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EDITORIAL NOTE

Kano Journal of Educational Psychology (KaJEP) is the official journal of Kano/Jigawa Branch of the Association of Child and Learning Psychologists (ACLP), former Nigerian Society for Educational Psychologists (NISEP). The scope of the journal includes reports of research or studies in areas like Educational Psychology, Guidance and Counselling, Special Needs Education, Test, Measurement and Evaluation, Research and Statistics. Others include Early Childhood Education, Primary Education Studies, Sociology of Education, Educational Administration and Planning, Curriculum and Instructional Technology as well as other relevant fields of psychological and educational studies.

This edition, Volume 3, Number 1, June, 2021 is poised to present modern time's research reports on issues in psychological sciences and educational practices. The articles in the volume are academic and professional discourse written by seasoned scholars in their chosen fields. The Volume 5, Number 1, October, 2025 provides added opportunity for academics and scholars to share experiences, display mastery of subject matter and perhaps advance the frontiers of knowledge. In view of the above, the Editorial Board of this Journal wishes to call for scholarly articles for review and possible publication in her next volume.

The Board remains indebted to the visionary leadership of Kano/Jigawa Branch of NISEP for the ceaseless support given towards successful publication of the Journal. Similarly, we acknowledge with gratitude, the advice, assistance and support of our consulting editors for sparing their time toward ensuring credibility of the exercise. We also appreciate, very sincerely, the authors' contribution to this edition. While anticipating your continued patronage, we hope that you will find this journal educative, informative and rewarding.

Professor Auwal Muhammad Lawal
Editor–in–Chief

CALL FOR MANUSCRIPTS

The Editorial Board of Kano Journal of Educational Psychology (KaJEP) calls for scholarly articles for review and possible publication in its next edition.

Guidelines for Prospective Authors

1. Manuscripts for submission to the Journal should have an abstract (written in past tense) of not more than 250 words.
2. Manuscript should be presented in simple and clear language.
3. Each manuscript should be typed in 12 points font size, Times New Romans, Double line spacing, on one side of the paper and not more than 15 pages including references, appendices and acknowledgement.
4. Referencing should conform to the 7th edition of APA format.
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9. Evidence of payment (proof/Bank Teller) for assessment should be forwarded alongside the manuscript for review.
10. Article will be subjected to Peer Review and only those recommended by the Reviewers will be accepted for publication.
11. Publication fee:
    - e-publication …. #25,000.00
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Managing Editor
Dr. Bashir Sani

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Attitudes of Pre-Service Teacher's Toward the Study of Early Childhood Care Education (ECCE) and Primary Education Studies at the College of Education and Legal Studies Ringim, Jigawa State

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Abstract

The study aims to assess the attitudes of pre-service teachers toward Early Childhood Care Education (ECCE) and Primary Education Studies at the College of Education & Legal Studies, Ringim, Jigawa State. It specifically examines the extent to which pre-service teachers perceive ECCE as a foundational preparation for primary education, their awareness of ECCE's role in facilitating a smooth transition from home to school, attitudes toward the adequacy of care and supervision in ECCE programs, beliefs about ECCE's role in inculcating social norms and values among young children, and variations in attitudes based on demographic factors such as gender, age, and course of study. A descriptive survey design was employed to gather data from a representative sample of 120 pre-service teachers selected through stratified random sampling to ensure proportional representation across different academic levels. The sample comprised 30 final-year students undergoing teaching practice and 90 students from other levels of the programs. Stratifying by academic level was justified as attitudes toward ECCE and Primary Education Studies may differ according to stages in teacher preparation. Data collection was conducted using a structured questionnaire titled "Assessing Pre-Service Teachers' Attitudes toward the Study of Early Childhood Care Education (ECCE) and Primary Education Studies" (APTOECELR). The instrument consists of 20 carefully developed statements designed to capture multiple dimensions of pre-service teachers' attitudes toward these education programs. Content validity was established through a review by a panel of three experts' two specialists in measurement and evaluation and one in mathematics education with a Content Validity Index (CVI) of 0.87, indicating strong relevance and clarity. Reliability testing via a pilot study involving 25 pre-service teachers not included in the main sample yielded a Cronbach's alpha of 0.83, demonstrating good internal consistency. The questionnaire was administered in person, with support from trained research aides to ensure thoroughness and comprehension. A full response rate (100%) was achieved as questionnaires were collected immediately after completion. Descriptive statistics, including means and standard deviations, were used to analyze the data and address the research questions concerning pre-service teachers' attitudes.

Keywords: Pre-Service Teachers, Attitudes, ECCE, Primary Education.

Introduction

Education is considered as the tool or instrument of change through which our cultural norms and values can be preserved and transmitted to the younger generations and liberate the masses from

the clutches of ignorance and prejudices. It makes them aware of their fundamental rights and responsibilities towards their family, society and also the nation at large. Education is an effective means of social reconstruction, it is fundamental for achieving full human potential; and developing an equitable, egalitarian and just society. It seeks to develop the innate capacities of the individuals. It is a potential tool for creating awareness among people and enabling them to lead a happy and peaceful life. Providing universal access to quality education is the key to government's continued ascent and leadership on global development in terms of economic growth, social justice and equality, scientific advancement; and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country and the world. (Raju 2023).

The year before a child reaches Kindergarten are among the most critical in his or her life to influence learning. That is why modern societies show serious concern for the education of their young ones by providing needed support to prepare them to succeed later in school (Ejieh, 2006). It is common practice in most societies to make provision for early childhood education programs of various sorts for children below the official school-going age (usually 6years) mainly to prepare them for education in primary schools (Obidike, 2012).

Statement of the Problem

Nigerian education system since independence can best be described as a system riddled with crisis. It is not strange for this to be so, because the country had inherited the system from our colonial master (Eriba, 2011). Judged against this premise, it becomes very challenging for Nigerians to manage the educational system passed to them by the British. So the system becomes inundated with diverse crises since independence. According to Eriba (2011), the educational system has been in a state of permanent crisis that it has lost quality, efficacy and functionality over the years. Early childhood education in Nigeria is not left out in these crises which tend to make the gains of education less spectacular. It is becoming customary to operate an early childhood institution in every household. Currently, early childhood education institutions are located in various places and buildings-campuses of some universities and colleges, premises of some industrial and business organizations, church premises, residential buildings some part or the whole of which are hired for use as early childhood schools (Ejieh, 2006). The flip side of this proliferation of early childhood institutions is that, the issue of standard and "regulations" have been waved off. The end result is that the young minds are offered "substandard" and "irregular" education that cannot breed egalitarianism and self-reliant individuals of the society and leaders of tomorrow. The significance of Early Childhood Care Education (ECCE) and Primary Education Studies in laying the foundational blocks of lifelong learning cannot be overstated. In recent years, there has been a growing recognition of the role of early childhood education in promoting cognitive, social, emotional, and physical development in children. However, one critical determinant of the effectiveness of ECCE delivery is the attitude of pre-service teachers toward the study and teaching of these fields. Unfortunately, there exists a noticeable gap in empirical studies that assess how pre-service teachers perceive ECCE and Primary Education Studies, particularly in teacher education institutions in Northern Nigeria.

This research was therefore necessary to fill this gap by investigating the attitudes of pre-service teachers at the College of Education and Legal Studies, Ringim. Understanding their perceptions can serve as a diagnostic tool for teacher training institutions to identify areas of improvement in pedagogy, course content, and field experiences. It can also help policymakers, curriculum planners, and

stakeholders develop strategies to motivate, train, and retain teachers in this crucial sector of education.

Objectives of the Study

The following objectives of the study are formulated to guide the research;

1. To assess the extent to which pre-service teachers perceive Early Childhood Care Education (ECCE) as a preparatory foundation for primary education.
2. To determine the level of awareness among pre-service teachers regarding the role of ECCE in ensuring a smooth transition of children from home to school.
3. To evaluate pre-service teachers' attitudes toward the adequacy of care and supervision provided in ECCE programs.
4. To investigate the extent to which pre-service teachers believe ECCE contributes to the inculcation of social norms and values among young children.
5. To examine the differences in attitudes of pre-service teachers toward ECCE and Primary Education Studies based on demographic factors such as gender, age, and course of study.

Research Questions

The following research questions are formulated to guide the research;

1. To what extent do pre-service teachers perceive Early Childhood Care Education (ECCE) as a preparatory foundation for primary education?
2. How aware are pre-service teachers of the role of ECCE in ensuring a smooth transition of children from home to school?
3. What are pre-service teachers' attitudes toward the adequacy of care and supervision provided in ECCE programs?
4. To what extent do pre-service teachers believe ECCE contributes to the inculcation of social norms and values among young children?
5. Are there significant differences in the attitudes of pre-service teachers toward ECCE and Primary Education Studies based on gender, age, and course of study?

The literature highlight the critical role of ECCE in shaping children's developmental trajectories. While countries like India have integrated ECCE into national policy frameworks (Raju, 2023), Nigeria's historical context reveals a delayed but evolving recognition of its importance (Sooter, 2013). Future research should explore comparative studies on ECCE implementation across different socio-economic contexts to identify best practices and challenges.

The Concept of Early Childhood Care & Education (ECCE)

Early Childhood Care and Education (ECCE) is generally defined as the care and education of children from birth to eight years. It refers to all programs for children between ages zero to the start of primary education. This includes both early childhood educational development (ECED) and pre-primary education.

Early Childhood Care and Education (ECCE) is a critical foundation for lifelong learning and development. It encompasses educational and caregiving programs designed for children from birth to eight years, with a focus on holistic development across physical, cognitive, socio- emotional, and ethical domains (Raju, 2023; Sooter, 2013). The National Education Policy-2020 in India highlights ECCE as a pivotal area in school education, emphasizing its role in laying the groundwork for future academic and personal success (Raju, 2023). Similarly, in Nigeria, the recognition of ECCE as an

official educational stage emerged relatively recently, with its roots tracing back to missionary efforts in the early 20th century (Sooter, 2013). This review synthesizes key concepts, historical developments, and the significance of ECCE, while addressing gaps in the literature and providing corrected grammatical structures where necessary.

Early Childhood Care and Education (ECCE) refer to educational programs provided to children aged 0-8 years, particularly those aged 3-5 years, before they enter primary school (Sooter, 2013; Federal Republic of Nigeria [FRN], 2004). Raju (2023) describes ECCE as a foundational stage in the educational structure, emphasizing its importance in fostering cognitive, social, and emotional development. The curriculum typically includes play-based and inquiry-based learning, covering areas such as language, numeracy, arts, and physical activities (Raju, 2023).

According to Sooter (2013, FRN 2004) refers to Early childhood care and Education (pre- primary education) as an education given in an educational institution to children aged 3-5 plus prior to their enrollment in the primary school. According to Raju (2023), Early Childhood Care and Education (ECCE) is one of the thrust areas in school education as envisaged by National Education Policy-2020. This is the foundation on which the entire structure of education rests. Early Childhood Care and Education (ECCE) is generally defined as the care and education of children from birth to eight years. It refers to all programs for children between ages zero to the start of primary education. This includes both early childhood educational development (ECED) and pre-primary education.

ECCE programs aim to achieve comprehensive developmental outcomes, including:
- Physical and motor development,
- Cognitive and problem-solving skills,
- Socio-emotional and ethical growth,
- Cultural and artistic appreciation,
- Early literacy and numeracy (Raju, 2023).

A key objective of ECCE is to ensure universal access to high-quality early education, particularly in socio-economically disadvantaged regions (Raju, 2023).

Importance of Teacher Attitude in Education

Teacher Attitude in Education and play great role in teaching and learning processes. According to Bagudo (2008 in Sooter 2013), posited that reports across the globe revealed that an estimated figure of one hundred million children, struggle daily for survival in villages and cities, and are exposed to the risks of hunger, poverty, disease, illiteracy and abuses.

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. In support of this view, Mahuta (2007) stresses that the need to address the problems and salvage these children and the next generation of children from these menace, has necessitated the program of Early Childhood Care Development and Education (ECCDE). Mahuta (2007) also stated that the aim of ECCDE is to foster the proper development of the children, identify and address their problems, harness their potentials, mould their character, enhance their learning, equip them for life, so that their actions are channeled towards positive personal, communal and global development in all ramifications of life.

Historical Background of ECCE & Primary Education in Nigeria

The introduction of infant schools in Nigeria can be traced back to missionary activities in the

early 20th century, primarily in the Western and Eastern regions (Sooter, 2013). These early institutions laid the groundwork for formal ECCE in the country, though systematic government attention to this stage of education emerged much later. Organized education for children below primary school age was not officially recognized in Nigeria until recently (Sooter, 2013). The concept of infant schools was introduced in Nigeria by the missionaries in the early 20th century when such schools were set up in the Western and Eastern regions of Nigeria. Early Childhood education in the form of nursery school or pre-primary education as we know it today 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. As groping for instruction in schools was not age-based during that period, some children aged six or even more, could be found in some of the infant classes (Tor- Anyiin, 2008). With the phasing out of infant classes, some parents began to feel the need for nursery schools. During that period, (pre-independence) all efforts for provision of early childhood education were confined to the voluntary sector and received little or no support from the government (Tor- Anyiin, 2008). It was for the first time in 1977 with the introduction of National Policy on Education by the then military government of Nigeria that the importance and need for early childhood education was given official recognition and linked with the child's educational performance in primary school. Gradually, early childhood institution stayed, and by 1985, Nigeria had about 4200 early childhood educational institutions. While by 1992 the number increased to about 8,300 (Federal Government of Nigeria/UNICEF 1993). According to Sooter (2013) Nowadays, early childhood educational institutions are located in various places and buildings 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 (Ejieh, 2006).

A research conducted by Raju et al (2023) entitled "A Study on the Attitude of Primary School Teachers towards Implementation of Early Childhood Care and Education in School Curriculum", the researchers used a well prepared and standardized questionnaire as the tool for collection of data from a sample of 100 teachers (30 Headmasters and 70 Secondary Grade Teachers) selected from 30 Primary schools located in Visakhapatnam District of Andhra Pradesh using Stratified Random Sampling technique. Mean score values, standard deviations and independent t-tests were used for analysis of data. The findings of the study revealed that the demographic variables - Gender, Age and Location of the school have no influence on the attitude of teachers towards introduction of ECCE in school curriculum.

Study conducted by Sooter, (2013). The topic of the research titled "Early Childhood Education in Nigeria: Issues and Problems" the paper discusses the issues and problems of early childhood education in Nigeria. It establishes that the Federal Government of Nigeria in its National policy on Education has given official recognition to the development and provision of early childhood education in the country. This combined with a number of factors to give rise to an unprecedented expansion in the provision of child care and early childhood education institutions in the country. However, nearly all the early childhood education in the country is provided by private proprietors. It also identifies the inability of government among others to put to effect most of the measures it stated in the National Policy on Education aimed at ensuring that the policy objectives are achieved. It has also established that the provision of early childhood education will have positive influence on the educational development of children in later life.

Research conducted by Chukwuemeka 2021 on "the Assessment of Early Childhood Care

Education Pre-Service Teachers' Challenges of Improvisation and Utilizing Instructional Resources in Mathematics Classroom". The study assessed the Early Childhood Care Education Pre-Service Teachers' Challenges of Improvisation and Utilizing Instructional Resources in Mathematics Classroom. This study was carried out in Alvan Ikoku Federal College of Education in Owerri Municipal Council Area of Imo State. Based on the purpose of the study, three research questions guided the study. The study adopted descriptive research design. The population of the study comprised of 1,057 Pre-service teachers. A sample size of 235 pre- service teachers were randomly drawn for the study. The instrument used for the collection of the data was structured Questionnaire titled; Assessing Pre-service Teachers' Challenges of Improvisation and Utilizing Instructional Materials scale (APTCIUIMS). The reliability co- efficient(r) of 0.83 were obtained using Cronbach alpha method for internal consistency of the items. Data collected were analyzed using mean, standard deviation for the research questions. The results revealed that there are challenges of improvisation and utilizing of instructional resources. It was recommended that Pre-Service teachers of early childhood care education should see the improvisation of instructional materials as a matter of urgency during teaching to improve the quality of education in Nigerian schools.

Methodology

The study adopted a descriptive survey design to investigate the attitudes of pre-service teachers toward the study of Early Childhood Care Education (ECCE) and Primary Education Studies at the College of Education & Legal Studies, Ringim, Jigawa State. The target population for this study comprises all pre-service teachers enrolled in ECCE and Primary Education programs at the College of Education & Legal Studies, Ringim. The college currently has an estimated total population of 350 pre-service teachers undertaking various levels in the mentioned programs. A representative sample of 120 pre-service teachers was selected for the study. The sample includes 30 final-year students (student teachers) and 90 students from other levels of the programs. The sample size was determined to ensure adequate representation while considering the manageable scope of the study. The stratified random sampling technique was employed to select respondents from different academic levels (strata) within the population. This technique was chosen because it ensures that each subgroup of the population (e.g., level of study) is proportionally represented in the sample, enhancing the generalizability of the findings. Stratification based on academic level is justified as attitudes toward ECCE and Primary Education Studies may vary across different stages of teacher preparation. The primary instrument used for data collection was a structured questionnaire titled "Assessing Pre-Service Teachers' Attitudes toward the Study of Early Childhood Care Education (ECCE) and Primary Education Studies" (APTOECELR). The questionnaire comprises 20 statements designed to gauge various dimensions of pre-service teachers' attitudes toward these education programs. To ensure the content validity of the instrument, the questionnaire was reviewed by a panel of three experts: two specialists in measurement and evaluation and one specialist in mathematics education. Using their assessment, the Content Validity Index (CVI) for the instrument was calculated to be 0.87, indicating high content relevance and clarity of the items. The reliability of the instrument was tested through a pilot study involving 25 pre-service teachers outside the main study sample. The Cronbach's alpha coefficient was calculated to be 0.83, demonstrating good internal consistency and reliability. The researchers administered the questionnaire personally to the selected respondents, with assistance from trained research aides to ensure

clarity and completeness. A 100% return rate was achieved as the questionnaires were collected immediately upon completion. Descriptive statistics, including mean and standard deviation, were used to analyze the responses and answer the research questions related to the attitudes of pre-service teachers.

Table 1: Demographic Variables

Variables		Frequency	Percentage	Frequency		Percentage
Student Teachers	**Male**	21	70%	**Female**	09	30%
Student		52	57.78%		38	42.22%
Total =		**30**			**90**	

Source: Research Questionnaire, 2025.

Table 1 above shows, demographic representations of Students Teachers and students in the study area, with total of thirty (30) student teachers (21 Male and 9 Female Student Teachers) which represents (70% and 30%) and 52 Male Students (52% and 38%) respectively. Findings on demographic variables shows that, there are total of thirty Student teachers (21 Male and 9 Female Student Teachers) which represents (70% and 30%) and 52 Male Students (52% and 38%) respectively in the study area.

SECTION B: Decision Rule: To decide either to accept or reject the statement, mean value that is greater than 3.0 is "accepted" and mean value less than 3.0 is "rejected".

Table 2: ECCE as a Preparatory Foundation for Primary Education

S/N	Statements	Mean	Std. D	Decision
1.	ECCE provides a solid foundation for learning in primary education.	4.30	0.70	Accepted
2.	Children who attend ECCE perform better in primary school.	4.37	0.67	Accepted
3.	ECCE adequately prepares children for the challenges of primary education.	4.30	0.70	Accepted

Sources: Research Questionnaire, 2025

Table 2 above shows all items measured exhibited means greater than 4.0, exceeding the acceptance threshold of 3.0. This indicates that pre-service teachers strongly agree that early childhood education and care (ECCE): Provides a solid foundation for effective primary school learning. Enhances children's academic performance. Adequately prepares children for future educational challenges. The relatively low standard deviations (ranging approximately from 0.67 to 0.70) suggest a high degree of consensus among respondents. These results align with prior research emphasizing ECCE's pivotal role in cognitive readiness for primary education.

Table 3: Awareness of ECCE's Role in Transition from Home to School

S/N	Statements	Mean	Std. D	Decision
1.	ECCE helps children adapt smoothly from home to school life.	1.90	1.06	Rejected
2.	ECCE reduces the difficulty of adjusting to a formal school environment.	4.27	0.69	Accepted
3.	ECCE builds children's confidence for entry into primary school.	4.07	0.87	Accepted

Sources: Research Questionnaire, 2025

Table 3 above shows that, among the items assessed: "ECCE reduces difficulty in adjusting to formal schooling" (Mean = 4.27) and "ECCE builds children's confidence" (Mean = 4.07) were accepted. "ECCE helps children adapt smoothly from home to school life" (Mean = 1.90), which falls below the 3.0 threshold are rejected. This suggests that while ECCE is perceived to boost confidence and ease certain adjustment challenges, respondents are unconvinced about its effectiveness in promoting direct adaptation from home settings to formal school routines. Such nuanced findings echo emerging literature that distinguishes confidence building from broader adjustment processes.

Table 4: Adequacy of Care and Supervision in ECCE Programs

S/N	Statements	Mean	Std. D	Decision
1.	ECCE provides adequate care and supervision for children.	4.27	0.69	Accepted
2.	Teachers in ECCE pay attention to children's safety and well-being.	3.63	0.81	Accepted
3.	ECCE helps to monitor children while their parents are at work, farm, or market.	4.33	0.66	Accepted

Sources: Research Questionnaire, 2025

Table 4 above shows that, all measured items within this section recorded means above 3.6 (approximately 3.63 to 4.33), and so were accepted. Pre-service teachers agree that ECCE programs: Ensure children's safety and adequate care. Provide peace of mind to working parents and guardians. The lower standard deviations (around 0.66 to 0.81) underscore strong inter- respondent agreement. These findings are consistent with evidence highlighting the essential caregiving role of ECCE, beyond its academic contributions.

Table 5: ECCE's Role in Inculcating Social Norms and Values

S/N	Statements	Mean	Std. D	Decision
1.	ECCE teaches children good social behavior.	2.07	1.08	Rejected
2.	ECCE helps children learn discipline and respect for elders.	2.07	1.08	Rejected
3.	ECCE plays a role in instilling cultural and moral values in children.	1.93	1.20	Rejected

Sources: Research Questionnaire, 2025

Table 5 above shows that, all three items under this domain were rejected, with means between roughly 1.93 and 2.07 well below the 3.0 criterion. This indicates prevailing skepticism among pre-service teachers regarding ECCE's effectiveness in instilling: Appropriate social behavior and discipline. Respect, cultural values, and moral conduct. Additionally, elevated standard

deviations (ranging approximately from 1.08 to 1.20) point to considerable divergence in perspectives. Such heterogeneity may reflect inconsistent curricular emphasis or variation in training experiences across institutions.

Table 6: Influence of Demographic Factors on Attitudes

S/N	Statements	Mean	Std. D	Decision
1.	Male and female pre-service teachers view ECCE differently.	4.33	0.66	Accepted
2.	Age affects pre-service teachers' attitudes toward ECCE.	4.33	0.66	Accepted
3.	Course of study influences attitudes toward ECCE and Primary Education Studies.	1.93	1.11	Rejected

Sources: Research Questionnaire, 2025

Table 6 above shows that, the items "male and female views on ECCE differ" and "age affects attitudes toward ECCE" both had means of approximately 4.33 (Accepted), indicating that gender and age significantly influence perceptions of ECCE. Conversely, "course of study influences attitudes" was rejected (Mean = 1.93), suggesting disciplinary backgrounds do not impact attitudes meaningfully. These demographic differentials are consistent with research that identifies age and gender as meaningful predictors in educational attitude formation.

Conclusion

The descriptive analysis reveals that pre-service teachers hold strongly positive attitudes toward ECCE as an academic and caregiving foundation for primary education. They appreciate its role in boosting confidence and ensuring child safety. However, ECCE's contributions to socialization, cultural values, and discipline are viewed as inadequate or underemphasized. Furthermore, attitudes are shaped by age and gender, but not by academic discipline. This suggests a need to re-evaluate how ECCE programs convey and enact their socio-emotional and cultural components.

Recommendations

The following recommendations were suggested for the study;

1. Redesign ECCE curricula to integrate social norms, discipline, and cultural values alongside academic readiness. This can involve modules on socio-emotional development, culturally responsive pedagogy, and positive behavior models.
2. Offer targeted training for pre-service and in-service ECCE educators focusing on character formation, social-emotional learning (SEL), and cultural competence, to better equip them for holistic child development.
3. Advocate for policy frameworks and assessment tools that equally prioritize ECCE's academic, emotional, and socio-cultural dimensions facilitating balanced implementation across institutions.
4. Conduct awareness campaigns highlighting ECCE's holistic value, engaging parents and community stakeholders to reinforce social and cultural learning outside formal settings.
5. Given the influence of gender and age on ECCE perceptions, tailor outreach and training initiatives to address these differences, for example, designing mentoring or reflective modules that consider diverse age groups and gender perspectives.

Recommendations for Curriculum Implementers, Policy Makers, and Researchers

Policy Makers ought to develop targeted policies that incentivize enrollment into ECCE and Primary Education programs through scholarships, grants, and employment opportunities. Establish clear career progression pathways for ECCE educators to attract and retain qualified personnel. Mandate the inclusion of ECCE-focused practicum in teacher education programs.

Researchers should further studies to explore the long-term impact of pre-service teacher attitudes on their classroom practices after graduation. Comparative research between different colleges or regions could highlight best practices and contextual challenges in ECCE implementation. Examine the impact of socio-cultural and economic backgrounds on pre-service teachers' disposition toward early childhood education.

Curriculum Implementers should revise ECCE and Primary Education courses to include more local content, storytelling, indigenous games, and community practices. Emphasize formative assessment and reflective practices in evaluating pre-service teachers. Encourage the use of inclusive and gender-sensitive pedagogies to ensure all children benefit from early education.

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Abstract

This paper examined counselling for National Stability and Integration in Nigeria. The paper observed the implication of counselling for National Stability and integration to Nigerian youth. Some of the concepts discussed includes, Counselling, National Stability, Causes of National Instability in Nigeria, Challenges of Instability faced by Nigerian youth, Significance of Counselling for National Stability in Nigeria, National Integration, Impact of National Integration, Counselling Implications for National Stability and Integration. Counselling helps in providing the full potentials in the area of educational, social, emotional, economic, and vocational, developments as a tool for stability and integration. It is concluded that counsellors must rise up to the challenge of nation building to build peace and national integration in state of traumatized by violent conflicts and crises. Hence national integration plays a significant role in making and keeping the history of a nation alive with sustained development. It was suggested that there is need for Seminars and workshops should to be organized by counsellors in collaboration with the government, Non-Governmental Organizations and other stakeholders in order to discuss and tackle contemporary issues on National integration and stability.

Keywords: Counselling, National Stability, National Integration

Introduction

Counselling is a designed process whose practitioners assist clients to improve their well-being, alleviate distress, resolve crisis and increase their ability to be creative, innovative and make appropriate decisions (Okere, 2015). The main goal of counselling is to facilitate the development and adjustment of an individual who needs help in one form or the other**.** The practice of counselling as a helping service started as human existence is faced with many challenges (Abraham, 2016). The means of achieving these needs and aspiration appears very limited. Apart from the limitedness of the means of achieving life objectives, there are many variables which negatively stand against the way of achieving life desires. The inability of achieving our wants, coupled with the obstruction of certain variables creates numerous problems/challenges for human existence. Nigerian society to be precise is facing a lot of national instability challenges which are overt in different parts of the country (Olayinka, 2018).

Thus, the growth of any nation depends largely on the nation's ability to maintain national stability, integrity, peace and steady interpersonal relationship among its citizenry (Okere, 2015). The counsellor seeks to guide people towards self-understanding, acquisition of skills and knowledge about the environment and appropriate adjustment mechanism for optimum productive work, social and psychological satisfaction as well as economic growth and security development

(Robinson, 2017). A united country and people are in a better position to ably confront its crises of development, nationhood and stability (Sriyakul, 2019). Nigeria is a greatly divided country in which it is accompanied with serious suspicion, distrust, and antagonism among its diverse people (Akande & Okuwa, 2020). These problems have had grave consequences for the good health, orderly growth, development, stable democratic government, unity and survival of the nation (Olayinka, 2018). The different measures and approaches designed and employed by successive Nigerian governments to unite and preserve and generally keep the country afloat cannot be said to have been really effective as the polity is daily faced with increasingly monumental crisis of insecurity, sectarian violence, ethnic strife's, instability and threats of disintegration (Okere, 2015). National integration is the bond and togetherness between people regardless of their caste, creed, religion or gender (Zolberg, 2017). It is the feeling of oneness, brotherhood and social unity under communities and society in a country (Ojo, 2019). National integration helps to keep the country unified and strong from within despite the diversities. Adegoke & Esere (2019) defined national integration as the process of unifying a society which tends to make it harmonious in all things. So, national integration can be from the fact that the nation which remains integrated (Dimka, 2022). It will always progress on the track of development and prosperity. Stability is a phrase with high esteemed value which can affect the survival of modernization and development (Nwozor, 2017). It is how ever important to note that stability is an unavoidable necessity for Nigeria's development holistically, which requires counselling principles to solve the problem of instability in Nigeria (Shertzer, 2018).

Counselling

Counselling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (Abraham, 2016). In addition, Robinson (2017) defines counselling as a helping relationship aimed at assisting individuals to convert behaviours to cope with life situations. It is a relationship of trust where by the counsellor who is capable of being regarded as a special kind of teacher assists an individual (counsellee) to evaluate himself and his opportunities, make a feasible choice in the light to his unique characteristics and opportunities, accept responsibility for his choice/action and initiate a choice of action that is consonant with his choice. Counselling is an interaction between trained personnel (the counsellor) and a troubled individual (the counsellee) for the purpose of helping the counsellee to resolve his problem(s) or crises (Okere, 2015). In this sense, everybody needs counselling, but not everybody can counsel, since counselling requires specialized skills which could be acquired through training and practice (Adegoke & Esesre, 2019).

Akande and Okuwa, (2020) posited that counselling has a number of procedures in assisting an individual to solve his problems. Olayinka (2018) defined counselling as a process in which one person helps another in a one-to-one and a face-to-face encounter. The counsellor serves as a coach focusing on the potentials of the client to help him understand himself. Okon (2013) emphasized the essence of counselling is to assist him understand himself, situation and environment, discover his interests, potentialities and opportunities in life and learn how best to effectively utilize his assets as well as minimize his weakness, to live a maximum productive life. Thus the significance of counselling for national stability and integration in Nigeria is seen as giving advice to citizens on miscellaneous issues (Zolberg, 2017).

National Stability

As regards the concept of national stability, Cole (2016) opines that the concept signifies feeling of well-being or contentment among the citizens of any country; a contentment driven by the level of the citizens' engagement with the system that governs them.

Stability, according to Cole (2016) national stability "must be built on a re-established relationship of trust between our politicians and the people they serve." In this regard the concept of national stability is referring as a nation being firmly fixed; not likely to give way or over turn. Stability is essential for any nation embarking on the process of development.

National stability was an issue that every government must implement to be effective via policy, rule, or law (Gwanmo & Amanago, 2012). Local organization was between people and government which served public goods and was subsidized from central government. National stability focused on reducing inequality, equality, and reducing conflict among political interest groups (Sriyakul, 2019). Public officers also were reformed in terms of implementation response to the policy such as national stability reform to evaluate their performance (Dudley, 2017). In addition, the government sector must reform the roles, duties, structures and work processes of government agencies to be transparent, honest, efficient and effective. Consequently, changing attitudes, i.e., open mind is needed to accept changes that are developed (Adeniyi, 2018).

Causes of National Instability in Nigeria

Dudley (2017) highlighted some causes that lead to instability in Nigeria as follows:

a. The conflict in the Niger delta region has effects because of the use of oil revenues, therefore locals dealers face serious environmental degradation; rebels are frequently kidnapping foreign oil workers.
b. In the Nigeria's diversity, three main ethnic groups make up 66% of the population and they do not work together, also there is a strong religious divide between Christians and Muslims.
c. Crime and corruption, not only in government but generally which have adverse effect on investors.
d. Regional issues, Nigeria forms part of the "triangle of instability", sharing borders with countries like Cameroon, it has continuous spillover of refugees and guerilla fighters over its borders.
e. Political instability: based on occurrence of strikes, demonstrations and violence.
f. The issue of internal terrorism such as Boko haram, bandits and herdsmen.
g. Ethnic violence that is herdsmen
h. Marginalizations of some sections in the country for the provision of basic infrastructure, and these have significantly compounded Nigeria's security issues.
i. Economic growth and development of any nation is not attainable without peace and guarantee integration.

Some Challenges of Instability faced by Nigerian Youth
Inconsistent Societal Values

The changing face of world politics and culture has left the Nigerian youth in a state of confusion as to what is "it" or the real "thing" is. Every one of them wants to get rich all too soon because someone they know a classmate perhaps, has a rich father or a well-to-do uncle, who have

helped them to pull it through (Arisi, 2017). This is not pouring as person on a quest for honest gain, after all older citizen still work to make an income till old age. No one wants to be left in penury in old age, at retirement, when one's income is drastically reduced. Unfortunately, in Nigeria, only fortunate people ever have financial ease at retirement since the system does not ensure regular payment of retirement benefits. Money is indispensable, as a meaningful life is almost impossible without money (Sriyakul, 2019). Our values have changed to such an extent that people are only willing to help when they hope to get gratified on the long run, hence the expression nothing goes for nothing. The sense of right has disappeared in a world of relativity. Being a brother's keeper has given way to an almost incurable, murderous and deadly competition that often puts a rift in homes, corporate bodies and the family at large (Coleman,2018).

Economic Problems

Economic challenge is one of the pedantic and redundant in my opinions about economic disintegration, making a quick remark will not be outplace that the youth who goes through the stress of school in and who graduates with no future is under undue stress (Emeka, 2021). The motivation for enduring the hardship and exigencies of education especially in Nigeria where the facilities are slim is undermined since there is no more future in it. What the youth wants is a just remuneration for his effort. Therefore the present high rate of unemployment is an underlying factor in national stability and the integration of the youth (Gboyega, 2019).

Political Differences

Political differences are the norm in all democratic societies; in fact it is a process that enables fairness and everybody's participation in governance. However, our political system is devoid of political philosophies and ideologies that incorporate a viable system which takes in to cognizance the cultural diversities of the Nigerian people (Gwanmo & Amanago, 2012). Seeing ourselves as people with a common goal should be a better approach to solving our national problems. Hence, individuals should be counseled about eschewing sectionalism and about their political attitude. History tells us that when individuals are overwhelmed by their sense of superiority, which is a complex, it spells doom for them and the society. Many Nigerian youths are often engaged as political thugs for pittance, even if it were for a fortune, it should never be encouraged as untold number of people are killed (Uzonwanne, 2015). Why would anyone approve the elimination of people for momentary gain, vaulting ambition and power? It is a fallacy to feel that after a person is dead and gone /he should continue to perpetuate a philosophy, an ideology or a lifestyle that has not brought any good to one's neighbour (Otite, 2018).

Mass Illiteracy

Education for all is a very good place to start in helping people know their rights and how to read documents that are of enormous importance to their existence. An individual who has not learnt to read the dosage or indications of a particular drug is bound to be poisoned or killed by drug abuse and self-medication (Nwozor, 2017). Gaining mastery in any field is a mediating variable in self-esteem and self-confidence and subsequent motivator for achievement in other fields. This might also be linked with learning properly and correctly.

Literacy becomes indispensable in national stability because not being able to communicate with people of other ethnic groups and languages is a primary cause of instability in Nigeria (Suberu, 2014). The National Youth Service Scheme was setup with one of the objectives being to foster national stability and integration.

Underdevelopment

Without doubt the main grouse with government by a people of any nation is usually underdevelopment. In developing countries, a great hue and cry is made against governments in appropriate spending, when priorities are discarded and public coffers are depleted for the benefit of a few empowered people (Otite, 2018). African leaders and particularly Nigerian leaders make these countries their predilection as they seize every opportunity to get rich in order to give themselves the exclusive life style that they observe and partake abroad, while resigning their compatriots to untold hardships from underdevelopment, lack of electricity, dangerous roads, inadequate medical facilities, lack of shelter and potable water to mention a few (Oladeji & Folorunso, 2017). There can never be national stability and integration, where there is underdevelopment and individuals feel they do not matter in a country, where only a segment hang on to national resources and claim it is for their families, associates and region.

Foreign Intrusion and Distraction

No one can stop the spread of universalism and attend an issue of cultural colonization, which has become the order of the day as our youths run after foreign tastes in clothing, food, education, music and film (Nwadialor, 2019). Perhaps the tide would have been stemmed if we had given value to our indigenous initiatives. So much has been achieved; however, the ever-increasing brain drain is of much concern. The verdict is that we permit the intrusion and the distraction because we have not built and developed our own local structure to allow for long lasting and dependable output to benefit the young Nigerians (Zolberg, 2017).

The Significance of Counselling for National Stability in Nigeria

Counselling education is highly significant for political class and the integration of appropriate elements of counselling in to the nation's political system (Okere, 2015). This could be achieved by enacting law for political aspirants to be exposed to minimum standards of political and counselling education at the tertiary level with the support of the two recognized professional bodies in Nigeria: Counselling Association of Nigeria (CASSON) and Association of Professional Counsellors in Nigeria (APROCON).
The Information service is very essential at this time for stability. An individual that is not informed will be deformed. The heartbeat of counselling is provision of adequate and genuine information. This is to update the individual's knowledge for adequate improvement. Creativity and innovation develop from ideas and information (Gwanmo & Amanago, 2012). Helping individual who may be engulfed with psychological depression, counselling centres if established at strategic locations in legislative houses and ministries at both state and federal level where they can meet professional counsellors for assistance (Shertzer, 2018).
National integration, otherwise termed nation-building, national unity, national cohesion, national loyalty, or the national question "involves consensus on the limits of the political

community and on the nature of the political regime" (Liddle, 2017).This simply means the forging of agreement among the members of a state on the extent of unity they wish to have as well as the type of political structure and institutions they desire. It is also a "process of unifying a society which tends to make it a harmonious city, based on an order its members regard as equitably harmonious" (Duverger, 2016).This implies that integration promotes unity which encourages smooth interaction among the members of the given society based on certain established principles of fairness (Ojo,2019).

Zolberg (2017) define national integration as "a relationship of community among people within the same political entity or as a state of mind or disposition to be cohesive, to act together, to be committed to mutual programmes". They are thus referring to a society of oneness whose members are willing to live and work together harmoniously and share the same destiny. It has also been viewed as: a process by which members of a social system develop linkages so that the boundaries of the system persists (sic) overtime and the boundaries of sub-systems become less consequential in affecting behaviour (Ajayi,2016). The term national integration is now widely used to cover a wide range of political phenomena. National integration is used to refer to specific problem of creating a sense of territorial nationality which eliminates subordinate parochial loyalties (Dimka, 2022). In this sense, it is generally presumed that there exists an ethnically plural society in which each group is characterized by its own language or other self-conscious cultural qualities (Jega, 2021). Thus, integration is used to refer to the tensions and discontinuities on the horizontal plane in the process of creating a homogeneous progressive reduction of cultural and regional territorial political community (Bamisaiye, 2019).

Olugbemi (2020) defined national integration as the collective orientation of members of a society towards the nation and its society in such a way that micro-loyalties are not allowed to jeopardize the continued existence of the nation and its objectives, goals and ideals. National integration is feeling of oneness which is not imposed by any authority. Feelings and actions in this regard come from within. The purpose of national integration is to build a united and strong nation. National integration is the awareness of a common identity among the citizens of a country. It means that though we belong to different races, religions and speak different languages, we recognize the fact that we are all one. It means unifying all the forces in the country so as to give the idea of one nation (Ajayi, 2016).

Some of the Impact of National Integration

i. **National Youth Service Corps (NYSC) Scheme:** Meant to instill sense of patriotism, arouse national consciousness, wipe-off ethnic loyalty and religious bigotry is no longer a laudable and relevant scheme geared towards national integration. Gwanmo and Amanago (2012) observed that the National Youth Service Corps (NYSC) scheme, one of the government's initiatives for national and cultural understanding is being threatened by frequent ethno-religious crises. Parents and guidance alike now take keen interest and joy in their wards serving within the confines of their ethnic origin. They are trying to avoid a situation where their children will be slaughtered in a cold blood at the expense of national integration and loyalty.

ii. **States Creation:** The logic of continued state creation in Nigeria purportedly to bring government closer to the people and achieve national development is a failed strategy. The continuous balkanization of Nigeria in to smaller, weaker and unviable units will multiply the

existing problems of ethnic minority, issue of lack of development, endemic corruption and adversely affect the overall integration and unity of the country. Adeniyi (2018) affirmed that state creation in Nigeria remains entirely an elite's affair. It is an enterprise controlled, prosecuted and employed by the elite for the satisfaction of their desire for power and political relevance. Since 1963, states creation has not been a basis for resolving the national questions and the attendant problem of mass alienation from the political and economic processes of Nigeria (Emeka, 2021).

iii. **Federal Character Principle:** The intent and purpose of Federal Character Principle in Nigeria is a laudable one. However, the application and operation of the principle tends to differentiate rather than integrating and unifying Nigeria. Olugbemi (2020) and Suberu (2014) were of the opinion that the Federal Character Principle as defined and pursued by the 1979 and 1999 constitution cannot succeed in integrating and uniting the people because it is an ideology of the minority ruling class aimed at protecting their interests. Gboyega (2019) confirmed that it is merely an elite ploy, which will not materially improve the lot of the downtrodden in whose name it is raised.

iv. **National Symbols and Nigerian Constitution:** The National symbols especially the National Anthem and Pledge whose recitations are made compulsory in schools, at private and public occasions have no meaning beyond the confines of the political elite who enjoy the goodies of the government (Abdullahi, 2019). The recitation is equally not impactful on nationalistic feelings and consciousness of the students. In the same token, the constitution as a body of laws uniting the country is nothing but a document in which those who are expected to form part of those who are to make it are excluded (Shertzer, 2018). The exclusion of the cross sections of the population from the making of the constitution coupled with high level of illiteracy are great minus for using constitution as a unifying mechanism in Nigeria (Robinson, 2017).

Counselling Implications for National Stability and Integration among Youth in Nigeria

Counsellors are encouraged to educate the general populace on the significance of empathy where counsellors used to solve the emotional state of clients. Counsellors in the correctional centres should train the wrong doers if convicted to put themselves in the victim's shoes, thereby feeling the pains of evilness, they have committed; this will show the former to reframe from his/her dastardly intention (Okere, 2015). In setting the ball rolling, counsellors should ensure that the type of environment that will promote democratic citizenship, social responsibility, peace, social justice and reconciliation is designed (Robinson, 2017).

Through counselling, the need for good governance, cooperation and dialogue, poverty eradication, job creation, fighting corruption, discouraging nepotism, etc. should be stressed by counsellors (Shertzer, 2018). They should initiate the formation of clubs and societies in schools where those embers imbibe qualities that help them to be actively involved in social justice and peace issues in their communities, learn to adopt a non-violent stance towards conflict resolution and become endowed with them to cope with the anger, frustration and isolation staring at them from the environment.

Counsellors should also initiate training on conflict resolution and mediation techniques, especially for community leaders who will then pass this on to their members. Okon (2013) asserted that government should promote the training of public administrators towards peace

dialogue and democratic interactions as one of the essential components for handling insecurity arising from their community.

The guidance counsellors are conscious and conversant with the problems of Nigeria, which requires counselling principles, skills and techniques to help in solving the problem of stability in Nigeria (Abraham, 2016). To bring about stability requires allow conducive democratic environment to prevail and sustain with principles of counseling, which should recognize each person as an individual to be treated with equal justice, equity and fair play.

Counsellors should carryout programmes to develop high moral conduct and the practical fear of God in the society using counseling; advice for moderate life style and the virtue of contentment; and advice to cultivate the sense of hard work and discipline (Corey, 2018). The counsellor with knowledge of behavior modification techniques, attempt to eliminate blocks instability like greed, materialism, oppression by modifying our attitudes and value system in our pattern of behaviour. Since attitudes are learned, they can be unlearned towards acceptable direction (Adegoke & Esesre, 2019).

Conclusion

In conclusion, this paper emphasizes counselling in providing the full potentials in the area of developments as a tool for stability and integration. Through counselling would build the universal values and behaviours on which a culture of national is predicated, including the development of non-violent conflict resolution skills and a commitment to working together to realize a shared and preferred future of a nation. Counsellors must rise up to the challenge of nation building to build peace and national integration in state of traumatized by violent conflicts and crises.

National integration is very significant for a country because it is seen many times in the history of mankind that the integrity of a nation fell in danger. It had confronted major challenges from within and also became a victim of foreign assaults. Hence national integration plays a significant role in making and keeping the history of a nation alive with sustained development.

Suggestions

1. Government should provide counsellors with proper training on how to reduce the instability in the country.
2. Federal, state and local government leaders should provide skills acquisition centres for youths that will integrate them.
3. Traditional rulers should intensify efforts in identifying some challenges of instability faced by Nigerian youth.
4. Government institutions should train more counsellors on how to handle issues related to National stability and Integration.
5. The federal government should give a legal backing to counselling profession as to encourage active participation in the National integration.
6. School counsellors should enlighten the students on the need for unity and integration among Nigerians.

7. Seminars and workshops should be organized by counsellors in collaboration with the government, Non-Governmental Organizations and other stakeholders in order to tackle contemporary issues related to National integration and instability.

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Early Childhood and School Adjustment among Primary School Pupils in Nasarawa West Senatorial District, Nasarawa State, Nigeria

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Abstract
The study examined Early Childhood and school adjustment among primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State, Nigeria. The study had two (2) objectives, two (2) research questions and corresponding null hypotheses. The study employed a survey research design and the population of the study is 54,062 primary IV pupils from 625 public primary schools in Nasarawa West Senatorial Districts, Nasarawa State out of which a sample size of 381 pupils was selected using Multi stage sampling procedure. An instrument tagged "Early Childhood Education and Pupils' School Adjustment (ECE & PSA)" was used to collect data for the study. The instrument was presented to three experts for content and construct validity which gave a validity index of 0.86. The instrument was further pilot tested at Central Pilot School Garaku using Richards Kuder son reliability method which yielded a reliability index of 0.79. Mean and standard deviation were used to answer the research questions while Pearson Product Moment Correlation Coefficient (PPMC) was used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed a significant positive relationship between play-based learning and school adjustment of primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State. The results also showed a significant positive relationship between socio- emotional learning and school adjustment of primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State. Based on the findings of the study, it was concluded that early childhood education has a significant impact on children, giving them a solid foundation in primary/lower basic school and positively influencing their primary school adjustment as well as their academic achievement later in life. The study therefore recommended among others that there is need for training and retraining of early childhood education teachers by the Nasarawa State Government on how to effectively and successfully carry out the play based learning in their respective classrooms.

Keyword: Early Childhood Education, School Adjustment, Primary Schools, Nasarawa State

Introduction

All over the world, early childhood/pre-school education has been recognised as necessary for the child's good academic advancement or development. Pre-school education, also known as early childhood education in Nigeria, is children's education from age 0 to 5 years. It is the education given to children in the formal school system before primary education. In the colonial period/era, preschool education in Nigeria was in the form of a sub-standard infant school run by adults who gathered children of age 3-7 years (Gomez, 2016). The sub-standard infant school aimed to teach children the rudiments of numbers and alphabets. Such schools were practised under shades of trees or uncompleted buildings. The unhealthy environment in which the substandard schools were practised made parents complain bitterly, afraid that their children may contract diseases or be bitten by snakes or scorpions in such schools. This placed increased pressure on parents amidst increased demand for preschool education from the government of Nigeria (Enemuoh, 2020).

Early childhood education that includes educational programme that serves children in pre-school years and is designed to improve later school performance. Merriam-Webster dictionary (2019) defines early childhood education as a school for children usually younger than those attending elementary school or kindergarten. Encyclopedia defines preschool as an early childhood programme in which children combine learning with play in a programme run by professionally trained adults. The word "Nursery" lexically means any place in which something is bred, nourished or fostered. Nursery school therefore means a place set apart for educating young children between ages three and five years. Akinola (2018) defines early childhood education as the education given in an educational institution to children aged three to five plus prior to entering into primary schooling. Many societies have practiced home-schooling for centuries. Nursery school in this study is defined as an educational programme in which children between the age of 3 and 5+ undergo a programme carried out by a professional known as the teacher and combining learning and play in carrying out the activities.

A child's innate potentials and curiosity can be fully developed through preschool education. Early childhood/kindergarten education has a significant impact on children, giving them a solid foundation in primary/lower basic school and positively influencing their primary school adjustment as well as their academic achievement later in life (Eskishumal, 2016). The inadequate exposure to preschool education at the early stage of life can be disastrous for a child's academic growth and development as the child who missed the opportunities for early or preschool learning can be haunt throughout life, retarding his/her school adjustment and workplace success in later life. Early childhood education comprises of programmes that include play based learning, intellectual and language instructions, physical and health education, socio- emotional learning among others (Barnard (2018). However, this study will capture two out of this indices or programmes which are play based learning and socio- emotional learning.

Play-based learning is an educational approach that incorporates play as a central component of the learning process. It recognizes that children learn best through active engagement and exploration in a meaningful and enjoyable context. As children play, they engage their imagination, take risks, and learn problem-solving to support their development. Play-based

learning is a powerful approach that has gained significant recognition in early education programs (Enemuoh, 2020). Instead of relying solely on traditional teaching methods, play-based learning embraces the innate curiosity and creativity of children to foster their development. By engaging in purposeful play, children not only acquire essential academic skills but also develop crucial social, emotional, and cognitive abilities (Gomez, 2016).

In a preschool classroom, play-based learning can take various forms. For instance, it could involve setting up hands-on sensory activities, such as a water table or a sandpit, where children can experiment and discover new textures and properties. It could also involve imaginative play with dress-up clothes or pretend kitchens, allowing children to explore different roles and scenarios while developing their language and social skills. Play-based learning is child-initiated and teacher-supported (Akinola, 2018). The teacher's role is to motivate and encourage the children to learn through interactions that expand their thinking. Through play, children engage in problem-solving, critical thinking, and decision-making, all while having fun and building a strong foundation for future academic success.

Social and emotional learning (SEL) in early childhood education is crucial for a child's overall development, fostering skills like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills are not only essential for school readiness but also lay the foundation for lifelong success in relationships, mental health, and overall well-being. Social emotional learning (SEL) is a methodology that helps students of all ages to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others (Garcia, Heckman, Leaf, & Prados, 2020) These learned behaviors are then used to help students make positive, responsible decisions; create frameworks to achieve their goals, and build positive relationships with others. Social emotional learning is a vital component of early childhood education, providing children with the essential skills they need to thrive in all aspects of their lives. Through play, exercises and storytelling *pre-school children are able to better express their feelings*, they get along better, show empathy for others (Wichers, 2021).

Social and emotional development begins early in life. This is when children start to understand who they are, what they are feeling and what to expect when interacting with others. It's when they learn how to form and sustain positive relationships; experience, manage and express emotions. A growing body of scientific evidence confirms that children who acquire a strong emotional foundation skill in the early years can better manage everyday social interactions later in life (Reynolds, 2021). It is critical for the development of overall brain architecture and has enormous consequences on their ability to learn. Teaching children how to self-regulate in the early years helps them understand and control emotions, focus on learning and manage stress. Teaching children self-awareness in the first years of life helps them develop strong social emotional abilities. School adjustment is a state whereby an individual interacts harmoniously with his environment and is satisfied with the role he has been assigned to play. Cox (2016) conceived adjustment, as an individual's general adaptation to his or her environment and the demands of life. McLloyd in Teibowei et al. (2020) sees school adjustment as the psychological processes through which people manage or cope with the demands and challenges of everyday life; it is the process by which a living organism maintains a balance between needs and the circumstances that influence the satisfaction of these needs; it is the process of finding and adopting modes of behaviour suitable to the environment or to change in the environment. It can also be seen to be

the process through which a person tries to strike a balance between his requirements (needs, desires and urges) and the reality of life; it is the ability of an individual to adapt to his environment even in the place of changes taking place (Wichers, 2021). School adjustment plays a vital role in a child's life; and like a pillar, the entire life of the child is based on it. It is not limited only to a child's progress and achievement, but also their attitude towards school, anxieties, loneliness, social support and academic motivation. With the difference in environment and setting found in the home-school and nursery school, there will be transitional needs, especially for the homeschoolers, that could be confronting them in primary school. To help them adjust in their new environment, these needs are to be addressed since every year numerous homeschooled children are being transferred into primary school and this transfer can be both stressful and it induces anxiety (Surekha, 2018).

Statement of the Problem

The choice of how one's child receives his/her education is a huge decision to make, which is often made depending on personal factors such as time, availability, socio-economic status as well as one's child's personality. This choice, to a large extent, contributes to the success in career, educational foundation, and how educated a child becomes. Early childhood programmes which provide childcare services help in enhancing children's adjustment in primary schools in terms of their attitude towards school, anxieties, loneliness, social support and academic motivation. Unfortunately, not all parents and caregivers can afford to send their children and wards to nursery school due to many factors ranging from financial difficulties to family norms and values, sit-at-home mums, cultural belief systems, religious systems to mention a few; hence some opt for nursery schooling while some go for homeschooling before primary education.

From the foregoing therefore, there is an urgent need for Government to subsidized the early childhood education which will make it accessible to all children irrespective of their family socio economic background because early childhood education will provide the vital physical, psychomotor, affective, cognitive, social potentials which are fundamental to human life that will play essential role in the primary and even more in later life of the children. This study aimed to investigate the impact of early childhood education on school adjustment of primary school pupils in Nasarawa West Senatorial District, Nasarawa State, Nigeria.

Purpose of the Study

The purpose of the study was to examine early childhood and school adjustment among primary school pupils in Nasarawa West Senatorial District, Nasarawa State. Specifically, the study sought to;
1. Examine the relationship between Early Childhood and school adjustment among primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State;
2. Determine the relationship between socio- emotional learning and social adjustment among primary school pupils in the study area.

Research Questions

The following research questions were raised to guide the study;

1. What is the relationship between Early Childhood and school adjustment among primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State?
2. What is the relationship between socio- emotional learning and social adjustment among primary school pupils in the study area?

Statement of Hypotheses

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

$H0_1$: There is no significant relationship between Early Childhood and school adjustment among primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State

$H0_2$: There is no significant relationship between socio- emotional learning and social adjustment among primary school pupils in the study area

Methodology

Research Design

The study adopted a descriptive survey research design. This design allowed the researcher to collect data from the respondents using questionnaire and subject them statistical analysis. According to Orodho (2019), descriptive survey research design is a method of collecting information by way of interviewing or by administering a questionnaire from a selected sample. It is mostly used to collect information about people's attitudes, opinions, habits or any variety of social issues. This design was deemed appropriate for this study because the researcher collected, analyzed and report information as it exists on the field without the manipulation of the variables under study. Descriptive survey design was used in this study because the researcher tried to find out the impact of early childhood education on school adjustment and academic achievement of primary school pupils.

The target population of the study comprised of fifty four thousand and sixty two (54, 062) primary IV pupils from all the public primary schools in Nasarawa West Senatorial Districts of Nasarawa State. There are 625 public primary schools spread across the five Local Government Areas in the Senatorial Districts. The five Local Government Areas are Karu, Keffi, Kokona, Nasarawa and Toto. The distribution of the population is shown in Table 1.

Table 1: Population of the Study

S/N	LGA	Number of Schools	Number of Pupils
1	Karu	187	17,082
2	Keffi	43	11,945
3	Kokona	123	11,118
4	Nasarawa	172	7,460
5	Toto	100	6,457
	Total	**625**	**54,062**

Nasarawa State Universal Basic Education Board (NSUBEB) Lafia, 2025

The sample size of the study comprised of 381 Primary four (4) pupils from the public primary schools in Nasarawa West Senatorial Districts, Nasarawa State, Nigeria. The sample size was adopted using a table for sample size determination by Paul C. Boyd Educational and Psychological Measurement (2006). The study adopted a Multi Stage sampling procedure. In the first stage, purposive sampling technique was used to select three out of the five Local Government

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Areas in the zone based on the high numbers of schools in the area. The selected Local Government Areas are Karu, Nasarawa and Kokona. In the second stage, four (4) schools were selected from each of the selected Local Government Area using simple random sampling technique. Finally, proportionate sampling technique was used to select 381 Primary IV pupils from the twelve selected schools for enumeration. The sample size of the study was presented in Table 2.

Table 2. Sample Size of the Study

S/N	LGA	Schools	Number of Pupils	Sample Size
1	Karu	Cent. Primary School Gitata	89	33
		Primary School Aso Pada	78	29
		Primary School Kafin Shanu	76	28
		Central School Uke	116	44
2	Kokona	Central School Kana	77	29
		Primary School Yelwa Bassa	92	35
		Primary School Amba	87	33
		Primary School Bokoko	71	27
3	Nasarawa	Primary School Tammah	109	41
		Central School Laminga	94	35
		Central School Bakono	66	25
		Primary School Udeni Gida	58	22
		Total	**1,013**	**381**

An instrument tagged "Early Childhood Education and Pupils' School Adjustment (ECE & PSA)" was used to collect data for the study. The instrument which consists of five (5) items was designed based on 4- point likert scale of Strongly Agree (SA= 4), Agree (A= 3), Disagree (D= 2) and Strongly Disagree (SD= 1).

The researcher visited the sample schools with introductory letter from the Department of Educational Foundations, Nasarawa State University Keffi seeking permissions to conduct research in the sample schools with the help of three research assistants selected from the teachers of the sampled schools. The instruments were administered and retrieved on the spot for analysis. Mean and standard deviations were used in answering the research questions while the formulated hypotheses were however tested using Pearson Product Moment Correlation Coefficient (PPMC). In answering the research questions, any weighted mean below 2.50 was considered disagreed while above was considered agreed. In testing the null hypotheses, if the p- values were found to be less than 0.05, the null hypotheses were rejected while those greater 0.05 were accepted or retained.

Results
Research Question One: What is the relationship between Early Childhood and school adjustment among primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State?

Table 3: Mean and Standard Deviation on Early Childhood and School Adjustment Among Primary School Pupils

S/N	Items	SA	A	D	SD	Mean	Std Dev.	Dec.
1	I received early an instruction through playing which enables me adopt to the new environment	162	107	59	53	3.00	0.83	Agree
2	I am able to interact freely with my peers as a result of the early childhood education I pass through.	128	123	52	78	2.79	0.91	Agree
3	I was exposed to early education which makes me have close tied with my teachers	65	87	102	127	2.24	1.12	Disagree
4	I always feel sad whenever my mummy ask me to prepare for schooling	118	109	86	68	2.73	0.92	Agree
5	I feel isolated and lowliness because I have not attended early childhood education	183	144	28	26	3.27	0.78	Agree
	Grand Total					**2.81**	**0.91**	

Table 3 revealed mean and standard deviation rating on relationship between Early Childhood and school adjustment among primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State. From the table, the respondents have disagreed with item 3 as evidence from its mean score of 2.24 which is below 2.50 bench mark set for this study. However, the respondents have agreed with items 1, 2, 4 and 5 and seen from their mean scores of 3.00, 2.79, 2.73 and 3.27 for items 1, 2, 4 and 5 respectively which were all above the bench mark (2.50) set for this study. Also, the overall mean score of 2.81 is also above the bench mark of 2.50, implying that play based education has impact on school adjustment of primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State, Nigeria.

Research Question Two: What is the relationship between socio- emotional learning and social adjustment among primary school pupils in the study area?

Table 4: Mean and Standard Deviation on Socio- Emotional Learning and Social Adjustment among Primary School Pupils

S/N	Items	SA	A	D	SD	Mean	Std Dev.	Dec.
1	I have a good concentration during classes	98	184	68	31	2.92	0.84	Agree
2	My exposure to early childhood education has enhanced my communication skills	166	124	59	32	3.11	0.80	Agree

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3	I freely joined my classmates in group reading	173	116	73	19	3.16	0.79	Agree
4	I am always confident to ask question in the class	152	131	52	46	3.02	0.81	Agree
5	I am able to read and write with little understanding	101	155	68	57	2.79	0.91	Agree
	Total					**3.00**	**0.83**	

Table 4 showed mean and standard deviation rating on the impact socio- emotional learning on school adjustment of primary school pupils of Nasarawa West Senatorial Districts of Nasarawa State. The table further revealed that the respondents have agreed with all the items in the table given their mean scores of 2.92, 3.11, 3.16, 3.02 and 2.79 for items 1, 2, 3, 4 and 5 respectively which were all above the bench mark of 2.50 set for this study. More so, the overall mean score of 3.00 is also above the bench mark (2.50) of this study. This therefore indicates that socio- emotional learning has impact on school adjustment of primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State, Nigeria.

Testing of Hypotheses

$H0_1$: There is no significant relationship between Early Childhood and school adjustment among primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State

Table 5: Correlation Between Early Childhood and school adjustment among primary school pupils

Variable	N	$\overline{X}$	Std Dev.	Df	R	Sig. (2- tailed	Decision
Early Childhood.	381	2.89	.98				
				379	.828	.003	Reject $H0_1$
School Adjustment	381	3.20	.87				

***significant at 0.05 level**

Table 5 revealed a positive significant relationship between Early Childhood and school adjustment among primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State, n= 381, R= .828 and p value was .003 which is less than the alpha value (0.05) implying that a positive significant relationship between Early Childhood and school adjustment among primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State, hence the null hypothesis one was rejected.

$H0_2$: There is no significant relationship between socio- emotional learning and social adjustment among primary school pupils in the study area

Table 5: Correlation Between Socio- emotional Learning and School Adjustment of Primary School Pupils

Variable	N	$\overline{X}$	Std Dev.	Df	R	Sig. (2- tailed	Decision
Socio emotional. Learning. .	381	2.92	.86				
				379	.811	.011	Reject $H0_2$
School Adjustment	381	3.19	.77				

***significant at 0.05 level

Table 6 revealed an R value of .811 and a p value of .011 which is less than the alpha value (0.05). This indicates a significant positive relationship between socio- emotional learning and school adjustment of primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State, Nigeria. Therefore, the null hypothesis which states that there is no significant relationship between socio- emotional learning and school adjustment of primary school pupils in Nasarawa West Senatorial Districts is hereby rejected.

Discussions

Findings from research question one and hypothesis one revealed a significant positive relationship between Early Childhood and school adjustment among primary school pupils in Nasarawa West Senatorial Districts, Nasarawa State. This finding is in line with the findings of Enemuoh, (2020) which revealed that Play-based learning is a powerful approach that has gained significant recognition in early education programs. Instead of relying solely on traditional teaching methods, play-based learning embraces the innate curiosity and creativity of children to foster their development. Gomez (2016) also added that by engaging in purposeful play, children not only acquire essential academic skills but also develop crucial social, emotional, and cognitive abilities.

Results of research question two and hypothesis two also showed a significant positive relationship between socio- emotional learning and school adjustment of primary school pupils in Nasarawa West Senatorial Districts of Nasarawa State. This finding has agreed with the findings of Wichers (2021) which revealed that social emotional learning is a vital component of early childhood education, providing children with the essential skills they need to thrive in all aspects of their lives. Through play, exercises and storytelling *pre-school children are able to better express their feelings*, they get along better, show empathy for others. Reynolds (2021) also confirmed that children who acquire a strong emotional foundation skill in the early years can better manage everyday social interactions later in life It is critical for the development of overall brain architecture and has enormous consequences on their ability to learn.

Conclusion

Based on the findings of the study, it was concluded that early childhood education is necessary towards enhancing school adjustment of primary school pupils in the area. Through early childhood education, a child's innate potentials and curiosity can be fully developed through preschool education. Early childhood/kindergarten education has a significant impact on children, giving them a solid foundation in primary/lower basic school and positively influencing their primary school adjustment as well as their academic achievement later in life.

Recommendations

The following recommendations were made from the findings of this study:
1. There is need for training and retraining of early childhood education teachers by the Nasarawa State Government on how to effectively and successfully carry out the play based learning in their respective classrooms.

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2. There is also need for Government at all levels and other relevant agencies to embark on sensitization campaign on the need for parents to first send their wards to early childhood education before the primary education looking at its importance in socio- emotional development of pupils.

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Early Childhood Care and Education in the Digital Age: Emerging Opportunities and Challenges

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Abstract.
The digital age has brought about significant changes in the way we live, work, and learn. Early childhood care education (ECCE) is no exception, with technology increasingly being used to support young children's learning and development. This paper explores. A brief history of early childhood education in Nigeria, Concept of Early Childhood Care and Education, the emerging opportunities and challenges in ECCE in the digital age, highlighting the potential benefits and drawbacks of technology integration in ECCE settings. Coming to a conclusion about the emerging opportunities and offering recommendations about the paramount benefits. **Keywords:** Early Childhood, Digital Age, Technology

Introduction.

Early years in life are very crucial to the formation of intelligence, personality and social behavior of a child. The year before a child reaches Kindergarten are among the most critical in his or her life to influence learning. That is why modern societies show serious concern for the education of their young ones by providing needed support to prepare them to succeed later in school (Ejieh, 2006). It is common practice in most societies to make provision for early childhood education programs of various sorts for children below the official school-going age (usually 6years) mainly to prepare them for education in primary schools (Obidike, 2012). The Federal Government of Nigeria recognizes the importance of early childhood education in Nigeria and as a result it was given prominence in the National Policy of Education (FRN, 2004) as one of the programs in the Nigerian educational system. Bagudo (2008), posited that reports across the globe revealed that an estimated figure of one hundred million children, struggle daily for survival in villages and cities, and are exposed to the risks of hunger, poverty, disease, illiteracy and abuses. In support of this view, Mahuta (2007) stresses that the need to address the problems and salvage these children and the next generation of children from these menace, has necessitated the programme of Early Childhood Care Development and Education (ECCDE). Mahuta (2007) also stated that the aim of ECCDE is to foster the proper development of the children, identify and address their problems, harness their potentials, mould their character, enhance their learning, equip them for life, so that their actions are channeled towards positive personal, communal and global development in all ramifications of life.

ECCE as a critical foundation for a child's future success, technology can play a significant role in supporting young children's learning and development. The digital age has brought about new opportunities for ECCE, including access to a wide range of digital resources, tools, and platforms. However, it also raises important questions about the potential impact of technology on young children's learning and development. In Nigeria ECCE started as a Sunday school program during the colonial era, teaching them literacy skills and bible stories. This was done to preserve and provide basic education to the children of colonial officials and children who have been converted by missionaries, hence, early years in life are the most important to the formation of intelligence, personality and social behavior of a child.

Historical Perspective of Early Childhood Education in Nigeria

In Nigeria, organized education of the child below primary school age did not receive official recognition until very recently, it received the attention it deserved. The concept of infant schools was introduced in Nigeria by the missionaries in the early 20th century when such schools were set up in the Western and Eastern regions of Nigeria. Early Childhood education in the form of nursery school or pre-primary education as we know it today 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. As groping for instruction in schools was not age-based during that period, some children aged six or even more, could be found in some of the infant classes (Tor-Anyiin, 2008). With the phasing out of infant classes, some parents began to feel the need for nursery schools. During that period, (preindependence) all efforts for provision of early childhood education were confined to the voluntary sector and received little or no support from the government (TorAnyiin, 2008). It was for the first time in 1977 with the introduction of National Policy on Education by the then military government of Nigeria that the importance and need for early childhood education was given official recognition and linked with the child's educational performance in primary school. Gradually, early childhood institution stayed, and by 1985, Nigeria had about 4200 early childhood educational institutions. While by 1992 the number increased to about 8,300 (Federal Government of Nigeria/UNICEF 1993).

Nowadays, early childhood educational institutions are located in various places and buildings 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 (Ejieh, 2006).

Concept of Early Childhood Care and Education

Maduewesi (1999) refers to early childhood care and Education as the education offered to children who have not yet reached the statutory age of beginning primary school. He further maintained that it is a semi-formal education arrangement, usually outside home where by young children from about the age of 3 years are exposed through play like activities in a group setting through mental, social and physical learning suited to their developmental stages, until the mandatory age of government approved formal schooling. FRN (2004) refers to early childhood care and Education (pre-primary education) as an education given in an educational institution to children aged 3-5 plus prior to their enrollment in the primary school. Four (4) Objectives of Early Childhood Education according to FRN (2004) are: 1) to effect a smooth transition from home to school 2) to prepare the child for the primary level of education 3) to provide adequate care and supervision for the children while their parents are at work (in the farm, in the market or offices) 4) to inculcate social norms, values and the spirit of inquiry as well as creativity through the

exploration of nature, the environment, art, music and playing with toys and so on. 5) to Develop a sense of cooperation and team spirit 7) to learn good habits, especially good health habits and teach the rudiments of numbers, letters, colors, shapes, forms and so on through play.

The integration of technology in early childhood care education (ECCE) has brought about several emerging opportunities, including: *Personalized Learning* Technology can be used to personalize learning experiences for young children, tailoring instruction to meet their individual needs and interests (Burnett, 2010). This can be achieved through: - Adaptive learning software - Learning apps - Online educational platforms *Access to Digital Resources* The internet and digital libraries provide access to a vast array of educational resources, including: - E-books - Videos - Educational apps - Online learning platforms *Enhanced Engagement* Technology can be used to enhance young children's engagement and motivation, making learning more fun and interactive (Prensky, 2001). This can be achieved through: - Ramification - Interactive simulations - Virtual field trips *Improved Assessment and Feedback* Technology can be used to assess young children's learning and provide immediate feedback, helping to identify areas where they need additional support (Pellegrini & Galvin, 2015). This can be achieved through: - Online assessments - Digital portfolios - Learning analytics *Increased Accessibility* Technology can increase accessibility for young children with disabilities, providing them with equal opportunities for learning and development (Warschauer, 2003). This can be achieved through: - Assistive technology - Accessible digital resources - Inclusive learning platforms Conclusion the emerging opportunities in ECCE offer a promising future for young children's learning and development. By leveraging technology, educators and policymakers can create effective and engaging learning environments that support the diverse needs of young children.

Emerging Challenges.

The integration of technology in early childhood care education (ECCE) has brought about several challenges, including: Screen Time and Health Concerns, Excessive screen time can have negative effects on young children's physical and mental health (Hinkley & Taylor, 2012). This can lead to: - Obesity and sedentary behavior - Sleep disturbances and eye strain - Decreased attention span and social skills.
Not all children have equal access to technology, creating a digital divide that can exacerbate existing inequalities (Warschauer, 2003). This can lead to: - Limited access to digital resources and online learning opportunities - Disparities in technology skills and digital literacy - Widening of the achievement gap

Cyber security and Safety Concerns

The internet can pose risks to young children's safety and security, including exposure to: - Inappropriate content and online predators - Cyberbullying and harassment - Data breaches and privacy concerns

Teacher Training and Support

Teachers need training and support to effectively integrate technology into ECCE settings (Knez, 2015). This can include: - Professional development and training programs - Technical support and infrastructure - Curriculum and instructional design.

Commercialization and Marketing.

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The increasing use of technology in ECCE has led to concerns about commercialization and marketing to young children (Buckleitner, 2015). This can include: - Targeted advertising and marketing - Collection and use of children's data - Impact on children's values and behaviors.

Conclusion

The integration of technology in early childhood care education (ECCE) has brought about both opportunities and challenges. While technology offers many benefits, such as personalized learning and enhanced engagement, it also raises concerns about screen time, digital divide, cyber security, and teacher training. To ensure that technology is used in a way that supports young children's learning and development, it is essential to: - Develop clear guidelines and policies for technology integration in ECCE settings - Provide teachers with training and support to effectively integrate technology into their practice - Ensure equal access to technology for all children, regardless of their background or socioeconomic status. Continuously monitor and evaluate the impact of technology on young children's learning and development, by taking a thoughtful and informed approach to technology integration, which can harness the potential to enhance ECCE and support the diverse needs of young children.

Additionally, the digital age can bring about significant changes in ECCE, offering both opportunities and challenges. By understanding the potential benefits and drawbacks of technology integration, educators and policymakers can work together to create effective and engaging learning environments that support young children are learning and development.

Recommendations.

The recommendations for enhancing early childhood care education in the digital age, consider the following: Recommendations

1.   Develop clear guidelines and policies, establish comprehensive guidelines for technology integration, ensuring a balance between screen time and other activities.

2.   Provide teachers with training and support, offer professional development opportunities to enhance teachers' technology skills and confidence.

3.   Ensure equal access to technology, implement strategies to bridge the digital divide, providing equal opportunities for all children to access technology.

4.   Continuously monitor and evaluate, regularly assess the impact of technology on children's learning and development, making adjustments as needed.

5.   Prioritize child-centered approaches, ensure technology integration is child-centered, focusing on individualized learning and development.

6.   Foster a collaborative environment, encourage collaboration among teachers, parents, and caregivers to support children's learning.

7.   Emphasize digital literacy, teach children essential digital literacy skills, including online safety and responsibility.

8.   Developing clear guidelines and policies. Governments and educational institutions should develop clear guidelines and policies for technology integration in ECCE settings.

9.   Providing teacher training and support. Teachers should receive training and support to effectively integrate technology into ECCE settings.

10.   Ensuring equal access to technology. Efforts should be made to ensure that all children have equal access to technology, regardless of their background or socioeconomic status.

11.   Monitoring and evaluating the impact of technology the impact of technology on young children's learning and development should be regularly monitored and evaluated.

By considering these recommendations and additional factors, educators and policymakers can harness technology's potential to enhance early childhood care education.

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Impact of Insecurity on Secondary School Students' Attendance, Enrolment and Test Administration in Selected States in Nigeria

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Abstract
Insecurity in Nigeria has become a menace that has affected virtually almost all the nooks and crannies of the country but worst hit in the Northern part. This study which is exploratory, therefore investigated the impact of insecurity on school attendance, enrolment and test administration. The population for the study was 560 out of which 200 respondents comprising of 150 teachers, and 50 students were selected using simple random sampling. The number of teachers selected was more than that of the students because they are in better position to provide a more reliable information. A 20-item questionnaire codenamed (QIIS) was designed and administered for the collection of data and was validated by experts in tests and measurement for necessary inputs. Cronbach's -Alpha method was used to test the reliability of the instrument which produced 0.79 reliability index. Data collection was analysed with the use of descriptive statistics of the frequency count, percentage (%) and the means ($\bar{\chi}$) while three research questions were formulated to find out the impact of insecurity on students' attendance, enrollment and test administration. The result showed that insecurity has affected school enrolment, students' attendance and conduct of examinations. Recommendations given include the need for the government at all levels to provide adequate security for the schools to guarantee smooth conduct of examinations, and the need to put in place adequate security apparatus to improve students' attendance and enrolment, and to boost the morale of students and teachers.
Keywords: Insecurity, Attendance, Kidnapping, Education, Examination, Test Administration.

Introduction

The word "security" defined in many ways such as; the state of being free from danger, the state of being free from threat, anxiety, fear and danger. It can also be defined as a state of being protected from potential harm or coercion. In view of the above assertion therefore, one can rightly express that the word 'insecurity' is the opposites of security which can be interpreted as a state of threat from an individual or group of individuals or state, the state of danger, anxiety, fear and potential coercion. It is also a state of not being protected from potential harm, hazard or coercion.

In the recent past and presently, Nigerians have been living in a state of fear, agony, violence, kidnapping, armed banditry and the likes. This ugly phenomenon is rearing it's head virtually in almost all parts of the country without all exception. The federal, state and local governments have been putting various measures in place to checkmating and reducing this menace; among such measures being put in place include the training and re-training for the armed forces, the police, the creation of the local security network e.g the Amotekun in the south west in

spite of the fact the government has put up all these measures to checkmate and therefore reducing these ugly vices, it appears that the situation is getting worse every day. According to the National Bureau of Statistics (2024), between May 2023 and April 2004, 600, 000 deaths were recorded from various cases of insecurity. The NBS report further added that 2, 235,954 people were kidnapped and a total of (2,231,772, 563,507) naira equivalent of ($1,438, 040,707.01) was paid in ransom. This data given by the NBS seem to have been corroborated by the Armed Conflict Location & Event Data Project (ACLED (2023) which observed that between 2019 and 2023, there were 662 recorded kidnapping related events in the North west, about 169% more than 246 events recorded in the North East during the same period. Similarly, ACLED data indicated that Nigeria accounts for more than half of all terrorism related cases in West Africa with 52% of the 4,074 abductions between 2019 and 2023.

The data above is convincing evidence that insecurity acts such as terrorism, banditry, kidnapping, ritual killings and other acts of insecurity has affected Nigerians socially, economically, culturally, educationally and psychologically. Ukosor et-al, (2024), reported that insecurity in Nigeria has led to reduction in education funding, reduction in private investment education, unstable academic calendar, reduction in education manpower, killings of students and reduction in students' enrollment. Similarly, Ogunode et-al (2024) submitted in a study on the effects of insecurity on school administration in Nigeria that unemployment, poverty, illiteracy, marginalization, political factors, international influence communal crisis are the bane of insecurity Nigeria; they also identified that insecurity in Nigeria has resulted in loss of manpower in educational institutions, poor quality of education, destructions of infrastructural facilities, brain drain, closure of educational institutions, discouragement of educational pursuit by children, internal displacement of learners, reduction of private investment in education and inadequate funding of education as the consequence of insecurity.

In a study of the impact of insecurity on secondary schools in Northern Nigeria, Abubarkar et-al (2022) reported that insecurity in the Northern part of Nigeria has resulted in the death of people, low enrolment, disruption of academic programme and destruction of basic schools' infrastructural facilities. Also, Wanjara & Ogembo (2024) in a study on the effects of insecurity on educational, delivery in public schools concluded that various acts of terrorism in the northern part of Nigeria have led to low student attendance and school closures. Usman (2024), submitted that insecurity has impacted negatively on academic achievement and student's enrollment. Ogunbunmi & Olaoye (2024) reported that insecurity has significantly impacted negatively on the academic performance of undergraduate students in Nigeria's Higher institutions. Adams et-al (2021) observed in their study on the effects of insecurity on school system (secondary schools) in Nigeria that the attacks on innocent students continues to rise in alarming proportion. Mustapha et al (2023) in their own study on the assessment of insecurity on quality education in Nigeria tertiary institutions discovered that the state on insecurity in the Northern- Eastern Nigeria has hindered the quality of education in Nigeria.

Statement of the Problem

Insecurity in Nigeria occasioned by various acts of terrorism such as boko haram, armed banditry, kidnapping and ritual killing has taken a wider dimension, despite the government's efforts at checking this ugly act, the scenario seems to be getting on the high side. It has gotten to

an alarming rate that schools have to be closed down in the affected areas, academic calendars have to be adjusted or suspended, thus students have been asked to proceed on compulsory holiday during the conduct of examination and other test, including public examinations like WASCE, NECO SSCE, NABTEB Examinations and periodical tests in the affected areas. Most students have to be relocated to far distant schools to take WASCE and NECO, SSCE and JAMB examinations, thus testing and test administration have been affected. Against this backdrop therefore, it has become necessary to examine the impact of insecurity on student's attendance, enrolment and test administration in the selected states of Nigeria.

Objectives of the Study
The objectives of this study are as follows:
(i)   To find out how insecurity has impacted negatively on conducts of examination
(ii) To examine the impact of insecurity on the morale of the students
(iii) To find out how insecurity has affected the attendance and enrolment of students in the selected states

Research Questions
The following research questions are asked for this study?
(i)   Does insecurity impact negatively on the conduct of examination in Nigeria
(ii) Does insecurity affect the morale of the student during examinations?
(iii) Does insecurity affect student enrollment and attendance in schools?

Methodology
Research Design
This study used a survey design method for the study as data was collected from the sample derived from the population in a raw form.

Population and Sample
The population for the study comprises of teachers and students in secondary schools in some parts of Kogi and Niger states where insurgency had taken and still taking place. 150 teachers and 50 students were purposively sampled for the study.

Instrumentation
A 20- item questionnaire was constructed and validated through scrutiny by lecturers in test and measurement and other lecturers. Cronbach's Alpha method of reliability was adopted which produced 0.79 reliability index.

Method of Data Analysis
Data collected was analysed though descriptive statistics of percentage, and the mean ($\bar{\chi}$). Table on the effects of insecurity on attendance test Administration in Nigerian schools.

Table 1: Questionnaire on the impact of insecurity for teachers and students

S/N	Items	No and % of agreed	No and % of disagreed	Mean

Impact of Insecurity on …. (Adetunji, A. O) DOI: https://doi.org/10.59479/jiaheri.v5i1.101

No.	Statement			
1.	Insecurity has led to postponement of periodical or terminal test.	135 67.5%	65 32.5%	1.68
2.	The conduct of continuous Assessment tests has become difficult as a result of insecurity	140 70%	60 30%	1.70
3.	Students have not been performing well in schools as a result of insecurity	120 60%	80 40%	1.60
4.	Students have been living in extremely fear of being attacked	175 87.5%	25 12.5%	1.9
5.	It has been anxiety all the time wherever there is attack nearby	172 86%	28 14%	1.55
6.	Writing examination, has been stressful as a result of insecurity	110 55%	90 45%	1.57
7.	Insecurity has reduced the teachers morale to work	115 57.5%	85 42.5%	1.57
8.	Students writing public examinations like WASSCE and NECO SSSCE occasionally write such examination in nearby towns where insecurity is low under fear	190 95%	10 5%	2.0
9.	The government now spends more money to provide security for schools during the writing of public examination	150 75%	50 25%	1.75
10.	Students performance in public examinations in the affected areas have been very poor	145 72.5%	45 27.5%	1.67
11.	External invigilators have not been coming for invigilation for fear of being kidnapped	161 80.5%	39 19.5%	1.80
12.	The morale of the students is always down in the school as a result of insecurity	139 69.5%	61 30.5%	1.69
13.	Inadequate supply of electricity as a result of insurgency is affecting the smooth conduct of examination	173 86.5%	27 13.5%	1.87
14.	Students and teachers often trek long distance to get to the examination venue	150 75%	50 25%	1.75
15.	Examination malpractice is increasing because of insecurity	177 88.5%	23 11.5%	1.89
16.	Students enrollment in schools is decreasing every year because of insecurity	153 76.5%	67 23.5%	1.87
17.	Attendance in schools have been unencouraging as a result of insecurity	111 55.5%	89 44.5%	1.56
18.	Teachers are no longer coming to school regularly for fear of being kidnapped	183 91.5%	17 0.85%	1.92
19.	Visitation by local inspectors of education to schools has decreased drastically because of insecurity	182 91%	18 0.09%	1.91

20.	Conducting examinations or tests have been very frustrating whenever there is insurgency nearby	101 50.5%	99 49.5%	1.56

Research Question one: Does Insecurity impact negatively on the conduct of examination in the selected states in Nigeria?

Table 2

Item	Agreed	Disagreed	Mean score
1	135(67.5%)	65 (32.5%)	1.68
2	140 (70%)	60 (30%)	1.70
6	110 (55%)	90 (45%)	1.57
8	190 (95%)	10 (5%)	2.0
11	161 (80.5%)	39 (19.5%)	1.80
20	101 (50.5%)	99 (49.5%)	1.56

From table II, 67.5%, 70%, 55%, 95%, 80.5% and 50.5% of the participants agreed to the positive statement 1, 2, 6, 8, 11 and 20 respectively while 32.5%, 30%, 45%, 5%, 19.5% and 49.5% of the participants disagreed to the same sets of statement. This clearly shows that since a large majority of the participants agreed to the five statements, insecurity has impacted negatively on the conduct of examination in Nigeria. This agrees with Adams et-al (2021) and. Ukozor et al (2024)

Research Question Two: Does insecurity affect the morale of the students during examination?

Table 3:

Item	Agreed	Disagreed	Mean score
3	120 (60%)	80 (40%)	1.60
4	175 (87.5%)	25 (12.5%)	1.9
5	172 (86%)	28 (14%)	1.55
7	115 (57.5%)	85 (42.5%)	1.57
12	139 (69.5%)	61 (30.5%)	1.69
14	150 (75%)	50 (25%)	1.75

Analysis from table III indicate that 60%, 87%, 86%, 57.5%, 69.5% and 75% agreed to statement item 3,4,5,7 12 and 14 respectively while 40%, 12.5%, 42.5%, 30.5% and 25% to disagreed to the same statement items. Thus one can interpret this to mean that insecurity affects the morale of student during examinations. This is in tandem with the findings of Ogunode et-al (2021) and Wantara & Ogembo (2024).

Research Question Three: Does insecurity affect the students enrollment and attendance in the selected states in Nigeria?

Table 4

Item	Agreed	Disagreed	Mean score
16	153 (76.5%)	67 (23.5%)	1.87

| 17 | 111 (55.5%) | 89 (44.5%) | 1.56 |
| 18 | 183 (91.5%) | 17 (0.85%) | 1.92 |

From the above table, 76.5%, 55.5% and 91.5% of the participants agreed to the three positive statement 16, 17 and 18 respectively while 23.5%, 44.5% and 0.85% disagreed. This therefore means that insecurity has affected badly student, attendance and enrollment in schools. This finding agreement with Abubakar et-al (2023) as well as Ogunbunmi & Olaoye (2024)

Conclusion

Insecurity from this study has been discovered to have impacted badly in education industry as well as other sectors of human development. The annual enrolment figure as well as attendance in the class has reduced badly in most of the affected part of Nigeria conduct of examination has been so problematic as teachers, examiners and invigilators are no longer finding it easy to administered tests. In all, schooling has been at the receiving end of insecurity while every effort of the government has not yielded the expected result.

Recommendations

Arising from this study, the following recommendations are therefore given
(i)   Government at all levels should provide adequate security for the schools to guarantee smooth conduct of examinations.
(ii) Adequate intelligent information network should be put in place to improve attendance and enrolment of students
(iii) All security apparatus should be put in place by the three tiers of government in schools to boost the morale of teachers and students to work.

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Impact of Teacher Motivation, Information and Communication Technology on the Effective Learning of Primary School Pupils in Sabon Gari Local Government Area Kaduna State

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Abstract

This study examined Impact of teacher Motivation and Information and Communication Technology on the Effective Learning at primary schools in Sabon Gari Local Government Area Kaduna State. The population comprised up of all public primary school teachers in Sabon Gari. The total population of public primary school teachers in Sabon Gari Local Government based on the Kaduna state school enrollment census (2020) is 2,064 out of this number, 887 are male and 1,177 are female. The sampling technique adopted for the study by the researcher is purposive sampling technique. The researcher purposively selected a sample size of 400 (200males and 200 females) to serve as the sample size in the study. The teachers that made up the sample were given the instruments which took about 45 minutes to fill. The instrument was self-constructed by the researcher and was a structured questionnaire titled "Teacher Motivation, Information Communication Technology and Effective Learning Questionnaire (TMICTELQ). The instrument consists of 40 items rated on a four-point response format '1= Strongly Agree, 2 = Agree, 3 = disagree, 4 = Strongly disagree'. A test re-test reliability was conducted and the instrument reported Cronbach's alpha of .78. The instrument was validated by five experts in the department of Educational Psychology, Federal College of Education, Zaria. The research questions were answered using mean and standard deviation while the hypotheses were tested using the Pearson r using the IBM SPSS version 23. Based on the findings of this study, the following recommendations were put forward; Teachers should always be motivated by all and sundry that constitute the educational sector so as to make them put the best for maximum learning of the pupils in primary school and Government at the three tiers should as a matter of urgency provide all the necessary ICT equipment, apparatus and materials needed for imparting and facilitating knowledge.

Keywords: Teaching, Information, Communication, Learning, Pupils.

Introduction

Teaching and learning have been two side of a coin that can never be separated. As Siamese twins, they may need some impetus that could make them thrive. Teacher motivation and information and communication technology may be influential on the learning of primary school pupils in public primary schools. In this light age where technology seems to having answers to every question and solution to every problem, then the issues in regards to learning especially of primary school pupils should not be anything to worry about.

According to the World Development Report WDR (2018) claimed that on the subject of teacher motivation, no amount of training or inputs can substitute for teacher motivation.

Because of high teacher absenteeism in many countries, fostering effort is a serious challenge. Moreover, even when they are in school, teachers are often not in class teaching. Yet education systems in many countries neither reward teachers for performing well nor penalize them for performing poorly. Teachers need to be treated as professionals— and good professionals receive support and respect, but are also held to high expectations. A system that does not pay attention to what its teachers are doing does not afford teachers the respect they deserve.

Teacher motivation works through various behavioral mechanisms and comes in multiple forms. Lorena, Rogers, Chaudhury, Hammer, Kremer and Muralidharan (2006), confirmed the fact that another person may observe their performance offers a form of professional motivation. So do evaluations, where teachers expect their performance to be assessed, with the associated consequences. According to Daniel (2008), financial incentives for successful teachers and firing of neglectful ones are just two important parts of a broader spectrum of accountability interventions. At the same time, teachers in many environments face multiple demands beyond teaching, as well as risks such as late payment of salaries and even physical danger. It can be tempting, in light of data on high teacher absenteeism and low teacher skills, to blame teachers for many of the faults of education systems. But these systems often ask far more of teachers than teaching and at times offer relatively little in return. To Hanushek (2011), financial and nonfinancial incentives are one possible mechanism for teacher motivation. In India, students performed better in primary schools that provided teachers with financial incentives for higher reading and mathematics scores. Christine and Silova (2015), maintained that students also scored higher in science and social studies, despite no financial incentives being offered in those areas. For students to learn, teachers have to teach effectively but many education systems pay little attention to what teachers know or what they do in the classroom. Focusing on teachers' skills and motivation can pay off.

Daniel, Barrow, and Sander (2007), pointed out that equipped and motivated teachers are the most fundamental ingredient of learning. Teachers are also the largest budget item, with their salaries accounting for over three-quarters of the education budget at the primary level in low- and middle-income countries. Yet many education systems put in classrooms teachers who have little mastery of the subjects they are to teach especially in classrooms serving poor children. Helen and Llambiri (2011), holds that once in place, most teachers take part in some professional development, but much of it is inconsistent and overly theoretical. Meanwhile, education systems often lack effective mechanisms to mentor and motivate teachers. Lorena, Rogers, Chaudhury, Hammer, Kremer and Muralidharan (2006), argue that such failures can be illuminated through models of human behavior which also point to solutions. Zafar and Ullah, (2020) posits that teacher's motivation improves the professional skills and performance of public primary school teachers. Increasing teacher motivation with incentives can increase learning if the incentivized actions are within teachers' capacity and if the failure to perform those actions has impeded learning.

Adewoye and Salau (2021) affirmed that ICT can be viewed as computer-based instruments and methods for eliciting and using information. In this regard, there is no doubt that Information and Communication Technology (ICT) is a tool that can be applied to all aspects of human endeavor including teaching and learning. On the subject of Information and Communication Technology (ICT), Bello and Oludele (2016) posits that modern generation of

learners grew up amid technology and are at ease in a digital world. They further named this age as Net genres who are information and multimedia literate. Providing education to this contemporary generation of learners thus, requires the inclusion and usage of ICT into the teaching and learning process of primary school pupils. Hjalmarsson, (2014) support the importance of integrating ICT into teaching holding the opinion that it adds up to the learner's autonomy. He elaborated further that, learners are able to use ICT to specify their kind of learning, such as the divers pattern of giving instruction, to their personal needs and requirements. Hjalmarsson, (2014) argue that a connection between learners' inner motivation and ICT is also made by the teacher and thus their learning ability is increased. Gleason (2013) and Suliman (2014), state that technology integration in teaching spur student interest on learning.

Adewoye and Salau (2021) citing Moursund, (2005) asserts that ICT has the potential to contribute to substantial improvements in the educational system, it can also be used to improve the quality of teaching and learning in the school system and also provide innovation for teaching and learning. ICTs is defined as 'a variety of technological tools and resources used to communicate, create, publish, store and manage information'. This technology is inclusive of computers, the Internet, broadcast technology (radio and television), and telephone communications (Al-Mamary, 2020).

Objectives of the Study
The following objectives were formulated to serve as the foundation for the study:
1. Examine the relationship between teacher motivation and effective learning among primary school pupils in Sabon Gari.
2. Examine the relationship between information and communication technology and effective learning among primary school pupils in Sabon Gari.

Research questions
The study was guided by the following research questions:
1. What is the relationship between teacher motivation and effective learning among primary school pupils in Sabon Gari?
2. What is the relationship between information and communication technology and effective learning among primary school pupils in Sabon Gari?

Research hypotheses
The following research hypotheses were formulated and tested at 0.05 level of significant:
1. There is no significant relationship between teacher motivation and effective learning among primary school pupils in Sabon Gari.
2. There is no significant relationship between information and communication technology and effective learning among primary school pupils in Sabon Gari.

Methodology
The study population comprised up of all public primary school teachers in Sabon Gari. The total population of public primary school teachers in Sabon Gari Local Government based on the Kaduna state school enrollment census (2020) is 2,064 out of this number, 887 are male and

1,177 are female. The sampling technique adopted for the study by the researcher is purposive sampling technique. The researcher purposively selected a sample size of 400 (200males and 200 females) to serve as the sample size in the study. The teachers that made up the sample were given the instruments which took about 45 minutes to fill. The instrument was self-constructed by the researcher and was a structured questionnaire titled "Teacher Motivation, Information Communication Technology and Effective Learning Questionnaire (TMICTELQ). The instrument consists of 40 items rated on a four-point response format '1= Strongly Agree, 2 = Agree, 3 = disagree, 4 = Strongly disagree'. A test re-test reliability was conducted and the instrument reported Cronbach's alpha of .78. The instrument was validated by five experts in the department of Educational Psychology, Federal College of Education, Zaria. The research questions were answered using mean and standard deviation while the hypotheses were tested using the Pearson r using the IBM SPSS version 23.

Results

Hypothesis 1: There is no significant relationship between teacher motivation and effective learning of public primary school pupils in Sabon Gari Local Government Area.

Table 1: There is no significant relationship between teacher motivation and effective learning of public primary school pupils

Variable	N	Mean	S.D	Df	r-Cal	p-Value	Decision
Teacher motivation	400	5.77	2.32				
				41	0.63	0.05	H_0 Rejected
Effective learning	400	31.20	10.11*				

Table 1 show the correlation table of Pearson Product Moment Correlation. The table revealed that correlation coefficient (r) equals 0.63 indicating a strong relationship between teacher motivation and effective learning of public primary school pupils Sabon Gari Local Government Area of Kaduna State. We can conclude that teachers' motivation improves effective learning process of public primary school pupils. By implication, there was a strong positive relationship between teacher motivation and effecting learning which was statistically significant (r=0.63, n=400, p<0.05). It can therefore be said that to a large extend that teacher motivation significantly improves learning of public primary school pupils. Therefore, the null hypothesis which stated that there is no significant relationship between teacher motivation and effective learning of public primary school pupils in Sabon Gari was rejected.

Hypothesis 2: There is no significant relationship between information and communication technology and effective learning among primary school pupils in Sabon Gari.

Table 2: There is no significant relationship between information communication technology and effective learning of public primary school pupils

Variable	N	Mean	S.D	Df	r-Cal	p-Value	Decision
ICT	400	5.51	2.12				
				41	0.52	0.05	H_0 Rejected

Effective learning	400	45.28	13.11

Table 2 show the correlation table of Pearson Product Moment Correlation. The table revealed that correlation coefficient (r) equals 0.52 indicating a strong relationship between information and communication technology and effective learning of public primary school pupils in Sabon Gari Local Government of Kaduna State. It can conclude that ICT improves the learning of public primary school pupils. By implication, there was a strong positive relationship between ICT and effective learning of primary school pupils which was statistically significant (r=0.52, n=400, p<0.05). It can therefore be said that to a large extend ICT significantly improves learning of public primary school pupils. Therefore, the null hypothesis which stated that there is no significant relationship between information and communication technology and effective learning of public Primary school pupils was rejected.

Discussion

Finding of this study revealed a strong positive relationship between teacher motivation and effective learning of public primary school pupils in Sabon Gari Local Government Area of Kaduna State. It can therefore be said that to a large extend that teacher motivation significantly improves learning of public primary school pupils. This finding corraborates with that of Hanushek (2011) who opined that in India, students performed better in primary schools that provided teachers with financial incentives for higher reading and mathematics scores. Similarly, Zafar and Ullah, (2020) posits that teacher's motivation improves the professional skills and performance of public primary school teachers. Increasing teacher motivation with incentives can increase learning if the incentivized actions are within teachers' capacity and if the failure to perform those actions has impeded learning.

The finding also revealed a strong positive relationship between information and communication technology and effective learning of public primary school pupils in Sabon Gari Local Government of Kaduna State. It can conclude that ICT improves the learning of public primary school pupils. This finding agrees with that of Hjalmarsson, (2014) who supported the importance of integrating ICT into teaching holding the opinion that it adds up to the learner's autonomy. He elaborated further that, learners are able to use ICT to specify their kind of learning, such as the divers pattern of giving instruction, to their personal needs and requirements. Furthermore, the finding also supported the view of Adewoye and Salau (2021) who asserted that ICT has the potential to contribute to substantial improvements in the educational system, it can also be used to improve the quality of teaching and learning in the school system and also provide innovation for teaching and learning.

Conclusion

Based on the analysis of the data, it is obvious that there is relationship between teachers' motivation the use of ICT and effective learning of primary school pupils. If teachers are well remunerated, they work effectively and efficiently towards ensuring that pupils learn in the process. The success of ICT initiatives in the schools depends on educators who are motivated to integrate the technology in their teaching job. While most of the educators in this study believe that the integration of ICT resources in the teaching could be rewarding, they are also bombarded

with demotivating factors that influence them not to use the technology in their teaching. In the cases where educators derived professional satisfaction when using the technology for teaching, they found the work itself a motivating factor for them to use the ICTs in their pedagogy.

Recommendations
Based on the findings of this study, the following recommendations were put forward;
1. Teachers should always be motivated by all and sundry that constitute the educational sector so as to make them put the best for maximum learning of the pupils in primary school
2. Government at the three tiers should as a matter of urgency provide all the necessary ICT equipment, apparatus and materials needed for imparting and facilitating knowledge.

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Importance of Parental Involvement in Preschooler's Cognitive Development

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Abstract
This paper investigates the role of parental involvement in cognitive development; language development, problem – solving, attention skill, fostering curiosity and exploration, also impact of parental involvement on cognitive outcome, and strategies for enhancing parental involvement. The involvement of parent in preschoolers cognitive revealed that child's early learning experiences significantly improved as a result of their engagement, due to the extensive amount of time children spend with their parents. Recommendations were made on how schools can maintain collaborative relationships with parents in cognitive development by organizing parents' orientation programmes, workshops and conferences and parent-child interaction programmes and solutions to the challenges of parental involvement were suggested.
Keywords: Parental involvement, Preschoolers, Cognitive development

Introduction

Cognitive development during the preschool years (ages 3–5) is critical for a child's future learning and academic success. During this period, children's brains are rapidly developing, making it a crucial time for interventions that promote cognitive growth. Recent studies have shown that parental involvement plays a significant role in shaping children's cognitive and language development during these early years (McWayne et al., 2016; Susperreguy et al., 2020). Parents are not only the primary caregivers but also the most influential educators, making their engagement vital to the child's early learning experiences (Kim & Sheridan, 2015).

Teachers and caregivers must recognize that although they significantly influence children's lives, their impact cannot match the significance of parental interactions due to the extensive amount of time children spend with their parents and the unique bond they share. This relationship forms the foundation for learning and exploring new concepts, which is why collaboration between parents and teachers is essential for optimizing a child's development (Baker, 2018; Hornby & Lafaele, 2016).

Studies have highlighted that parental involvement in preschoolers' education is associated with higher academic performance, better social skills, and improved cognitive abilities (Tan & Goldberg, 2019; Wilder, 2014). Programs designed to enhance parental engagement—such as workshops on effective parenting strategies, joint parent-child activities, and regular communication between parents and educators—have proven to be effective in supporting

children's cognitive development and readiness for school (Pomerantz et al., 2017; Tichnor-Wagner et al., 2018).

This paper explores the various ways parental involvement can enhance cognitive development in preschoolers, discusses the challenges faced by parents, and suggests strategies for overcoming these barriers.

Concept of Cognitive Development

Cognitive development refers to the processes by which a child learns to think, understand, reason, and remember. It involves advancements in various mental processes such as perception, memory, problem-solving, and language acquisition (Flavell et al., 2018). Cognitive development is foundational for a child's ability to process information, interact with their environment, and acquire knowledge. Recent research emphasizes that early cognitive development is influenced by both genetic and environmental factors, including parental involvement, quality of early education, and socio-economic conditions (McLean et al., 2019; Shonkoff & Phillips, 2019).

Theories of cognitive development, such as Piaget's theory of cognitive development and Vygotsky's sociocultural theory, continue to shape our understanding of how children acquire knowledge. Piaget's theory posits that children go through distinct stages of cognitive development—sensorimotor, preoperational, concrete operational, and formal operational—each characterized by different abilities and ways of thinking (Piaget, 1956; Piaget & Inhelder, 2019). On the other hand, Vygotsky's theory highlights the importance of social interactions and cultural tools in cognitive development, suggesting that learning occurs within the context of interpersonal communication and collaboration (Vygotsky, 1978; Daniels, 2016).

Contemporary research has built on these foundational theories, suggesting that cognitive development is a dynamic process shaped by continuous interaction between a child and their environment (Hoff, 2013; Sawyer et al., 2018). Neurodevelopmental studies have shown that early childhood experiences significantly impact brain structure and function, influencing cognitive abilities such as language development, attention control, and executive functioning (Center on the Developing Child, 2020). For instance, children who are exposed to rich language environments and are encouraged to explore and problem-solve show greater cognitive flexibility and better problem-solving skills (Friedman & Rusou, 2015; Ginsburg, 2017).

Given the complexity of cognitive development, it is essential for educators and parents to provide a stimulating environment that promotes curiosity, exploration, and critical thinking (Perry et al., 2020). Activities such as interactive play, storytelling, and structured learning experiences help foster cognitive growth by encouraging children to actively engage with their surroundings and form meaningful connections (Walker et al., 2017; Bardikoff & Sabbagh, 2020).

Parental Involvement

Parental involvement is crucial for a child's academic growth and cognitive development, as it provides a supportive and enriched environment for learning. Research shows that positive parental engagement is associated with higher levels of academic achievement, better social-emotional development, and improved cognitive outcomes (Jeynes, 2018; Ma et al., 2016). Involvement can range from activities such as reading at home, attending parent-teacher conferences, participating in school events, and providing a stimulating learning environment (Kim et al., 2019).

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According to recent studies, parental involvement can be categorized into two main types: home-based and school-based involvement. Home-based involvement includes activities that parents engage in within the home setting, such as reading, helping with homework, and providing educational materials. School-based involvement, on the other hand, refers to parents' participation in school-related activities, such as attending meetings, volunteering, and communicating with teachers (Boonk et al., 2018; Tan & Clarke, 2021).

Positive parental involvement has been found to foster better educational outcomes and positive attitudes toward learning in children (Hill & Tyson, 2009; Hayes et al., 2017). Children whose parents are actively engaged in their education tend to develop stronger language, cognitive, and problem-solving skills (Mundy et al., 2017; Castro et al., 2015). Furthermore, supportive parental behavior, such as encouragement and interest in their child's education, has been shown to enhance children's motivation, self-efficacy, and overall academic performance (Gubbins & Otero, 2021; Topor et al., 2010).

Barriers to effective parental involvement, such as time constraints, lack of resources, and limited knowledge of how to support children's learning, need to be addressed to maximize the benefits of parental engagement (Hornby & Lafaele, 2016). Recent initiatives to increase parental involvement, including parent-teacher collaboration programs and family literacy workshops, have shown promising results in enhancing parental capacity to support their children's educational journeys (Garbacz et al., 2018; Sheridan et al., 2019).

The research underscores the importance of parental involvement in early education, indicating that more intensive and sustained engagement leads to better academic and developmental outcomes for children. Therefore, fostering stronger partnerships between parents and schools is crucial for ensuring children's holistic growth and success.

Concept of Pre-Primary School Child

The pre-primary school child generally falls within the age range of 3 to 6 years, representing a critical developmental phase in a child's life. This period, often referred to as the early childhood stage, is marked by rapid cognitive, social, emotional, and physical growth (Burchinal et al., 2020; Magnuson & Duncan, 2016). During these formative years, children's brains are highly plastic and responsive to environmental stimuli, making it a prime time for learning and development (Shonkoff, 2017). According to the National Association for the Education of Young Children (NAEYC), quality pre-primary education should include activities that foster curiosity, creativity, and cognitive skill development (NAEYC, 2019).

Pre-primary children are characterized by their eagerness to learn, exploration of their surroundings, and rapid acquisition of language and cognitive skills. This stage aligns with Jean Piaget's preoperational stage of development, where children begin to use symbols to represent objects and events and engage in pretend play (Piaget & Inhelder, 2019). At this age, children are highly egocentric, meaning they perceive the world primarily from their own perspective, and have not yet developed the ability to see things from another person's viewpoint (Shaffer & Kipp, 2018).

The early childhood years are also seen as a sensitive period for the development of social and emotional skills. Children at this stage learn to form relationships, express emotions, and build a sense of identity and self-concept through interactions with parents, teachers, and peers (Thompson, 2019; Thompson & Meyer, 2007). Research shows that children who are provided with supportive, stimulating, and nurturing environments during this period exhibit higher

cognitive competencies and better socio-emotional outcomes compared to their peers who lack such support (Biddle et al., 2021; Yoshikawa et al., 2018).

For children in pre-primary education, learning is best facilitated through play-based and interactive activities, which allow them to explore their environment and construct knowledge (Whitebread et al., 2017). A balanced curriculum that incorporates both structured and unstructured play, alongside direct instruction in early literacy and numeracy, has been shown to be effective in promoting holistic development (McCoy et al., 2017). Parental involvement and engagement are equally important, as parents serve as the child's first educators, shaping early experiences that contribute to language development, problem-solving, and social skills (Susperreguy et al., 2020; Sheridan et al., 2019).

Understanding the developmental characteristics and needs of pre-primary school children is essential for educators and caregivers to design appropriate learning environments and activities that cater to the holistic growth of the child.

The Role of Parental Involvement in Cognitive Development Language Development

Parental involvement is crucial in fostering cognitive and language development during early childhood. Studies have shown that when parents actively engage in their children's early education, it leads to significant improvements in cognitive skills, language acquisition, and academic readiness (Susperreguy et al., 2020; Baker, 2018). This involvement can include activities such as reading with children, engaging in conversations, and participating in interactive play, which provide rich linguistic and cognitive stimulation necessary for early development (Pomerantz et al., 2017; Wilder, 2014).

Language development is one of the most significant cognitive milestones during the preschool years. Parental engagement in daily interactions, such as talking, reading, and singing, has been associated with larger vocabularies, better comprehension, and more advanced communication skills in young children (Gilkerson et al., 2018). Research indicates that shared reading, in particular, is strongly linked to better language outcomes, as it introduces children to new vocabulary, stimulates discussions, and encourages them to think critically about stories (Kuo et al., 2020).

Vygotsky's sociocultural theory posits that language development occurs through social interactions and that parents play a key role as mediators of language learning (Vygotsky, 1978; Kim, 2016). This perspective is supported by recent findings that show children who engage in frequent, meaningful conversations with their parents demonstrate better language and cognitive skills (Hirsh-Pasek et al., 2015). Moreover, the quality of these interactions—such as asking open-ended questions and expanding on the child's responses—has been shown to be more critical than the quantity of words spoken (Rowe, 2018).

Parental involvement also enhances other cognitive skills such as problem-solving, attention, and memory. For instance, activities like interactive play and guided problem-solving tasks help children develop critical thinking and recall abilities (Fisher et al., 2013; Ramey & Ramey, 2019). When parents support their children in these activities by providing guidance, encouragement, and positive reinforcement, it strengthens children's confidence and perseverance, fostering a love for learning (Ginsburg, 2017).

Furthermore, the quality of the home learning environment, which includes parental responsiveness, availability of learning materials, and engagement in educational activities, has

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been identified as a strong predictor of cognitive outcomes in young children (Melhuish et al., 2017). Parental behaviors that promote cognitive growth include exposing children to diverse experiences, encouraging curiosity, and providing opportunities for exploration and discovery (Li & Atkins, 2019). These activities not only support cognitive and language development but also contribute to social and emotional development by promoting self-regulation and social competence (Raver, 2013).

In summary, parental involvement in cognitive and language development during the early years is indispensable. Active engagement through conversation, reading, and interactive play significantly enhances a child's cognitive abilities, language skills, and overall academic success.

Problem Solving and Recall Skill

Problem-solving and recall skills are essential components of cognitive development in young children. Problem-solving refers to the ability to identify a challenge and develop strategies to overcome it, while recall involves retrieving information previously learned or experienced (Ceci & Liker, 2020). Research shows that these skills are foundational for academic success and play a critical role in enhancing a child's overall cognitive function (Schneider, 2019).

Parental involvement is crucial in the development of these skills. When parents engage with children in problem-solving activities such as puzzles, games, or building blocks, they help strengthen critical thinking and foster perseverance in overcoming challenges (Bono et al., 2016). Parents' guidance and encouragement during these activities can teach children how to approach problems systematically, evaluate possible solutions, and implement strategies effectively (Davis et al., 2019).

According to Vygotsky's sociocultural theory, problem-solving skills are best developed through interactions with more knowledgeable others, such as parents or caregivers, who can provide scaffolding to support the child's learning (Vygotsky, 1978; Lantolf & Poehner, 2019). Scaffolding techniques include providing hints, asking guiding questions, and offering feedback, all of which help children learn to think critically and independently (Hughes et al., 2018). These interactions contribute to children's cognitive development by enabling them to internalize problem-solving strategies and apply them in different contexts.

Recall skills, or the ability to remember and retrieve information, are also closely linked to problem-solving abilities. Recall helps children draw on past experiences to tackle new challenges and to form connections between what they already know and new information (Riggins et al., 2018). Parents can enhance recall skills by engaging

 children in activities that require memory use, such as storytelling, asking children to recall events from their day, or playing memory games (Carroll et al., 2019).Recent studies have shown that parental engagement in such activities can lead to improvements in children's executive functions, which include working memory, cognitive flexibility, and inhibitory control—key components for successful problem-solving and recall (Bergman Nutley & Söderqvist, 2017; Diamond, 2016). Furthermore, the quality of interactions during these activities, such as emotional support and responsiveness, has been found to influence the development of these skills more than the frequency of engagement (Raver et al., 2017).

In summary, parental involvement through guided problem-solving and memory-enhancing activities is pivotal for developing strong problem-solving and recall skills in children.

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By providing structured opportunities for practice and supportive interactions, parents can significantly contribute to their child's cognitive development and academic readiness.

Attention Skill Development

Attention skill development is a fundamental aspect of cognitive growth during early childhood. It refers to the ability to selectively focus on relevant information while ignoring distractions, which is crucial for successful learning and academic performance (Posner & Rothbart, 2018). Attention skills are necessary for children to absorb new information, follow instructions, and participate actively in classroom activities. Research has shown that the quality of early experiences, including parental involvement, significantly influences the development of attention skills (Stevens & Bavelier, 2018; Blair, 2016).

Parental involvement plays a critical role in fostering attention skills in children. Activities that require sustained concentration, such as reading together, playing educational games, and engaging in focused play, can help enhance a child's attention span and self-regulation abilities (Murray et al., 2019). Parents can also support attention skill development by creating structured routines, minimizing distractions during learning activities, and using positive reinforcement to encourage focused behavior (Graziano et al., 2018).

According to Vygotsky's theory, children develop higher mental functions, including attention, through guided participation and interactions with more knowledgeable individuals, such as parents and caregivers (Vygotsky, 1978; Daniels, 2016). Scaffolding techniques, such as breaking tasks into smaller steps and providing prompts or cues, can help young children maintain their focus on a given task and learn strategies for self-monitoring (Tzuriel, 2019).

Neuroscientific research has shown that attention skills are closely linked to the development of the prefrontal cortex, a brain region associated with executive functions such as working memory, cognitive flexibility, and inhibitory control (Diamond, 2016). When parents engage children in activities that challenge their attention, such as problem-solving tasks or interactive storytelling, it stimulates the neural pathways involved in these executive functions, strengthening their capacity for sustained attention and impulse control (Posner et al., 2019).

Further, recent studies have demonstrated that children's attention skills are highly malleable and can be improved through targeted interventions and parental engagement (Katz et al., 2017). Mindfulness activities, such as guided breathing exercises or yoga, have been found to improve children's attention regulation and reduce impulsive behavior (Razza et al., 2015). These activities are most effective when integrated into the daily routines of young children and when parents model attentive and focused behavior (Pino-Pasternak & Whitebread, 2019).

Overall, fostering attention skill development through parental involvement is crucial for early learning. Parents can enhance their child's attention skills by providing a supportive and structured environment, engaging in activities that require focus, and modeling behaviors that promote sustained attention. This foundational skill set supports the development of other cognitive abilities and contributes to academic success and positive social behaviors.

Fostering Curiosity and Exploration

Curiosity and exploration are vital components of cognitive development in early childhood, as they encourage children to engage with their environment, ask questions, and seek out new experiences (Engel, 2015). Research indicates that curious children are more likely to be

motivated learners and develop critical thinking and problem-solving skills (Jirout & Klahr, 2016). Parental involvement is key in nurturing this curiosity by creating environments that promote inquiry and providing opportunities for hands-on learning, such as nature walks, museum visits, and science experiments (Bonawitz et al., 2018). By responding positively to children's questions and offering resources to satisfy their curiosity, parents help sustain and expand their child's desire to learn (Gruber & Ranganath, 2019). Curiosity is closely linked to intrinsic motivation and self-directed learning, and parents can further support this by encouraging choices in activities and fostering autonomy (Sawyer, 2017). Additionally, play-based learning has been shown to enhance cognitive flexibility and exploratory behaviors, making it a powerful tool for stimulating curiosity and academic achievement (Whitebread et al., 2017). Thus, parental involvement in fostering curiosity and exploration not only cultivates a love for learning but also sets the foundation for lifelong cognitive and academic success.

Challenges to Parental Involvement

Despite the significant benefits of parental involvement, there are numerous challenges that can hinder parents from fully participating in their child's education. One of the most common barriers is time constraints, particularly for working parents who struggle to balance work and family responsibilities (Hornby & Blackwell, 2018). Limited time can prevent parents from engaging in learning activities or attending school events, thereby reducing their involvement in their child's cognitive and academic development.

Socioeconomic factors also play a crucial role in limiting parental involvement. Families with limited financial resources may lack access to educational materials or enriching experiences that promote learning (Kim & Hill, 2015). Additionally, parents from low-income backgrounds may have lower levels of education, making it difficult for them to support their child's learning at home or understand the school's expectations (Baker, 2018).

Cultural and language barriers can further impede parental involvement, particularly for immigrant families or those from diverse cultural backgrounds. Differences in cultural values and beliefs about education can lead to misunderstandings between parents and educators, making it challenging to establish strong school-home partnerships (Cheung & Pomerantz, 2015). Language barriers can hinder communication with teachers and limit parents' ability to participate in school activities or help with homework (Kim et al., 2019).

Moreover, a lack of knowledge or confidence in supporting their child's learning can prevent parents from becoming more involved. Many parents may not be aware of the strategies they can use to enhance their child's development or may feel inadequate in their ability to contribute effectively (Desforges & Abouchaar, 2016). Addressing these challenges is essential to maximizing the benefits of parental involvement and ensuring equitable educational opportunities for all children.

Conclusion

Parental involvement is a cornerstone of cognitive and language development in early childhood. Active engagement in activities such as reading, problem-solving, and exploration significantly enhances a child's cognitive abilities, attention skills, and academic readiness. However, various challenges, including time constraints, socio-economic factors, and cultural barriers, can hinder effective parental involvement.

By implementing strategies that promote flexibility, cultural responsiveness, and strong school-family partnerships, schools and communities can create supportive environments that enable parents to take an active role in their child's education. Addressing these challenges and fostering an inclusive and collaborative approach to parental involvement will ensure that children receive the support they need to reach their full potential and succeed academically and developmentally.

Recommendations

To overcome the challenges of parental involvement and promote effective engagement, several strategies can be implemented. Schools and educators should prioritize building strong partnerships with families by maintaining regular and open communication. This can be achieved through multiple channels, such as newsletters, parent-teacher meetings, and digital platforms, to keep parents informed and engaged (Garbacz et al., 2018).

Creating flexible opportunities for involvement can also help accommodate parents with limited time. Schools can offer various forms of engagement, including virtual meetings, home-based activities, and parent volunteer opportunities outside of traditional school hours (Sheldon & Jung, 2015). Providing resources, such as guides on how to support learning at home and suggestions for interactive activities, can empower parents to take an active role in their child's education (Hindman et al., 2019).

In addition, offering culturally responsive support for families from diverse backgrounds is crucial for promoting inclusion. Schools should provide translated materials, bilingual staff, and culturally relevant resources to ensure effective communication and engagement with all families (Ishimaru, 2017). Hosting workshops and training sessions on effective parenting strategies, early childhood education, and child development can also equip parents with the knowledge and confidence they need to support their child's learning (Sheridan et al., 2019).

Lastly, community partnerships can play a vital role in enhancing parental involvement. Collaborating with local organizations, libraries, and childcare centers can provide families with additional support and access to learning resources (Fantuzzo et al., 2013). These partnerships can also help address socio-economic challenges by offering subsidized programs, free resources, and extracurricular activities that contribute to a child's holistic development.

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Infectious Diseases as Correlate of Public Health and Academic Performance Among Students of Ibrahim Badamasi Babangida University, Lapai Niger State

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Abstract
The study examines infectious diseases as correlates of public health and academic performance among students of Ibrahim Badamasi Babangida University, Lapai Niger State. This study was conducted using correlation research design (linear method). The population of the study comprised the entire students of the 6 faculties in Ibrahim Badamasi Babangida University, Lapai Niger State. A sample of 461 students was drawn through random sampling technique. The study adopted researcher self-developed questionnaire titled "Infectious Diseases and Public Health Questionnaire (IDAPHQ) for data collection, and their scores in GST couses was used to assess their academic performance. Draft copies of the measuring instruments were presented to 3 experts from department of counselling psychology and school of health and technology, minna for validation. Cronbach Alpha statistical tool was employed to determine the reliability of the measuring instrument with psychometric index of 0.83. To answer the research questions, Point Biserial Correlation Coefficient was used and the hypotheses were tested using students' t-test of significance correlation at $p < 0.05$ level of significance. It was found that there is a very high positive relationship between infectious diseases, and public health. There is also a very high positive relationship between infectious diseases and students' academic performance. Therefore, it was recommended students should ensure that they observe high personal hygiene and sanitation of their environment to efficiently improve their mental health and academic performance.
Keywords: Infectious diseases, public health, Academic performance, Students

Introduction
The mental health and wellbeing of man have been a subject of challenge by pathogens as he engages in activities with other living organisms in the eco-system to make a living. Students as human being through their daily activities generate waste matter that grows pathogens and causes diseases in man. An infectious disease is the type of diseases that causes poor health condition. Microorganisms are the main causative agents of infectious diseases that spread from one individual to another through a vector. According Hornby, (2010) Infectious diseases is defined as diseases that can be passed easily from one person to another, especially through the air they breathe. Because of their easy ways of transmission infectious diseases are many and everywhere. In Nigeria infectious diseases are very rampant, their impacts are immense, affecting life of the people directly, they are the most diseases that cause death as well as create a remarkable impact in the society, political system and plans of the country. (WHO, 2021).

The prevalence of infectious diseases in Nigeria is seen as one of the major problems in Nigeria. The nationwide overall prevalence of all infectious diseases syndromes was 71.8 per 10,000 populations between 2009 and 2017. The average number of all infectious diseases syndromes was 14,519 (range 5229 to 55,132) per year. Kolawole, (2022) "Communicable diseases are the major causes of death in Nigeria and accounts for 76% of child mortality. Tuberculosis and malaria accounts for the highest causes of death by infectious diseases in Nigeria". The disease experience in Nigeria has been that of emerging and re-emerging outbreaks. Nigeria has the highest burden of infectious diseases in sub-Saharan Africa and has seen recurrent outbreaks of diseases such as Cholera, Meningitis, poliomyelitis etc in the last decade. This was the main reason why infectious diseases have become a major source of concerned to public health in Nigeria Kolawole, (2022). The importance of public health in Nigeria cannot be under scored. For decades, the recognition of public health and its relationship to the health of population waxed and waned with current events. Public health appears to be something that individuals understand intuitively, but have difficulty defining specially, as evidenced by various definitions of public health found in the literature. The classic definition of public health by Winslow. (1920) describes it as

> " the science and art of preventing disease, prolonging life, and promoting physical health and efficiency through organized community efforts for the sanitation of the environment, the control of community infections, the education of the individual in principles of personal hygiene, the organization of medical and nursing services for the early diagnosis and preventive treatment of disease, and the development of the social machinery which will ensure to every individual in the community a standard of living adequate for the maintance of health" (p.183).

This definition, thus old but all encompasses as it still covers nature, scope and the philosophy of public health at these modern days. Comprehensive school health consists of "an organized set of policies, procedures, and activities designed to protect and promote the health and wellbeing of students and staff which traditionally includes health services, healthful school environment, and health education" and provides an alternate mechanism for the potentials of comprehensive school health programs has been advocated since 1987, it has rarely been realized (Cottrell et al, 2002). The school, especially the university is adequately cared and provided same as the community, with all basic amenities as said the learning facilities. There by equating it status to that of a community. Turnock, (2001) suggested the greatest gains in alleviating today's major health problems will come from collective action, especially at community level. Community is defined in geographic terms, but as aggregates of individuals who share common characteristics or other bonds" and who effectively uses assets to achieve their health goals. Within the parameter of this definition schools private and public, tertiary and non-tertiary institutions can be defined as a community. Health services provided by full-service schools often resemble services provided by local health departments. Serious health problems faced by students including chronic lifestyle diseases such as obesity, diabetes, high blood pressure, and the social and culture conditions that breed depression, anxiety, and poor self-esteem demand a change in service delivery approach (Peterson, Cooper & Laird, (2001). Schools face a crisis in adolescent and adult health

characterized by poverty, social alienation, lack of medical insurance, and Medicare and service ineligibility. All these pose poor health conditions on the students and a setback on his academic.

Academic performance is regarded as the involvement of student in the daily school activities, that comprise of teaching, learning and other extracurricular activities carried out with and outside the school and that is been assessed as parts of the students progress in the school on daily or term basis.. According to Narad and Abdullahi, (2016) started that academic performance is the knowledge gained which is assessed by marks by a teacher and or educational goals set by students and teachers to be achieved over specific period of time, while Honey, (2023) viewed academic performance is an extent to which a student, teacher or institution has attained their short or long term educational goals and is measured either by continuous assessment or cumulative grade point average The academic progress of students can be hampered by the impacts of infectious diseases in the community or school environment and where adequate medical attention is lacking could led to the student being absents from the class or the school form some unexpected period of time that could result to decreased in his academic performance. Research confirms a direct link between student health and their capacity to learn at school. Health and education are no longer viewed as separate, but as intertwined and interdependent system.   There is a complex relationship between student's health and academic performance, (Ickovics et al., 2014) with poor health often negatively affecting student's attendance, ability to learn in school and examination grades. Ill health among students affect their growth, retard mental development, and reduce motivation with consequent reduction in their ability to take advantage of learning opportunities at school (Ickovics et al., 2014; Santanu & Saha 2013). Steven, et al. (2015) Students with poor health has a higher probability of school failure, grade retention and dropout.

Lapai the host community of Ibrahim Badamasi Babangida University enjoyed the status and privileges of a third tier government. Going by the population, Lapai has 200,700 million population projections, 66.46/km^2 population density, 3.4% Annual population (change and covers an area of 3,020km^2. (NBS, 2022). In the area of health facilities, Lapai has a general hospital and other handful of pocketed privately own hospital that provides adequate health services asides other specialist hospital in Gulu and the general hospital at Muye that covers Lapai and its environs. Prevalence of infectious diseases is abounding everywhere in Nigeria. According to Centers for Diseases Control and Prevention (CDC, 2021) Countries with strong and resilient public health system can quickly prevent, detect, and respond to infectious diseases threats. Public health expertise in Nigeria has been strengthened throughout the control of HIV, TB, and malaria, the eradication of wild virus, the response to mpox, and preparedness of efforts influenza and other pandemic diseases.

Major infectious diseases in Nigeria: degree of risk: very high (2020)
1. **Food and waterborne diseases:** Bacterial and protozoa hepatitis A and E, and typhoid fever.
2. **Vector borne diseases:** malaria, dengue fever, and yellow fever.
3. **Water contact diseases:** Leptospirosis and schistosomiasis.
4. **Animal contact diseases:** Rabies.
5. **Respiratory diseases:** Meningococcal meningitis.
6. **Aerosolized dust or soil contact diseases:** Lassa fever.

Hepatitis A- Viral diseases that interfere with the functioning of the liver, spread through consumption of food or water contaminated with fecal matter, principally in areas of poor sanitation, victims exhibit fever. Jaundice, and diarrhea, 15% of the victims will experience prolonged symptom of over 6-9months, vaccine available.

Hepatitis E- Water borne viral disease that interferes with the functioning of the liver, most commonly spread through fecal contamination of drinking water, victims exhibit jaundice, fatigue, abdominal pain and dark colored urine.

Typhoid Fever – Bacterial disease spread through contact with food or water contaminated by fecal matter or sewage, victim's exhibit sustained high fevers, left untreated, mortality rates can reach 20%.

Malaria – Caused by single –cell parasitic protozoa plasmodium, transmitted to humans via the bite of female Anopheles mosquito, parasites multiple in the liver attacking red blood cells resulting in cycles of fever, chills, and sweats accompanied by anemia, death due to demages in vital organs and interruption of blood supply to the brain.

Dengue fever – Mosquito- borne (Aedes aegypt) viral disease associated with urban environment manifests as sudden onset of fever and severe headache, occasionally produces shock and hemorrhage leading to death in 5% of the cases.

Yellow fever – Mosquito –borne (in urban areas Aedes aegypt) viral disease, severity range from influenza-like symptoms to severe hepatitis and hemorrhagic fever, occur only in tropical South America and sub Saharan Africa, where most cases are reported, fatality rate is less than 20%.

Leptospirosis- Bacterial disease that affects animals and humans, infection occurs through contact with water, food or soil contaminated by animal urine, symptoms include high fever, severe headache, vomiting, jaundice, and diarrhea, untreated, the disease can result in kidney damage , liver failure, meningitis or respiratory diseases, fatality rates are low but left untreated recovery can take months.

Schistosomiiasis – Caused by parasitic dermatome flatworm Schistosoma, fresh water snails act as intermediate host and release larval from of parasite that penetrate the skin of people exposed to contaminated water, worms mature and reproduce in the blood vessels, liver, kidneys, and intestines releasing eggs, which become trapped in tissues triggring an immune response. Occur in advance cases usually due to bladder cancer endemic in 74 developing countries with 80% of infected people living in sub Saharan Africa, human s act as the reservoir for this parasite.

Meningitis- Bacterial disease causing an inflammation of the lining of the brain and spinal cord, one of the most important bacterial pathogens is the Neisseria meningitides because of its potential to cause epidemics, symptoms include stiff neck, high fever, headaches, and vomiting, bacteria are transited from person to person by respiratory droplets and facilitated by close and prolonged contact resulting from crowded living conditions, often with a seasonal distribution, death occurs in 5 -15% cases, typically within 24-48 hours of onset of symptoms, highest burden of meningococcal disease occurs in the hyperendemic region of sub Saharan Africa known as the "Meningitis Belt" which stretches from Senegal east to Ethiopia.

Rabies- Viral disease of mammals usually transited through the bite of an infected animal, most commonly dogs, virus affected the cental nervous system causing brain alteration and death,

symptoms initially are non- specific fever and headache, progressing to neurological symptoms , death occur within days of the onset of symptoms (CIA World Facebook, 2021).

From the above record, infectious diseases commonly among the students of IBB University, Lapai includes but not only the followings: Typhoid fever, yellow fever, influenza (flu), Common cold, Glargiasis and Diphtheria. Others are Stomach flu (gastroenteritis), and Hepatitis.

The purpose of this study was to examine infectious diseases as correlate of public health and academic performance among students of Ibrahim Badamasi Babangida University, Lapai. Specifically, the study sort to:

1. Identify the relationship between infectious diseases and public health among students of Ibrahim Badamasi Babangida University, Lapai Niger State
2. Determine the relationship between infectious diseases and academic performance among students of Ibrahim Badamasi Babangida University, Lapai Niger State

These research questions were to guide the study:

1. What is the relationship between infectious diseases and public health among students of Ibrahim Badamasi Babangida University, Lapai Niger State?
2. What is the relationship between infectious diseases and academic performance among students of Ibrahim Badamasi Babangida University, Lapai Niger State?

The following null hypotheses were formulated at 0.05 level of significance.

Ho₁: The relationship between infectious diseases and public health among students of Ibrahim Badamasi Babangida University is not significant.

Ho₂: The relationship between infectious diseases and academic performance among students of Ibrahim Badamasi Babangida University is not significant.

Method

The study was conducted on correlation research design using linear method. The population of the study comprised the entire students of the 6 faculties in Ibrahim Badamasi Babangida University, Lapai Niger State. A sample of 472 students was drawn through random sampling technique. The study adopted researcher self-developed questionnaire titled "Infectious Diseases and Public Health Questionnaire (IDAPHQ) for data collection, and their scores in GST courses were used to assess their academic performance Draft copies of the measuring instruments were presented to 3 experts from department counselling psychology and school of health and technology, minna for validation. Cronbach Alpha statistical tool was employed to determine the reliability of the measuring instrument with psychometric index of 0.83. The researcher and two other research assistants were involved in administering the measuring instruments to the respondents and waited till they finished. At end of the measure 461 copies of the questionnaires was certified okay representing 97.7% rate of mortality. To answer the research questions, Point Biserial Correlation Coefficient was used and the hypotheses were tested using students' t-test of significance correlation at $p < 0.05$ level of significance.

Results

Table 1. Point Biserial summary and t-test significance of correlation analysis for the relationship between infectious diseases and public health among students of Ibrahim Badamasi Babangida University, Lapai.

n	r	∞	df	t_{cal}	t_{tab}	Decision
416	0.47	0.05	459	43.42	1.96	Rejected

Table 1. Indicated Point Biserial and t-test significance of correlation depicting the relationship between infectious diseases and public health among students of Ibrahim Badamasi Babangida University, Lapai. This analysis shows that the correlation coefficient is 0.47 which means that there is a very strong positive relationship between infectious diseases and public health among students of Ibrahim Badamasi Babangida University, Lapai. The above table was also used to test the hypothesis which shows that t-cal of 43.42 less than the t-tab 1.96 implying that null hypothesis is not accepted, and concluding that the relationship between infectious diseases and public health among students of Ibrahim Badamasi Babangida University, Lapai is significant.

Table 2. Point Biserial summary and t-test significance of correlation analysis for the relationship between infectious diseases and academic performance among students of Ibrahim Badamasi Babangida University, Lapai.

n	r	∞	df	t_{cal}	t_{tab}	Decision
416	0.90	0.05	459	45.40	1.96	Rejected

Table 2. Indicated Point Biserial and t test significance of correlation analysis for the relationship between infectious diseases and academic performance among students of Ibrahim Badamasi Babangida University, Lapai. This analysis shows that the correlation coefficient is 0.90 which means that there is a very strong positive relationship between infectious diseases and academic performance among students of Ibrahim Badamasi Babangida University, Lapai, The above table was also used to test the hypothesis which shows that the t-cal of 45.40 is greater than the t-tab of 1.96 implying that the null hypothesis is not accepted and concluding that the relationship between infectious diseases and academic performance among students of Ibrahim Badamasi Babangida University, Lapai is significant.

Discussion of Findings

This study found that the correlate between infectious diseases and public health among students of Ibrahim Badamasi Babangida University, Lapai is significant. This explain that an outbreak of infectious diseases and influence the wellbeing of people in community (public health). This shows that the correlate is obvious. This can be understood that when there is high level of infectious diseases, there the tendency that poor health condition in the community (public health) will be high but if otherwise will be reduce. This finding is concur from the assertion by Kolawole, (2022) Nigeria has the highest burden of infectious diseases in sub-Saharan Africa and has seen recurrent outbreaks of diseases such as Cholera, Meningitis, poliomyelitis etc in the last

decade. This was the main reason why infectious diseases have become a major source of concerned to public health in Nigeria.

The study further revealed that the correlates between infectious diseases and academic performance among students of Ibrahim Badamasi Babangida University, Lapai is significant. This has brought to bear that infectious diseases could influenced the academic performance of students. This implies that the correlate is commendable. It can also be deduced that when there is here level of infectious diseases condition in the university community the academic input of the students will be low and if otherwise it will be high. To support this study finding is Ickovics et al., (2014) revealed that poor health often negatively affecting student's attendance, ability to learn in school and examination grades. Ill health among students affects their growth, retard mental development, and reduce motivation with consequent reduction in their ability to take advantage of learning opportunities at school.

Conclusion

From the study of infectious diseases as correlates of public health and academic performance among students of Ibrahim Badamasi Babangida University, Lapai Niger State. It can be concluded that from this study, there is a very strong statistical positive relationship infectious diseases and public health and academic performance among students. This revealed the relationship is significant.

Educational Implications
The following posed as the immediate educational implications:
1. Infected students are stopped from attending school there by missing lectures.
2. Protracted infectious diseases can affects students' academic performance
3. To avoid spread of infectious diseases infected students are given immediate medical attention.
4. Regular sanitation of school environment can prevent outbreak of infectious diseases among students.

Recommendations
The following recommendations were reached from the study:
1. Personal hygiene and regular environmental sanitation will reduce the spread of infectious diseases.
2. Regular hand washes before and after defecation will reduce the spread of pathogens.
3. Zero infectious tolerances will be enhanced students' academic performance

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Influence of Anxiety on the Academic Perfomance in Gse English among NCE Students of Federal College of Education (Technical} Bichi.

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Abstract

This study investigated the Influence of Anxiety on the academic performance In GSE English among NCE students of Federal College of Education Technical Bichi. Two objectives; are set to guide the study as follows, to determine the levels of Academic Anxiety among NCE Students of Federal College of Education Technical Bichi. To Examine gender differences in academic performance of students in GSE English among NCE Students of Federal Colleges of Education Technical Bichi the study has two research questions and one hypothesis was formulated in null and alternate. Descriptive survey design was adopted for the study. Because the study is trying to measure the level of anxiety among the students and also comparing groups, survey designs allow to collect data and analyze the difference. The population of the study consisted of 2,925 NCE students registered GSE English across Federal College of Education Bichi. The sample size of 340 was drawn according to research advisors (2006). The study used multi-stage sampling technique. Across different groups An adapted Foreign language classroom Anxiety instrument developed from Hortwiz (1986) was used. Face validity was established by the experts in the Department of Education. divergent validity between Academic Self-efficacy questionnaire and Foreign Language classrooms Anxiety questionnaire, the result of the analysis indicated that the two instruments measured related but different factors, though the magnitude of the relationship is weak. Hence divergent validity established (r = .315, p >.05). the reliability of internal consistency was established using Cronbach Alpha reliability and the result of the analyses were as follows: values of 0.89 for Academic Anxiety Scale. The data collected from the field were analyzed in two ways; first by using descriptive statistics, to summarize and described the data, using frequency distribution. Secondly the Inferential statistics of t test for independent samples at 05 level f significance was used to test hypotheses 1, 2, The finding revealed that majority of the respondents were proved to have low anxiety(59.7%) also (40.3) high anxiety The Analysis on gender differences on Academic performance shows that gender do not vary significantly, on Academic

performance =(48.7) for male and (49.91) for female. This means gender does significantly influence GSE Englis performance The findings recommended teachers to simplify the method of teaching and also create relaxation exercises; group work, interact with the students, and allow them to partake in co- curricular activities that will help them to relax and enjoyed their time, it will be useful in reducing academic anxiety. In addition, the students should take responsibility to seek for anxiety management help from teacher counsellors, other teachers or from the peer counselling clubs within their schools in order to ensure that their anxiety levels do not escalate to levels that impact negatively on their academic results.

Keywords: Anxiety Gender, Academic performance

Introduction

Federal Colleges of Education in Nigeria are grappling with record of mass failure in GSE English. In most of the GSE results in the colleges are usually sub-optimal as information emerging from examination bodies report terrible mass failure in GSE courses in the year 19/20 session out of population of 16740, 7726 equivalents to 46.2% failed and 25.3% weak grade only 28.5. % Passed successfully. Source. (Examination Offices, 2020) These outcomes of poor performance in GSE English have continued to be deteriorated every year, to the extent that only 32% percent of the students are able to graduate successfully. In the same vein in the year 20/21 session. 30% passed successfully. 27.3% get weak grade and 40.7% failed woefully in 20/21 session source: (Examination office, 2020/21) these problems are absolutely abominable and deplorable to the educational development of the country. However, failure to recognize these factors may retard the educational system and lead to higher failure rates particularly in GSE English courses. Therefore, it is imperative to find out the factors that are associated with failure of students in GSE English in order to reduce the problem.

Based on practical experience in the school environment and extensive reading the researcher will not be skeptical to say that the problem of mass failure in GSE English among NCE students in Federal Colleges of Education, is not natural, but a number of factors within and outside students are responsible to the problem. The factors are combination of psychological and environmental factors which is multi-dimensional concept that measures various interrelated aspect of behavior in natural or social environment. in other words, these factors are interplay between psychological (internal) and social (external) factors that are very crucial in the academic performance of students. Psychology is among many things that matters in human day today- activities. The success and failure we face in various activities we perform each day most often depend on our everyday psychology. As such students can suffer from various psychological, environmental, and social problems. These problems are multifaceted in nature which severely disrupts Students daily functioning in various occasions. For example, anxiety, depression, negative attitude, lack of motivation, study habit, low self-self-efficacy These psychological problems can lead students in higher institution to failure in their academic performance. In other words, students' performance is a byproduct of many factors, which include; social, psychological, and environmental factors these factors have a powerful influence on Student's academic success either positively or negatively, but the factors vary from one student to another. Therefore, the focus of this research is to examine the influence Academic Anxiety, gender as independent

variables, with Academic performance in GSE English among NCE students of Federal colleges of Education Bichi as Dependent Variables. The description of the variables below:

Anxiety; is a multidimensional emotional state characterized by apprehension, worry, and physiological arousal in anticipation of future threat (American Psychological Association. {APA},2023). Anxiety common phenomenon prevalent among all students studying at different levels of education. It refers to feeling of tension, worry and nervousness directly related to academic tasks such as examinations, class presentation or general academic performance. (putwan& Daly,2014) it encompasses test anxiety, fear of failure and apprehension about negative evaluation. (Mcdonald,2018). Cassady and Johnson (2002) note that Academic Anxiety can negatively impact learning, as students experience heightened anxiety are often unable to concentrate effectively-and may underperform academically. Moderate level of Anxiety is essential for success in academics However, severe academic anxiety proves to be destructive for students, because it is negatively correlated with academic performance. In the Nigerian context has been associated with systematic factors such as high limited resources, high-stakes examinations, and parental pressure which often increase the emotional burden on students. (Oluwatosin&Afolabi,2021).

Academic performance of students

Students' academic performance measurement has received considerable attention by some researchers. It is challenging aspects of academic literature, student performance is affected due to social, psychological, economic, environmental and personal factors. These factors strongly influence the students' performance detrimentally, but the factors vary from person to person and country to country. Academic performance is considered as one important criteria of educational quality. Therefore, without doubt academic performance presently is a major issue among students, teachers, parents, school administrators, and the community at large. There is an international concern on academic performance of students (Romerhausen, 2013). Globally and Nigeria in particular, improving the quality of education and investment on educational and human resources are regarded as effective factors paving the way for a country's pervasive development.

Academic performance is considered an intellectual competence indicator. Opinions vary as to why some students excel academically while others appear to be underachievers. As a result, many psychologists have consistently attempted to identify the major predictors of individual academic performance. Academic performance on examinations is the result of interactions among multiple variables such as learning. Learning occupies a significant role in the life of students. That is measured using the yardstick of academic performance. Academic performance for some researchers is defined by students' reporting of past semester CGPA/GPA and their expected GPA for the current semester. The grade point average or GPA is now used by most of the tertiary institutions as a convenient summary measure of the academic performance of their students. The GPA is a better measurement because it provides a greater insight into the relative level of performance of individuals and different group of students. Academic performance is the extent to which a student has achieved their short or long-term educational goals Cumulative GPA and completion of educational degrees such as High School and bachelor's degrees represent academic performance.

Statement of the Problem

Anxiety has become a major psychological problems affecting students' academic performance in the Nigerians context especially **in** Colleges of Education students are grappling with academic pressure,stress,work and inadequate facilities ,fear of test ,exam, and fear of negative evaluation and many factors that may heightened their anxiety, and impaired concentration, memory and underachievement in academic performance Anxiety is complicated psychological situations which have an effect on cognitive, behavioral and psychological states (Putnam 2010)The people experiencing this kind of behavior are easily agitated, restless and may indulge in purposeless or aimless activity. They may also experience some physiological discomforts which occur unexpectedly with or without being aware of it, such as increase in heart rate and blood pressure, dizziness, stomach discomfort, perspiration and other physiological manifestations.). Academic anxiety leads to academic difficulties through irrelevant thoughts, preoccupation and reduce attention and concentration (Eysenck, 2001).

A high level of anxiety also interferes with concentration and memory, which are critical for academic success. Despite the magnitude and detrimental effect of the problem there is limited data examining its prevalence among NCE students, and whether gender significantly influence academic performance of GSE English, this necessitated for this study to address underlying psychological barriers. Therefore, this study seeks to determine the level of anxiety among NCE students and examine whether there is significant difference in the academic performance of male and female students in GSE English

Objectives of the Study

The objectives of this study were to find out:
   (1)   To examine the levels of Academic Anxiety among NCE Students of Federal College of Education Technical Bichi.
   (2)   To Examine gender differences in academic performance of students in GSE English among NCE Students of Federal Colleges of Education Technical Bichi

Research Questions

The study provided answer to the following questions:
1.   What is the level of students with high and low level of academic anxiety among NCE students in Federal college of Education Technical Bichi.
2.   Is there a significant difference in the academic performance of male and female students in Gse English?

Hypotheses

In line with the above stated objectives, the following hypothesis was tested at .05 level of significance:
1 There is no significant difference in the academic performance of male and female students in Gse English
2. There is significant difference in the academic performance of male and Female in GSE English

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```
                    Academic
                    anxiety
                  ┌────┴────┐
               High         Low
             ┌──┴──┐         │
    Lack of      Moderate    No effort to
  concentration    Pass        pass
```
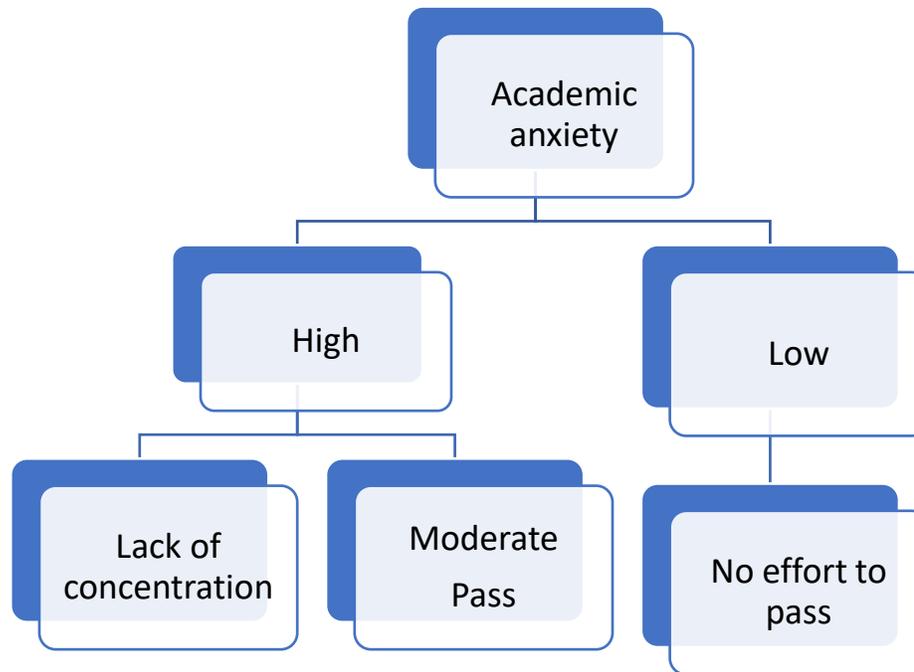
Methodology

The research design is descriptive survey design,. The justification for selecting the design is because it permits the researcher t data from a large sample and t describe the existing condition Level of anxiety and test gender differences in GSE Academic performance
 populations for this study are all NCE III students enrolled in GSE Engsh of Federal Colleges of Education In Technical Bichi..A sampe f 340 was selected using simple random techniques t ensure that every students has an equal chance of being included in the study The The enrollment figures from the College indicated that the number of NCE regular students stood at 2,825 Academic session. Across four Schools. Science, Languages, Primary Education and Vocation. (FCE, Statistics 2023).

Instrumentations

Instruments for data collections are **Foreign Language Classrooms Anxiety Questionnaire:**
The questionnaire was partly adapted from foreign language classroom Anxiety scale developed by Hortwiz (1986). The original version of the questionnaire consists of 32 items, which measured all four language skills. To determine the level of anxiety each item scale from 1- 5. All the questions utilized a Likert scale, ranging from 1 (Strongly Agree) 2 (Agree) 3 (Neutral), 4 (Strongly Disagree) and 5 (Disagree). See Appendix
The Internal consistency was estimated by Cronbach alpha coefficient which was .90 while test-re-test r=.77, construct validity was .83. The reliability of four sub scales are: Speaking 0.84, Writing 0.84, listening 0.83 and reading 0.84.

The new version has 15 items measuring three dimensions. The justification for selecting the items is that, the construct definitions are not the same, the original version measured four language skills, reading, Writing, listening and speaking, while the current version measured three different dimensions below:Dimension 1. Fear of test/Exams.Dimension2. Communication Apprehension: Dimension 3. Fear of Negative evaluation.

And secondly through collecting raw scores of GSE 321 results of Final year students NCE III students from General Studies and English Language Departments. The researcher adapted the standardized instrument with slight modification.

Sample size

A sample size of three hundred and seventy-three (340) was selected based on research advisors 2006 table for determining sample size.

Sampling Technique

In selecting the population of this study, multi-stage sampling technique was used. Multi-stage sampling is use when the population is large and widely dispersed within an area, that it is impossible for the researcher to gather a sample using simple random method because of administrative problems making the research to be conducted in stages (Heppner, Wampold and Kivlighan, 2008). This study is done in three stages.

Defining the population. Which is Federal colleges of Education Technical Bichi second stage is the selection of sample frames, which is NCE students Clustering schools into clusters. Science, Vocation, Business, Technical Finally in the fourth stage was the selection of individual students randomly and proportionately from each school. Note; In simple random, random Numbers are assigned to individual students and pick randomly up to the required sample. the study also used proportionate sampling according to the size of population. i.e the higher the size the better chance of being selected. Male and female are selected based on the sample proportionately.

Procedure for Data Collection.

The data collected from the study were analyzed in two ways: first by using descriptive statistics, which summarized and described the data, using frequency distribution. Secondly by using the inferential statistics of t-test of independent samples to test the hypotheses 1, 2

T-test for independent sample was chosen because it was the appropriate statistical tool for determining the significance of the difference between means of two groups. At 0.05 level of significance.

Table 1 Proportion of Students with High and Low Academic Anxiety

Level of Anxiety		Frequency	Percentage	Cumulative Percentage
	High	150	40.2%	
	Low	223	59.8%	100.0%
	Total	373	100.0%	

In attempt to find out the proportion of students with high and low academic anxiety among NCE students in Federal colleges of Education in North west Zone Nigeria, the scores on generated on academic anxiety was subjected to descriptive statistical analysis via SPSS. The outcomes of the analysis are presented in the above table. The revealed that 150 students have high level of

academic anxiety representing 40.2% while only 223 were found to have low level of anxiety which represent 59.8% were found to have low level of academic anxiety respectively.

Hypotheses Testing
H0₁
: **There** is no significant difference In GSE English performance Among NCE111 students with High and Low Academic anxiety, in Federal colleges of Education Technical Bichi.
Table 2: Independent Sample t- test of English Academic Performance by Level of Academic Anxiety

Levels of AA	N	Mean	Std. Dev	df	t	P	Decision
High	137	47.38	9.68	338	-2.539	.0.012	Rejected
Low	203	50.06	9.32				

Independent Sample t- test was computed to compare the academic performance in GSE English of students with high and those with low level aanxiety. The results of the analysis shows that a significant difference was found and the difference was in favor of students with low level of academic anxiety. High level of academic anxiety because (mean = 47.38. std. dev. = 9.68), Low level of academic anxiety (mean = 50.06, std. dev. =9.32) df (338) = t-.2.459, P.012 < .05 .
Decision: The p-value(0.012) is less than 0.05, the null hypothesis was rejected, and concluded that there is statistically significant difference In GSE English Academic performance between students with High and Low Academic anxiety, among NCE111 students of Federal colleges of Education Technical Bichi.
. **H0₂** There is no significant difference In GSE English Academic performance between Male and Female students. In Federal Colleges of Education Technical Bichi.

Table 3: Independent sample t test of GSE English performance by Gender

Gender	N	Mean	Std. Dev	df	t	P	Decision
Male	164	48.72	9.84	338	.1.265	.207	Accepted
Female	176	49.91	9.21				

Independent Sample t- test was computed to compare the mean scores of male and female students on their academic performance in GSE English. The results in the table revealed female students scored slightly higher than Male(M=49.91 higher than M=48.72) the difference was not statistically significant t (338) = .1265,P=0.207 > .05.) Therefore, the null hypothesis was accepted and concluded that, there is no significant difference In GSE English Academic performance between male and female

Summary of the findings
        Based on the above analyses, the findings are summarized as follows:
1).Majority of NCE 111students in were found to have low level of Academic Anxiety, among in Federal College of Education Technical Bichi N= 203. Mean (59.7). High= 137 Mean = (40.3).The results of the analysis shows that a significant difference was found and the difference was in favor of students with low level of academic anxiety. High level of academic anxiety because

(mean = 47.38. std. dev. = 9.68), Low level of academic anxiety (mean = 50.06, std. dev. =9.32) df (338) = t-.2.459, P.012 < .05 .

Decision: The p-value (0.012) is less than 0.05, the null hypothesis was rejected, and concluded that there is statistically significant difference In GSE English Academic performance between students with High and Low Academic anxiety, among NCE111 students of Federal colleges of Education Technical Bichi.

2). The study also revealed that Majority of the respondents where Female N=176. Mean =48.72. and Male=164 with mean of (49.91) the study revealed that difference in gender does not significantly Influence academic performance of GSE English among NCE 111 students of Federal colleges of Education Technical Bichi. The results in the table revealed female students scored slightly higher than Male(M=49.91 higher than M=48.72) the difference was not statistically significant t (338) = .1265,P=0.207 > .05.) Therefore, the null hypothesis was accepted and concluded that, there is no significant difference In GSE English Academic performance between male and female

Discussion

The findings may be explained in relation to the empirical literature reviewed. The present study agrees with the finding of Hassan (2016) who revealed that a significant correlation was found between academic performance and academic anxiety of secondary school students. Moreover, no significant difference was found between academic performance of high and low academic anxiety of male and female students. This finding agrees with the current study which revealed significant difference was observed between high anxiety and low anxiety in their academic performance. From this study, the proportion of Academic anxiety level have shown that students have low anxiety and as a result, their academic performance is high. Accordingly.

The finding on objective two considered gender difference in students" academic performance in GSE English among NCE students in Federal college of Education technical Bichi. The analysis based on gender difference revealed that the Female had a higher mean score with (49.91) compared to males with mean scores of (48.72). the difference was not statistically significant. .

Conclusion

This study investigates the Influence of Academic Anxiety on GSE Academic Performance of NCE students of Federal College of Education Technical Bichi.The study revealed that anxiety is detrimental factor that cause poor performance so students, therefore, it is very pertinent to understand the interplay between anxiety gender and academic performance to provide solution to the problem. Furthermore emphirical study suggest gender may plaay a moderating role in the experience of academic anxiety and iits effect on performance.Male and feamale students may perceive and respond to the academic stressor differently.which in turn can influence their performance in courses like GSE English

Recommendations

Based on the findings and the conclusions made in the study, the researcher recommended that:
1. The study recommended teachers to simplify the method of teaching and also create relaxation exercises; group work, interact with the students, and allow them to partake in co- curricular

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activities that will help them to relax and enjoyed their time, it will be useful in reducing academic anxiety.

2. The students should take responsibility to seek for anxiety management help from teacher counsellors, other teachers or from the peer counselling clubs within their schools in order to ensure that their anxiety levels do not escalate to levels that impact negatively on their academic results.

3. The study recommended for training in gender sensitive techniques through workshops and also involve parents on how they can get involved in their daughter's education.also teachers may need to be more sensitive with the different needs of the male and female students. Hence, caution has to be placed when teaching both genders.

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Influence of Behavioral and Humanistic Approaches in Managing Social Inequality-Induced Stress among Undergraduates in Jigawa State

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Abstract

This study examines the efficacy of behavioral and humanistic psychological approaches in alleviating stress associated with social inequalities among undergraduates in selected tertiary institutions in Jigawa State. Employing a mixed-methods research design. The total population consisted of 25,000 students across public universities in Jigawa State. Data were collected from 320 participants. The Perceived Stress Scale (PSS-10), developed by Cohen, Kamarck and Mermelistein (1983) was adapted and utilized as the primary instrument for measuring perceived stress. The Scale consisted of 10 items rated on a 5-point Likert Scale, capturing the degree to which situation in one's life are appraised as stressful. Quantitative findings indicate a significant reduction in stress levels following interventions rooted in cognitive-behavioral therapy (CBT) and reinforcement strategies. Concurrently, qualitative data suggest that humanistic interventions, particularly person-centered counseling, enhanced students' self-concept and emotional resilience. The study concludes that an integrated application of behavioral and humanistic approaches offers a viable framework for mitigating stress induced by socio-economic disparities. The study recommended that university counselling centers incorporate behavioural therapy session into students support service to mitigate the psychological impact of social inequalities.

Keywords: Social inequality, stress, behavioral psychology, humanistic psychology, mental health intervention

Introduction

Stress among university students is a global phenomenon, but its manifestations and implications vary significantly depending on the socio-economic and cultural contexts in which it occurs. In Nigeria, and particularly in Jigawa State, undergraduate students face multiple layers of stress that stem not only from academic demands but also from entrenched social inequalities,

economic hardship, and limited institutional support structures. These stressors contribute to an environment where many students experience chronic psychological strain, affecting their academic performance, mental health, and overall well-being.

Stress was primarily conceptualized as a physiological response to external pressures, as outlined in Hans Selye's General Adaptation Syndrome theory in the 1930s. Over time, psychological models such as Lazarus and Folkman's (1984) cognitive appraisal theory expanded the understanding of stress to include individual perceptions and coping mechanisms. In educational settings, stress has been linked to numerous adverse outcomes, including dropout rates, depression, anxiety, and reduced academic achievement. In recent decades, particular attention has been given to vulnerable populations, such as students from low-income or marginalized communities, for whom structural inequalities exacerbate the normal stressors associated with higher education.

This study draws upon two major psychological paradigms: the behavioral approach and the humanistic approach. The behavioral perspective, rooted in the work of B.F. Skinner and other learning theorists, emphasizes observable behavior and the role of conditioning in shaping responses to stress. Techniques such as reinforcement, modeling, and systematic desensitization are central to this framework. In contrast, the humanistic approach, advanced by theorists like Carl Rogers and Abraham Maslow, focuses on personal growth, self-actualization, and the intrinsic potential for positive change. Humanistic therapies often involve empathetic listening, client centered dialogue, and the promotion of self-awareness and self-acceptance.

Jigawa State is one of the educationally disadvantaged regions in Northern Nigeria, characterized by high poverty levels, limited access to mental health services, and a predominantly conservative cultural setting. These factors create a complex environment in which students not only strive to succeed academically but also navigate systemic barriers and societal expectations. The intersection of academic pressure with socio-economic inequalities creates a unique context where stress becomes a pervasive and debilitating issue. In response to these challenges, the present study investigates the relative effectiveness of behavioral and humanistic psychological approaches in managing stress among undergraduates in Jigawa State. By comparing the outcomes of these two interventions, the study seeks to provide evidence-based recommendations for institutional mental health support tailored to the specific needs and cultural context of students in this region.

This study investigates the influence of these two psychological approaches in managing stress emanating from social inequality among undergraduates in Jigawa State. By integrating empirical findings with theoretical analysis, the study seeks to provide a pragmatic model for institutional mental health interventions in similar socio-cultural settings.

The study is underpinned by two complementary psychological theories: Behaviorism (B.F. Skinner, 1953): Skinner's operant conditioning theory posits that behavior is shaped and maintained by its consequences. Cognitive-behavioral techniques derived from this tradition including cognitive restructuring, relaxation training, and behavioral activation have demonstrated efficacy in managing anxiety, depression, and academic stress.

Humanistic Psychology (Rogers, 1961; Maslow, 1943): Humanistic theory posits that individuals possess inherent potential for self-actualization. Carl Rogers' client-centered therapy emphasizes empathy, congruence, and unconditional positive regard as mechanisms for fostering psychological well-being. Abraham Maslow's hierarchy of needs further elucidates the importance of addressing basic and psychological needs as prerequisites for academic and personal fulfillment. The integration of these frameworks allows for a holistic analysis of stress management strategies, balancing cognitive-behavioral precision with humanistic depth.

Objectives of the Study
This study is guided by the following objectives:
1. To determine the prevalence and sources of stress related to social inequality among undergraduates in Jigawa State.
2. To evaluate the efficacy of behavioral psychological interventions in managing inequalityinduced stress.
3. To examine the impact of humanistic psychological strategies on students' emotional well-being and resilience.
4. To developed a model for integrated psychological intervention in Nigerian tertiary institutions.

Research Questions
1. What are the prevalence and sources of stress related to social inequality among undergraduates in Jigawa State?
2. What are the efficacy of behavioral psychological interventions in managing inequalityinduced Stress?
3. What is the impact of humanistic psychological strategies on students' emotional well-being and resilience?
4. To what extent does integrating model for psychological intervention in Nigerian tertiary institutions manage Stress?

Social inequality has been widely recognized as a significant determinant of psychological distress among university students. Numerous studies have shown that students from lower socioeconomic backgrounds experience disproportionately high levels of stress, anxiety, and academic pressure due to their limited access to institutional resources and social capital (Onukwube & Okonkwo, 2019; Nwankwo et al., 2020). In particular, undergraduates in rural or under-resourced states such as Jigawa face compounded stressors stemming from both systemic inequity and personal adversities.

Behavioral approaches to stress management have garnered empirical support for their structured, goal-oriented methodologies. These interventions often incorporate techniques such as systematic desensitization, relaxation training, and cognitive restructuring, which are designed to

help individuals alter maladaptive behavior patterns in response to stress (Bandura, 1977; Ogunyemi, 2018). Taylor et al. (2021) conducted a meta-analysis of behavioral interventions in African tertiary institutions and found consistent positive outcomes, especially when interventions were culturally adapted.

Humanistic psychology, in contrast, emphasizes the holistic development of the individual. It prioritizes the therapeutic alliance, self-awareness, and emotional validation as core components of psychological healing (Rogers, 1951; Maslow, 1943). Studies by Akinlade and Salami (2017) and Makinde and Oyeleke (2020) demonstrated that humanistic counseling approaches significantly enhanced students' emotional resilience, self-esteem, and motivation in Nigerian universities.

Recent literature advocates for the integration of both approaches to achieve more robust psychological outcomes. Asagwara and Bello (2022) argue for dual-modality frameworks that combine the structured efficacy of behavioral techniques with the emotional depth of humanistic therapy. Such hybrid models are especially relevant in multicultural and economically stratified contexts where students encounter both environmental stressors and internal psychological conflicts. This body of evidence substantiates the relevance of behavioral and humanistic interventions in higher education, particularly in addressing stress rooted in social inequality. However, further empirical exploration within specific regional contexts, such as Jigawa State, remains essential to developing tailored and culturally competent mental health strategies.

Methodology

A concurrent mixed-methods design was employed, combining quantitative surveys with qualitative interviews to generate both statistical data and nuanced insights into students' lived experiences.

Population and Sample

The target population for this study consisted of all undergraduate students enrolled in public tertiary institutions in Jigawa State, Nigeria, with an estimated total of 25,000 students. These institutions include universities, polytechnics, and colleges of education offering various academic programs across disciplines. The population is considered relatively homogeneous, as the majority of students share similar socio-economic backgrounds, experience comparable academic pressures, and are subjected to the same environmental and institutional constraints. This homogeneity enhances the validity of generalizing the study findings across the population.

A stratified random sampling technique was used to ensure representation across different faculties and levels of study. From the total population, a sample of 200 students was drawn, with 100 students assigned to the behavioral intervention group and 100 to the humanistic intervention group. Stratification helped ensure balanced gender distribution and academic diversity within each intervention group. This approach strengthened the internal validity of the study while preserving the contextual relevance of the findings.

Procedure and Instrumentation

The study adopted a quasi-experimental pre-test/post-test control group design. Following institutional ethical approval and informed consent from participants, students were recruited through stratified random sampling from three public tertiary institutions in Jigawa State. The sample consisted of 200 undergraduate students, evenly divided into two experimental groups: one subjected to a behavioral intervention and the other to a humanistic intervention. The preintervention phase involved administering a baseline stress assessment using the Perceived Stress Scale (PSS-10) to all participants. The behavioral intervention group participated in structured cognitive-behavioral therapy (CBT) sessions, including stress management techniques such as relaxation training, cognitive restructuring, and positive reinforcement strategies. These sessions were delivered over six weeks by trained facilitators.

The humanistic intervention group engaged in client-centered therapeutic sessions rooted in Carl Rogers' humanistic principles. These sessions emphasized empathetic listening, selfexploration, and the development of self-awareness and autonomy. Like the behavioral sessions, they were conducted weekly over a six-week period by trained humanistic counselors. At the end of the intervention period, a post-test using the same instrument (PSS-10) was administered to assess the change in stress levels. The data were then statistically analyzed using paired-sample ttests to determine the significance of differences between pre- and post-intervention scores within and across groups.

The main instrument used for data collection was the Perceived Stress Scale (PSS-10), developed by Cohen, Kamarck, and Mermelstein (1983). The PSS-10 is a validated psychological instrument designed to measure the perception of stress. It consists of 10 items rated on a 5-point Likert scale ranging from 0 (never) to 4 (very often), capturing the degree to which individuals appraise situations in their lives as stressful.

For the purposes of this study, the PSS-10 was adapted to reflect the academic and socioeconomic stressors relevant to undergraduate students in Jigawa State. Items were slightly modified for cultural and contextual relevance without compromising the instrument's psychometric integrity. A pilot test conducted with 30 students outside the study sample yielded a Cronbach's alpha reliability coefficient of 0.83, indicating high internal consistency. The instrument was administered in English, with translated guidance provided where necessary to enhance comprehension.

The use of this standardized, culturally-adapted instrument ensured accurate and reliable measurement of stress levels before and after the interventions.

Data Collection Instrument

The data collection instrument employed in this study was the Perceived Stress Scale (PSS10), developed by Sheldon Cohen, Tom Kamarck, and Robin Mermelstein in 1983. The PSS-10 is a widely used psychological instrument designed to measure the perception of stress. It consists of 10 items that assess how unpredictable, uncontrollable, and overloaded respondents

find their lives. Each item is rated on a 5-point Likert scale ranging from 0 (never) to 4 (very often), resulting in a total score range of 0 to 40, with higher scores indicating higher perceived stress. For the purpose of this study, the PSS-10 was slightly adapted to reflect context-specific stressors experienced by undergraduates in Jigawa State, particularly those associated with socioeconomic inequalities and academic pressures. The adapted version maintained the original scale's psychometric properties while ensuring cultural and contextual relevance. To establish content validity, the instrument was reviewed by a panel of three experts in psychology and educational counseling. A pilot study was also conducted involving 30 undergraduate students to assess the clarity and relevance of the items. The reliability of the adapted instrument was confirmed with a Cronbach's alpha of 0.88, indicating high internal consistency and suitability for use in the study context.

Sample Item from the Adapted PSS-10:

In the last month, how often have you felt that you were unable to control the important things in your life due to financial or academic constraints?" This item was rephrased to reflect the contextual realities of students coping with inequality-related stress in their academic environment. A sample item from the adapted PSS-10 has been added, illustrating how the instrument was contextualized for undergraduate students facing inequality-related stress.

Results and Data Analysis

4.1 Descriptive Statistics

Group	N	Mean (Pre-test)	Mean (Post-test)	Mean Difference	t-value	p-value
Behavioral	100	26.45	16.78	9.67	8.42	0.000***
Humanistic	100	25.93	19.10	6.83	6.15	0.000***

***$p < 0.001$

Table 1 presents the results of the paired sample t-tests for both the behavioral and humanistic intervention groups. For the behavioral group, the mean stress score decreased from 26.45 before the intervention to 16.78 after the intervention, representing a mean difference of 9.67. This change was statistically significant (t = 8.42, p < 0.001), indicating that the behavioral intervention significantly reduced perceived stress levels.

Similarly, the humanistic group showed a reduction in stress scores, with a pre-test mean of 25.93 and a post-test mean of 19.10. The mean difference of 6.83 was also statistically significant (t = 6.15, p < 0.001), suggesting that the humanistic approach was effective in lowering stress levels among participants. Comparatively, while both interventions significantly reduced stress, the behavioral approach demonstrated a greater mean reduction (9.67) than the humanistic approach (6.83), highlighting its relative efficacy in managing stress among undergraduates dealing with social inequalities in Jigawa State. These results underscore the potential value of incorporating

behavioral strategies into institutional mental health services for students, while also acknowledging the supportive role of humanistic counseling in fostering emotional resilience.

Discussion

This study aimed to examine the influence of behavioral and humanistic approaches in managing stress related to social inequalities among undergraduate students in Jigawa State. The findings clearly align with the study's objectives and support existing literature on the effectiveness of psychological interventions in stress management. The results showed a significant reduction in stress levels among students who underwent behavioral therapy, with a mean difference of 9.67 between pre- and post-test scores. This suggests that behavioral interventions—particularly cognitive-behavioral techniques such as relaxation training, cognitive restructuring, and positive reinforcement—are highly effective in addressing stress among students. These findings corroborate the work of Beck (1976) and Lazarus & Folkman (1984), who emphasized the role of cognitive processes in stress regulation. In the context of social inequality, students often face uncertainty, financial stress, and limited social support, all of which can be addressed through structured behavioral strategies.

Participants exposed to humanistic interventions also experienced a significant decrease in stress levels, with a mean difference of 6.83. Although this approach was less effective than the behavioral method, it still contributed positively to stress reduction. The emphasis on selfawareness, empathy, and personal growth inherent in Carl Rogers' humanistic theory proved valuable in helping students process and reframe their challenges. This supports previous findings by Corey (2013) and Rogers (1951), which highlight the importance of empathetic counselorstudent relationships in fostering psychological resilience.

The greater efficacy of the behavioral approach suggests that structured, skills-based interventions may yield more immediate and measurable outcomes in managing stress related to social inequality. However, the value of the humanistic approach should not be dismissed, as it provides a foundational emotional support framework essential for holistic well-being. Contextually, undergraduate students in Jigawa State share similar socio-economic and educational experiences, which makes the population relatively homogeneous. This homogeneity reinforces the reliability of the findings across the sampled group. The high stress levels observed in the pre-test align with literature identifying social inequality as a persistent stressor in Nigerian tertiary education (Ajayi et al., 2018). Ultimately, the results demonstrate that while both therapeutic models are useful, a more integrative approach blending behavioral techniques with humanistic principles—could provide comprehensive support to students. These findings advocate for institutional policies that not only prioritize behavioral therapy due to its effectiveness but also promote a student-centered counseling environment. This study contributes to psychological and educational discourse by empirically validating interventions that address stress among underserved student populations, particularly in Northern Nigeria. Further research could explore

the long-term effects of these interventions or assess their applicability in other regions with similar socio-cultural dynamics.

Conclusion

This study affirms that both behavioral and humanistic psychological approaches are effective in managing stress arising from social inequality among undergraduates in Jigawa State. Importantly, the combined application of these approaches yields superior outcomes by addressing both behavioral symptoms and underlying emotional needs. Given the socio-economic realities of Nigerian students, the study advocates for institutional adoption of integrated psychological interventions within tertiary institutions.

Recommendations

Based on the findings of this study, which demonstrated that both behavioral and humanistic approaches effectively reduced stress among undergraduate students with the behavioral approach showing a higher mean reduction the following recommendations are proposed:

1. Integration of Behavioral Interventions in Counseling Services: University counseling units in Jigawa State and similar contexts should prioritize the adoption of structured behavioral therapies, such as cognitive-behavioral techniques, to help students manage stress related to social inequalities. The higher effectiveness of this approach justifies its broader implementation.
2. Training for Mental Health Facilitators: Institutions should organize specialized training workshops for counselors and psychologists in both behavioral and humanistic approaches, enabling them to deliver contextually relevant and evidence-based interventions.
3. Student Support Programs: Universities should design peer support and mentoring initiatives that incorporate behavioral stress management techniques, such as goal setting, time management, and positive reinforcement, which were found effective in this study.
4. Inclusion of Stress Management in the Curriculum: To build long-term coping skills, stress management modules based on behavioral and humanistic principles should be embedded into general studies or life skills courses across tertiary institutions.
5. Policy Advocacy: Policymakers and educational administrators in Jigawa State should consider the study's evidence in formulating mental health and wellness policies aimed at mitigating stress among students, particularly those from disadvantaged socio-economic backgrounds.

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Integrating Islamic Principles into Cognitive Behaviour Therapy: A Holistic Approach to Mental Health

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Abstract
This paper explores the integration of Islamic principles into Cognitive Behaviour Therapy (CBT) to enhance its cultural and spiritual relevance for Muslim clients. While CBT is evidence-based, its Western secular origins may limit its effectiveness in Islamic contexts. The proposed framework, grounded in Islamic psychology and concepts such as *tawakkul* (trust in God), *sabr* (patience), and *muraqabah* (self-awareness), aligns therapeutic techniques with Qur'anic teachings and prophetic traditions. The paper highlights the benefits of Islamically Integrated CBT (IICBT), including improved client engagement, holistic healing, and culturally sensitive care. Ethical considerations and implications for practice are also discussed.
Keywords: integration, cognitive, therapy, mental Health

Introduction

Cognitive Behaviour Therapy (CBT) is a widely recognized psychotherapeutic approach focused on modifying dysfunctional thoughts, emotions, and behaviours. The CBT, though empirically validated, often lacks alignment with the religious and philosophical worldviews of Muslim populations. For Muslim clients, the standard CBT framework may benefit from cultural and spiritual adaptation to align with Islamic worldviews. The integration of Islamic principles in Cognitive Behaviour Therapy (CBT) has emerged as a promising approach to address the mental health needs of Muslim individuals.

Mental health care is most effective when it respects and integrates the values, beliefs, and cultural practices of clients. More so, contemporary mental health discourse increasingly recognizes the necessity of culturally sensitive therapeutic approaches. Literature abounds with lots of interventions by professional counselling psychologists meant to treat or correct mental ill health. Among such interventions is Cognitive Behaviour Therapy (CBT). Aaron T. Beck is widely recognized as the father of Cognitive Behavioral Therapy (CBT). He developed CBT in the 1960s and 1970s, revolutionizing the treatment of mental health disorders. Beck, a psychiatrist and

researcher, introduced a groundbreaking approach that focused on identifying and changing negative thought patterns, known as cognitive distortions, which contribute to emotional and behavioral issues. Cognitive Behavioral Therapy (CBT) according to Field et al. (2015) is a form of psychotherapy that aims to reduce symptoms of various mental health conditions, primarily depression, PSTD and anxiety disorders. Dauda et al (2023) observed that the CBT is one of the most successful techniques appropriate for dealing with aggressive behaviour, stress, anxiety, depression, social phobia, school phobia, irrational thinking, eating disorder and anger management.

Recent research into Cognitive Behavioral Therapy (CBT) has explored various cultural adaptations (Eskici et al., 2023), yet studies integrating Islamic principles with CBT remain underexplored despite the potential for these principles to enhance therapeutic outcomes for Muslim populations. While previous works have laid a foundational understanding (Khan et al., 2022), they often overlook the nuanced ways in which Islamic beliefs can influence psychological interventions and outcomes. This approach therefore raises concerns about the efficacy and relevance of CBT when applied to cultures where Islam is deeply embedded in daily life. For Muslims, Islam is not merely a religion but a comprehensive way of life that shapes cognition, behaviour and emotional regulation. Conventional CBT, though evidence-based and widely used, was developed within a Western, secular framework that may not fully resonate with Muslim clients' lifestyle. In other words, dominant paradigms in psychotherapy, particularly Cognitive Behaviour Therapy (CBT), were developed within a secular, individualistic Western framework that may inadequately address the spiritual and communal values central to Muslim patients. Historically, CBT has shown little or no attention to religion (Imawasa and Hays, 2018) though according to Sheik (2018) some clinicians have argued that the model is nevertheless more compatible with Islamic values than other approaches. Given the centrality of Islam in shaping worldview, identity and behaviour for many Muslims, integrating Islamic principles into CBT represents both a clinical necessity and a moral imperative. This has led to a growing interest in culturally and spiritually adapted therapies which is called Religiously Modified Cognitive Behaviour Therapy (RCBT) or Islamically Modified Cognitive Behaviour Therapy (iCBT). Religiously modified cognitive restructuring technique adhere to the same principles and styles of conventional CBT only that in Religiously Modified Cognitive Behaviour Therapy (RCBT) the explicit use of client's religious tradition is a major foundation in identifying and replacing unhelpful thoughts and behaviours to reduce aggression symptoms(Pearce, et al,2015). Ahmed (2016) noted that Religiously Modified Cognitive Behaviour Therapy (RCBT) is a counselling technique that is widely used and acceptable by guidance counsellors, social workers, psychologists, psychiatrists and other professional helpers.

Evidence abounds in literature on the efficacy of religiously modified cognitive restructuring technique on various behavioural problems. Findings of one of the studies are reported here:

The study of Dauda et al (2023) investigated the efficacy of religiously modified cognitive restructuring counselling technique on aggressive behaviour among the pupils of Almajiri integrated schools in Gombe Metropolis. The study was guided by two null hypotheses and it employed a quasi experimental design. The sample of the study comprised 111 pupils randomly drawn from the 5,961 pupils of five *Almajiri* integrated schools in Gombe Metropolis. The Buss-Perry Aggressive Questionnaire (Hausa version) translated by Dauda and Adepoju (2022) was

used to collect data. The data collected were analyzed using a paired t-test statistics to test the hypotheses. The result indicated that religiously modified cognitive restructuring counselling technique had significant effect in reducing aggressive behaviour among the *Almajiri* pupils. It further showed that *almajiris* exposed to the religiously modified cognitive restructuring counselling technique had significantly lowered level of aggressive behaviour in comparison to those not exposed to the intervention. Against this background, this article proposes a theoretically grounded and clinically viable model for incorporating Islamic principles into CBT. It draws on the epistemological underpinnings of Islamic psychology, classical Islamic texts, and contemporary psychotherapeutic methodologies to offer a framework for a holistic, spiritually attuned approach to mental health care.

Cognitive Behaviour Therapy: Strengths and Limits

CBT is a structured, short-term, and goal-directed therapy that posits a bidirectional relationship between thoughts, emotions, and behaviours. It has demonstrated efficacy in treating a wide range of psychological disorders. CBT is grounded in the idea that maladaptive thoughts lead to emotional distress and behavioural issues. It involves identifying negative thought patterns and replacing them with more realistic and constructive ones. CBT is structured, goal-oriented, and typically short-term, focusing on the "here and now." However, CBT often adopts a value-neutral stance, emphasizing individual autonomy and rationality, which can conflict with the theological determinism and communal ethos prevalent in Islamic societies.

Islamic Psychology: A Holistic Paradigm

According to NeuroLaunch editorial team (2024) at the heart of Islamic psychology lies the *Quran*, which contains divine guidance for all aspects of life including mental and emotional wellbeing. The Qur'anic approach to psychological health is holistic emphasizing the interconnectedness of the mind, body and soul. The prophetic traditions further enrich the foundation. The prophet's teachings on mental health were remarkably advanced for his time. He spoke about positive thinking, the healing power of prayers etc.

Islamic psychology, derived from classical sources such as Al-Ghazali, Ibn Sina, and contemporary scholars like Malik Badri, conceptualizes the human psyche through a model. Ghazali (1986), an eleventh-century Islamic scholar as quoted by Cucchi (2022) suggested that human nature comprises of four interconnected elements: the "*'aql*" (intellect), the "*qalb*", (heart), the "nafs" (self) and the "ruh" (spirit).

- The "*'aql*" is believed to be the logical part of human beings, that part that is mostly concerned with rationality and logical thinking (comparable to CBT's cognitions)

- *Nafs* (the self or ego): often associated with desires and impulses. It has gradations from the base (*ammarah*) to the purified (*mutma'innah*).

- *Qalb* (the heart): the seat of emotion and moral discernment. The spiritual heart, the locus of divine intuition and ethical perception.

- *Ruh* (the spirit): the divine essence or soul, connected to God. A divine trust that connects the human to the Creator.

Whilst the role of the "*'aql*" was believed to be that of filtering out maladaptive thoughts and unhelpful behavioural inclinations, the "qalb" was believed to perform and oversee regulatory functions for all the elements of the psyche (Kemahli, 2017). Therapists are reminded that unless the "*qalb*" (the emotions), is addressed in therapy, real change won't happen as the "*'aql*" alone is believed not to be sufficient to initiate long-lasting healing (Rothman, 2018). This multidimensional view of the psyche calls for an integrative approach that addresses cognitive distortions, emotional deregulation, and spiritual dissonance. The balance among these elements is central to mental and spiritual well-being. Unlike Western models, which often separate spirituality from psychology, Islam views mental health as inseparable from spiritual health.

Bridging CBT and Islamic Principles

Integrating Islamic principles into CBT can be done through the following:

i. **Cognitive Restructuring through Islamic Beliefs:** CBT teaches that thoughts influence emotions. Integrating Islamic teachings can involve reframing negative thoughts using Qur'anic verses and Prophetic traditions. For example:

- **Catastrophizing** which is a cognitive distortion where an individual assumes the worst-case scenario often exaggerating the consequences of a situation. This condition can be countered with verses promoting *Tawakkul* (trust in Allah); *"And whosoever puts his trust in Allah, then He will suffice him"* (Qur'an 65:3). "Indeed, there is for him no authority over those who have believed and rely upon their Lord" (Qur'an 16:99). The principle of Tawakkul highlights the significance of entrusting one's faith in Allah (Sabki et al., 2019), while simultaneously taking action for mental wellness. *Sabr*, or patience, is emphasized as a fundamental virtue, representing resilience and perseverance during life's challenges (Uyun & Witruk, 2017).

- **Hopelessness** is a state of despair characterized by negative thoughts about the future, oneself and the world. These distortions can lead to feelings of helplessness, despair and a lack of motivation. However, Islamic principles of *Tawakkul* (trust in Allah), *sabr* (patience and perseverance), *shukr* (gratitude) and *tafakkur* (reflecting on Allah's mercy, wisdom and power) can inspire hope and positivity. Some of these verses can be used to reframe the negative thoughts; *"Indeed, with hardship [will be] ease"* (Qur'an 94:6) and "Do not despair of the mercy of Allah." (Qur'an 39:53). The prophet said "Be hopeful of that which benefits you. Seek the help of Allah, and do not be helpless."(Sahih Muslim).

The above quoted verses and *hadith* can be used as cognitive coping statements during therapy. Clients can be guided to replace maladaptive cognitions with Qur'anic affirmations that reflect a balanced understanding of divine justice, mercy and human agency. Cognitive restructuring is adapted with an Islamic lens, aiding clients in addressing negative thoughts and focusing on hope and the fleeting nature of life (Rothman & Coyle, 2020).

ii. **Behavioural Activation and Spiritual Practices**

Behavioural activation, a key component of CBT, can be contextualized within the Islamic framework of regular acts of worship. Islam encourages consistent daily actions (Daily ritual prayers, remembrance of Allah (*dhikr*), fasting, and charity) that promote discipline and structure—core tenets of behavioural activation. Encouraging clients to re-engage with religious practices can serve dual purposes of spiritual fulfillment and psychological well-being. Examples:

- Establishing regular *Salat* (ritual prayers) routines during depressive episodes may enhance both spiritual connection and behavioural momentum. It can also improve time management and mindfulness.
- Engaging in Zakah and *Sadaqah* (voluntary charity) fosters community engagement and positive emotions.

Therapists can collaborate with clients to integrate these practices into treatment plans, aligning behavioural goals with spiritual aspirations.

iii. Faith-Based Mindfulness: *Muraqabah* and *Tafakkur*

Mindfulness, a key CBT tool, finds a parallel in Islamic practices such as *muraqabah* (self-watchfulness) and *tafakkur* (deep contemplation about creation and self). In other words, Mindfulness-based strategies in CBT can be aligned with Islamic spiritual practices:

- *Muraqabah*: Self-awareness in the presence of God, akin to mindfulness with a theocentric orientation.
- *Tafakkur*: Reflective contemplation of God's signs in creation, fostering gratitude and existential awareness.

These practices help clients develop present-moment awareness with a spiritual anchor. Therapists may introduce mindfulness exercises to the clients by engaging in guided *dhikr* or reflective journaling on Qur'anic verses, facilitating both emotional regulation and spiritual attunement. Islamic mindfulness and *dhikr* techniques foster serenity and clear-headedness, enabling clients to find peace through God's remembrance (Tamin, 2016).

iv. Addressing the Concept of Suffering

In CBT, suffering is understood as a result of maladaptive thought patterns, behaviours and emotional responses to life's challenges. CBT focuses on identifying and changing negative thoughts, cognitive distortions and unhelpful behaviors that contribute to suffering. However, in Islam, suffering is viewed as a test or purification process. This theological perspective can help clients find meaning in adversity—a key component of Acceptance and Commitment Therapy (ACT), which aligns well with CBT. Clients can be guided to reframe suffering as an opportunity for spiritual growth, drawing from *Hadiths* such as:

> "*How wonderful is the case of a believer; there is good for him in everything, and this applies to no one but a believer. If prosperity attends him, he expresses gratitude to Allah and that is good for him; and if adversity befalls him, he endures it patiently and that is better for him.*" (Sahih Muslim).

In another hadith, the prophet was reported to have said said "*No fatigue, nor disease, nor sorrow... befalls a Muslim, but that Allah expiates some of his sins for it.*" (Sahih Bukhari).

Objectives of Islamic Integrated Cognitive Behavioral Therapy (IICBT)

The main objectives of Islamic Integrated Cognitive Behavioral Therapy (IICBT) should be:

i. To apply *Shari'ah* compliant Islamic approach based on the *Qur'an* and *Hadith*

ii. To apply cognitive and behavioral restructuring based on the principles in the Qur'an and hadith that promote mental and spiritual health

iii. To provide a structured intervention that can also be used for research development in managing Muslim patients with depression/chronic medical illness.

Benefits of Integrating Islamic principles into Cognitive Behavioural Therapy (CBT)

Integrating Islamic principles into Cognitive Behavioural Therapy (CBT) can offer several benefits, including:

1. **Cultural Relevance**: it will make therapy more relatable and accessible to Muslim clients, increasing engagement and effectiveness.

2. **Spiritual Support**: Utilizes Islamic values and practices as a source of strength, resilience, and motivation for clients thereby acknowledges the importance of Islamic values and practices in shaping mental health experiences.

3. **Promotion of Holistic Well-being**: This approach addresses both psychological and spiritual needs, fostering a more comprehensive understanding of mental health. In other words, it addresses the spiritual, emotional, and psychological aspects of an individual's well-being.

4. **Increased Client Comfort**: It allows clients to discuss their faith and spiritual struggles openly, fostering a stronger therapeutic relationship.

5. **Enhanced Coping Mechanisms**: Draws on Islamic teachings and practices, such as prayer, gratitude, and forgiveness, to help clients cope with challenges.

6. **Improved Mental Health Outcomes**: Can lead to better treatment outcomes by incorporating faith-based interventions that resonate with Muslim clients.

7. **Respect for Client Values**: Demonstrates cultural sensitivity and respect for clients' values, promoting a more effective therapeutic alliance.

By integrating Islamic principles into CBT, therapists can provide more tailored and effective care for Muslim clients, acknowledging the importance of faith in their lives.

Ethical Considerations and Therapeutic Boundaries

Integrating Islamic principles into CBT requires both cultural competence and ethical discernment. When integrating Islamic principles into CBT, therapists must avoid:

1. Acting as Religious Authorities Unless Appropriately Trained:

Therapists should recognize the limits of their expertise and avoid providing religious guidance unless they have received proper training in Islamic theology or have collaborated with a qualified Islamic scholar. This ensures that clients receive accurate and respectful spiritual guidance.

2. Imposing Religious Interpretation or Invalidating a Client's Personal Understanding of Faith:

Therapists should respect clients' individual interpretations of Islam and avoid imposing their own understanding or biases. Invalidating a client's personal faith can be harmful and undermine the therapeutic relationship. Instead, therapists should work within the client's framework, exploring how their faith can be a source of strength and support.

3. Assuming Homogeneity within the Muslim Population:

Therapists should be aware of the diversity within the Muslim population, including differences in sects, cultural backgrounds, and personal beliefs. Assuming homogeneity can lead to misunderstandings and ineffective treatment. Therapists should strive to understand each client's unique experiences, values, and perspectives, tailoring their approach to meet individual needs.

By avoiding these pitfalls, therapists can effectively integrate Islamic principles into CBT, providing culturally sensitive and spiritually informed care that respects clients' individuality and promotes their well-being. A collaborative approach is essential, where clients define the extent to

which faith is incorporated into therapy. Therapists should receive training in both CBT and Islamic psychology or work in partnership with qualified religious scholars when needed.

Implications for Practice and Research

The integration of Islamic principles in Cognitive Behavioural Therapy (CBT) presents several opportunities:

1. Development of Faith-Sensitive Therapeutic Manuals:

Integrating Islamic principles into CBT can lead to the creation of therapeutic manuals that are tailored to the spiritual and cultural needs of Muslim clients. These manuals would incorporate Islamic values, concepts, and practices, making therapy more relatable and effective for Muslims. This approach acknowledges the importance of faith in the healing process and provides a framework for therapists to address spiritual concerns.

2. Creation of Assessment Tools for Islamic Spiritual Distress and Growth:

Islamic CBT integration enables the development of assessment tools that measure spiritual distress and growth in Muslim clients. These tools would evaluate the client's spiritual struggles, such as feelings of guilt, shame, or spiritual doubt, and assess their progress in developing a stronger faith. This would help therapists identify areas where clients need spiritual support and track the effectiveness of Islamic CBT interventions.

3. Training Programmes for Therapists in Islamic Psychology:

The integration of Islamic principles in CBT creates a need for training programs that equip therapists with the knowledge and skills to practice Islamic psychology effectively. These programmes would cover topics such as:

- Islamic psychology principles and theories
- Cultural and spiritual sensitivity
- Faith-sensitive therapeutic techniques
- Assessment and treatment of spiritual distress

By providing therapists with specialized training, they would be better equipped to address the unique needs of Muslim clients and deliver culturally sensitive care.

These opportunities highlight the potential for Islamic CBT integration to enhance mental health services for Muslims, promoting more effective and culturally relevant care.

Conclusion

The integration of Islamic principles into Cognitive Behaviour Therapy offers a culturally and spiritually congruent model of mental health care for Muslim clients. By aligning evidence-based psychotherapeutic techniques with the metaphysical, ethical, and spiritual dimensions of Islam, practitioners can foster deeper therapeutic engagement, client empowerment, and holistic healing. This model not only honors the sacred traditions of Islamic thought but also advances the global movement toward culturally responsive psychological care.

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Parental Expectations, Test Anxiety and Mental Health of First-Year Undergraduate Students in Tertiary Institutions in Gusau Metropolis, Zamfara State, Nigeria

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Abstract

This study examined the relationships among parental expectation, test anxiety on mental health among first-year undergraduate students in tertiary institutions in Gusau Metropolis, Zamfara State, Nigeria. The research was guided by two objectives: to determine the relationship between parental expectations and mental health; and to determine the relationship between test anxiety and mental health. The study adopted a correlational research design and was underpinned by the Cognitive Appraisal Theory of Stress and Social Cognitive Theory. The study population consisted of 2,562 first-year students across all tertiary institutions in the Gusau metropolis of Zamfara State. A sample of 357 students was selected from the population using stratified random sampling across various public tertiary institutions in the metropolis. Three standardized instruments were used for data collection: the Parental Expectation Scale (PES), Student Test Anxiety Inventory (STAI) and Mental Health Inventory (MHI). The instruments possess content validity while the internal consistency of each instrument was assessed using Cronbach's Alpha. The reliability coefficients obtained were 0.73 for the Parental Expectation Scale, 0.90 for the Student Test Anxiety Inventory and 0.75 for the Mental Health Inventory. The instrument was administered to a total of 357 students, who make up the sample for the study with the aid of trained research assistants at their respective institutions. Data were analyzed using Pearson Product Moment Correlation (PPMC) Analysis. The findings of the study revealed that parental expectations did not show a significant influence on students' mental well-being. In contrast, the study found that test anxiety had a meaningful and noticeable impact on the mental health of students. Among the two, test anxiety emerged as the most influential and statistically significant factor contributing to variations in students' mental health. Based on these findings, the study concludes that parental expectations, despite often being perceived as pressure points for students, do not significantly affect their mental health in this study. However, test anxiety stands out as a crucial determinant of mental health among first-year students. One key recommendation from the study is that school counsellors should engage parents through seminars to help them set realistic and supportive expectations that do not burden students emotionally.

Introduction

The transition into higher education represents a pivotal stage in a student's life. For many first-year undergraduates, this period is typically marked by various psychological, academic, and emotional hurdles (Misra & Castillo, 2015). Key among these challenges are academic stress, parental expectations, and test anxiety, all of which have been recognized as significant factors influencing students' mental health (Putwain et al., 2016; Wang et al., 2019). Parental expectations significantly influence students' academic conduct and emotional health. When appropriately set, these expectations can motivate students to pursue academic goals and achieve success. However, when expectations are excessively high or unattainable, they can become a source of psychological strain. According to Luthar and Becker (2022), children under intense parental pressure are more susceptible to mental health issues such as anxiety, depression, and low self-esteem. Similarly, Ang and Huan (2016) observed that students facing heavy academic pressure from their parents are more likely to experience emotional difficulties, including anxiety and depression.

For first-year undergraduate students, this period is often characterized by numerous psychological, academic, and emotional challenges (Misra & Castillo, 2015). Among these challenges, parental expectations and test anxiety have been widely acknowledged as critical determinants of students' mental health (Putwain et al., 2016; Wang et al., 2019).

Parental expectations play a crucial role in shaping students' academic behavior and emotional well-being. While moderate expectations can serve as a source of motivation, helping students to set goals and strive for academic excellence, excessively high or unrealistic expectations may lead to significant psychological distress. Luthar and Becker (2022) emphasized that children exposed to high parental pressure are more prone to anxiety, depression, and diminished self-worth. Similarly, Ang and Huan (2016) found that students whose parents exert intense academic pressure are more likely to report emotional problems such as anxiety and depression.

Recent studies have confirmed these findings. According to Liu and Merritt (2020), excessive parental expectations, especially in highly competitive academic environments, are associated with increased academic stress and a higher prevalence of mental health issues among adolescents. Additionally, a study by Wang et al. (2021) showed that perceived parental pressure to achieve can lead to academic burnout and emotional exhaustion, particularly among high school students. The study concluded that while parents intend to motivate their children, unrealistic expectations often lead to counterproductive outcomes.

Moreover, Chen et al. (2019) found that students who internalize their parents' high expectations tend to develop performance-avoidant goals, which heighten fear of failure and reduce intrinsic motivation. This aligns with the work of Putwain and Symes (2018), who observed that fear appeals messages from parents that emphasize failure negatively influence students' academic self-concept and emotional regulation. In contrast, supportive parental involvement, characterized by realistic expectations and encouragement, has been linked to better academic adjustment and emotional resilience (Lee & Bowen, 2021). Therefore, while parental expectations can function as a driving force for academic achievement, it is essential that these expectations remain balanced, developmentally appropriate, and accompanied by emotional support to promote both academic success and mental well-being.

Another variable of the study was test anxiety, test anxiety defined as a set of physiological, emotional, and cognitive responses to exam-related stressors, has been found to significantly affect students' mental health and academic performance (Zeidner, 2018). It is characterized by symptoms such as increased

heart rate, worry, negative thoughts, and impaired concentration. Excessive test anxiety can disrupt cognitive functioning, reduce self-confidence, and heighten emotional distress, ultimately diminishing academic outcomes. Rana and Mahmood (2020) found that students with high levels of test anxiety not only performed poorly but also exhibited elevated stress and anxiety levels, indicating a strong link between test-related stress and mental health. Recent studies have further validated these findings. Putwain and Daly (2019) demonstrated that high test anxiety is associated with maladaptive coping strategies, which exacerbate psychological distress and hinder academic performance. Similarly, Seipp and Schwarzer (2020) noted that students experiencing persistent test anxiety are more prone to depression, low self-esteem, and avoidance behaviors, particularly in high-stakes examination environments. Furthermore, the work of Von der Embse et al. (2020) highlighted the role of school climate and teacher support in moderating the effects of test anxiety. Their findings suggest that a positive and supportive learning environment can reduce anxiety levels and enhance emotional well-being. In addition, Owens et al. (2021) emphasized the importance of emotion regulation and self-efficacy as protective factors, which help students manage test-related stress more effectively and improve academic outcomes. Moreover, recent neurocognitive studies have shown that chronic test anxiety activates the brain's stress-response system, which impairs working memory and attentional control, both of which are crucial for academic tasks (Beilock & Ramirez, 2020). Therefore, it is evident that test anxiety is not only a psychological challenge but also a neurocognitive barrier to academic achievement and emotional health.

The theoretical underpinning of this study is provided by the Cognitive Appraisal Theory of Stress proposed by Lazarus and Folkman (1984), which posits that an individual's response to stress is mediated by their cognitive evaluation of the stressor and available coping resources. This model emphasizes the transactional nature of stress, which is particularly relevant when considering how students perceive and respond to academic demands, parental pressures, and exam challenges. Additionally, Bandura's (1986) Social Cognitive Theory contributes to understanding how environmental, cognitive, and behavioral factors interact to influence an individual's mental health. According to this theory, perceived self-efficacy and the individual's interpretation of social expectations significantly impact their emotional and psychological states. Mental health challenges among students have become an increasing concern in educational systems worldwide. These challenges manifest in various forms, including anxiety, depression, emotional exhaustion, low self-esteem, and in extreme cases, suicidal ideation. Among the major contributing factors to these psychological problems are academic stress, parental expectations, and test anxiety. Students are often burdened with excessive academic workloads, pressured to meet high parental standards, and subjected to high-stakes examinations that induce intense fear and self-doubt. These pressures collectively hinder their ability to function optimally, both academically and emotionally, resulting in poor academic performance, school absenteeism, social withdrawal, and in severe cases, dropout or suicidal tendencies.

Although a growing body of literature has examined the psychological consequences of test anxiety, much of this research has been concentrated in Western and urban contexts. There remains a significant gap in empirical data within many developing regions, particularly in Northern Nigeria. In Zamfara State, where educational challenges such as inadequate school infrastructure, socio-economic constraints, and cultural influences on academic expectations persist, students may be particularly vulnerable to mental health issues. The cultural emphasis on academic success, coupled with limited mental health awareness and support systems in schools, may exacerbate the psychological burden on students.

Despite these realities, there is a paucity of empirical research exploring the interconnected effects of academic stress, parental expectations, and test anxiety on the mental health of students in this region.

Without context-specific studies, educators, parents, and policymakers may lack the evidence-based insights necessary to design targeted interventions that support students' mental well-being. Therefore, there is a critical need to investigate how these psychosocial variables interact to influence the mental health of students in Zamfara State.

Objectives of the Study The
study sought to:
1.   Determine the influence of parental expectations on mental health of first year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara state.
2.   Assess the effect of test anxiety on mental health of first year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara state

Research Questions
1. What is the relationship between parental expectations and the mental health of first year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara state?
2. What is the relationship between test anxiety and the mental health of first year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara state?

Hypotheses
The following null hypotheses were formulated and tested at 0.05 level of significance:
H0$_1$: There is no significant relationship between parental expectations and the mental health of first year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara state. **H0$_2$:** There is no significant relationship between test anxiety and the mental health of first year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara state.

Methodology
       The study adopted a correlational research design to examine relationships between the independent variables (academic stress, parental expectations, and test anxiety) and the dependent variable (mental health). The study population consisted of 2,562 first-year students across all tertiary institutions in the Gusau metropolis of Zamfara State. The study population consisted of 2,562 first-year students across all tertiary institutions in the Gusau metropolis of Zamfara State.
A total of 357 respondents were selected using stratified random sampling. The study employed three standardized and adopted instruments to collect data, each carefully selected to measure key variables: parental expectations, test anxiety and mental health among students.
       To assess students' perceptions of parental expectations, the study utilized the Parental Expectation Scale (PES), adapted from Abdulkadir (2020). This instrument includes 20 items rated on a four-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (4), with total scores ranging from 20 to 80. Higher scores reflect greater perceived academic expectations from parents.
       The Student Test Anxiety Inventory (STAI), also adapted from Solomon (2020), comprises 20 items rated on a four-point Likert scale ranging from "Not At All" (1) to "Very Much" (4). The total score can range from 20 to 80, with scores above the midpoint indicating higher levels of test anxiety. Lastly, the Mental Health Inventory (MHI), adapted from Solomon (2020), was used to assess the mental health status

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of students. The instrument includes 54 items and is rated on a fourpoint scale from "Never" (1) to "Always" (4). The total score ranges from 54 to 216, with higher scores reflecting better mental well-being.

To ensure the validity of these instruments, expert reviewers from the Faculty of Education at Usmanu Danfodiyo University, Sokoto, examined each instrument's content. Their assessments and recommendations were incorporated, affirming the content validity of all tools and confirming that the instruments comprehensively measured the constructs under study. The reliability of the instruments was established by administering them to a pilot sample of fifty students at Shehu Shagari College of Education, Sokoto. The internal consistency of each instrument was assessed using Cronbach's Alpha. The reliability coefficients obtained were 0.73 for the Parental Expectation Scale, 0.90 for the Student Test Anxiety Inventory and 0.75 for the Mental Health Inventory. These values indicate that all instruments exhibit acceptable to high reliability and are suitable for use in the study. Data were analyzed using Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis with SPSS version 27.

Hypotheses Testing

H0₁: There is no significant relationship between parental expectations and the mental health of first year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara state.

Table 1: Relationship between Parental Expectations and Mental Health

Variables	N	Mean	Std. Deviation	r-Cal	P- value	Decision
Parental Expectations	357	49.31	17.210			
				.043	.417	Not
Mental Health	357	157.83	46.340			Significant

From table 1, it can be seen that relationship between parental expectations and the mental health was positive, Pearson's r = .043; p>.05. Thus, the hypothesis is retained. This indicates that there is no significant relationship between parental expectations and mental health of first year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara state because the pvalue is greater than the .05 level of significance. This implies that, within this particular group of students, parental expectations may not be a major factor influencing their mental health.

H0₂: There is no significant relationship between test anxiety and the mental health of first year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara state.

Table 2: Relationship between Test Anxiety and Mental Health

Variables	N	Mean	Std. Deviation	r-Cal	P- value	Decision
Test Anxiety	357	48.11	17.394			
				.121	.069	Not
Mental Health	357	157.83	46.340			Significant

From table 2, it can be seen that relationship between test anxiety and the mental health was positive, Pearson's r = .121; p>.05. Thus, the hypothesis is retained. This indicates that there is no significant relationship between test anxiety and mental health of first year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara state because the p-value is greater than the .05 level of

significance. This implies that, within this particular group of students, test anxiety may not be a major factor influencing their mental health.

Summary of Findings
The following Summaries were generated from the study:
1. There is no significant relationship between parental expectations and mental health of first year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara.
2. There is no significant relationship between test anxiety and mental health of first year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara state.

Discussion of Findings
The findings in hypothesis one revealed that there was no significant relationship between parental expectations and the mental health of first-year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara State. This outcome suggests that parental expectations, whether high or low, do not directly influence the mental well-being of students within the study area. Despite literature that often links parental pressure with increased psychological distress, the result of this study retained the null hypothesis, indicating that parental expectations are not a significant predictor of students' mental health. To contextualize this result, Albert Bandura's Social Cognitive Theory (1986) provides a relevant theoretical lens. The theory emphasizes selfefficacy and the reciprocal interaction between individual cognition, behavior, and environmental influences. Students with high self-efficacy may interpret parental expectations not as pressure but as motivational support. Thus, even when parents have high academic expectations, students with confidence in their academic abilities are less likely to perceive such expectations as stressful or detrimental to their mental health.

This finding is partially consistent with studies like that of Kaur and Kaur (2020), who argued that the impact of parental expectations on mental health varies depending on how students internalize these expectations. Some students may feel encouraged and supported, while others may perceive the same expectations as overwhelming. In the case of students in Gusau, it is possible that cultural norms surrounding respect for parental authority, combined with strong familial bonds, reduce the psychological impact of such expectations. Similarly, Rokach and Neto (2017) observed that in collectivist societies, children often align with family goals and values, seeing high expectations as expressions of trust and confidence rather than sources of anxiety. This cultural dimension may help explain the non-significant relationship found in this study. Students may feel emotionally connected to family aspirations and, therefore, do not experience mental distress when expected to meet academic benchmarks.

Contrary to this, several other empirical studies have highlighted the negative implications of excessive parental expectations. For instance, Cheung and Pomerantz (2015) found that overly high expectations correlated with increased anxiety and depressive symptoms among adolescents in competitive academic environments. Similarly, Wang and Heppner (2016) found that unrealistic parental expectations significantly contributed to poor mental health among college students, particularly when combined with a lack of autonomy. However, these contrasting findings may stem from differences in context, sample characteristics, and socio-cultural factors. Students in urban and highly competitive educational settings may be more vulnerable to mental health issues due to performance-related stress, while students in more communal and less academically pressurized environments may not interpret parental expectations in the same way.

The hypothesis two finding of the study revealed that there is no significant relationship between test anxiety and the mental health of first-year undergraduate students in tertiary institutions in Gusau metropolis, Zamfara State. This finding stands in contrast to much of the existing literature which often shows a strong association between high levels of test anxiety and poor mental health outcomes such as stress, depression, and low self-esteem. In this study, however, the lack of statistical significance suggests that test anxiety does not play a critical role in determining the mental health status of the students. To understand this outcome, the Cognitive Appraisal Theory of Stress developed by Lazarus and Folkman (1984) provides a useful framework. According to this theory, it is not the stressor itself (in this case, test anxiety) that causes psychological strain, but rather the individual's appraisal of the stressor and their perceived ability to cope. Thus, if students perceive test anxiety as a normal and manageable part of academic life, they may not experience significant negative mental health outcomes as a result.

This explanation is consistent with studies such as that by Putwain et al. (2016), who argue that students with high levels of academic self-efficacy are better able to regulate their emotional responses to exam-related pressure, and as such, test anxiety does not necessarily lead to poor mental health. Students in Gusau may possess protective psychological traits such as resilience, religious faith, strong family support, or coping strategies that buffer the effects of test-related stress. Further support for this finding can be drawn from Zeidner (2018), who noted that in some educational contexts, mild to moderate levels of test anxiety can be motivating rather than debilitating, helping students to prepare better and perform more efficiently. In such cases, test anxiety might actually function as a form of eustress, which encourages rather than impairs performance or mental stability.

However, this finding contrasts with other widely cited studies, such as that by Owens et al. (2021), who found a significant correlation between test anxiety and increased symptoms of depression, sleep disorders, and decreased academic motivation among university students. Similarly, Segool et al. (2013) emphasized that high levels of test anxiety often co-occur with clinical symptoms of anxiety and depression, particularly among first-year students adjusting to the demands of higher education. The divergence of findings may be attributed to cultural and contextual differences. Students in Zamfara may have different cultural attitudes toward exams and academic performance, possibly viewing assessments with less fear and more acceptance compared to students in high-pressure academic systems. It is also possible that mental health issues may be underreported or culturally internalized, thereby diluting any visible link between test anxiety and mental well-being in this population.

Conclusions

Based on the findings of the study, conclusions were drawn regarding the relationship between parental expectations, test anxiety and the mental health of first-year students in the study area. Firstly, the study revealed that parental expectations are often perceived by students as a form of pressure, the study found that these expectations do not significantly predict mental health outcomes. Finally, test anxiety was considered to have significantly predict mental health outcomes. Thus, test anxiety emerged as the most influential contributor.

Recommendations

Based on the conclusions, the following recommendations are made:
1. Parents and guardians should balance academic expectations with emotional support, encouragement, and open communication to build students' resilience.

2. Tertiary institutions should strengthen counselling units to provide stress management workshops, peer-support systems, and orientation programmes tailored to first-year students

Implications for Counselling
The findings have the following implications for counselling:
      1. Guidance programs should be developed to train students in effective time management and relaxation strategies to mitigate test-related stress.
      2. Counsellors should collaborate with parents and educators to create a balanced environment that encourages academic achievement while supporting mental wellness.

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Psychological Factors Contributing to Poor Academic Performance Among Slow-Learners of Upper Basic Education in Nassarawa Local Government, Kano State

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Abstract
Despite the numerous policies by the Nigerian Ministry of Education, under the guise of the Universal Basic Education Commission (UBEC) to uplift the educational standard of basic education in Nigeria. Yet, slow-learning students emerged in the upper basic school due to a number of psychological factors, which contribute to poor academic performance and these factors are challenging to students, parents, and teachers. This study examined the psychological factors responsible for poor academic performance among slow-learning students of upper basic education in Kano State. The research employed a qualitative case study design through a purposeful sampling of six participants: Two teachers, two parents, and two students. Data were gathered, transcribed, and thematically analyzed through semi-structured interviews with the participants in which categories were identified and generated. Findings from the research revealed several major themes that are responsible for poor academic performance among slow-learning students of upper basic which include: Anxiety and stress, low self-esteem, and learning disabilities. Therefore, the researcher recommended that, school management under Universal Basic Education Scheme should organise and lunch an intervention programmes for teachers to provide enabling atmosphere for slow-learning students. Conclusively, these strategies may bring back the situation to normalcy in which the slow-learners may perform well in their academic pursuits.
Keywords: A poor academic performance; Slow-learners; Upper basic; Students.

Introduction
Nigeria National Philosophy on Education categorically states that one of the goals of education is education is to be qualitative, comprehensive, functional, and relevant to the need of the society. National Policy on Education (NPE) in declares that, government aims to ensure equal educational opportunities for all citizens across primary, secondary, and tertiary levels, within or outside formal educational systems Nigeria (Akanbi &Jekayinfa, 2019). Psychology as the study of human behaviour, matters a lot on students' day to day activities in school. According to Lee et al (2017), academic performance as a student's ability to learn and demonstrate knowledge in school setting, is contributed by many factors including gender, age, medium of instructions, role of teaching faculty, socio economic status and many more factors like adjustability with the peer groups, understanding the language to mention but a few. Research that have been conducted in the area of students' academic performance, in order to find out and rectify the factors that reflect

on the academic performance at various levels has shown that, various factors contributing poor academic performance have been attributed to slow-learning students.

Slow-learners are students who take more time to learn new information than the average student. This can be due to variety of factors, such as learning disabilities, cognitive differences, emotional problems, lack of motivation or other environmental factors. Slow-learners may also have difficulty with executive functioning, which include skills such as planning, organizing and self-regulation. Slow-learners are frequently portrayed as lacking the engagement, drive, and self-belief required to succeed in school (OECD, 2016). However, slow-learners are not necessarily less intelligent than other students, and with proper support and accommodations, they can often be successful in school if they are properly guided.

The success and failure of a slow-learning students defend largely on their ability to cope up with the above-mentioned factors within and outside their academic environment. The problem of poor performance especially among students with slow-learning capacity has been a growing cause of concern amongst parents, teachers and students themselves. According to Govindarajoo et al (2022), slow-learning students continue to struggle to learn, to achieve higher level of mastery or to fulfil the objectives and goals of their studies and education. Despite the teachers' continuous improvement initiatives to ensure the success and achievement of slow-learners, this group of students continues to encounter challenges in their learning.

Objectives

The objective of this research was to describe the psychological factors contributing to poor academic performance among slow-learners of the upper basic school in Kano State. Specifically, this research has the following objectives which are to:

1. Describe the psychological factors that contribute to poor academic performance among slow-learners of upper basic school.
2. Identify the effective teaching strategies used by classroom teachers in helping slow-learners succeed academically in the upper basic school.

Research Questions

In this research, the researcher aims to find the answer to research questions. Therefore, the central research question is, what are the psychological factors contributing to poor academic performance among slow-learning students of upper basic in Nassarawa Local Government Kano State? The specific research questions are:

1. What are the psychological factors that contribute to poor academic performance among slow-learners of upper basic school?
2. What are the effective teaching strategies used by classroom teachers in helping slow-learners succeed academically in the upper basic school?

Learning is an essential but complicated process that one pursues throughout their life. As in any other field, changes are inevitable in the education sector as well. While technological innovations have been received well by educationists, many schools continue to promote the traditional one-size-fits-all approach in teaching. The problem with such an approach is that not all students can adapt to a rigid and fast-paced style of learning. As a result, a gap forms between their true ability and their performance level and such children are then dubbed slow-learners. According to Hassan and Aziz (2019), students' academic performance can be measured in several ways, such as through standardized tests, grades, and other assessments. Good academic

performance is often seen as an important factor in a student's future success, and it can lead to opportunities such as scholarships and advanced placement in school. On the other hand, poor academic performance can lead to problems such as retention, social isolation, and dropping out of school.

According to Daga and Jain (2022), a slow-learner is a student who has intellectual potential slightly below the average and experiences delay in learning. Kathirisetty et al. (2020) suggest that a common way to define a slow-learner is through classification techniques applied to individuals' intellectual abilities measured by IQ assessments. These students require regular assistance to optimize their potential and achieve learning outcomes at the same levels as their peers. Contrary to common belief, slow-learners in the regular classroom are neither rare nor unique. The student commonly called a slow-learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom (Archieval, 2019). These students as seen by Cashman et al (2021) need special instructional pacing, frequent feedback, and corrective instruction or modified materials. Slow-learners may face various problems such as physical and health development, social and psychological relations, and financial difficulties. It is important for teachers and parents to provide individual attention, motivation, and assistance to slow-learners in order to help them develop their cognitive, affective, physical and intuitive aspects of their academic life.

In addition to personal and environmental factors, there are a number of psychological factors that can contribute to poor academic performance among the students of upper basic school. Previous studies in literature are the evidence, Bansa (2019), examines the effect of psychological factors on students' academic performance, the results showed that, academic self-efficacy and psychological well-being as predictors of good academic performance. Moreover, Naz (2020) in a study conducted on effects of social and psychological factors on students learning achievement in English at intermediate level in Pakistan found that, students' anxiety, drug abuse and health risk behaviours affected their English learning achievement negatively. Additionally, in another research conducted by Govindarajoo (2022) on factors contributing to poor academic achievement among low performing pupils, findings revealed that the main factors related to pupils with low academic performance were lack of family or parental support, financial issues, motivation, learning facilities, interaction, equality and teaching techniques.

Several other factors related to poor academic performance among slow-learning students of upper basic school in Nassarawa Local Government Kano State, Nigeria include: Anxiety and stress, many students at upper basic experience high levels of anxiety and stress, which can make it difficult to concentrate and retain information. This is evident in a research conducted by Amirian (2012) found that self-awareness, teaching with problem solving techniques and coping with stress and anxiety significantly affected students' educational success. Similarly, Busch et al. (2014) state that depression and anxiety contributed to the cause of students' lower learning achievement which directly related to students' dropout from school. Research have shown that cognitive test anxiety causes poor performance in cognitive tasks (Khatoon & Mahmood, 2010 and Olatunde, 2010).

Another psychological factor contributing towards the poor academic performance among slow-learners is low self-esteem. Students with low self-esteem may have trouble believing in their own abilities and may not be motivated to succeed. This factor is also evidently reported in

previous research conducted. Mirzaei et al. (2018) in their study found a positive relationship between self-esteem and students' academic performance among slow-learning children. Similarly, Sangeetha (2017) demonstrates considerable relationship between students' self-esteem and educational attainment. Further studies by Doodman et al. (2017) reveal that weaker learning achievement is a main cause of lower self-esteem and higher self-esteem cause better educational success.

Besides, learning disabilities is another psychological factor that leads to poor academic performance among slow-learning students. Some students may have undiagnosed learning disabilities, such as dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), which can make it difficult for them to succeed in school. These difficulties may impact a student's ability to function well in the classroom in terms of reading, writing, spelling, speaking, thinking and listening. Learning disabilities can have a significant effect on slow-learning students. In some cases, a learning disability may be the primary cause of a student's slow progress in school. Previous studies indicated that poor academic performance occur as a result of learning disabilities among students. In survey research carried out by Samson (2024) to assess student with learning disability in some secondary schools in Abuja Municipal Area Council Nigeria, it was found that learning disabilities was among the prime causes of learning disabilities among secondary school students.

A student's knowledge is highly dependent on the teacher's teaching approaches, which may include expertise, pedagogy, knowledge, attitude and ability to reach and make the lesson understandable. Dibia and Ajoku (2018) assert that while the intelligent test is a commonly employed tool to identify slow-learners, alternative methods exist. One such method involves classroom observation of students. Studies have shown that, there are several effective strategies that teachers can use to help slow-learners to succeed, these include variety of instruction, small group instruction and the use of visual aids. Tai and Yasin (2017) state that, the teacher's awareness and attitudes measure students' success. Similarly, in a study conducted by Harris and Huffman (2018) conclude that, there is a strong relationship between teacher quality in terms of pedagogical expertise and student academic achievement. In the literature review, it is found that, as indicated by Bandura (1986) psychological factors play an important role among slow-learning students at upper basic level in their attempt to reach educational attainment.

Methodology

This study was designed as qualitative research, which is a case study research in a quest of understanding the experience of the targeted informants on the factors contributing to poor academic performance among upper basic students. The main function of a research design is to assist in answering the research questions confidently and convincingly (Sekaran 2003). Therefore, in a qualitative case study research broad expression can be disclose by the informants without any limitation like quantitative method (Shirin et al. 2014). The researcher used purposeful sampling, as the idea behind qualitative research is to purposefully select participants that will best help the researcher understand the problem and the research question (Creswell, 2009). Therefore, the qualitative case study took place in Nassarawa Local Government Kano State, a North-Western part of Nigeria. Informants were chosen from certain selected upper basic (secondary) school.

The research instruments used for this study were a series of interviews with parents, teachers and students at the time and date of their choice. The data collection procedures in this research was based on the researcher's arrangement for face-to-face interview sessions. The interview questions were semi-structured in nature. In this regard, interview question were directly asked to the informants, and during the interview session, the researcher used audio-tape recorder in recording the responses. According to Marshall and Rossman (2006), in a qualitative research, data collection and data analysis must be simultaneously processed. In doing the analysis, the researcher categorically organized the data, reviewed repeatedly, and continually coded in generating the themes. The main ideas for each informant were coded using the 7-column template. By classifying and interpreting the main ideas and sub-ideas of the informants, in which a number of sub-themes and themes were generated for the two main research questions.

In qualitative research various approaches can be used to address the issue in producing a valid and reliable research. According to Meadow and Morse (2001), a series of techniques can be used to establish reliability and validity of the research such as member checking, thick description, and prolonged engagement. To ensure credibility and trustworthiness of the collected data, some themes were extracted and gathered in a single script coupled with the relevant transcribed conversation. The script was sent to two experts in educational psychology and test and measurement to verify the appropriateness of the generated themes in light of the contextual oral discourse. The average agreement of the two inter-raters was 94 per cent and this indicated that the identified themes represent the ideas as intended by the informants. That is, the data obtain and the themes generated were rigorously subjected thereby meeting the validation requirements.

Findings

The findings of the study was based on the data collected, through the interviews with the teachers, parents and students on their responses regarding the psychological factors contributing to poor academic performance among slow-learners in the upper basic school in Nassarawa Local Government Kano State. The researcher employed a thematic analysis approach in analysing the data collected, which is the foundational process of qualitative research of data analysis. Thematic analysis is a method used to identify, analyse, and report themes within the data. This type of analysis is very beneficial as it is highly flexible, accessible and useful which can potentially provide a rich and detailed account of the data. The statements, descriptions, illustrations and the narrations made by the informants were quoted accordingly from the interview excerpts.

Research Question 1

What are the psychological factors that contribute to poor academic performance among slow-learners of upper basic school?

From the informants' perspectives regarding question one, three major themes namely **anxiety and stress, low self-esteem and learning disability** were generated. All of the respondents that participated in the interview sessions expressed their different views with regard to what they perceived as the psychological factors contributing to poor academic performance among students.

Anxiety and Stress

Anxiety is a feeling of fear, whereas stress is any demand placed on an individual brain or body. From the series of interviews conducted by the researcher with the participants, anxiety and stress

was one of the major themes. As lamented by almost all of the respondents, many students with slow-learning abilities had in one way or the other experienced some levels of anxiety or stress. This is best illustrated by an informant (a male teacher) who stated that:

> "The slow-learning students have been known as they lack confidence in most of the classroom activities. Whenever, an assignment is given or a group work you find them withdrawing becoming so afraid and show nervousness. In fact, sometimes I had to give such a student and individual attention encouraging him to calm down and participate in the classroom activities along with the other students."

In a similar tone (a female teacher and administrator) was so emotional on the psychological factors contributing to poor academic performance among slow-learners she said:

> "…….these students have feelings of anxiety and tension that interferes with their academic activities especially the two most difficult courses that Mathematics and Sciences. This makes them to lose their self-confidence. To me this may be as a result of the influence of their parents, friends or even their teachers."

Moreover, a student who is a slow learner in Mathematics shared his views on the psychological factors contributing to his poor academic performance lamented that:

> "Whenever the Mathematics teacher comes, I have a feeling of fear and uneasiness. I cannot contribute, I cannot speak a single word. In fact, I feel frustrated, nervous and unable to understand anything at all. I also have a great fear and anxious when it comes to a test or exam in Mathematics. Sometimes I think of dropping out to join other field like business."

Low Self-esteem

Low self-esteem is when an individual lacks confidence about who he is and what he can do. Students with low self-esteem often feel incompetent, unloved or inadequate. From the interviews carried out by the researcher with the informants, low self-esteem was another important psychological factor effecting the performance of slow-learning students. This is best narrated from what a student asserted:

> "In many cases, I feel not wanted in the class, as I am afraid of the criticism with my fellow colleagues let alone my teachers. I sometimes withdraw from group assignment or activities that involves voluntary participation. I do not want to hold any conversation in the class with anybody because I am worried about my own personal problems."

Additionally, it is confessed by another student that low self-esteem as a psychological factor contributed immensely to his low academic performance, where the student stated:

> "Sometimes I do not feel comfortable in the class, therefore, I become so aggressive to whoever criticizes me because I have to defend myself. But sometimes I decide to withdraw myself from my friends in order to avoid being into trouble whenever a group assignment is given."

Learning disability

Learning disability has to do with the way an individual's brain works. It makes it harder for a student to learn, understand or perform academic activities well. This is due to a reduction in one's intellectual ability and difficulty in academic activities like reading, writing, speaking and calculation. Therefore, learning disability is another psychological factor contributing to poor performance among slow-learners. This is described by a seasoned classroom teacher, who declared:

> "Most of the underperforming students at this level have one academic disability or the other in terms of receptive or productive skills. Such students with psychological problems perform poorly as a result of the disability they have in reading, writing or speaking. They cannot perform well, as they find it difficult to cope up with the cognitive challenges. They cannot fully participate in the classroom activities; they withdraw from the class. They fail to compile most of the homework or class work given to them."

In a similar narration a parent, who is also a teacher expressed her views regarding learning disability as a predictor of poor academic performance among slow-learning students. She categorically said:

> "Students with slow-learning capacity are mostly disabled in one area or the other, they find it very difficult to cope up with the academic challenges more especially in terms of cognitive exercises. These set of students, as I come across them in my teaching career, they are mostly lacking in sciences base courses. In fact, these students require special assistance to perform normally."

Research Question 2

What are the effective teaching strategies used by classroom teachers in helping slow-learners succeed academically in the upper basic school?

From the informants' views and responses regarding the question two, which sought for the effective strategies used by teachers to assist slow-learning students in succeeding academically. Three themes were generated as, **differentiated instruction, small group instruction and visual aids.** The informants that participated with their perceptions shared their views on the efforts they have been making to help the slow-learners in meeting their peculiar academic challenges.

Differentiated Instruction

This involves tailoring lessons and assignments to meet the individual needs of each student, rather than using one-size-fit-all approach. The informants believed that, although, the slow-learning students are laggard behind but despite that, they need to be given an extra attention to meet up with the academic challenges. That is why they have to design their lessons and teaching so as to cater for every students. A teacher and administrator confirmed that:

> "As a classroom teacher with a vast experience, I normally employed different strategies to handle everybody including those that have failed behind due to their inability to cope up with the challenges by virtue of their slow-learning capacity. Those students I used to engage them

separately because sometimes when you mix them with other children
they withdraw."

In the same vein, another teacher expressed his views clearly upon the same strategy employed to assist those students with slow-learning capacity. He expressed that:

"Students with slow-learning are sometimes very difficult to trace as
they hide themselves behind the most brilliant students. Whenever I
found such students, even though most of the classes I teach are very
large and it is very difficult to understand such students quickly. But I
adopt the system of giving them individual and extra attention in order
to do well."

Small Group Instruction

Working with students in small groups can allow teachers to give more individualized attention and support to slow-learning students. Regarding the above theme, the informants opined that, teaching students by dividing them into a small group, will best assist the slow- learners. However, some of them complained that the overcrowding classrooms happened to impede them from achieving that strategy successfully. This is asserted by one of the informants where he stated:

"Grouping the students into small group is one of the best way to assist
the slow-learners. But in a situation whereby hundreds of students are
merged into one class that is designed to accommodate only fifty
students, how can you help those that are having issues in their
learning. It is not possible at all."

Another views given by a teacher concerning the above theme is that:

"This category of students that are slow-learners can best be assisted by
group method of teaching, if they are grouped and given extra lesson
can catch up with what they should have learnt from the teaching."

Visual Aids

Using visual aids such as charts, diagrams, and models can help slow-learning students understand and remember information more easily. This theme was also discussed in the excerpts of the interview conducted with the informants. All the responses given regarding the strategies used to assist slow-learners in relation to the employment of visual aids, the respondents agreed to that, but they expressed their skepticism on the difficulty of using that strategy as they said government is not making provision for that. One of the teachers lamented that:

"Visual aids serve as the most appropriate gadgets for teaching and
learning of the students that learn at very slow phase. When a teacher
uses visual aids that help in catering all the students, and equally the
slow-learners easily catch up with the class whenever the teaching
is accompanied with the use of teaching aids, because they simplify
the learning of the students regardless to your cognitive ability.
However, the government do not make provisions for the use of
visual aids and a teacher cannot improvise with his money any
materials."

Another teacher, regarding the above theme stated:

> "The use of visual aids is the best strategy to help the students who
> are very slow in learning, as that, enable them to easily understand
> whatever the teacher does in a class."

Discussion

The present research revealed many important findings from the themes generated through the thematic analysis. The finding revealed three psychological factors that are contributing to the poor performance of slow-learners. Besides, another three themes were generated on the strategies which teachers can use to assist students that are slow-learners to succeed in their academic learning. The major psychological factors contributing poor academic performance among slow-learners in upper basic school is closely related to anxiety and stress, low self-esteem and learning disability. Furthermore, the strategies to be used by teachers in order to assist this category of students to succeed in their academic activities as expressed by the informants has to do with differential instructions, small group instructions and visual aids.

The findings of the current study showed that anxiety and stress have negative effects on upper basic students' learning especially those that are slow-learners. As expressed by the informant's anxiety and stress caused a lot of fear and less courage among students that are very slow in their learning. Findings from the previous research revealed that anxiety and stress, are one of the psychological factors affecting educational achievement. Das et al, (2014), found considerable relationship between academic anxiety and educational achievement of intermediate students. Furthermore, Safeer and Shah (2019) found significant negative effects of examination pressure on intermediate level male students' educational attainment.

Additionally, the current study revealed that, low self-esteem is one of the major factors contributing to the poor academic performance among slow-learners of the upper basic schools in Nassarawa local government Kano State. Low self-esteem, left many slow-learning students in the upper basic doubting their ability to succeed, making them hesitant to engage in learning activities. In a study conducted by Alavijeh et al, (2018), it was found that, low self-esteem negatively affect the learning of students. Similarly, Noronha et al, (2018), found that a high self-esteem resolves the conflicts and enable students to perform better in educational accomplishments

Furthermore, learning disability significantly affect the academic performance of slow-learners in the upper basic. Most of the respondents during the interviews expressed that learning disability affects the way a slow-learner understands information, and how they communicate. Previous research conducted, revealed the effect of learning disability on the academic performance of slow-learners. This is supported in a study conduct by Herbert (2009), it was found that, learning disability causes one to dislike learning, as a results, many children drop out of school due to the disability. In another study, conducted by Eke et al, (2018) on the influence of learning disabilities on academic achievement of Junior Secondary School students in Imo State. They found that, learning disabilities influence academic achievement of Junior Secondary School Students.

Findings of the thematic analysis revealed the effects of the strategies that should be employed in order to assist the slow-learning students succeed in their academic activities. In the series of the interviews conducted by the researcher, and by virtue of the thematic analysis, it was found that, differential instructions, small group instructions and visual aids as the strategies that

the teachers used to assist the slow-learning students. Based upon this, research conducted previously revealed that instructional based strategies could help students overcome slow-learning problems of students. In a study conducted by Govindarajoo et al, (2022), it was found that, teachers' ideas, techniques and methods of instruction assist low-performing students significantly. This is equally supported by Chong (2020), who found that, supportive learning environment, teachers' strategies, and methods of instructions, encouragement, technology integration, and behaviour control turn a classroom into an active learning environment, resulting in more active learners.

Conclusion

On the basis of findings, the researcher concluded that, the research is not only exploring the psychological factors that contribute to the poor academic performance of the slow-learners among the upper basic students in Nassarawa local government Kano State but also delving into the effective teaching strategies that could be employed to assist the students that are slow in terms of learning. Some of the factors corresponding with the results from other studies were dealt with in an in-depth qualitative case study analysis. Therefore, the study found that, the upper basic schools in Nassarawa Local Government, Kano State are not immune to this contributing factors to poor academic performance among slow-learners. Consequently, the findings of this study indicated that slow-learning students experience a variety of obstacles in their educational and academic pursuits. For that, there is the need for the provision of compatible curriculum for slow-learners, which will enhance their self-esteem and restore their confidence, do away with the anxiety and stress during learning that has adverse effects on their academic performance.

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Role of Tests and Measurement in Counselling for Value Re-Orientation among School Counsellors in Kano State, Nigeria

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Abstract
The study examined the role of tests and measurement in counselling for value re-orientation among school counsellors in Kano State, Nigeria. Two research objectives guided the study and two null hypotheses were tested at a 0.05 level of significance. The study employed correlational survey research design with a population of 355 school counsellors and sample size of 150 respondents. Multi stage sampling technique was used to select the counsellors. A researcher-developed questionnaire tagged "Counsellors' Assessment in Counselling for Value Re-Orientation Questionnaire (CACVROQ)" was used to collect the data. The CACVROQ was face and content validated by five experts in the area of tests and measurement, guidance and counselling as well as psychology. The reliability was established using Cronbach's Alpha and a coefficient of 0.82 was obtained. Data collected were analysed using Pearson Product Moment Correlation (PPMC) analysis. The results indicated that a strong positive statistically significant correlation between psychological testing and value re-orientation and a strong positive statistically significant correlation between cultural sensitivity in testing and the effectiveness of value re-orientation. Based on the results of the study, it was therefore, recommended that there is need for counsellors to adapt test materials, administration procedures, and interpretations to ensure that assessments are culturally sensitive. Lastly, counsellors should be encouraged to employ a variety of assessment tools that have been validated within diverse cultural contexts.
Keywords: Tests and Measurement, Counselling, Value Re-Orientation and School Counsellors.

Introduction

Counselling is a fundamental domain within the field of psychology that aims to facilitate personal growth, well-being, and the resolution of psychological and emotional challenges. One of the central objectives of counselling is to assist individuals in navigating complex moral and value-related dilemmas, often resulting in value re-orientation wherein individuals redefine their core beliefs and ethical compass. In this endeavor, the incorporation of tests and measurement tools becomes increasingly relevant, as they can serve as valuable instruments for assessing, monitoring, and guiding the process of value re-orientation. Equally, as counselling professionals are confronted with the intricate task of aiding individuals in value re-orientation, it becomes essential to explore the potential contributions of psychological tests and measurements in this context. Psychological assessments, such as personality tests, values inventories, and ethical

decision-making scales, offer a structured and empirical means of evaluating an individual's current values, attitudes, and ethical perspectives. They provide quantifiable data that can serve as a foundation for guiding and assessing the efficacy of counselling interventions (Fishman, 2018). In the same vein, counselling has long been a vital component of mental health and personal development, offering individuals a structured avenue for addressing emotional challenges and exploring their inner values and beliefs (Harrar et al., 2017). Thus, within the counselling process, a significant and often transformative aspect is value re-orientation, where individuals examine and potentially alter their core values, ethical principles, and moral convictions (Fowers & Richardson, 2017). This reorientation can be driven by various life events, such as major life transitions, crises, or a desire for self-improvement and personal growth.

On the other hand, value re-orientation in counselling is a dynamic and multifaceted process that calls for a nuanced approach. It involves self-reflection, introspection, and often a realignment of an individual's values with their evolving life circumstances and personal goals. It is in this context that psychological tests and measurements have gained prominence, offering counsellors objective tools to assess, track, and facilitate the value re-orientation process (Beitel, 2015). The process of value re-orientation in counselling is not only pertinent for personal development but also has broader societal implications. As individuals undergo shifts in their values and beliefs, they may contribute positively to social cohesion, ethical behaviour, and cultural norms. The role of counselling in fostering these positive changes in individuals cannot be overstated (Hansen, 2019).

The integration of tests and measurement instruments into counselling practice has evolved in parallel with advancements in psychology and assessment methodologies. However, counsellors now have access to a wide array of psychological assessments, including personality inventories, values questionnaires, and ethical decision-making scales. These instruments allow for the quantification of values, attitudes, and ethical stances, providing a structured foundation for the counselling process (Ladany & Inman, 2014). They offer an empirical basis upon which both counsellors and clients can evaluate progress and adapt interventions as needed.

However, while the potential benefits of incorporating tests and measurement in counselling are apparent, it is crucial to recognize the complexities and nuances of this endeavor. The appropriateness of assessments in value re-orientation hinges on a range of factors, including the context of counselling, the cultural background of the client, and the nature of the value re-orientation itself (Heppner et al., 2016). Moreover, ethical considerations regarding the use of assessments in counselling must be taken into account, as well as the ongoing debate on the balance between objectivity and subjectivity in counselling practice (Ridley et al., 2016).

This study seeks to provide a comprehensive understanding of the role of tests and measurement in counselling for value re-orientation, taking into consideration these complex dynamics. It explores the theoretical underpinnings of value re-orientation within counselling, the variety of tests and measurement available, and the integration of these assessments into the counselling process. As a result of critically analyzing the existing research, the study aims to shed light on the effectiveness and ethical considerations surrounding the use of tests and measurement in the delicate process of value re-orientation in counselling. In a rapidly changing world marked by shifting societal norms, value re-orientation becomes a critical aspect of individual and collective

adaptation. This study addresses a significant gap and has the potential to inform counselling practices, ultimately contributing to the betterment of individuals and society at large.

Statement of the Problem

Value re-orientation, a significant component of counselling, is essential for individual well-being and societal development. However, despite its importance, the field of counselling faces a growing challenge in effectively addressing value re-orientation in a rapidly changing world. Societal shifts, cultural diversity, and evolving ethical considerations necessitate a more precise and structured approach to counselling interventions that facilitate value re-orientation. One of the key issues confronting the field is the lack of standardized methods to assess and guide value re-orientation processes. Value re-orientation is inherently a subjective and intricate process that varies greatly from one individual to another, making it difficult to measure and evaluate objectively. This subjectivity often results in imprecise interventions and hinders the ability to track changes over time. This deficiency in standardized assessment tools is evident in the literature, with numerous studies emphasizing the need for more comprehensive and empirically grounded approaches to value re-orientation (Smith & Bradley, 2018; Johnson & Carter, 2019).

Furthermore, there is lack of systematic data on the effectiveness of utilizing psychological tests and measurement in counselling for value re-orientation. While various tests and measurement are available, their application and impact on value re-orientation remain underexplored. Empirical evidence regarding their efficacy, the contexts in which they are most effective, and potential limitations is limited, impeding the ability of counselling practitioners to make informed decisions about when and how to employ these assessments (Whiston et al., 2017; Toporek, 2016). More so, the value-related challenges are on the rise in contemporary society. Ethical dilemmas, moral conflicts, and shifting cultural norms are becoming increasingly prevalent, necessitating effective interventions for value re-orientation (Reed et al., 2020). This suggests that there is an urgent need for evidence-based practices that can guide individuals and communities through these value-related changes. To address these issues, it is imperative to conduct a comprehensive examination of the role of test and measurement in counselling for value re-orientation, assessing their efficacy and exploring the ethical considerations that accompany their use. This study will investigate the extent to which psychological tests and measurements can contribute to the counselling process, providing valuable insights into their suitability, limitations, and implications for the field.

However, conducting a detailed analysis of the problem and leveraging statistical trends and empirical data, this research aims to provide evidence-based recommendations to counselling practitioners, educators, and policymakers. Ultimately, it seeks to enhance the effectiveness of counselling interventions for value re-orientation, which is essential in a world where moral and ethical dilemmas are increasingly prevalent.

Research Objectives

1. To determine relationship between psychological testing and value re-orientation of school counsellors in Kano State.
2. To examine the relationship between cultural sensitivity in psychological testing and value re-orientation of school counsellors in Kano State.

Research Hypotheses

Ho₁: There is no significant relationship between psychological testing and value re-orientation of school counsellors in Kano State.

Ho₂: There is no significant relationship between cultural sensitivity in psychological testing and value re-orientation of school counsellors in Kano State.

Counselling for Value Re-orientation

Counselling for value re-orientation is a vital domain within the broader field of counselling and psychotherapy, focusing on assisting individuals in exploring, adapting, and realigning their core values and ethical beliefs. This specialized area of counselling acknowledges that value systems are not static but evolve over time in response to life experiences, cultural influences, and personal growth (Fowers & Richardson, 2017). Nevertheless, value re-orientation typically emerges as a response to significant life events or personal crises, where individuals find themselves questioning their existing values and moral compass. These events may include major life transitions, career changes, interpersonal conflicts, or ethical dilemmas. As a result, individuals often seek the guidance of a counsellor to navigate these complex internal processes (Fowers & Richardson, 2017). The value re-orientation counselling process is multifaceted, involving self-reflection, introspection, and often a reevaluation of one's ethical beliefs. It aims to help individuals make conscious, well-informed decisions about their core values and how these values align with their current life circumstances and aspirations. The goal is not necessarily to change values but to ensure that they remain relevant and authentic (Smith & Bradley, 2018).

Counselling for value re-orientation is rooted in several foundational principles:

Central to value re-orientation counselling is a client-centered approach, emphasizing the importance of the client's autonomy and self-determination in defining and redefining their values (Rogers, 1951). This approach recognizes that individuals are experts on their own lives and that counsellor play a supportive, facilitating role in the exploration and understanding of values. Equally, cultural diversity is a significant factor in the value re-orientation process. Clients from different cultural backgrounds may have distinct value systems, and counsellors need to be culturally sensitive in their approach to ensure that value re-orientation respects and honors these differences (Sue et al., 2016). Ethical dilemmas and moral conflicts often arise during value re-orientation, making it imperative for counsellors to navigate these challenges with sensitivity and adherence to ethical guidelines (Corey et al., 2018). The ethical dimensions of value re-orientation counselling are complex, as they involve the client's inner ethical compass, which may be intertwined with cultural, societal, and personal factors. Moreover, value re-orientation counselling takes a holistic perspective, recognizing that changes in values can have ripple effects in various areas of an individual's life, including relationships, career choices, and personal well-being. Therefore, interventions often involve addressing these interconnected aspects (Neimeyer, 2001).

The complexity and subjectivity of value re-orientation present unique challenges to counselling practitioners. Consequently, the role of psychological tests and measurements becomes crucial in providing structure and objectivity to the process (Johnson & Carter, 2019). These assessments offer a means to quantify values and track changes over time, enabling more focused and evidence-based interventions. However, counselling for value re-orientation is a dynamic and intricate field that acknowledges the evolving nature of human values. It encompasses a client-centered, culturally sensitive, and ethically grounded approach to assist

individuals in navigating the complexities of value re-orientation. Psychological tests and measurements, as explored in this thesis, play a significant role in enhancing the effectiveness of counselling in this context, offering valuable insights and structure to the process.

The Role of Tests and Measurement in Counselling

The integration of tests and measurement into the counselling process has become increasingly prominent in the field, offering a structured and empirical approach to understanding and addressing psychological and emotional challenges. Tests and measurements serve as valuable tools that provide counsellors with objective data, enhance diagnostic accuracy, and guide the development and evaluation of therapeutic interventions. Moreover, psychological tests and measurements play a critical role in the initial assessment and diagnosis phase of counseling. They offer counsellors a standardized way to evaluate a client's psychological and emotional functioning. For instance, assessments like the Beck Depression Inventory (BDI) or the State-Trait Anxiety Inventory (STAI) enable counsellors to quantify the severity of a client's symptoms (Groth-Marnat, 2009). This quantitative data aids in diagnosing mental health disorders and determining the appropriate course of treatment.

Tests and measurement provide a structured means of tracking a client's progress throughout the counselling process. Likewise, administering assessments at various points in therapy, counsellors can objectively measure changes in a client's psychological well-being and the effectiveness of the interventions. This allows for evidence-based adjustments to the treatment plan (Fishman, 2018). Thus, psychological assessments help counsellors tailor treatment plans to each client's specific needs. For instance, personality inventories like the Minnesota Multiphasic Personality Inventory (MMPI) provide insights into a client's personality traits and emotional functioning. This information informs the development of therapeutic strategies that are best suited to the individual client (Hunsley & Mash, 2007). The use of tests and measurements enables counsellors to assess the outcomes of counselling interventions more systematically.

Moreso, comparing pre- and post-intervention assessment scores, counsellors can determine whether the desired therapeutic changes have occurred. This empirical data can inform decisions about the continuation of treatment or the need for adjustments (American Psychological Association, 2002). In some instances, assessments serve as tools for counsellor-client collaboration. For example, values inventories can help clients clarify their core values and articulate their goals (Rokeach, 1973). This shared understanding of values can enhance the therapeutic alliance and support clients in achieving value-related changes. The use of tests and measurements also contributes to the advancement of counselling as a profession. Research conducted with standardized assessments provides valuable insights into the efficacy of counselling interventions, the measurement of specific constructs, and the development of evidence-based practices (Piotrowski & Keller, 2019).

However, it is important to note that the role of tests and measurements in counselling is not without challenges. Ethical considerations, cultural sensitivity, and the potential for overreliance on quantitative data must be carefully addressed. It is critical for counsellors to use assessments as complementary tools within a client-centered and holistic counselling framework, rather than as the sole determinant of therapeutic decisions. The integration of tests and measurements into counselling reflects the evolving nature of the field, where empirical data and

psychological science are increasingly interwoven with the art of therapy, enhancing the precision and effectiveness of the counselling process.

Types of Tests and Measurement Commonly Used in Counselling

Counselling professionals employ a wide range of tests and measurement to assess various psychological and emotional aspects of their clients. These assessments play a crucial role in the counselling process, providing objective data that guides diagnostic evaluations, informs treatment planning, and monitors therapeutic progress. The following types of tests and measurements are commonly utilized in counselling practice:

Personality tests aim to measure an individual's enduring patterns of thoughts, emotions, and behaviors. The Minnesota Multiphasic Personality Inventory (MMPI) and the Myers-Briggs Type Indicator (MBTI) are well-known examples. Personality assessments help counsellors gain insights into a client's personality traits and interpersonal style, which can be valuable for treatment planning and understanding how personality influences value systems (Groth-Marnat, 2009). Mood and emotion assessments, such as the Beck Depression Inventory (BDI) and the State-Trait Anxiety Inventory (STAI), are used to gauge a client's emotional state. These assessments help counsellors identify the presence and severity of mood disorders, anxiety, and stress levels, which may be closely related to value re-orientation challenges (Beck et al., 1996). Again, values inventories, like Rokeach's Value Survey, that often explore a client's core values and ethical beliefs (Rokeach, 1973). These assessments help individuals clarify their values, which is essential in the context of value re-orientation. Values inventories facilitate discussions about the alignment of one's values with their goals and aspirations. As cultural competence is vital in counseling, assessments like the Multicultural Counselling Inventory (MCI) or the Cross-Cultural Counselling Inventory-Revised (CCCI-R) are utilized to measure counsellors' awareness, knowledge, and skills related to cultural diversity (Sue et al., 2016). These assessments ensure counsellors can effectively address value-related challenges in diverse client populations.

Cognitive assessments, such as intelligence tests (e.g., Wechsler Adult Intelligence Scale, WAIS), provide insights into a client's cognitive abilities. These assessments are useful in understanding how clients process information, make decisions, and cope with cognitive dissonance related to value re-orientation (Wechsler, 1997). Tools like the Outcome Questionnaire-45 (OQ-45) or the Session Rating Scale (SRS) are designed to measure changes in a client's well-being and therapeutic progress (Lambert et al., 2013). These assessments enable counsellors to track the effectiveness of value re-orientation interventions and adapt treatment plans accordingly.

Behavioural assessments, including the Behaviour Assessment System for Children (BASC) or the Achenbach System of Empirically Based Assessment (ASEBA), focus on assessing behaviours and functioning in children and adolescents (Achenbach & Rescorla, 2001). These assessments help identify behavioural challenges that may be linked to value conflicts in younger populations. Hence, for clients struggling with substance abuse or addiction, assessments like the Addiction Severity Index (ASI) or the Alcohol Use Disorders Identification Test (AUDIT) are employed to assess the extent and impact of substance use (McLellan et al., 1992). Addressing substance abuse is an integral to value re-orientation. As a result, each type of assessment serves a specific purpose in counselling, offering valuable information for diagnosis, treatment planning, and monitoring therapeutic progress. The selection of assessments should align with the unique

needs and circumstances of each client, taking into account their cultural background, age, and presenting concerns. Counsellors must also be attentive to ethical considerations when using these assessments, ensuring informed consent and respecting client privacy and autonomy.

The Connection between Testing and Value Re-Orientation in Counselling

Value re-orientation, a process in counselling where individuals examine and potentially alter their core values, ethical principles, and moral convictions, is a dynamic and intricate journey. This transformation often stems from life events, crises, or a desire for self-improvement and personal growth. While the process is highly subjective and personal, the integration of psychological tests and measurements has emerged as a valuable adjunct to facilitate value re-orientation. Ultimately, psychological assessments offer clients a structured platform for objective self-reflection and exploration of their values. By answering standardized questions and engaging in reflective exercises, clients gain clarity about their existing values, the changes they desire, and the congruence between their values and their life circumstances (Seligman et al., 2005). This objective self-reflection can be particularly beneficial in promoting self-awareness and personal insight. Likewise, tests and measurement provide a quantifiable framework for values assessment. For instance, values inventories like Rokeach's Value Survey assign numerical scores to specific values and beliefs (Rokeach, 1973). This quantification allows clients and counsellors to track changes in values over time, offering empirical data on the value re-orientation process. The inclusion of tests and measurements creates structure within the value re-orientation process. Counsellors can use assessment results to identify areas of conflict, inconsistency, or misalignment in a client's value system. This structured approach facilitates the development of targeted interventions and strategies to help clients work through value-related challenges (Johnson & Carter, 2019).

Cultural Sensitivity: Psychological assessments are adaptable to cultural considerations, which is crucial in value re-orientation counseling. Tests can be chosen or adapted to respect the cultural values and norms of the client, making them culturally sensitive tools for the exploration of value systems (Sue et al., 2016). This helps ensure that the process respects the client's cultural background. In the same vein, ethical decision-making scales and assessments, such as the Defining Issues Test (DIT), provide a structured framework for evaluating an individual's ethical decision-making processes (Rest, 1986). This is particularly relevant in value re-orientation, as clients often grapple with moral dilemmas and ethical conflicts that necessitate reflection and decision-making.

Moreover, psychological assessments enable counsellors to measure the progress of value re-orientation systematically. However, administering assessments at various stages of counseling, counsellors can objectively assess changes in core values and ethical principles (Lambert et al., 2013). This allows for data-driven adjustments to the therapeutic approach. Thus, the use of tests and measurements in value re-orientation contributes to empirical research in counseling. Research conducted with these assessments provides insights into the efficacy of value re-orientation interventions, helping establish evidence-based practices (Fishman, 2018). However, it is essential to recognize that the use of assessments in value re-orientation counselling is not without challenges. Ethical considerations, cultural competence, and the balance between objectivity and subjectivity must be carefully navigated. Overreliance on assessments at the expense of the client's autonomy and self-discovery should be avoided (Corey, 2017). Psychological tests and

measurements should complement, rather than replace, the therapeutic relationship and the client's personal insights.

Methodology

The study employed correlation research design as its framework. It is a research design that is used in measuring relationship between two or more variables in a study. In this study, relationship between the psychological testing and value re-orientation of school counsellors were measured. The study population comprised of three hundred fifty five (355) school counsellors in Kano state with a sample size of one hundred and fifty (150) counsellors using multi stage sampling technique. At first, stratified sampling was used to ensure that the sample adequately represented different demographic characteristics. In the second stage, simple random sampling procedure was used to select the counsellors from each stratum randomly. In the third stage, proportionate sampling procedure was used to ensure that the sample size of each stratum was proportional to the size of the stratum in the population. Finally, systematic sampling was used to select school counsellors from population and total of 86 female counsellors and 64 male counsellors totaling 150 school counsellors. The data were collected using a researcher-developed questionnaire tagged "Counsellors' Assessment of Counselling in Value Re-Orientation Questionnaire (CACVROQ)" containing closed-ended questions that was rated on a modified four point Likert scale of Strongly Agree (4); Agree (3), Disagree (2) and Strongly Disagree (1) respectively. However, the research instrument was face and content validated by five experts in the Department of Education, Bayero University, Kano and reliability was established after administering the questionnaire to 40 school counsellors that did not fall part of the final sample of the study using Cronbach's alpha and a coefficient of 0.82 was obtained which was good enough and confirmed that the instrument was reliable for the study. More so, the data collected were analysed using Pearson's Product-Moment Correlation to test the strength and direction of the relationship between the variables of the study at statistical significance set at a 0.05 level of significance.

Results

The results are presented below:

Ho1: There is no significant relationship between psychological testing and value re-orientation of school counsellors in Kano State.

Table 1: Showing Pearson Correlation Analysis between Psychological Testing and Value Re-Orientation of School Counsellors in Kano State

		Psychological Testing
Value Re-Orientation	Pearson Correlation	.70**.
	Sig. (2-tailed)	.001
	N	150

**. Correlation is significant at the 0.05 level (2-tailed).

The result in table 1 showed the correlational analysis, which examined the relationship between psychological testing and value re-orientation of school counsellors. The Pearson's correlation indicates that there exists a strong positive statistically significant correlation between psychological testing and value re-orientation, r (150) = 0.70.

Ho₂: There is no significant relationship between cultural sensitivity in psychological testing and value re-orientation of school counsellors in Kano State.

Table 2: Showing Pearson Correlation Analysis between Cultural Sensitivity in Testing and Value Re-Orientation of School Counsellors in Kano State

		Cultural Sensitivity in Testing
	Pearson Correlation	.65**.
Value Re-Orientation	Sig. (2-tailed)	.001
	N	150

**. Correlation is significant at the 0.05 level (2-tailed).

The result in table 2 showed the correlational analysis, which explored the relationship between cultural sensitivity in psychological testing and value re-orientation. The Pearson's correlation reveals that there exists a strong positive statistically significant correlation between cultural sensitivity in testing and the of value re-orientation of school counsellors in Kano State, $r(150) = 0.65$.

Discussion of Results

The results of hypothesis one indicated that Pearson's correlation coefficient (r) of 0.70, signifying a robust and positive correlation between psychological testing and value re-orientation. The magnitude of this correlation coefficient (r) underscores the strength of the association, indicating that counsellors who score higher on psychological tests are more likely to experience successful value re-orientation in counselling. The findings agreed with the findings of Smith and Bradley (2018) that demonstrated a positive correlation between psychological assessment scores and the success of value re-orientation interventions. Also, findings are in support with those of Harrar et al. (2017) in which their comprehensive meta-analysis found that psychological testing was associated with significant improvements in counsellors' value re-orientation outcomes. In the same vein the findings of the study collaborate the earlier assertions of Fishman's (2018) who elaborated on the role of psychological testing in counselling, and suggest that assessments could serve as roadmaps for helping counsellors realign their values and ethical principles. The current findings align with Brown's insights, emphasizing the positive impact of these assessments. In a similar opinion, the American Psychological Association's (APA, 2002) Guidelines on ethical practice in psychology and counselling underscore the importance of psychological assessments in counselling. The study findings support these guidelines by providing empirical evidence of the strong correlation between psychological testing and value re-orientation. The convergence of this study results with the work of these researchers and authors underscores the robustness of the relationship between psychological testing and value re-orientation. These findings not only contribute to the existing body of knowledge but also affirm the relevance of incorporating psychological assessments as a valuable component of counselling practices. Thus, the cumulative evidence from the study, coupled with the alignment with prior research, reinforces the importance of adopting evidence-based practices in counselling that leverage the power of psychological testing to facilitate counsellors' successful value re-orientation journeys. These insights serve as a foundation for future research and the continued development of effective counselling approaches in the field.

The results of hypothesis two revealed that Pearson's correlation coefficient (r) is 0.65, and the p-value is less than 0.001. This indicates a strong positive statistically significant correlation between cultural sensitivity in testing and value re-orientation. The findings resonate with the work of Fowers and Richardson (2017) which explored the relationship between cultural competences and counselling outcomes. They found that cultural sensitivity in testing was positively associated with improved value re-orientation in a diverse counsellor population, supporting the current findings. The findings also supported the assertions made by Johnson and Carter (2019) that emphasized the pivotal role of cultural sensitivity in psychological assessment. Their work underscored the importance of matching testing practices with the cultural contexts of clients to facilitate successful value re-orientation, aligning with our results. However, comprehensive review of cultural competence in counselling highlighted the significance of culturally sensitive assessments in promoting effective value re-orientation.

Conclusion

The study looked into the dynamics of cultural sensitivity in psychological testing and its impact on the efficacy of value re-orientation, as well as the relationship between psychological testing and the success of value re-orientation in counseling. The findings of this research have unveiled compelling insights that hold important implications for counselling practices. The study concludes that in the case of cultural sensitivity in psychological testing and this implies that counsellors who undergo culturally sensitive testing are more likely to experience positive outcomes in their value re-orientation journey during counselling process. Similarly, the study also concluded that exploration of the relationship between psychological testing and value re-orientation revealed a parallel set of outcomes and this suggests that counsellors who score higher on psychological tests are more likely to achieve successful value re-orientation outcomes during counselling.

Recommendations
1. There is need for counsellors/psychologists should prioritize the integration of cultural competence in psychological testing. This involves tailoring assessment tools to align with the cultural contexts of our populations.
2. Also, there is need for counsellors to adapt test materials, administration procedures, and interpretations to ensure that assessments are culturally sensitive.
3. Counsellors should be encouraged to employ a variety of assessment tools that have been validated within diverse cultural contexts.
4. Counsellors should invest in ongoing professional development to enhance their cultural competence. Workshops, seminars, and collaboration with colleagues from diverse backgrounds can further hone their skills in culturally sensitive assessment and counselling.
5. There is need for counsellors to recognize uniqueness of individuals with diverse cultural backgrounds and values, and should always prioritize the best interests of their clients when engaging in open dialogue to understand and respect their value systems.

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The Influence of Classroom Management on Academic Achievement of Secondary School Students in English Language and Mathematics in FCT Abuja

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Abstract

The study investigated the Influence of Classroom Management of Senior Secondary School Students in Mathematics and English language in FCT Abuja. The study has two research question and two hypotheses tested on 0.05 level of significance. The descriptive survey research design was employed for the study with a population of 24,771 SSII students from the 77 public senior secondary schools in Abuja. A sample of 377 students was selected for the study using Krejcie and Morgan (1970) table of determining sample size. Two instruments were used for collecting data on a four-point rating scale. The instrument was subjected to expert validity which yielded a validity index of 0.71. Also, a reliability was conducted on a population which is not part of the sample for the study and yielded a reliability coefficient of 0.84. The study analyzed the collected data using mean and standard deviation for the research questions while the t-test was used to test the hypotheses at 0.05 level of significance using statistical package for social sciences SPSS, version 23. The study finds out that there is a significant influence of seating arrangement on academic achievement of secondary school students in Federal Capital Territory Abuja. The study recommends that a code of conduct regulating the management of schools should be reviewed in order to ensure that appropriate disciplinary measures are taken against students who disrespect teachers. The study also concludes that classroom management are capable of causing disruption of normal teaching and smooth learning in the classroom.

Keywords: classroom, classroom management, classroom setting arrangement, classroom seating arrangement, and academic achievement

Introduction

Academic achievement is the extent to which students have attained their short or long-term educational goals. It is the measure of the effectiveness and efficiency of the education enterprise (Lukman, 2021). The academic achievement of secondary school students in overall West African Examination Council result 2021 - 2023 was discovered to be generally below average. Mehta (2019) posited that academic achievement includes both curricular and co-curricular performance of the students. Sam (2019) laments the disappearance of academic excellence from Nigeria in the last two decades, as evident in the yearly below average achievement of thousands of students in final examinations for secondary school students conducted by the West African Examination Council (WAEC) and the National Examination Council (NECO).

However, academic achievement is generally regarded as the display of knowledge attained or skills developed in school subjects (Alhassan, 2021). Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, especially in school, college and university. In the school setting therefore, the level of performance in school subjects as exhibited by individual students' with marks assigned to them by teachers during internal or external examinations are indicators of their achievement. This means that, academic achievement could either be passed or failed. In Nigeria, among all the problems facing the education system and most agonizing is the poor achievement of students' in Mathematics and English. School system mostly defines cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered as a multifaceted construct that comprises different domains of learning. Despite the importance given to both subjects, the achievement in both internal and external examinations have been disturbing and alarming. Mathematics and English Language are not just mere subject but a requisite for furthering education to the next level.

Mathematics and English Language are two fundamental subjects that play a crucial role in the academic and professional development of secondary school students. According to Alhassan (2019), Mathematics and English Language are essential subjects for secondary school students, as they develop critical thinking, problem-solving, and communication skills. Proficiency in these subjects can enhance career opportunities, academic success, and real-world applications. A student most credit them before he/she can gain admission into any higher institution of learning (FBN, 2007).

Olorundare (2021), reports that about 20% of candidates are often reported to pass these examinations at acceptable credit level. In the opinion of Akinsolu (2010), the rate of poor academic achievement of secondary school students in Nigeria is alarming and has been an issue of great concern to all stakeholders. Mir, Said, Idris, and Hussain (2018) argues that academic achievement is affected by a number of factors. These factors range from the parents, through the background of the students, to the school environment. By school environment, it is implied that the whole academic system established for the purpose of teaching and learning. The observable decline in the academic achievement of secondary school students in Nigeria may be said to be a reflection of the institutional, instructional and structural qualities of Nigerian schools in terms of

ineffectiveness of teachers in the classroom with regard to interaction with students, infrastructural faults and inadequacies as well as the nature and state of facilities.

Yoloye (2014), and Adeyemo (2015), who have interrogated the issue of poor academic achievement in Nigeria opine that academic achievement among secondary school students may be adducible to several pedagogical and socio-psychological factors. Relevant to this study are the disruptive behaviours and classroom management which have been identified as the factor responsible for students' poor achievement. The implication of this is that, since the non-direct players in educational activities have over the years doggedly contributed immensely to education, it became "compulsory" for direct players such as educationists' scholars, and researchers to relentlessly, tirelessly and courageously work to grow and develop education.

The school is being held liable for every aspect of students' achievement by members of the society. The school environment is organized to shape a student's learning behaviour. So, classroom management plays a significant role in students' academic achievement. Effective classroom management put the teacher in firm control of the classroom and provides orderliness and safety needed for instruction and learning. Classroom management refers to the strategies, techniques and methods used by teachers to create and maintain a productive respectful, and safe learning environment. Effective classroom management enables teachers to minimize disruptions, promote students' engagement, and maximize instructional time (Alhassan, 2017).

Classroom management as a whole is the process of organizing and conducting the business of the classroom. The classroom is an environment where the teacher is expected to exercise control. This has important role in teaching and learning. Many perceive it as the presentation of order through teacher control. It is much more than that as it involves establishing and maintaining of the classroom environment so that educational goals can be achieved (Adeyemo, 2015).

On the other hand, effective classroom management strategies that address disruptive behavior contribute to a positive learning environment where all students feel supported, safe, engaged, and motivated to learn. When this occurs, there is greater potential for improved student achievement as they are able to fully engage with the material being taught (Adeyemo, 2015). Ultimately, the key to effective classroom management is to find an approach that works for you as the classroom teacher and your students. And to be consistent, flexible, and supportive for effective classroom management, the classroom most have a good classroom settings and classroom seating arrangement.

Classroom settings refer to the physical and social environments in which teaching and learning take place. Alhassan (2017), opined that classroom settings can be seen as the physical, social, and educational environments in which teaching and learning take place, that encompasses various aspects that influences the learning experience, including: physical environment (i.e layout and design, lighting and acoustics, and technological integration), social environment (i.e teacher-students relationships, peer relationships, and classroom culture), educational environment (i.e curriculum and instruction, teaching style, and assessment and feedback), and other factors (including class size and composition, time and scheduling, and resources and materials). The classroom setting plays a crucial role in shaping the learning experience and can significantly impact student engagement, motivation, and academic achievement.

However, classroom seating arrangement refers to the physical layout of the classroom, specifically the arrangement of desks, chairs, and other furniture to facilitate teaching and learning. The seating arrangement can significantly impact student engagement, participation, and overall learning experience (Alhassan, 2017). The classroom seating arrangement could include the following: physical layout (i.e the arrangement of desks, chairs and other furniture in a classroom to facilitate teaching and learning), instructional design (i.e the intentional arrangement of students and furniture to support specific instructional goals and activities), learning environment (i.e the physical and social arrangement of the classroom that influences students learning, behavior, and engagement), student-centered (i.e a seating arrangement that promotes student interaction, collaboration, and autonomy, while minimizing teacher-centered instruction), flexible learning (a seating arrangement that adapts to different learning activities such as lectures, discussions, and group work, to support student learning and engagement) and inclusive design (i.e seating arrangement that considers the diverse needs of students, including those with disabilities, to create an inclusive and accessible learning environment).

According to Walter (2016), classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness, and number of students in the classroom. Umoren (2015), notes that the concept of classroom management is broader than the notion of students' control and discipline, it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities and create conducive learning environment. The various reforms in education, like the National Policy of Education of 2014, failed to mention or address classroom management and the connectivity between students' academic achievement and classroom management. Classroom management is one of the neglected areas in our secondary schools, despite the fact that the success or failure of any teaching and learning process depends on the way classroom are managed. Failure to effectively manage the classroom seems to have an overall negative influence on the entire school, especially in terms of sound academic achievement of the school. When this happens other negative consequences follow such as the depletion of the student population of the school because parents/guardians prefer to enrol their children and ward in schools that are doing well academically.

Hence, there is no gainsaying that Secondary education is a critical stage in the educational journey of students, and academic performance during this stage has a significant impact on future educational and career prospects. However, disruptive behaviour and poor classroom management have been identified as major challenges facing secondary schools in the Federal Capital Territory (FCT) Abuja, potentially undermining academic achievement. Despite the claimed huge government investments towards enhancing the quality of education in Nigeria and FCT in particular, students' academic achievement in Mathematics and English language has continued to decline at an alarming rate. Classroom management in Nigeria, particularly in Abuja are prevalent issues in secondary schools in Federal Capital Territory (FCT) Abuja, potentially undermining students' academic achievement. For instance, according to WAEC report 2020, student academic achievement in Mathematics and English language has not been encouraging. There was 65% failure in Mathematics and English language WAEC result. In 2021, 48.84% failed the Mathematics and English language WAEC examination. In 2022, 35.74 % failed Mathematics and English language WAEC, and in 2023, 23.64% failed woefully. The academic achievement

of students in the examination has been declining between 65% to 23.64% in the last four years. This development has raised concerns among stakeholders and concern citizens of the Country. Some have attributed this ugly trend to ineffective classroom management skills adopted by the stake holders in the school system. Attempts to control disruptive behaviors cost considerable teachers' time at the expense of academic instructions in the class.

Research Questions

1. What is the influence of classroom settings on academic achievement of secondary school students in Federal Capital Territory, Abuja?
2. What is the influence of classroom seating arrangement on academic achievement of secondary school students in Federal Capital territory, Abuja?

Statement of Hypotheses

HO^1 There is no significant influence of classroom settings on academic achievement of secondary school students in Federal Capital Territory, Abuja

HO^2 There is no significant influence of classroom seating arrangement on academic achievement of secondary school students in Federal Capital Territory, Abuja

This study is anchor on two theories: Classroom Management Theory, Jocob Kounin (1970), and Don Elger's theory of Academic Productivity.

Classroom Management Theory, Jocob Kounin (1970)

Interestingly, the classroom management theory refers to strategies and techniques teachers use to create a productive and respectful learning environment. Effective classroom management ensures student engagement, minimizes disruptions, and promotes academic achievement. This theory emphasized the importance of effective classroom management in creating conducive learning environment without which disruptive behaviour can mess up the environment, leading to poor academic performance.

Actually, the basic tenet of the Classroom Management Theory upholds that: a positive learning environment must be created such that fosters a supportive, inclusive and engaging atmosphere. Within this environment, rules, consequences and expectations for students' behaviour should be clearly established. Likewise, the physical space (classroom) of the learning environment must be well arranged to promote learning and ward-off distractions. Even so, teachers are to students' participation and active involvement and engagement in lessons.

In order to maintain the continued involvement and engagement of students in lessons, strategies like positive reinforcement, redirection and conflict resolution must be imbued to address misbehavior. These further enhance the relationship between students and teachers in a positive and respective manner. And it will instill in the students a sense of community. Gradually, the students develop a sense of autonomy; independence and responsibility.

Essentially, the classroom management theory is fundamental to this study as it underscores effective classroom management as being crucial for academic success, student well-being, and clear teacher satisfaction. By understanding and applying these theories and components, teacher can create a positive and supportive learning environment.

Don Elger's theory of Performance (2007)

This theory was propounded by Elger (2007). The theory states that "performance develops and relates concepts to form a framework that was used to explain results as well as improvements". According to Elger, to perform is to produce valued results. He said further that developing performance is a journey, and level of performance describes location in the journey. Theory of performance informs learning in contexts that are not traditionally conceptualized as learning environments. Examples of these contexts include academic advising, self-developments, departments, academic committees, professional research groups, colleges. The Theory of Performance develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. A performer can be an individual or a group of people engaging in a collaborative effort. Current level of performance depends holistically on 6 components: context, level of knowledge, level of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mind set, immersion in an enriching environment, and engagement in reflective practice.

This theory exactly connects the present investigation since the present study embraces the influence of home background on academic achievement of students. The performer is not only the students or the school but the home must be part of the performer in the academic achievement of the students. Since performance is a journey, the home is where the journey begins and for good performance the students' needs to be helped on this journey. As the academic department and home improves its level of performance to help the students they are able to produce more effective students learning, more effective research, and a more effective culture that lead to the desirable academic achievement of the students.

Methodology

The descriptive survey research design was employed for the study. According to Tanmy (2018), descriptive survey research design are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. The population of the study is 24,771 SSII students' from the 77 public senior secondary schools in Abuja. SSII students were selected because their availability as at the time of conducting this research. SSI are newly admitted and SSIII are preparing for their exit examination. (statistics from FCT Secondary school board 2023/2024). A sample of 377 students' was selected for the study using Krejcie and Morgan (1970) table of determining sample size. Cluster sampling techniques was used to draw the sample for the study. During the process, each area council of the FCT were treated as cluster, using simple random sampling. The six areas council were drawn by balloting with replacement. Again using simple random sampling three schools each were selected from the six area council. A (cluster) totaling twelve schools and students (respondents) were selected from schools also using simple random sampling. In all 12 schools and 377 students were selected for the study.

The researcher used two instruments in collecting data from the respondents. The first instrument for this study was a self-developed questionnaire title; Disruptive Behaviour Scale (DBS). Basically, the questionnaire has section A-D. Section A, covers 5 items on disrespectful language, while section B, takes care of items 6-10 on incivility and section C deals with items 11-15 on aggressive behavior. The second instrument is the Mock examination scores of SS2 in

Mathematics and English Language which are the core subjects for both science and arts students used for the study to measure their academic achievement. To ensure the validity of the instrument, they were given to two experts in the Department of Educational Foundations, Educational Psychology Unit and STME Department in the Faculty of Education, Nasarawa State University, Keffi for validity. The experts subjected the instruments to critical appraisal for face construct and content validity which gave 0.71 as rated by the experts.

A reliability study was conducted on 30 respondents from schools within the study area that will no longer participate in the main study. Questionnaires were administered once to a group of respondents. The reliability of the questionnaire was determined using Cronbach's Alpha Coefficient to determine the internal consistency. It yielded a reliability coefficient of 0.84. Denga (2013), stated that a reliability coefficient of 0.84 and above is strong enough to be used for a study. The study analyzed the collected data using mean and standard deviation for the research questions while the t-test was used to test the hypotheses at 0.05 level of significance using statistical package for social sciences SPSS, version 23.

Results

Data collected were presented, analyzed, interpreted and discussed here. Mean and standard deviation were used to answer and analyze research questions. Any mean value below 3.00 is considered low while those above it were considered high. The hypotheses were however tested at 0.05 level of significance using t-test obtained from statistical package for social science (SPSS) application with the significance level. For hypotheses whose p-values were found to be less than 0.05, they were rejected while for those greater than 0.05 they were accepted.

Data Presentation

Research question 1: what is the Influence of classroom settings on Academic Achievement of Secondary School Students?

Table 1: Influence of Classroom Settings on Academic Achievement of Secondary School Students

	Influence of Classroom Settings on Academic Achievement of Secondary School Students	AL	OT	ST	RY	Mean	StdDev
1	I stick gum on the seats	282	58	33	4	3.64	0.69
2	I like to change. chairs in the class to where I want to seat	75	48			2.49	0.83
3	I believe if I seat with my friend, I read harder	164	184	22	7	3.34	0.67
4	My class teachers usually change our seats for us to concentrate	208	62	35	12	3.55	0.79
5	I pay attention to my teachers rule of seating arrangement even after the teacher leaves the class	82	82	199	14	2.62	0.87
6	I like playing with my peers in the classroom during break	294	66	17	0	3.82	0.47
7	I like asking my friends questions when writing test and exams	60	68	247	2	2.54	0.78
	Average mean					3.13	0.77

Table 1 indicates the influence of classroom settings on academic achievement of Secondary School Students. Results show that the mean average of items 1 to 7 is given as 3.13. This value is above the minimum acceptance value of 3.00 for a four-point rating scale. Hence, classroom management has a high influence on academic achievement of Secondary School Students

Table 2: Influence of Classroom Seating arrangement on Academic Achievement of Secondary School Students

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	Influence of Classroom Seating arrangement on Academic Achievement of Secondary School Students					Mean	StdDev
8	Back seaters always make noise that disrupt the classroom even when teachers are around	282	58	33	4	3.64	0.69
9	I always close the window by my side so that I can play with my friends in the class when lesson is going on	75	43	251	8	2.49	0.83
10	I often find it difficult to agree with what other students say especially how we seat in the class	164	184	22	7	3.34	0.67
11	I always make other students feel comfortable when I am around them in the classroom	208	62	35	12	3.55	0.79
12	I usually seat with only my friends in the classroom	82	82	199	14	2.62	0.87
13	I take refreshments in the class without permission	93	42	240	2	2.60	0.86
14	I can drop my point of arguments even if I am right in the classroom	39	72	262	4	2.39	0.68
15	We use to play with papers inside the class even if lesson is going on	79	121	177	0	2.74	0.78
	Average mean					3.13	0.77

Table 2 indicates the influence of classroom seating arrangement on academic achievement of Secondary School Students. Results show that the mean average of items 8 to 15 is given as 3.13. This value is above the minimum acceptance value of 3.00 for a four-point rating scale. Hence, classroom management has a high influence on academic achievement of Secondary School Students.

Test of Hypotheses

HO[1] There is no significant influence of classroom settings on academic achievement of secondary school students in Federal Capital Territory, Abuja

Table 3: t-test statistic showing Influence of classroom settings on Academic Achievement of secondary school students.

S/N	Variables	N	Mean	StdDev	Df	t-cal	p-value	Decision	Conclusion
1	Classroom management	377	3.13	0.77	376	19.42	0.000	Reject H_0	Significant
2	Academic Achievement	377	64.12	8.01					

Table 3 above shows the t-test statistics on the influence of classroom setting on academic achievement of secondary school students in Federal Capital Territory Abuja. The result reveals that the calculated value of t-test was 19.42. the p-value of 0.000 was less than 0.05 level of

significance. Since the p-value is less than 0.05 (**p<0.05**), hypothesis 1 is therefore rejected indicating there is a significant influence of classroom settings on academic achievement of secondary school students in Federal Capital Territory Abuja.

HO^2 There is no significant influence of classroom seating arrangement on academic achievement of secondary school students in Federal Capital Territory, Abuja

Table 4:t-test statistic showing Influence of Classroom Seating Arrangement on Academic Achievement of Secondary School Students

S/N	Variables	N	Mean	StdDev	Df	t-cal	p-value	Decision	Conclusion
1	Aggressive behaviour	377	3.26	0.63	376	25.11	0.041	Reject H_0	Significant
2	Academic Achievement	377	64.12	8.01					

Table 4. above shows the t-test statistics on the influence of classroom seating arrangement on academic achievement of secondary school students in Federal Capital Territory Abuja. The result reveals that the calculated value of t-test was 25.11. the p-value of 0.041 was less than 0.05 level of significance. Since the p-value is less than 0.05 (**p<0.05**), hypothesis 3 is therefore rejected indicating there is a significant influence of classroom setting arrangement on academic achievement of secondary school students in Federal Capital Territory Abuja.

Discussion of Findings

Finding on hypothesis one and two shows that there is a significant influence of classroom management   on academic achievement of secondary school students in Federal Capital Territory Abuja. Findings of study is in line with the study of George, Oladeni and Adam (2017), which examined "Effective Classroom Management and Students' Academic Performance in Secondary Schools in Uyo Local Government Area of AkwaIbom State." The study established significant   relationship between effective classroom management and students' academic performance in secondary schools in Uyo Local Government Area of AkwaIbom State. Furthermore, findings from the study of Titus and Adu (2017), which conducted a research on "Teachers' Classroom Management Proficiency as a Correlate of Students' Academic Performance in Social Studies in secondary school in junior secondary schools in Lagos state showed there was a significant relationship between teachers' classroom management proficiency and students' academic achievement.

Therefore,
1. There is a significant influence of classroom settings on the academic achievement   of senior secondary school students in the FCT, Abuja.
2. There is a significance of classroom seating arrangement on academic achievement of senior secondary school students in FCT, Abuja.

Conclusion

The study concluded that, classroom management provides oversight on all matters involved in the implementation of the policy and the achievement of goals.

Recommendations

1. Workshops and seminars should be organized by the Ministry of Education in order to educate classroom teachers on the need to pay more attention on classroom settings strategies that will help improve students' learning outcomes.
2. Effort should be made by authorities to educate teachers on the need to pay more attention on seating arrangement of students to avoid distractions and disturbance.

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Effect of Conscious Parenting Style on Discipline and Competency among Pre Primary School Pupils of Kumbotso Local Government Education Authority, Kano State Nigeria

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Abstract

This study investigated the effect of Conscious parenting style on discipline and competency among Pre Primary School Pupils in Kumbotso Local Government Education Authority, Kano State Nigeria. Objectives of the study are to find out the extent to parent apply conscious parenting style to instil discipline among the pupils in kumbotso local education authority Kano, to determine the extent of which parent apply conscious parenting style to foster competency in early childhood education pupils of Kumbotso Local Education Authority, Kano State. Two research questions were generated based on the above objectives. The study adopted descriptive survey research design. Population of the study comprised of five hundred and eighty-four parents of the children from the area of investigation. A sample size of two hundreds and seventeen respondents was used as advised by Research Advisors' table for sample size (2006). Researcher made questionnaire titled Questionnaire for Assessment of Conscious Parenting style (QACPS) was used for data collection. Reliability of internal consistency for the instrument of .76 was obtained via Cronbachs'Alpha. Descriptive statistic in a form of means and standard deviation was use to analyse the research questions. Findings from the study revealed that parents are not adequately applying Conscious parenting style to instil discipline among pre-primary school Pupils in Kumbotso Local Government Education Authority (mean average 1.75 against the bench mark 2.50). The finding also discovered that parents are not adequately applying Conscious Parenting style to foster competency among pre-primary school Pupils in Kumbotso Local Government Education Authority Kano State Nigeria. The study concluded that parental application of Conscious parenting style to instil discipline and competency in Pre Primary Pupils of Kombotso Local Education Authority is not adequate. Finally, the study recommended that parent shall be made aware about the benefit of Conscious parenting style during Parent Teachers Association meetings, psychologists were also advised to engage in writing on modern parenting style.

Keywords: **Conscious Parenting style, Discipline, Competency, Pre- Primary**

Introduction

Instilling disciplines and competency are the most important roles expected from the parent on their course of providing training to their children for positive upbringing, its indeed believe that lack of proper discipline leads to undesirable behaviour among the children. Looking at the Nigerian national policy on education revised (2024) revealed that without discipline and competency the following of aims and objectives of education cannot be achieved; these aims and objectives are the inculcation of the right type of values for the survival of individual and Nigerian society, the acquisition of appropriate skills abilities and competences for both mental and physical as equipment for the individual to live in and contribute to the development of his society, thus it is obvious that achievements of the above can only be attained through discipline and competency

which has to start from the early childhood training, normally offered by the parent through different approaches. Or what psychologists refer to as parenting styles.

The word discipline comes from the Latin word "diciplina" which means training or educating individual to be modest and have sense of spirituality and character development building. Hasibuan, (2003) described discipline as the awareness and willingness of individuals to obey all rules and norms, while Tulus (2004) argued that discipline is training , especially training of the mind and attitude to be able to control his/her self m carry out customs to comply with rules so that it can become a control and an indicator related to task performance.

Discipline is method of training the mind, body, or behaviour, and it makes people do what his expected of them, we are disciplined when we have self-control. Hassan and Lawan (2020) opines that discipline is the ability to control one's feelings and overcomes one's weaknesses, the ability to pursue what one think is right despite temptation to abandon it.

Chloe (2018) identified some attributes of discipline which are

a. A discipline person must have self-control
b. A discipline person must have respect for the legitimate authority
c. A discipline person must exercise moderation in his dealing
d. A discipline we person must be modest
e. A discipline person must respect the rules and regulation of the stat.
f. A disciplined person must be content with he /she has. Thus, discipline according to Gitome, Katola a& Solman (2013) means more than adhering to rules and regulations but entails individual ability to discern what is wrong or write. This stand is very important considering the fact that discipline has unquestionable bearing in the overall development of individual from childhood to his /her adult life.

Discipline starts at home and is further nurtured at school with help of the teachers. According to Kwebaerlin, Enida,Dhianna and Genesis (2023) parents are responsible for disciplining their children by teaching them right or wrong, obeying rules and regulations, and having Good manner and proper conduct. Lansford (2019) highlighted that parents use discipline either reactively to respond to misbehaviour that has already occurred or proactively to prevent misbehaviour from occurring in the future. Children often engaged in various things and are eager to feed their curiosity and this in many incidences leads them to indiscipline. The First idea that the child must acquire, in order to be actively discipline, is that of the difference between Good and evil, and the task of the parents and teachers lies in seeing that the child does not confound goods with immorality.

Competency is a highly valued possession that account accounts for effective use of one's skills and knowledge in a specific complex context. It denotes the ability to do something or ability to perform a task. Olson and Bolton (2022) indicated that competence refers to an individual characteristic includes the technical knowledge and skills performance, as well as the competence of an individual. Catherine, Nursing, Otto and Cepi (2015) defined competence as a set of knowledge, skills, and attitude that must be owned, lived, ruled and embodied by an individual in executing task without leaving aspect of the personality and social skills capability in carrying out duties. While highlighting the importance of competency in the life of individual Dessler (1997) maintained that competency has several benefits to the education and training namely: (1) helping the individual tone able to make decisions and solve problems better (2) internalization of task and

responsibility, (3) enhance the confidence and self -development (4) helps to reduce fear in the face of new task.

Parenting is the act of accomplishing the role of the parent in nurturance and protection of the child by a natural or substitute patent. Part of the responsibilities are to nurture, love and contribute to the development of the child and create a united positive relationship with the members of the family and outside world in general. The cardinal purpose of parenting as underscores by Ruchele (2020) is to raise functional adults who can take care of themselves and make positive contribution to the society, other purposes include to build strong ethical values that might inculcate understanding the significance of ethics, norms and values in every aspect of child's life, enhancement of positive self -care through inculcating in the mind of the child proper management and coping mechanisms for dealing with the difficulties in life. These can mitigate a lot of life crisis such as trauma, abuse, death or accident during childhood which a good number of children experiences during the childhood life.

Parenting styles refers to the strategies and methods that parents use to raise train or discipline their ward so that they grow with requisite moral behaviour that is intendem with societal norms and values. parenting is one of the most challenging roles nurtures undertake in their lifetimes. Diana Baumrind is widely reckoned as the pioneer of general parenting styles and controls. - The authoritarian, authoritative and the permissive. Cherry (2015) points out that the psychologist Diana Baumrind during the early 1960s conducted a study via naturalistic observation and parenting interview the study revealed four important dimensions of parenting including expectations of adulthood and control, communication styles, nurturance and warmth and disciplinary strategies. Darling (1999) as cited by Sami'ullah (2016) postulates that there are four patenting styles including the indulgent, authoritative, authoritarian and uninvolved. This categorization is in accordance with their lowness or highnesses on parental responsiveness and demanding behaviour.

Conscious parenting style is under the umbrella of indulgent or what others called involving parenting in which parent participate and engage them self in monitoring the child activities. it came into being due to out-growing interest in alternative approaches to traditional parenting styles. Anna, (2024). It is a parenting style based on the bestselling book-The conscious Parents: Transforming, empowering our children by Shefali Tsabary (2010). Conscious parenting rests on three important principles which are

a. Parenting Awareness
b. Parenting Presence
c. Emotional Regulation

In line with above parent are encouraged to manage their reaction, feelings, thought and behaviour, they are expected to become aware of their own triggers and pattern through which they react to the behaviour of their children, in essence conscious parenting is based on managing the parent's emotional intelligence in dealing with the children. Conscious parenting style seeks to cultivate a deep connection ad mutual respect between parent and child, fostering an environment where the child feels safe, heard, and valued. It emphasised positive discipline, active listening, cooperation and emotional intelligence in children, it focuses on understanding and meeting the needs of the child while maintaining firm but gentle boundaries, with emphasise on parental mindfulness, self-awareness and self-reflection to the parenting journey the cardinal goals of nurturing according to

Siegel &Hartzel (2005) are strong, trusting and respectful relationship between parent and children. Katherine (2022) maintained that conscious parenting takes awareness, not only of your child, but of yourself. When we train ourselves to become aware of why we do things or react in a certain way, we can interrupt our patterns and choose a different response. We become better parent. And our children grow up to be better adults. Kathrine Against this assertion outlined five principles of conscious parenting styles as follows:

a. See your kids as who they are: Human being -parents often forget that their kids have their own preferences and boundaries which might conflicts with the parents' ways of doing things parent should therefore try to understand this by trying to help children to grow and develop into the unique individual as they are.

b. Listen with love: Parent should try to develop listening culture and skills

c. While their children re talking to them, parents need to know that they learn a lot or if they pause and listen instead.

d. Explain your reasoning: Often, even the older children, not understand the guidelines and boundaries you set for them at first, take time to explain why they cannot watch Tv at a particular time or pouring a milk on the Dad laptop.

e. Be flexible: Your parenting styles. Should adjust to the unique needs of your child no other way around; understand that what works for one child will not necessarily. Work for another.

An insight into the above principles will really show us how important and efficient will consciously parenting style be in the instilling discipline and competency in the the children, bearing in mind that its high time to stop trying or making efforts to raise a clone of ourselves as parent by manage our emotion and understand that these children have preferences and boundaries which can make them better individual in the unique ways.

There are numeral studies that are carried out within and outside Nigeria on parenting style in relation to instilling discipline, competency and other aspects of child development. In a study conducted by Samiullah (2016) on influence of parenting style on children's behaviour, where data was collected via in depth interview schedule with two mothers of children with delinquents' behaviour through qualitative research design, it was revealed that parent who makes themselves presence (one of the principles of conscious parenting do have more time with their children which normally leads to or reduce the probability of developing delinquent behaviour. In another meta-analysis research in Cyprus by Farzan, Yagmur and Cise (2018) on empirical analysis on parenting styles It was reported that children of authoritarian parents that's parent that are not using conscious parenting style generally fends to display range of emotion or become emotionally in flexible because they are given few opportunities to express their thought and feelings at home. A study conducted in Cross Rivers by Kingsley, Mbua and Anokye (2018) on parenting styles and indiscipline behaviour on 7815 junior secondary school out of which 500 sampled who completed a questionnaire reported that indiscipline is common among students from autocratic and lesser fair parenting style and not common among the children from conscious parenting family this study employed an ex – post facto research design and the data was analysed via Anova. Another investigation carried out by Adeyeme,(2015) titled parenting styles and socio-emotional competence of pre school children in Abuja ,Nigeria the sample of the study was 100 parents of children from five schools in Abuja and 25 children of ages between 4 to 5 questionnaire was used to collect data from the sample where linear regression model was used to analyse socio -emotional

competence, the result revealed that the predominantly used parenting styles are the authoritative followed by authoritarian and permissive ; thus Conscious parenting is rarely employed the study also revealed that parenting style has significant relationship with socio emotional competence. Fakaye (2014) carried out a research on parenting style and primary school Pupils' Reading achievements in south western Nigeria, an ex post facto research design was deployed on 2400 population randomly selected from public primary schools out of which 1120 were Boys and 1280 girls, two instruments were used to collect data and the findings of the study revealed the most applied parenting style by parents are Authoritative, followed by uninvolved, permissive and authoritarians.

Statement of the problem

The study is set out to investigate the effect of Conscious Parenting style on discipline and competency among pre-primary school pupils in Kano Kumbotso Local education zone kano state Nigeria. Discipline and competency remain very important in determining the overall development of an individual, for this to be achieved the role of parent and their styles in instilling discipline and competency among the children need not be over emphasised. From the researchers' observation and some information obtained from literature the researcher discovered that most of the indiscipline and in competent behaviours displayed by pupils in the society are due to in effective poor parenting style which can leads to delinquent behaviour and in ability to of the pupils to stand on their own in life while faced with tasks. This study opines that conscious parenting style can help in instilling disciplines and competency among the pre-primary pupils.

The researcher observed that the literature on parenting style is mainly on the traditional parenting styles such as the Autocratic, the permissive and the Authoritarian, thus little attention had been accorded to the modern parenting style such gentle parenting and Conscious parenting style. In terms of application of parenting styles by the parent the researcher also inferred from previous studies and observations that must of the parent in the area under study do not practice the conscious parenting style in nurturing their ward, likely due to lack of knowledge about the conscious parenting style and its effectiveness in instilling disciplines and competency in children, hence the gap to fill by this study as it will increase the literature of parenting style

Objectives of the study
The study is set out to achieve the following objectives
3. To find out the extent to patent apply conscious parenting style to instil discipline among the pupils in kumbotso local education authority Kano.
4. To determine the extent to which parent apply conscious parenting style to foster competency in early childhood education pupils of Kumbotso Local Education Authority, Kano State.

Research Questions
In line with the above objectives the underlisted research questions were developed to guide the study:
3. To what extent does the parents apply conscious parenting style to instil discipline in early childhood Education Pupils in Kumbotso Local Education Authority?

4. To what extent do the parents apply conscious parenting style to foster competency in early childhood Education Pupils in Kumbotso Local Education Authority?

Methodology

The research design employed for this study is a descriptive survey, and the population of the study comprised of parent of the pupils who are ECCE11 in the public primary schools of Kano Municipal local government education authority, Kano state Nigeria. Whose number was 586.From this population a stratified random sampling technique was applied, and a total of 217 males and female parents were obtained in accordance with the research Advisor (2006) sample size table.

The Instrument used for data collection was a researcher developed questionnaires named as questionnaire for Assessment of Conscious parenting style (QACPS), which was developed with questions called items that follows a fixed scheme in order to collect data from individual. The scale was scored on a five Likert scale, weighted with numerical values as Strongly Agreed =5, Agreed =4, Undecided=3, Disagreed =2 and Strongly Disagreed=1. Weight values obtained from the chosen items by the respondents represents the individuals' total scores for the content validity of the instrument, it was was established by experts from in psychology and test and easurement from Yusuf Maitama Sule university Kano and federal College of Education Kano respectively, while the reliability index was obtained via Cronbach Alpha at 0.76. The data collected from the respondents was analysed through descriptive statistics of means and standard deviation.

Results

The research questions formulated were answered as follows, using means and standard deviation

Research Question One:
To what extent do the parents apply Conscious patenting style to instil discipline in early childhood Education Pupils in Kumbotso Local Education Authority?

Table 1: Application of Conscious Parenting Style to instil discipline in ECCE Pupils

S/N	Items.	N	Mean	SD.	Decision
1.	I take my child wishes into consideration Before I ask him to do something	217	1.64	0.80	not adequate
2.	I encourage my child to talk freely (speak his mid Even if he disagrees with me.	217	1.34	0.73	not adequate
3.	I have a warm and intimate time with my child	217	1.84	1.03	not adequate
4.	I punish my child by withdrawing emotional	217	1.59	0.03	not adequate

S/N.		N.	Mean	SD	Decision
	Expressions like kisses and cuddles				
5.	I suppress my anger when my child misbehaves	217	1.39	0.69	not adequate
6.	I remind my child that I'm his parent he should Obey me.	217	0.36	0.78	Adequate mean less than 2.5
7.	I consider my child's preferences while taking Decisions.	217	1.38	0.75	Not adequate
	Mean average	217	2.01	-	Not adequate Apply

Source: Field work 2024

From the above table it is shown that the average score is less than the established benCH ark of 2.50, that is 1.75. This shows that parent is not adequately applying Conscious Parenting to instil discipline in pupils of early childhood education of Kumbotso local Government education authority, Kano State Nigeria

Research Question Two:
To what extent do the parents apply conscious parenting style to foster competency in early childhood Education Pupils in Kumbotso Local Education Authority?
Table 2: Application of Conscious Parenting Style to foster Competency in ECCE Pupils

S/N.	Items.	N.	Mean.	SD	Decision
	I participate in solving my child problems	217	2.48	1.12	adequate
	I encourage my child to express confidence Develop self-caring and show responsibility.	217	1.61	0.89	Not adequate
	I guide my child to know the privacy if his body Is very important.	217	2.91	0.65	adequate
	I use to supervise my child while performing Basic skills.	217	2.31	101	Not adequate
	I guide my child not give personal information. To the people over the internet	217	1.45	0.85	Not adequate
	I encourage my child to take care of his belongings	217	1.70	0.87	Not adequate
	I advise my child to be independent in all activities	217	1.59	0.74	Not adequate
	Mean average	217	2.01	-	Not adequate

Source: Field work 2024
Table two above, provided data on the application of Conscious Parenting style to foster competency in Early Childhood Education Pupils of Kumbotso Local Government Education Authority Kano State Nigeria. It indicated that the average score is less than (2.50<2.01), depicting that Parent are not adequately applying Conscious parenting style to foster competency among the Early Childhood Pupils in Kumbotso Local Government Education Authority.

Discussions
The finding of the study with regards to research question one revealed that, Parent are not adequately applying Conscious parenting style to Foster competency among the Early Childhood Pupils in Kumbotso Local Government Education Authority Kano State Nigeria, this implies that level of instilling discipline will be very low among the early childhood Pupils in Kumbotso Local Government education authority considering the importance of Conscious parenting in this regards, this is in line with I meta-analysis research work conducted in Cyprus by Farzan, Yagmur and Cise (2018) on empirical analysis on parenting styles were it was reported that children of authoritarian parents that's parent that are not using conscious parenting style generally tends to display range of emotion or become emotionally in flexible because they are given few opportunities to express their thought and feelings at home.

A study conducted in Cross Rivers by Kingsley, Mbua and Anokye (2018) on parenting styles and indiscipline behaviour on 7815 junior secondary school out of which 500 sampled who completed a questionnaire reported that indiscipline is common among students from autocratic and lesser fair parenting style and not common among the children from conscious parenting family this study employed an ex – post facto research design and the data was analysed via Analysis of variance. Thus, the study buttressed that many parent go for autocratic and authoritarian parenting style rather than Conscious parenting style.

The second findings revealed that parent are not applying conscious parenting styles to foster competency among the Early Childhood Education Pupils in Kumbotso Local Government Education Authority Kano State Nigeria. This position ragreed with the study conducted by Adeyeme, (2015) revealed that the predominantly used parenting styles in the area of study are the authoritative followed by authoritarian and permissive; thus Conscious parenting is rarely employed, the study also revealed that parenting style has significant relationship with socio emotional competence. Another Study that lend support to the findings of this study was by Fakaye (2014) who carried out a research on parenting style and primary school Pupils' Reading achievements in south western Nigeria, an ex post facto research design was deployed on 2400 population randomly selected from public primary schools out of which 1120 were Boys and 1280 girls , two instruments were used to collect data and the findings of the study revealed the most applied parenting style by parents in the study area are Authoritative (mean 24.25) followed by uninvolved (mean 22.13), permissive(mean 11.58) and authoritarian (mean 16.49).

Conclusion
Based on the findings from the study, it is concluded that parent are not applying Conscious parenting style to instil discipline in Early Childhood Education in Pupils of Kumbotso Local Government Education Authority, Kano State Nigeria. The study also concluded that parent are

not applying Conscious parenting style to Foster competency in Early Childhood Education Pupils of Kumbotso Local Government Education Authority, Kano State, Nigeria.

Recommendations

3. In line with findings from the study, the study recommends that parent should be sensitised and educated on the needs to apply and make use of Conscious parenting style due to its numeral benefit. This can be achieved through or during Parent teachers' association meeting PTA.
4. Psychologists in Nigeria should put more write ups on modern parenting style such as Conscious parenting as against the huge concentrations of writings in the traditional parenting styles which dominated the literature in the area of parenting in Nigeria thereby making literature on the modern parenting style very scarce and inadequate.

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Achievement Motivation as Correlates of Academic Achievement Among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbotso, Zaria Road Kano State

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Abstract

This paper investigated the correlation between achievement motivation and Academic Achievement among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbotso, Kano State. The objective was to establish the achievement motivation as correlates of academic achievement among early childhood education student-teachers of Sa'adatu Rimi College of education Kano. Correlational design was adopted and the study that has a population of 61Early Childhood Education Student-Teacher. Achievement motivation scale (AMS) with validity coefficient of 0.79 obtained from three expert results and a reliability coefficient of 0.76 obtained using test re-test method. N.C.E II Cumulative Grade Point Average (C.G.P.A.) of the subjects was considered as their academic achievement. The data collected was analyzed using frequency distribution count and Pearson Product Moment Correlation (PPMC). The findings of the study reveals a higher level of achievement motivation with a score of 3.84 (Mean $\bar{x}$ = 2.8138 **SD** = .33632); Also, significant correlation has been found between achievement motivation and students' academic achievement of Early childhood education Department in Sa'adatu Rimi College of Education Kumbotso, Kano (P= 0.000);There is also positive significant interactive influence of achievement motivation on students' academic achievement, which is high significant for higher achievement in Sa'adatu Rimi College of Education. The study concludes that achievement motivation is one the most appropriate strategies and techniques to be used in enhancing the Academic Achievement of the student-teachers in their early childhood education courses in Sa'adatu Rimi College of Education Kano. It was recommended that methodology for teaching ECE students should inculcate achievement motivation.
Keywords: achievement motivation, Academic Achievement, Early Childhood Education.

Introduction

The rapid development of the contemporary world is challenging the early adulthood students-teachers to face the wave of globalization. Thus, the ability to control the motives has become important for not carried away by the flow of negative and evil elements. A high achievement motivation helps to maintain a state of harmony in oneself and finally be more self

confidence in dealing with the challenges of living and learning in educational institutions. Achievement motivation is a cross-section of interrelated achievement and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands and pressures (Bar-On, 2006). It is that part of the human spirit which motivates us to perform, which gives us energy to demonstrate behaviors such as intentionality, persistence, creativity, impulse control, social deftness, compassion, intuition and integrity (Kapp, 2002). High achievement motivation can contribute to a student in the learning process (Svetlana, 2007). Students with low achievement motivation may find failure more difficult to deal with, which undermines their academic achievement (Drago, 2004).

Education concerns itself with the imparting of knowledge in people. It is an important requirement for human life, it is as much necessary as food, cloth and shelter. For many years educators, professionals and the public alike have been focusing on the intellectual achievement of individuals. In the past, perceived cognitive potential, more than any other factor has been seen as a predictor of academic achievement. It has, however, been established that despite an individual having the intellectual potential to succeed at institutions of higher education, he/she may experience difficulty dealing with motivation issues, have poor relationships, and be ineffective in his/her decision making (Goleman,1995). These observations, among others, have led to the realization that individuals from changing populations may require more than intellectual abilities to exist and thrive academically. All students experience frustration and failure to achieve their goals. They depend on the strength of fortitude to control their negative thoughts and feelings. If they are able to control motives, they will achieve the academic goals as well (Dweck, 1996). Finnegan (1998) argued that school should help students learn the abilities underlying the achievement motivation. This belief could lead to achievement from formal education years of the child. Likewise, Abisamra (2000) reported that there is a positive relationship between achievement motivation and academic achievement. He therefore canvassed for inclusion of achievement motivation in the schools' curricula. Parker et al (2004) in their study found that highly successful students scored higher than the unsuccessful group on achievement motivation. In the same vein, Low and Nelson (2004) reported that achievement motivation skills are key factors in the academic achievement and test performance of high school and college students respectively. A study conducted by Rode et al (2007).

Bearing the foregoing in mind, there is need to produce highly professional and qualified teachers that can properly face the challenges of human resource manpower in inclusive classroom settings since it's only the expertise knowledge and skills of teaching and learning processes that can yield a fruitful outcome in such a venture. Thus, potentialities of teachers on training particularly Early Childhood Education students-teachers who seem to undergo a new course of study academically are very important to be investigated.

Understanding the Concept of Achievement and achievement motivation are an important segment and can give a wider insight about student's performance. Rayner and Devis (2018) see achievement as frame of reference deals with standards against which to judge one's own traits and accomplishment. Achievement is defined as the mastering of major concepts and principles, important facts and propositions, skills, strategic knowledge and integration of knowledge. Other scholars described an achievement as the extent to which an individual perform better in a task

that require the use of domain of learning, it encompasses student performance and ability, it is multidimensional, it is intricately related to human growth and cognitive, emotional, social and physical development, it reflect the whole child, it is not related to a single instance, but occur across time and levels, through a students' life in public school into post-secondary years and working life. This study looks at achievement as a school phenomenon, and is seen as the response on the part of the school graduates to initiates and execute work related to their fields of specialization it is on endeavor to satisfy institutional goals and objectives. General ability is that which lead to school achievement and capability to process information, to integrate experiences which result in appropriate and adaptive responses in new situation. For instances, verbal, numerical reasoning spatial relations, memory, and word fluency, constitute aspects of school achievement. The accomplishment of tasks presented in real life situation in relation to what has been learnt. For instances, ability to use knowledge acquire after instruction to solve novel problems, to reason, to compare, generalized and figure out answers anything the individual has been taught.

Achievement Motivation on the other hand is generally regarded as the drive to achieve targets and the process to maintain the drive. Motivation provides an important foundation to complete cognitive behaviour, such as planning, organization, decision-making, learning and assessments. Scholars defined achievement motivation in different perspectives. Fernández-Espínola & Almagro, (2019) viewed Atkinson perspective as the comparison of performances with others and against certain standard activities for worldwide, educational systems identify motivation as one of the factors that affect students' learning . Molleapaza, (2020) view it as an abstract concept that is used to explain a certain behaviour, and other scholars sees it to includes a process by which a behaviour is initiated and directed towards the achievement of a goal (Lugo et al., 2022), and has to do with activation of cognitive resources for learning with the drive to successfully perform tasks considered a challenge (Trujillo & Bermúdez, 2020). Further discloses that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. It was established that motivation predisposes students to learn, and this assertion coincides with Nieto-Márquez et al. (2021), who maintain that motivation generates an impact on metacognitive regulation and the achievement of academic achievement, Also Formento-Torres et al. (2023), found a relationship between motivation and achievement of students' learning and Ruíz (2020), identified that motivation positively predisposes the student, and established how motivational strategies favour students' achievement, through stimulating their interest, and allow for the development of a positive attitude towards learning and participation, which in turn generates significant learning. Rivera et al. (2020), also identified achievement motivation as the starting point for learning, which creates the impulse to act and makes learning possible. It is highly related to personal achievements.

Academic achievement on the other side is viewed as something you do or achieve at school, either in class, in a laboratory, library or fieldwork. An academic achievement, such as graduating 1st position in one's class, is sometimes a purely quantitative matter, while having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement. Others include being saddled as a head/chairman of a particular department at the school is both a professional and an academic achievement. Academic achievement is the educational goal that is achieved by a student, teacher or institution achieves over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from

an individual or institutions to another. Kingsley et al (2024) described academic achievement as the attainment of success of a student in his school work among his classmates. It shows that academic achievement deals with the ability of the students to study and remember fact and being able to communicate their knowledge orally or in written form even in an examination condition very well. This success could be actualized when the students' academic achievement are in positive condition to represent a psychologically healthy individual.

Many studies confirm the Influence of Achievement Motivation on Academic Achievement.
Chow and Young (2013) conducted a study to examine the relationship between motivation and achievement in combined science among students from eight government secondary school in Brunel Darussalam. 324 students (141 male and 183 female). Constitute the sample of the study. Used as instrument for data collection was science motivation questionnaire by Glyann, Taasoobshirazi and Brickman (2009). Pearson Product Moment Correlation (PPMC) and t-test were used to analyse the data. Result from the analysis demonstrated that there were significant positive associations between students' motivation and science achievement (Intrinsic motivation r = 0.35, Extrinsic motivation r = 0.23).

In another study conducted by Eymur and Geban (2011) on relationship between Motivation and Academic Achievement of Chemistry Education Teachers of Middle East Technical University. Sample of 48 male and 120 female (168) students was drawn. Used as instrument for data collection in the study was Turkish Version of Academic Motivation Scale (AMS) developed by Vallarand (1992). While participants Cumulative Grade Points Average (CGPA) was considered as academic achievement. The data was analysed by t-test, Analysis of Variance (ANOVA) and Pearson Product Moment Correlation (PPMC). Result from the PPMC computed showed a positive correlation between both intrinsic and extrinsic motivation and academic achievement of the participants (r = .362 and .367 respectively).

Similarly, Onete, Edet, Udey, and Ogbor (2012) conducted a study to explore the influence of Achievement Motivation (A.M.) on academic achievement among education students of Cross River University of Technology Nigeria. Ex-post factor design was adopted in conducting the study. A total of 750 out of 1352 students of the 2010/2011 academic session were randomly selected and participated in the study. The instrument used for data collection was Education Students Achievement Motivation Scale (ESAMS) was adopted from Cofer and Appley (1964). The data collected was analysed by Analysis of Variance (ANOVA). Result from the analysis as computed, showed that the calculated value (r = 0.86) is less than the critical value (3.00) which called for the acceptance of null hypothesis that states there is no sign influence of education Students' academic motivation levels and their academic achievements. Meaning that students' Achievement Motivation Levels had no significant influence on their academic achievement.
Also Ogundokun and Adeyemo (2010) conducted a study ……. It is revealed from the Pearson Product Moment Correlation (PPMC) computed that both intrinsic and extrinsic academic motivation of the participants positively correlates with their Academic Achievement (A.A) (r=.67 and .58 respectively).

Statement of the Problem

The trend of performance among Early Childhood Care and Education (ECCE) student-teachers in Sa'adatu Rimi College of Education Kumbotso Kano has been worrisome. The aims of introducing the course in particular in the National Certificate in Education (NCE) is to ensure effective curriculum implementation of all courses by focusing on students' academic achievement for successful teacher standard that exhibit their learned professional knowledge in their professional engagement. However, concern has been presented over the current Cumulative Grade Point Average (CGPA) of the student and which seems to affect their potential performance. For instance, out of 192 NCE I ECE student-teachers for 2022/2023 Academic Session, 159 representing 83% progressed to NCE II with CGPA below average (i.e. below 2.50). Equally 150 of the said students which represent 75% have courses to carry over. It is similar issues in NCE 2 where 183 out of 285 representing 64% scored less than 2.50 CGPA in the same academic year, (2023, NCE 1&2 CGPA).

The major issue of concern is that, the interventions implemented to address the problem stated above targeted the learning environment and teacher related factors. It was observed that emotional related factors are manifested in prior academic achievement of the students, hence, the predominant cognitive factor are taken in to account. This is an evident that in addition to cognitive ability of the learners there may be other student related factors that need to be considered in promoting their academic achievement particularly Emotional Intelligence. In view of that, this study intended to find out the extent to which Emotional Intelligence (E.I.) correlates with Academic Achievement (A.A.) among Early Childhood Care and Education (ECCE) student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria.

Objectives of the Study
1. To determine the levels of Achievement Motivation among Early Childhood Care and Education (ECCE) student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria.
2. To correlate between Achievement Motivation and Academic Achievement among Early Childhood Care and Education (ECCE) student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria.
3. To determine the Interactive Influence of Achievement Motivation on Academic Achievement among Early Childhood Education Student-Teachers Sa'adatu Rimi Colleges of Education Kumbotso Kano State, Nigeria.

Research Questions
1. What is the level of Achievement Motivation among Early Childhood Care and Education (ECCE) student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria?
2. Is there any significant correlation between Achievement Motivation and Academic Achievement among ECCE student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria?
3. Is there any Interactive Influence between Achievement Motivation and Academic Achievement among Early Childhood Education Student-Teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria?

Research Hypothesis
1. There is no significance difference in the mean score of Academic Achievement between Early Childhood Education Students-teachers with high and those with low levels of Achievement Motivation in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria.
2. There is no significance correlation between Achievement Motivation and Academic Achievement among Early Childhood Education Student-Teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria.
3. There is no significant interactive influence of Achievement Motivation on Academic Achievement among Early Childhood Education Student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano State, Nigeria.

Methodology
The study adopted descriptive and correlation designs in examining the correlation between Achievement Motivation and Academic Achievement. Data was collected from the same group of population, and the paired scores (data) were then correlated to indicate the degree of correlation between the variables of interest. The population of the study comprised of 61 N.C.E. II ECE student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano and all were used. The adopted data collection instruments used was; Achievement Motivation Scale (AMS) with reliability indices of 0.87. The Achievement Motivation scale has 20 items (represented all the constructs of Achievement Motivation). The standardized instrument titled Achievement Motivation was adopted for the study and have the validity coefficient of 0.76 as reported by Furheng (2000). The instrument Achievement Motivation Scale had demonstrated high internal consistency with Crouchba's alpha coefficient at 0.87 .

Results
The Findings of the Study is as follows:
- **Answers to Research Questions**

Responses used to answer the research questions were analysed in Tables 1 to 3 In the process of analysis, the opinion of male and female students was classified into two groups that served as a characteristic of this study. The answers are shown as follows:
  ➢ Research Question One: What are the levels of Achievement Motivation among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbotso Kano?

To answer this research question, students' result was used and the summary of the scores is presented in Table 1.

Table 1: Mean and standard deviation on difference of the levels of Achievement Motivation among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbotso Kano.
(Descriptive Statistics)

Achievement Motivation Score of Early Childhood Education Students-Teachers	Lower N Levels of	Higher Levels	$\bar{x}$	SD	Mean Difference

of Sa'adatu Rimi College of Education Kano	A. M.	of A.M.				
Valid N (list wise)	2.00	3.84	61	2.8138	.33632	0.20

Table 1; reveals that the students who have lower levels of Achievement Motivation scores of 2.00 with mean scores of 2.8138 and standard deviation of .33632 ($\bar{x}$ = 2.8138; SD = .33632) and the students who have higher levels of Achievement Motivation scores of 3.84 with mean score of 2.8138 and the standard deviation of .33632 ($\bar{x}$ = 2.8138; SD = .33632). The result gave a mean difference of 0.20, which indicates that majority of the respondents has higher level of Achievement Motivation in the Department of Early Childhood Education of Sa'adatu Rimi College of Education Kumbotso, Kano.

➤ Research Question Two: Is there any correlation between Achievement Motivation and Academic Achievement among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbtso Kano?

To answer this research question, students result was used and the summary of the scores is presented in Table 2;

Table 2: Correlation between Achievement Motivation and Academic Achievement among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbtso Kano:

Variables of the study		Achievement Motivation	Academic Achievement
Achievement Motivation	Pearson Correlation	1	.147
	Sig. (2-tailed)		.000
	N	61	61
Academic Achievement	Pearson Correlation	.147	1
	Sig. (2-tailed)	.000	
	N	61	61

Source: (Field survey, 2024)

Table 2 reveals the sig value for achievement motivation scores as 0.00 (2-tailed) and sig value of academic achievement correlation scores of 0.00 (2-tailed). Therefore, since the sig value 0.000 which was less than the academic achievement correlation scores 0.05, it indicates a positive significant correlation between Achievement Motivation and students' academic achievement.

➤ Research Question Three (3): Is there any Interactive Influence between Achievement Motivation and Academic Achievement among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kumbotso, Kano?

To answer this research question, students result was used and the summary of the scores is presented in Table 3 below:

Table 3: Summary of Regression Analysis on the Interactive Influence of Achievement Motivation on Academic Achievement among Early Childhood Education Student-Teachers of Sa'adatu Rimi College of Education Kano.

Summary Model	R	Std. Error	R²	Adjusted R	Sig.
Achievement Motivation	.147 a	.81903	.039	.0508	
Academic Achievement					0.000

Source: Field survey 2024 P>0.05

The regression analysis on Table 3 was to determine the interactive influence of achievement motivation on academic achievement among early childhood education student-teachers in Sa'adatu Rimi College of Education Kano. The result revealed that R^1-value was 0.147[a] with R^2-value of 0.39 and Adjusted-R of 0.508 with a p-value of 0.000. The result indicated that there was positive interactive influence between achievement motivation and students' academic achievement of early childhood education department with a variance of 39% (r^2 0.39 x 100). This means that for each single increase on influence of achievement motivation, there was an increase of students' academic achievement. Hence, the observed p = 0.000 was less than the alpha value (0.05) indicating a significant positive interactive influence of achievement motivation on students' academic achievement. This implies that there is positive interactive influence of achievement motivation on students' academic achievement in early childhood education department.

Summary of Findings
The study established that:
1. Majority of Student-teachers in the Department of Early Childhood Education Sa'adatu Rimi College of Education Kumbotso, Kano has a higher level of achievement motivation with a score of 3.84 (Mean $\bar{x}$ = 2.8138 SD = .33632).
2. There is significant correlations between achievement motivation on students' academic achievement among Early childhood education student-teachers in Sa'adatu Rimi College of Education Kumbotso, Kano (P= 0.000).
3. There is significant positive interactive influence of achievement motivation on students' academic achievement, which is significantly better for higher achievement in Sa'adatu Rimi College of Education.

Discussion of Findings
The findings of the research showed that Majority of Student-teachers in the Department of Early Childhood Education Sa'adatu Rimi College of Education Kumbotso, Kano has a higher level of achievement motivation with a score of 3.84 (Mean $\bar{x}$ = 2.8138 SD = .33632). The findings are consistent with that of MacCann et al (2020), tThe results suggest that better educational outcomes might be achieved by targeting skills relating to achievement motivation and problem-focused coping between the students. Svetlana (2007) suggests the need to incorporate achievement motivation training into secondary education curricula, due to a significant relationship between achievement motivation and academic achievement. From this point of view,

the lecturers of early childhood education department and other departments need to adopt various effective teaching methods and procedures using achievement motivation in their teaching in order to make teaching more effective and enjoyable to the students.

Conclusion

Based on the findings discussed above, this study concludes that achievement motivation is one of the most appropriate strategies and techniques to be used in enhancing the Academic Achievement of the student-teachers in their early childhood education courses in Sa'adatu Rimi College of Education Kano. The students who were taught using achievement motivation strategy can earn good grades which enabled them to have admission into university for further studies.

Recommendations

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

1. The methodology should inculcate Achievement Motivation strategies in teaching early childhood education courses in Sa'adatu Rimi College of education to improve student's academic achievement.
2. The lecturers of early childhood education department and other departments need to adopt various effective teaching methods and procedures using achievement motivation in their teaching in order to make teaching more effective and enjoyable to the students.

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