within the state.

DISCUSSION OF FINDINGS

From table 1 and 2 above, there is evident from the perception mean scores and variance (3.32 and 2.23 respectively) obtained by parents who are civil servants, which is higher than other means (2.43 and 1.53 respectively) obtained by parents who non-civil servants. This means that parents who are civil servants have a good perception on girl child enrolment in to vocational and technical education, than parents who are non-civil servants. The result of this research supported the one conducted by Ndahi (2002) that parents play a significant role in shaping direction or path their children follow in their latter years, therefore educated parents who are working class have greater influence toward enrolling their girl-child into vocational and technical education and education generally.

The findings on table 3 above, the strategies for improving girl child enrollment into vocational technology in Bauchi state in which the respondents agreed with all the strategies identified which is in line with the findings of Ngugi and Muthima (2017) that raising national advocacy and awareness and commitment by government and stakeholders would enhance female enrollment into technical and vocational education program among others in Bauchi state and beyond.

CONCLUSION

Based on the findings of the study, there are indications that financial status, socio – cultural belief and practical nature of vocational and technical courses are key factors that affect the perception of parents

who are non-civil servants in enrolling their girl child in vocational and technical education. Girls indicated that their interest or lack of interest in vocational and technical education was based on their parents' opinion about the field of study (Ndahi, 1987).

RECOMMENDATIONS

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

- i. Bauchi state Government should ensure good regular policies and implementation on vocational and technical education with regard to girl child enrolment and sustainability.
- ii. Civil society organizations, religious leaders and traditional rulers in Bauchi state should improve their public enlightenment campaign on the importance of girl child education especially in the field of vocational and technical education, particularly to those parents who are non-working class or have no western education to enroll their female children in that area of study.
- iii. Effort by Bauchi state Government through the ministry of education should be made to increase the number of well-trained female teachers in vocational and technical education courses to act as role models in the related area.
- iv. Bauchi state government should ensure equal and unbiased admission between males and females into all the vocational and technical colleges/schools within the state and ensure that there are no females dropouts.

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**CHALLENGES OF PRE-PRIMARY EDUCATION IN THE ERA OF DWINDLING ECONOMY:
IMPLICATIONS FOR PLANNING AND ADMINISTRATION**

By

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ABSTRACT

This paper looked at the meaning of pre-primary education, purpose of pre-primary education and brief history of pre-primary education in Nigeria. It also looked at the efforts made by successive governments to achieve pre-primary education and challenges of pre-primary education in an era of dwindling economy. The paper concludes that, having thorough knowledge of what and how education is handled at the pre-primary school level is imperative; this would lay foundation for a more advance future adult society. The paper suggests among others that, pre-primary education in Nigeria should be refocused towards entrepreneurship to enable children have entrepreneur knowledge through play to face an era of dwindling economy as adults.

KEYWORDS: Pre-primary Education, Dwindling Economy, Planning and Administration**INTRODUCTION**

Sound knowledge is the key to the development of every contemporary society. The beginning of this sound knowledge is acquired in education especially at the pre-primary school stage which is often described as the bedrock upon which all other levels of education are built. Pre-primary education inculcates in children the ability to face their challenging future with the provision of critical knowledge through creativity and understanding of the world around them by exploring the environment.

Planning according to Wikipedia (2017) is the process of thinking about and organizing the activities required to achieve a desired goal. In education, the desired goal of learners and the society is paramount; thus, planning strives to research, develop, and advance policies, programmes and reforms within education to achieve the desired goals of learners and the society. Administration on the other hand is the activities that are involved in managing the work of an organisation. Education as an organisation means a social unit that is structured and managed to meet the needs or to pursue collective goals. Educational administration to Enoh (2003) is primarily concerned with two main areas. These areas are the overall running of an entire education system as well as the ways and methods which schools are administered. All these areas are important in the era of dwindling economy.

Economy is the state of a country or region in terms of the production and consumption of goods and services and the supply of money (Wikipedia, 2017). Dwindling according to Collins English Dictionary (2014) is growing less in size, intensity or number until there is nothing or almost nothing left (diminishing or shrinking gradually). Dwindling economy therefore is the diminishing or gradual shrinking of the production and consumption of goods and services and the supply of money. The Nigeria's dwindling economy according to Economic Confidential (2016) can be linked to American recession of early 21st

century which lasted for about four years and the tremendous fall of crude oil in the international market. This has resulted in the devaluation of Naira, difficulties in job creation and redundancy in industries. Soyinka (2017) however, is of the opinion that the current situation of Nigeria's economy is as a result of mis-governance. The scholar suggested that emergency economic conferences should be organized to march the country forward. It is therefore very important for the education planning and administration to be aware of the problems of pre-primary education sector in the dwindling economy in order to move the sector forward.

Meaning of Pre-primary Education

Pre-primary education has been defined variously by different scholars. Maduewesi (1999) defined the concept as a semi-formal education arrangement mostly outside the home, where young children from about three years old are exposed through play-like activities in a group setting to mental, social and physical learning suited to their developmental age until the mandatory age of primary school approved by the government. The Federal Republic of Nigeria (2014) defined the concept in the National Policy of Education as education given in an educational institution to children aged three to five prior to their entering in the primary school. The following terms are used for this level of education interchangeably: Nursery Education, pre-primary education, Parental cooperative Schools, Laboratory or practicing Schools, Kindergarten, Day-care, Child-care centres, play group, Creche, kindergarten, infant classes.

Purpose of Pre-primary Education

The operational purpose of pre-primary education in Nigeria as enshrined in the National Policy on Education by the Federal Republic of Nigeria (FRN, 2014) includes:

- a. Effect a smooth transition from the home to the school
- b. Prepare the child for the primary level of education
- c. Provide adequate care and supervision for the children while their parents are at work (on the farm, in the market, offices, etc.
- d. Inculcate social norms
- e. Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys, etc
- f. Develop a sense of co-operation and team-spirit
- g. Learn good habits, especially good health habits and
- h. Teach the rudiments of numbers, letters, colours, shapes, forms, etc through play

The implementation steps the government designed to achieve the objectives of pre- primary education are outlined in the National policy as follows;

- a. Encourage private efforts in the provision of pre-primary education
- b. Making provision in Teacher Training Institution for production of specialist teacher in Pre-primary education.
- c. Ensuring that the medium of instruction will be principally the mother-tongue or the language of the local community. (i) Develop the orthography for many more Nigerian languages, and. (ii) Produce textbooks in Nigerian languages,
- d. Ensure that the main method of teaching in the pre-primary institutions will be through play and that the curriculum of teacher training college is appropriately oriented to achieve this. To this end the teacher-pupil ratio shall be 1-25
- e. Set and monitor minimum standard for early child care centres in the country, and
- f. Ensure full participation of government, communities and teachers associations in the running and maintenance of early childhood education facilities.

Brief History of Pre-primary Education in Nigeria

Pre-primary school system in Nigeria is largely a post-colonial development. The semblances of it during the colonial era were the Kindergarten and infant classes, which consisted of groups of children considered not yet ready for primary education. Tor-Anyiin (2008) stated that grouping for instruction in schools was not age-based during that period for some children aged six or even more, were found in some of the infant classes.

In the pre-independence era, all efforts for provision of pre-primary education were confined to the voluntary sector and received little or no support from the government. It was the introduction of National Policy on Education in 1977 by the then military government of Nigeria that the importance and need for this level of education was given official recognition and linked with the child's educational performance in primary school. Gradually, pre-primary institution stayed, and by 1985, Nigeria had about 4200 pre-primary educational institutions (Tombowua, 2013). The number increased by 1992 to about 8,300 (Federal Government of Nigeria/UNICEF 1993). Nowadays, early childhood educational institutions are located in various places, campuses of universities and Colleges, premises of some industries and business organizations, church premises, residential buildings with unprecedented expansion owing to the high demand for early childhood care and education by parents.

Efforts made to achieve success in the Pre-primary Education System

Successive governments in Nigeria and other non-governmental agencies have made some efforts to develop pre-primary education sector. This is evident as follows:

1. School feeding programmes: this programme is divided into two aspects; the on-site meals and the take-home rations. On-site meals are food that are distributed to children while at school during morning and afternoon while take-home rations are a collection of basic food items such as bag of rice and bottles of cooking oil to the families of children that attends school. This programme is seen by World Bank (2012) as a targeted social safety nets that provides both educational and health benefits to children especially the vulnerable children thereby increasing enrolment rates, reducing absenteeism and improving food security at home. In Nigeria, few state governments have pilot tested this programme.
2. Provision of pre-primary schools: The Universal Basic Education (UBE) Act 2004 has an expanded scope which includes programmes and initiatives for pre-primary education. The Act has made provision for every public primary school to have a pre-primary school linkage to cater for children aged 3-5 years. This is also captured in the National Policy on Education (NPE) section 2.
3. Establishment of pre-school teacher training programmes: Early childhood care has been included in the Bachelor/Master's degree curriculum of the Faculty of Education of some of Nigeria's Universities. The concept has also been integrated in the syllabus of Colleges of Education throughout the country. These teachers will train children to face their future even in the critical times.
4. The Child Right Act 2003, the UBE Act 2004, the National Policy on Education 2014, Food, Nutrition and Health are laws and policies which have given shape to different sector-interventions on pre-primary education in Nigeria.
5. Launching of the children and AIDS campaign in Nigeria with increased focus, care and attention to children affected by the HIV and AIDS' scourge. Increased advocacy has been mounted with government and other stakeholders to ensure that young children are fully protected from the scourge of the disease which may affect children even in the era of dwindling economy.

Challenges of Pre-primary Education in the Era of Dwindling Economy

Despite the numerous contributions of government and other stakeholders to the development of pre-primary education system in Nigeria, several problems still persist. These include:

1. **Malnutrition:** Nutrition is essential for pre-primary school children because proper nutrition helps prevent illness and affects their growth, development and learning. When children feel good physically, they are able to take part in the activities they enjoy, they may also perform academically well because adequate nutrition creates a sense of well-being and increases mental clarity. Mal-nutrition during these years that is cause by dwindling economy would impair children's cognitive development as well as their ability to explore their environments.
2. **Lack of textbooks in the Nigerian languages:** Even though the Federal Republic of Nigeria (2014) stipulated that at this level of education, the government shall ensure the medium of instruction to be principally the mother-tongue or the language of the immediate community; and to this end produce textbooks in Nigerian languages. These textbooks are not adequately available because authors do not have enough to publish in the era of dwindling economy.
3. **Teacher-Pupil Ratio:** The policy position of teacher pupil ratio of 1:25 in Nigeria is not adhered to in the era of dwindling economy as profit maximization is the topmost concern by businessmen/women. As such, employing more teachers to maintain this ratio is not beneficial to them, hence, pre-primary institutions have a ratio that depends on available children. This will not give children the desired focus because the teacher-pupil ratio determines how information will be disseminated.
4. **Quality and Qualification of Teachers:** The quality of teachers according to Okoro (2004) determines the strength of any educational system and the value of the learners. In Nigeria as stated by Tombowua (2013) it is only a few of the pre-primary schools especially those owned by educational institutions, private companies and wealthy individuals that can afford to engage the services of university graduate teachers and holders of Nigerian Certificate in Education (NCE) qualifications who are competent and committed. As a result of dwindling economy, most proprietors employ a few NCE teachers (if any at all), who are usually underpaid, while others employ secondary school leavers with school Certificate or General Certificate qualification. In a situation where most of the teachers in our early childhood institutions are unqualified and/or unprofessional, effective teaching and learning cannot be achieved.
5. **Laxity on supervisory units in education sector:** The primary task of inspectorate services as stated by Aye (2006) is to ensure quality control in accordance with the laid down regulations establishing an education institution. However, in some pre-primary schools, these guidelines are not obeyed due to laxity on the supervisory unit as a result of dwindling economy.

Implications for Planning and Administration

The success of any educational programme depends on proper planning and efficient administration. Educational planning and administration evolve to guide the allocation and utilization of educational resources (both human and material resources) in the school system. In this regard, planning and administration of pre-primary school system in the era of dwindling economy has become indispensable tool. It will prescribe the necessary activities for the system to realize its goals through play; it will also give direction to the administrators in delivering their products and services. On the other hand, the fundamental objectives of pre-primary school system that will be planned in the era of dwindling economy may be fully and efficiently realized with the administration which includes the organization and structure, inspection and supervision and proprietorship and control.

CONCLUSION

Pre-primary school as describe here is a foundation for every education. Civilized societies use the opportunity of early childhood education to lay the foundation for a more advanced future adult society in every situation. As a common practice in Nigeria today with challenges especially in the era of dwindling economy. Addressing the challenges faced by this level of education is fundamental for both the children whose life opportunities are at stake and for the society whose goals demand that children be prepared to begin school, achieve academic success, and ultimately sustain economic independence and engage constructively with other adult citizens. By doing so, planning and administration of pre-primary school in Nigeria should be geared towards children understanding economic situations through play at the tender age.

RECOMMENDATIONS

The following recommendations were made:

1. Pre-primary schools should be established separately from primary schools for proper planning and administration in the era of dwindling economy for assessment of quality learning that would include evaluation of inputs, environments, processes and outcomes.
2. Pre-primary education in Nigeria should be refocused towards entrepreneurship to enable children have entrepreneur knowledge through play to face an era of dwindling economy as adults.
3. The government should extend and implement the school feeding programme at the pre-primary school level to encourage parent sends their children to school even in the era of dwindling economy since the pre-primary school is the bed rock of education.

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GENDER DIFFERENCE IN THE LEVEL OF COGNITION EXHIBITED BY SENIOR SECONDARY SCHOOL AGRICULTURAL SCIENCE TEACHERS IN BAUCHI STATE

By

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ABSTRACT

The study was conducted to assess gender difference in the level of cognition exhibited by senior secondary school agricultural science teachers in Bauchi State. Two research questions and two hypotheses were formulated to guide the study. The study adopted descriptive survey research design. The area of the study was Bauchi State of Nigeria. The population of this study was all the 168 graduates' teachers teaching agricultural science in the public senior secondary schools of Bauchi state. A stratified random sampling technique was used to select the respondents. Florida taxonomy of cognitive behaviour was used as instrument for data collection. The instrument was pilot tested using thirty (30) Agricultural science teachers outside the study area in some selected senior secondary schools of Gombe State and a reliability coefficient of 0.977 was obtained. The instrument was administered to one hundred and twenty (120) respondents. The Data collected was analysed using descriptive statistics and t-test. The results revealed that male agricultural science teachers exhibited higher level of cognition than female teachers at both lower and higher levels of cognition and both groups teach more at lower cognitive level (knowledge and comprehension) than at higher cognitive level (application, analysis, synthesis and evaluation). There was a significant difference between level of cognition of male and female agricultural science teachers in secondary schools at both lower and higher cognitive levels. It is recommended that teachers training institution should intensify effort at producing teachers that will be able to teach Agricultural science both lower and higher levels of cognition at senior secondary school levels.

Key words: Cognition, Exhibited, Male, Female Agricultural science teachers.

INTRODUCTION

Cognition is whatever gives the cognitive systems what to do and how it is done. In essence, cognition is the catalyst to performance. In teaching and learning, both genders do cognize while on teaching process. As a matter of fact, all cognizes' performance capacities exist as a result of individual's level of Cognition. Meanwhile, the cognitive levels may be a basis to teachers desire to adopt and effectively use both lower and higher levels of cognition (Lawunmi 2010). One of the most frequently cited and applied systems for categorizing cognitive processes has been the classification system proposed by Blooms taxonomy of educational objectives. This taxonomy identifies six hierarchical levels of knowledge, comprehension, application, analysis, synthesis and evaluation. The first two levels of blooms taxonomy of educational objectives (knowledge and comprehension) are typically referred to as lower level cognition and the four highest levels (application, analysis, synthesis, and evaluation) represent higher cognition as

they involve more complex cognitive processing. Although Bloom's Taxonomy has been widely accepted and used by both male and female educators and researchers in the field of education (Adodo, 2014), it is important to note that the cognitive levels are cumulative in structure as each level integrates and builds upon the cognitive activities of the levels below, implying a type of sequence, or a hierarchy, to the levels of thinking. The six levels are as follows: (Christiana & Chukwuma, 2003).

Knowledge: Involves the recall of specific facts and theories, methods and processes. This level emphasizes remembering learned material. Common action terms include: list, define, label, match, and designate who, what and when.

Comprehension: Represents the lowest level of understanding. The individual knows the information which is being communicated and can make use of the material without relating it to other information or seeing its fullest implications. Common action terms include: explain, paraphrase, summarize, rewrite, and give examples.

Application: Focuses on having students apply what has been learned to different situations and learning tasks, requiring students to use information that they know and understand. Common action terms include: compute, demonstrate, use, predict, discover, and solve.

Analysis: Involves breaking down the information or situations and separating them into their component parts, focusing on the relationships of these parts with each other and with the whole structure. Common action terms include: differentiate, discriminate, relate, diagram, and distinguish.

Synthesis: Focuses on the combination of learned elements and parts to form a new whole. This includes working with pieces and elements and arranging them so as to create a new form, pattern or structure of the information. Common action terms include: create, compose, produce, and develop.

Evaluation: Involves making judgments about the value of material and methods for given purposes. Judgments are made based on standards or criteria, either established by or provided for the student or those determined by the student. Common action terms include: justify, compare, contrast, evaluate, and interpret.

Statement of the Problem

Considering the teachers level of cognition, Adodo (2013) reported that our problem in Nigeria lies on the male and female agricultural science teachers that do not choose to use or encourage higher cognitive levels of application, analysis, synthesis and evaluation during teaching and learning process that might not lead to the attainment of the schools' objectives and national goals on education of the nation. Teachers may be qualified to teach agricultural science in terms of qualification but insufficient to exhibit lower and higher cognitive levels in the classroom. Nevertheless, it is then realistic that learning will be at an optimum when teachers are well trained in the use of cognitive, affective and psychomotor domain of education. This calls for the teacher to show high level of competencies and skills in evaluating cognitive and non-cognitive behaviour of student. A close observation and analysis of typical teacher behaviour in our secondary schools reveals the level of incompetency in the use of higher level of cognition exhibited by female teachers than male teachers in the use of cognition (Arowolo 2011). Both male and female Agricultural science teachers during teaching and learning process at senior secondary school level lay more emphasis on lower cognitive levels (knowledge and comprehension) while the higher cognitive levels (application, analysis, synthesis, and evaluation) have not always been effectively used (National Teachers Institute 2013).

Purpose of the Study

The main purpose of this study was to assess variation in the level of cognition of male and female secondary school agricultural science teachers. The study intended to:

1. Determine the demographic characteristics of the agricultural science teachers in Bauchi State.
2. Determine the gender difference in the level of cognition exhibited by the senior secondary school agricultural science teachers in Bauchi State.

Research Questions

1. What are the characteristics of agricultural science teachers in Bauchi State?
3. What is the gender difference in the level of cognition exhibited by senior secondary schools' agricultural science teachers in Bauchi State?

Hypotheses

The following null hypotheses were formulated to guide the study:

H_{01} : There is no significant difference between lower cognition level of male and female Agricultural science teachers in Bauchi State senior secondary schools.

H_{02} : There is no significant difference between higher cognition level of male and female Agricultural science teachers in Bauchi State senior secondary schools.

RESEARCH METHODOLOGY

The design of the study was a descriptive survey research design and the area of the study was Bauchi State with a population of 168 graduates' teachers teaching agricultural science (Ministry of Education Bauchi State, 2014) in the public senior secondary schools. Sixty (60) degree holders teaching Agricultural Science were randomly sampled from each of the two Education zones of Bauchi state making the total of 120 respondents using stratified random sampling. Florida Taxonomy of Cognitive Behaviour (FTCB) was used as instrument for data collection; Florida Taxonomy of Cognitive Behaviour (FTCB) was adapted from Ulmer (2005) to measure levels of cognitive behaviour of agricultural science teachers that provide a framework for observing and recording the cognitive behaviour of teachers. Instrument is made up of two sections (A and B). Section A seeks information on demographic characteristics of the teachers while, section B is a 55 observation items on seven levels of cognition. The seven levels of Florida Taxonomy of Cognitive Behaviour (FTCB) were identified and observers are to select the appropriate column in a scale of 1 – 10 options, where 1 is the lowest value and 10 is the highest value on the scale. The three sets of the instrument were validated by three experts from Agricultural Education Unit and Department of Educational Foundation both of Abubakar Tafawa Balewa University, Bauchi. The instrument was pilot tested on thirty (30) Agricultural science teachers outside the study area in some selected senior secondary schools in Gombe State and a reliability coefficient of 0.977 was obtained. The instrument was administered to one hundred and twenty (120) respondents in the sampled senior secondary schools of Bauchi State. The data collected was analysed using descriptive statistics and t-test.

RESULTS

Research Question One: What are the demographic characteristics of the agricultural science teachers in senior secondary schools of Bauchi State?

Table 1: Demographic Characteristics of the Respondents

Variables		Frequency	Percentage	Valid %	Cumulative %
Gender	Male	86	71.1	71.1	71.1
	Female	34	28.3	28.5	100
Total		120	100	100	

Table 1 present the demographic characteristics of the agricultural science teachers in Bauchi State with 71.1% of the teachers were male while 28.3% were female teachers, this indicates that male dominate the teaching of Agricultural Science in Bauchi State senior secondary schools.

Research Question Two: What is the gender difference in the level of cognition exhibited by senior secondary schools' agricultural science teachers of Bauchi State?

Table 2: Gender difference in the level of cognition Exhibited by Senior Secondary Schools Agricultural Science Teachers in Bauchi State

SN	Cognitive level	Male			Female			Both		
		Mean	SD	Variance	Mean	SD	Variance	Mean	SD	Variance
1.	Knowledge	6.16	.44	.19	5.84	.42	.17	6.00	0.43	0.18
2.	Comprehension	5.81	.42	.17	5.51	.91	.83	5.66	0.67	0.5
3.	Application	4.13	.91	.82	3.80	.44	.19	3.97	0.68	0.51
4.	Analysis	3.04	.35	.13	3.04	.62	.38	3.04	0.49	0.26
5.	Synthesis	2.60	.47	.21	2.43	.68	.46	2.52	0.58	0.34
6.	Evaluation	2.75	.92	.85	2.95	.49	.25	2.86	0.71	0.55

The level of cognition exhibited by senior secondary schools' Agricultural science teachers in Bauchi State at knowledge level was 6.16 for male, 5.84 for female and 6.00 for both male and female. This shows that male operate above female and when both groups are combined they operate at relatively high scale at the knowledge level of cognition.

The cognitive level exhibited by senior secondary schools' Agricultural science teachers in Bauchi State at the comprehension level were 5.81 for male, 5.51 for female and 5.66 for both male and female. This shows that male operate above female and both groups when combined operate at high cognitive level in comprehension.

At Application level of cognition male teachers had a mean of 4.13, female teachers were found to have 3.80 and 3.97 for both male and female. This shows that male Agricultural science teachers operate high above female and they all operate at lower level of cognition. The analysis level of cognition exhibited by Agricultural science teachers shows that both male and female have the same mean of 3.04. These show that male and female teachers operate at the same level and when combine they operates at lower cognitive level.

The cognitive level exhibited by Agricultural science teachers at synthesis level was 2.60 for male and 2.43 for female and 2.52 for both male and female. This show that male operate slightly above female and they all operate at lower cognitive level.

The level of cognition exhibited by senior secondary schools' Agricultural science teachers in Bauchi State at evaluation level was 2.75 for male, 2.95 for female and 2.86 for both male and female. This shows that female operate slightly above male and both of them when combine they operate at low level of cognition.

Hypothesis

H₀₁: There is no significant difference in lower cognitive level of male and female Agricultural science teachers in Bauchi State senior secondary schools.

Table 3: t-test of the Difference in lower cognitive level of Male and Female Agricultural Science Teachers in Senior Secondary Schools.

Variables	N	Mean	SD	df	t cal	P value	Decision
Male	86	6.0172	.45753	119	.153	0.05	Significant
Female	34	5.7000	.67295				

Table 3 showed that significant difference exists in the lower cognitive level of male and female teachers. The table shows that the calculated value of t was 0.153 at degree of freedom 119 is greater than $p < 0.05$ level of significant set for the study. Also, the male agricultural science teachers show higher level of cognition than female teachers with a mean value of 6.01 against the mean score for the female teacher which is 5.70. Therefore, the null hypothesis which stated that there is no significant difference between level of cognition of male and female Agricultural science teachers in Bauchi State senior secondary schools was rejected and this implies that there was a significant difference in the lower cognitive level of male and female Agricultural science teachers in senior secondary school of Bauchi State.

H₀₂: There is no significant difference in higher cognition level of male and female Agricultural science teachers in Bauchi State senior secondary schools.

Table 4: t-test of the Difference in higher cognitive level of Male and Female Agricultural Science Teachers in Senior Secondary Schools.

Variables	N	Mean	SD	df	t cal	P value	Decision
Male	86	3.0308	.71876	119	.612	0.05	Significant
Female	34	2.8846	.73250				

Table 4 showed that significant difference exists in higher cognition level of male and female teachers. The table shows that the calculated value of t was 0.61 at degree of freedom 119 is greater than $p < 0.05$ level of significant set for the study. Also, the male teachers show higher level of cognition than female teachers with a mean of score of 3.03 against the mean score for the female teacher which is 2.88. Therefore, the null hypothesis which stated that there is no significant difference between level of cognition of male and female Agricultural science teachers in Bauchi State senior secondary schools was rejected and this implies that there was a significant difference in higher cognition level of male and female Agricultural science teachers in senior secondary school of Bauchi State.

This shows that there was a significant difference between level of cognition of male and female Agricultural science teachers at both lower and higher levels of cognition.

FINDINGS OF THE STUDY

1. Majority of the Agricultural science teachers in senior secondary schools of Bauchi State are males.
2. Male Agricultural science teachers in Bauchi State senior secondary schools exhibited higher level of cognition than female at both lower and higher levels of cognition and they both operate more at lower cognition (knowledge and comprehension) than at higher cognitive level (application, analysis, synthesis and evaluation).
3. There was a significant difference in the lower cognition level of male and female agricultural science teachers in Bauchi state senior secondary schools.

4. Male operates significantly difference from female agricultural science teachers in Bauchi state senior secondary schools at higher cognitive level.

DISCUSSION OF FINDINGS

The finding of the study revealed that majority of the Agricultural science teachers in senior secondary schools of Bauchi State were males. This finding was supported by Abdulhamid (2012) who reported that majority of secondary school Agricultural science teachers in his study area were males. The findings also supported by Kattlyn and Daniel (2008) who reported that large percentage of agricultural science teachers in the study area were males while females' percentage were very small in number. Ulmer (2005) findings reported that, the average agriculture science teachers in his study were males and their level of experience in the teaching of agricultural science students exhibited common cognitive behaviours. The finding also revealed that male Agricultural science teachers in Bauchi State senior secondary schools exhibited higher level of cognition than female at both lower and higher levels of cognition, but all of them teach Agricultural science at lower cognitive levels (knowledge and comprehension) than at higher cognitive level (application, analysis, synthesis and evaluation). The findings agreed with that of Emmanuel (2005) who reported that male horticultural science teachers preferred the field-independent learning style and their instruction occurred in the lower levels of cognition. The relationship between learning style and cognitive level of instruction of male and female horticultural science teachers indicated that field-dependent teachers tended to use a lower cognition of their teaching time at the knowledge level.

The findings also revealed that there was a significant difference between the level of cognition of male and female agricultural science teachers in Bauchi state senior secondary schools at both lower and higher cognitive levels. The findings were supported by Jonathan (2005) who reported that agriculture science teachers level of cognition and number of female teachers was found to have moderate difference and number of male agriculture science teachers was found to have very high difference with underclassmen but was found to have a low difference with upperclassmen. Number of males and total agriculture teacher cognitive behaviour was found to have a low relationship at both higher and lower cognitive behaviour levels. Total agriculture science teacher cognitive behaviour and number of underclassmen were found to have a low relationship. Number of male and female total agriculture teacher's level cognitive behaviour were substantially related. And upperclassmen had a higher correlation with total agriculture teacher cognitive behaviour. Number of males was also removed from consideration because of the very high correlation with number of underclassmen. Additionally, underclassmen had a higher correlation with total agriculture teacher cognitive behaviour than did number of males.

CONCLUSION

Although Bloom's Taxonomy has been widely accepted and used by many educators in the field of education and the six cognitive levels may be a basis for teachers to effectively use both lower and higher cognitive levels. Male and female Agricultural science teachers operate more at lower levels of cognitions (knowledge and comprehension) than at higher cognitive level (application, analysis, synthesis and evaluation).

RECOMMENDATIONS

4. Female Agricultural science teachers should improve levels of cognition so as to equate their male counterpart in teaching of Agricultural science in senior secondary schools.
5. Special in-service training for female Agricultural science teachers should be introduced by the government and other stake holders in the education sector in order to remediate difference in their cognition level.

6. More female Agricultural science teachers in senior secondary schools of Bauchi State should be employed by the government to teach Agricultural Science, this can help to encourage female students to engage in Agriculture right from the senior secondary schools' level.

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PLANNING AND ADMINISTRATION OF PRE-PRIMARY EDUCATION IN AN ERA OF DWINDLING ECONOMY IN NIGERIA

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ABSTRACT

The paper focused on planning and administration of pre-primary education in an era of dwindling economy. The study was an analytical overview of what other administrators and planners have stated, pointing out the objectives and purposes of Pre-primary education, issues, problems and recommendations. Based on the findings, it is recommended among others that the Ministries of Education in various states of the federation should ensure that every private owned pre-primary school is compelled to obey all the stipulated policies concerning administration and planning. Pre-Primary Education is a starting point for a child's development and the key foundation of the Nigerian educational system. Government should ensure that pre-primary school proprietors implement the policy statement on the medium of instruction in their institutions to maintain the mother tongue or language of the immediate community as the medium of instruction. To support this implementation, government should encourage and facilitate the writing of textbooks in Nigerian Languages beyond the three major languages (Hausa, Igbo, and Yoruba). This will enhance the children's cultural identity development. Government should ensure that the main method of teaching in Pre-Primary institution is through Montessori's play and that the Curriculum of teachers training Colleges is oriented to achieve this. In spite of these, the dwindling state of Nigerian's economy has made it very difficult to properly plan and administer Educational policies which has affected the enrolments, school facilities, instructional materials, teaching and non-teaching personnel among others. It is hoped that the recommendations would serve as solutions towards planning and administration of preprimary schools especially in an era of dwindling economy.

Key Words: Administration and Planning, Pre-primary, Dwindling Economy.**INTRODUCTION**

In every modern society it is believed that education is the key to national development and there is a need to maintain every level of education especially the pre-primary stage, because it is the bedrock upon which all other educational levels are built. Once a child misses that early stage it is usually difficult for the learner to get back to the basics. Pre-primary education is a common practice in most societies; they make provision for early childhood education programs of various types for children below the official school age (usually 6 years) mainly to prepare them for the rigorous of primary education and beyond. It should be noted that not everyone is in support of early childhood education. Robinson and Robinson (1968) hold the view that young children are not mature enough to learn complex task or skills that are required of them in the pre-school programs. They also argue that the love and warmth of a mother is more important in Pre-primary education.

Pre-primary education caters for children aged 3-5, prior to their entering primary school. It is estimated that only 4.7% of the pre-school age population have access to pre-primary education (UNESCO 2015 –World data on Education 6th edition – Nigeria). Pre-primary education aims at: facilitating a smooth

transition from home to school; providing adequate care and supervision for children while their parents are at work (on the farms, in the markets, offices, among others); preparing the child for primary education; inculcating social norms; the spirit of enquiry and creativity through the exploration of nature, and the local environment, playing with toys, artistic and musical activities, etc.; teaching co-operation and team spirit; teaching the rudiments of numbers, letters, colors, shapes, forms, etc., through play; teaching good habits, and especially good health habits.

The curriculum at the pre-primary level is broad, and the range of subjects offered is quite wide. It focuses on: English language, Mathematics (Arithmetic), Nigerian Languages, Writing, Reading, Rhymes, Social Studies, Music, Singing, and Elementary Science/Nature Study. At the pre-primary level, six periods for every five days per week are devoted to the teaching of English. This is the maximum number of weekly periods for any subject. Two periods are allocated to the local language. Another subject that is given prominence in the pre-primary school programme is Mathematics/Arithmetic. Five periods are allocated to this subject per week and, on the average, the children spend one period for thirty-minute period every five days of the week learning Mathematics. Topics like Counting, Recognition of numbers, Addition and Subtraction are also taught. This gives an important start in the acquisition of numeracy. Three periods are allocated to each of the following subjects: moral and religious instruction, writing, reading, drawing, rhymes, elementary Science/Nature study, Social studies, Handcraft and Music /Singing. On the average, instructional time consists of twenty-eight teaching periods per week.

The medium of instruction at this level is principally the mother tongue, or the language of the immediate community. The evaluation system is essentially based on continuous assessment. Continuous assessment is conceived as a cumulative record of the child's performance in various fields throughout his or her school career obtained through tests, quizzes, etc. The curriculum was reviewed and revised in 2003/04 using an integrated bottom up approach, targeting children age 0-5 years (UNESCO 2015) This revised curriculum has been approved for use by the government, and a training manual to facilitate use of the curriculum is in process of development. The training manual is expected to promote the integrated approach and converge all Sectoral interventions—health, nutrition, water and environmental sanitation, psycho-social care, early learning, child protection with the aim to fulfilling the rights of all young children and creating a conducive environment for them to survive, live, learn and reach their full potentials.

In 1991, the Early Childhood Care Development and Education now called Early Child Care Project was launched by the federal government in co-operation with the United Nations Children Emergency Fund (UNICEF). Early childhood care is now being taught and integrated the concepts in the syllabus of Colleges of Education throughout the country. Early childhood education has had increased focus of attention since 2000(UNESCO,2015). Although the establishment of early child care centres and pre-primary facilities is mainly private-sector driven, the government has taken significant steps to regulate this sector using the report of several commissioned studies or surveys through the development of curriculum guideline and training manuals as well as teacher training programmes in colleges of education and quality assurance of early childhood care and education. According to 1999 data, only about 18% of Nigerian children aged 36–59 months attend pre-primary centres. Female enrolment is 19% while male enrolment is 18%, showing an insignificant difference between boys and girls in access. The report also shows regional disparities in access and very significant differences between urban (37%) and rural (12%) areas (Federal Ministry of Education,2004).

Early Child Development (ECD) centres, day care centres and play groups, are usually for children aged 0-2 years and 2-3 years. The Universal Basic Education (UBE Act 2000) has an expanded scope which includes programmes and initiatives for early childhood education and development. The UBE Programme has made provision for every public primary school to have a pre-primary school linkage to cater for children aged 3-5 years. An inventory of Early Child Care (ECC) facilities in Nigeria conducted by Federal

Government of Nigeria/National Educational Research Development Council/United Nations Children Emergency Fund (FGN/NERDC/UNICEF) in 2003 showed that most of the ECC facilities are privately owned (42% of the sample population) and 34% by the government, followed by 21% by local communities. These findings are consistent with the Education Sector Analysis (ESA) 2003 study, which also indicated a greater private ownership (57%) of ECC facilities, compared to ownership by the government (42%). Now that the Early Childhood Development programme is covered by the UBE law, government ownership at State/Local Government Area/Community levels is certain to increase, particularly regarding centres catering for the 3-5-year old. Early childhood care has been included in the Bachelor's degree curriculum of the Faculty of Education of one of the Nigeria's universities since 1991. Many universities offer Master's/PhD degrees in early childhood care. The concepts of this project have been integrated in the syllabus of colleges of education throughout the country.

The Child Rights Act (2003), the UBE Act (2004), the National Policies on Education, Food, Nutrition and Health are laws and policies which have given shape to different sectoral interventions on Early Childhood Care and Development in the country. Currently however, an Integrated Early Childhood Development (IECD) policy, that integrates interventions from the various sectors to promote an integrated holistic approach to the development of the child in its very earliest years. This stand-alone policy is expected to bridge observed gaps in existing sectoral policies, e.g. the National Policy on Education and the UBE Act both of which did not make specific provisions for children age 0-3 years Federal Government of Nigeria (FGN) 2017.

Concepts of Educational Administration and planning

Educational Administration can be seen as a means of achieving the goals of Education through effective and efficient manipulation of available inputs Aderonmu and Ehametalor (1981) defined Educational Administration as essentially a service, activity or tool, through which the fundamental objectives of the educational process may be more fully and efficiently realized. Educational Administration is therefore concerned with the utilization of adequate resources and the harmonization of relationships and interactions in a suitable environment in order to foster the attainment of the goals of teaching and learning. Educational Administration and Planning is very germane to the realization of the School's objectives – indeed, the success of the School system depends largely on the Administration of the School. The teachers, students, non-teaching staff and resources must be efficiently arranged, monitored and controlled, so that they would work harmoniously according to (Educational Plan). Even the National Policy on Education (2004) emphasizes the success of the entire educational system on proper planning, efficient administration and adequate funding.

Objective of Pre-Primary Education

The children under the age group of 1 to 6 yrs are supposed to get growth and expansion in the field of school academics as preschoolers. To afford the holistic development akin to cognitive, social, expressive and interacting skills or in general the development of the kids counting with a variety of maturity and knowledge in a childlike considerable, emotional, exciting, mental, ethical, fine motor, gross motor, verbal communication, education, admiring, response among others with other individuality build up at this phase. To promote an intelligence of self-determination, an optimistic personal likeness in the general public is to improve access to basic education. To take care of acceptance and admiration intended for others in the course of the value for adults and love affection for the youngsters generate among the kids. When children grow up in their transition to adults, we desire them by including them to adopt the essential continued existence skills or intelligence such as language and Vocabulary skills with sight words. Independent encouragement, the aptitude to converse on one's individual's favor, is an imperative and

commanding effect for offspring and grown up, particularly the individuals with ailments. By gaining the culture in advance with competencies that encourage the independence as an immature child, we commence to concrete the approach for them to successfully utilize their accent or other resources to converse up and doing on their personal morals. At this stage whilst the brood encompasses the aptitude to interact merely in their mother tongue, they acquire the thought and inspiration of understanding or to communicate themselves in English.

Importance of Pre -primary Education

1. Pre- School Education is essential for your toddler because it prepares your child for kindergarten and future school which will be allowed to build a base for his future education.
2. It allows developing a child's personality by exposing the creativity for the child in a natural way
3. Pre- education helps to learn how a child can adjust with his/her peers and interact with outsiders
4. It ensures the physical, mental and emotional growth of the child. The child develops his cognitive skills in the scientific curriculum that nurtures the child.

This is how pre- primary education helps to nurture a child's mind as well as grow in to healthy, socially well- adjusted child and individual. On the other hand, some research evidence shows that early childhood education has a positive influence in children's affective, conceptual and social development in later years (Baker 1973; Gayer, Phillips and Dawson 2005; Rolnick and Grunewald 2003).

Despite the different views on early childhood education by scholars, the National Policy on Education (NPE 2012) stipulates that it should be included in mainstream education. Formal education begins from pre-primary education as provided in day-care centers and nursery schools to children aged 3 through 5 years. It was enriched by the informal traditional upbringing given to children from 0 through 3 years which makes them ready for school. Although the government is not directly involved in the establishment of day-care centers and nursery schools, it maintains oversight for the:

1. Provision and distribution of policy guidelines for the establishment and management of pre-primary institutions;
2. Production and development of appropriate national curriculum and textbook in Nigerian languages;
3. Approval of relevant supplementary reading materials and teachers/instructions' manual;
4. Provision and approval of appropriate certification of work done and training received.

Despite all these the National Policy appears to face some challenges in its implementation and there is need for revisiting these program provisions in an era of dwindling economy. Pre-primary education is the education given to younger learners before the age of entering primary education (6 years). Early childhood education or pre-primary education is defined by the National Policy on Education (FRN, 2012) as education given to children aged 3 to 5 years in preparing their entry into primary school. It includes: the nursery, pre-school, pre-elementary and the kindergarten. These types of education settings are currently provided by private entrepreneurs. Early childhood education can be traced to the efforts of prominent European education experts like: John Amos Comenius (1590-1690), J. J. Rousseau (1782 – 1788), Johann Heinrich Pestalozzi (1748-1827) and Friedrich Froebel (1782-1751). These experts championed the right of children to early education. Many educationist and scholars including Maduwesi (1992) and Fafunwa (1967) support and advocate for the views held by these earlier educators that there is need for good early childhood education to help students develop their full potentials.

The first pre-primary education was founded in 1816 by Robert Owen. The early experts in childhood education were anxious to see the children of the rich and the poor have the opportunity and privilege to be educated. With the phasing out of infant classes, some parents began to feel the need for nursery schools; the demand for nursery education was however very low in Nigeria until recently. A study

for the provision of nursery education in Lagos conducted by Makinwa–Adebusoye (1981) showed that only 7.7% out of 948 parents send their children to nursery education or a group care center. In a similar study conducted by Orebanjo (1981) showed that working mothers in Ile-Ife which is a semi-urban area, prefer keeping their children with members of the extended family for childcare rather than sending them to day care centers or nursery schools. This invariably showed that parents at that time did not value pre-primary education. Consequently, the need arose for educational administrators, educational planners, policy makers, as the then military governments of Nigeria realized the need for pre-primary education in the country and gave official recognition to it in the National Policy on Education (1977) and revised 1981, 1998; subsequently revised again under elected civilian governments in 2004, 2007, and 2012,2014,2015 and 2016. The operational objectives of pre-primary education as stated in the National Policy of Education (FRN 2016) include:

- i. Effecting a smooth transmission from the home to the school;
- ii. Preparing the child for the primary level of education;
- iii. Providing adequate care and supervision for the children while their parents are at work;
- iv. Inculcating in the child the spirit of enquiry and creativity through the exploration of nature and environment, art, music and playing with toys, etc;
- v. Develop a sense of co-operation and team spirit;
- vi. Inculcating social norms;
- vii. Learn good habits, especially good health habits; and
- viii. Teaching rudiments of numbers, letters, colours, shapes, forms etc. through play.

Dwindling Economy: is a period of general economic decline and is typically accompanied by a drop in the stock market, an increase in unemployment, and a decline in the housing market (Undie, 2016). Generally, a recession is less severe than a depression. The blame for a recession generally falls on the federal leadership, often either the president himself, the head of the Federal Reserve, or the entire administration. Developing countries have made tremendous effort in improving preprimary education but the current global economic downturn threatens the administration and planning of preprimary Education. The crisis could lead to expenditure cuts as incomes fall, making and domestic fiscal revenues drop sharply. Past economic crises have shown that an economic downturn produces effects on enrollments and proper administration and planning.

Factors that cause dwindling economy

- ix. **High interest rates** are a cause of recession because they limit liquidity, or the amount of money available to invest.
- x. Another factor is increased inflation. **Inflation** refers to a general rise in the prices of goods and services over a period of time. As inflation increases, the percentage of goods and services that can be purchased with the same amount of money decreases.
- xi. **Reduced consumer confidence** is another factor that can cause a recession. If consumers believe the economy is bad, they are less likely to spend money. Consumer confidence is psychological but can have a real impact on any economy.
- xii. **Reduced real wages**, another factor, refers to wages that have been adjusted for inflation. Falling real wages means that a worker's paycheck is not keeping up with inflation. The worker might be making the same amount of money, but his purchasing power has been reduced

Policy guidelines for planning and administration of preprimary schools

As stated in the NPE (2012) the implementation guidelines stated by the government in order to achieve these objectives are as follows:

- a. To establish pre-primary sections in existing public schools and encourage both community and private efforts in the provision of pre-primary education.
- b. To make provision in teacher education programmes for specialization in early childhood pre-primary education.
- c. To ensure that the medium of instruction is principally the mother tongue or the language of the immediate community; and to this end will:
 - i. Develop the orthography of many more Nigerian languages and
 - ii. Produce textbooks in Nigerian languages.
- d. To ensure that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this, regulate and control the operation of pre-primary education. To this end the teacher, pupil ratio shall be 1:25.
- e. Set and monitor minimum standard for early childhood centres in the country; and
- f. Ensure full participation of government communities and teacher associations in the running and maintenance of early childhood education facilities. (FRN, 2012)

While the National Policy on Education (FRN, 2012) specifies the guidelines for operating pre-primary education in Nigeria; it did not specify the care and support requirements for children 0 through 3 years of age. This is a major gap that has left the operation of early childhood care and pre-primary education more in the hands of private operators without adequate guidelines or standards especially in this era of dwindling economy. The comprehensive education analysis jointly undertaken by Nigeria's federal government, United Nation Educational Scientific and Cultural Organization (UNESCO), United Nations Children Emergency Fund (UNICEF), and United Nations Development Programme (UNDP) in 1997 revealed the enormity of this problem and underscored the urgent need for government action to provide adequate policy provision for child health care and educational programming to enhance early childhood education. Also, a pilot study of early childhood care facilities and practices by the Nigerian Educational Research and Development Council (NERDC) and UNICEF as well as the Education Sector Analysis by the Federal Ministry of Education, UNESCO and other development partners such as DFID, USAID, World Bank, and JICA further paint a grim picture of the situation on the ground.

In August 2004, the NERDC with the support from UNICEF convened a meeting of experts and stakeholders in early childcare to agree on the minimum standard for operating childhood care centers in an integrated way in Nigeria. This effort resulted in the production of what is today the National Minimum Standards for Early Childcare Centers in Nigeria. Furthermore, research evidence from many fields of study showed that the care and support received by a child in terms of good health, nutrition and psycho-social care and protection are crucial in the formation and development of intelligence, personality and social behavior. Over the years, early childcare in Nigeria has metamorphosed from a single sector approach to a multi-sector pursuit, converging interventions in health, nutrition, care, stimulation, protection, and participation of the child.

However, an analysis of the current situation indicates that, to a great extent, the Nigerian child suffers deprivation from lack of good social services in terms of poor nutrition, health care, and access to safe water and sanitation, general protection from environmental hazards and insecurity in this era where parents can hardly provide for the family. All of these gave justification for the formulation of National Policy for Integrated Early Childhood Development in Nigeria (IECD), which was officially launched in October 2007. This provided early childhood care and development in Nigeria to adopt an integrated approach for the care and support given to children aged 0 through 5 years. This is a holistic approach in

which the Federal Ministry of Education collaborates with other ministries including, Health, Environment and Housing, Women Affairs, Information and Communication, Finance, Agriculture, and Water Resources, as well as the National Planning Commission to provide interventions for the cognitive, physical, social, moral, and emotional development of the child.

Purpose of Pre-Primary Education

The importance of pre-primary education cannot be overemphasized; it enables children to improve on their self-confidence since they are given opportunity to interact with their peers and adults too. Pre-primary education enhances independence and helps curb the tendency of children that are highly aggressive during group activities. Children's interactions with their peers and adults help to widen their scope of understanding and they also gain mastery of the world around them. Pre-primary education is vital to the child, parents and society because it permits smooth transition from home to school, because it enables the child to feel free to interact with other people outside his immediate family members. The pre-primary school helps to sharpen the children's cognitive domain through learning rhymes and songs; while playing on the slides and swings help in physical development and build their muscles. Structured play with building blocks and puzzles, baby dolls, and teddy bears helps in emotional development of the children.

At the pre-primary school stage, children learn to share and co-operate with others instead of developing the selfish tendencies. Exposure to pre-primary education goes a long way to teach each child how to understand and manage their emotions. The provision of pre-primary education assists working class parents who have no relation or house help to take care of their children while they are at work. The children will be exposed to reading and writing. Statistical research has shown that children who have experienced early childhood or pre-primary programs are more likely than other children to remain in primary school and achieve good results (UNESCO, 1995). Nigeria's National Policy on Education has made some tremendous achievements in the area of the official recognition of pre-primary level of education in the policy document and this has made it possible for the establishment of pre-primary schools in Nigeria. This has raised the status of pre-primary education to the lime light and it is no longer a backyard issue. As rightly stated by Maduewesi (1992) that recognition of the importance of pre-primary education by the federal government has led to a new awareness of the importance of young children as a group requiring and desiring care. The government stated that it will encourage private efforts in the provision of pre-primary education. Today private individuals have been allowed to set up nursery schools.

Issues and Problems of National Policy on Education of Pre-Primary Education in Dwindling Economy

The goal by the government was for the National Policy on Education's development plan in pre-primary education to be distributed effectively, but there are many flaws in the plans process and implementation as discussed in this section. One area is in provision and distribution of policy guidelines for the establishment and management of pre-primary institutions. One major problem was the federal government's decision to facilitate the objectives of pre-primary education by the granting permission for private establishments of pre-primary education in the country, but not the participation of the public schools in their establishment. Presently there are many ill-equipped, substandard pre-primary schools scattered all over the country. This is as a result of lack of supervision and inspection to ensure that standard and quality are maintained. It is assumed that with the amount of money being charged by these commercial institutions that the facilities should be of high standards, but the reverse is the case. Therefore, there is a need for the federal, state, and local governments to put measures in place to ensure standards. This is because the pre-primary level is bedrock for a smooth transmission to the primary school.

If the foundation is faulty it will naturally affect the superstructure. The policy ironically failed in this aspect.

Secondly, currently there is no provision in teacher education programs for specialization in early childhood education. Unfortunately, significant provision is yet to be made in any public or private teacher training institution in Nigeria for the production of professional teachers in Early Childhood Education. Most tertiary institutions in Nigeria run teacher education B.Ed. programs that will lead the graduate to secondary or primary school teacher in subject areas other than early childhood education. Such specialists in early childhood are few and because of low wages and job insecurity associated with the private institutions, many otherwise interested teachers cannot afford to take these positions. The government to date has not effectively addressed the lack of early childhood teacher education.

Thirdly, the NPE (2012) ensures that the communication medium of early childhood institutions is principally the mother tongue (MT) or language of the immediate community (LIC) and orthography and textbooks of Nigerian languages will be produced to enhance Mother Tongue (MT) Language of Immediate Community (LIC). Ironically, in most of pre-primary schools in Nigeria the medium of instruction is principally the English language. As far as mother tongue instruction is concerned, Emenanjo (2001) notes the value attached to native language as regards to protection, preservation, promotion of Nigerian culture, as well as its role in promoting interethnic unity that enhances human dignity and subsequently helps promote national unity and integration in the country. This policy supported by the Constitution of the Federal Republic of Nigeria and justified in the National Policy on Education. The use of English language for a child to the neglect of his mother tongue has a negative influence on the child's cultural background which the policy is meant to protect. Contrary to this most parents want their children to be immersed in the English language as early as possible because of the perceived advantages and belief that knowledge of English accelerates the teaching process for children entering the primary and other levels of the educational system. But on the other hand, evidence shows that, if children are taught with their mother tongue, they learn and develop faster intellectually, cognitively, and psychologically (Fafunwa, 1984). The policy has failed in the aspect of language implementation. The question is, does it mean that the teachers teaching those children do not speak their native language? How do we promote culture when our children cannot speak their mother tongue or language of the immediate community? This question is for the policy makers to review and address.

Fourth, the NPE ensures that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this. As a result of the government inability to regulate and control private establishment and operation of pre-primary education in the country, some schools employed teachers who are neither trained to teach nor know how to handle or relate to children. Moreover, there is no standard curriculum to guide the activities of these teachers. Such people without teaching pedagogy cause the children to lose interest in education as they are unable to present the teaching and learning experiences to children in a stimulating, sequential, and logical manner as prescribed by Robinson and Robinson (1968).

Lastly, the input of government in terms of the financial aspect in pre-primary education has been very negligible as stated by Maduwesi (2001). Pre-primary education is recognized by the federal government in the National Policy on Education, which stated that financing education shall be a collective effort responsibility of the three tiers of government, but it is found that there is no financial provision for education at the pre-primary education level. The only time the government financed education at that level was through the Early Child Care (ECC) project of the NERDC which was founded through the collaboration of UNICEF and Federal Government of Nigeria and other international agencies prior to 2001 (Maduwesi 2001).

CONCLUSION

Evidence has shown that the Pre-Primary School has a positive influence on a child's educational background later in life; therefore, the national Policy statement should be effectively implemented to achieve and maintain its objectives and goals. For this to be possible, the Government should provide adequate facilities, fund, and encourage teacher training programmes in early childhood education Programme. Additionally, there should be effective control in the establishment and approval of Nursery Schools. As with Primary and Secondary Schools, approval should be given to a Nursery School building plans before their constructions in order to monitor the standard of facilities should be inspected before students are admitted into the Schools, monitored and maintained to ensure quality Pre-Primary Learning Institutions.

RECOMMENDATIONS

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

1. The Federal, State and the local levels should show more interest in preprimary education by providing some of the needed human and materials resources to ensure the effective Administration and Planning.
2. The government should make sure that curriculum planners make appropriate curriculum for use at the preprimary.
3. The facilities should be adequately inspected and certified before they are put into used.
4. Stakeholders should make sure that the government provides adequate Educational resources, standard teachers-pupils ratio, good standard classroom as well as relevant instructional materials
5. The ministries of Education in various states of the federation should ensure that every private owned preprimary school is compelled to obey all the stipulated policies concerning administration and planning.
6. The federal government in conjunction with tertiary institutions, Institute of Education, and Colleges of Education should take positive steps to produce adequate numbers of teachers and specialists in early childhood Education. This will help in the methodology and the teaching curriculum of early childhood education. In addition, each state of the federation should add a nursery section in their existing publicly funded primary schools.
7. Government should ensure that pre-primary school proprietors implement the policy statement on the medium of instruction in their institutions to maintain the mother tongue or language of the immediate community as the medium of instruction. To support this implementation, government should encourage and facilitate the writing of textbooks in Nigerian Languages beyond the three major languages (Hausa, Igbo, and Yoruba). This will enhance the children's cultural identity development. Government should ensure that the main method of teaching in Pre-Primary institution is through Montessori play and that the Curriculum of teachers training Colleges is oriented to achieve this.

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ISSUES IN POLICY IMPLEMENTATION OF EARLY CHILDHOOD CARE EDUCATION IN AN ERA OF DWINDLING ECONOMY: THE WAY FORWARD

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Abstract

The stability of any nation depends largely on the stability of its economy as it reflects in the various sectors which education form part. Education is a veritable tool for a lifelong life development of the child, the importance of education especially at the early years cannot be overemphasized. It is sad to note that not all persons are aware of this fact. The educational policies are beautifully designed but not properly implemented due to challenges that range from democratic policies and instability not only in government but also in the nation's economy which can be term as dwindling economy. It is on this premise therefore, that this paper examines the concept of Early Childhood Care Education, the history and objectives of Early Childhood Care Education as highlighted in the National Policy on Education (FRN, 2012). It also discusses the issue of policy implementation in Early Childhood Care Education and concludes that not much attention has not been given to the program in terms of supervision funding, provision of basic learning materials, conducive atmosphere and enforcement especially now that the nation is experiencing economic challenges. Recommendations were proffer among which Government should encourage early childhood care educators despite the instability of the economy by providing adequate learning facilities and conducive learning environment among others.

Keywords: Early Childhood Care Education, policy, implementation and dwindling economy.

INTRODUCTION

The development of any nation is measure by the stability of its economy as it affects other sectors which education form part. Education is the cornerstone and a potent instrument per excellence that any nation can rely upon for its development. The importance of Early Childhood Care Education to future academic development and the all-round development of the individual child cannot be over emphasized. (FRN, 2012). The validity of the above assertion lies with the fact that, Early Childhood Care Education can be considered without any second thought as the solid foundation upon which other education levels and the development of the overall child can be built upon. Bush (2001) supports this when he stressed that the years between birth and age five are the foundation upon which successful live are built. Oduolowu and Olowe (2011) in agreement to the above added that the early years of children are years of extreme vulnerability and tremendous potentials, during which adequate protection, care and stimulation are essential to provide the foundation for well-being and development. In providing this foundation during the early years, Early Childhood Education (ECE) becomes a key actor.

This fact is also recognized at the global scale and every nation is working towards proving quality early childhood education and care for its young children. The federal government in recognition of the numerous benefits envisaged in Early Childhood Care and Education included in the Universal Basic

Education (UBE) programs and moved a step further to inaugurate Early Childhood Education policy on 8th October, 2007 (punch, 9th October, 2007, p.16.). This was a move in the right direction towards the provision of the right education to the Nigerian child to attain an all-round development of the human potential to fit well and contribute meaningfully his/her quota to the society, but the issue of policy implementation has hindered the attainability of these objectives. Ifedili and Ochuba (2009) in support urged that inadequate finance for the implementation of the formulated policies had led to the inadequate facilities, instructional materials and equipment. It has also led to lack of maintenance of the equipments. Ifedili and Ochuba (2009) further stressed that inadequate funding, delay in payment teacher's salaries, which caused display non-challant attitude towards the implementation of standards, high failure rates due to incessant strike by unions, insufficient budgets allocation that fall short of the UNESCO approved of 26% of the nation's total budget for the education sector etc. For Early Childhood Education to achieve its full potentials, a well-organized school system need to be in place couple with commitment by the government, stakeholders, parents and the community to the full implementation of the ECCE policies.

EDUCATION

Osindeinde (2000) stated that education is an organized and sustained communication designed to bring about learning which involves the acquisition of basic and necessary skills, knowledge and competence by learner to change his/her attitude positively towards contributing to the national development. Education according to Ejikeme (2012) is the power and the process of acquiring knowledge and ideas that shaped the condition of human attitude, actions and achievements. Education is geared towards self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, social and cultural, economic, political, scientific and technological progress. According to Ogbonnaya and Ogbeogbulem (2001) view education as an essential factor for political development and anticipation of citizenry, socializing people and preparing them for political position. Education remain a vehicle that broadens someone's horizon; develop their cognitive, affective and social abilities thereby equipping them to contribute to the society and adequately utilize the natural and human resource available to them to contribute their own quota to national development. (Source)

Early Childhood Education

Early Childhood Education is seen as any group program that is designed to promote children's intellectual development, socio-emotional development, language development, physical development and learning from birth to age 8. (Olowe, Kutelu, and Majebi, 2014). Sooter (2013) in support of Mahuta (2007) added that among the aims of Early Childhood Education include fostering proper development of children, identifying and addressing their problems, harnessing their potentials, molding their characters, enhancing their learning and equipping them for life so that their actions are channeled towards positive personal, communal and global development. It is important here to note that all Early Childhood Education program and activities are geared towards imparting positive early experiences to children thereby preparing them for the task ahead of them in the future. The National Policy on Education sees Early Childhood Care and Education as a starting point for a child's development as the key foundation of the Nigerian educational system (FRN, 2012). This mean that ECCE as a program can go a long way to meet the child's basic needs of health care, nutrition, security, stimulation, affection, social, physical, emotional and intellectual wellbeing of the child to mention but a few.

Policy Implementation

Aggraval & Thakur, (2003) sees policy as a statement of aims, purposes, principles or intentions, which serve as continuing guidelines for management in accomplishing objectives. Policy implementation

as observed by Bhola (2004) is the process of actualizing, applying and utilizing a policy in the world of practice. Hope (2002) sees policy implementation as a process of transforming educational policy into practice. Our problem as a nation has always been implementation or working towards actualizing these policies, the reason of these could be because of factors ranging from poor economic growth, qualify teachers/Care givers and quality, teacher child ratio, funding, supervision, professional development, ECE curriculum, proliferations of ECCE centers etc which are all tied around dwindling economy.

Objectives of Early Childhood Care Education in Nigeria

The operational objectives of pre-primary education as stated in the National Policy of Education (FRN 2012) include:

- i. Effecting a smooth transmission from the home to the school;
- ii. Preparing the child for the primary level of education;
- iii. Providing adequate care and supervision for the children while their parents are at work;
- iv. Inculcating in the child the spirit of enquiry and creativity through the exploration of nature and environment, art, music and playing with toys, etc;
- v. Develop a sense of co-operation and team spirit;
- vi. Inculcating social norms;
- vii. Learn good habits, especially good health habits; and
- viii. Teaching rudiments of numbers, letters, colours, shapes, forms etc. through play.

The federal Government of Nigeria through designed some implementation measures to help in the realization of the above objectives as outlined in the FRN (2004) as follows;

- i. Encourage private efforts in the provision of pre-primary education
- ii. Making provision in Teacher Training Institutions for production of specialist teacher in preprimary education.
- iii. Ensuring that the medium of instruction will be principally the mother-tongue or the language of the local community.
 - a. Develop the orthography for many more Nigerian languages, and.
 - b. Produce textbooks in Nigerian languages, FRN reported that some of these developments are already being pursued in the University Departments of linguistics under the auspices of some state ministries of Education. This Language centre will be expanded to have wide scope;
- iv. Ensure that the main method of teaching in the pre-primary institutions will be through play and that the curriculum of teacher training college is appropriately oriented to achieve this.

Most of the above measures are not in full play, which poses a challenge towards the full implementation of the Early Childhood Care Education policy.

Policy Guidelines for Implementation in Early Childhood Education

FRN (2012) stated the implementation guidelines for the achievement of the following objectives:

- a. To establish pre-primary sections in existing public schools and encourage both community and private efforts in the provision of pre-primary education.
- b. To make provision in teacher education programs for specialization in early childhood pre-primary education.
- c. To ensure that the medium of instruction is principally the mother tongue or the language of the immediate community; and to this end will:
 - i. develop the orthography of many more Nigerian languages and

- ii. Produce textbooks in Nigerian languages.
- d. To ensure that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this, regulate and control the operation of pre-primary education. To this end the teacher, pupil ratio shall be 1:25.
- e. Set and monitor minimum standard for early childhood centers in the country; and
- f. Ensure full participation of government communities and teacher associations in the running and maintenance of early childhood education facilities. (FRN, 2012).

As beautiful as these objectives are, the government can be said to have done only but a little to see to its achievement in this era of dwindling economy. Hornby (2010) stressed that effectiveness is key to any successful policy implementation; if not it may not produce, attain or realize the goals and objectives required. In essence, for a policy objective however beautiful designed it may be, there must be effective implementation to help in achieving its goals and objectives. Some constrains to non-attainment of some objectives include the teacher pupil ratio which is still a thing of concern, no adequate monitoring and supervision, not all level of government and the community are aware of this development talk more of giving it more prominence, how many books are published in the indigenous language to help facilitate the program etc. More need to be done if the above objectives must be realistic.

Issues of policy implementation of Early Childhood Education in an era of dwindling economy

Kraft and Furlong (2007) and Ajaegbu and Eze (2010) state that policy implementation actually refers to the process and activities involved in the application, effectuation and administration of a policy. Nwankwo and Apeh (2008) observe that the implementation of a policy is the most vital phase in the policy process as it is at this stage that the success or failure of a policy is determined. Many policy failures result from ineffective implementation as a result of factors that are related to economic dwindling. Eriba (2011) supported this when he stressed that the educational system has been in a state of permanent crisis that it has lost its quality, efficacy and functionality over the years. This is the case with Nigerian Educational policies, beautifully design but the political will to implement it remained a mirage. Early Childhood Care Education is bedeviled with the following challenges in an era of economic dwindling:

- i. Qualified Caregivers/Teachers and Quality
- ii. Early Childhood Curriculum
- iii. Professional development
- iv. Supervision
- v. Teacher Child ratio
- vi. Funding
- vii. Negligence on the part of government
- viii. Proliferation of ECCE Centers

Qualified of Caregivers/Teachers and quality:

If the objectives of Early Childhood Care education is to be achieved, the implementation requires the action of qualified teachers and Caregivers to get the work of laying a good footing as supported by (National Association for the Education of Young Children NAEYC, (2007) when they asserted that it is widely acknowledged that early childhood educators with required professional preparation provide more developmentally appropriate nurturing, and responsive care and education experiences for young children. It is also reported in the findings of Boyd (2013) after conducting a research in 2002 by National Institute of Child Health & Human Development (NICHD) and The Early Child Care Research Network (ECCRN) that

provider with BA Ed degrees in Early Childhood Education provided higher quality learning experiences for children in their care.

Early Childhood Curriculum

The Early Childhood Education curriculum is an important written document that contains plan that includes goals for children's development and learning experiences. Teachers and parents should help children achieve these goals by giving in their best towards full implementation of the ECCE curriculum (National Centre on Quality Teaching and Learning (NCQTL), 2012). Going by the above assertion on the Early Childhood Education curriculum, it can be deduced that teacher, parents, and the government needs to contribute their best abilities towards making these goals realistic. It is sad to note that based on some research findings carried out in some states of the federation on similar topic the non-availability of the National Early Childhood Curriculum for Ages 0-5years in pre-primary schools has hindered the realization of these goals (Viatonu, et-al 2011; Amali, et-al 2012; and Okewole, et-al 2013). Learning materials is also indispensable if the said goals of the Early Childhood Education curriculum must be realized.

Supervision:

To ensure effective implementation of the above policy guidelines like in other educational enterprise, supervision need to be attach importance and be given the desired attention. No educational plan however beautifully it may have been plan can be effectively implemented if the issue of supervision is ineffective. Awino (2004) supported this when he stressed that it is important to supervise in order to gather information from the children, caregivers, parent, communities and general ECCDE communities.

Teacher Child ratio:

The position of the National policy on the teacher pupil ratio is 1:25 (FGN, 2004). The implementation of the above is not obtainable especially in the private Early Childhood Education Centers popularly known as the Nursery schools, the reason for this could not be unconnected to the fact that they are profit oriented and lack of adequate monitoring and supervision by the government. Glad to know that higher institutions Colleges of Education and Universities in Nigeria are now offering early childhood education courses at both NCE and Degree levels, however, Government non-encouragement in terms of providing scholarship and teachers' poor remuneration is doing harm to quite a number of the opportunities.

Funding:

The issue of funding in Nigeria education system has always been our problem, simply because Nigeria has failed to take advantage of the UNESCO recommendation of 26% annual budget to education sector. The federal expenditure on education seems to be below 10% of its overall expenditure (Yusuf, 2010; Ekundayo, 2008) have shown that funding is critical to the survival of the educational system. This alone cannot guarantee effective implementation of the ECCE no matter how beautiful the policy has been design.

Negligence by the government:

The only effort government can boast of in the implementation process of the Early Childhood Education is involving the private sectors to establish Early Childhood Education without adequate maintenance, monitoring and supervision which has left the private nursery/Early Childhood Education center all by themselves. Government at both federal and state levels has not shown any commitment by establishing Early Childhood Education centers as all the centers in existence are established by either

private individual or sector, which does not even attract professional Caregivers/teacher that will effectively translate the curriculum for the realization of the programs objectives.

Proliferation of ECCE Centers:

One of the provisions of the NPE FGN (2004) is encouraging private participation in the establishment of Early Childhood Education Centers; no wonder today we have various ECE Centers known as Nursery schools. sad to note that some of these so-called Nursery schools are far from meeting the requirements of how ECE centers should look like, as was observed by Ejie, (2006) when he assert that currently, early childhood education institutions are located in various places and buildings-campus of some Universities and Colleges, premises of some industrial and business organizations, Church premises, residential buildings etc. The disadvantage of this is that most of such schools are only out to maximize profit at the expense of quality. Quality is being compromised in terms of staffing, learning materials, playground, to mention but a few which will go a long way in goal attainability of the program. (Ejeh, 2006).

CONCLUSION

Early Childhood Care Education is a necessity and a right of every child, it should be a matter of priority to the government therefore that every child is given the opportunity for this exposure to a good learning environment which ECCE stands to provide regardless of the dwindling state of the nation's economy.

RECOMMENDATIONS

Based on the foregoing, the following solutions are proffered:

- i. Government should emphasize and ensure that Montessori play teaching method remain the method by which teachers and care givers implement the ECE curriculum as the curriculum of teachers training colleges is oriented to achieve this.
- ii. More ECCE schools/centers should be constructed by the government to increase accessibility to all;
- iii. ECCE learning facilities/materials should be made available and those already on ground should be upgraded;
- iv. Non-professional teachers/caregivers should be encouraged to pursue higher certificates in ECCE to be able meet with the challenges of the implantation of the program;
- v. Monitoring and evaluation should therefore be normal practice of Ministries of Education and be carried out in a highly professional manner;
- vi. The Federal Government should recognize the United Nation's recommendation of 26% annual budget allocation to education sector;
- vii. Private ECCE institutions who do not meet the national standards or specifications for pre-primary schools should be close down and their license revoked until the owners meet the quality and standards required to maintain effective pre-primary education.
- viii. Government through the ministry of education should ensure the compliance of teacher child ratio of 1:25 as enshrined in the ECCE policy guidelines for implementation. (NPE, 2012).
- ix. Schools should be licensed to operate for ECCE only upon the satisfaction of prescribed quality guidelines including minimum infrastructural requirements;

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IMPERATIVE FOR MAINTENANCE CULTURE OF BUSINESS EDUCATION EQUIPMENT AND FACILITIES IN NIGERIAN UNIVERSITIES IN AN ERA OF ECONOMIC RECESSION

By

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ABSTRACT

The paper discusses the need to adhere to a good maintenance culture of business education equipment and facilities in Nigerian universities and colleges in the era of economic recession as a means of ensuring there is sufficient and improved practical teaching and learning of the skill courses inherent in business education programme. Very many times, business education students are taught theoretically what they are supposed to learn to do practically. This may be due to lack of relevant equipment or due to poor maintenance culture of such equipment and facilities. The maintenance culture in most Nigerian universities seems to be worsened by the non-challan attitude of workers towards public property, and corruption. Indeed, most Nigerian workers feel since it is not a personal property, it should not be cared for properly. These situations have resulted to a lot of damages on equipment and facilities as well as wastages of money on repairs and purchasing of new equipment with the finance which could have been used for other things. With the lingering, unstable and dwindling Nigerian economy that is associated with high rise in prices of goods and services, unequal distribution of wealth as well as high debt, this paper highlights meaning of maintenance culture, state the factors responsible for it in our universities as well as point out its benefits on business education. Lastly, the paper recommends among others, that maintenance culture should be part of vocational and technical education programmes through employing experts who will be responsible for servicing and carrying out maintenance work on universities' equipment during and after economic recession.

Key words: Maintenance Culture, Business Education and Economic Recession

INTRODUCTION

Business education is that aspect of vocational and technology education which leads to the acquisition of business skills that tend to produce skilled manpower to handle the complexities of modern technological inventions. The key issue in business education therefore is skill acquisition. According Orikpe (1994) skills are not learnt in a vacuum and in isolation of tools, facilities and equipment. To this end, Orikpe (1994) added that equipment, tools, and facilities make up the learning environment for skill acquisition. In addition, these facilities and equipment are very expensive to purchase and as such many universities and colleges are financially handicapped to get the number adequate for their students. Coupled with the fact that these facilities and equipment are subject to depreciation as they are being used daily in the teaching-learning process, it becomes absolutely necessary to maintain them or face out-right replacement. The problem facing Nigerian universities and other institutions is how to maintain equipment and facilities to ensure their longevity (Tijani, Adeyemi, & Omotehinshe, 2016). As a result of the economic recession in Nigeria, the educational system has been confronted with new cuts and these cuts are in most

cases result in a reduction in overall government expenditure on education (Bamigboye, Ede, & Adeyemi, 2016, March). Indeed, the cuts take place in the financing of education and these include reduction in pay roll costs, administration costs, capital costs as well as the cost of buying new equipment and facilities in general and those of business education in particular.

Maintenance culture as used in this paper has to do with putting a machine and/or equipment into a good working condition in order to ensure capacity utilization. It is important for Nigerian universities to adhere to a good and regular maintenance culture so that the skill acquisition of the business education students will not be jeopardized. A good maintenance culture ensures that equipment functions effectively even when depreciation is measured (Bolaji & Adejuyigbe, 2012). It is the habit of regularly and consistently keeping a building, machine, facilities, equipment, infrastructures etc. in good working condition (Tijani et al., 2016). According to Orikpe (1994) maintenance culture is an acquired and sustained habit of taking steps to preserve the equipment and facilities used in any vocational and technology education departments. In this write-up, maintenance is to be broadly classified into three categories: a) Preventive Maintenance: here attempts are made to prevent the equipment and facilities from breaking down through regular cleaning, lubricating, painting and services; b) Predictive Maintenance: this implies watching out for danger signals such as unusual noise, danger light indicators, inefficiency of performance etc. and arresting the situation promptly before there is any major breakdown and c) Corrective Maintenance: this involves huge financial expenditure which often requires the service of experts where there is malfunctioning or a complete breakdown of equipment (Orikpe, 1994).

The right maintenance culture involves basic timely repairs and preventive maintenance of facilities and equipment that will prevent their dislocation and failure but will certainly reduce their breakdown to the barest minimum (Bolaji & Adejuyigbe, 2012). Maintenance culture could therefore be seen as an important aspect that should be defined to have a better understanding of what it stands for in the process of sustainable development (Olufunke, 2011). Maintenance culture appears to be in a state of great concern in universities in this nation, however preventive maintenance is highly recommended to avoid total breakdown.

To adhere to a proper maintenance culture is what will help the Nigerian universities during this era of economic recession because they will be able to improve the educational achievement of business students, equip them with job skills which widen the recipients' opportunities for employment, increase entrepreneurial activity and new business establishments as well as accelerate private investment among business education graduates. In order to adhere to a good maintenance culture, a Value Driven Maintenance (VDM) for maintenance management methodology has been developed consisting of four value drivers in maintenance which are: asset utilisation, resource allocation/cost control and Health, Safety And Environment (HSE) (Haarman and Delahay, 2006 in Stenström, Kumar, Parida, Kumar, & Galar, 2013). These four drivers have been used to measure the value of maintenance methods using the formula of Net Present Value (NPV) (Stenström et al., 2013). However, an effective Maintenance Performance Measurement (MPM) system is still needed to add up to the knowledge of the four drivers so as to be able to make an appraisal of the NPV (Stenström et al., 2013). It is unfortunate that in many Nigerian universities and industries, adhering to a proper maintenance culture is usually not a high priority and the consequent cost of failures, as a percentage of the total cost, keeps rising (Ogaji & Probert, 2006). They further opined that:

the challenge facing Nigerian maintenance managers today is not solely to find the appropriate methodologies to apply, but in understanding how they fit in together. It also lies in making sure that the application of this approach is not regarded as the latest fad or "flavour of the month" but is fully adopted and internalized within the organisation and simply becomes "the way we do things around here". If wise leadership

emanates from the top of the organisation, then the speed of cultural change will be much greater and far wider ranging (Ogaji & Probert, 2006, p. 4).

Factors Responsible for Poor Maintenance Culture of Business Education Equipment in Universities During Economic Recession

According to Orikpe (1994) most Nigerians attitude to government property are stated to be non-challant, that is, inability of equipment operators to effect minor repairs, lack of periodic check of the equipment, etc. The following are some of the identified factors: Lack of spare parts for imported machines; Lack of professionally qualified personnel; Dishonesty and poor attitude to government property and Lack of funds to procure spare parts. It is observed that schools lack adequate funds for good utilization of educational resources to improve the standard of teaching and learning. In like manner, it is also observed that most managers of education have neglected the training of personnel to maintain equipment and facilities. Thus, the lack of adequate fund is a basis for poor maintenance and inadequate procurement of equipment.

Human role in different stages of a product life cycle including design, installation, production and maintenance is essential and cannot completely be replaced with latest technologies and technological systems (Sheikhalishahi, Pintelon, & Azadeh, 2016). International Ergonomics Association (2014) in Sheikhalishahi et al. (2016) identified three basic human factors contributing to poor maintenance culture namely: a) Physical: - Human anatomy, anthropometric, physiological, work-related injuries, occupational safety; b) Cognitive: - Mental processes (e.g. perception, memory, reasoning) and mental workload, decision-making, human reliability, work stress, human-system; c) Organizational: - Socio-technical systems (including organizational structures, policies, and processes), communication, crew resource management, work design, work systems, design of working times, teamwork, participatory design, virtual organizations, telework, and quality management Sheikhalishahi et al. (2016).

It is true that business education is that aspect of vocational and technology which cannot be learned without engaging the learners in practical skills acquisition, especially in term of drilling on keyboarding skills and production of multiple copies of materials for either marketing or internal consumption. Notwithstanding, not much will be achieved practically in the absence of adequate and regular maintenance culture of business education equipment or facilities due to certain factors. This may arise as a result the following:

1. Corruption within the Nigerian Universities: this arises as a result conniving, diverting, stealing of funds meant for equipment repairs and maintenance.
2. Poor policies: absence of standard and updated polices to put in place with stiff punishment for offenders, serious mars business education as well as skills to be acquired at the end of the training.
3. Bad leadership: figure heads of various business units are either unqualified or qualified but lack the will to promote the programme's equipment in good shapes that can withstand long period of time.
4. Non-challant attitude of workers: poor attitudes of operators towards public properties contribute immensely in further deteriorating the limited available equipment or facilities.
5. Lack of desirable skills to Operate: insufficient required skills to operate business equipment resulted a lot in abusing or breaking down of the existing ones and in return caused the regulating bodies additional cost in repairing or purchasing new ones.
6. Unprofessionalism: lack of undergoing further training on handling sophisticated equipment due to change in technology contributed to poor maintenance culture of business equipment and facilities.

Benefits of Adhering to A Good Maintenance Culture in Business Education towards Improving the Nigerian Economy During Economic Recession

The fundamental ingredients of all vocational and technical education programmes are skill development and subsequent utilisation (Orikpe, 1994). These skills are not just acquired in the open but rather developed in the workshops or laboratories with the latest tools and other necessary facilities. This indicates that functional equipment enables the Nigerian universities to achieve functional educational objectives because the functionality of equipment and facilities can only be ensured through prompt maintenance culture. Therefore imbibing a good maintenance culture will always help to reduce cost of purchasing new equipment and prevent wastages (Orikpe, 1994). Proper maintenance culture served individuals or organisations with the following benefits:

1. It elongates- the life-span of the machine and equipment.
2. It enhances smooth and efficient working of the machines/equipment.
3. It saves the machines from constant breakdown which may affect the flow of work.
4. Office equipment and machines are like human beings that need to be fed, clothed, housed etc. hence, the need to enhance their performance level by maintaining them properly (oiling, cleansing, checking plugs etc.).
5. It ensures continuity of work and thereby increases productivity.
6. Regular maintenance of equipment helps to prevent industrial accident or electrocution in organization.

Moreover, Tijani et al. (2016) further listed the following benefits:

1. Keeping assets in good working condition in order to minimize breakdown and disruption to services.
2. Keeping facilities in a state of good repair for the owner's health and safety
3. Keeping assets from deteriorating in appearance and aesthetics
4. Keeping facilities so as to optimally achieve their full potential service life
5. Leveraging efficiencies that can be reflected on the owner's statement of financial position
6. Satisfying a legislated duty that is owed to owners, occupants and guests on the property
7. Preventing unnecessary damage to assets or facilitation that may result in their performance failure (Tijani et al., 2016, p. 24).

Implications of Good Maintenance Culture on Business Education Skill Development During Economic Recession

Poor maintenance culture or attitude among people during economic recession contributes in the production of half-baked or unqualified skilled manpower that will lead to retardation of national development of skills needed in industries, wastage of human resources as well as material resources. However, Ekenze (1991) in Orikpe (1994) opined the implications of maintenance culture in Business Education to include both positive and negative when put into utilisation which are:

1. The facilities and equipment will be preserved and wastages prevented
2. There will be more functional equipment and tools for effective use
3. There will be increase in skilled manpower production and economic stability will be promoted
4. People will become more creative and innovative
5. there will be increase in foreign exchange reserve
6. there will be less importation of new equipment.

It is key to note that lack of maintenance of equipment could be attributed to the nonchalant attitudes of most Nigerians toward government property, inability of equipment operators to effect minor repairs, poor trained technicians to effect the repairs and lack of spare parts and funds (Oduh, 1992 in Orikpe, 1994).

CONCLUSION

Implementing a good maintenance culture in the facilities and equipment of Nigerian universities will go a long way to promote skill development in vocational-technology education programmes. Most vocational and technology education departments of Nigerian universities have very few equipment and facilities for their numerous students. Moreover, the few equipment often breaks down due to poor maintenance. To improve capacity utilization of equipment and facilities, it is very pertinent that maintenance services should be carried out as at and when due. This will in turn support quality vocational-technology instructions in keeping with skill requirements of the industrial work.

Furthermore, the strongest problem facing technical skill manpower development is the availability of sufficient equipment and facilities in our universities for students to practise and acquire sufficient skills needed in the labour market. Every technical department requires very high initial capital outlay particularly in form of building, equipment and other infrastructural facilities. According to Orikpe (1994) it is therefore not out of place to state that for any meaningful technical and industrial development to take place, there must be present basic hand tools, computers as well as typewriters. These costly equipment, when procured must be properly maintained so as to ensure their durability and that they are most productively used in imparting vocational and technology competencies and skills into students thereby equipping them to face the industrial and occupational challenges of our modern society.

Lastly, one of the main problems facing the development of technical skill acquisition in Nigeria is the poor attitude of students who are using that equipment for practical work. As a result of poor handling of the equipment, many of them can easily break-down. Therefore, there is a serious need to employ maintenance personnel who can fix up the equipment when they breakdown and the students should take maintenance as part of their training while in the universities. This can assist to inculcate maintenance culture in their philosophy of life.

RECOMMENDATIONS

Here are some suggestions toward inculcating culture of maintenance into our daily life in order to enhance longevity of equipment and facilities for skill acquisition and utilization in vocational and technical programmes in Nigerian universities:

1. Institutions of learning should make maintenance culture a part of their vocational and technical education programmes. They should employ experts who will be responsible for servicing and carrying out other maintenance work on the equipment. More so, students should be taught to recognize danger signals when using the equipment and report promptly.
2. Workshops should be organized occasionally for technical teachers on effective equipment management and minor repairs.
3. Industries should employ experts in the handling of their equipment so as to be able to detect faults early enough for prompt rectification. This will make for effective industry college linkage in supervised industrial work experience scheme.
4. Periodic servicing of the equipment in both the industries and institutions of learning. This will forestall total breakdown of the equipment.
5. All levels of government should mobilize their mass media to create awareness of the need for a sustainable maintenance culture in the citizens.

6. Government should fund vocational technical institutions adequately and the institutions should make adequate maintenance budgets yearly.
7. Different communities should be involved in the provision of their own facilities and equipment for their development, Projects and provision of some of the equipment required is the technical institutions in their communities. This will encourage them to render prompt maintenance as the needs arises and reduce their vandalizing the equipment.

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**PRINCIPAL PERSONNEL MANAGEMENT TECHNIQUES AND TEACHERS' JOB PERFORMANCE IN
PUBLIC SENIOR SECONDARY SCHOOLS IN BAUCHI STATE IN AN ERA OF DWINDLING
ECONOMY: THE WAY FORWARD**

By

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ABSTRACT

The aim of this study was ascertaining of the association between principal personnel technique and teacher job performance, in public secondary schools in Bauchi state in era of dwindling economy. The design used for the study was the survey research design. A sample of 90 principals and 90 teachers were randomly selected from two educational zones. Two validated instrument the teachers' job performance scale (TJPS) and the principal's personnel management techniques (PPMTQ) were used to collect relevant data. The data collected was analysed using Pearson Product Moment Correlation Coefficient was used to determine the relationship between principal personnel management techniques and teachers job performance. The findings show that there is significant relationship between principal motivational management technique and teacher job performance in Bauchi state public secondary schools in era of economic hardship, there is significant relationship between principal involvement of teachers in decision making and teacher job performance in Bauchi state public secondary schools in era of economic hardship and there is significant relationship between principal financial management technique and teacher job performance in Bauchi state public secondary schools in era of economic hardship. The study recommended that Principals should learn more about modern techniques for effective supervision, Teachers should be involved actively in decision making in their schools, Seminars, conference and workshop should be organise periodically for principals on effective school personnel management.

Keywords: Personnel, management Techniques, Teachers performance.

INTRODUCTION

Effective human resources management has become a serious issue especially in view of the present global economic crisis. Human Resources Management refers to the management of people at work in an organization. It is concerned with the development and effective utilization of human resources to achieve organizational goals and objectives. It is the management function through which managers recruit, select, train, and develop organization members. (Tinke 2012) Teachers as the most significant resource in schools are critical to raise education standards. Improving the efficiency and equity of schooling depends on the extent to which teachers are motivated and also involved in decision making process by the head teacher. At this point, Oguntoye (2002) corroborated that teacher's participation in management of educational institutions is very vital for their organizational goals to be achieved. The level of teachers' involvement in the various programmes and activities of their institutions could determine the level of the effort they put on their job. Adeyemi (2011) asserted that there is need for participatory management in human organization most importantly the school system. When workers participate in management their morale would be high and this could easily enhance their job performance.

Cole (2002) stated that personnel management which is an integral duty of principals of secondary schools is a systematic process of acquiring, motivating, developing and controlling of human resources in any given education system to achieve set educational goals. According to Effiong (2006), low work performance of teachers in developing countries seems to stem from their non-involvement in decision making process and general school management. This is related to the low attractiveness of teaching as an occupation and its low professional status in many developing countries. These contexts have negative impacts on teacher morale and job performance. Salami (2007), noted that there is evidence that most teachers in the school system are not satisfied with their jobs because of the poor relationship between the teachers and the head teachers. He also asserted that teachers play a central role in educational system, and the National Policy on Education (2004) admitted that no education system can rise above the quality of its teachers; as such teachers should be supervised, highly motivated and ensure their involvement and participation in decisions that affects them. This will boost their morale, increase high quality and job performance Omobude&Igbudu (2012).

Walsh (2005) asserted that principal – teacher relationship varies greatly among schools and even among teachers at the same school. He further established that those relationships affect students' achievement and teachers' performance. This phenomenon occurs because teachers who see principals as facilitators and supporter for the jointly determined school mission rather than as guidance, director and leader of their own personal agenda are far more likely to feel personally accountable for student learning (McEwan, 2003).

Management expects employers to be motivated towards increased production, the same is also applicable to the school systems, and principals are expected to motivate the teachers under them for the effective achievement of education goals and objectives. Oyewole (2013) asserted that today, moral decadence and other social vices have become very prevalent in the school system. All these shortcomings have been blamed on the school principals' neglect of teachers on decision making process. The only way to achieve this change is through principals' supervisory techniques and proper involvement of teachers in major school policy.

Unlike many other professions, teaching is adversely affected by poor management practices such as bad leadership, inadequate supervision of teachers, lack of motivation, involvement of teachers in decision making process, inadequate supply of finance, human and material resources and many more in developing countries (Ekundayo, 2010). The repercussion of personnel management and other related environmental factors on teachers' job performance and turnover are not yet empirically established in Bauchi context. One area that needs empirical data is the influence that principal personnel management techniques have on teachers' job performance. Thus, the essence of this study is to critically examine better management practices that could increase teacher's job performance in Bauchi State Secondary schools.

Statement of the Problem

The issue of personnel management is paramount not only in corporate organizations where productivity is the uppermost goal, but also in a school setting where the principal plays a significant role to ensure teachers perform their jobs better. The relationship between principal personnel management techniques and teachers job performance has been a subject of controversy by researchers (Nwadiani, 2002; Adeyemi, 2006). The controversy was centered on whether principal personnel management techniques influence job performance among teachers. Some of the principals are actually out of touch with modern personnel management techniques; as a result, they have estranged themselves from the actual realities of personnel management. They tend to consult and rely on a few teachers in major decision-making process, while others feel participation-deprived. Unless the members of today's well-educated work force are treated as equals and shown that they are appreciated, they simply will not perform well in their jobs. The

principal who have the authority to make changes are sometimes unaware of the problems while the teachers on the front line who know what the problems are have little or no authority in decision making process.

The researchers observed through preliminary survey and document analysis that the performance of teachers in Bauchi State secondary schools is not commensurate with student's performance. It was further observed that student performance in 2014 WAEC results in Bauchi was worse off as the State trailed behind other States of the Federation. From the above, it is important to conclude that the idea of personnel management is important in any organization most especially in the school system. It should be noted that not all the studies reviewed in the study were positively correlated between head teachers' personnel management techniques and teachers job performance. Therefore, this study aimed at determining the relationship between principals' personnel management techniques and teachers' job performance in secondary schools in Bauchi State in the era of economic hardship.

Purpose of the Study

The main objective of this study was to determine the relationship between principal personnel management techniques and teachers' job performance in the era of economic hardship. Specifically, the study was guided by the following objectives:

1. Determine the relationship between principal motivational techniques and teachers' job performance in Bauchi State secondary schools in the era of economic hardship.
2. Find out the relationship between principal involvement of teachers in decision making techniques and their job performance in Bauchi State secondary schools.
3. Find out the relationship between principal financial management techniques and teachers' job performance in Bauchi State secondary schools.

Research Question

The research is guided by the following research questions.

1. What is the relationship between Principal Motivational Techniques and Teachers' Job Performance in Public Senior Secondary Schools in Bauchi State in the era of economic hardship?
2. What is the relationship between Principal involvements of teachers in decision making and their Job Performance in Public Senior Secondary Schools in Bauchi State in the era of economic hardship?
3. What is the relationship between Principal financial management technique and teachers' Job Performance in Public Senior Secondary Schools in Bauchi State in the era of economic hardship?

RESEARCH METHODOLOGY

This study which examines the effect of principal management technique on teachers' job performance adopted a survey research design. The independent variable is the principal management technique while the dependent variable is teachers' job performance

The population of the study comprised all the two thousand five hundred and twenty-two (2,522) teachers in public senior secondary schools in Bauchi State and 126 principals in public senior secondary schools in Bauchi State, 2011/2012 academic session, Bauchi State Ministry of Education. The sample for this study consists of 90 principals and 90 teachers, totalling 180 participants. 45 schools were randomly selected from Bauchi and Katagum Educational Zones in the State. In each school the principal and one teacher selected randomly responded.

The main tools of data collection for this study were questionnaires developed by the researchers based on findings from the review of the literature related to the study. The questionnaire was used for data collection because it offers considerable advantages in the administration, it presents an even stimulus

potentially to large numbers of respondents simultaneously and provides the investigator with an easy accumulation of data. Sambo, (2005) maintains that questionnaires give respondents freedom to express their views or opinion and also make suggestions. It is anonymous, where the respondents produce honest answers to the questions asked without bias and influence. Two questionnaires were employed in the study, the teachers' job performance scale (TJPS) and the principal's personnel management techniques (PPMTQ).

The Teachers' Job Performance Scale was designed to elicit information from the principals based on teachers' job performance in their schools while The Principals' Personnel Management Techniques Questionnaire gathered data from teacher on their perceptions of principal's management techniques. The instrument was given to three experts from Department of Educational Foundations of Abubakar Tafawa Balewa University, Bauchi for vetting. The instrument was also given to some experts in the field of Tests and Measurement in the Faculty of Educational Technology, Abubakar Tafawa Balewa University Bauchi to ensure face and content validation. Their comments were used to revise the instrument.

The reliability of the instrument was determined through the test-retest technique. In doing this, the instrument was administered to 20 principals and 50 teachers outside the study area. After a period of two weeks, the instrument was re-administered on same respondents. The data collected on the two tests was analysed using Pearson Product Moment Correlation technique to determine the reliability co-efficient. And a reliability coefficient of 0.76 was obtained which indicated a high reliability. The questionnaire was administered by the researchers. The respondents were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires. Principals recorded 100 percent of returns because it was administered during their monthly meetings at their various zones.

Pearson Product Moment Correlation Coefficient was used to determine the relationship between principal personnel management techniques and teachers job performance. Statistical Package for Social Sciences (SPSS) was used in the analysis because Martin and Acuna (2002) observed that SPSS is able to handle large amount of data and at the same time give accurate results.

RESULTS

Research Question 1: What is the relationship between Principal Motivational Techniques and Teachers' Job Performance in Public Secondary Schools in Bauchi State in the era of economic hardship?

Table 1: Correlation result and test of significance between Principal Motivational Techniques and Teachers' Job Performance in Public Secondary Schools in Bauchi State in the era of economic hardship

Correlated Variables	N	Mean	SD	r	P value	Decision
Principal Motivation Techniques	90	2.7809	.36825	.58	.000	Significant
Teachers' Job Performance	90	2.9211	.11005			

$r, (90) = .58, p = .000.$

To investigate if there was a statistically significant relationship between application of principal motivational techniques and teachers' job performance in public senior secondary schools in Bauchi state in an era of economic hardship, The Pearson Product Moment Correlation Coefficient was calculated to find the degree of correlation in each pair. $r, (90) = .58, p = .000.$ The direction of the correlation was positive, which means that teachers who are well motivated tend to perform better. Using Cohen's (1988) guidelines, the effect size is larger than typical for studies in this area.

Research Question 2: What is the relationship between Principal involvements of teachers in decision making their Job Performance in Public Senior Secondary Schools in Bauchi State in the era of economic hardship?

Table 2: Relationship Between Principals' Involvements of Teachers in Decision Making their Job Performance in Public Senior Secondary Schools in Bauchi State in the Era of Economic Hardship.

Correlated Variables	N	Mean	SD	r	P value	Decision
Principal Involvement of Teachers	90	2.6155	.16203	.43	.003	Significant
Teachers' Job Performance	90	2.9211	.11005			

$r, (90) = .43, p = .003.$

To investigate if there was a statistically significant relationship between Principal involvement of teachers in decision making techniques and their job performance in Public Senior Secondary Schools in Bauchi State in the era of economic hardship, The Pearson Product Moment Correlation Coefficient was calculated to find the degree of correlation in each pair. $r, (90) = .43, p = .003.$ The direction of the correlation was also positive, which means that teachers who are involve in decision making tend to perform better.

Research Question 3: What is the relationship between Principal financial management technique and teachers' Job Performance in Public Senior Secondary Schools in Bauchi State in the era of economic hardship?

Table 3: Relationship between Principal Financial Management Techniques and Teachers' Job Performance in Public Secondary Schools in Bauchi State.

Correlated Variables	N	Mean	SD	r	P value	Decision
Principal Financial Management	90	2.4728	.15118	-.032	.05	Significant
Teachers Job performance	90	2.9211	.11005			

$r, (90) = .32, p = .05.$

To investigate if there was a statistically significant association between Principal financial management technique and teachers' Job Performance in Public Secondary Schools in Bauchi State in the era of economic hardship, The Pearson Product Moment Correlation Coefficient was calculated to find the degree of correlation in each pair. $r, (90) = .32, p = .05.$ The direction of the correlation was also positive, which means the more principal manage school property well the more teachers will perform.

DISCUSSION

The analysis of the data collected for this study shows that there is positive correlation between motivational techniques displayed by principals in Bauchi State secondary schools and teachers' job performance. This finding is in conformity with the findings of Birky, Headley and Shelton (2006) they asserted that there is a positive correlation between school administrators' motivational techniques and teachers' job performance.

The study also revealed that teachers' involvement in decision making in Bauchi State secondary schools is positively related to their job performance. This finding is in line with the findings of Ajayi and Afolabi (2011) that showed a significant relationship between teachers' involvement in decision making of their schools and job performance.

On the other hand, a principal financial management technique has a negative relationship with teachers' job performance. The finding is in agreement with the findings of Ajayi and Afolabi (2011) which indicated 10% of teachers' involvement in financial management of their schools in south west of Nigeria. The findings of Won-Jae, Hee-Jong and Wesley (2009) revealed that teachers' participation in school finance could predict their job performance. Although, the correlation is not statistically significant, it is curious to note that this seems to vary from the study carried out by Shagholi (2011) showing a direct connection between teachers' participation in financial management and their job performance.

CONCLUSION

There is no doubt that principal personnel management techniques have a significant role to play in an era of dwindling economy, as such, school heads have to wake up to their responsibilities by embracing the new techniques of personnel management. Based on the analysis of the data gathered, it was concluded that there was a significant and positive relationship between principal application of personnel management techniques and teachers job performance in Bauchi State secondary schools. It was also discovered that these variables are critical in teachers' job performance. This was evident in the findings of this study that effective supervision, motivation, involvement of teachers in decision making, management of school plant, subject placement of teachers among others are panacea that enhances teachers job performance. It was assumed that these findings have some implications for practice and for further research. The results of this study have helped to further the understanding of the relationship between principals and teachers and teacher job performance. Since personnel management is a very relevant factor in school administration, principal should be well equipped with modern personnel management techniques that will enable them handle very complex staff for optimum job performance.

RECOMMENDATIONS

The following recommendations are made:

1. Principals should learn more about modern techniques for effective supervision.
2. Schools should be provided with adequate instructional materials.
3. Teachers should be involved actively in decision making in their schools.
4. The provision and maintenance of school plant should be of paramount importance.
5. Principals should take into cognizance when allocating subjects to teachers.
6. Seminars, conference and workshop should be organised periodically for principals on effective school personnel management.

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FEMALE ENROLMENT IN TECHNICAL COURSES IN NIGERIAN COLLEGES OF EDUCATION OF GOMBE STATE AND THEIR IMPLICATION ON THE DWINDLING ECONOMY.

By

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ABSTRACT

It was observed that female enrolment in technical courses like Building, Electrical, and Automobile among others in colleges of education of Gombe state was very low. The study therefore sought to find in percentage, the number of females enrolled in 2013/2014, 2014/2015 and 2015/2016 sessions in colleges of education in Gombe state. Descriptive survey was used as the design for the study, the population was entire female students of NCE I, II, and III of 2015/2016 session, there was no sampling because the population size was manageable. Three research questions were formulated to guide the study, collection of students' list and structured questionnaires were the instruments for data collection, class limit was used in decision making. Percentage was used in analyzing the data for research question one, while mean was used in analyzing the data collected for research question two and three. The result of the study showed that female enrolment in the school of technical studies were found to be 6.7% for NCE I, 3.2 for NCE II and 4.3 for NCE III, which were all remarked to be very low. The study also identified the factors that hindered their enrolment include among others; domestic responsibilities, cultural beliefs and practices, religious misinterpretation, lack of technical background at secondary school level and financial problem. The study also found that female enrolment in technical courses has positive impact on the dwindling economy.

INTRODUCTION

Education is the key to development of any nation, without education, no nation can ever develop. Therefore, it became necessary for every individual to embrace education for the sake of his nation's development. In Nigeria most especially in the northern part, female is denied their right to education by some circumstances which could not be accepted as reasons for the denial. This had seriously affected female and causes them to pull back from education. That was why most female in the northern part stopped at secondary school level, only few were opportune to go further. According to Omede & Agahiu (2016) denying the girl-child access to education implies making her a dysfunctional member in the society. Education is not for specific class or category of people, it is rather for every individual, male or female, young or old. The National Policy on Education in Nigeria (2008) in its philosophy and goals provided that; education is a right for every Nigerian irrespective of gender, social status, religion, ethnic background and any peculiar challenges. Also, Obinaju (2014) sees education as inalienable right of all irrespective of the person's circumstance. These two citations clearly expressed that education is for all regardless of social or other differences. Education being right for everybody, there is no specific branch of education that is restricted to a specific gender or group of people. Anybody can go to any field or branch of education and study it. According to Israel (2011) there is erroneous belief that science subjects are difficult and therefore are meant for boys, while those perceived as easy subjects such as arts and social sciences are meant for girls. This belief had discouraged many girls from doing science subjects in secondary schools which led to low enrolment of female students in science, technology and mathematics education, eventually this led to low out-put of female graduates in science and technology-based professions. Hutchinson and Weaver

(2004) had similar statement to that of Israel, where they stated that far fewer women than men in their own area are studying Information Technology (IT) at the tertiary level in New-Zealand as well as in many western countries. In spite of many intervention programmes over the years and a higher growth in female tertiary education enrolments generally women's participation rate in such courses has not greatly improved. Faley & Rahmon (2011) recommended in their study that the education of girl-child should be seen as paramount to reduce gender gaps in technology. Kiki (2010) asserted that girl-child education has positive impact on nation's building. This implied that girl-child education has positive impact on the nation's economy.

Statement of Problem

Statistical report from the Federal Office of Statistic (2004) revealed that literate women constituted only 20% from the north-west, 20% from the north-east, and 45% from the north-central. This indicated the levels of backwardness of women as compared to men in the northern Nigeria. Also, the National School Census (2006) reported that the proportion of girls to boys in school's ranges from 1girl to 2 boys, and even 1 girl to 3 boys in some states. These two reports and the assertion made by Israel (2011) that there is erroneous belief that science subjects are difficult and therefore meant for boys while those perceived as easy subjects such as arts and social sciences meant for girls, prompted the researchers to make critical observation on colleges of education in Gombe state, and observed that female enrolment in the study of technical courses is low. The researchers therefore became interested in finding out in percentage, the number of female in the school of technical education in the colleges of education in Gombe state for three consecutive academic session of 2013/2014, 2014/2015 and 2015/2016. The researchers also observed that the low female enrolment could be attributed to some factors, therefore they intended to identify these factors. Moreover, the researchers also intended to find out the implications of the female enrolment in technical courses on the dwindling economy.

Purpose of the Study

The general purpose of the study is to find out the extent of female enrolment in the study of technical courses in colleges of education in Gombe state, specifically the study sought:

- 1 To find out in percentage the number of female that enrolled in the technical courses in the Nigerian colleges of education in Gombe state in 2013/2014, 2014/2015 and 2015/2016 academic sessions.
- 2 To identify the factors that hinders female enrolment in the technical courses in the Nigerian colleges of education in Gombe state.
- 3 To find out the implication of female enrolment in the technical courses in the Nigerian colleges of education of Gombe state on the dwindling economy.

Research Questions

The study was guided by the following research questions:

- 1 What percentage do female enrolled in the technical courses in the Nigerian colleges of education in Gombe state in 2013/2014, 2014/2015 and 2015/2016 academic sessions?
- 2 What are the factors that hinder female enrolment in the technical courses in the Nigerian colleges of education in Gombe state?
- 3 What are the implications of female enrolment in the technical courses in the Nigerian colleges of education of Gombe state on the dwindling economy?

RESEARCH METHODOLOGY

The research design for this study was Descriptive Survey. Onwuchekwa (2001) as cited in Johnson & Onyebuchi (2011) had stated that; the descriptive survey research design involved collecting data in order to answer questions or test hypothesis concerning the current status of the subject of the study. The area of the study was Gombe state, located in the North-Eastern sub-region of Nigeria.

The population of the study comprised all female students who got admission into the college, in school of technical studies in 2013/2014, 2014/2015 and 2015/2016 sessions, that is; the current NCE I, II, and III. This comprised 11 females in NCE I, 8 females in NCE II and 8 females in NCE III. This made a total population of 27 females. According to Sambo (2008), Sample is a subset of a population from which data is collected, and the population is represented by the sample. But in this study, the researchers used the entire population because the population was not very large.

For the first research question, the data were obtained from office of the dean, of school of technical studies, the data obtained were the list of the current NCE I, II, and III students of the school of technical studies in college of education technical Gombe. For the second and third research questions, structured questionnaires were developed and used to collect the data, the two questionnaires contained 12 and 7 items respectively, which was validated by three experts from school of technical and education in federal college of education Gombe. The first set of data was collected by the researchers from office of the dean school of technical studies, and the second and third set of the data were also collected by the researchers through administering the questionnaires to the respondents.

The data collected for the first research question was analyzed using simple percentage, while the data collected. For all research questions, class interval and class limit were used in taking the decision. Thus; for the first research question, from 1-20% was considered Very Low (VL), from 21-40%, was considered Low (L), from 41-60% was considered Average (A), from 61-80% was considered High (H) and from 81-100% was considered Very High (VH). While for the second and third research questions, thus; 0.50 - 1.49 (Strongly Disagreed), 1.50 - 2.49 (Disagreed), 2.50 - 3.49 (Undecided), 3.50 - 4.49 (Agreed) and 4.50 - 5.00 (Strongly Agreed).

RESULTS

The results were presented in tables, and each table was followed by its interpretation and discussion.

Table 1: Table 1 showed the percentage of male and female that enrolled in the technical courses in the Nigerian colleges of education in Gombe state 2013/2014, 2014/2015 and 2015/2016 academic sessions

Year	Gender	Number	Percentage	Remark
2014/2015	Male	178	95.7	Very High
	Female	8	4.3	Very Low
2015/2016	Male	243	96.8	Very High
	Female	8	3.2	Very Low
2016/2017	Male	154	93.3	Very High
	Female	11	6.7	Very Low

Table 1 showed the number of female enrolled in three academic sessions, which are 2013/2014, 2014/2015 and 2015/2016. The table showed that the percentage of female enrolled in 2013/2014 session was 4.3%, which was considered Very Low, for 2014/2015 session, the percentage of female was 3.2%, which was considered Very Low and for 2015/2016, the percentage was 6.7%, which was also considered Very Low. These findings go along side with the findings of Samuel (2007) on the topic; the Socio-Cultural Factors Affecting Female Child Educational Development in Amassoma Kingdom in south Ijaw Local Government of Bayelsa State, where he found that the percentage of female with tertiary educational qualification in that kingdom to be 0%.

Table 2: Table 2 showed the factors that hindered female enrolment in technical courses in the Nigerian colleges of education in Gombe state

S/N	Items	Mean	Remark
1	Domestic and marriage responsibilities	3.68	Agreed
2	Religious misinterpretation	3.54	Agreed
3	Cultural beliefs and practices	3.58	Agreed
4	Difficulties of technical courses	3.53	Agreed
5	Lack of technical background at secondary level	3.92	Agreed
6	Gender discrimination	3.03	Undecided
7	Financial problem	3.72	Agreed
8	Security threat	3.59	Agreed
9	Inadequate accommodation for female	3.62	Agreed
10	Poor teaching approach by the staff	2.20	Disagreed
11	Inadequate laboratory and workshop equipment	2.33	Disagreed
12	Incompetent staff	1.95	Disagreed

Table 2 showed the responses of the respondents on the 12-itemed questionnaire as follows; Items number 1, 2, 3, 4, 5, 7, 8 and 9, the respondents Agreed with those items as the factors that hindered female from enrolling in school of technical studies in Gombe state, with means of 3.68, 3.54, 3.58, 3.53, 3.92, 3.72, 3.59 and 3.62 respectively. Item number 6, the respondents were undecided with mean of 3.03. While items number 10, 11, and 12, the respondents disagreed with those items as the factors that hindered female from enrolling in school of technical studies in Gombe state, with means of 2.20, 2.33 and 1.95 respectively. These findings go in line with the findings of Tyoakaa, Amaka & Nor (2014) in their study on Problems and Challenges of Girl-Child Education in Nigeria: The situation of Kalgo Local Government Area, where they found that; poverty, early marriage, cultural and religious misconceptions, as well as teenage pregnancy have created inequality between male and female enrolment in schools in Kalgo Local Government Area of Kebbi State.

Table 3: Table 3 showed the implication of female enrolment in technical courses in the Nigerian colleges of education in Gombe state on the dwindling economy

S/N	Items	Mean	Remark
1	It reduces poverty among female	3.80	Agreed
2	It improves health condition of female	3.75	Agreed
3	It reduces illiteracy among female	3.56	Agreed
4	It makes the female self-reliant	3.62	Agreed
5	It gives good moral upbringing of young children	3.94	Agreed

6	Generally female education prevents them from HIV	3.88	Agreed
7	It provides them with job opportunities	3.80	Agreed

Table 3 showed the responses of the respondents on the 7 itemed questionnaires; the respondents have agreed on all the items listed on the table. This agreed with the findings of Kiki (2010) on the topic "Girl Child education in Nigeria. Why not?" It also agreed with the findings of United Nations Children Education Fund (UNICEF) (2007) on "Factors sheet".

CONCLUSIONS

The study was conducted to find out in percentage, the number of female who enrolled in technical courses in the Nigerian college of education in Gombe state, and to find out the factors that hindered their enrolment and also to find the implication of the female enrolment in technical courses in the Nigerian colleges of education in Gombe state on the dwindling economy. It was therefore identified by this study that female enrolment in technical courses in the Nigerian colleges of education in Gombe state was very low as shown in table 1. It was also found that their enrolment in past three consecutive academic sessions that is; 2013/2014, 2014/2015 and 2015/2016 was not up to 12%. The study also identified that; domestic and marriage responsibilities, religious misinterpretation, cultural beliefs and practices, difficulties of technical courses, lack of technical background at secondary level, financial problem, security threat and inadequate accommodation for female are some of the problems that hindered female from enrolling in technical courses in the Nigerian colleges of education in Gombe state. Moreover, the study also found that female enrolment in technical courses has positive impact on the nation's economy.

RECOMMENDATIONS

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

- 1 Husbands should employ the services of house maids so as to aide their wives in discharging their domestic responsibilities in order to enable them further their education.
- 2 Government should collaborate with religious scholars to be making awareness campaign on the importance of female education in the society and the consequences of denying them their right to education.
- 3 Government should also enlighten people on the false beliefs that some people have on females that they should not go to school, that they are meant to remain permanently in their homes.
- 4 Technical courses should be made to look simple by female so as to capture their interest and patronize it.
- 5 During admission into NCE Tech., priority should be given to those with technical background at secondary school level.
- 6 Government, NGOs and other individuals should assist in giving sponsorship to poor female who are interested in furthering their education.
- 7 Government should do everything possible to provide adequate security for the students in schools.
- 8 Adequate accommodation should be provided for females in schools so as to ease their studies.
- 9 Female should be given all the necessary support they needed to study particularly technical courses because of its positive impact on the nation's economy.

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PERCEIVED ROLES OF SECONDARY SCHOOL PRINCIPALS ON THE SCHOOLS EFFECTIVENESS IN BAUCHI METROPOLIS IN A DWINDLING ECONOMY

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ABSTRACT

The study seeks secondary school teachers' view on how principals can improve school effective learning environment. Four objectives and research questions were raised. It was a survey design conducted in Bauchi metropolis which covered all secondary school teachers within Bauchi metropolis as responded numbering 102, from which sample of ninety-five teachers from six selected secondary schools were involved for the study. A structured questionnaire was used as the instrument for data collection. The findings revealed that Principal's personalities and his ability to influence all school members played a significant role for school effectiveness, Principle's strategies used for school effectiveness and administration such as instructional methods, extra-curricular activities and management by exception to be exhibited by the principals also promote school effectiveness and Principle's cordial relationship with parents and the community members is promoting school effectiveness. The study further recommended that Principal's personality and ability to influence others as a factor has to be considered by the Bauchi state ministry of education as a criteria for selecting and appointment of principals as school administrators, in order to have school effectiveness for teaching and learning to be promoted in secondary schools, principals must be wised enough to strategize some aspects of instructional methods, extra-curricular activities and exhibit a kind of leadership by exception and Principle's relationship with parents and community where the school is situated must be cordial all the time.

Key words: School administrators, School Effectiveness, Teachers.

INTRODUCTION

The notion of principals' leadership effectiveness has come to prominence in educational literature within the last three decades (Olatunji, Alabi, Festus and Ehinola, 2011). According to Ibukun (2004), leadership is the art of influencing others to work enthusiastically towards the achievement of organizational goals. Building on this definition, the function of organizational leadership can be said to be a relationship of influence on relevant others in and out of an organization towards the achievement of the organizational goals (Olatunji et al, 2011).

The concept of principals' leadership effectiveness in Nigerian secondary schools is often used to express the overall school effectiveness in relation to the attainment of both normative and summative values in students as spelt out in the National Policy on Education (FGN, 2004). Ozigi (2000) opined that one of the principal objectives of administration of any organization is that of coordinating the affairs of people towards the achievement of desired goals. In a dwindling economy like what is being experiencing presently in Nigeria now, coordinating people to achieve desired objectives is increasingly difficult.

Southworth (2002) explained that school administrators should create school policies that are firm, fair and consistent so that teachers and staff can emulate and enforce them; create guidelines for teachers encourage writing of lesson plan familiarize teachers on its requirement, drill teachers with disciplinary

procedure, communication tips. The goal is to create effective guidelines that will keep students, parents, teachers, administrative personnel and supportive staff all under one umbrella. School administrator should strive to become a good role model to his students, admired by teachers and respected by parent not for personal glory but for the benefit of the school (Southworth, 2002).

. According to Akomolafe (2006) an effective school principal has a concrete administrative plan of action, highly reliable, create a climate of respect, set objectives and actualise them, flexible & initiative, show a degree of confidence in work, efficiently and effectively manages school finances, imposes discipline, develop guidance and counselling unit, ability to influence members of school community, build effective communication network between school and the local community, relate well with sister institution within the locality. Therefore, principals must ensure effective implementation of curriculum, working hand in hand with teachers and other staff, building teacher-student rapport, involving all stake holders especially in extra-curricular activities, strengthening parent teachers' relationship through enhancement of their association.

This study therefore seeks to find out teachers' perception toward the roles of principals on school leadership effectiveness in secondary schools within Bauchi metropolis with regard to the pedagogical skills practiced, Administrative skills exercised, and community relations skill employed. This is because, as Ibukun (2004) opines, the principal is the leader and chief executive of his school who is expected to perform certain professional and administrative roles in order to ensure proper teaching and learning. Unfortunately, Principals competences and authorities as the administrative, technical and pedagogical heads of the school have become a matter of concern in recent years as there are increasing public outcry on school leadership effectiveness in Bauchi metropolis.

Purpose of the Study

The main purpose of the study is to find out the roles of secondary school's principals on the school effectiveness as perceived by teachers in Bauchi metropolis. Specifically, the studies sought to:

1. find out principal's personality that attracts interest of school members
2. find out how principals influence all school members to cooperate in school organisation
3. find out the strategies to be used by principals for school effectiveness.
4. find out principals' cordial relationship with parents and community members.

Research Questions

The following research questions were raised;

1. What are the principal's personalities that attract interest of school members?
2. How do principals influence all school members to cooperate in school organisation?
3. What are the strategies to be used by principals for school effectiveness?
4. What are the methods to be initiated by principals to ensure cordial relationship with parents and community leaders?

RESEARCH METHODOLOGY

The research design is survey conducted in Bauchi metropolis Bauchi state. Population of the study consist of all the 1020 secondary school teachers in Bauchi metropolis. Six secondary schools were randomly selected out of public secondary schools in the metropolis. These six secondary schools have a total of 300 teachers (Bauchi state ministry of education, 2016). A sample of 95 teachers were selected and this sample was achieved using Klejcie and Morgan, (2006) table of sample who stated that for a population of 300, a sample size of 60 and above can be used. Structured questionnaire named SLEQ was the instrument used for data collection with five-point Likert scale option which was validated by 2 specialists

from Bauchi state ministry of education. The researchers distributed and collected the filled questionnaires. The data collected was analysed using mean and standard deviation, this is because mean has the greatest reliability than other measures of central tendency (Uzuoagulu, 2012). A mean of 3.0 and above is considered accepted while that of 2.99 and below was considered rejected as decision rule in the study.

Table 1: Percentage of Number of Teachers selected for the study

S/N	Name of Schools	Total No. of Teachers	No. Of Sample %
1.	GJSS Games Village	48	16
2.	GJSS Rariya	50	16
3.	GJSS Fed low cost	42	14
4.	GJSS Kobi	50	16
5.	GJSS Vocational	60	20
6.	GJSS Kofar wambai	40	13
	Total	300	95

RESULTS AND DISCUSSION

Research Question One: What are the principal's personalities that attract interest of school members?

Table 2: Mean Responses of teachers on principle's personalities

S/N	Questionnaire items	Mean	Remark
1.	Caring about promotion of good school climate.	3.6	Agreed
2.	Use the participative approach to decision making	3.0	Agreed
3.	Positive, enthusiastic, working hand in hand with staff in day to day activities of the school.	3.0	Agreed
4.	Always available for teachers, students, parents and community leaders.	3.3	Agreed
	Grand mean	3.3	

In the table above, it is acceptable that principal's personality attracts interest of school members. Item 1 of the table 2 showed the mean of 3.6 which indicated that the respondents agreed that the school administrators caring about promotion of good school climate, Item 2, a mean of 3.0 revealed that principals use of participative approach to decision making, Item 3, a mean of 3.0 showed that principals positivity, enthusiastic and working hand in hand in day to day activities of the school and Item 4 a mean of 3.3 also reveals that a principal that is always available for teachers, students, parents and community leaders are principals personality that attract interest of school members. Finally, grand mean of 3.3 was obtained which is an indication that teachers had agreed with all the above-mentioned personalities improve effective learning environment.

Research Question Two: What are the ways principals influence all school members to cooperate in school organisation?

Table 3: Mean responses of teachers on principle's influence toward school administration

S/N	Questionnaire items	Mean	Remark
5.	Motivating teachers and other staff to perform better	4.3	Agreed
6.	Assigning responsibilities according to talent and special ability of each staff and students.	4.3	Agreed

7.	Promotion of climate of collaboration and professional behaviour.	3.4	Agreed
8.	Creation of good communication network among teachers and between teachers and the administrators.	3.7	Agreed
	Grand mean	4.7	

In table 3, research question 2 it is accepted that school administrators promote effective learning environment by influencing all school members to contribute to in school organisation. Item 5 of table 2 showed the mean of 4.3 which is an indication that the responses agreed that motivating teachers and other staff to perform better, item 6 a mean of 4.3 showed that assigning responsibilities according to talent and special ability of each staff and students, Item 7 a mean of 3.4 proved that the school administrators promotion of climate of collaboration and professional behaviour and item 8, a mean of 3.7 was accepted which means that creation of good communication network among teachers and between teachers and the administrators all help to achieve workers cooperation. However, the grand mean is 4.7 which showed that all the above factors improve effective learning environment.

Research Question Three: What are the strategies used by principals for effective school administration.

Table 4: Mean response on principle's strategy used for effective school administration

S/N	Questionnaire items	Mean	Remark
9.	Making sure that teaching is more students centred.	3.2	Agreed
10.	Promoting various methods of students' evaluation	3.5	Agreed
11.	Organising extra-curricular activities that promote interaction between students, teachers and administrators	3.6	Agreed
12.	Delegating students' responsibilities according to their talent ability and capability.	3.0	Agreed
	Grand mean	4.1	

In table 4 above, is a mean response of teachers on research question three. It is accepted that school administrators promote effective learning environment through retaining of student that is minimising drop out. Item 9 of table 3 respondents agreed with a mean of 3.2 that making teaching more of students centred help to retain students and minimise drop out. Item 10, a mean of 3.5 proved that promoting various methods of students' evaluation help in retaining students in the school. Item 11, a mean of 3.6 was accepted which means that organising extra-curricular activities that promote interaction between students, teachers and administrators can retain students in school and finally item 12, a mean of 3.0 proved that delegating students' responsibilities according to their talent ability and capability made them to love staying in school. However, the grand mean is 4.1 was obtained which showed that respondents had agreed that all the above mention factors help school administrators in promoting effective learning environment.

Research Question Four: What are the methods to be initiated by principals to ensure cordial relationship with parents and community members?

Table 5: Mean response on principle's cordial relationship with parents and community members

S/N	Questionnaire items	Mean	Remark
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13.	School authority communicates regularly with parents on school developments	4.3	Agreed Agreed
14.	Specifying methods of students' evaluation to parents	4.3	
15.	Creating an avenue for parents' awareness on the importance of providing necessary materials for their wards	3.4	Agreed
16.	Development of strategies to collaborate with parent and local community members in achieving students' discipline.	3.0	Agreed
	Grand mean	3.8	

Table 5 above, is the teachers' responses on research question four which ask on the methods initiated by principals to ensure cordial relationship with parents and community members. Item 13, a mean of 4.3 is obtained which is accepted that school administrators communicate regularly with parents on school developments, also item 14 a mean of 4.3 is obtained from respondents which indicated that the respondent agreed that specifying methods of students evaluation to parents improves parents-school relationship., for Item 15, a mean of 3.4 was made which indicate an acceptance by the respondents that creating avenue for parents awareness on the importance of providing necessary materials for their wards improves school-parents relationship. Finally, item 16, a mean of 3.0 showed that, respondents had agreed that development of strategies to collaborate with parent and local community members in achieving effective discipline of students promote parent-school relationship. However, the grand mean is 3.8 which show that involving parent and community members is an important mechanism process for achieving effective learning environment.

SUMMARY OF THE FINDINGS

The following findings were made;

1. Principal's personalities and his ability to influence all school members played a significant role for school effectiveness.
2. Principle's strategies used for school effectiveness and administration also promote school effectiveness.
3. Principle's cordial relationship with parents and the community members promote school effectiveness.

DISCUSSION OF RESULTS

Major findings were drawn from the study on the role of school administrators and personality in which administrator to be available to all staff is considered high by teachers. Similarly, respondents value motivation of staff and assigning of responsibility according to talent and capability. On administrators' ability to retain students in school after enrolment, respondents considered organising extra curriculum activities as a strategy to be adopted by administrators in order to retain students in school.

Teachers also considered communicating with parents and community members as a measure in ensuring cordial relationship between schools, parents and entire communities. Therefore, these findings are in line with the opinion of (Hallinger & Heck, 1998; Eckvall & Ryhammar, 1999; Laithwood, Jantzi, Earl, Watson, Levin, & Fullan, 2004). They attributed the highest level of importance to three activities: creating atmosphere of collaboration and trust among students and teachers, open communication among teachers and between teacher and administrators and promotion of favourable school climate. The findings are also parallel to that of Kimber (2003) which focused on maximizing school learning and distribution of responsibilities and leadership roles. The major findings are also in line with what Ibukun (2004) opines,

that the principal is the leader and chief executive of his school who is expected to perform certain professional and administrative roles in order to ensure proper teaching and learning.

In terms of cordial relationship, the findings also agree with the thinking of Akomolafe (2006) that collaboration is the vehicle for sharing responsibility and combining knowledge, creativity, and experience of others. Leaders who believe in the power of collaboration can produce extraordinary results, while maintaining a healthy team environment. Therefore, it is essential that leaders know how to collaborate and develop effective partnerships with others

CONCLUSION

Conclusions were drawn from each part of the research question on school administrator personality; the administrator to be available to all staff is considered highly by teachers, respondent value motivation of staff and assigning of responsibility according to talent and capability. Teachers also consider communicating with parents and community members and specifying methods of evaluating students as the measure to be adopted in ensuring cordial relation between school, parents and entire community. Findings showed that teachers prefer school administrators to work with all stake holders of education in order to achieve school effective that will promote teaching and learning in all secondary schools within Bauchi metropolis.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were reached;

1. Principal's personality and ability to influence others as a factor has to be considered by the Bauchi state ministry of education as criteria for selecting and appointment of principals as school administrators.
2. In order to have school effectiveness for teaching and learning to be promoted in secondary schools, principals must be wised enough to strategize some aspects of instructional methods, extra-curricular activities and exhibit a kind of leadership by exception.
3. Principle's relationship with parents and community where the school is situated must be cordial all the time.

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TECHNICAL VOCATIONAL EDUCATION AND TRAINING FOR SUSTAINABLE ECONOMIC RECOVERY IN NIGERIA: PROBLEMS AND PROSPECTS

By

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ABSTRACT

The development and widespread of vocational and technical education and training may create job opportunities and improve employment skills for workers to enhance sustainable economic recovery of any nation. Technical vocational education and training is not just concern to the educator, consumer or manufacturer; it affects every individual in one way or the other. This paper looked at the brief historical background of Technical vocational education and training, importance of Technical vocational education and training. The paper also looked at the problems and prospects of Technical vocational education and training in Nigeria for sustainable economic recovery. It concluded that, the role of Technical Vocational Education and Training in development of any nation cannot be neglected. The paper recommended among others that Government should endeavour to develop a culture of entrepreneurial thinking by integrating entrepreneurship into nation 's education system at all levels.

INTRODUCTION

The emphasis on job-oriented skills shall reduce unemployment, poverty and brings socio-economic equality and inclusive economic growth of any nation of the world. This idea highlights the need for Technical Vocational Education and Training (TVET) to be developed by every nation. Technical Vocational Education and Training as defined by Alexandria (2010) is a non-academic technical education and practical training that develop the skills and knowledge of apprentices (learners of trades or crafts) working in different sectors of industry and trainees / students trained in different technical vocational institutes, centres and schools. To United Nations Educational, Scientific and Cultural Organization (UNESCO, 2012) Technical Vocational Education and Training are the aspects of educational process involving, in addition to general education, the study of technologies and related sciences and acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life.

The Technical Vocational Education and Training is therefore that part of education system that provides courses and training programmes related to employment with a view to enable the transition from Secondary Education to work for young trainees / students (social objective) and supply the labour market with competent apprentices (economic objective). TVET has an integral part of general education, a means of preparing for occupational fields for effective participation in the world of work, an aspect of continuing or lifelong learning and a preparation for responsible citizenship, an instrument for promoting environmentally sound sustainable development and a method of facilitating poverty alleviation.

This education and training equips in individuals not only with technical and vocational skills but with broad range knowledge, skills and attitudes that are recognized as indispensable for meaningful participation in work and life. The benefits that an individual

knowledge of apprentices (learners of trades or crafts) working in different sectors of industry and trainees / students trained in different technical vocational institutes, centres and schools. To United Nations Educational, Scientific and Cultural Organization (UNESCO, 2012) Technical Vocational Education and Training are the aspects of educational process involving, in addition to general education, the study of technologies and related sciences and acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life.

The Technical Vocational Education and Training is therefore that part of education system that provides courses and training programmes related to employment with a view to enable the transition from Secondary Education to work for young trainees / students (social objective) and supply the labour market with competent apprentices (economic objective). TVET has an integral part of general education, a means of preparing for occupational fields for effective participation in the world of work, an aspect of continuing or lifelong learning and a preparation for responsible citizenship, an instrument for promoting environmentally sound sustainable development and a method of facilitating poverty alleviation.

This education and training equips in individuals not only with technical and vocational skills but with broad range knowledge, skills and attitudes that are recognized as indispensable for meaningful participation in work and life. The benefits that an individual and subsequently a nation may derive through TVET include self-awareness; self-esteem and it can strengthen interpersonal citizenship, communication and entrepreneurial skills.

Technical Vocational Education and Training is increasingly seen as the main source of long term growth for countries like Korea, Singapore, Germany and India. This is because TVET plays a vital role in human resources development of a nation by creating skilled manpower, enhancing industrial productivity and improving the quality of life (Vijay, 2016)

An analysis according to Human Resource Development Council (HRDC, 2014) revealed that in countries like Korea and Singapore, the success of the TVET system is based on the involvement of the government in ensuring that the purpose of the TVET systems is reformed in line with the phases of the country's economic development.

Nigerian economy is now experiencing a wave of technological change that is intensified by international interdependence and social cohesion problems caused by prolonged unemployment and or stagnant wages and incomes. Considering the Nigerian citizens in the year 2030 now that the country is facing difficult economic stagnation; there would be less productivity and economic growth, less manufacturing, less money for the support of education, and there would be more functional illiterates and the standard of living as well as the quality of lives would decrease.

The problem seems to be that Nigeria has no game plan to sustain the impetus it achieved in Technical Vocation Education and training. The technological vocational leadership and commercial success of Nigeria according Onwuegbuna and Onwuegbuna (2006) has been taken for granted, leading the country not to appreciate the strength that would support its achievements. An educational revolution that would emphasize the major characteristics of the nation is Technical Vocational Education and training system that provides the foundation for learning at basic education, secondary and tertiary institutions to develop required competencies as means of recovering and sustaining economy.

BRIEF HISTORICAL BACKGROUND OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING

The term Technical and Vocation Education and Training (TVET) was officiated at the World Congress on TVET in 1999 in Seoul, Republic of Korea. The decision in 1999 to officiate TVET led to the development of the United Nations Educational, Scientific and Cultural Organization (UNESCO-UNEVOC) International Centre for Technical and Vocational Education and Training in Bonn, Germany. The congress recognised TVET to incorporate other terms like Technical Education, Vocational Education, Technical and

Vocational Education, Vocational Training, Vocational Education and Training, Occupational Education, Apprenticeship Training (Training of Learners of Trades or Crafts), Career and Technical Education, that had been used to describe similar educational and training activities.

In Nigeria, technical vocational education and training was a fashion before the arrival of western education. The aim was character training and job orientation. In order to ensure job orientation according to Seyl (2014), vocational training was run on the apprenticeship system by the member of traditional society to ensure discipline and concentration in the trade to be learnt. The vocations open to young people at that time includes farming, animal rearing and care, fishing, weaving, carving, smiting, boat making, priests, witch-doctors, shrine keepers. The apprenticeship to Okoh (2000) system was a part of a wider education process by which the members of the indigenous societies of Nigeria, in this case passed on or transmit their cultural heritage from one generation to another.

The policy statement on Education of 1925 helped to uplift the image of technical vocational education and training in Nigeria. Government was invited to take a more active part in the provision of technical education which required more costly equipment as well as properly qualified staff/manpower. As a result, the Nigerian Government opened some trade training centres and technical institutions. Thereafter, a lot of schools were established by the missionary and Nigerians.

Prior to 1992 in Nigeria, vocational examinations and proficiency tests were conducted by City & Guilds, Pitman's, and Royal Society of Arts. All these institutions are based in the United Kingdom. Presently, vocational education is regulated by the National Business and Technical Examinations Board (NABTEB). This institution was established in 1992 to conduct and regulate craft level examinations in Nigeria. NABTEB conducts both o' Level and A' Level examinations for Technical Vocational Education and Training in Nigeria.

Importance of Technical Vocational Education and Training

Technical Vocational Education and training has a vital role to play in technological advancement of any country. It is a known fact that the training, acquisition and utilization of relevant skills by the people are indispensable for economic growth and national development. The following are some importance of technical vocational education and training

1. Technical Vocational education and training prepares learners for careers that are based on manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation. In other words, it develops occupational skills.
2. Technical Vocational education and training impart individuals the skills to live, learn and work as a productive citizen in a global society. The aims and objectives of vocational and technical education as contained in the National Policy of Education revised in 2014 include: provide trained manpower in the applied science, technology and business particularly at craft, advanced craft and technical levels.
3. It Provide the technical knowledge and vocational skills necessary for agricultural commercial and economic development.
4. Give training and impart the necessary skills to individual who shall be self-reliant economically through gainful employment as semi-skilled or skilled worker or technicians or sub-professional in recognized occupations.
5. Technical Vocational education and training has the ability to impact socio-political productivity and economic development of nations. This has made VTE an integral part of national development strategies of many nations.

CHALLENGES OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING IN NIGERIA

Aikhionbare (2016) identified some challenges of technical vocational education and training in Nigeria as follows:

Derogatory Attitude Towards Artisans and Craftsmen: Nigerians have since imbibed the culture of showing respect only to those with white collar jobs in the society. Most craftsmen and artisans who practice vocations are usually seen as school drop outs or never do wells. This attitude has discouraged a lot of young people from venturing into vocations.

Low pay: The generally accepted pay package for artisans and craftsmen in Nigeria is quite low. This also does not encourage young people to desire to venture in this field. For example, bricklayers are paid between N 3000 and N 5000 per day, depending on the location (which is between \$ 7 and \$ 12). This figure is about the amount their counterparts earn per hour in the developed world.

Inadequate Training Facilities: Most of our technical colleges, monotech, polytechnics, and universities lack the necessary training facilities to train people in vocational and technical education. This mostly affects those involved in technical education. Most tertiary institutions lack the skilled manpower and equipment to impart knowledge into their students. For example, some Nigerian students in fields like computer science and electronic engineering go through university and never have the experience of writing a workable computer program. The inadequate facilities make it almost impossible for students to gain knowledge and skill in even the most basic practical application of their course of study.

Political Situation: Education generally, including technical education programme has been grossly neglected in Nigeria. Technical educators have the greatest challenge of convincing the law makers on why the law makers should give priority to the programme in allocating resources. Many options of getting positive results have been advocated at different forum, namely, lobbying, participation of technical educators in governance, wooing, etc. Yet the government is playing a lopsided attitude to the proper development of the programme in Nigeria. Anyway, let it be made loud and clear that until they begin to change their attitude towards the programme, Nigeria will ever remain a technologically backward and dependent nation.

Lack of Standards: In developed climes, government agencies are usually set up to standardize the services rendered by artisans, crafts men, technicians, technologists, engineers, and all other vocational and technical practitioners. They are usually given licenses, without which they cannot practice their trade. This ensures that a uniform standard is maintained across board.

Inadequate Funding of Technical Vocational Education and Training: TVET needs to be funded adequately to enable the programme achieve its aim of empowering the learners. The funding needs of TVET are quite enormous and they need to be addressed promptly, these needs include the purchase of equipment and materials for teaching, maintenance of equipment, funding of students work experience scheme. Also, the government should provide funds for vocational education to have a meaning in the country.

Unhealthy business environment: Most businesses set up by those who have learnt some vocational and technical skills are often suffocated by the unhealthy business environment in Nigeria. Challenges such as unstable power, multiple taxation and unavailability of affordable credit adversely affect most small business. For example, if an individual sets up a hair dressing saloon, such person is faced with the challenge of providing power, water, paying taxes to local and state government agencies.

PROSPECTS OF TVET FOR SUSTAINABLE ECONOMY AND RECOVERY IN NIGERIA

Despite the numerous problems facing Technical Vocational Education and Training in Nigeria, there are still prospects attached to it as outline by Aikhionbare (2016). Some of these include;

Changing mind-set towards Technical Vocational Education and Training: There has been a remarkable change in the way people see and regard vocational and technical education in Nigeria, due to the shortage of white collar jobs. A significant number of graduates are now happy to be trained as artisans and craftsmen. Graduates in fields such as medicine, law, engineering and accounting have picked up roles in fashion design, carpentry, shoemaking, masonry and other vocations.

Improvement in the awareness about regulatory agencies: Significant number of Nigerians are now aware of the agencies that regulate vocational and technical education. This has enabled them to become certified in their chosen technical field, such their level of skill and proficiency can be ascertained and guaranteed.

Improved government participation: The government has come to the realization that encouraging vocational and technical education is a sure and sustainable way to pull citizens out of poverty, hence delivering on the dividends of democracy. This renewed belief has been displayed through government interventions using agencies like NABTEB, Bank of Industry and other small and medium scale funds which develop entrepreneurial skills.

Olaitan (1996) affirmed that vocational education could contribute to the development of any nation in the following ways:

1. It is the case of both the individual and the society's economy. Through the acquisitions of skills, an individual could explore his environment and harness the resources within it which could serve him and the society.
2. Vocational and technical education prepares individuals for the world of work based on this it is found in all societies that have occupational structure.
3. It equips the individual with the skills and materials that influence his behaviour in the environment at any particular time.
4. It provides individuals and nations the ability to develop good leadership and followership.
5. It can create many social changes the society e.g. technological changes in various fields of endeavour in vocational education which have resulted into improvement in food production shelter, communication, information processing and business management;

CONCLUSION

The role of Technical Vocational Education and Training in the sustainable economic recovery of any nation cannot be neglected. It has an illustrious part, which is the training and the development of individuals to be successful in any career of their choice and to accord rightful place in national development. In view of this, technical vocational education and training should be given the maximum attention it requires to concentrate on providing practical activities which will lead to self-discovery, self-reliance and sustainable economic recovery of the Nigeria.

RECOMMENDATIONS

Provided the importance of TVET in sustainable economic recovery cannot be underestimated, the following recommendations are made:

1. Government should endeavour to develop a culture of entrepreneurial thinking by integrating entrepreneurship into nation's education system at all levels.
2. Government at all level should increase funding of education in general and Technical Vocational Education and Training in particular to enable TVET agencies carry-out statutory responsibilities.
3. Government and non-governmental agencies should from time-to-time organize workshops, seminars, conferences, etc in form of training and re-training of TVET resource person.

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ASSESSMENT OF SCHOOL PHOBIA IN NURSERY SCHOOLS IN GOMBE LOCAL GOVERNMENT OF GOMBE STATE.

By

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ABSTRACT

There seem to be an increase in the ratio of nursery pupils phobic attitude in Gombe state of Nigeria. A lot of personal discourse and observation by the researchers with teachers and parents shows a need for research so that the root causes can be ascertained in order to proffer solutions. The study intends to determine the phobia syndromes among male and female nursery school pupils in Gombe state. The study adopted the descriptive survey study model using a questionnaire as a research instrument to achieve its objective. Stratified proportional random sampling technique was used in sampling the respondents of the study. Three research questions were generated to that effect. The data from the research questions for this research was analyzed using mean since the mean is used as representing the center of a distribution of scores. The study finds out that the male pupils tend to throw tantrums, deny participating in classwork etc. while the female pupils complain of headaches, nausea, vomiting etc. It also found out that there are differences in the phobia syndromes between male and female pupils. Finally, the study recommends that a caring relationship should be established between the child and professionals in the school (e.g. school counselor). Arrangements should be made for a member of staff to meet the parents/pupils at the school entrance and take the child personally to his/her class among others.

Keywords: Assessment - Phobia - Nursery school**INTRODUCTION**

School phobia is a term that was first used in 1941 to identify children who fail to attend school due to emotional distress and anxiety Last and Francis (1988). Farlex (2012) defined it as, "a young child's sudden aversion to or fear of attending school, usually considered a manifestation of separation anxiety." School phobia also manifests as an extreme separation anxiety disorder of children, usually in the elementary grades, characterized by a persistent irrational fear of going to school or being in a school-like atmosphere (Mosby's Medical Dictionary, 2009). Such children also show an oversensitive, shy, timid, nervous, and emotionally immature nature and have pervasive feelings of inadequacy. They usually try to cope with their fears by becoming over dependent on others, especially the parents, (Mosby's Medical Dictionary, 2009).

Assessment had been defined as, "the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made", Cambridge Advanced Learner's

Dictionary (2017). Here, assessment can be assumed as the measurement/deciding on and/or judging the phobic attitudes manifested by the nursery school pupils in Gombe state. Preschool, also known as nursery school, pre-primary school, playschool or kindergarten, is an educational establishment or learning space offering early childhood education to children before they begin compulsory education at primary school. It may be publicly or privately operated, and may be subsidized from public funds, (Wikipedia, 2017).

School phobia, school avoidance and school refusal are terms that describe an anxiety disorder in children who have an irrational, persistent fear of going to school, (Davies, n.d.). School phobic children are often insecure, sensitive, and do not know how to cope with their emotions. They appear anxious and may become physically ill at the thought of attending school (Davies, *ibid*). However, in some instances, some older children continue to have difficulty being away from home. The parents of these children are usually too attentive, loving and may be overprotective (Silvermarbles, 2014). Due to this, the children lack self-confidence and the ability to cope with school life. Most a times, children who show a higher risk for school phobia are ones who have no siblings, the youngest child or a chronically ill child (Silvermarbles, *ibid*). Most children object to going to school at one time or another. However, a school phobic child often misses many days for vague reasons like fake illnesses but the moment the school time passes, he starts playing. They typically try to cope with their fears by becoming over dependent on others, especially the parents. Whenever they come to the school they experience an overwhelming feeling of impending disaster and feel a compulsive urge to escape from it. When asked, they cannot explain exactly why they are afraid but the feelings of fear that they experience are very real, Davies (n.d.). Initially, the child refuses to go to school, claiming (falsely or not) to have stomach ache or a headache or to be feeling sick. Gradually, their refusal develops into reactions of anxiety that could potentially become panic attacks if one were to insist. This can lead to a range of symptoms such as crying, shaking, feeling dizzy, vomiting, eczema, headaches, etc (Kearney, 2001). These situations can arise when you're about to leave for school, or from the moment your child awakes, or even the night before but generally when the child starts to think about school, (Wimmer, 2003).

RESEARCH METHODOLOGY

This study adopted the descriptive survey study using a questionnaire as the research tool. There are 23 public nursery schools in Gombe Local Education Area with a population of 1,915 pupils. One thousand (1,000) pupils in nursery one, eight hundred and twenty-eight (828) in nursery two and eighty-seven (87) pupils in nursery three (SUBEB, 2017). The sampling technique used in selecting the respondents was stratified proportionate random sampling which involves dividing the population into separate strata on a characteristic assumed to be closely related or associated with the variable under study and also to avoid under representation or over representation of the respondents, also producing low standard error as supported by Osuala, (2001). The population consist of the Head teachers of the nursery schools, the class teachers, parents of the pupils and SUBEB staffs. There are 23 Head teachers for the nursery schools with a total of 56 nursery teachers under them. The parents according to the school records are 1859 in number and the SUBEB staffs number is 193.

The instrument for data collection was symptoms of school phobia questionnaire (SSPQ) which was administered to the population randomly after stratifying and proportionately selecting them. There were twenty-three (23) Head teachers and five (5) were proportionately chosen for the random sampling. The number of teachers were fifty-six (56) and eleven (11) were selected while that of the parents was one thousand eight hundred and fifty-six (1856) out of which three hundred and forty eight (348) were proportionately selected for the randomisation. Finally, the SUBEB staffs number one hundred and ninety-three (193) among which thirty-six (36) were randomly selected.

Table 1: Sampled Respondents for the Study

SN	Strata	Population	Sample	Sampling Tech.
1.	Head Teachers	23	5	Proportionate Sam.
2.	Teachers	56	11	Proportionate Sam.
3.	Parents	1859	348	Proportionate Sam.
4.	SUBEB staffs	193	36	Proportionate Sam.
		2131	400	

Source: Field Survey (2017)

RESULTS

Research question 1. What are the phobia syndromes associated with male pupils in nursery schools in Gombe Local Education Area of Gombe state?

The result in table 2 shows the mean scores on items 1 which deals with question on male children do not have school phobia in Gombe L.E.A had a very low degree of agreement (1.12). This is an indicator that the respondents are of the view that there are problems of school phobia in their perspective.

The result of item 2 also carries a low score of 1.14 showing that the attendance level due to phobia is high among the male students also. Items 3 and 4 had a very high score as being, 3.95 and 3.85 respectively. This shows that the respondents agreed to the fact that the respondents agreed with tantrums and insomnia as part of the phobia syndromes for male pupils in Gombe state. The final question was on nausea and vomiting by the male students which had a very low mean score of 1.16 indicating that the respondents didn't agree to this as an aspect of phobia displayed by the male pupils in Gombe state.

Table 2: Mean scores of respondents' views on the phobia syndromes associated with male pupils in nursery schools in Gombe Local Education Area of Gombe state?

S / N	V a r i a b l e s	M e a n	D e c i s i o n
1	Male children do not have school phobia	1.12	Disagree
2	Male pupils show a lot of restraint in school attendance	1.14	Disagree
3	Male children throw tantrums when going to school	3.95	Agree
4	Male children have insomnia when going to school.	3.85	Agree
5	Male children have nausea and vomits at school.	1.16	Disagree

Source: Field Survey (2017)

Research question 2. What are the phobia syndromes associated with female pupils in nursery schools in Gombe Local Education Area of Gombe state?

The result in table 3 shows the mean scores on items 1,2 and 3 which deals with question on female children not having school phobia in Gombe L.E.A, female pupils enthusiasm for school attendance and female children's tantrums when going to school had a very low degree of agreement of (1.29, 1.54 and 1.44) respectively. This is an indicator that the respondents are of the view that there are problems of school

phobia by female nursery school pupils in their perspective. Items 4 and 5 had a very high score of 3.79 and 3.89 respectively. This shows that the respondents agreed to the fact that the female pupils show these aspects of school phobia (insomnia, vomiting and nausea) in Gombe state.

Table 3: Mean scores of respondents' views on the phobia syndromes associated with female pupils in nursery schools in Gombe Local Education Area of Gombe state.

S/N	V a r i a b l e s	Mean	D e c i s i o n
1	F e m a l e c h i l d r e n d o n o t h a v e s c h o o l p h o b i a	1.29	Disagree
2	Female pupils show a lot of enthusiasm for school attendance than male	1.54	Disagree
3	Female children throw tantrums when going to school	1.44	Disagree
4	Female children have insomnia when going to school.	3.79	Agree
5	Female children have nausea and vomits at school.	3.89	Agree

Source: Field Survey (2017)

The result in table 4 shows the mean scores on item 1 on whether there is no difference between male and female phobia syndrome in Gombe state had a very low score of 1.35 which indicates that in the respondents' view, there is a difference in the syndromes. Items 2-5 which deals with various aspects of the phobia had a very high man score indicating agreement by the respondents with the research questions raised.

Research question 3. What are the differences in male and female phobia syndromes by pupils in nursery schools in Gombe Local Education Area of Gombe state?

Table 4: Mean scores of respondents' views on the difference between male and female phobia syndromes in nursery schools in Gombe Local Education Area of Gombe state.

S / N	V a r i a b l e s	M e a n	D e c i s i o n
1	T h e r e i s n o d i f f e r e n c e b e t w e e n m a l e a n d f e m a l e p u p i l p h o b i c s y n d r o m e i n s c h o o l s i n G o m b e s t a t e	1.35	Disagree
2	Male pupils are more prone to throw tantrums when going to	3.23	Agree
3	Female children have headaches when going to school.	3.95	Agree
5	There are common symptoms that both male and female pupils portray	3.76	Agree

Source: Field Survey (2017)

SUMMARY OF THE FINDINGS

From the analysis of the tables and data above, we can deduce the following:

1. That the respondents accepted the fact that there is problem of school phobia by nursery school children in Gombe L.E.A. of Gombe state.
2. That male children have some phobia syndromes that are unique to them (e.g. tantrums).
3. That female pupils also have some syndromes that are unique to them (e.g. nausea and vomiting).
4. That some phobia syndromes are shared by both the male and female pupils (e.g. insomnia).

DISCUSSION OF THE FINDINGS

The study examined the phobia syndromes prevalent in nursery primary schools in Gombe L.E.A. of Gombe state. The study ascertained that there is the problem of nursery school phobia in Gombe state just as that of Davies (n.d.) where the problem of school phobia was proven to exist and that the children cannot explain their real feelings or reasons for their actions. The first research question was, “what the phobia syndromes was associated with male pupils in Gombe L.E.A. nursery schools of Gombe state?” and the study revealed that there were phobia syndromes that were relevant to male pupils in the state just as the study of silvermarbles (2014) reveal a similar trait in the children observed. Furthermore, a study conducted by Davies (n.d.) also affirmed a similar stance where it also affirmed the prevalence of the syndrome in the students observed.

The second research question was, “what the phobia syndrome is associated with female nursery school pupils in Gombe LEA of Gombe state which the study also found out some unique characteristics displayed by them. The findings of the study were conclusive that female children have the syndrome as was also found to be so in a study conducted by Wimmer (2003). A similar study by silvermarbles (2014) also came to a similar conclusion. The final research question was, “what the differences in male and female phobia syndromes in Gombe is L.E.A. of Gombe state?” and the study also found out that there were some traits that were unique to male pupils while other traits are unique to female pupils as to the analysis of the mean results of the study. This is also in conjunction with the findings of Kearney (2001) in a study the author conducted.

CONCLUSION

Though this study dealt with public nursery schools only, a cursory glance into some private nursery schools in the study area showed that they are facing similar problems. The aim is to help the child return to school and attend class daily without having any fear or reservations. Therefore, the student's confidence and enjoyment of school will increase when a plan of action is implemented and changes are made. The child will develop self-confidence and responsibility when he feels safe in the midst of his colleagues. However, if the school phobia is extreme, a therapist or psychiatrist's assistance may be necessary. The recommendations that will follow will help a lot in alleviating the problem if implemented.

RECOMMENDATIONS

After the study was conducted, the following recommendations were observed;

1. The teacher or other school professional, such as the school counselor should establish a caring relationship with the child so as to win his/her confidence.
2. The differences in the phobia syndromes shown by the male/female children should be taken into consideration and each should be treated accordingly.
3. An arrangement should be made for a member of staff of the school to greet the parent and child at the door and take the child to the class.
4. The child should be helped to build self-confidence by discovering his/her strengths and by providing opportunities for the child to excel.
5. Observe particular activities the child enjoys doing and those that produce anxiety and guide him/her accordingly.
6. Form a friendship group for the students.
7. Assignments should match the student's academic skills so as to do away with feeling of incompetence by the children.
8. Children with poor academic skills should be tested for special education services.
9. Parents should assist the child in overcoming his or her fear by gradually increasing exposure to it.

10. They should also eliminate any "fun" activities at home when school is in session.
11. The parent that the child feels more comfortable with should take the child to school.

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POLITICS OF PLANNING AND ADMINISTRATION OF EDUCATION IN AN ERA OF DWINDLING ECONOMY

By

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ABSTRACT

The paper focused on Perceived Politics of planning and administration of education in an era of dwindling economy. The study adopted qualitative research design using case study method. Five specific objectives and five research questions were used to guide the study. The population consisted of 37 senior educational administrators from all the state's tertiary institutions in the three geo-political zones of Bauchi state. The study had a sample of respondents drawn from the population using purposive sampling technique. The numbers that constituted the sample size were three (3) and drawn from College of Education Azare, College for Legal and Islamic Studies Misau and College of Education Kangere within the three educational zones or Senatorial Districts of Bauchi state. Area of the study is Bauchi state. Semi-structured interview, observation and document analysis were used for data collection. Data collected were analysed using content and thematic analyses to answer the research questions of this study. The results of the study were discussed in details from interviews and triangulated with the findings made from observations and documents. Based on the findings, it was concluded that politics affects educational planning and administration either positively or negatively. It was recommended among others that politics of planning and administration of education should be done bearing in mind rationale economic calculus for educational development. Politics of planning and administration of education should be intended to improved educational development and not the other way round. In spite of these, the dwindling state of Nigerian's economy has made it difficult to properly plans and administer educational policies and management which has affected the enrolments, federal character policies, control of education, curriculum development and implementation, school facilities, teaching and non-teaching personnel among others. It is hoped that the recommendations would serves as solutions towards the politics of planning and administration of education in this era of dwindling economy.

Keywords: Politics, Era of Dwindling Economy, Educational Planning and Administration.

INTRODUCTION

Politics are the activities or affairs engaged in by a government or politicians or political party. Dwindling Economy is a period of general economic decline and is accompanied by a drop in the stock market. Educational planning: this is systematic process of knowing ahead of time a course of action in education in order to achieve the pre-determined objective most economically. Educational administration is regarded as the process of integrating the appropriate human and resources that are made effective for achieving the purposes of a programme of an educational institution (Aghenta, 1995; Okeke, 2007; Undie, 2007; Enaohwo & Eferakaya, 2007; Aderonunmu & Ehiametalor, 2014; Undie, 2016).

Educational Planning and Administration is very germane to the realisation of the school's objectives and goals. Indeed, the success of any school system as an organisation is largely dependent on the administration services available. In Nigeria, education is an investment for stimulating and sustaining

overall national development. Education therefore has an intimate relationship with politics. Education is an instrument in creating the conditions for national progress. For this reason, education in contemporary times still has a very powerful influence on policy making with political flavour. What has become of interest to everybody in most countries is educational policy planning with the consequent implementation strategies. If educational policy planning is carried out in a free state with honesty of purpose in concert with ecological dynamics and realities of any society, such educational policy would represent the totality of the life of the people. Their aspirations, vision and mission therein would be useless if policy packages are not delivered or are poorly implemented. Various interest groups exert pressure on policy planners as they battle with conflicting yet diverse values and demands. The political orientations of governance (whether bad or noble), their agents (whether officials or lobbyists) exert so much pressure to influence the goals (Aghenta, 2015; Hinchliff, 2010; Nwadiana, 2015).

In contemporary Nigeria and in this era of dwindling economy, politics is one of the most popular terms freely used in everyday interaction among the people (Undie, 2007). Interestingly, it is the most abused, misused and misinterpreted. Its meaning is very fluid. To the godfathers, actors, agents, thugs or area boys, lobbyists, spectators, victims and consumers of its outcomes, politics means different things. For this reason, virtually everything in Nigeria is politicized including education (Nwadiana, 2015). Politics is the authoritative allocation of values (tangible and intangible) in a manner acceptable to various interest groups aimed at improving the wellbeing of the society. In other words, politics is an activity directed at who gets what, why, how and when within a group or among groups of people and the limits of resources available or anticipated (Undie, 2016; Nwadiana & Karl, 2015).

Politics is not just struggle for power by all means whether sinful, godly, unconstitutional or otherwise. All other variables in the policy formulation and translation into realistic programmes revolve round politics as the fulcrum. It is believed that education policies and programmes planning are influenced by politics in Nigeria. The greatest treat and also asset to the education enterprise is politics of its policy planning and implementation. This is because educational planning in the final analysis is a political process of give and take; hence it is a central policy issue. The objectives of education policies, the control, development, process variables, financial and accreditation systems are tied intricately to politics (Ngwu, 2014; Nwadiana, 2015).

Any government in power pounces on education promising support and control. It is a vote catching weapon with unrealistic promises. Because education is a public good, governments across time in Nigeria see it as a gift to the people rather than an outgrowth from their needs and values. By reason of the distorted direction of education policy and the attendant unintended consequences, people strongly feel that education should not be depoliticized. Education sector depends largely on governmental authorities for its supply, and maintenance by way of fiscal support. It cannot generate enough funds for itself to run its affairs. Any attempt to do so through payment of fees and other charges will penalize the economically disadvantaged group of people. In the end inequality will increase. Education therefore is apolitical (Fafunwa, 1983; Okebukoa, 2002; Nwadiana, 2015).

The criterion which is used by the people to evaluate the performance of government in the educational sector is the amount of educational facilities and opportunities empirically evident. Government therefore expands the educational system. To do otherwise is to lose support from the masses. Uncontrolled expansion of education system tends to promote political instability. This is why education that is instrument of political support and socialization turns out to be a political weapon of self-destruction depending on the mechanics of planning and implementation (Nwadiana, 2015). Some Scholars have misconstrued politics of education as simply politicization of education; in its true sense, it is the utilization of the political process for improvement and development in education and this is done in the

areas of policy formation, constraints and welfare consideration, and long-range policy for education in future (Okeke & Undie, 2007; Aderonunmu & Ehiamentolor, 2014).

The Nigeria political parties had at various times dabbled into, and to some extent influenced national education policies. Unfortunately, the political parties, so far, had sufficient funds, time, and executive capacity and in some cases, leadership of the right caliber (Okeke, 1998). Interest groups on educational planning and administration, teachers, organizations, religious groups, traditional and consequently influences education. It is even more common today in the developing world particularly Nigeria that technical decisions are often influenced by conservative elements like religion and traditions. Appointments of people to take charge of governmental organizations particularly educational sectors are mostly devoid of economic rationality. Technical enterprise is no longer a factor for consideration of appointment into elective offices within educational sector. The above circumstances have displayed the effective role of the politics of planning and administration of education in educational management and development. Attempts to influence decisions are common in a government of democracy, but not all segments of a society have equal opportunity to exert influence (Enaohwo & Eferakaya, 2007; Ige, 2011; Undie, 2016).

Education is seen as an opportunity to control and direct the thought and destiny of the people within the community. The political economic and cultural significance of education explain the continuing competition for power, influence and authority in the educational enterprise between the educationalists, administrators, planners, economists, politicians, parents, the civil education interest groups, political parties and other organizations and the government. Each group has opinions, disasters and suspicious about the educational practices and reforms as well as the society (Nwagwu, 1991; Undie, 2007; Hinchliff, 2010).

Thus, education has become an area for the struggle among actors pursuing conflicting desires on public issues. There are thrust and counter thrusts in the education governance. The educational system has witnessed augmented roles of the federal and state governments, public and agencies. There are thrust towards increased national influence on the one hand, and the resultant counter thrusts of the resurgence of state and local influence on the other hand, through a great measure of autonomy prevailing at the local level (Duverger, 2007; Okeke, 2007; Undie, 2016).

The establishment and activities of education commissions enabled one to sense the aspirations, thrusts and frustrations at the state and Federal level. With time, the social and economic circumstances altered and diverge the administrative views on education planning programmes and educational development. To the general public, education has become too important not to be left solely for educators in this era of dwindling economy (Nwadiani, 2015). Conflict and politics are both in separate twins which have permitted the governance of education in a state. The increased demand for education focused public and political attention on a national policy for education (Undie, 2007, Okeke, 2007; Aghengbou, 2015; Nwadiani, 2015).

The result of this study is meant to benefit the Authorities and various institutions of learning; so that be an eye opener to authorities and various institutions of learning exposing the interdependence of politics and education both working together for the betterment of the society. With regard to higher institutions; it is useful to colleges, polytechnics and Universities in understanding the influence of politics on educational planning programmes and educational management. Then, Teachers and Parents; to enable them know the role and effects of politics on educational management. So also, The Researcher; to gain knowledge on how politics affect educational management and this will enable him suggest way forward to the problem. Also, it will be greatly useful to researchers and lecturers in understanding the politics of educational planning and educational management. Therefore, taking adequate measures in carry out their responsibilities as researchers. Besides, then, The General Public; to bring to the knowledge of the public

the effect of politics on the management of education and the society. The research finding will also serve as a reference for further studies for interested researchers and or other Nigerians who have interest in similar topics of research. To Educational Planners/Curriculum Planners is therefore to ensure qualitative improvements in planning of education to maximize productivity. The research finding will also serve as a reference to government so as to stop any political interference on educational planning and educational management. It is useful to administrators to ensure merit in selecting educational personnel, on promotion, employment and admissions into schools. It is useful to people and community in understanding the effects of politics on educational planning programmes and educational management and therefore, take adequate caution in controlling the effects. The research finding will also hope to serve as a reference to state ministry of education so as to stop any political interference on educational planning programmes and educational management and ensure qualitative improvement of education in a state.

Objectives of the Study

The main objective of the study was to examine the perceived politics of planning and administration of education in era of dwindling economy for educational development in Bauchi state. Specifically, the study sought to determine;

- i. Effect of dwindling economy on politics of geo-political balancing of education in Bauchi state.
- ii. Effect of dwindling economy on politics of control of education in Bauchi state.
- iii. Effect of dwindling economy on politics of inequality in education in Bauchi state.
- iv. Effect of dwindling economy on politics of curriculum development in Bauchi state.
- v. Effect of dwindling economy on politics of facility provisions in schools in Bauchi state.

Research Questions

Based on the objectives identified above, the following research questions were used to guide the study;

- i. How does dwindling economy affects politics of geo-political balancing of education in Bauchi state?
- ii. How does dwindling economy affects politics of control of education in Bauchi state?
- iii. How does dwindling economy affects politics of inequality in education in Bauchi state?
- iv. How does dwindling economy affects politics of curriculum development in Bauchi state?
- v. How does dwindling economy affects politics of facility provisions in schools in Bauchi state?

THEORETICAL FRAMEWORK

The theories that anchored this study are conspiracy theory and the theory of justice on political interference. These theories were propounded by Robin Perry (2010) and Sunil Tanwar (2015). The conspiracy theory holds that politics of planning and administration of education occurs when a well-connected person of power asks a well-connected colleague to create a situation that will result in the specific set goals and desired end result of the requester. These situations are rooted in abuses of power that lead to corruption in education and eventually the associated cover-ups of such corruption since politics of planning and administration of education always involves action taken in partnership. The act or acts of politics of planning and administration of education comprise the act or acts of conspiracy. As such, politics cannot oppose conspiracy because politics gives birth to it. Another theory that has relevance to the study is the theory of justice. This theory of justice holds that each class and each individual will do their duty and none will interfere with other's activities. According to the theory, education is the positive means by which the ruler can shape human nature in the right direction to produce a harmonious state.

Politics of Geo-Political Balancing:

The constitution defines “federal character of Nigeria” as distinctive desire of the people of Nigeria to promote national unity, foster national loyalty and give every citizen of Nigeria a sense of belonging to the nation. It is intended for balanced development and national unity. In the sphere of education, it is to ensure equality of education opportunity for students irrespective of economic and social backgrounds and seeing to it that the federal education institutions draw their clientele from all over the country (Okorie & Eferakaya, 1993; Okeke, 1998).

The interpretation and application of the concept of “federal character” vis a vis ethnic balancing” or quota system” have evoked controversy and serious disagreements. Quota system is not a strange phenomenon in the Nigeria public life particular in the award of scholarships and appointment to civil service. It dates back to 1950s but became more prominent in the advent of Nigerianization. Nevertheless, it negates the principles of excellence and merit. In practice, it illustrates vividly the concept of “positive discrimination”. Positive discrimination is a device or a practical approach to the problems of providing for equality of opportunity. The problems of the demand for equal opportunity in education border more on the way education runs through the administrative measures and not necessarily on the use of power. Educational facilities are scarce resources of high value. Allocation of schools to the different areas may be a matter for bitter political dispute, (Okeke, 1998).

Politics of Control of Education:

The control of education in Nigeria has been repleted with lot of political undertone. At one time the control of state-owned tertiary institutions and primary education was the entirely the business of the state government, at another time it was the duty of local government and yet at another circumstance the federal government sees it as her responsibility. The dynamism that characterized the control of education carries with lot of allocation values to the stakeholders of education. The issue of University autonomy and academic freedom as always emphasized reveals government inconsistent as what should be the exact position of University autonomy and academic freedom. Government is afraid that she will lost out much power by granting full fledge autonomy to Universities. Again, government seeing more interested in planning tyrants in Universities by the directive of “Hire and Fire” as a function of Universities Vice Chancellors. The introductions of education tax fund to aid the funding of education are all web in politics of planning and administration of education in this era of dwindling economy (Okeke, 2007; & Undie, 2007).

Politics of Curriculum Development:

Curriculum and curriculum development at first glance appear to be of chief concern to educators, governments and parents, and both have relevance and impact on the development at communities and prosperity. The fundamental purpose of curriculum development is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development (Okeke, 1998).

According to De Coninck (2008), curriculum, more than ever before, is now viewed as being at the centre of daily life and the responsibility of society as a whole. Levin (2007), states that educational change is more complex, and as governments have attempted to make large-scale changes, curriculum change has become less of an activity in its own right and curriculum renewal has become part of a broader strategy for change in education in the present era.

Politics of Inequality in Education:

Inequality is entrenched in the structure and organization of Nigeria educational system. Essentially, the Nigerian environment is the prime source of inequality in education. The home situation, the existing traditional institutions, genetic disposition of individuals and their intellectual abilities; uneven distribution of educational facilities, access to available educational institutions, facilities and resources, are epitome of inequality. The structure and general provisions of our education system reinforce inequality. For example, the federal government colleges and old mission schools, special schools, etc. provide generous education for the privilege few while government provides minimal education facilities in the public schools amidst increasing demands and unprecedented pupils/students enrolment (Okeke 1998; Undie, 2007; & Agabi, 2003).

Politics of Facility Provisions in Schools:

It is talking about educational planning for school organization. Educational planning processes involve both learning and teaching. Teaching has been conceptualized as ‘attempt to help some acquire or change some skills, attitude, language, ideas or appreciation’ (Nacico, 1982); the promotion of learning and understanding; habit-training or habit-breaking; training in skills for recall and transfer, explaining the promoting of understanding. The type, objective and control of school to a large extent, determine the structure and content of the curriculum for facility provisions in schools (Okeke, 1998; Okwori, 2011; Undie, 2015).

Planning is the process of anticipating future events and conditions and determining courses of action for achieving organizational objectives. Planning is very much needed in the field of education which is a major requirement in the contemporary society (Kurtz, 2011). Like planning in any field, educational planning has to explore the best possible means of making the greatest use of available resources leading to the maximum realization of the educational aims and objectives, both individual and social. So educational planning is a systematic design of action for realization of educational aims and objectives for individual and social development through maximum utilization of available resources (Philips, nd; Jackson, 1992; Okunamiri, Ibiam, 2009; Nwogbo, 2014).

METHODOLOGY

Qualitative research method was purely employed for this study using case study design. Qualitative research is a method of inquiry employed in many different academic disciplines, including in the social sciences, education and natural sciences (Ogunbameru, 2010). Qualitative methods examine the why and how of decision making, not just what, where, when, or who (Awotunde & Ugodulunwa, 2004).

However, there are different types of qualitative research designs such as case study, focus group or group discussion, interview, observation, storytelling, ethnography, narrative, phenomenology, action research studies, historical studies and grounded theory among others (Jennifer, 2002). In this study, case study approach was employed.

In consideration of the nature of the research and the research questions, the semi structured interview, observation and documents were adopted for the study. The methods were deemed appropriate at as it involved the collection of extensive and cross-sectional data for the purpose of investigating and interpreting an existing situation under study (Sambo, 2004; Enahwo & Eferakaya, 2007; Auwal, 2010; Aderonunmu & Ehiametalor, 2014).

This study focusses on Bauchi state of Nigeria, Bauchi state is located in the North-eastern geo-political zone of Nigeria. The study was conducted in higher institutions. The population consisted of 49 senior educational administrators from all state tertiary institutions in the three geo-political zones of

Bauchi state. The study had a sample of respondents drawn from the population using purposive sampling technique. The numbers that constituted the sample size were three (3).

The researcher adopted the purposive sampling technique for the selection of sample that appears to him as being the one that would provide much in-depth data to answer research questions for the study. Due to the area covered in this study, interview protocol, observation and documentation were used for data collection. The instruments used for collection of data for the study was developed by the researcher. The instruments (interview, observation and documentation) were made to collect data for the study. The core data for the study was collected through interviews. Therefore, before the interview was administered, it was given to trained researchers for observation and vetting. It was scrutinized by two experts in the field of measurement and evaluation to ensure its suitability and otherwise, after they made the necessary corrections and offered suggestions in the questions that were used in the final interview, then it was administered to the respondents.

Data Collection was taken in three phases: phase one was data collection through interview; phase two data collection through observation; and phase three data collection through documents. The researcher adapts to used voice mini recorder/smart phone (itel 1556 plus) to interviewed the respondents and also used observational note as method of data collection for observation and literature as method of data collection for documents. Data collected were analysed using content and thematic analyses to answer the research questions of this study.

RESULTS AND DISCUSSION

The following tables describe the result of the research findings for the study. These findings were related to the research questions that initially guided the study. Data analysed were used to identify and described the level of perceived politics of planning and administration of education in an era of dwindling economy. Data were obtained from administered interview protocol, observation and document analysis. Furthermore, it describes how the data collected for this study were analysed in two stages and discusses how the data were interpreted. **Table 1** presents the summary of participant A responses according to the five (5) constructs that form the basis of the research questions for the study.

Table 1: Summary of participant A response on five research questions of the study

Constructs	Commentary
Geo-political balancing	It brings about a lot of achievements in the state and caused the neighboring states like Gombe, Adamawa and Plateau are coming here to study.
Control of education	Control of education is done by two ways (internal and external controls). And because of it, people always depend on who you know.
Inequality in education	There is no any benefit of inequality to less privileged people and one of the causal agents for the downfall of educational system in Bauchi state.
Curriculum development	It is very important and good factor to be considered and it does not consider cultural peculiarities.
facility provisions in schools/ planning in schools	It is well implemented and updated time to time.

Looking at the five constructs, participant A opined that geo-political balancing, curriculum development and facility provisions in schools were highly satisfied in relation to development of education in Bauchi state, while, control of education and inequality in education indicate dissatisfaction in relation

to development of education in Bauchi state. However, there are mixed opinions in relation to development of education in Bauchi state.

Drawing from this analysis, participant A indicated satisfactory perception on three constructs: geo-political balancing, curriculum development and facility provisions. This is evident in the utterances as indicated in Table 1. Furthermore, on the two constructs: control of education and inequality in education, participant A indicated dissatisfactory perception and also participant A indicated mixed opinions on one construct: curriculum development. This is evident in the utterances as indicated in Table 1. Table 2 presents the summary of participant B responses according to the five (5) constructs that form the basis of the research questions for the study.

Table 2: Summary of participant B response on five research questions of the study

Constructs	Commentary
Geo-political balancing	Actually, the influence of geo-political balancing is prominent (wide spread) and all geo-political zones in Bauchi state have institutions that will cater for their educational needs.
Control of education	Due to the number of institutions that were established in each zone, control of education has to do with the influence of politicians of that zone.
Inequality in education	Inequality do influence to some extent thereby some politicians sponsored students from their constituencies. It encourages some school drop outs to go back to schools.
Curriculum development	Curriculum used is very relevant in the development of education in Bauchi state.
facility provisions in schools/ planning in schools	The strategic plan was developed and it is followed but the problem with the strategic plan was not reviewed to capture the present-day situation.

Looking at the five constructs, participant B opined that politics of geo-political balancing, control of education, inequality in education and curriculum development were highly satisfied in relation to development of education in Bauchi state. While, politics of geo-political balancing indicate element of dissatisfaction in relation to development of education in Bauchi state. In addition, there are mixed opinion with inequality in education, control of education, geo-political balancing, curriculum development and facility provisions in schools/ school planning in relation to development of education in Bauchi state. Drawing from this analysis, participant B indicated satisfactory perception on two constructs: geo-political balancing and control of education. This is evident in the utterances as indicated in Table 2. Furthermore, on the one construct: facility provisions in schools or school planning, participant B indicated dissatisfactory perception and also participant B indicated mixed opinions on four constructs: curriculum development, geo-political balancing, control of education and inequality in education. This is evident in the utterances as indicated in Table 2. Table 3 presents the summary of participant C responses according to the five (5) constructs that form the basis of the research questions for the study.

Table 3: Summary of participant C response on five research questions of the study

Constructs	Commentary
Geo-political balancing	In terms of education, obviously it is not well balanced. The distribution is not much fairly done.
Control of education	Since politics is something that you cannot do with. It brought a number of interruptive factors for us to make our educational institutions very much fairable and accessible. Because of it, politicians or people in authority may influence the establishment of educational institutions so as to gain political influence in their constituencies.
Inequality in education	There is gross inequality in the educational sector in Bauchi state. The development of higher education or institutions is low because of the inequality that exists.
Curriculum development	Curriculum is changes within 2 to 3 years that has affected the education very poor and it brought about even the teachers cannot conceptualise the objectives of the curriculum. Before you know it, another one is brought. Obviously, it affects the quality of education negatively.
facility provisions in schools/ planning in schools	The strategic plan is usually updated in three years to see how far we have gone. Where we need to improve, we improved. The National Commission for Colleges of Education (NCCE) is doing possible to ensure that we have to be follow in the provisions of minimum standard.

Looking at the five constructs, participant C opined that control of education and principles of educational planning were highly satisfied in relation to development of education in Bauchi state, while geo-political balancing, inequality and curriculum development indicate dissatisfaction in relation to development of education in Bauchi state. In addition, there are mixed opinions in relation to development of education in Bauchi state. Drawing from this analysis, participant C indicated satisfactory perception on one construct: principle of educational planning. This is evident in the utterances as indicated in Table 2. Furthermore, on the one construct too: geo-political balancing, participant C indicated dissatisfactory perception and also participant C indicated mixed opinions on construct: control of education. This is evident in the utterances as indicated in Table 2.

Based on the summary of the five constructs and level of satisfaction by the participants, the researcher identified emerging themes as the result findings of this research study. The table 4 below shows a summary of the emerging themes (result findings of the study);

Table 4: Summary of Emerging Themes as Result Findings of the Study

RESEARCH QUESTIONS	EMERGING THEMES
Research Question One: How does dwindling economy affects politics of geo-political balancing of education?	1.Dwindling economy affects geo-political balancing of education.
Research Question Two: How does dwindling economy affects politics of control of education?	2. Dwindling economy affects control of education.
Research Question Three: How does dwindling economy affects politics of inequality in education?	3. Dwindling economy affects Inequality in education.
Research Question Four: How does dwindling economy affects politics of curriculum development?	4. Dwindling economy affects curriculum development.
Research Question Five: How does dwindling economy affects politics of facility provisions in schools	5. Dwindling economy affects facility provisions in schools

DISCUSSION OF FINDINGS

This section discusses the findings made from data analysis. Each theme identified is discussed as a heading in this area. Discussion on each theme is supported with findings from literature review and triangulated with findings from observations and documents.

Dwindling economy affects geo-political balancing of Education:

This result agreed with the findings of Okeke (2007), that it is intended for balanced development and national unity and to ensure equality of educational opportunity for students irrespective of their economic and social backgrounds and seeing to it that the state educational institutions draw their clientele from all over the state. Nevertheless, it negates the principles of excellence and merit. Allocation of schools to different areas has evoked controversy and serious disagreement in Bauchi state. However, it has not taken care of the inherent social bias of the academic system which tilts in favour of children whose parents are educated. Interest groups used influence to ensure that the best educational facilities are made available for their constituencies (Enaohwo & Eferakaya, 2007; Aderonunmu & Ehiametalor, 2014; Nwadiana, 2015).

Dwindling economy affects control of education:

This result agreed with the findings of Undie and Okeke (2007), Aghengbou (2015) and Nwadiana (2015) that the dynamism that characterized the control of education carries with lot of allocation values to the stakeholders of education. Development of higher institutions and control of education in Bauchi state is the work done by the interest groups and as such it affects the educational sector of the state very negative.

This result agreed with the work done by Agabi (2003), inequality is entrenched in the structure and organization of Nigeria educational system. Particularly, Bauchi state is the main source of inequality in

education. The structure and general provisions of educational system in Bauchi state reinforce inequality. For example, state special schools provide generous education for the privilege few while government provides minimal education facilities in the public schools amidst increasing demands and unprecedented students' enrolment. Inadequate access to higher education in the state resulted in emerged of private institutions of higher education that augmented the state government efforts. By implications, parents and guardians are compelled by the realities of the situations and resorted to alternative education for their children to obviate educational inefficiencies (Okebukoa, 2002; Hinchliff, 2010; Chinedo, 2011).

Dwindling economy affects curriculum development:

This result was agreed with the findings of Okeke (1998) and Lavin (2007), the fundamental purpose of curriculum development is to ensure that students received integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. Educational system is more complex and as such government has attempted to make large-scale changes, curriculum development has become less of an activity in its own right and renewal has become part of a broader strategy for development in education. The findings clearly show that a matter of basic problem does not hinge on institutional management, but is the political issues as to what should be taught and read in our tertiary institutions; the curriculum content and methods; who should teach what? These issues beg for socio-political solutions. This finding was also agreed with the findings of Oluwuo (2003); there are depressants that stand against the political skills of the schoolmen in the execution of teaching, learning and curriculum functions. The depressants include religious bodies, conservative politicians, localism and competing demands at given time and place. These depressants affect and condition of the policy many processes. Educational policies on curriculum result from different levels of politics. They are affected by decisions both public and private which lie outside the authority of the board of education. Admissions and placement of students are internal issues that do not require extensive negotiation with the elements in the political stratum. Nevertheless, interest groups influence curriculum development (Fafunwa, 1983; Ngwu, 2014).

It was observed that there is communication gap between sections and departments of education which results in lack of or improper management and sometimes schedule of duties and responsibilities of management staff are overlapping. For instance, PAR and Deputy Registrar, their duties and responsibilities are always overlapping each other. Proper channels of communication are big problems which result in lack of proper co-ordinations between various departments and sections of tertiary institutions of the state.

This finding was agreed with work done by Okeke and Duverger, (1997). It is a firm conviction that with politics, educational planning would be avoided, not only for their meanings, but also as their power as instruments of officials change and economic development. It is considered dangerous to deal with politics, even on the verbal level, as a subject of study. Interest groups in educational sector, teachers' organisations, and religious groups, traditional and conservative elements play vital role in educational planning and implementation. Generally, some educational policy goals are directed by neither the administrator nor the planners. Major discussions about educational sector in the state are daily made by the State Assembly Members. So, political and economic consideration rather than rational and scientific analysis of the educational system are given greater weight. There is lack of interaction link or effective communication between the design planners and implementation planners. It is relevant to note that success in educational planning and administration hinges on the successful plan implementation. Educational planning and administration must therefore reflect the societal and individual problems needs. However, all planning is future oriented; it must draw information from past events and set a target period of attainment (Nwagwu, 1991; Ige, 2011).

CONCLUSION

The study concludes that educational planning and administration should be carried out with cautions bearing in mind the unestablished nature of the economy which makes it necessary for educational planners and administrators to prudently manage the educational resources effectively and efficiently so as to avoid unnecessary waste of resources. This is because the dwindling nature of the economy has created low enrolments, inadequate facilities, and dilapidated structures, among others which have contributed negatively to educational development. Therefore, the need for prudent management of the available resources become necessary and only way to sustains education at this political era of dwindling economy.

RECOMMENDATIONS

Based on the findings of this research study, the following recommendations were made to improved and increase the politics of planning and administration of education in this era of dwindling economy.

1. Government should consider the need and educational aspiration of the host community when planning to establish educational institutions and locate them at the central places where they would be accessible to all.
2. There is need for proper control of education to avoid wastage in education.
3. Government and non-governmental organizations should device a means for proper generation of income to sustain education.
4. The influence of politicians in the planning and administration of education should be discouraged.
5. Educational administrators should be given a free hand to manage educational institutions properly and professionally.
6. Schools strategic plans should be set out clearly without ambiguity for effective and efficient implementation.
7. Politics of planning and administration of education should be done bearing in mind rationale economic calculus for educational development.
8. Politics of planning and administration of education should be intended to improved educational development and not the other way around.

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ROLES OF PRINCIPALS IN THE PLANNING AND ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN AN ERA OF ECONOMIC RECESSION IN TARABA STATE

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Abstract:

The study investigated roles of principals in planning and administration of public secondary schools in an era of economics recession in Taraba State. The purpose of the study was to find out roles of principals in the planning and administration of human, facilities and financial resources in an era of economics recession. Survey research design was used. Three research questions and one hypothesis were formulated for the study. Population of the study constituted 3,838 principals and teachers while 300 principals and teachers constituted the sample of the study using simple random sampling. Data were analyzed using mean ratings and standard deviations to answer the research questions while the t- test statistics was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that in an era of economic recession, principals roles in planning and administration include efficient utilization of human, facilities and financial resources, specifically, the roles of principals, in selecting and recommending staff for training, encouraging staff for self-training and development, persuading appropriate authorities, including host communities, parents and other stakeholder to provide school facilities as well as preparation and keeping of proper book of account and revenue receipts among others. The hypothesis indicated that there is no significant difference in the opinion of respondents on the roles of principals in the planning and administration of schools in an era of economic recession. Recommendations made were that government should give principals freedom to mobilize parents, stakeholders and communities to support schools financially and materially among others.

Keywords: Planning and Administration, Principals, Economic Recession, Taraba Education Zones.

INTRODUCTION

In the theory and policy development in education, it has been accepted that one of the essential preconditions for the development and transformation of the education system is the factor of planning and administration (Odaudu, 2015). Planning is a process of establishing priorities for future actions (Okwori, 2011). It is an exercise aimed at optimization of resources and to ensure that the benefits are distributed equitably among various sections of the production (Odiba & Igono, 2014). Administration on the other hand encompasses planning, organizing, programming, staffing, budgeting, coordinating, reporting and evaluation (Asemah, 2010; Imam, 2012, Nwadiani, 2003). The principals are both planners and administrators of secondary schools whose roles are concerned with planning and implementations of educational plans, programmers' and policies to attain goals and objectives of secondary schools. In an era of economic recession, to achieve the school goals will require the application of general management function, effective administrative practice as well as efficient decision making on school projects and tasks.

According to the National Policy on Education (2013), the goals and objectives of secondary education are: - to provide all primary school leavers with opportunity for higher education level, diversify curriculum to cater for different talents opportunities and future roles, train man-power in applied science, technology and commerce, at sub professional grades, technical knowledge and vocational skills needed for agricultural, industrial commercial and economic development. Others include training of generation of people who can think for themselves, respect the dignity of labour, appreciate those values spelt out in the national objectives, live as good citizens, fostering national unity on common ties that unites Nigerians in our diversity and to develop and promotes Nigerian languages, culture in the context of world cultural heritage, inspiring students with a desire for self-improvement and achievement. Looking at these goals and objectives, principals have great roles in the planning and administration of secondary schools in an era of economic recession, therefore the role of principals in the planning and administration of secondary school cannot be overemphasize.

Economic recession is a period of economic slowdown, featuring low output, illiquidity and unemployment (Nwadiani, 2000). Similarly, Amaechi and Ozoemena (2014) described economic recession as a stage where fund shortages are most severe. Nwachukwu (2014) affirmed that policy and strategy instability, inconsistency, inefficient planning and administration, wastages, overriding macro-economic and volatility of price of oil in the international market are factors responsible for economic recession. He added that over dependency on oil for an average of 80% of Nigerian total revenue to negligence of other viable non-oil sectors and the menace of corruption in every sector of economy also cause severe economic recession, making planning and administration of education at all levels very difficult to accomplish. In Nigeria, roles of principals have multiplied with each passing year in view of the astronomical increase demand for education. However, this study investigated role of principals in planning and administration of public secondary schools in terms of human, facilities\materials and financial resources in an era of economic recession in Taraba State.

The principals of secondary schools play significant role in the planning and administration of schools. They plan, organize, co-ordinate, control and supervise educational programs and policies at the secondary schools' levels to achieve educational goals (Nwadiani, 2003). Ololube (2009) in his study stressed out that planning and administration of human resources is critical in improving competitiveness in the global educational system. Similarly, Owens (2004) also adds that planning and administration of human resources in Nigeria is not only based on effective utilization per se at work, but it encompasses the totality of their skills, talent, capacities and social characteristics.

Agi and Adiele (2009) asserted that staff training and development evolved as a programme to guide the allocated and utilization of educational resources. Nwunuji (2014) and Joseph (2014) in their studies posited that quality assurance in secondary schools could only be obtained by principals' in-house capacity building such as seminar workshops, refresher courses among others. Agi (2015) and Joseph (2014) reported that it is the duty of principals to meet and consult with appropriate authorities and stakeholders in education for the provision of adequate and right personnel, facilities, materials and financial resources to carry out educational functions. Scholars in a related study asserted that it is the duty of principals to equip the school with adequate resource and ensure their proper utilization in order to avoid wastages in the school (Akpakwu, 2008; Jayeoba & Atanda, 2005, and Asemah, 2010). Principals role in the planning and administration of schools include developing school budget, raising funds for schools, keeping proper school accounts, payment of teachers' salaries and capacity development of staff (Joseph, 2014). It is a known fact that school leaders raise fund directly for the school to augment Government effort, more especially in an era of comatose economy.

Statement of the problem

Economic recession has a great impact on planning and administration of public secondary schools. Economic recession, manifests in low output, unemployment, financial squeeze, lack of available infrastructure and capacity development (Nwadiani, 2000). In 2016, the Federal Ministry of Finance declared that Nigeria was technically in economic recession (Rewane, 2016). This phenomenon has impact negatively on the administration of education in Nigeria, and in Taraba State in particular. Observations have also indicated that there is no monthly subvention to schools, poor maintenances of school infrastructure and facilities, particularly those that are used as temporary shade for IDP's as well as irregular payment of teachers' salaries. Given this state of affairs, what are the roles of principals in the planning and administration of schools in Taraba State? This has also affected the students' teachers' ratio as the teachers are inadequate. The quality of education under these circumstances is dangerously compromised. It is against this background that the study investigated role of principals in the planning and administration of public secondary schools in Taraba State in an era of economic recession.

Purpose of the study

The main purpose of the study is to investigate the role of principals in the planning and administration of public secondary schools in an era of economic recession in Taraba State, Specifically the study seeks to find out role of principals in the planning and administration of human, facilities and financial resources in an era of economic recession in Taraba State.

Research questions

The following research questions guided the study:

1. How does principal plans and administers public secondary schools' human resources in an era of economic recession in Taraba State?
2. How does principal plans and administers public secondary schools' facility/material resources in an era of economic recession in Taraba State?
3. To what extent does principal plans and administers public school financial resources in an era of economic recession in Taraba State?

Hypothesis

The null hypothesis for the study was tested at 0.05 level of significance:

H₀₁. There is no significant difference in the opinion of principals and teachers on the role of principals in the planning and administration of public secondary schools in an era of economic recession in Taraba State.

METHODOLOGY

This study adopted survey research design with the population of 3,838 principals and teachers drawn from 410 public secondary schools in the three Education Zones of Taraba State Post Primary School Management Board (PPSMB). A sample of the study was 300, comprising of 30 principals and 270 teachers purposively selected from 30 public secondary schools in the three Education Zones, using simple random sampling. The process involved in this selection is through hat and draw method for each of the three zones. The final selected schools represent the sample of this study. The researchers designed 18-item questionnaire for data collection tagged "Role of principals in the planning and administration of secondary schools in an era of economic recession questionnaire (ROPAERQ) on four points modified likert typed scale mode; strongly agreed (SA)=4, Agreed (A)=3, Disagreed (D)=2 and strongly disagreed (SD)=1 respectively. The instrument was validated by two experts who are Senior Lecturers in Research, Measurement and Evaluation Unit, Department of Educational Foundations, Taraba State University

Jalingo. The instrument was pilot tested, using 50 respondents drawn from 5 secondary schools, which are not part of the sampled, to determine the reliability of the instrument via Cronbach's Alpha co-efficient which yielded an index reliability of 0.89. This signifies that the instrument was reliable and suitable for the study. The researchers administered 300 copies of same questionnaire to both principals and teachers (respondents) in three Education Zones with the help of three other trained research assistants. Data collected were analyzed using means ratings and standard deviations to answer the three research questions. Mean ratings that scored from 2.50 and above were accepted as having influence on role of principals, while mean ratings below 2.50 were rejected. The t-test statistics was used to test the hypothesis formulated for the study at 0.05 level of significance.

RESULTS

Research Question One

How does principal plan and administers public secondary schools' human resources in an era of economic recession in Taraba state?

Table 1: Mean Ratings and Standard Deviation of Respondents' Opinion on the role of Principals in the planning and administration of Human Resources

S/N	Item Description	\bar{X}	STD	Decision
1	Select and recommend staff for training	3.29	0.83	Accepted
2	Utilize staff potentials to realize public Secondary education goals and objection	3.00	0.92	Accepted
3	Training and development of staff to arrest Waste of resources to make educational Production effective	3.46	0.73	Accepted
4	Recruitment and selection of appropriate Human resources to carry out educational Functions of the school	3.05	0.86	Accepted
5	Provide relevant authorities with Accurate budget on staff	3.09	0.94	Accepted
6	Encourage staff self-sponsorship on training and development	3.38	0.82	Accepted
	Cluster mean	3.21	0.86	Accepted

Source: The researchers (2017)

Data presented on table 1, showed that the mean ratings for items 1-6 are 3.29, 3.00, 3.46, 3.05, 3.09 and 3.38 respectively with corresponding standard deviations of 0.83, 0.92, 0.73, 0.86, 0.94 and 0.82. All mean ratings are above the cutoff point of 2.50. The cluster mean of 3.21 with standard deviation of 0.86 was also above 2.50. This signifies that the respondents agreed that role of principals has influence in the planning and administration of public secondary schools' human resources in an era of economic recession in Taraba State. Respondents agreed that principals select and recommend staff for training, utilize staff potentials, training and development of staff to arrest waste of resources, recruit and select appropriate staff, provide relevant authorities with accurate data on staff and encourage staff to embark on self-

sponsorship on training and development in an era of economic recession to improve their professional skills.

Research Question Two:

How does principal plan and administers public secondary schools' facilities/material resources in an era of economic recession in Taraba State?

Table 2: Mean Ratings and Standard Deviations of Respondents Opinion on the Role of Principals in the planning and administration of Facilities

S/N	Item description	\bar{X}	STD	Decision
7	Chief custodians of school facilities	3.05	0.99	Accepted
8	Provide adequate school facilities that are Within their reach/capacity	3.43	0.82	Accepted
9	Persuade appropriate authority to provide school facilities that	3.21	0.92	Accepted
10	Control students' enrollment to match with the existing school facilities	2.09	1.07	Accepted
11	Proper utilization and maintenance of already existing school facilities	2.97	0.95	Accepted
12	Liaise with host communities, parents old students' association etc. to support school with facilities	3.18	0.88	Accepted
	Cluster mean	3.12	0.94	Accepted

Source: The researchers (2017)

Data presented on Table 2, showed also that the mean ratings of items 7-12 are 3.05, 3.43, 3.21, 2.90, 2.97 and 3.18 respectively, with standard deviations of 0.99, 0.82, 0.92, 1.07, 0.95, and 0.88. All mean ratings are above the cut-off point of 2.50. By implication, all the respondents consented that in an era of economic recession, principals of public secondary schools in Taraba State maintained their role as chief custodians of schools facilities, persuade appropriate authorities for other school facilities, curtail students' enrollment, utilized and maintained the available school facilities and liaise or consult with host communities and other stakeholders in education to support or supplement schools with facilities to facilitate teaching and learning process. The cluster mean of 3.12 and standard deviation of 0.94 was also above cut off point of 2.50.

Research Question Three:

To what extent does principal plans and administers public secondary schools' financial resources in an era of economic recession in Taraba State?

Table: Mean Ratings and Standard Deviations of Respondents Opinion on the Roles of Principals in planning and administration of Financial Resources

S/N	Item description	\bar{X}	STD	Decision.
13	Chief financial controller of the school	3.06	0.75	Accepted
14	Prepared budget in advance to assist in planning and administration of public secondary schools' finance.	3.00	0.98	Accepted
15	Raise funds from members of host communities, parents	3.09	0.82	Accepted

	and other stakeholders in education to supplement Government effort.			
16	Embark on viable business such as sell of handcrafts, farming, cooperatives etc.	3.01	0.95	Accepted
17	Keep proper account of schools' revenue and how it is being expended.	2.95	0.86	Accepted
18	Ensure that teachers' salaries are in line with their level set by the appropriate authorities	2.93	0.88	Accepted
	Cluster mean	3.01	0.91	Accepted

Source: The Researchers (2017)

Data presented on table 3 above showed that the mean ratings for items 13-18 are 3.06, 3.00, 3.09, 3.01, 2.95 and 2.93, with corresponding standard deviations of 0.75, 0.98, 0.82, 0.95, 0.86, and 0.88. All mean ratings are also above cutoff point of 2.50. The cluster mean of 3.01 with corresponding standard deviation of 0.91 are also above cut-off point of 2.50. This entails that respondents all agreed that in an era of economic recession in Taraba State, principals of public secondary schools are regarded as chief financial controllers, they prepared schools budget in advance, source for an alternative funds, embark on viable enterprises, keeping of schools' account/revenue, how it is being expended and monitored or supervised payment of teachers' salaries to ensure that their salaries are commensurate with their salaries scale structure.

Hypothesis:

There is no significant difference on the opinion of principals and teachers on the role of principals in the planning and administration of public secondary schools in an era of economic recession in Taraba State.

Table 4: t-test Analysis of the Respondents Opinion of the Role of Principals in planning and administration of public secondary schools

S/N	Respondents	No	\bar{X}	STD	DF	Cal value	T- value	Tab value	T- Decision
1.	Principals	30	3.08	0.46	298	0.32	1.03		Rejected
2.	Staff	270	3.06	0.51					

The table above shows that the calculated t-value of 0.32 at 498 degrees of freedom at 0.05 level of significance is less than the table or critical t-value of 1.03. The null hypothesis is considered as postulated. Therefore, there is no significant differences in the opinion of principals and staff in planning and administration of public secondary schools' human, facilities and financial resources in an era of economic recession in Taraba State.

DISCUSSION OF FINDINGS

The major findings of the present study revealed that principals play significant role in the planning and administration of public secondary schools in an era of economic recession in Taraba State. The first variable revealed that principals influence the planning and administration of human resources. The analysis indicated that all the respondents agree on the role of principal in selecting and recommending staff for training, utilizing staffs' potentials, motivate staff for training and development as well as providing relevant authorities with accurate data on staff. The finding was corroborated by Agi (2015) and Joseph (2014). The implication is that even in an era of economic recession principals still discharge their duties

efficiently. This is because principals believe that the success of the schools in achieving education goals depends on them.

Another finding of the study was that in an era of economic recession principals influence the planning and administration of material resources. Principals' roles include providing adequate schools facilities, persuading appropriate authorities to provide school facilities, curtailing students' enrolment as well as liaising with host communities, and stakeholders in education to support the schools with facilities. Akpakwu (2008), Jaiyeoba and Atanda (2005) and Asemah (2010) supported this finding. In Akpakwu's study, he indicated that principal as the chief custodian of schools ensures the provision and maintenance of school facilities.

The third variable is on the role of principals with respect to finance. Principals of schools prepared schools budget in advance, source for alternative funds, embark on viable enterprises, keeping of schools account/revenue, supervised table payment of teachers' salaries to ensure it is commensurate with their salaries scale structure. The findings confirm Agi (2015) and Joseph (2014). Financial accountability is the cornerstone of efficient administration of schools.

The study found no significant differences in the opinion of principals and teachers in planning and administration of public secondary schools. This view was supported in literature (Olulube, 2009). Principals and teachers are in agreement as to what constitute the roles principals in an era of economic recession.

CONCLUSION

The findings of the study revealed that planning and administration role of the principals' emphasis efficient utilization of financial, material and human resources. The principals' skills, talents, capacities and social characteristics influence their task performance in an era of economic recession; the principals have enormous responsibility of ensuring that schools goals and objective are achieved.

RECOMMENDATIONS

In view of the findings of this study, it is recommended that government should give principals freedom to mobilize parents, stakeholders and indeed the host communities to support the school financially, materially and in the training and development of staff.

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INFLUENCE OF LOCATION, EDUCATIONAL LEVEL OF PARENTS AND GENDER TOWARDS GIRL-CHILD EDUCATION IN GOMBE STATE, NIGERIA

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ABSTRACT

The study investigated the influence of location, educational level of parents and gender on the attitudes of parents towards Girl – Child education in Gombe State, Nigeria. Three objectives of the study were stated and consequently three hypotheses were formulated and tested at 0.05 level of significance. The design of the study was a survey which used ex-post factor because none of the variables can be manipulated. The population of the study consisted of 85, 834 parents from six local governments areas in Gombe State based on National population Commission reports (2006). Based on the population of the study and going by the orientation of sampling adequacy proposed by Krejcie and Morgan (1970) a total sample of 440 parents were selected for the study using stratified random sampling and the stratum were six local government areas. The instrument for data collections was adopted titled “Parents” attitude toward Girl- Child education scale by Dakasku (PATGES) developed by Dakasku (1998). The reliability index of the instrument was found to be 0.86 which was adjudged adequate for the study after pilot testing on a sample different from the study area. The data was collected using the services of Research assistants who took three weeks to collect the data. The data was analyzed using mean, standard deviation and Analysis of variance (ANOVA). Among the results it was discovered that there was significant difference between Urban and Rural parents in their attitudes toward girl – child education, there was also significant difference between literate and illiterate parents in their attitude towards girl - child education. Also revealed was that there was no significant difference between male and female parents in their attitude toward girl – child education. Among the recommendations given was the need for serious counseling intervention so as to boost the attitude of parents towards Girl –Child education in Gombe State.

INTRODUCTION

It has been observed by some researchers like Gomwalk (1998) and William (2007) that the practical reasons for getting the girl child more access to education may be better appreciated, if one understands that, the modern kitchen, home, office, schools are full of technological gadgets that require education to be able to manipulate them. If a house wife is to succeed today, she needs basic education in which in the past was seen as a waste of money and time (Akindele 2009). Cooperation from the home is not doubt required for all economic, social and political activities to succeed. Education of both sexes is very important to be able to participate actively in building virile nation (Adamu, 1995). As such, no sex should be marginalized educationally. There was a popular saying vindicating that indeed, to educate a boy is to educate an individual, but to educate a girl is educating a nation (Gowmwalk, 1996).

King (1993) opined that History has testified that official beginning of western education dated back to the 15th century and was introduced into Nigeria by the Christian missionaries. Furthermore, it has acted that the early missionaries schools were opened to all sexes and all ages as noted their inclination and this continued even after the taken over of the full scale control of education by the colonial government. Even after independence in the opinion of Hamman-Tukur (19985), attention was more directed toward producing enough manpower to fill the existing vacancies in government offices and the little private business irrespective of sex difference as further expressed by (Dakasku, 2001).

The acceptance of western education in Nigeria varied according to regions. Carew (2006) stated that the east and the west had early contact with the missionaries and had also embarked Christianity and western education, and even when they did, it was with restrictions and suspicions. Before that period of time, Islam was firmly established in the Northern region as a religion. It produced its eminent scholars or Ulama (renown Islamic scholars) who were staunch guardians of Islamic theology, jurisprudence and other Islamic legislation in which non-among these scholars castigate the need for girls to be educated in the western way. (Dakasku, 1998)

Similarly, Fafunwa (1974) noted that Northern emirs were political and spiritual leaders of their people and would not tolerate any local or foreign interference. This resulted in the low acceptance of western education in the Northern part of Nigeria and subsequently affected the education of not only girls but boys as well. In comparison, female education received more acceptance and recognition in the western part of the country, followed by the east, while the north due to some religious and socio – cultural factors was reluctant in providing access to education for the female folk.

In Nigeria the rate of girl – child access to basic education especially in the Northern States has been something of great concern. This is because the ratio of boys to girls' enrolment, retention and completion of secondary school education particularly in Gombe State remain alarmingly low. For instance, it has been stated that only 20% of women in the north eastern region of Nigeria were literate (UNICEF, 2004). Abstract from Federal Office of Statistics (FOS) revealed that, the trend of female enrolment in Northern States is not encouraging. In 2013 for example, 4, 766, 464 males were enrolled into primary school while early, 2,914, 103 females were enrolled. This shows that only one third of the total number of children enrolled in primary were female.

Progress Report on Education in Gombe State in the year 2009 revealed a sharp difference un the enrolment figures of male and female students. According to the report, 31, 711 males were enrolled in the year 2007 against only 6, 789 females in Gombe State Secondary Schools. The report contributed this low representation of girls-child in schools due to the withdrawal of girls from school for early marriage, domestic work, activities of street hawking e.t.c while some parent usually claim to have enrolled their daughters in Quranic schools.

Figures from the State Ministry of Education in 2010 also revealed that the rate of dropout amongst the female students exceeds that of the male students greatly. The statistical figures also showed that the female's dropout at secondary school level is more conspicuously alarming to the end of SSS II before or at the point of entering their final year i.e. SSS III and more than 90% of the reasons for the withdrawals were indicated to be "at parents wish" or "at parent request". According to a source in the State Ministry of Education this class for attitudinal change toward towards girl – child education (enrolment) by the parents since their moral, financial and other forms of support are essential for their daughters to attend school.

In spite of efforts made by government to provide schools and other materials to enable girl-child have access to modern education; their level of participation was poor. According to Gombe State Educational Statistics (2009), the enrolment of girl-child into secondary schools was still below average (less than 30%) compared to their population in the various communities. However, the problem of low enrolment and school dropout among girls are still persistent in Gombe State. Enrolment rates are the main

measures of education access generally in Nigeria. In Gombe State, despite the Girls Education Project (GEP) by UNICEF, the enrolment of the girl-child to school lies between 30 – 40%. Bukoye (2007)

Similarly, in terms of girl child retention to schools has been observed that girls have a lower retention rate than boys and the girls' dropout rate at primary school is higher with 17% compared to 15% for boys as reported by Federal Office of Statistics (FOS, 2004). Even when girls start school at the same time as boys they are likely to drop-out before completion. For instance, attendance rates for boys in primary school account for 59% and while 54% for girls, which was relatively low in grade 1-5 and drop-out rates for the girls increase in primary 6. This is an indication that a large number of pupils were unable to continue junior secondary school. (Ohakwe, 1999)

It seems there are many factors as expressed by Sale and Zakawa (2012) that could be associated to higher drop-out rates for girls from schools which usually contributed to the malice of girl child education. These factors as rightly pointed out by Micheal (2009) may include: early marriage, poverty, and girl-child labour, opportunity cost of education, religious misconception and inhibitions, low status of women, distance and inaccessibility of schools, teenage pregnancy, risk of (HIV/AIDS), sexual abuse, broken homes and exploitative tendency of the marginalized girl-child as also highlighted by Dakasku (2001).

Furthermore, each of the stated factors can stand as hindrance against girl child education. Therefore, this study is attempting to find out attitude of parents toward girl child education with special references to factors that affect enrolment, retention and completion of secondary schools in Gombe State, Nigeria. Moreover, one may ask question on why Gombe State? The answer to the posed question is that Gombe State is one of the North – Eastern states, reported to have higher number of schools drop-out specially girl – child schools drop-out. As such, it is an issue of great concern to all stakeholders in education which requires an empirical deduction on why such a prevalence.

It has been stressed by Dakasku (1998) that for a country to develop and attain its full potentials, reasonable attention have to be given to the education of her citizenry and must be free from any form of marginalization, like gender bias. This can be because the roles of women in the society are colossal and enormous which cannot be quantified. They are mothers to be and will spend more time than fathers in the early forum of socialization and education processes of a child (Osita-Oleribe, 2005). They contribute immensely and actively in the rural and formal urban economics of a nation (Obidigbo, 2005). In view of these, education is seen as a liberating tool; hence no nation can afford to deny any section of its population (Maduwese, 2001).

Statement of the Problem

These researchers observed little number of female workers in both state and local governments from Gombe North. This was confessed by one of the local government chairman (2005/2006) when the researcher was examination officer at Government Girls Science Secondary School Doma three students from Dukku Local Government were to repeat SS I, their chairman personally came to the school to beg the principal that they do not have female indigene working in the local government and that they want to employ those three girls so that it will serve as an example to other parents in the area. Further discussion with colleagues revealed that the situation was in the whole of Gombe North Senatorial District. Another instance was during the 2006 population census exercise. There were no enough female enumerators to enumerate the people of Nafada, Funakaye and Dukku Local Government Areas where they have to look for female corps members and other female enumerators from other local government from Gombe South Senatorial District.

Furthermore, based on the revelation of the Federal Office of Statistics (2004) the percentage of women literate cutting across the Northern geo-political zones of Nigeria were alarmingly very low as compared to South-Eastern and South-Southern States of Nigeria. For instance, only 20% of women were

literate from North-East and North-west with only 45% coming from North-central. In addition to that, the National School Record also revealed a net enrolment ratio (NER) of 40% level of non-attendance among primary school age children in which Northern part of Nigeria where girls' enrolment rates are already low, it is most likely that those who do not participate in education are girls, (Mamman, 2003). Most of the time girls are engaged in domestic work and hawking on the streets and stations (Momoh, 2006). Even the few ones that were opportune to be enrolled in schools only few are opportune to complete. This is what prompted the need to find out attitude of parents toward girl-child education in Gombe State,

The situation therefore, prompted the researchers to find out the attitude of parents toward girl-child education in Gombe State, Nigeria. It has been a source of concern among all stakeholders in education to have tried to answer questions like: what are the attitudes of parents in relation to location, education level of parents and gender towards the girl-child enrolment to secondary schools? To what extent girl-child enrolment are retained in rural and urban secondary schools? And how many were able to complete their secondary schools education? It is against these postulated questions which required scientific answers this study was build.

Objectives of the Study

The main purpose of this research is to ascertain whether or not location, education level of parents and gender influences the attitude of parents towards Girl-Child education in Gombe state. In specific terms the study sought to:

1. Determine the influence of location on parents' attitudes towards girl- child education in Gombe state
2. Determine the influence of educational level of parents towards girl- child education in Gombe state
3. Determine the influence of gender of the parents towards girl -child education in Gombe state.

Research questions

The following research questions were formulated to guide the study

1. To what extent do location influence the attitude of parents towards Girl-Child education in Gombe State/?
2. To what extent do education level of parents affect their attitudes towards Girl-Child education in Gombe state?
3. To what extent do gender influence the attitudes of parents towards Girl-Child education in Gombe state?

Hypothesis

The following null hypothesis was formulated and tested at 0.05 level of significance

1. There is no significant difference in the influence of Location, educational level of parents and gender in the attitudes of parents towards girl-child education in Gombe state.

METHODOLOGY

The design used in this study was survey research design which the researchers considered appropriate. This is because it is capable for providing information and data about value, attitude and belief, feeling of both large and small population. To support this statement Emaikwu (2006) stated that survey research is the type of research that gathers data from a large number of subjects to obtain empirical knowledge of a contemporary level. According to Osuala (2005), survey research design studies both large and small population to discover the relative incidence, distribution and interrelation of sociological and

psychological variable. This method was chosen to enable the researcher investigate the attitude of parents toward girl-child education in Gombe State.

The population of this study consisted of 85, 834 parents from six Local Government Areas of Gombe State as obtained from National Population Commission Census (NPC, 2006). Based on the population of the study and going by the criterion of sampling adequacy proposed by Krycie and Morgan (1970) a total sample of 440 parents was selected from the six Local Government Areas of the study. To ensure equal or proportionate representation of parents, stratified random sampling technique was used; the strata were sex and local government area.

The researchers adopted the instrument titled “Parents Attitude toward Girl-Child Education Scale” (PATGCES) developed by Dakasku (1998). The instrument was modified and restructured to suit the present study. The instrument has two sections A and B. Section A deals with demographic data of the respondents, while section B deals with items measuring attitude of parents toward girl-child education in Gombe State. It consists of 32 items to be responded to as a 5-point likert scale SD – Strongly disagreed, D – Disagreed, UD – Undecided, A – Agreed and SA – Strongly Agreed. For the purpose of this study it was modified into 3 points likert type: A – Agreed, UD – Undecided, and D – Disagreed.

The instrument was validated by three experts in the department of educational Foundations, Abubakar Tafawa Balewa University, Bauchi It was also pilot tested using parents from Funakaye Local government area Gombe State. The reason of pilot testing according to Borg and Gall (1979) is to provide the researcher with ideas and cues not foreseen earlier and permits a thorough check of the planned statistical and analytical procedures. It is also to find out how the respondents will react to the instrument (Emaikwu 2006). The Cronbach alpha reliability of the scale was 0.75 thus, it has reasonable internal consistency.

This was a process to which a researcher followed in collecting the data for this study. Six research assistants were employed and trained on how to assist the parents in filling the questionnaire administered. The research assistants read each translated item to the illiterate parents’ respondents and recorded their responses. Five hundred questionnaires were administered in order to run away from respondents’ laxity of returning the questionnaire out of which four hundred and eighty-eight constituting 98% questionnaires were returned. Furthermore, four hundred and forty constituting 91% questionnaires were found to be useful for the study. The data collected was analyzed using mean, SSSS standard deviation and ANOVA for the three hypotheses formulated.

RESULTS AND DISCUSSIONS

Research question 1: To what extent do location influence the attitudes of parents towards Girl-Child education?

The mean and standard deviation on location of parents and their attitude towards Girl-Child education are presented in Table 1.

Table 1: Mean and standard Deviation on Location of Parents on their Attitudes toward Girl-Child Education in Gombe State.

Variable	N	Mean	Standard Deviation
Rural	210	73.66	5.11
Urban	230	79.51	7.24

Table 1 indicated that urban parents have higher mean scores than rural parents indicating that urban parents have more favorable attitude to girl-child education than rural parents. Therefore, the

respondents significantly differ in their attitudes toward girl-child education in Gombe State as such location influences the attitudes of parents towards Girl-Child education

Research Question 2: To what do educational level of parents influence their influence attitudes towards girl-child education in Gombe State.

Table 2: Mean and Standard Deviation of Parents' Educational Background and their Attitude towards Girl-Child Education in Gombe state

Variable	N	Mean	Standard Deviation
Illiterate	210	73.38	3.54
Literate	230	77.74	5.74

Table 2 indicated that literate parents have higher mean than illiterate parents indicating that literate parents have more favorable attitude to girl child education than literate parents in Gombe State This means that literate and illiterate parents significantly differ in their attitude towards girl-child education in Gombe State. Therefore, education level of parents influences the attitudes of parents towards Girl-Child education.

Research Question 3: To what extent do Gender of the parents influences their attitudes towards Girl-Child education in Gombe state?

Table 3: Mean and Standard Deviation of Parents' Gender and their attitude towards Girl-child Education in Gombe State.

Variable	N	Mean	Standard Deviation
Male	210	73.36	5.11
Female	230	74.66	6.11

Table 3 indicated that there was no significant mean difference between female and male parents attitude to girl-child education in Gombe State indicating that female and male parents have favourable attitude to girl-child education. This means that male and female parents do not significantly differ in their attitude towards girl-child education in Gombe state. Therefore, gender do not influence the attitude of parents towards Girl -Child education in Gombe state

H₀: There is no significant difference in the influence of Location, educational level of parents and gender of parents in their attitudes towards Girl-Child education in Gombe State

Table 4: ANOVA on Location, Educational level and Gender of Parents and their influence on attitudes towards Girl-Child Education in Gombe State.

Variable	Type III Sum of squares	Df	Mean square	F	P-value	Remarks
Gender	4200.735	1	4200.735	.000	.994	Not Significant
Location	1470.361	1	1470.361	119.361	.000	Significant
Educational Background	15271.028	1	35.194	41.776	.000	Significant
Total	261135.	434				

Square = .994 (Adjusted R Square = .994)

The result in Table 4 revealed that location of parents significantly affects attitude of parents towards girl-child education in Gombe State. This statistically means that parents in rural and urban areas significantly differ in their attitude towards girl-child education. Educational level of parents significantly affects attitude of parents towards girl-child education in Gombe State. This statistically means that literate and illiterate parents significantly differ in their attitude toward girl-child education. Sex of parents does not significantly affect their attitude towards girl-child education in Gombe State. The null hypothesis is accepted in this case. This statistically means that male and female parents do not significantly differ in their attitude towards girl-child education in Gombe state.

SUMMARY OF FINDINGS

The following are the summary of findings of this study:

1. There was significant difference between Urban and Rural parents in their attitude towards girl-child education.
2. There was significant difference between literate and illiterate parents in their attitude towards girl-child education.
3. There was no significant difference between male and female parents in their attitude towards girl-child education.

DISCUSSION OF FINDINGS

The Hypothesis postulated that there was no significant difference in the attitude of parents towards girl-child education based on location, education level and gender. The result reveals that there is no significant difference in the attitude of urban parents to that of their rural counterparts in relation to education of the girl-child. The interpretation of this result indicated that rural and urban parents do not differ significantly in relation to their attitude towards girl-child education. This study also supports Dakasku's (2001) view that attitude of parents towards education generally do not differ significantly with location. The study also disagrees with Mburza (2007) finding who found significant difference in the attitude of parents towards education particularly in the area of the girl-child education. The study also does not support Gomwalk (1998) who found significant difference in the attitude of parents toward education based on location.

The next result of the study revealed that significant difference exists in the attitude of literate male and female parents in terms of attitude of the literate and non-literate parents to girl-child education. The result of this study confirms the work of Badejo (1999) Gomwalk (1998) and Dakasku (2001) who found no significant difference between literate and illiterate parents in their attitudes towards western education. The study does not support William (2007) and Bukoye (2007) in their separate studies who affirmed that significant difference exists between literate and illiterate parents in terms of their attitudes towards girl-child education. The study also disagrees with the work of Carew (2006) who reported that there are three factors affecting parental attitude towards schooling of girls.

These are parents background characteristics; the cost and benefit parents see in education and the general norms and practices of community that have influence on the parents' attitude about school. Carew (2006) further reported that since the literate population were already benefitting from education, it is natural that they would not act otherwise. Carew (2006) concluded that the illiterate parents have different views towards girl-child education mainly because they are ignorant of the benefit of education besides they have the stereotyped notion that there is no need educating the girl-child. This study is also in agreement with Dakasku's (1998) study who found that the educated parent have most favourable attitude

to girl-child education. There was also a finding by Dakasku that the more educated the parent are, the more positive their attitude toward girl-child education.

CONCLUSION

The study investigated the influence of location, education level of parents and gender on the attitude of parents towards girl-child education in Gombe State, Nigeria. Based on the findings of this research, the researchers concluded that location, educational background and gender are related to parents' attitude toward girl-child education in Gombe State. Majority of the parents in Gombe State have positive attitude toward girl-child.

RECOMMENDATIONS

From the findings of this study, the following recommendations are made:

1. Gombe State Government should revive the enacted by-law on the enrolment and withdrawal of the girl-child from school.
2. Parents should be counseled by counselors that education is never a means of propagating Christianity, but it is rather education for self development and society.
3. Girl in rural areas should be counseled to disregard the wrong notion that their education ends in the kitchen. Gone are the days when an African Woman believed to remain only in the kitchen. The girl-child needs education that will empower her to face the challenges of today and tomorrow.
4. The Local Government Areas concerned should encourage girl by giving them scholarship so as to motivate them to acquire education.

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