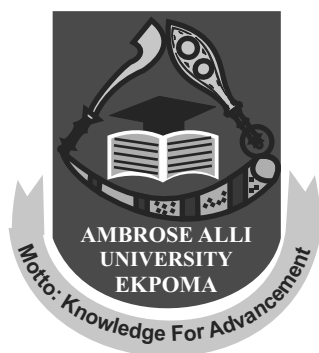# NIGERIAN JOURNAL OF COUNSELLING AND HUMAN DEVELOPMENT
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EDITORIAL

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Editor-in-Chief

CONTENTS

SCHOOL FACILITIES AS CORRELATES OF MOTIVATION ON ACADEMIC PERFORMANCE OF STUDENTS IN ETSAKO WEST LOCAL GOVERNMENT AREA, EDO STATE, NIGERIA

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Abstract
This study investigated schools facilities as correlate of motivation on academic performance of students in Etsako west local government area, Edo state, Nigeria.
A total of three hundred and forty six (346) which is 10% respondents (students) randomly drawn participated in the study. One null hypothesis was formulated for the study. The result revealed a significant difference in the hypothesis which states that there is no significant difference between performance of students from well-equipped private and public schools. The instrument used for the collection of data was a questionnaire and t-test values of the variables were 67.36 and 63.73 respectively. Thus, the results were found to be statistically significant at 0.05 level of significance. From the result of the findings, appropriate recommendations were made. Both the government and individuals should provide adequate school facilities for conducive learning environment

Introduction

It was bacon (1852), the father of modern science who said "knowledge is power, through it man exercises dominion over nature." This popular maxim is one that has education that is aimed at the holistic development of the individuals as its bases.

One of the irremediable distinguishing characteristics as regards the nature of man is the utilization of the faculty of reasoning, and it is the exploration of nature especially as it relates to his existence. Spurred with the wonders of the universe, man tirelessly seeks the better understanding of life so as to live a more comfortable life predicated on

knowledge. Little wonder, then, Socrates in Farrington (1964) said that knowledge is the necessary condition for a rational hedonism that enables a man to calculate in terms of goods and bad alongside with their consequences.

And for him, self-knowledge is the edifice for any subsequent knowledge in human existence. Hence he said, "Man knows thyself". Sequel to this, man comes to a better awareness of his ability with view to contributing to the evolvement of a sane and moral society.

Education affords the aforementioned points

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in the life of any individual. As such, the universal declaration on Human rights, there is however no doubt that education can be misconstrued as only a process of acquisition of academic certificates, a pseudo attestation on depth of knowledge one has acquired. However, despite the campaign in recent times, both at the federal and different state levels that there must be at least Basic Education for Nigerian child, the growing number of teenagers who are still not in school or who have refused schooling and can be visibly seen roaming the streets and motor parks remains one of the greatest problems in the Nigeria educational system. Many of these youngsters have hawking, bus conducting, wheelbarrow pushing and unskilled labor at construction sites as their occupations.

To encourage these youngsters to attend schools, the schools have to provide facilities which would inspire them to learn as they are established for teaching and learning,

School Facilities
1)   Classroom
2)   Laboratory
3)   Library

The school facilities are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio visual aids, tables, desks, chairs, playground, storage space and toilets, among others. As argued by Ayeni and Adelabu (2012) the quality of learning facilities available within an education institution has positive relationship with the quality of teaching and learning activities

which in turn leads to the attainment of goals- Academic achievement Oni in Owoeye and Yara(2010), stated that facilities constitute a strategic factor in organization functioning. This is so because they determine to a very large extent the smooth function of any organization or system including education. They further stated that their availability, adequacy and relevance influence efficiency and high productivity. World Bank publication (1990) linked performance of students to the provision of adequate facilities, while referring to a survey of 51 primary schools in Boswana that student's performed significantly better in academic tests when they had adequate classrooms, desk, and books.

Statement of the Problem
The attractive qualities of school, the high academic performance of students, the realization and fulfilment of the educational goals as well as maintaining the mission statement and the standard of education are, no doubt dependent on students' performance which is predicated on proper motivation.

Unfortunately, the high level of illiteracy, truancy, poverty, drop out of school syndrome, setting of poor academic standard in many of the school necessitated by lack of proper motivation of students is indeed, alarming. These situations undermine the future of many students.

From investigations carried out, it was observed that private school students perform better than students from public schools. In spite of studies carried out on demographic variables, it is observed that the private school students perform better

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than public school students.

Hypothesis

One hypothesis was formulated and tested at 0.05 alpha level of significance.

• There is no significant difference between academic performance of students from well-equipped private and public schools.

Methods

The population of the study consisted of all the secondary school students both in private and public, with a total of 3, 460 students in Etsako West L.G.A. Well-equipped public schools had a sample size of 207 while well-equipped private schools had a sample size of 139 students which were randomly selected for this study. A 10 item questionnaire titled "School as Correlate to Motivation on Student Academic Performance in Estako (SACTMOSAP) West L.G.A. was used to measure students' academic performance in relation to school equipments. A four point scale was used in measuring responses to the students' academic performance. The instrument went through all the pretest required and was found to have face and content validity.

Reliability coefficient was computed to be 0.68 using the split half statistic and 0.70 was arrived at after it was corrected by use of Spearman Brown Prophecy Formula. The instrument titled "School as Correlate to Motivation on Students' Academic Performance in Estako (SACTMOSAP) West L.G.A was administered by the researchers to the respondents that were sampled. The administration of the instrument was made possible by the help of many other research assistant. The data collected was analyses using t-test to test hypothesis at 0.05 alpha level. It was used because the two variables have been clarified as mutually standing.

Results

The result of the study is presented in the table below

Hypothesis 1

There is no significant difference between academic performance of students from well-equipped private and public schools.Table 1, shows that t- calculated (1.439) is statistically significant at the 0.05 level of significance. The well-equipped private secondary students has a higher mean (x=67.35) and well equipped public school students had a lower mean (x-63.73). Therefore, the hypothesis is rejected; the

Table 1

Summary of T-test Analyses of Difference Between Academic Performance of Students From Well-equipped Private and Public Schools.

Variable	N	X	SD	Df	t-Cal	Sig	Remark
Well equipped private schools	139	67.36	20.483				
Well equipped public schools	20763.73	24.438	344	344	1.439	0.05	Rejected

conclusion is that students from well-equipped private schools performed better than their counterpart from well-equipped public schools.

Discussion

From the findings, it was revealed that the hypothesis relating to the non-significant difference between academic performance of students from well-equipped private and public schools was statistically significant. In private schools, there are adequate classroom blocks, well equipped library and laboratory. It is important to note that in these private schools, water is one of the facilities provided and of course consumables, storage and toilets are available.

Levies are built into the schools fees of students in private schools from time to time either for development include fixing of broken windows and doors, buying of new chairs and tables, raising of new buildings and equipping of laboratories, computer units, library etc. These are things that rarely happen in the public schools. Moreover, parents of students in private schools render individual assistance to these private schools such as funding ongoing projects, buying books for the libraries, donating computers to the computer unit of the schools and so on. All these help in the motivation of students in private school, but for the public school, they are left with broken chairs and tables with no laboratories, computer unit etc., poor funding by government also affects the academic performance of students in public schools. Moreso, these schools are poorly staffed. With no teacher for core subjects in the school, the students are left to read on their own. This generally affects academic performance. On the other hand, private

schools are fully and richly staffed. This is because they are well paid as when due. Moreover, private schools organize after-school lessons or lectures for their students to help them catch up with their studies.

Furthermore private schools have days allocated to parents each academic terms to visit the school and meet with each teacher that teaches their "ward" individually. This one to one meeting helps the parents to know how their ward is doing in school academically. The teacher also uses the opportunity to explain areas they feel the student is lacking or doing well to the parents. This process also helps the student to perform better knowing that their parents will be visiting the school. This type of interaction does not happen in public schools and so the students do not bother much about their academics. Private schools enjoy the cooperation of PTA meetings. When these meetings are called, parents are available, wanting to know where they can help for the wellbeing of staff and students; while PTA meetings in public schools hardly even meet as the parents are not co-operative. They never come for such meetings. These PTA meetings also affect students positively in private school and negatively in public schools.

Another disadvantage of students not having writing materials is that it affects their ability to read and write. These students are not motivated to learn. This goes to support Angulana (1999) and Okwulanyan (2010) that instructional factor materials and infrastructural materials are part of the basic motivating factor to students learning. In line with Adu and Olatundun(2007) found that 68%of the students in his research were without text book. So, the lack of textbooks

prevented them from participating in class exercises.

Oriahi. (2009) arguing in the same line of thought with Eke (1999) affirmed that external school environment stimulates students to be more motivated to learn and research as shows that students who are opportune to enjoy good facilities are ready to learn and they perform better in both internal and external examinations. It is also believed that one major cause of education inequality are differences in the physical facilities of the schools; and that schools with better facilities have be found to perform much better Oyedale (1984) in his report of the research in some Lagos state secondary schools said that students from school with better teaching facilities perform better than those with none of adequate facilities. Notably, this goes to buttress Domina (2005) point of views advantages of parents' involvement in providing school facilities.

He explained that teaching at any level requires that the students be exposed with some form of stimulation. The absence of this keeps the students in academic abeyance. If there are no learning facilities, and the teachers are not friendly, the students will prefer to stay back at home; doing nothing while in private schools the reverse is the case as the students are happy to go to school, knowing that the facilities they need are fully on ground in an environment that is filled with friendly teachers.

Conclusion
The results indicated (x=67.35) that private school students have advantage over those in public schools due to availability of learning facilities in the school.

Similarly, the findings indicated that in private schools the availability of facilities are contributed to the excellence academic performance of students unlike what is obtained while in public schools, do not have well equipped schools.

The availability of material facilities in private schools contributed to the students' academic excellence. Notably, assistance of the school by parents of students in private schools towards the school development also contributed to excellence performance by the students.

Recommendation
Based on the findings, the following points were recommended.
1. Government should brace up to their responsibilities by rehabilitating schools buildings and furnishing them, while also equipping the laboratories so that the public schools can meet up with up private schools.

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EXAMINATION OF EDUCATIONAL POLICIES IN NIGERIA: EMERGENT ISSUES

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Abstract

The efficacy of education as an instrument of transformation depends entirely on how the government manages the project meant for the upliftment of the educational system. In Nigeria, successive governments have initiated several policies and programmes aimed at achieving qualitative education. It is against this background that this paper focused attention on the inception of Western Education, analyzed some policies such as Universal Primary Education (U.P.E.), 6-3-3-4 Education System, Universal Basic Education (UBE); and Nomadic and Migrant Fishermen Education System, their respective objectives and expected benefits to the nation, why they failed to impart positively on qualitative education in Nigeria, and identified common causes for the failure. Conclusion and suggested recommendations that will help re-invigorate the policies and also to raise the hope of Nigeria in Education Sector were proferred.

Keywords: Education, Success, Policies, Metamorphosis, Hope.

Introduction

Education all its ramifications is a dynamic instrument of change. Education is an agent of social mobility in the society; this is because through its acquisition, an individual can be lifted from the muck of poverty associated with the lower social class to either the middle or upper class. According to Ajayi (2003), education is a paramount importance to Nation and individuals, and it develops in individuals valuable traits that make them useful to themselves and the society at large.

Western Education was introduced into Nigeria by the Christian missionaries with the opening of the first school in Badagry in 1842. From then, till 1970, Christian missionaries provided and managed established schools in the country. Later, the Nigerian Government started to legislate on education and to inspect the schools for the purposes of control, standardization and granting of financial aid.

Nigeria as a nation, in an attempt to advance the course of Education, made certain policies at one time or the other. These policies and how successful they were implemented is left for time to tell.

It is the intention of this paper to take a

cursory look at the various education policies, their sheer potentials and peculiar problems; general reasons why the policies failed, conclusion and suggested recommendations to heal the pathologies of Educational policies so that Nigeria as a nation will be hopeful of a fulfilled educational policies for her citizen.

1. **The Universal Primary Education (UPE) 1955:** The Universalization of Education came into being according to Oni (2008), on 17th January, 1955 when the Western Region Government of Nigeria under the premiership of Late Chief Obafemi Awolowo introduced the free, Universal and compulsory education, popularly referred to as Universal Primary Education (UPE). With the introduction of the UPE, there was an educational revolution, not only in the west, but in the whole of Nigeria. The author explained further that in 1954, there were about 457,000 pupils attending free fee-paying schools but by January 1955, the figure rose to 811,000 representing over 56% increase in the enrollment. Consequently, the number of Primary School teachers rose from 17,000 in 1954 to 27,000 in 1955; the teachers were trained, theprogramme was properly planned and budgeted for, the budget equally rose from 2.2 million in 1954 to 5.4 million in 1955.

The successes achieved by the Western Region government led and encouraged the Eastern Region government under the premiership of Late Dr. Michael Okpara to embark on its own 8 years free education scheme in 1957. The launching could be likened to fire-brigade approach as the programme was not adequately planned for, the fund needed was inadequate, the schools were staffed with untrained teachers, therefore of low quality. So, almost everything except the pupils was absent and no success was recorded. The programme failed in just one year of its implementation.

Note that the free education was also introduced in Lagos (then Federal Capital Territory) in 1957, according to Uyanga (1993), the programme recorded failure, just as it finally failed in both Western and Eastern regions and it was terminated in no time due to inadequate, staff, funding, space, facilities for learning, et cetera.

The northern region has all along embraced Islamic form of education dating back to over 300years. Christianity (Western Education) came into the country in 1842, hence they did bothered to embark on providing Western Education to its citizens.

2. **The National Policy on Education (NPE) 1977:** This policy as stated in the Second National Development Plan is goals to be achieved through education. No policy on education can be formulated without first identifying the overall philosophy and objectives of the nation. The policy has been reviewed in 1981, 1998 and 2004.

The Five Main National Objectives according to FRN (2004) are building of:
- A free and democratic society,
- A just and egalitarian society,
- A united, strong and self-reliant nation,
- A great and dynamic economy; and •

A land of bright and full opportunities for all citizens.

The 1977 philosophy of education therefore, is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at primary, secondary and tertiary levels, both inside and outside the formal school system.

3. **The Federal Universal Primary Education (UPE) 1976:** It was to give education to all children between six and twelve years old. Free primary education was to bridge the educational gap and reduce the rising level of illiteracy in the country. In 1969, a curriculum conference was organized to review the educational system in Nigeria. In 1974, under the military regime of Gen. Yakubu Gowon (Rtd), federal UPE was formulated, but did not take off until September 1976 when Gen. OlusegunObasanjo was in power.

So, the federal UPE which started as a regional government project was redesigned by the Federal Government to provide education for her citizens by changing the content to encompass the National Philosophy. The 1976 UPE Federal programme came as remedy to those ran under the regional governments.

Objectives of Federal UPE 1976
On the review of National Policy on Education in 1976 by the Federal Government of Nigeria, the following were stated as the objectives:
- The inculcation of permanent literacy and numeracy and the ability of communication effectively.
- The laying of a sound basis for scientific and reflective thinking.
- Citizenship education as a basis for effective participation in and contribution to the life of the society,
- Character and moral training and the development of sound attitude,
- Developing in the child the ability to adapt to his changing environment,
- Giving the child opportunity in the society within the limit of his capacity; and
- Providing basic tools for further educational endeavour including preparation for trades and craft of the locality.

It commenced with good intentions and promises, but the constraints of planning, poor data and management emerged and be-deviled the programme. When the schools were opened to register the pupils, instead of the 2.3 million children expected, 3 million children arrived to be registered (Fafunwa, 2004). This resulted in an under-estimation in the provision of classrooms. There was the dearth of qualified teachers with the majority of the teachers recruited being trainees who underwent a one year crash programme in the pivotal teachers colleges set up by the government at that time. In addition to the reasons for the collapse of the programme, the Federal Government in the revised policy shed the responsibility it undertook in the 1977 policy to finance primary education by transferring it to the states and local governments. Nwagwu (2011),

reported a crisis of educational funding brought about by the oil glut in the world market in the early 1980s which led to a sudden decline in Nigeria revenue from Petroleum products that had accounted for approximately 80% of its income from exports.

Nwagwu's (2011) corroborated Odukoya (2008) point of view that the result of the oil glut left hardship on teachers without salaries, degradation of education facilities at all levels and strikes in Universities and Schools resulting in declining literacy rates in the country. To further support the above views, Osili (2005), emphasized that with reduced funding for primary education, and school fees re-introduction in the 1980s Primary enrolment sell or stagnated in some states, also, instead of the automatic promotion policy of the UPE, a combined method of evaluation of pupil/students' performance and certification through continuous assessements and examinations was introduced. However, this did not stop the emphasis on certifications instead of skills acquisition; and the programme finally collapsed in 1979 (Uyanga, 1993;93)

4. **The 6-3-3-4 Education Policy (1981):** The programme was conceived in 1981and it actually took off in 1982. The policy was intended to broadly divide the Nigerian educational system into four major segments as primary, junior secondary, senior secondary and higher education. This 6-3-3-4 system of education according to Nwagwu (2007)

was modeled after the American system of 6years of primary education, 3years of junior secondary, 3years of senior secondary school, and 4years of university education. Although primary education was free, it was not compulsory and the policy sought to make universal free primary education (UPE) compulsory for all children as son as it is practicable.

In addition to the increase in secondary education years, secondary schools started offering literacy, academic, technical and vocational subjects

Objectives of 6-3-3-4 Policy of Education
The main objective of 6-3-3-4 education system was to produce self-reliant graduates with better labour market skills and earning potentials. Others are to produce:
- Job oriented profession or professions
- Practical or manual profession,
- Technical proficiency,
- Respect for dignity of labour and economic efficiency; and
- A child with basic tools to prepare him/her for local craft.

It would have been beneficial to the students when they acquire both practical and theoretical knowledge the secondary school level from the new subjects recently introduced, but the problems that bedeviled this policy are numerous. Egonmwan (1991), identified a clog in the wheel of progress in the 6-3-3-4 education policy in Nigeria as the non-planning for policy implementation along with the process of its formation; thus,

when the process of implementation is not considered with the formation process, they may result a problematic implementation. The author cited example that in planning for vocational education in Nigeria, the issue of availability of instructors was not considered. Obayan (2017), contributed that even if availability instructors where considered, a pragmatic effort to recruit and train the instructors were not carried out after the enunciation of educational policies. The author condemned the supply of equipment to many secondary schools without corresponding instructors as "placing undue emphasis on equipment instead of on relevance".

For some communities without electricity or stable electricity, electric-operated equipment supplied to them will be lying idol in the school's workshops without being used for learning. Other hindrances to the education policy are inadequate workshop, space to mount the equipment, security and other safety gadgets, these make the success of the policy a mirage; though implementation is still on, but how successful it has been is a matter for debate.

5. **The Universal Basic Education (UBE) 1999:** This education policy came into being on 30th September, 1999 to provide free primary and secondary education for all. The programmme was intended to be universal free, and compulsory for Nigerian child of Ages 6 15years. The UBE was broader than UPE, though it was regarded as an offshoot, of UPE scheme. The UBE in Nigeria borrows heavily from the Internationally accepted Concept of Basic Education, which sees education as more than just schooling, as a broader concept with systematic relationship between in-school and out-school learning.

The Programme however, was not able to take off immediately after it was launched as it did not have legal backing. This legal backing came up on 20th of April, 2004 by an act called the UBE Act, 2004 known as Universal Basic Education Commission (UBEC), the main beneficiaries of the programme are:

- Children , aged 3-5 years for Early Child Care and Development Education (ECCDE)
- Children, aged 6-11$^+$ years for Primary School Education
- Children, aged 12 14$^+$ years for Junior Secondary School Education the objectives of this programme stated at the onset are
- Develop in the entire citizenry a strong consciousness for educations and a strong commitment to its vigorous promotions.
- Provide free, Universal Basic Education for every Nigerian Child of School-going age.
- Reduce drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency).
- Cater for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling, through appropriate forms of complementary approaches to the provision and promotion of Basic

Education; and

- Ensure the acquisition of a appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning.

The policy talked about the legal implication which makes education to be free from Primary level to the first three years in the Secondary School Stage (that is Primary 1- 6 and JSS 1-3). This was intentional to alleviate the suffering of some parents who may have many children in those stated levels of education and also to prepare the pupils/students for self-reliant in future life endeavours. The Act also provides sanctions for parents who failed to send their children and wards to school in order to ensure that poverty is not a hindrance to schooling. The policy provides for free textbooks for core subjects as well as abolishes tuition fee at the Primary School and the Junior Secondary School Levels. So, government (Federal, states and local governments) in Nigeria is to provide compulsory, free, UBE for every child in primary and junior secondary school; and a provision is made to finance the UBE from a Federal Government grant of not less than 2% of its consolidated Revenue fund, funds or contributions in form of Federal guaranteed credits, and local and international donor grants.

Finally, the implementation of the UBE programme is overseen by the UBE Commission UBEC, with a range of other constitutions specifically responsible for education in the country; and properly managed, pupils will have a continuous, uninterrupted stretch of education for 9 years from Primary school to the 3rd year of the Junior Secondary School. This stage is also called Basic Education the UBE scheme has therefore changed the education system from 6-3-3-4 to 9-3-4.

Despite the seeming all embracing objectives of the policy, there are certain issues to contend with. It is expected that there shall be a smooth transition from the Primary to the Junior Secondary School. It is also expected that junior secondary school shall be an autonomous body; not having much to do with the senior secondary school. In order to achieve this, the Junior secondary schools shall operate as separate bodies, having their own principals, vice principals and members of teaching and non-teaching staff under a board called State Universal Basic Education Board (SUBEB). Though the scheme is still in operation in Nigeria, there is succinct evidence that it is already being abandoned mid-way in implementation. The reasons are that examination is conducted in Primary Six to enter Junior Secondary School one which ought to be a smooth transition exercise, no free text books for pupils or students, the tuition that is claimed to be free is collected from pupils/students through other avenues in Nigeria.

6. **The Nomadic and Migrant Fishermen Education System:** This programme was formed to operate alongside the conventional system of Education where learning take places formally within the four walls of the classroom. Nomadic Education is a type of education given to cattle herdsmen during the course of the Nomads moving with their animals from one location to another when in search of green pastures for animals to graze. The implication of this system is that since these youths will not be chanced to sit all day long in the conventional classrooms as it is obtained in the formal school, this type of education was planned for to enable them learn and at the same time take care of their animals. The policy was mostly meant for the Northern youths in Nigeria while the Migrant Fishermen Education was designed for fishermen and women in the Niger-Delta region of Nigeria. Like the Nomadic education in the North, the migrant fishermen are to be educated without them throwing away their implements used for harvesting fish. In the final analysis, similar problem like improper planning, inadequate planning, disenchantment or lose of interest by the youths contributed to the failures of the programme.

Emergent Issues in Policy Implementation

i. **Inadequate Funding:** Over the years, Nigeria's population is growing. There has been upsurge in school enrolment but with attendant dwindling resources, especially finance which is very crucial to the development of any educational system. Successive government in Nigeria never paid much importance to funding of Education; instead, emphasis is placed on defense in the yearly budget. According to Ibagere (2001), the recipe for any true advancement is education, there is no real substitute for a good education, the writer added that countries like South Africa and Egypt have been known to be allocating between 30-40% of their annual budget to educational development; but in a lamenting mood, Esele (2013), contributed that countries that countries like Ghana and South Africa allocated 30% and 45% respectively of their 2013 annual budget to Education, but Nigeria allocated a reprehensive 8.6% to Education the same year. This goes to portray the ultimate value each country to education is suffering from financial stroke the pitiable position was well captured by Dike (2001), and Igbuzor (2006), when they observed that the government (Nigeria) is in the habit of allocating less money to education sector and consequently limits the successful implementation of the programme.

Ii. **Poor Educational Policy Planning:** Educational planning is based on the educational policy of a particular society, like Nigeria. Ilorah (1998), asserted that top government officials often develop wrong notion of educational planning; and that because they conceived it to be virtually synonymous with administrative plans, they then wrongly constitute the planning units of the ministry of Education with administrative staff who do not possess the requisite knowledge and competence in educational planning. Such mistakes greatly contribute to gross under-estimation of

human and material resources required for education policy execution. Therefore, poor planning can also result in unnecessary duplication of efforts and wastages of energy and resources.

Iii. Poor Orientation: Adequate efforts are not made to carry everybody that is concerned with the implementation of educational policy along. Consequently, a large proportion of the implementers lack needed enthusiasm and commitment due to lack of understanding of the policy, the resultant effects, then include inadequate supervision, gap between policy and implementation, poor attitude to records and record keeping etc.

iv. Political Constraints: Giving of free Educational has become a mere party manifesto rather than actual policy to be implemented. For example, Gen Yakubu Gowon (Rtd) made pronouncement of free universal primary school education programme in Sokoto in 1974, but the programmedid not start until September 1976, this Nwadiani (1996), tagged as 'the cart before the horse' syndrome. This is where National leaders make public pronouncements about educational policies without any regard to due process. This they do to score political points. In this situation, policy planning efforts normally start after implementation instead of the reverse pattern of doing things.

v. Lack of Exemplary Leadership: Leadership in contemporary Nigeria is no longer a call for service, rather a call for sharing and depleting (not baking) the "National cake". These acts of embezzlement, squandamania, misappropriation of fund and self-satisfaction which the above educational policies suffered from had led to their failure and also affected other mass-oriented policies like Legal Aids Council, Operation Feed the Nation (OFN), River Basin Development Authority (RBDA), Mass Mobilization, Social and Economic Reconstruction (MAMSER), etc.

vi. Ethnic Consideration: When Nomadic Education programme was formulated for the Northerners who are predominantly Fulani and Hausa cattle rearers, the Southern Niger-Delta people also clamored for Migrant fishermen program to care for the Education of Fishermen and women of that region thereby bringing in unnecessary diversion and wastage of human, material and financial resources. These developments do occur in reversed form with the people involved in other issues.

vii. Lack of Interest by the Youths Concerned: The youths both in the Northern and Southern region in most cases don not show interest in the knowledge they are meant to acquire despite encouragement from the government.

viii. Poor Data Bank: This makes it impossible for the government to protect and forecast future increases or decreases in pupils enrollment, staff, strength and provisionof infrastructures in education.

Conclusion

Education according to Federal Government of Nigeria (2004 Revised), is an expensive social and requires adequate financial provision from all tiers of governments for a successful implementation of the education program, this study has examined the evolution of various Educational policies starting with NPE, UPE, 6-3-34, UBE and Nomadic and Migrant fishermen programmes having trailed the history of Education right form the introduction of Western Education into Nigeria far back at 1842. Some of the challenges mentioned that are peculiar to all the policies discussed include in adequate funding, poor educational planning, poor orientation, political constraints among others, in view of these challenges, the study has suggested certain measures that the country can put in place to help achieve the desired goals of the scheme so that "what or the disease that killed the father will not kill the son" even when both of them have lofty and noble intentions to better the lots of their people (citizens).

So with the suggestions and proper execution, the hope of development in Nigeria will be rekindled and National development in Education will be permanently reinvigorated for the citizens to benefit from.

Suggestions to Heal the Pathologies of Educational Policies

There should be enough funds to enable any policy of Education work in Nigeria. The Federal Government should provide up to 26% UNESCO recommendation for her annual budgetary allocation to education and strive to even exceed that target as countries like Ghana, Egypt, and South Africa have recorded other suggestions are note worthy:.

- Reliable data about figure of school going children teachers support staff should be known in order not to over or under-estimate.
- Educational managers should be used for both planning and implementation of the policies to be adopted.
- Proper remuneration for teachers and instructors.
- A plan on constant supervision and evaluation should be laid down and followed from time to time.
- Proper orientation concerning the policy will give room for awareness. On the prospects of the policy, statesmanship with leadership will be through workshops, symposia, seminars etc.
- Learning materials, space for learning and well trained instructors should be available for the learners.

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DRUG ABUSE AND ITS IMPLICATIONS AMONG THE SCHOOL AGE IN NIGERIA

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Abstract

This paperreviewed drug abuse and its implications among the school age in Nigeria; it discusses the various types of drug and their risk of abuse. The focus isonTramadol abuse and its effects. When taken in large doses victims of Tramadol can stop breathing altogether. Other symptoms like Sleepiness, Unconsciousness, Coma, Seizures, Respiratory depression, Abnormally low blood pressure, Slow heart rate, Sweating or clammy skin, Weak muscles, Pinpoint pupils may also occur.The review shows that Tramadol negative effects on attention, memory, and learning can last for days or weeks after the acute effects of the drug wear off, depending on the person's history with the drug. Consequently, someone who takes Tramadol daily may be functioning at a reduced intellectual level most or all of the time. Considerable evidence from literature also suggests that students who take Tramadol have poorer educational outcomes than their peers. For example, a review of studies found Tramadol use to be associated with reduced educational attainment (i.e., reduced chances of graduating).The paper shows that Factors that influence Tramadol addiction, its prevention and control can be addressed in a constructive, coordinated manner.

Keywords: Tramadol, Addiction, Abuse, Risk, Effects

Introduction

The abuse of drugs or other substances, whether they are illegal drugs or prescription opioid drug, alcohol, or tobacco is one of the nation's most pressing public health issues.Drug abuse occurs when people willingly consume illegal substances or legal, prescription drugs for the purpose of altering their mood, or getting "high".As noted by Babalonis, S., Lofwall, M. R., Nuzzo, P. A., Siegel, A. J., & Walsh, S. L. (2013) regular drug abuse may lead to drug addiction or other bodily harm. Drug abuse usually involves selling, buying or abusing these substances, which can lead to arrest, criminal charges, and imprisonment.

To Kuehn, B. M. (2013) the term "drug abuse" is often associated with illegal drugs such as cocaine, heroin, or marijuana. More recently, dangerous designer drugs such as bath salts or club drugs such as ecstasy have become increasingly popular. And even legal substances such as tobacco and alcohol are linked with dangerous abuse. Designer **drugs** are synthetic chemicals altered in often unknown ways to produce substances that may be more potent, and frequently more dangerous. Designer drugs may resemble the effects of other illegal drugs, because the chemical formula of a designer drug is manipulated, they often cannot be classified as illegal until state or federal

regulations are changed. Club drugs might be used by youth in all-night "rave" or dance parties, at bars and at concerts for their psychoactive effects.

Surveys from the (National Institute on Drug Abuse (2017)reported that the rates of alcohol and tobacco use by the nation's youth are declining, as well as use of most illicit substances such as heroin, prescription opioid, methamphetamine, amphetamines, and sedatives. Marijuana use in (2017) declined among 10th graders with no changes among 8th and 12th graders compared to five years ago, despite the more lenient recreational marijuana laws in some states. However, an increase in lysergic acid diethylamide use in high school seniors was evident.

Abused substances are not always illegal. Bush, D. M. (2015)stress that drug abuse can also occur with legal prescription drugs used in illegal ways, as is seen with the ongoing opioid epidemic. The level of prescription narcotic abuse in the U.S. surpasses the abuse of many illegal drugs. The unlawful use of steroids as performance enhancing drugs like anabolic steroids seen in college-level, Olympic and professional sports has resulted in a unique set of international anti-doping standards. Alcohol and cigarette tobacco (nicotine) use, although declining in teenagers, remains as some of the most abused substances in the U.S. are the ultimate outcomes of many of the legal substances that are frequently illegally abused in the nation. According Kuehn, B. M. (2013) addiction is a chronic disease characterized by drug seeking and use that is compulsive, or difficult to control, despite harmful consequences. The initial decision to take drugs is voluntary for most people,

but repeated drug use can lead to brain changes that challenge an addicted person's self-control and interfere with their ability to resist intense urges to take drugs. These brain changes can be persistent, which is why drug addiction is considered a "relapsing" disease people in recovery from drug use disorders are at increased risk for returning to drug use even after years of not taking the drug. It's common for a person to relapse, but relapse doesn't mean that treatment doesn't work. As with other chronic health conditions, treatment should be ongoing and should be adjusted based on how the patient responds. Treatment plans need to be reviewed often and modified to fit the patient's changing needs (Boostani, R., & Derakhshan, S., 2012).

Senay, E. C., Adams, E. H., Geller, A., Inciardi, J. A., Munoz, A., Schnoll, S. H., Cicero, T. J. (2003) noted that many people don't understand why or how other people become addicted to drugs. They may mistakenly think that those who use drugs lack moral principles or willpower and that they could stop their drug use simply by choosing to. In reality, drug addiction a complex disease, and quitting usually takes more than good intentions or a strong will. Drugs change the brain in ways that make quitting hard, even for those who want to. Fortunately, researchers know more than ever about how drugs affect the brain and have found treatments that can help people recover from drug addiction and lead productive lives.

Most drugs affect the brain's "reward circuit," causing euphoria as well as flooding it with the chemical messenger dopamine. A properly functioning reward system motivates a person to repeat

behaviors needed to thrive, such as eating and spending time with loved ones. Surges of dopamine in the reward circuit cause the reinforcement of pleasurable but unhealthy behaviors like taking drugs, leading people to repeat the behavior again and again*(Sobiecki, Jean-Francois July, 2012).* As a person continues to use drugs, the brain adapts by reducing the ability of cells in the reward circuit to respond to it. This reduces the high that the person feels compared to the high they felt when first taking the drug an effect known as tolerance. They might take more of the drug to try and achieve the same high. These brain adaptations often lead to the person becoming less and less able to derive pleasure from other things they once enjoyed, like food, sex, or social activities. Long-term use also causes changes in other brain chemical systems and circuits as well, affecting functions that include:learning, judgment, decision-making, stress, memory and behavior.Despite being aware of these harmful outcomes, many people who use drugs continue to take them.

Drug

Drug Enforcement Administration (2014) defines drugas any substance that, when inhaled, injected, smoked, consumed, absorbed via a patch on the skin, or dissolved under the tongue causes a temporary physiological change in the body.In pharmacology, a drug is a chemical substance of known structure, other than a nutrient of an essential dietary ingredient, which, when administered to a living organism, produces a biological effect. Comer, S. D., Sullivan, M. A., Whittington, R. A., Vosburg, S. K., & Kowalczyk, W. J. (2008)opine that a pharmaceutical drug, also called a medication or medicine, is a chemical substance used to treat, cure,

prevent, or diagnose a disease or to promote well-being.Traditionally drugs were obtained through extraction from medicinal plants, but more recently also by organic synthesis.Pharmaceutical drugs may be used for a limited duration, or on a regular basis for chronic disorders.

To Kuehn, B. M. (2013) pharmaceutical drugs are often classified into drug classesgroups of related drugs that have similar chemical structures, the same mechanism of action (binding to the same biological target), a related mode of action, and that are used to treat the same disease. The Anatomical Therapeutic Chemical Classification System, the most widely used drug classification system, assigns drugs a unique code, which is an alphanumeric code that assigns it to specific drug classes within the system.

Biopharmaceutics Classification System. This classifies drugs according to their solubility and permeability or absorption properties.

Abuse

Babalonis, S., Lofwall, M. R., Nuzzo, P. A., Siegel, A. J., & Walsh, S. L. (2013) defines abuse as the improper usage or treatment of an entity, often to unfairly or improperly gain benefit. Abuse can come in many forms, such as: physical or verbal maltreatment, injury, assault, violation, rape, unjust practices, crimes, or other types of aggression. Abuseis an attempt to control the behavior of another person. It is a misuse of power, which uses the bonds of intimacy, trust and dependency to make the victim vulnerable.

Drug Abuse
This is the use of certain chemicals for the purpose of creating pleasurable effects on the brain (Drug Enforcement Administration, 2014).There are over 190 million drug users around the world and the problem has been increasing at alarming rates, especially among young adults under the age of 30. Apart from the long term damage to the body drug abuse causes, drug addicts who use needles are also at risk of contracting HIV and hepatitis B and C infections.

Types of Drugs and their Effectes when Abuse
One of the most devastating truths about drug abuse is that it doesn't just affect the user; it also affects their friends and their families. Relationships strain and trust can break over the course of the substance abuse. It's difficult to pinpoint when recreational drug use triggers an outright addiction, but the physical and psychological risks of drug use are many. It's important to understand what your child is most likely to encounter every day from drug use at home, in school and at social events. According to Babalonis, S., Lofwall, M. R., Nuzzo, P. A., et al., (2013) there are seven different types of drugs, and each has its own set of effects and risks. They are:
1. Stimulants
2. Depressants
3. Hallucinogens
4. Dissociatives
5. Opioids
6. Inhalants
7. Cannabis

Stimulants
Stimulants impact the body's central nervous system, causing the user to feel as if they are "speeding up." These drugs increase the user's level of alertness, pumping up heart rate, blood pressure, breathing and blood glucose levels (Beakley, B. D., Kaye, A. M., & Kaye, A. D., 2015). Doctors primarily prescribe stimulants for Attention Deficit Hyperactivity Disorder, narcolepsy and asthma (because the drugs can open up breathing passages). The drugs can also help aid weight loss, as they can decrease appetite in users. Stimulant abuse occurs in high school when teens wish to enhance performance in school or sports.

Stimulants often come in pill form but are also consumed via snorting or even as food and drink. For example, caffeine is found in many beverages, and cocaine is a powder that is snorted.Examples of stimulants include:Adderall, Ritalin, Synthetic Marijuana, Cocaine, Methamphetamine, Ecstasy, and Caffeine.

Effects of Stimulant when Abuse
When abused, stimulants can cause a variety of undesirable consequences. These include: Anxiety. Paranoia, Psychosis, High body, temperature, Depression, Heart failure, Stroke and Seizures

Depressants
According to Babalonis, S., Lofwall, M. R., Nuzzo, P. A., Siegel, A. J., & Walsh, S. L. (2013),like stimulants, depressants also impact the body's central nervous system, but with the opposite effect, making users feel as if things are "slowing down." Thus, they are often called "downers" on the street. Doctors prescribe some depressants for anxiety, insomnia, obsessive-compulsive disorder and other medical issues that prevent the sufferer from fully relaxing. These drugs often offer a sedative

experience to users, making them a tempting choice for teens who wish to escape everyday stresses. Examples of depressants include: Rohypnol, Barbituates, Xanax, Valium, Benziodiazepines.

Effects of Depressant when Abuse
Depressants can be useful when used properly, but depressant abuse can cause a host of issues in both the long and short term:, Higher risk of high blood, sugar, diabetes and weight gain, Increased body temperature, Delirium, Sluggish thinking, Low blood pressure, Impaired memory, Hallucinations and Death from withdrawal

Hallucinogens
Hallucinogens work by disrupting communication within the brain. Users report intense, rapidly shifting emotions and perceptions of things that aren't really there. For example, a hallucinogen user might believe that they see a person speaking to them when that person does not even exist. Hallucinogens come in many forms, which can be smoked, eaten, ingested as pills and even mixed into beverages: Psilocybin, Salvia, Peyote etc.

Effects of Hallucinogen when Abuse
Teen hallucinogen abuse can have devastating effects that can last a lifetime: Hallucinogen Persisting Perception Disorder, also known as flashbacks, Fear, Distorted cognition, Paranoia, Psychosis, Anxiety, Increased blood pressure
And Nausea

Dissociatives
Boostani, R., & Derakhshan, S., (2012) opine that dissociative distort the user's perception of reality, and cause users to "dissociate," or feel as if they are watching

themselves from outside their own bodies. They may gain a false sense of invincibility, and then engage in risky behavior such as driving under the influence or unsafe sex. These drugs work by interfering with the brain's receptors for the chemical glutamate, which plays a significant role in cognition, emotionality and pain perception. Dissociative can be taken as liquids, powders, solids or gases. The drugs include: Ketamine, Dextromethorphan, phencyclidine, etc.

Effects of Dissociative when Abuse
Dissociative are very dangerous, especially when used over extended periods of time. However, their immediate impact can be quite distressing as well: Depression, Anxiety, suicidal thoughts. Speech difficulties, Social withdrawal, Hallucinations, Detachment from reality, Numbness and Memory loss

Inhalants
Mostly made up of everyday household items, these drugs cause brief feelings of euphoria. As the name suggests, inhalants are always inhaled as gases or fumes. The "highs" slightly differ from inhalant to inhalant, but most abusers are willing to huff whatever inhalant they can acquire. Examples of inhalants include:, Fumes of markers, paint, paint thinner, gasoline and glue, Nitrous oxide, Aerosol sprays, Room deodorizers.

Effects of Inhalant when Abuse
Inhalant abuse can have devastating effects, both immediate and in the long run: Loss of smell. Brain damage. Nosebleeds. Weakness. Euphoria. Increased, Heart rate. Loss of consciousness. Hallucinations, Slurred speech

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Cannabis

Sobiecki, Jean-Francois (2012) noted that the most commonly recognized as marijuana, cannabis acts like a hallucinogen, but also produces depressant like effects. Ithas a high potential for addiction but has increasing medicinal uses in the United States. Still, marijuana is often abused by those who do not medically require it.Cannabis can be smoked, vaporized, and even eaten, if the tetrahydrocannabinol(THC) is first rendered from the plant matter. Examples of cannabis include:Marijuana leaves, Hashish, Hash oil, Cannabis-based medicines, such as Sativex.

Effects of Cannabis when Abuse

Cannabis abuse can destroy lives and can have both short- and long-term impacts on u Lowered immunity to illness, Depression, Chronic anxiety, reduced sperm count in men, Sedation, Slowed reaction times. Enhanced senses, such as seeing brighter colors, Impaired sense of time

Opioids

Boostani, R., & Derakhshan, S., (2012) showed that opioid drugs are powerful painkillers that produce a sense of euphoria in users. Derived from the poppy plant, opioid are often prescribed by doctors to patients who are suffering from intense pain. They are extremely habit-forming, sometimes even causing addiction in as little as three days.Opioid can be smoked, eaten, drank, injected or taken as pills. Examples of opioid drugs include: Tramadol,Morphine, Hydrocodone, Opium, Vicodin, Oxycontin, Percocet, Codeine, Heroin.

Effects of Opioid when Abuse

Opioid abuse can devastate the life of a user.

Unfortunately, when someone decides to stop using opioids, they suffer tremendously then, as well (Stoops, W. W., Hatton, K. W., Lofwall, M. R., Nuzzo, P. A., & Walsh, S. L. (2010). Thses include: Constipation, Liver damage, Brain impairment, Euphoria, Drowsiness, Sedation, Pupil dilation, Cardiac arrest (if dose is too high).

Major Causes of Drug Abuse Among School Age

The following are the major causes of drug abuse in school age: Risk taking behaviors, Social isolation, Stress, Anxiety, Depression, Bad company, Modern, life style, Hippy culture, Unemployment, Excessive pocket money by parents Lack of supervision and attention, Weak religious belief, Lot of free time, Easy, access to drugs at low prices, Existence and presence of drug dens inside educational institution and Fashion.

Trend of Tramadol and Its Importance

Concern is growing that Tramadol may become the new opioid of choice for abusers. This drug has addictive potential, and studies in animals and humans have shown that it can produce a euphoric high similar to oxycodone and heroin (Center for Behavioral Health Statistics and Quality (2014). Despite having similar effects to these drugs, Tramadol is also up to 20 times cheaper than oxycodone and easier to get from Internet pharmacies. This is because, until 2014, Tramadol was not a controlled substance and was still offered to those without a prescription by some less reputable online suppliers (Beakley, B. D., Kaye, A. M., et al., (2015).

Because of concerns about the possibility of Tramadol abuse, the prescribing and usage

patterns of this drug were monitored for several years after it was first marketed in the US. After 3 years, abuse rates were reported to be fewer than 2 patients per 100,000, which seemed to confirm the idea that Tramadol abuse was not a major issue. According Zacny, J. P., (2005) however, despite this early evidence suggesting that Tramadol was not addictive, many experts remained concerned about possible abuse because nearly all known narcotics that activate μ-opioid (mu-opioid) receptors had eventually proven themselves addictive. These concerns seem well founded according to the following statistics: The National Survey on Drug Use and Health (NSDUH) reported that 2 million Americans aged 12 or older used Tramadol for non-medical purposes in 2012. Visits to emergency departments due to side effects of Tramadol rose from just over 10,000 in 2005 to nearly 26,000 in (2010).

Because of the evidence of rising Tramadol abuse and concerns over its potentially harmful effects, the DEA began regulating the drug as a Schedule IV controlled substance on July 2014. Schedule IV drugs are subject to governmental controls but are considered to have a relatively low potential for abuse and dependence (Drug Enforcement Administration (2014). In seeking public comments on the proposal to regulate Tramadol, the DEA received more comments supporting the change than opposing it. One comment from a local prescription drug abuse task force summed up widespread concerns, designating Tramadol as a "loophole" drug both addictive and abused with a deceptive status as a non-controlled substance leaving many patients and doctors unaware of its dangers (Stoops, W. W., Hatton, K. W., Lofwall, M.

R., Nuzzo, P. A., & Walsh, S. L., 2010).

To Tashakori, A., Afshari, R. (2010) it is very important to realize that abusing Tramadol is dangerous, and can even be lethal. Some Tramadol abusers crush pills with an extended release form of the drug (Ultram ER) in order to release a large dose all at once, similar in the way some individuals crush OxyContin tablets to get a more intense high. Just as with oxycodone, this method of abusing Tramadol can have deadly consequences, especially because the traditional opiate antidote, naloxone, does not completely reverse Tramadol overdoses.

Importance of Tramadol
1. Tramadol is a prescription opioid painkiller for moderate pain. It's often used for pain after surgery or for chronic pain from conditions like fibromyalgia. Tramadol most often comes in 50 mg tablets and is taken orally. Senay, E. C., Adams, E. H., Geller, J. A., Munoz, A., Schnoll, S., (2003) opined that the brand names of Tramadol include: Ultram, Ultram ER, ConZip and Ryzolt. Common street names for Tramadol include Trammies, chill pills and ultras. As a narcotic painkiller, Tramadol has a potential for abuse and can be dangerous in large doses.

2. Tramadol works by binding to opioid receptors in the brain, which relieves pain. Although it is effective at treating mild pain, Tramadol is one of the least potent painkillers available. However, Tramadol can still be addictive, especially when taken for a long period of time.

3. Tramadol is a synthetic opioid agonist

that interacts with certain opioid receptors within the brain modifying sensations of physical pain and discomfort. It is often prescribed for people with nerve damage, arthritis or other painful chronic conditions.

4. Tramadol is meant to be taken orally. It is prescribed to adults who need around-the-clock pain control.When Tramadol is taken orally as prescribed by a doctor, the drug is a generally safe alternative to other pain medications. Tramadol has more powerful painkiller properties than non-steroidal anti-inflammatory medications, and it was designed with the intention of providing a less addictive alternative to the stronger opiate analgesics (Senay, E. C., Adams, E. H., Geller, et al., (2003).

Abuse of Tramadol and it's Effects
According to Dasgupta, N., Freifeld, C., Brownstein, J. S., Menone, C. M., Surratt, H. L., Poppish, (2013) tramadol is often prescribed because it has less addictive potential than other opioid painkillers. While most painkillers are schedule II substances under the Controlled Substances Act, Tramadol is a schedule IV substance.Tramadol is abused for its calming and euphoric effects. People who abuse Tramadol usually feel relaxed and happy. People with severe pain may also take higher doses of the drug.Frequent Tramadol users may become addicted and graduate to harder painkillers or illicit drugs to satisfy their cravings.

As a central nervous system (CNS) depressant, Tramadol slows down lung and heart function. Those who take large Tramadol doses can stop breathing altogether and may experience a fatal overdose. Effects of Tramadolwhen abuse includes:Sleeplessness, Unconsciousness, Coma, Mental illness, Depression, Abnormally low blood pressure, Slow heart rate, Sweating or, clammy skin, Weak muscles, Pinpoint pupils, Nausea and vomiting, Constipation, Fever, Dizziness, Appetite loss, Trouble concentrating, Muscle, aches, Hopelessness

A study from 2005 found that 84 percent of patients who abused Tramadol in very high doses had convulsion within 24 hours.In 2013, 1.5 million people abused painkillers, such as Tramadol, for the first time.From 2012-2013, over 60 percent of people who used painkillers like Tramadol got the drug from a friend or relative (Dasgupta, N., Freifeld, C., Brownstein, J. S., et al., (2013).

As one of the least potent opioid painkillers, many people believe Tramadol is not addictive. This false sense of security can lead some people to develop an addiction without even realizing it.Using Tramadol without a prescription or taking it in higher doses, more often or for longer than prescribed are all considered abuse of this drug (Beakley, B. D., Kaye, A. M., et al., (2015). Combining Tramadol with other substances to increase its effects is also abuse.Even when the drug is used properly and under the supervision of a doctor, Tramadol users can experience adverse reactions to it, such as nausea and dizziness. Abuse of Tramadol makes the drug more dangerous and puts the user at risk for severe side effects or overdose.Taking Tramadol in combination with other substances, called polydrug use, also increases the risk of serious and sometimes fatal side effects.According to the Substance Abuse

and Mental Health Services Administration, the number of emergency department visits involving Tramadol abuse or misuse increased approximately 250 percent from 2005 to 2011.

Another potentially dangerous effect of Tramadol abuse is serotonin syndrome, which can be life-threatening if left untreated. It occurs when too much serotonin, a chemical that relays signals in the brain, is produced or remains in the brain. Serotonin syndrome most commonly occurs in patients who take Tramadol and antidepressants at the same time. Effects of serotonin syndrome include:Confusion, Agitation, Jerky muscles, Rigid muscles, Tremors, Lack of coordination, Seizures, Coma.

In addition to the typical dangers of an opioid drug, Tramadol with its atypical pharmacologic mechanism of action can result in a few extra side effects that are relatively unknown but potentially lethal. Increased serotonin levels in the brain due to excessive Tramadol levels can lead to a potentially life-threatening condition known as serotonin syndrome (Dasgupta, N., Freifeld, C., Brownstein, J. S., et al., (2013). Left untreated, serotonin syndrome is a potentially grave condition and is marked by widespread muscle spasms and dangerous changes to an individual's to heart rate, blood pressure, and body temperature. Patients taking antidepressants and those abusing Tramadol at high doses are at particular risk of serotonin syndrome.

Treatment of Tramadol Addiction
For years, doctors prescribed Tramadol for pain management, assuming it was a painkiller with a low risk for addiction.

However, new research shows Tramadol can be habit forming. Drug Enforcement Administration (2014) reclassified Tramadol as a schedule IV controlled substance, implying its potential for abuse.

Treatment for Tramadol addiction is needed when an individual has developed the behaviors outlined in the DSM's diagnostic criteria for determining the signs of addiction. Depending on the severity of the addiction, there are several treatment options for Tramadol users, including
1. Detox
2. Inpatient rehab
3. Outpatient treatment
4. Ongoing therapy and support.

Because of the withdrawal symptoms associated with Tramadol addiction, users should always detox under the supervision of a medical professional especially those with severe addictions.Inpatient and outpatient programs often offer medically assisted detox to lessen the symptoms of withdrawal. Various therapies, support groups and ongoing treatment options are also available to help maintain sobriety in recovery from Tramadol addiction.

Detox: The process of removing toxins from the bodyis the first step toward sobriety for Tramadol users.Medical detox is offered in most inpatient and outpatient programs. Doctors usually recommend weaning Tramadol users off the drug to reduce withdrawal symptoms during detox. Tapering off the drug under the supervision of a physician is safer than quitting "cold turkey (Comer, S. D., Sullivan, M. A., Whittington, R. A., Vosburg, S. K., & Kowalczyk, W. J., 2008).

Once the user is free of their physical dependence on Tramadol, treatment then focuses on eliminating their psychological addiction to the drug. Inpatient and outpatient rehabs offer various therapies to aid in this process, like one-on-one counseling and group therapy. After rehab, support groups and ongoing therapy can help recovering Tramadol addicts remain sober. The support of family and friends is also extremely important in recovery.

Inpatient Rehab: Inpatient rehab is ideal for those with severe addictions and co-occurring mental disorders. These programs provide a high level of care and supervision, and also allow Tramadol users to immerse themselves in treatment without temptations or distractions. Residential treatment centers usually offer programs that last from 28 to 90 days. However, in the event that a person needs to stay in treatment for longer than 90 days, many rehabs will extend the length of the program. Most inpatient rehabs operate under strict rules and require their residents to stick to a schedule.

My first time in treatment was very structured. Waking up early, eating breakfast, cleaning, attending groups and meetings. Every hour was structured, which I found I needed to keep myself clean. Medical detox is offered in many inpatient rehabs to help Tramadol users overcome their physical dependence on the drug. Residential centers also offer a number of different treatment options to address the psychological aspect of addiction.

There are different kinds of treatment centers to choose from when seeking treatment for Tramadol addiction. Luxury rehabs often have a resort feel to them and are typically more expensive. Rural, nature-focused treatment centers tend to incorporate the outdoors in their treatment

plans. It's important to choose a treatment center that fits your needs, which includes providing an environment in which you'll feel comfortable.

Outpatient Treatment: Outpatient treatment is better suited for those with mild to moderate addictions who do not require as much supervision. It's also a good option for those who are unable to attend a residential program because of responsibilities like work, children or school. Outpatient treatment is usually less expensive than inpatient rehab, as well.

Many outpatient programs offer medical detox for those struggling with Tramadol addiction. Typically in outpatient treatment, Tramadol users will meet with a doctor on a daily basis. The physician will monitor the user's condition and administer or provide medication to help with withdrawal. The dosage will be reduced over time until the user is no longer physically dependent on Tramadol. Outpatient treatment also involves attending therapy sessions and support groups to help with cravings, anxiety and other psychological aspects of Tramadol addiction.

Ongoing Therapy: Ongoing therapy and support groups have proven very effective in helping recovering addicts maintain sobriety and avoid relapse.

Ongoing therapy and support groups, like Narcotics Anonymous and SMART Recovery, are great follow-up options to both inpatient and outpatient treatment programs. Continued therapy allows recovering Tramadol users to talk about their feelings and struggles with someone who can offer professional advice and support. Connecting with other recovering addicts at support group meetings will help Tramadol

users grow their support network and be held accountable for their actions.

Suggestions
The Role of School Authority in Controlling Students from the use of Tramadol

1. Teachers could play a positive role in this regard by creating awareness among the students in the educational institutions about the bad effects of drugs on their lives.
2. Anti drug campaign.
3. Monthly medical checkups and drug tests.
4. Promotion of healthy activities like sports plays a great role in preventing students from becoming addicts.
5. Need to inform students about drug abuse and motivate them to conduct research to analyze drug use situation in educational institutes.
6. Proper counseling for early users and formation of anti drug youth cell.
7. Compulsory drug education in every educational institution.
8. Train students and teachers to provide drug prevention education. Awareness campaigns through mass media, theatre, essay contests, lectures and declamation contests in schools, colleges and universities should be run for awareness.
9. Education departments should develop a curriculum against drugs in textbooks at school, college and university levels.
10. More recreational facilities should be created to take the youth off the drugs.
11. Efforts should be made to control tobacco smoking in educational institution because it is the gateway to drug abuse.
12. Strong check on activities of student.
13. Strict rules and regulation in educational institutes.
14. Compulsory team of expert sociologists and psychologists.
15. Awareness through films and audio.

The Role of Parents in Controlling their Children from the use of Tramadol

The abuse of alcohol, tobacco, and illicit drugs such as Tramadol are the leading cause of preventable, premature death and disability in the United States (Boostani, R., & Derakhshan, S., 2012). Youth are among the most vulnerable in our population, vulnerable because they are at much higher risk for developing a substance use disorder later in life and because other adverse consequences are likely to affect them more significantly. Research has shown that substance use by adolescents can often be prevented through interventions that respond to risk and protective factors that function at different stages of development. Individual, family, peer, school, community, and societal levels all matter.

As noted by Cicero, T. J., Adams, E. H., Geller, A., Inciardi, J. A., Munoz, A., Schnoll, S. H., Woody, G. E. (1999) parents play a major role in preventing substance abuse among youth and in helping them if they've initiated use.

1. Talking with a child about the dangers of substance use and showing disapproval of such behavior are keys to shaping children's attitudes and behaviors. Staying involved in a child's day-to-day activities is also critical. There are at least six steps that parents should take to help their children resist the pressure to use drugs, or to assist them if they have started to use drugs or progressed further along the path to addiction. In our modern era, when use of marijuana is

increasing, when the risks to the adolescent brain are becoming increasingly apparent, every parent should become familiar with these six steps:

i. Learn the major risk factors for drug use among children.

Ii. Many factors are associated with conferring a risk for drug use among children, including biological (genetic, psychiatric disorders), environmental (e.g., high or low socioeconomic status), or psychological (e.g., low self-esteem, aggressive behavior, poor self control). It is important for parents to learn the risks of using specific drugs and helping their children understand why use is unhealthy and risky. Among the major factors that can influence whether youth will use tobacco, alcohol, or illicit drugs is the extent to which they believe these substances might cause them harm. In a national survey on drug use and health (NSDUH, 2013), when young people (ages 1217) were asked whether they thought they risked harming themselves if they used various substances, ("great risk," "moderate risk," "slight risk," "no risk"), 65.7% perceived great risk in smoking one or more packs of tobacco cigarettes per day, 63.9% perceived great risk in having four or five alcoholic drinks nearly every day, and 39.7% perceived great risk in having five or more drinks once or twice a week. For marijuana, 43.6% perceived great risk in smoking marijuana once or twice a week, and 26.5% perceived great risk in smoking marijuana once a month.

For other drugs, perceived risks were much higher (heroin, 80%; cocaine, 78.9%; LSD, 70.6%). Most importantly, use of these substances is much lower among youth who perceive them as conferring great risk than among those who don't think they pose a great risk. Clearly parents can help by increasing their child's awareness of potential harm of using substances.

iii. Among other risk factors for using drugs that parents should be aware of are a diagnosis of attention deficit hyperactivity disorder (ADHD), personality disorders (e.g., oppositional defiant disorder), having first degree relatives (e.g., parents) with an alcohol or drug use disorder or using alcohol or drugs at home, poor grades at school, drug-using friends, and availability (e.g., being approached by someone selling drugs).

iv. Countering these risk factors are protective factors, among which are religious involvement and beliefs, engagement in extracurricular activities, exposure to substance use prevention messages and programs, perceived parental disapproval of youth substance, and parental involvement.

v. Learn about drug use consequences and make clear statements that you disapprove of drug use.

Vi. Initiation of substance use in early adolescence is predictive of many negative outcomes in adulthood, compromising work, family roles, educational achievement, and ongoing drug involvement. It is critical to learn about drug facts

before engaging in crucial conversations with children. Most youths, about 90%, believe their parents would strongly disapprove of their using substances, including tobacco cigarettes, alcohol, or marijuana. Most importantly, youths aged 12 to 17 who believed their parents would *strongly disapprove* of their using specific substances were less likely to use these substances than those who believed their parents would *somewhat disapprove or neither approve nor disapprove*. Among youths who perceived their parents would disapprove of smoking one or more packs of tobacco cigarettes a day, 4.6% smoked in the past month. In sharp contrast, of youths who believed their parents *were not strongly opposed*, 31.9% smokeda rate 7 times higher! The same differences were found for marijuana use. Among youth who perceived a strong level of disapproval of marijuana use, 4.3% used, but among those who thought their parents were not strongly opposed, 31% used!

vii. Be involved in your child's life.

2. Supportive parenting and monitoring of children's behavior: (parental involvement) is another critical factor associated with lower rates of drug use among youth. Most parents limit the amount of time that youth spend out with friends on school nights, always or sometimes check on homework, help with their homework, make children do chores around the house, tell children they had done a good job or were proud

of them, and limit the time on television and on computers or cell phones for social media purposes. If parents frequently helped with homework, the illicit drug use by youth was 7.6%, but was 18.1% among youth who reported that their parents "seldom" or "never" helped. Current cigarette smoking and binge alcohol use in the past month also were lower among youths whose parents "always" or "sometimes" helped with homework (more than half the rates). Youth who spend a lot of time on social media websites are far more likely to use drugs.

3. Know your child's friends:Friends and peer groups are important and consistently strong predictors of drug use. Adolescents whose friends use drugs are more likely to use themselves, and friends often provide the drugs. Friends also are role models for drug using behaviors, they help to shape beliefs and positive attributes to drugs and normalize drug use. Friends' use of drugs predicts frequency of use and problematic outcomes. Early intervention with risk factors often has a greater impact than later intervention to change a child's life path away from problems and influential peers, and toward positive behaviors. Parental monitoring and supervision of friendships are critical for drug abuse prevention: rule-setting for activities, monitoring friends and social engagements, limiting social networking, praise for appropriate behavior, and moderate, consistent discipline that enforces defined family rules all reduce children's risks and protect against pathology and substance

abuse.

4. Minimize a child's stress at home: Many factors at home can influence a child's attitudes and propensity to use drugs. Among the risk factors in the home environment are psychological, physical, or sexual abuse, living with parents who abuse alcohol and other drugs, witnessing fights at home, parental neglect, parental depression or psychopathology, providing mixed messages about drugs, especially if parents use, and permission for unlimited access to social networking. Each of these factors can be modified and improvements in the home environment can assist children avoid drug use.

5. Learn the signs of a child's drug use and how to respond: There are many signs that can alert parents to a child's drug use. If a parent observes a child neglecting school work, their grades are declining, they are losing interest in extracurricular activities, they have changed friends, social groups, clothing, behavior, the child is at risk and it becomes important to find out the reasons. Sleep patterns can also change and are manifest by irregular, unusually short, or prolonged sleep. Worrisome health issues emerge and personal hygiene declines in some youthful drug users. Relationships with family members deteriorate, and a change in personality emerges. For example, a child can become less open, more secretive, lock his or her bedroom doors, and become less honest about his or her whereabouts or use of money or may even steal money. In the case of marijuana, telltale signs include red,

bloodshot eyes; euphoria; unwarranted laughter; an increase in appetite, especially for sweets; difficulty paying attention or solving problems; memory loss; increased socializing; reduced inhibitions and poor judgment; dizziness; drowsiness; sedation; slow movement; and/or loss of ambition and motivation. Heavy consumption or high potency marijuana can result in hallucinations, paranoia, panic attacks, or delusions. If a person becomes addicted to marijuana or any drug, there will be persistent personality and behavior changes that can't be related to other influences in life. Life goals and favorite activities may be dropped. The drug user may become withdrawn and secretive and may appear depressed.

The Role of Government in Controlling the Use of Tramadol
Invest in anti-drug education: Teach often. Teach the teachers. Teach in schools, on the street corners, in the hospitals, on the trains, in the buses. Start early. Show the after-effects of drug abuse. Do not relent and most importantly, educate everyone. Rich, poor, young, old, short, tall, skinny, fat. Leave no stone unturned. A little knowledge can go a long way in curbing the demand and allure of drugs.

Create Better Jobs: Drug use disproportionately affects the poor. Per capital the majority of drug abuse (legal and illegal) occurs in poor developing countries. So what can a country do? Create good jobs. There are many initiatives that a government can do to create better jobs. One of them is to create a better educated workforce. Another is to promote investment, both internal and foreign. And yet another is to establish a

brand that is exportable and has value around the world. There is some truth to the old adage "idle hands are the devil's workshop."A good job not only keeps one occupied but it instills pride and self-worth. In addition, good jobs help raises the standard the living for all and pushes a developing country to a developed one.

Rehabilitate Drug Addicts: Not everyone who falls into drug addiction is a lost cause. Some studies have shown that of the alcoholics and drug addicts that seek help at rehabilitation clinics, about 50% recover. No doubt, it's a tough road for those seeking to "kick the habit", but with the proper program, education and support, the odds for recovery increase. A commitment to rehabilitation sends a few messages: "we care for you", "mistakes can be rectified", and "we are an inclusive society". Furthermore, the recovered are positive examples for others who face the uphill battle.

Improve Border Control: While education, better jobs and rehabilitation will have a profound effect on lowering the levels of drug addiction, there still needs to be vigilance at the borders. Illegal drugs need to be barred from crossing into a country.

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A CAREFUL ANALYSIS OF THE CAUSES OF STRESS AND THEIR EFFECTS ON NURSES' PERFORMANCE IN HEALTH- CARE DELIVERY

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Abstract
This study investigated causes of stress and their effects on Nurses' performance. It was carried out among Nurses of all cadre working in I.S.T.H, Irrua. A simple random/stratified sampling technique was applied. A sample of 162 respondents (Nurses) participated in the study. Four stress causing factors were examined: Nature of duty, Work environment, Cognitive and Physic-social. Findings of the study show that:
1. *The males perceived stress from the nature of Job more than the females.*
2. *The females perceived stress from the work environment more than the males.*
3. *The stress perceived due to Nature of job is higher among Senior Nurses than the Junior Nurses.*
4. *Graduate Nurses perceived less stress on the job than the non-graduate Nurses.*
It was therefore recommended that there should be conducive atmosphere/environment for Nurses to carry out their duties. This include provision of rest room for all the units and the Provision of offices for all heads of unit.

Keywords: Performance, Junior Nurses, Senior Nurses, Graduate Nurses, Work Environment, Stress

Introduction

The term stress could be defined as a disease of civilization. The rapid pace of our lives, overcrowded living conditions, too many demands on our time, interferences with our personal ambition and frustrating job conditions all contribute to our modern stress equation. Stress is an unavoidable aspect of life. This is because every organism faces challenges from its environment and its own needs. These challenges are problems, which the organism must solve if it must survive and thrive.

Stress is a pattern of specific and non-specific responses an organism makes to stimulus events that disturb its ability to cope. The stress response is composed of a diverse combination of reactions on several levels including physiological, behavioural, emotional, and cognitive and changes. Stress in certain circumstances may be experienced positively. Stress for example can be an adaptive response prompting the activation of internal resources to meet challenges and achieve goal.

The term stress is commonly used by lay persons in a metaphorical rather than literal or biological sense as "worn-out" for any perceived difficulties in life. It also becomes euphemism a way of referring to problem and eliciting sympathy. It covers a huge range of phenomena from mild irritation to the kind of severe problems that might result in a real breakdown of health. In popular usage, almost any event or situation between these extremes could be described as stressful.

The sources and frequency of Stress experienced by nursing staff are functions of the type of environment / unit on which they work, level of training, trait anxiety and socio-demographic characteristics. The level of stress would result in decrease job satisfaction and turnover among the nursing staff. Major source of stress of the nurses and the nursing profession are work load, feeling of inadequately prepared to meet the emotional demands of patients and their families, nursing the critically ill and dying patient and the other work.

Hingleg (1984) asserts that every day the nurse confronts stark suffering grief and death as few other people do. Many nursing tasks are mundane and unrewarding. Many are by normal standards, distasteful and disgusting. Others are often degrading, some are simply frightening.

Stress on Nurse is also associated with multiple and conflicting demands imposed by nurse supervisors and managers and by medical and administrative staff, patients and families. These situations appear to lead to work over load and possible role conflict which is most obvious when dealing with patients who are critically ill and dying.

Many studies on stress in nursing have attempted to measure the effects of stress on Nurse Health and well being. There appears to be general agreement that the experiences of work-related stress detracts the quality of Nurses working lives, increase minor psychiatric morbidity and some forms of physical illness with particular references to muscular skeletal problem, stress and depression (Cox, T; Griffith, A and Cox, S, 1996).

It is wildly believed in some quarters that Nursing by its very nature is a stressful occupation. Every-day the nurse comes face to face with people with stark suffering, grief and death. Many nurses in another angle are faced with great deal of academic stress, stress of living situation life style, work load and role conflict as they strive hard to acquire professional knowledge and proficiency in order to meet up with the complex expectations of their employer, clients and families (Hingleg, P: 1984).

Rationale
The rationale for the this study is to ensure that all Nurses at all levels embraces safety including psychological safety and consider it's integral to the way work is planned, resourced performed monitored and evaluated. Secondly to create awareness for Nurses to have deep insight and knowledge about their sources of stress and the skills for Nurses to tackle their own health needs.

Thirdly Nurses need to be informed, educated, motivated and involved formally or informally in health programmes, seminars and orientation to be convinced that Nursing practice needs a change. Fourthly the health sectors will be made to know that the most important in making the

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Nurse functional and productive is effective organization, skills, awareness and availability of functioning tools.

Concept of Stress
In 1920s and 1930s the term was occasionally being used in psychological circles to refer to a mental strain or unwelcome happening, and the advocates of holistic medicine to refer to a harmful environmental agent that could cause illness. Stress, was first used by the endocrinologist Hans Selye in 1930s to identify physiological responses in laboratory animals. He later broadened and popularized the concept to include perceptions and responses of humans trying to adapt to the challenges of everyday life. In selye's terminology, stress refers to the reaction of organism and stressor to the perceived thread. Selye started to use the term to refer not just to the agent but to the state of the organism as it responded and adapted to the environment. His theories of a universal non- specific stress response attracted great interest and contention in academic physiology and he undertook extensive research programs and publication effort.

Walter used it in 1934 to refer to external factors that disrupted what he called homeostasis. Stress according to Eeyonmour D. J. (2002) is what you feel when you have to handle more than you are used to. George (1999) stated that stress adds flavors, challenge and an opportunity to life. Without stress life would be dull and unexciting.

Quick (2001) has this to say some forms of stress are normal and even useful. He further said that stress helps if you need to work hard and react quickly. Idvine (2006) described stress as part of life which people need to recognize and must adapt to in order to function in the society. Smith (2008) described stress as a normal physical response to event that balance in some way.

According to Encarta Dictionary (2009), stress is mental, emotional or physical strain caused for example by anxiety or over work, which may cause such symptoms as raised blood pressure, depression, headache, and anger among many other. Han Selye who spent a lifetime studying stress, said he is of the view that almost because there is a demand on us it deal with a new situation.

Stress has a number of immediate effects and if the stressors are maintained long- term, behavioral, physiological, emotional and cognitive (thinking) effects occur. The stress of life has four basic variations Over stress (hyper stress), Bad stress (distress). All these in their most characteristic non specific manifestations depend on the same central phenomenon.

Sources of Stress
Stress is a recurring problem. Naturally occurring changes are an unavoidable part of the lives of all of us. We get new jobs, leave home, start college, succeed, fail, begin romance get married, breakup. In addition to the big line changes, there are also "life's little hassles" frustrating traffic jams, nagging husband/wife and missed appointment etc.

Sudden changes in our life situation are the core of stressful life events for many of us. Even events that will welcome may require major changes in our routine and adaptation to new requirements. This too could be

stressful. Many studies life changes intensity as measured by life change units (LCU) scale rises significantly before the onset of an illness. It is believed that life stress increases a person's overall susceptibility to illness, but illness is itself a major stressor.

Life's Little Hassles: Much stress arises from non events; that is from chronic or repeated conditions of living boredom, continuing tension on a family relationship, lack of occupational progress, isolation, loneliness, absence of meaning and commitment. The hassles are petty annoyances, irritation and frustrations, each of these emotional experiences contributing to overall feeling of stress.

(i) **Conflict:** Of all life's troubles, conflict is probably the most common. Conflict occurs when a person is faced with two or more incompatible demands opportunities, needs or goals.

(ii) **Unemployment:** Joblessness is a major source of stress. Research findings show that death rates go up and psychiatric symptoms get worse not just during periods of unemployment but also during short, rapid upturns in the economy.

(iii) **Divorce and Separation:** The deterioration or ending of an intimate relationship is one of the more potent of stressors and one of the more frequent reasons why people seek psychotherapy.

(iv) **Catastrophic Events:** Research on the physical and psychological effects of catastrophic events has been prolific. The reaction to disaster is a period of

stock diving that people cannot fully comprehend what has happened. The next phase is automatic action; people try to respond to the respond to disaster and may behave adaptively but with little awareness of their action and poor later memory of the experience.

Knowledge of these typical reaction stages provides a model that is helpful in predicting people's reactions, enabling rescue workers to anticipate and help victims deal with the problem that arise. Natural and man- made catastrophes include floods, earthquakes, violent storm, fires, plane crashes etc.

(v) **Pressures:** Pressures occur when we feel forced to speed up, intensify or shift the direction of our behavior or to meet a higher standard of performance. In part, pressures of our behavior or to meet a higher standard of performance. In part pressures can arise from within us from very personal goals and ideals. Because of our concern about our intelligence appearances, popularity or talents, we may push ourselves to reach even higher standard of excellence. This kind of pressure can be constructive, on the other hand, internal pressure can be destructive if our aims are impossible to achieve, we are taught to see failure as shameful. Hence the pressure to win can be intense.

(vi) **Frustration:** This contributes to stress frustration occur. This can occur when a person is prevented from reaching a goal because something or someone is in the way.

Horns (1990) identified five basic sources of frustration which include: (i) Delays one

has to accept, (ii) Lack of resources (iii) Losses such as end of love affair, friendship etc (iv) Failure, guilt (v) Discrimination Being denied opportunities or recognition regardless to one's personal qualifications.

Individual differences in the reactivity of the automatic nervous system: Melkinda Sith *et al* (2008) in their article "understanding stress signs and symptom, cause and effect" said the potential causes of stress are numerous and highly individual. What causes stress depends at least in part one's perception of it. Something that may be stressful to one person may not be to another person; they may even enjoy it.

Statement of the Problem
Nurses are frequently faced with a great deal of stress from various sources as they strive hard to acquire professional knowledge and proficiency in order to meet up with the complex expectations of both their employers and clients. Work and stress positively and negatively affect each other. Work is supposed to be a means of economic survival and source of satisfaction and happiness when properly planned and executed. Work also provide for social status and companionship.

But on the negative aspect work can result to stress, dissatisfaction and threat to Nurses health and well being. In as much as working conditions can positively or negatively affect the Nurses protection and health maintenance, the Nurses' health can as well affect her performances and productivity. The two variables depend on the environmental dispositions, nature of occupational organization and policies of the organization.Therefore the knowledge and understanding of the relationships and

interactions between work and interactions between work and health is important in nursing practice.

Despite the fact that the government, establishment and unions are working hard to achieve improvement in Nurses employment condition , the fact remains that Nurses frequently encounter situations at work that are physically and psychologically demanding. Being that chronic exposures to stress sometimes have real and significant implications for Nurses health and wellbeing, it is important that every Nurse has the awareness and skills to take care of their needs.

Purpose of the Study
The purpose of the study includes the following:
1.To investigate the relationship between stress and nurses performance
2.To provide some possible ways the nurse can cope or manage stress.

Research Questions
The researcher examined the following factors that predispose the Nurses to stress
1. Do the stress causing factors: Nature of duty, work environment, cognitive and physio- social affect the male and female Nurses the same way?
2. Do the stress causing factors: Nature of duty, work environment, cognitive and physio-social affect the Junior Nurses more than the Senior Nurses?
3. Are the graduate Nurses affected by the stress causing factors: Nature of duty, work environment, cognitive and physic-social the same way as the Non-graduate Nurses?

Materials and Methods
Design of the Study
This study used essentially cross-sectional survey research approach. Ofo (1994) agrees that survey research as an aspect of descriptive research is concerned with conditions that exist, practice that prevail, beliefs, points of views or attitudes that are developing. Descriptive survey research design was found appropriate because the data highlighted the major causes of stress and their effects on nurses' performance in a given area and population under study. The questionnaire method was used to determine if stress has in any way affected Nurses' performance with special interest on nurses' activities in Irrua Specialist Teaching Hospital (ISTH) Irrua, Edo State.

Participants
The participants in this study include all sampled nurses in Irrua Specialist Teaching Hospital (ISTH). The researcher adopted stratified and a simple random sampling of one in every two. 162 nurses participated in the study and the breakdown is as follows: Deputy Director of Nursing Services (DDNS) = 1, Chief Nursing Officers (CNO) = 26, Assistant Chief Nursing Officers (ACNO) = 21, Principal Nursing Officers (PNO) = 9, Senior Nursing Officers (SNO) = 9, Nursing Officers I (NO1) = 9, Nursing Officers II (NO11) = 87.

Instrumentation
A questionnaire was the major instrument for the study. The questionnaire was designed to collect information from individuals. The questionnaire contains three parts; namely A, B and C. Part A sort Demographic information, while part B provided several questionnaire items which requested the respondents to indicate their

opinions. The responses were scored as follows: Strongly Agree (SA=4), Agree (A=3), Disagree (D=2), Strongly Disagree (SD=1) since all the questions were positively structured.

The use of questionnaire gives room for wider coverage, minimum efforts, save time, energy and money, enable the researcher to explain the objective to the respondent which helps to stimulate their interest. In Part C, the respondents were given a space to express or list their sources of stress apart from those sited by the researcher.

Validation of the Instrument
A draft copy of the questionnaire put together by the researchers. They carried out content validation of the instrument by ensuring that every item in the questionnaire was clear and direct in meaning.

Reliability of the Instrument
In order to ensure the reliability of the research instrument, a pilot test was carried out using 10 nurses randomly selected from among the various categories of nurses. A split-half method was adopted applying the Pearson product correlation coefficient (r) which yielded 0.79. This, the researchers considered high enough to use as a reliable instrument for the study.

Procedure
The data for this study was collected through a questionnaire administered on the 162 participants from among the nurses in ISTH, Irrua. They were collected immediately after due completion by the help of research volunteers. All the copies of the questionnaire given out were recovered amounting to 100% success of instrument

administration. The data collected were then subjected to data analysis.

Data Analysis Technique

All completed questionnaire returned were collated, scored and analyzed using the simple percentage. The results generated were presented and used for the discussion in this study.

Results

Data for this study were obtained from 162 respondents (Nurses) in Irrua Specialist Teaching Hospital, Irrua in Edo State. The presentation of demographic data is shown in table 1 below.

Table One: Demographic Data

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v ĵ Ă⊥⊥'ĂC⊡■	D'nĂŕ ĵ ĂĆŝ Non– Graduate	و و 151	ايي 93.2

Table one indicates that the respondents consisted of 27 (16.7%) males, 135 (83.3%) female. The table further indicates that 96 (59.3%) respondents were junior Nurses (No II and I) and 66 (40.7%) respondents were senior Nurses (SNO and above). In addition, the table indicates that 11 96.8%) respondents were graduates Nurses while 151 (93.2%) respondents were non-graduate Nurses.

Presentation and Analysis of Data
Research Question 1

Do the stress causing factors: nature of duty, work environment, cognitive and physic-social affect the male and female Nurses the same way?

Respondents were asked to express their level of agreement. Analysis of data in relation to this research question is summarized and presented in table two below

Table Two: Classification by Gender

CLASS		I		II		III		IV	
Sex	N	Agreed %	Disagreed %	Agreed %	Disagreed %	Agreed %	Disagreed %	Agreed %	Disagreed %
Male	27	453 97.0	14 3.0	388 91.3	37 8.7	370 88.5	48 11.5	357 87.3	52 12.7
Female	135	1804 90.3	193 9.7	2139 97.1	63 2.9	1610 89.5	188 8.5	1744 88.1	235 11.9

Data in table two show that males (99.0%) and female (90.3%) agreed that nature of duty is a stress causing factor. Also the table indicates that 91.3% male and 97.1% female agreed that work environment is a stress causing factor. In addition 88.5% male and 89.5% female agreed that cognitive is also an indicator of stress. The analysis further

shows that 87.3% male and female perceived of stress.

Research Question 2

Do the stress causing factors: Nature of duty, work environment, cognitive and physic-social affect the Junior Nurses more than the Senior Nurses?

Respondents expressed their level of agreement and the analysis of data in relation to this research question is summarized and presented in table three below

Table Three: Classification by Status

CLASS		I			II			III			IV		
Status	N	Agreed %	Disagreed %		Agreed %	Disagreed %		Agreed %	Disagreed %		Agreed %	Disagreed %	
Junior	96	1373	89.4	163	10.6	1587	96.8	53	3.2	1352	87.4	195	12.6	1238	87.6	175	12.4
Senior	66	1016	95.2	67	4.8	1140	97.4	30	2.6	987	91.1	96	8.9	896	89.7	103	10.3

Data in Table three show that 89.4% of Junior Nurses and 95.2% of Senior Nurses agreed that Nature of duty is a stress causing factor. The table further indicates that 96.8% of Junior Nurses and environment is a strong factor of stress.

Furthermore, the table indicates that 87.4% of Junior Nurses and 91.1% of Senior Nurses agreed that cognitive is also a stress causing factor. In addition, the table indicates that 87.65q of Junior Nurses and 89.7% of senior Nurses agreed that physio-social is an indicator of stress.

Research Question 3

Do the graduate nurses perceive the stress causing factors the same way as the non-graduate nurses? The analysis of the data are shown in Table four below

Table Four: Classification by Qualification

CLASS		I			II			III			IV		
Qualification	N	Agreed %	Disagreed %		Agreed %	Disagreed %		Agreed %	Disagreed %		Agreed %	Disagreed %	
Graduate	11	177	94.7	10	5.3	189	97.9	4	2.1	175	95.1	9	4.9	178	95.7	8	4.3
Non-Graduate	151	2080	91.4	197	8.6	2338	96.0	96	4.0	1805	88.8	227	11.2	1923	87.3	279	12.7

Table four indicates that 94.7% of graduate Nurses and 91.4% of non-graduate Nurses agreed that Nature of duty is a stress causing factor. The table further indicates that 97.9% of Graduate Nurses and 96.0% of Non-graduate Nurses agreed that work environment is a stress causing factor. In addition the table indicates that 95.1% of Graduate Nurses and 88.8 non-graduate Nurses agreed that cognitive is a stress causing factor. Furthermore, 95.7% Graduate Nurses and 87.3 Non- graduate Nurses agreed that physio social is also stress causing factor.

Part C: List 3 most common stressors experienced at work.

In this section, the respondents were given a space to express or list their sources of stress apart from those sited by the researcher.

From the study, 80% of the respondents reported inadequate working condition from (a) Lack of rest room (b) Lack of motivation (c) Lack of security

Also, 74.1% of the respondents reported inadequate manpower leading to work over load as their sources of stress. In addition, 61.7% of the respondents reported lack of equipment and the use of obsolete equipment as their source of stress. Furthermore, 34.6% of the respondents reported autocratic and redundant senior colleagues as their source of stress. Finally, 26.5% reported that the patients and their relations as well as other health workers as their source of stress.

Discussion of Results
The purpose of this study was to determine stress causing factors among the Nurses in Irrua Specialist Teaching Hospital. The specific factors; Nature of study, work environment cognitive and physic- social were examined. This researcher sought to know whether demographic variables such as gender, status and qualification affect Nurses perception of stress causing factors is the same way. The discussion of the results obtained in this study was organized according to the research questions. The study found that Nature of duty, work environment, cognitive and physic-social were all stress causing factors.

Nature of Work
The study revealed that 97.0% of males and 90.3% of females agreed that the nature of duty is a stress causing factor. The reasons while the males agreed more to this might be due to the fact that male Nurse work harder than the females' in their job allocation.

Also 89.4% of the Junior Nurses and 95.2% of Senior Nurses agreed that Nature of duty is a stress causing factor. The seniors agreeing more to this might be due to their management and supervisory role in addition to their normal duties.

In addition, 94.7% of Graduate Nurses and 91.4% of Non-Graduate Nurses agreed that Nature of duty is a stress causing factors. The reasons to this might be due to factors such as lack of co-operation and little conflicts between the graduate Nurses and the Non-graduate Nurses. These observation tallies with Doradick (2002) who asserts that nursing career is known for its long hours, health care risks and emotional load. Hingley (1984) also noted that many Nursing task are mundane and unrewarding. With these one would conclude that Nursing by its very nature is a stressful occupation.

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Work Environment

From the table of analysis, 91.3% of the males and 97.1% of the females agreed that work environment is a stress causing factor. The reason to this might be due to the fact that the females find it difficult to adjust to the improvision made by most males in the management of their clients.

In addition, 96.8% Junior Nurses and 97.4% of Senior Nurses agreed that work environment is a stress causing factors. The senior Nurses agreeing more to this might be due to inadequate material supply and human resources for proper job allocation which sometime reduces clients' satisfaction. Also it might be due to fact that some head of units do not have offices to carry out their managerial work.

In addition 97.9% of Graduate Nurses and 96.0% of Non graduate Nurses agreed that work environment is a stress causing factors. This might be due to constraints met by the Graduate Nurses from lack of functioning equipments and inadequate supply of material as they try to put to practice all what they were taught in their various schools. All these observation tallies with number one (1) of Legge's Aphorisms which says "unless and until the employers has done everything and everything means a good deal the workman can do next to nothing although he is naturally willing enough to do his share."This also agrees with Reich and Okubo (1992) that says that productivity depend on environmental dispositions and the nature of occupational organization and policies.

Cognitive

From the table analysis, 88.5% of males and 89.5% of females agreed that cognitive is an indicator of stress. Females agreeing more to this more than the males might be due to the fact that the female have little or no time to seek for more knowledge after their routine job. This may also be due to family responsibility depriving them from going to further their education.

Also, the study shows that 87.4% of Junior Nurses and 91.1% of Senior Nurses agreed that cognitive is a stress causing factor. The seniors agreeing to this more than the Junior Nurses could be as a result of their experience and their involvement in interaction with other profession and intellectual clients.

Furthermore the study shows that 95.1% of the Graduate Nurses and 88.8% of Non-graduate Nurses agreed that cognitive is an indicator of stress causing factor. The reasons to this might be due to the difficulties met by the graduate Nurses as they attempt to bridge the gap between the Nurse and the physician.

Physic-Social

The study shows that 87.35 of males and 88.1% of females agree that physic-social is a stress causing factor. The reasons might be that the junior Nurses are most affected physiologically and socially from child bearing, family and society. This tallies with Achalu, (2000) who asserts that a sick employer in the bank can make a mistake of over payment or create poor relationship with customer; or a sick employer in agricultural setting is likely to cause crop destruction while a sick health worker is unlikely to attend to sick clients adequately thereby causing long hospitalization and death.

In addition the study shows that 87.6% Junior Nurses and 89.7% of senior Nurses agree that physic-social is an indicator of stress. This might be due to the aging process of the senior Nurse.

Furthermore, the study shows that 95.7% of Graduate Nurses and 87.3% of Non-graduate Nurses agreed that physic-social is a stress causing factor. This might be due to their knowledge about physiological and sociological development of human being.

Summary
From the analysis of data the following results were obtained.
1. The males perceived stress from the nature of Job more than the females.
2. The females perceived stress from the work environment more than the males.
3. The stress perceived due to Nature of job is higher among Senior Nurses than the Junior Nurses.
4. Graduate Nurses perceived less stress on the job than the non-graduate Nurses.

Conclusion
From the summary, it could be concluded that
1. Both male and female Nurses are exposed to the same stress causing factors in I.S.T.H.
2. Job stress is a major factor in determining the Nurses' Job.
3. Graduate Nurses handle stressful situation more than the non-graduate Nurse.
4. The physical and social state of a Nurse can affect her performance.

Recommendations
Having critically examined the results of the findings of this work, recommendations made on stress among Nurses in I.S.T.H and their effects on Nurses performance are as follows;
1. There should be conducive atmosphere/environment for Nurses to carry out their duties, such as the provision of rest room for all the units and Provision of offices for all heads of units.
2. There should be in-service training and seminars to improve Nurses' Proficiency in their delivery as Nurses
3. There should be workshops occasionally organized for Nurses on how to manage stress since stress is a part of life.

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BIBLIOTHERAPY: MEANING, GOALS, APPROACHES AND RELEVANCE

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Abstract
This paper set out to discuss the meaning of the concept bibliotherapy, its aims, its methods and significance in assisting young learners in the school system and health care centres. As a concept, bibliotherapy was used here to refer to the use of literature to help people cope with emotional problems, mental illness or challenges in their lives. Its practitioners aim at helping people of all ages to understand themselves and to cope with problems that may be confronting them. Common approaches in bibliotherapy, which, include clinical bibliotherapy and bibliocounselling where skilled practitioners are more likely to use developmental bibliotherapy were identified. Benefits of bibliotherapy, which, include the promotion of social development as well as the love of literature in general and reading in particular and limitations were outlined. It was concluded that the use of bibliotherapy in our school system and health care delivery centres is imperative. The establishment of functional bibliotherapeutic programmes in Nigerian schools and health care centres were therefore highly recommended.

Keywords: *Bibliotherapy, Concept, Goals, Approaches and Relevance.*

Introduction
The Concept of Bibliotherapy

Bibliotherapy refers generally to the use of literature to help people cope with emotional problems, mental illness or challenges (Pardeck, 1994) or to produce effective change and promote personality growth and development (Lenkowsky, 1887; Adderholdt-Elliot & Eller, 1989) by providing literature relevant to their personal situations and developmental needs at appropriate times (Herbert and Kent, 2000). Bibliotherapy practitioners attempt to help people of all ages to understand themselves and to cope with personal challenges such as school and health failures.

According to Ehiozuwa (2002) bibliotherapy is the use of didactic literature to help individuals understand themselves and effect changes in their behaviour

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through reading of books as a way of healing oneself or solving a problem. Mackiewics (1970) and Kolo (1988) define the concept as a clinical treatment and more as a natural tool for reaching youngsters/or adolescents and adults who need help either in the schools or health care centres. In other words, bibliotherapy through the help of books provides opportunity for youngsters to interact with characters/personalities who had problems similar to theirs. The social and emotional issues raised can serve as spring board for meaningful discussions of the children's or patients' real problems. Furthermore, the approach of bibliotherapy promotes awareness that no one could possibly be an island onto him/herself and that problems are universal.

Bibliotherapy is more or less the interaction between the reader and certain literature which is useful in aiding personal adjustment. Bibliotherapy discuss also include its uses in mental hospitals with maladjusted individuals and in the classroom, with retarded, gifted and average students. Bibliographies are suggested for bibliotherapeutic purposes from the primary grades through college and some studies are offered which supports these uses as bibliotherapy can help meet the developmental needs not only of young people in the classroom but also of some maladjusted individuals outside the school system.

History of Bibliotherapy
The history of bibliotherapy teaches that the use of books as emotional problem-solving skill and tool has been around and used for centuries, but operating in different names depending on the time and place. Names Bibliotherapy was known with included:

Bibliocounselling, Bibliopsychology, Book Matching, Literatherapy, Library Therapeutics, Guided Reading and Biblioguidance (Basbane, 2001). King Ramses II of ancient Egypt was reported to have had a motor at the entrance of his royal chamber where book is stored that read: "House of Healing for the Soul" meaning that books are sources of healing of the mind (Basbane, 2001). Galen, the extraordinary philosopher and Physician to Marcus Aurelius of Rome, maintained a medical library in the first century, A. D. Aurelius and staff of the Sanctuary Ascelepion, one of the first hospitals in the world used a library for reading as part of treatment for patients with ailments that were linked to emotional disturbance (Basbane, 2001).

As far back as 1272 in the Al-mansur Hospital in Cairo Egypt, the Koran was read to patients as a bibliotherapeutic material and part of medical treatment (Rubin, 1978). History recorded that it was Samuel Crowther who first coined the term 'bibliotherapy' in August 1916 (Basbane, 2001). By the 1920s, there were training programmes in institutions like the school of library science at Western Reserve University, School of Medicine, University of Minnesota and many others in the United States of American (USA). Historically, modern bibliotherapy dates back to early 1930 when libraries began compiling lists of written materials that could help individuals modify their thoughts, feelings or behaviour for therapeutic purposes. Counsellors then worked in conjunction with librarians to "prescribe" selected literature for clients experiencing problems (Pardeck, 1994).

The underlying premises of Bibliotherapy is that clients identify with literary characters

similar to themselves, an association that helps the clients release emotions, gain new directions in life, and explore new ways of interacting (Gladding and Gladding 1991).

Teenage reader, for example, felt relieved that they are not the only one facing a specific problem. They learnt vicariously how to solve their problem by reflecting on how the characters in the book solved theirs (Herbert and Kent 2000).

Some Approaches in Bibliotherapy

In clinical Bibliotherapy and Bibliocounselling, skilled practitioners use therapeutic methods to help individuals experiencing serious emotional problems. Classroom teachers are more likely to use developmental bibliotherapy which involves helping students in their normal health state and development. The advantage of the latter approach is that the teachers can address the concerns of their students and address the issues before problems arise. Students can also be guided through predictable stages of adolescent with knowledge of what to expect and how other teenagers have dealt with the same concerns (Herbert and Kent 2000). Whichever approach is involved, bibliotherapy requires careful planning since it seeks to help clients respond to the materials given so that change is effected through catharsis (a cleansing of emotions primarily through art), insight, or the "copying of character behaviours" (Gladding and Gladding, 1991).

Other Approaches to Bibliotherapy

Rabin (1987) classified bibliotherapy into three approaches for use

1. **Institutional Bibliotherapy**
   This refers to the use of literature primarily to educate the individual institution client. It also includes the traditional medical uses of bibliotherapy in which mental hygiene texts are recommended to patients.

2. **Clinical Bibliotherapy**
   This is the use of literature, primarily imaginative with groups of clients with emotional or behavioural problems.

3. **Developmental Bibliotherapy**
   This simply refers to the use of both institutional and clinical bibliotherapy (imaginative and didactic literature with groups of normal individuals). This type of bibliotherapy is designed and led by a librarian, counsellor, teacher and other helping professionals to promote normal and self-actualization or to maintain mental health.

Basic Stages in Bibliotherapy

Generally, activities in Bibliotherapy are designed to
1. Provide information,
2. Provide insight
3. Stimulate discussion about problems
4. Communicate new values and attitudes
5. Create awareness that other people have similar problems
6. Provide realistic solutions to problems

The processes goes through four basic stages according to Pardeck (1993), namely, identification, selection, presentation and follow up. During the first two stages, the clients' needs must be identified and appropriate books selected to match their particular problems. The selection process takes skill and insight, as the books must

provide correct information about a problem while not impacting a false sense of hope. The books must then be presented carefully and strategically that the clients are able to see similarities between themselves and the book characters. Once the client can identify with the main character, they enter the follow up stage during which they share what they have gained. They express catharsis verbally in discussion or writing or non-verbal means such as art (Sridhar and Vaughn, 2000), role playing, creative problem solving or self-selected options for students to pursue individually (Herbert and Kent, 2000). Once catharsis has occurred, the clients can be guided to gain insight into the problem.

The success of the bibliotherapy problem depends largely on how well teachers, counsellors or psychiatrists play their vital roles as facilitators throughout the whole process. Sridhar and Vaughn (2000) provide useful ideas on how teachers can get ready for the process and what they can do before, during and after reading.

Goals of Bibliotherapy
Kolo (1988) identified the three (3) goals of bibliotherapy as
a. To teach a person to think constructively and positively.
b. To help people analyze their attitude and mode of behaviour and
c. To stimulate an eagerness to find an adjustment to problems that will lessen conflict.

Chevehend (2001) on the other hand says that the bibliotherapy programme goals include the following:
a. To enhance the healing process,
b. To foster family-centred care,

c. To promote cognitive development and learning,
d. To stimulate creativity and imagination and
E. To develop positive attitude towards books.

He went further to state that the bibliotherapy approach introduces children to touch, then feel and read of stories directly for the first time which are key elements in fostering learning. The use of bibliotherapy literature or media materials serves as valuable guides for classroom work and could prompt many students or clients to seek counsellor's help to discuss related problems. The approach also assists the individual to gain greater self-knowledge as well as opportunities for identification, clarification and insights.

Principles of effective use of bibliotherapy using bibliotherapeutic techniques for changing clients' behaviour or attitudes positively require certain basic procedure; these are identified by Kolo (1988) as follows:
1. The reading material to be used in bibliotherapy must address a specific attitude at a time. That is, the reading material should be able to address a problem and solve it at a time.
2. The reading material must be prepared or selected to match the language, cognitive and reading level of the client or patient concerned.
3. The reading material must be provided constantly. That is, the reading material which will be either books, handouts or pamphlets must be programmed on regular basis until when the problem is well treated and the desired positive attitude change is noticed.

4. The form of bibliotherapy initiated for use must be maintained throughout the period of the program and

5. It is advisable that the counsellor or the health care giver using the bibliotherapeutic material need to know the audience that the material will be used for. That is, the practitioner need to know the category of the audience, whether it is going to be young children, adolescents or adults.

Benefits of Bibliotherapy

1. It provides the opportunity for the participants to recognize and understand themselves, their characteristics and complexity of human thoughts and behaviour.

2. It also promotes social development as well as the love of literature in general and reading in particular (Gladding and Gladding, 1991).

3. As young persons imbibe the reading culture is will ultimately benefit them in their future academic endeavour.

4. Often times, medical personnel come across patients who may not need drugs for to cure their psychological illness, the use of bibliotherapy is a panacea for such patients.

5. For patients who might be allergic to some specific drugs, the use of bibliotherapy might be very useful in attending to them at the initial stage in order to handle them in the long run.

6. It reduces feelings of isolation that may be felt by people with problems.

7. Bibliotherapy increases the rate of healing especially with cooperating clients.

8. Bibliocounselling is very effective in the treatment of patients with terminal illness in preparing them for possible acceptance of the inevitable exit from the world.

Limitations of Bibliotherapy

1. The effectiveness of bibliotherapy however may be limited by the availability of materials on certain topics.

2. The lack of clients' readiness and willingness to learn.

3. Clients may also project their own motives onto characters and thus, reinforce their own perception and solutions.

4. A facilitator limitation is also a challenge as they may have limited knowledge of human development and developmental problems as well as inadequate knowledge about appropriate literature. Adequate training is therefore very necessary.

5. Another limitation may lie with the bibliotherapeutic process itself. For example, clients may be unwilling to discuss areas that are uncomfortable.

6. The process could also be limited if client and prctitioner stay on surface issues.

Implications for Guidance Counselling

Guidance counselling as a field of study is seen by some persons as a helping discipline to needy people referred to as clients who may have some concerns about some aspects of human living or development. Bibliotherapy is the use of literature to help people cope with emotional problems, mental illness or challenges in their lives or to produce effective change and promote personal growth and development. The implication of bibliotherapy to the guidance counsellor therefore is very imperative.

Since bibliotherapy is also seen as an interaction between the reader and certain literature which is useful in aiding personal adjustment, practitioners of guidance counselling are very effective in ensuring that the clients are given adequate information that promote insight into the identified problems. They also create awareness that other people have similar problems and therefore provide realistic solutions to such problems.

Guidance Counsellors provide their expertise in ensuring that the process of bibliotherapy goes through the four stages of (a) identification, (b) selection, (c) presentation and (d) follow up exercises according to Pardeck (1993).

Guidance Counsellors who use bibliotherapeutic approach also provide a platform for participants to recognise and understand themselves, their characteristics and complexity of human thought and behaviour. While achieving this purpose, it promotes social development as well as the love of literature in general and reading in particular among learners (Gladding & Cladding, 1991).

Conclusion
Based on the fore going, bibliotherapy is an effective method which teachers and counselors can use in many ways and in every school grade to assist both pupils and students with readying and studying challenges. And it is also an effective means of curing many psychological ailments.

Recommendations
The establishment of functional bibliotherapeutic programmes in Nigerian schools and health care centres is highly recommended here. In doing so the programmes must be presented in such schools and centres by the practitioners as non-threatening biblioguidance programmes. The practitioners must also solicit the input and advice of colleagues, parents, students, school administrators, clients, patients and their relatives so that they will be carried along in the process. In addition, the practitioners (who much have been trained in the principles of bibliotherapy) must be alert to both the benefits and limitations of bibliotherapy as they relate to their clients, especially young persons.

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THE EFFECTIVENESS OF BIBLIOTHERAPHY IN THE DEVELOPMENT OF GOOD STUDY HABITS IN SECONDARY SCHOOL STUDENTS IN EDO STATE

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Abstract
This study investigated the effectiveness of bibliotherapy in the development of good study habits in secondary school students in Edo State. The study adopted the quasi-experimental design. The population of the study covered 2,920 junior secondary school students in the sixteen (16) public secondary schools in Esan West local government area of Edo State. The simple random sampling technique was used to select five schools. Fifty (50) students were selected as participants in the control group and fifty (50) students in the experimental group. These gave a total of one hundred (100) participants for the study. The standardized study habit inventory developed by Bakare and Bibliotherapy Intervention Programme therefore recommended among others that students should be exposed to the use of bibliotherapy to enable them develop a good study habits.

Keywords: Effectiveness, Bibliotherapy, Good Study Habits, and Students

Introduction

Studying is the centre of literacy development and one of the most fundamental skills upon which all formal education within the school system depends. It paves a way for academic success. It is a yardstick for measuring academic progress. Studying is an indispensable tool for learning in the hierarchies of modern educational set up. It facilitates the learning process and effectively promotes intellectual development in learners. Studying is central to learning and its absence has serious consequences on learners. A positive study habit is seen as the desire for one to read books across genres, and also learn from reading. It is one's likeness for books which makes one to read on a regular basis. A creative and pragmatic education therefore involves the habits of personal investigation or self study that manifest in self thinking, evaluation and

analysis. That personal investigation, or self education or independent study that involves reading at one's accord is what is described as study habit (Abdullahi, 2008).

The use of reading to produce positive personality change, growth, and development is referred to as 'bibliotherapy'. Bibliotherapy is a technique that uses literature to help students develop self awareness and to better understand their problems. Bibliotherapy can serve several purposes; namely clinical purpose, developmental purpose, or academic purpose. Bibliotherapy can assist pupils in understanding the complexity of human by exposing them to a multitude of characters in literature; which may also promote the development of interest outside of them by exposing them to different patterns of living. It can also increase love of literature generally and reading in particular. Moreover, the role of bibliotherapy in personality development is enormous. It provides aid based on reading of a recorded document (Janaviciene, 2012). Bibliotherapy as service is aimed to provide students with knowledge and emotional support by means of text recommended for reading. The objective of bibliotherapy in the school setting is to widen and expand mainly students' understanding of a particular problem that requires attention and consideration. The written books may educate students about their problems or may be used to increase their acceptance of a proposed treatment. Books used for learning have been instruments of change, development and effective decision-making since time immemorial. No, wonder then that books have continued to be relevant from one generation to another, and cultivating the habit of studying these books

is also very important (Akinola, 2014).

A habit is a consistent repeated behaviour that is considered normal to the person performing the action. It refers to a disposition to behaviour or do something in a particular way. Habits are easily formed and once formed, become difficult to erase. Development of habit is gradual and does not just happen by chance. Study habit is one of the habits that can bring great satisfaction and sense of accomplishment to the learner. Hence, study habits are ways of adjusting to routine requirements of daily reading. Therefore, the effectiveness of bibliotherapy in the development of good study habit among secondary school students cannot be over emphasized (Simon, 2015).

In secondary education, a good study habit is essential for achievements in all academic domains. It is necessary to understand instructions of various subjects and to complete assignments. If students experience difficulties regarding good study habits, they are often unable to achieve academic success and expectations. Because all academic areas require the student to study, it is expedient that the students imbibe the culture of developing good study habit. Struggling learners are more at risk of poor academic achievement in secondary schools. To avoid poor performance, the students must be acquainted with the regular use of their books to improve their intellectual capacity.

For students to attain successful achievement in their academic pursuit, the need to develop good study habits is very important. Each students need to understand the mode of studies to adopt in order to excel in school. Most students perform below

average due to lack of good study habit (Abdullahi, 2008). Some students usually have problems developing a good study habit. They start studying very late when examinations are approaching, this makes the work very cumbersome with so many materials to read and a lot of assignments to be done with minimum time available.

How a student takes his or her studies, greatly determines his/her level of academic achievements. The level of preparation and learning strategies developed and employed consciously by students, go a long way to influence their level of academic performance (Ebele & Olofu, 2017). Thus a good study habit is one of the greatest or learning factors that hugely influences students' academic achievements. If undermined by students, teachers, administrators, parents and guardians, school counsellors and the government at any level, then, the trend and menace of students' abysmal performance in both internal and external examinations would continue to decline and become more devastating and alarming (Mahraj & Qamar, 2012).

Most students are involved in so many activities outside their studies. They therefore skip reading their notes after school, they postpone their study time, pile up all the books to be read until examination is approaching. Most cases, students are often confused on how to start, what to do within the short limited time, the time they require to study in order to comprehend. This shows a clear need to develop good study habits in students if the purpose of learning is to make the learner attain good performance and academic success. It should be noted that there are students who

are well focused in their studies and possess good mental ability needed to attain good academic performance but may end up performing below expectations often. The issue confronting such persons is not low intelligent quotients but failure to use the most effective methods of studying (Simon, 2015). In other words, the failure to develop good study habit can constitute a stumbling block to the student's performance. This is because a lot of students tend to study without knowing the guiding principles involved in studying. The aforementioned issues necessitated this study on the effectiveness of bibliotherapy in the development of good study habit among secondary school students in Edo State.

Literature Review

Humans have recognized the therapeutic value of literature for centuries. As Baruchson-Arbib (2000) points out, "The Ancient Greeks called their libraries - The Healing Place for the Soul", and through all of history, during the middle ages, books were prescribed to individuals in institutional, medical, and correctional facilities as a means of healing the human condition and various afflictions (Jack & Ronan, 2008). In modern times, bibliotherapy includes a wide range of therapeutic practices connected through the use of literature. Its aims include achieving self-actualization, self-assessment, self-help, and problem-solving skills, and it can take place in a variety of settings, whether under the tutelage of a psychologist or independently directed accidental self-help. Ultimately, bibliotherapy is a practice that has existed, named or unnamed, formally or informally, throughout much of human history and research into its uses continues to provide promising results on the benefits

of this time honoured techniques.

Books can be used to help people with various problems. This is why bibliotherapy is one of the approaches which help students in diverse ways, it facilitates developments and stands as a plausible intervention in schools to reduce issues that students struggles with ranging from personal, emotional, physical etc. There are four stages in bibliotherapy process which includes identification, catharsis, insight and universality. Identification connotes the moment when a reader of a book identifies with the character in the book that is going through a similar issue with the reader. Catharsis stage comes after the identification of the problem. It involves reaction of the reader when he discovers himself in a literature, it comprises of frustrated anger, quiet tears, constant nodding, belly laughter as he/she reads. Insight which is the third stage is about the students applying what is learned from catharsis to his/her own life. Finally, universality can be a life-changing event because there is power in numbers, and when people begin to demonstrate their ability to overcome the identified problem, then it turns that situations and obstacles can be avenues for growth in one's life (Benoit, 2015).

Bibliotherapy has been used for centuries and it is encompassing, it is an attempt of an individual to promote his/her mental and emotional health through the use of reading materials to fulfill needs, relieve pressures or help his development as a person (Onidoma, 2017). Bibliotherapy is seen as a means to an end in gaining self-knowledge and building mental health. Betzalel and Shectman, (2010) asserted that

bibliotherapy has had a controversial historical perception among researchers. Empirical data suggest that by the rule of books an individual's anxiety can subside. Through reading novels about characters who went through similar ordeals, the book automatically turns to a counselling technique and as books are frequently and properly used, the personality of an individual will be altered, attitudinal change occurring and also values developed.

Pardeck, cited in Onidoma, (2017) opined that bibliotherapy became an organized subject in the 1930s when librarians were compiling lists of written materials which was intended to help change people's thoughts, feelings or behaviours for therapeutic reasons. It is essential to highlight the four shared goals of clinical and developmental bibliotherapy as discussed by Hynes-Berry and McCarthy Hynes (1986). Bibliotherapy improves the capacity to respond by stimulating and enriching mental images and concepts by helping the feeling of those image surface; it increases self-understanding by helping individuals value their own personhood and become more knowledgeable and more exact about self-perception; it increases awareness of interpersonal relationship and improves reality orientation. The utilization of bibliotherapy provides in-depth and adequate help for the development of good study habit.

Nansel, Overpeek, Pilla, Ruan, Simons-Morton & Scheidt, (2001) also noted that a very good number of therapists used bibliotherapy as a means to cope with students who stammer, and even those experiencing a mental illness tend to benefit from bibliotherapy. Ediger (2004) refers to

bibliotherapy as literature covering challenging topics and presented to students as guidance resource. More generally, bibliotherapy can be defined as using literature to help a person with an issue or offer understanding of an unknown topic. Camp (2015) further asserted that there are two things always present regardless of all these definitions of bibliotherapy that span many fields and uses. The first is literature; it can be fiction, nonfiction, self help books, poem, song lyrics, novels, chapter books, and other printed materials. The second is aiding on an unknown topic, modeling behaviours, teaching a skill, assisting in the problem solving process, and much more.

Goddard (2011) also noted that books provide a safe medium for students to explore different concepts, feelings, and attitude while allowing them to better understand their environment, community and social expectations. Akinola (2014) further asserted that reading increases self esteem, gives comfort, and may aid students in coping with difficult situations, whereas bibliotherapy can be used to open communication between children, parents, and teachers. Bibliotherapy is basically to broaden and deepen the student's understanding of a particular problem that requires attention. Bibliotherapy also helps students gain insight into promoting problem-solving skills.

According to Mitchell- Kamalie (2002) bibliotherapy is a process of dynamic for personality assessment, adjustment, and growth. It is also seen as the use of direct reading as a therapeutic treatment. This definition is more of a developmental or preventive approach. Also developmental bibliotherapy which is the use of books,

poetry, short stories, films and other literacy media as a neutral ground on which an individual can meet and discuss issues of life and their personal problems, an individual can meet and deal with a stressful situation before it occurs in reality. The value of bibliotherapy is that the book or other media acts as a catalyst for thinking of ways to cope with and solve problems of living. This type of bibliotherapy is often provided in schools, libraries and other community settings as reinforcement for students' study habits. To develop an effective study habit, the students need to be given intensive training on study habits. Most scholars consider it as one of the interventions of developing good study habits.

Abdullahi (2008) stated that developing good study habits requires more than a simple way of studying. Rather they require careful and developed good study habit as well. This simply signifies that successful academic achievers typically have arrays of study habits well cultivated which help them to develop effective study habits. He also mentioned that there is a great need to teach study habit to students as majority of them have ineffective study habits and this has put the students in the position of developing poor study habits. Because they have developed poor study habits, they usually opt and solely depend on frantic cramming during examination. This is not a good standard to develop in the field of studying because the understanding has not been established.

Simon (2015) noted that after carrying out a study that majority of the students expressed a need for developing effective study habits, choosing the right subject combination and passing examinations. Ogbodo (2002)

explained that developing good study habits and approaches was genuinely necessitated by dramatic short fall and downturn in students' performance which cut across tiers of institution of learning, resulting in massive failures, carryover deficiencies and related problem. A study carried out by Pressey cited in Abdullahi (2008) showed that college students who were having difficulty and were given instruction in developing good study habits were likely to pass their examinations than similar students who received no help. He also opined that developing good study habits is important part of any student's success. This doesn't just mean studying hard when a test is coming up. Studying is a continuous process that helps learners collect their thoughts and reflect on the new things they learn each day. It takes time and effort for the student to fully understand everything he or she is taught in the classroom. He further buttressed that a student needs not to necessarily have high IQ than his counterpart who is below average in academic performance. The simple difference between them is good study habits. Since the development of good study habit help individual student to form understanding effectively.

Several studies have been carried out on good study habits, treating adolescents' mental illness with bibliotherapy, chronic illness related to stress and bibliotherapy in enhancing learning among secondary schools students. Elley, (2014) for instance carried out a six-weeks study to examine the use of Bibliotherapy in a third grade classroom. Data were collected through pre- and post- surveys, interruption tally charts, pre- and post-sociograms, class meeting videos, student work, and a teacher-research journal. The findings revealed that students

had a more acceptable attitude of their classmates, and had a significant decrease in interruptions, and also had an overall growth in their social and emotional skills.

Similarly, Ogbeide and Adomeh (2019) carried out a study to investigate the effectiveness of bibliotherapy in enhancing learning among secondary school students in Edo State, Nigeria. The study which adopted the quasi-experimental design employed the English and Mathematics Classes Achievement Test and the Bibliotherapy Intervention Programme to collect data, and the t-test statistics was used for data analyses. They found that students taught bibliotherapy had higher learning outcome in English Language and Mathematics in Junior Secondary Schools in Edo State.

Nevertheless, it is not known to the researcher that studies on the effectiveness of bibliotherapy in the development of good study habits among secondary school students have been carried out in Edo State. To fill this gap, this study seeks to determine the effectiveness of bibliotherapy in the development of good study habits among secondary school students in Edo State, Nigeria using the following research question:

- Does the use of Bibliotherapy Intervention Programme enhance secondary school students' development of good study habit in Edo State?

Hypotheses
The following hypothesis was tested in this study:

- There is no significant relationship between the use and non-use of Bibliotherapy Intervention Programme

in the development of good study habits by secondary school students in Edo State.

Research Design
The study adopted the quasi-experimental design. This design was adopted as a non equivalent control group was chosen. The participants were divided into two equal groups namely: control group and experimental group. The population of the study covers all the 2,920 junior secondary school (JSS) students in the 16 public secondary schools in Esan West local government area of Edo State. The simple random sampling techniques was used to select five schools, 10 students were selected as participants in the control group. This process was repeated in the five schools to obtain a total of 50 students for the experimental group and 50 students in the control group. This gave a total of 100 participants in the study.

A standardized study habit inventory developed by Bakare (1977) was adopted as the instrument for this study. The inventory contains 34 questions which were answered by the students. The instrument includes homework and assignment, time allocation to work, reading and note taking, study period procedures, concentration, written work, examination and teacher consultation. The instrument is well established for the fact that it is able to differentiate between groups that are known to differ on the construct measured by the inventory. Also, Bibliotherapy Intervention Programme (BIP) was the second instrument used. Two books by the world best neurosurgeon, Ben Carson titled: Think Big: Unleashing your potential for excellence and you have a brain: A teens guide to think big were used as

the main prose for the BIP. The books are rich with testimonies for the reader's capacities to develop good study habits which can take him them to the top.

The instruments were subjected to inspection by two experts from the Department of Guidance and Counselling in Ambrose Alli University, Ekpoma in order to ensure their content validity. The instrument was later subjected to the test re test reliability technique. A reliability coefficient of 0.88 was obtained. Hence, the instrument was adjudged reliable to be used for the study. Permission was then sought from the principals of the selected secondary schools to use their students and a lesson period was scheduled for the participants. The inventory was administered to the experimental group after four weeks of exposure to bibliotherapy intervention programme (BIP). This was done with the assistance of the teachers in the sampled schools. The scores of the students from the experimental group were collated with the scores of students in the control group.

The hypothesis was tested with the Pearson Product Moment Correlation Coefficient in order to determine if there is any relationship between bibliotherapy and development of good study habit, while the t-test statistics was used to determine whether the mean score of students performance from the experimental group (students exposed to BIP) differ from those in the control group (those not exposed to BIP). The hypothesis was tested at 0.05 level of significance.

Test of Hypothesis and Result
The result of this study are presented in line with the hypothesis tested, namely, there is no significant relationship between the use

and non-use of Bibliotherapy Intervention Programme in the development of good study habits by secondary school students in Edo State.

Table 1: The Relationship Between the Use and Non-use of Bibliotherapy Intervention Programme in the Development of Good Study Habits.

t Ăĭ⁇⁻Ă⁻Ċ group	N	X	SD	Pearson r-coefficient	p-value	Remarks
9ŝ.ʃ'n⁜ŝ▪Ă▪ group	50	16.52	5.460	.382**	0.000	Null Hypothesis
Control group		50	13.88		3.438	Rejected (p <0.00)

** Correlation is significant at 0.05 level.

Results in Table 1 shows that the mean ($\bar{x}$) and standard score (SD) of the respondents (N=100) is ($\bar{x}$) = 16.52 and SD = 5.460 for the experimental group and ($\bar{x}$) = 13.88 and SD=3.438 for the control group, while the Pearson Correlation Coefficient of 0.382 is statistically significant (p<0.05). Thus, the null hypothesis was rejected. This implies that there is a significant relationship between the use and non-use of BIP in the development of good study habits among secondary school students in Edo State.

Discussion of Finding.
The result of this study shows that bibliotherapy appears to be an effective intervention in the development of good study habits among students. As the result shows, there is a relationship between the use of BIP in the development of good study habits. Bibliotherapy enhances the development of good study habit since it enabled the students get closer to their books. The connection between bibliotherapy and the development of good study habits is especially apparent as bibliotherapy allows an opportunity for a student to recognize aspects of him or herself and to come to terms with feelings and memories through the characters in a book. As bibliotherapy provides a good model for developing a good study habit, it also helps students in seeing a need to study before examinations which will give them a guarantee that the good study habit will boost their academic performance, and also give them confidence to be successful in all life endeavours, because when a student is able to develop a good study habit, it becomes part of the student even after his academic pursuit.

The accomplishment recorded in the effective use of bibliotherapy in the development of good study habit among secondary school students in Edo State as found in this study agrees with the findings of Elley, (2014) who carried out a six-weeks study to examine the use of Bibliotherapy in a third grade classroom. Data were collected through pre- and post- surveys, interruption tally charts, pre- and post-sociograms, class meeting videos, student work, and a teacher-research journal. The findings revealed that

students had a more acceptable attitude of their classmates, and had a significant decrease in interruptions, and also had an overall growth in their social and emotional skills. The findings of this study also agrees with the findings of Ogbeide & Adomeh, (2019), Hynes-Berry, & McCarthy Hynes, (1986);. Furthermore, the findings of this study are also in agreement with the assertions and findings of Abdulahi, (2008) which stated that developing good study habits requires more than a simple way of studying. Rather they require careful and developed good study habit as well with the use of bibliotherapy. This simply signifies that successful academic achievers typically have arrays of study habits well cultivated which help them to develop effective study habits. He also mentioned that there is a great need to teach study habit to students as majority of them have ineffective study habits and this has put the students in the position of developing poor study habits. Because they have developed poor study habits, they usually opt and solely depend on frantic cramming during examination; (Goddard, 2011; and Akinola, 2014, and Denga, 1983); instead of the development of study habit, which this present study has also found could be aided by the use of BIP.

Conclusion

The conclusion of this study is that bibliotherapy as a technique is effective in helping secondary school students to develop good study habits.

Recommendations

Based on the above finding that the use of bibliotherapy Intervention Programme is effective in making secondary school students to develop good study habits, the following are recommended:

1. Students are to learn to make their books their best friend and incorporate reading into their daily life schedule, not waiting for examination period before remembering their books.
2. Students should plan to spend more time on fewer books rather than reading several books that are almost the same.
3. They should also learn to read one book at a time in order to have more time to focus on the particular subject that is intended.
4. Average students should be exposed to Bibliotherapy Intervention Programmes in order to help them to develop good study habits as this will ultimately make them to excel in their academics.
5. Finally, it is recommended that our students should be introduced early to Bibliotherapy Intervention Programmes as this will bring about the much desired positive change in our school system.

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EFFECTIVENESS OF BIBLIOTHERAPY IN REDUCING EXAMINATION STRESS AMONG SECONDARY SCHOOL STUDENTS IN EDO STATE, NIGERIA

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Abstract
This study investigated the effectiveness of bibliotherapy in reducing examination stress among secondary school students in Edo State of Nigeria. The study adopted the quasi-experimental research design. The population of the study covered the 4,739 Junior and Senior Secondary School students in the 16 public secondary schools in Esan West Local Government Area of Edo State. The simple random sampling technique was used to select 80 Students from Junior and Senior classes in two public secondary schools in the Local Government Area. The participants were grouped into experimental and control groups with equal number of samples (that is, 40 participants in each group). Two instruments were used for the study, namely, "Second Term Examination in English Language" and "Bibliotherapy Intervention Programme". The findings of the showed that bibliotherapy is effective in reducing examination stress among secondary school students in Edo State. The result also showed that there was a significant difference in examination stress of senior secondary school students based on their exposure to Bibliotherapy Intervention Programme. It was also found that there was a significant difference in examination stress of junior secondary school students based on their exposure to Bibliotherapy Intervention Programme. Based on the findings, it was recommended that secondary school and teachers should use bibliotherapy to assist students with academic challenges (especially examination stress) as this would go a long way in helping them to reduce such stress.

Keywords: *Bibliotherapy, Examination and Stress.*

Introduction

Professionals from various areas consider stress as an illness of contemporary society that has a great influence on communication, behaviour and performance of people. Thus, according to Thawabieh and Qaisey (2012), stress is a situation in which an individual is unable to manage problematic issues and

overloading tasks, and as a result, has to face physical and psychological hyper tension. Sayiner (2006) defined stress as a physiological response towards external and internal demands. In other words, it is our reactions to a given situation. In the same vein, stress is considered as physiological reaction against an obvious threat and also a state of fear, stimulation and anxiety owing to certain conditions which can lead to depression and anxiety (Sarafino, 2002).

Stress is a normal human behaviour but if it goes beyond average level, it could become problematic and very hazardous. The major noticeable indications of stress in students before they take an examination consist of less appetite, sleeplessness, food cravings and sweaty palms. However, these do not constitute an alarming situation that could be harmful to a person experiencing such symptoms. Existing literature has found that stress is the major factor of low performance of students as some students complain that their mind goes blank during examinations (Latifa & Safan, 2012).

Examination is an exercise designed to examine progress or test qualification or knowledge (George and Charles, 2010). In the Collins Dictionary, examination is defined as a formal test that is taken to show one's knowledge and ability in a particular subject or done for the purpose of obtaining a qualification (Martin, 2016).

In the view of Zeidner (1998), examination stresses are intellectual and emotional reaction of an individual due to the fear of adverse consequences after a given test. Nrayya, Rao & Ramnarayan (2004) stated that difficult syllabus and improper instructional methods are the key reasons behind stress among students because they have to maintain their academic performance. Therefore, when they think themselves unfit to perform according to any self-imposed or externally required criterion, they come under stress. Likewise, personal and family oriented issues lead to examination stress.

Mc Donald (2001) identified the most common reasons of stress like poor study habits, lack of examination preparation and organization, the failure to adjust to time and studying a night before an examination. Getting worried about competition and anticipated results, past performances in examinations, academic probation are also some other reasons of test anxiety in students. This stress can be severe if the past experiences, performances and beliefs of student are not favourable to him / her.

Eggert & Kauchak (1999) viewed identification of prompting factors, causes of academic performance and achievement of students as a key goal of educational researchers. Majority of researchers have viewed examination stress as a chief factor disturbing learners' academic performance (Musch and Broder, 1999). Managing time is a dynamic factor for academic accomplishment of students. Secondary school students have very busy timetables because they have to attend classes, meet deadlines for assignments, examination preparation, along with co-curricular, social and personal activities. Variation in blood pressure is also a common indication during stress. Moreover, one may also notice an effect on hormonal and immune systems of the human body under emotional pressure stemming from test anxiety. Numerous psychological studies have also reported a

high stress level in females during examinations as compared to their male counterparts (Zeidner, 1998).

According to Barlett (1998), stress intensely affects mental and emotional health of a person. Stress also induces stomach instability that can cause ulcer (Ogden, 2000). In the context of Pakistani society, parents and teachers have potential assertiveness of laying pressure on students for getting good grades in an examination. This condition can be very intimidating for students if they fail to meet the anticipations of parents, teachers and the society in general. Thus, academic success causes high degree of stress in students (Fariza, 2005). Mates & Alisson (1992) proposed suitable instructional and learning approaches to decrease stress among students. They stated that such kind of curriculum that emphasizes only academic achievement should be revised to prevent stress in students. Sansgiry, Bhosle & Sail (2006) also suggested that attitude modification of students, fostering the ability to envisage success, positive thinking and anticipations, planned and proper examination preparation can be very helpful to control examination stress and anxiety.

Examinations are frequently used to appraise the academic ability of the students in secondary schools. Instructors are however, cognizant of the fact that it is a matter of deep stress for students, and has adverse effects on their academic achievement and a high level of stress can be harmful to students' academic success. Such types of examination do not measure students' genuine knowledge and abilities. There should, therefore, be some other less stressful ways to evaluate students' talents and abilities.

Parsons (2008) conducted a survey on students and found that examination stress is a major problem for secondary school students as some students complain of their minds becoming blank and vacuous. Some stressed out students tend to ask too many questions from the examiner, thereby wasting time to write the correct answers, feeling depressed, asking to defer the examination and so on. These are some of the signs that can be observed during examination.

An overview of the existing literature also shows some other indications of stress like feeling anxious, gazing into space, working too fast but wrongly, working very slowly but properly, postponing assignments, depression over past failures, procrastination in studies and feeling helpless over an uncertain future. Some physiological indications can also be observed like increased respiration and heartbeats, heightened muscle tension, blood pressure and gastric discomfort (Parson, 2008).

Bibliotherapy is defined as the application of selected literature as a therapeutic tool to help individual develop desirable attitude and make satisfying personal and social adjustment (Corsini, 1987). The concept of bibliotherapy dates back to 300BC when ancient civilization placed inscription over library entrances that stated that within the building was healing benefits , and that residing fiction was a way of treating illness. In its early forms, bibliotherapy was used in psychiatric hospitals as treatment for the mentally ill (Susan, 2016).

By the twentieth century, bibliotherapeutic libraries have been established in many European and American psychiatric hospitals mainly to treat hospitalized adults. Towards the end of the World War 1, libraries had become established in many veteran hospitals too and bibliotherapy was administered to treat emotional trauma. The evolution of bibliotherapy led to the de-institutionalization of mental health care in the 1970s and the use of bibliotherapy moved away from the hospital environment into libraries, general medical practice, psychology, criminal justice, nursing, social works, education and occupational therapy. The one thing they all have in common is the use of literature to help people deal with psychological, emotional and social problem (Susan, 2019).

Types of Bibliotherapy
Susan, (2019) identified three forms of bibliotherapy, namely, prescriptive bibliotherapy, books on prescription model and creative bibliotherapy.

Prescriptive bibliotherapy is interchangeably used with the term "self help" where books are recommended for the purpose of supporting an individual in psychological issues. A self help book is a cognitive behavioural therapy book with information or techniques for changing thoughts, feelings and behaviours. This model of bibliotherapy is used in clinical settings.

Books on prescription model supports the delivery of the self help bibliotherapy approach as a community driven service. It operates through partnership between general practitioners and librarians. General practitioners recommend a book to a patient,

and then take the book prescription to a local library to borrow the books and use it for the treatment.

Creative bibliotherapy involves imaginative literature (fictions, inspirational stories, and poetry) that is read aloud in a group and members join in the reading if they wish, and followed by discussion within the group. It aims at enriching life quality and life speed, though looking for the wisdom to be found in writing (Susan, 2019).

Bibliotherapy has been defined in many ways, but it is most often described as the process of sharing or reading books with the interest of gaining insight into personal problems (Forgan, 2002). Herbert and Furner (1997) defined bibliotherapy as the use of reading to produce affective change and promote personality growth and development. The Online Dictionary for Library and Information Science (ODLIS, 2011) defined bibliotherapy as the use of books selected on the basis of content in a planned reading programme designed to facilitate the recovery of patients suffering from mental illness or emotional disturbance.

Riodan and Wilson (1989) defined the term bibliotherapy as the guided reading of written materials in gaining understanding or solving problems relevant to the person's therapeutic needs, and Lucas and Soares (2015) defined bibliotherapy as a tool to promote children's psychological wellbeing.

Smith (1948) in Kola (1988) describes bibliotherapy as closely paralleling the medical model of diagnosis, prescription and cure, when he says: Bibliotherapy is the direct application of reading in order to

effect changes in character and behaviour. It is based on the assumption that certain types of books are "prescribed" for certain behaviour problems because of strong similarity between the characters in the books and the patients in the hope that the former will have a curative effect. Pardeck (1989) defines bibliotherapy as the use of books to help people solve, problems.

According to Ehiozuwa (2002), 'bibliotherapy is the use of didactic literature to help individuals understand themselves and effect changes in their behaviour through reading of books as a way of healing oneself or solving a problem. He went further to say that bibliotherapy is a dynamic process through which you meet the author in the pages of books, that is, a process of dynamic interaction between literature and the personality of the reader which may be utilized for personality assessment, adjustment and growth.

On their part, Schrank and Engels (1981), define bibliotherapy as guided reading that help an individual gain understanding of the self and environment, learn from others or find solutions to problems. Mamman (1994) defined bibliotherapy as a programme of activity based on the interaction process of media and the people who experience it. In contrast to others' definitions, Mackiewics (1970) in Kola (1988:4), defines bibliotherapy as a clinical treatment and more as a natural tool for reaching youngersters who need help. In other words, bibliotherapy is a help rendered through books, which provides opportunity for youngsters to identify with characters having problems similar to theirs. The social and emotional issues raised in these states can serve as springboard for meaningful discussions of the children's real problems. He further pointed out that the approach of bibliotherapy promotes awareness that 'no man is an island' and that problems are universal.

In this context, Kola (1988) quoted Tews (1962) who defines bibliotherapy in more explicit terms as a programme of selected activity involving reading materials, planned, conducted and controlled as a treatment under guidance of the physician for emotional and other problems. However, it must be administered by a skilled, professionally trained librarian, within the prescribed purposes and goals. The important and dynamic factors are the relationships which are established, the patient's reactions and responses and the feedback by the physician for interpretation, evaluation and direction in follow-up. From the educational settings, bibliotherapy can be simply defined as the process where the client receives an understanding and acceptance of self and others through books and stories.

Based on the aforementioned background and the understanding of bibliotherapy, it can be said that it is an innovative therapy that utilizes books and storytelling to help individuals or students cope with their problems and life in general. Bibliotherapy as a technique involves the use of typed handouts, newspapers, scraps, bulletin, that give detailed, self-contained therapeutic instructions to the students to improve their study habits and aimed at contributing to the developmental needs of the individual for educational, personal and social development which is also in line with one of the objectives of this current study.

A librarian (Sadie Peterson-Dehaney) in 1923, involved in the rehabilitation of World War I Veterans, established one of the earliest recorded formal programmes of bibliotherapy. She prescribed reading materials to soldiers to boost their self-esteem and "relieve the mind from malady and worry (Jack and Ronan, 2008). Aiex (1993) identifies several ways in which bibliotherapy can be beneficial - To show an individual that he or she is not the first or only person to encounter such a problem; - To show an individual that there is more than one solution to a problem; - To help a person discuss a problem more freely; - To help an individual plan a constructive course of action; - To solve a problem dealing on an individual self-concept; - To relieve emotional or mental pressure; - To foster an individual 's honest self- appraisal; - To provide ways for a person to find interests outside of self; And to increase an individual's understanding of human behaviours or motions. Pardeck (1994) established six potential goals of the use of bibliotherapy, namely, to provide information about problems, to provide insight into problems, to stimulate discussion about problems, to communicate new values and attitudes, to create an awareness that others have dealt with similar problems and to provide solutions to problems.

Rozalski (2010) describes bibliotherapy as a projective indirect tool that employs literature for growth of children by encouraging them to connect with book characters, thereby letting readers evaluate themselves individually. In other words, it is the process of using books to help children think, understand, and work through social and emotional concerns. Reading can be therapeutic because children enter the world described in the pages of a good book and become involved with the character there in having insight and ideas about the character.

The goal of bibliotherapy is therefore to broaden and deepen children's understanding of a particular problem that requires attention. The written books may educate the children about their problem itself or be used to increase their acceptance of a proposed treatment. Opportunity to read about emotional and behavioural disorder outside the therapist's office facilitates active participation in the rehabilitation process and promotes a strong recovery. Books have been instruments of change, development and effective decision-making since the time immemorial. No wonder, books have continued to be relevant from one generation to another. According to Ajayi (1997), Clarke, Lynch, & Debar (2006) the use of books in the treatment of mentally sick people dates back to 300 BC when Aristotle delineated the influence that book had on the psyche, especially the purifying or purgative effect on tragedy.

In an early study in this area, Scogin, Hamblin and Beutler (1987) used three treatment conditions to investigate the efficacy of bibliotherapy for the amelioration of symptoms in mild ID moderately depressed older adults. The bibliotherapy treatment condition was assessed three times over a two-month program. The first month was active treatment and there was a post-treatment follow-up one month later. The other two conditions consisted of a delayed condition which received the same treatment staggered one month behind the immediate treatment condition and an attention control

treatment group. Out of 29 original participants who were 60 years of age or older, only 20 completed the study a sample too small to be generalized. Although, there was no significant relationship found between age and severity of depression on completion of the program, there was a correlation found between less education and lower socio-economic status and likelihood of dropping out of the study. This suggests characteristics that warrant further study as possible predictors of a candidate's potential success in using bibliotherapy for depression.

In a slightly different slant on the subject, Mahalik and Kivlighan (1988) sought to determine which variables could accurately predict who would be successful in using a bibliotherapy approach to treat depression. They employed six inventories and questionnaires to measure a number of characteristics of participants and sought correlations in their data. One instrument used that was unique among the studies reviewed is the Self-Directed Search (SDS), a personality measure that is based on Holland's vocational typologies. The final sample numbered 52 participants selected from an undergraduate population for scoring at least mildly depressed on the Beck Depression Inventory. Unlike many other studies which used books published for the general public, this study used an unpublished self-help manual for improving depression. Results indicated that the more successful self-helpers differed significantly from those less successful by scoring high as a Realistic type on the SDS, and to a lesser extent, as Investigative and conventional types. Enterprising types composed a large percentage of treatment drop-outs. Other characteristics that showed a significant

lessening of depressive symptoms as well as satisfaction with this treatment method were individuals with an internal locus of control and generalized self-efficacy.

In a similar study seeking to expand on the earlier findings by Scogin et al (1987), Scogin, Jamison and Gochneaur (1989) conducted a comparison of cognitive bibliotherapy and behavioural bibliotherapy with mildly and moderately depressed older adults. Both bibliotherapy treatment groups made use of a self-help text; one employing cognitive therapy for the cognitive bibliotherapy group and the behavioural bibliotherapy group using a book based on a behavioural therapy approach. A delayed-treatment condition served as a control. Both versions of bibliotherapy were found to be efficacious, with no significant difference between them. The delayed treatment condition showed the same pattern of results as the preceding cohort.

Exploring the parameters of treatment in order to determine which are efficacious is one of the primary considerations when devising a new direction in which to conduct initial studies on some topics. After such data have been gathered, another concurrent goal enters the picture, that of answering the question of how long treatment gains are maintained. It is important that treatment effects be shown to be durable in order to gain adoption by mental health professionals as valid interventions. One of such post-treatment follow-up study was undertaken by Jamison and Davis (1990). The two-year follow-up study used both a clinician-rated and self-rated measure of depression with participants completing the earlier study. The first study indicated improvement for mildly to moderately depressed older adults

using bibliotherapy and the follow up study findings suggest that treatment gains were maintained two years later. Of 44 eligible participants 28 completed this study and although a 68% follow-up is considered somewhat lean, analysis showed no significant differences between participants and people that did not participate.

Likewise, Wollersheirn and Wilson (1991), undertook a study to contribute to the growing body of research and evaluated the comparative efficacy of contrasting treatment approaches for depression. In the study four treatment groups were used: coping group therapy, group therapy, individual bibliotherapy using a self-help book describing how to use couples of coping therapy, and delayed treatment. Their findings indicated significant improvement in all treatment conditions with the highest alleviation in the coping group treatment and bibliotherapy conditions. During the post-treatment to six-month follow-up period gnawing group therapy participants showed additional and greater improvement than the other two groups.

In a further expansion of the investigation on the effect of bibliotherapy on depression, Bowman, Scogin and Lyrene (1995) completed a study weighing participant outcomes in each of three treatment conditions: bibliotherapy, self-examination therapy and a wait list control. The self-examination treatment condition consisted of giving participants a short booklet of guided activities for determining relevant topics in their lives and a flow-chart format for addressing air difficulties. The researchers' hypothesis that bibliotherapy would demonstrate greater efficacy than self-examination therapy was not supported

by their findings. Both treatment groups measured gains that were equally efficacious and the gains were maintained at the one-month post-treatment follow-up. Control group participants, which were randomly assigned one of the treatment groups after the one-month waiting period showed comparable gains as the treatment groups.

In order to enlarge the generalizability (in terms of age of participant) for research in this area, Jamison and Scogin (1995) published results of a study of bibliotherapy with depressed adults between 18 to 60 years of age. Results were both clinically and statistically significant showing bibliotherapy to be an effective treatment for depression with a general adult population. Treatment gains were maintained at a three-month follow-up as in earlier studies. One finding that differed from an earlier study with older adults was that of significant decreases in dysfunctional attitudes and automatic thoughts following the intervention.

Another follow-up study by Smith, Floyd, Scogin and Jamison (1997) conducted telephone interviews with 50 of 72 potential participants three years after a study assessing the effectiveness of bibliotherapy for depressive symptoms to discover whether treatment gains were preserved. Not only did results indicate that treatment gains were maintained, but participant relapse or recurrence of depression was lower than would be predicted based on research of chronicity of depressive disorders.

Another study by Ackerson, Scogin, McKendree-Smith and Lyman (1998)

selects even younger cohorts with depressive symptomatology to study the effect of bibliotherapy. Adolescent participants from grades 7 through 12 took part in either an immediate-treatment condition or a delayed-treatment condition. The bibliotherapy intervention was found by some measures to result in abatement in number and severity of depressive symptoms as well as dysfunctional attitudes. Treatment gains were maintained after treatment ended. Significant results were not found in examination comprehension, compliance and participation as possible predictors of treatment outcome. However, one analysis showed significant correlation between reading ability, number of pages read and comprehension, underscoring the importance of not only determining what treatments tend to help alleviate mental disorders, but there is need for an examination what factors account for or influence efficacy.

Scogin continues to be one of the most prolific researchers in the area of bibliotherapy treatment for depression. In 2004, he and his colleagues extended the research on depressed older adults' response to bibliotherapy by comparing treatment outcomes of individual psychotherapy and bibliotherapy and attempting to discover if one of these treatments is more effective than the other (Floyd, Scogin, McKendree-Smith, Floyd and Rokke, 2004). A delayed-treatment control condition was also present in the study. One finding that was unexpected was that while individual psychotherapy appeared to be superior at the time of post-treatment assessment, bibliotherapy participants continued to improve, and significant differences between the groups disappeared at the time

of the three-month follow-up.

The foregoing shows that studies on effectiveness of bibliotherapy have been carried out. However, it is not to the researcher's knowledge that studies on effectiveness of bibliotherapy in reducing examination stress among secondary school students has been carried out in Edo State. To fill this gap, this study sought to find out determine the effectiveness of bibliotherapy in reducing examination stress among secondary school students in Edo State,

Research Question
1. Is bibliotherapy effective in reducing examination stress among secondary school students in Edo State?

Hypotheses
1) There is no significant difference between examination stress of senior secondary school students exposed to bibliotherapy intervention programme and those who were not exposed to bibliotherapy intervention programme.
2) There is no significant difference between examination stress of junior secondary school students exposed to bibliotherapy intervention programme and those who were not exposed to bibliotherapy intervention programme.

Methods
This study adopted the quasi-experimental research design. This research design was adopted because a non-equivalent control group was chosen. In the quasi-experimental group, participants were divided into two groups namely: control group and experimental group. The population of this study covers all the 32 public secondary schools in Esan West Local

Government Area of Edo State with a total population of two thousand, two hundred and thirty nine (2,239) in the 16 senior secondary schools and two thousand and five hundred (2,500) students in the junior secondary schools. This population amounts to 4,739 which is the total population of junior and senior secondary school students in the public secondary schools in the Local government area (Ministry of Education, (EWLGA, 2019).

The simple random sampling technique was used to select two (2) secondary schools in the local government area. In each of the (2) schools, 40 students were selected as participants in the experimental group and another set of 40 students was selected as control group. This gave a total of 80 participants in the study.

Two instruments were used in the study. The first titled "second term examination in English Language". The second instrument is the "bibliotherapy intervention programme". The students were exposed to counselling on how they can be successful in life. This was done by sharing with the students some striking testimonies about successful people who were once written off in the society. Also, two books were introduced to students, *Second Class Citizens* by Buchi Emecheta and *The Pathway of Success* by Pastor W.F. Kumuyi.

The bibliotherapy intervention lasted for about four (4) weeks with a sizeable number of 50 students. The instruments were subjected to scrutiny by one experts in the Department of English Language, Ambrose Alli University, Ekpoma. The instrument of the study was subjected to the test re-test technique of reliability. The Pearson Product Moment Correlation (PPMC) was used for the analysis. After the analysis, reliability co-efficient of 0.73 and 0.78 were obtained. Hence, the instrument was adjudged reliable and used in the study.

In order to collect data on students' examination stress, an examination in form of test was administered to the experimental group, after four weeks of exposure to bibliotherapy intervention programme. This was done with the assistant of an English language teacher in the schools sampled for the study. The scores of the senior school students and junior school students were collated with the scores of students in the control group collected from the schools. The t-test statistics was used in the study for testing the hypotheses. This was used to determine whether the mean score of student's performance from the experimental group (students exposed to bibliotherapy) differs from those in the control group (those not exposed to bibliotherapy). The two hypotheses were tested at 0.05 level of significance.

Results

The results of the study were presented in line with the research question and hypotheses tested. In order to ascertain the effectiveness of bibliotherapy in reducing examination stress among secondary school students in Edo State, the ANOVA and t-test were used for the analysis. Below is the analysis of research question one.

Table 1: Effectiveness of Bibliotherapy in Reducing Examination Stress

		Sum of Squares	Df	Mean Square	F	Sig.
Group 1 (Ctrl)	Between Groups	.231	1	.231	.206	.654
	Within Groups	25.769	38	1.120		
	Total	26.000	39			
Group 2 (Exp)	Between Groups	.410	1	.410	.281	.0501
	Within Groups	33.590	38	1.460		
	Total	34.000	39			

Dependent variable: achievement in biology

From the table (1) of the ANOVA result, the F-ratio indicates that those within the control group have a value of .206, while experimental group has f ratio of .281. The mean square between groups is .23 or 23% for control group indicating that the variable constitutes 23% to reducing examination stress. The mean square between groups is 0.41 or 41% for experimental group indicating that the variable (that is exposure to bibliotherapy) constitutes 41% to reducing examination stress.

At 39 df, the adopted significant level is 0.05, and with experimental group not greater than 0.05, hence, the result implies that exposure to bibliotherapy is effective in reducing examination stress among secondary school students.

Hypothesis I: There is no significant difference between examination stress of senior secondary school students exposed to bibliotherapy intervention programme and those who were not exposed to bibliotherapy intervention programme.

Table 2: T-Test Summary Analysis on the Difference between Examination Stress of Senior Students Exposed to Bibliotherapy and Those not Exposed to Bibliotherapy Intervention

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p-value - 0.03
Remark reject null hypothesis

Result in table 2 showed that the calculated t-value of 2.024 is statistically significant (P<0.05). Thus, the null hypothesis was rejected. This implies that there is a significant difference in examination stress of senior secondary school students based on their exposure to bibliotherapy intervention programme. The mean score showed that

participants in the experimental group (those exposited to bibliotherapy intervention programme) had higher mean score in English language than participants in the control group (those not exposed to bibliotherapy intervention programme) who had a lower mean score .

Hypothesis II: There is no significant difference between examination stress of junior secondary school students exposed to bibliotherapy intervention programme and those who were not exposed to bibliotherapy intervention programme.

Table 3: T-Test Summary Analysis on the Difference between Examination Stress of Junior Students Exposed to Bibliotherapy and Those not Exposed to Bibliotherapy Intervention

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p-value - 0.003
Remark reject null hypothesis

Result in table 3 showed that the calculated t-value of 2.13 is statistically significant (P<0.05). Thus, the null hypothesis was rejected. This implies that there is a significant difference in examination stress of junior secondary school students based on their exposure to bibliotherapy intervention programme. The mean score showed that participants in the experimental group (those exposited to bibliotherapy intervention programme) had higher mean score in English language than participants in the control group (those not exposed to bibliotherapy intervention programme) who had a lower mean score

Discussion of Findings
The findings of the research revealed that the bibliotherapy use in reducing examination stress was a success. Result showed that secondary school students in Esan West Local Government Area, Edo State had their stress reduced drastically as result of the treatment of bibliotherapy programme. The result of this finding affirmed other researchers' findings, such as Jamison and Scogin (1995) who published the result of a study on bibliotherapy with depressed adults between age 18 to 60 years. Results were both clinically and statistically significant, showing bibliotherapy to be an effective treatment for depression. This study also shared the same view with that of Floyd et al (2004) who reported that bibliotherapy participants continued to improve with a significant value of 0.03 (experimental group) as against controlled group (0.18). The finding of this study however is contrary to that of Jamison and Davis (1990). Out of the 44 eligible participants in the study, the result showed that a 68% follow-up was considered somewhat lean, concluding that no significant differences between participants and people that did not participate in bibliotherapy programme. In addition, Bowman's (1995) hypothesis that bibliotherapy would demonstrate greater efficacy than self-examination therapy was not supported. Both treatment groups measured gains that were equally efficacious and the gains were maintained at the one-month post-treatment follow-up. Control group participants, which were randomly assigned one of the treatment groups after the one-month waiting period showed comparable gains as the treatment groups.

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The hypotheses tested revealed that there is a significant difference in examination stress of senior secondary school students based on their exposure to bibliotherapy intervention programme. Similarly, a significant difference was found in the examination stress of junior secondary school students based on their exposure to bibliotherapy intervention programme. In other words, the age difference does not really matter, since this is the only way to distinguish between junior and senior secondary school students.

Scogin et al (1987) found no significant relationship found between age of depression and completion of the bibliotherapy intervention program. The result showed that there is a correlation between less education and lower socio-economic status and likelihood of dropping out of the study due to depression. This suggest that both junior secondary school (JSS) students and senior secondary school (SSS) students who both benefitted from the bibliotherapy intervention programme had their examination stress reduced drastically. On the other hand, study by Ackerson et al (1998) which utilized sample of adolescents from grades 7 through 12 do not show significant results in examination comprehension, compliance and participation as possible predictors of treatment outcome. Though, this finding is not enough to underscore the overall effect of bibliotherapy in reducing stress. This is because the reviewed study is not based on a comparative analysis of senior and junior students in colleges.

Conclusion
Based on findings, it was concluded that bibliotherapy helps to reduce examination stress among secondary school students in Edo State, Nigeria.

Recommendations
Based on the findings, the study recommends the following:
1) Counselling centres should be introduced in the secondary schools to enlighten students on bibliotherapy intervention programme, most especially for students who have problem with reading and academic challenges generally.
2) The government should help to equip school libraries with books especially prose and drama literature that can help to challenge the students on how they can succeed in life, irrespective of their family background.
3) Teachers should help to encourage students on the need to read literature books
4) Parents should be encouraged to see the need to always buy bibliotherapeutic books for their children.

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REINVENTING NIGERIA EDUCATION FOR GLOBAL COMPETITIVENESS: CHALLENGES AND WAY FORWARD

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Abstract
The paper x-rayed the challenges and way forward to reinventing the Nigeria education for global competitiveness. It is observed that over the years, the Nigerian university system which had hitherto enjoyed international recognition and respectability for its global competitiveness has suddenly become a shadow of itself. The sector is beset by issues of teacher quality and motivation, poor funding, decay infrastructure, poor student performance in public examinations, among others. It is perceived that that the problems in the education sector are not on government alone. This paper therefore advocates that other stakeholders who are implementers of government policies should wake up to their responsibilities. The government and other stakeholders should give greater attention to education as a means of facilitating rapid socio-cultural and economic development of the country. If we must fit in to global competition, the nation must start to expand its scope in education as it needs both quantity and quality teaching facilities to improve the sector. In this regard, the paper explores the challenges of reinventing Nigeria education for global competitiveness and the way forward of reinventing Nigeria education for global competitiveness. We concluded by remarking that if we as a country must succeed in reinventing the Nigeria education for global competitiveness, we must first of all improve quality and access to education, reinvent the decaying infrastructures and increasing funding for our education system.

Keywords: *Reinvent, Nigeria's Education, Challenges and Way forward*

Introduction
Education is the bedrock of any meaningful development. It is a means through which we can rebuild our own nation. Education is a means by which citizens are equipped with the necessary attitudes, knowledge and skills that will enable them contribute meaningfully to national as well as human development. Thus, every nation of the world has recognized and accepted

education as the springboard of societal development. For developing nations in particular, education remains a potent factor for eradicating poverty and changing the misfortune of under-development. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015) in its programme, Education for All (EFA) defined education as all efforts, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of individual's own needs as well as the needs of the society. Education encompasses teaching and learning of specific skills, imparting knowledge and enhancing positive judgment. Therefore, education is intended to facilitate the realization of soft potential and latent of an individual (Aina, 2010). It is central to the development and improvement of the nation's welfare. It empowers people and strengthens nations. It is also a powerful "equalizer", opening doors to all to lift themselves out of poverty. However, education is an essential undertaking in the development of any society. It is seen as a means of raising political and social consciousness as well as raising the level of supply of human capital.

Global competitiveness demands new ways of living, communicating and interacting. Global competitiveness arose as a result of a phenomenal development referred to as globalisation or what Lagarde (2012) termed "the new world of interconnections". This development compels a new way of living, of communicating and of interacting. According to Lagarde, it is a great paradox of our age for on the one hand, the world gets bigger, with so many people and places sharing the fruits of knowledge and

prosperity; and on the other hand, the world gets smaller with so many people and places crossing paths and sharing destinies. She concludes the description by saying that the world is more "closely-knit" than ever before and that "we are all dependent on one another more than ever before".

As global observers and as participants we know that people travel more freely across borders either as tourists, workers, students, conferees, diplomats and what have you. World trade has increased and Nigerian crude oil and agricultural products like cocoa, cassava and cotton are taken to distant lands while Japanese, Taiwan, Malaysian and Korean technological products find large lucrative markets in Africa and Nigeria. Lagarde (2012) says about 900 million tourists travelled between countries in 2010, the world records over 200 million migrant workers and foreigners make up between a fifth and a quarter of the professional workforce in countries like Australia, Canada and Switzerland. It is observed that a large percentage of qualified Nigerian professionals are in the United Kingdom, the United States of America (USA), the Middle East and South Africa, among others.

However, globalization compels new ways of thinking, new ways of behaving and of doing things; we are bound to behave as new global citizens for a sneeze in the east forces the west to listen and a rumble in the west has its implications for the east. We are truly in a global village and that is why the North Korean's threat over nuclear weapons forced reactions from the west especially Britain and the U.S.A while the Boko Haram insurgency in Nigeria attracted warnings from western powers to their citizens in

Nigeria. Globalization demands that we watch out for each other and watch each other; we must watch our actions and be sensitive to how these actions affect others, both far and near. In the new order, the knowledgeable that are able to explore and exploit global resources and use their knowledge to advantage will benefit more than those with poor and irrelevant knowledge; the former will be active and prosperous while the latter will be passive and poverty ridden.

In education, global competitiveness can be characterized as the set of skills and factors that support individuals' personal and professional productivity in their communities and in the world. Being globally competitive today requires developing global competence. The importance of education to any society or country therefore, cannot be underestimated. Education fosters the worth and development of the individual, for each individual's sake and for the general development of the society. Education is seen as an instrument that fosters national development and as a tool for achieving the national goals of Nigeria which include: building a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy and a land full of bright opportunities for all citizens (Federal Republic of Nigeria (FRN), 2004). By extension, education leads to not only the individual's development but the development of the society as well.

Nigeria has no business being a poor country especially by virtue of its position as the 6th oil producing nation in the world. Rather than revel in her wealth, she wallows in abject poverty. According to Emeagwali, (2000) the poor constitute about 70% of the Nigeria population and the youths are largely unemployed in spite of her abundant natural resources. This situation lends credence to Emeagwali's postulation that "human resource, not natural resources, is the basis for the economy of the 21st century. (Emeagwali, 2000)". This argument is in consonance with Onokerhoraye (2011) who stressed that the new international system of stratification has come to be based not on "who owns what" but on "who knows what." Unfortunately, Nigerian governments at all tiers, are yet to appreciate the importance of human capital development as education is not on their front burners.

Challenges of Reinventing Nigeria Education for Global Competitiveness
If Nigeria is to become an active and fruitful participant in global competitiveness, her education must produce better materials that can stand their own anywhere. It is observed that Nigerian universities up to the 1970s could stand their own and their products competed favourably with western and American university graduates. The early Nigerian universities produced Wole Soyinka, Chinua Achebe, John Pepper Clark, many seasoned administrators, intellectuals, diplomats and professionals. Today, the situation is different as many Nigerian university graduates can hardly articulate their ideas nor defend the degrees they have. Many are considered unemployable (Dabalen, Oni and Adekola, 2001) and are branded as "half-baked graduates (Ade-Ajayi, 2002). There is this interesting story in the *Nigeria Health watch* of December 17, 2011 also appeared in *Vanguard* of August 19, 2012 on page 18. The British General Medical Council

(BMC) was reported to have barred medical graduates from nine Nigerian universities from obtaining licences to practice in the United Kingdom. They include Ambrose Alli University, Nnamdi Azikiwe University, University of Jos, University of Nigeria, University of PortHarcourt, Igbinedion University and the University of Benin. Those not listed may really not be better perhaps they were fortunate to have escaped scrutiny. Such poorly rated universities cannot provide the desired catalyst for national development. Saint, Harnett and Strassner (2003) argued that education in general and higher education in particular are fundamental to the construction of a knowledge economy and society. This is where Nigerian universities fail the nation and their graduates.

However, other major challenges include, but not limited to issues of teacher quality and motivation, poor funding, decay infrastructures and poor student performance in public examinations.

Teacher Quality and Motivation: The place of teachers in the development equation of any nation is very sacrosanct because they constitute an indispensable human resource and the single most important element in the school system. The teacher has become the pivot on which any educational development hinges.The teachers are the ones, who interpret the aims, goals and plans of education and ensure that the children are educated in the direction of those aims and goals of the society (Taiwo 1983). The teacher as a facilitator of learning has a lot of impact on the child and the society as a whole. This probably influences the description of a teacher by Lassar

(1993)as *"The initiator of the learning process, the facilitator of the learning skills,the assessor of the learning sequence, the assessor of the learning efficiency and indeed the pivotal element in the entire educational development"*

What is the state of teacher preparation, education and motivation in Nigeria today? The current reality today in Nigeria in terms of teacher preparation and education is absurd. The situation port ends danger for the education system. It is a situation where poor students (academically below average) from secondary schools are encouraged to apply to Colleges of Education because of the low entry requirements. This certainly does not augur well for the overall quality of outputs from educational institutions. The sorry state of the teaching profession was aptly captured by the past Executive secretary, National Universities Commission (NUC) Peter Okebukola (2010), when he declared thus *"What I find pathetic is that the dreg soft the class, those who are among the bottom10are the ones who apply to colleges of Education. They may have three credits, get in through pre-NCE, and after a lot of patch-patch, bribing and cheating, manage to make up to two merits with which they can combine with their 'O'level to apply for a B.Ed in the university. At the university, they are loaded with education courses and graduate with a 2.1 without any knowledge really."*

Likewise, it is observed in the output products that the university admission policy in Nigeria does not even help in injecting the best brains into the teaching profession. Most of the candidates admitted to read education courses are mainly those who could not reach the cut-off point in the

courses of their first or second choice. Therefore the various faculties of education are populated with disgruntled and frustrated students who have no interest, motivation and commitment to the profession. Also, most of the graduate teachers in the various primary and secondary schools are there not because they are interested in the profession but because they lack alternative. How then do you make quality teachers out of these? For somebody to record high performance, there must be interest, passion motivation and commitment.

The teaching profession has become an endangered profession in Nigeria. Everybody admits its importance yet it is treated with disdain. In the past, prospective teacher trainees were adequately catered for. They were given scholarship including free tuition, free books and free accommodation. They were assured of employment at the end of their training. All these were meant to encourage and motivate the prospective teacher trainees to enter into the enviable profession. There verse seem stobe the case nowadays. The teacher in the classroom does not even fare better. His status has waned seriously. He is no more revered, adored, respected or even recognized. He remains the least paid worker. This partly explains the surging wave of brain drain within the academia.

In Nigeria, teachers have been grossly neglected with dire effect on teachers' morale and its consequence low quality education. The governments, at all levels have not demonstrated enough commitment to invest in teacher's welfare, maintenance and recognition. Teachers are not provided with an enabling environment to do their work efficiently and effectively. Even in the universities most departments are under-staffed and the teacher-student ratio is on the high side. The workload is too much on the teachers. A cursory observation of lecturers' activities reveals quite a lot of tasks which include but not limited to:

a. Consulting libraries, internet to have up to date information on the particular teaching subject.
b. Conducting research to improve practice
c. Writing journal articles and books for publication so as to gain promotion
d. Teaching the courses allotted
e. Conducting continuous assessment, marking and recording
f. Setting examinations for those courses
g. Loading the scores into the university's central examination data board.
h. Attending seminars, conferences and workshops, most of the time from their personal pockets.
I. Acting as cohort advisers and parents, and supervising students' projects and theses.

The list of their tasks seems endless. How do you expect somebody who is overloaded to breaking point to perform at optimal level? Nigerian teachers are really stress-ridden.

Poor Funding: Adequate financing is essential to the success of any programme. It is the bedrock of any development. Therefore, adequate resource allocation to the education sector is a necessary condition for sustainable development of the nation. With adequate funding, government would be able to plan and execute worthwhile educational projects, provide facilities for teaching and learning expand existing facilities and infrastructure, and provide enhanced conditions of service for both the

teaching and non-teaching staff (Famade, 2002).

It is observed over the years that government resource allocation to education has been on the increase. This could be attributed to the fact that education is regarded as an investment yielding dividends by way of manpower supply (Longe, 1985). However, education financing in Nigeria today is not only haphazard, but highly inadequate. No thanks to the economic depression of the 1980s that have amost devastating effect on developing countries, Nigeria inclusive. There is increasing evidence of financial constraints, thus the proportion of the government budget and Gross National Product(GNP) devoted to education has being on steady decline. Though at the various levels of government-local, state and federal, there seems to be high budgetary provisions for education, the fact remains that the substantial part of the impressive rise in educational expenditure is not real but rather a reflection of the level of inflation in the economy (Famade, 1999). The truth of the matter is that the level of financial availability calculated as the percentage of public expenditureal located to education in relation to total budget has always been declining over the years. The lack of sufficient funds and the escalating cost of financing the education system have placed the government in a sort of dilemma.

Decaying Infrastructure: Infrastructural facilities are the physical and special provisions made to enhance teaching and learning in schools. The importance, need and relevance of physical resources towards the success of every educational programme have always been emphasized.

The availability of adequate school buildings, classrooms, chairs desk and other facilities are necessary for the attainment of educational objectives. Hallak(1990)identified educational facilities as the major factor contributing to academic achievement in the school system. These include the school building classrooms, furniture, libraries, laboratories, recreational equipment, apparatus and other instructional materials. While the availability, relevance and adequacy of these resource items contribute to academic achievement, the scholar acknowledged the fact that unattractive school buildings, crowded classrooms, absence of playing ground and surrounding devoid of aesthetic appearance can contribute to poor academic attainment. Olutola(1981)noted that availability of school buildings and other plant facilities are important factors contributing to good academic performance as they enhanced effective teaching and learning activity. Williams (1973) however argued that though buildings are vital input into the educational system, expensive structures may not necessarily improve academic achievement. Obemeata (1995) however held a contrary view as he stated that:*"It is necessary that efforts should be made to renovate the dilapidated school buildings in the country as experience has shown that primary schools that produce the best results in the National Common entrance Examination and the secondary schools that have the best school certificate results, and whose products have been adjudged to be good, are not the ones with dilapidated buildings and over crowded classroom, but the ones that have good and attractive buildings and have classrooms with about 40 pupils as opposed to those with between 70 and 80pupils"*

Today in Nigeria, few if any, of the public schools can boast of good infrastructure. Most of the public schools are full of decay infrastructure. The equipment of yester-years is still the same equipment being used now. In some places, they are grounded and the facilities are not there any longer. Routine maintenance, according to Ogonor and Sanni (2001)is away of ensuring that facilities andequipment are serviced regularly and that they attain their maximum life span by preventing breakdown before they occur. But in Nigeria, there seems to be no culture of facilities maintenance. Once a school building or other physical structure has been commissioned, every other thing about the structure is usually forgotten. Thus, it was not unusual to find that most schools built over several decades ago have had no renovation, even when it was obvious that such structures have dilapidated or become obsolete.

Poor Student Performance at Public Examinations: Nigeria's educational system which has been on a downward spiral quality-wise, has virtually become totally dysfunctional. Today, it has become increasingly difficult to match content with practice. There has been a gradual but steady increase in failure rates of the secondary school students in public examinations. The performance of students in public examinations, such as West African Examination Council (WAEC), National Examination Council (NECO) and Joint Admissions Matriculation Board (JAMB), in Nigeria has been consistently poor and worrisome in recent years.

The poor performance of the candidates in public examinations reflects the level of wastage at the senior secondary schools. A number of factors have been identified as the causative factors responsible for the poor performance in examinations. These factors according to Uduh (2011) include but not limited to:

a. Student's inadequate preparation and poor coverage of the syllabus.
b. Failure on the part of students to adhere to instructions.
c. Lack of under standing of the demands of the question which is due to poor reading culture
d. Illegible handwriting and poor spellings
e. Shortage of qualified teachers
f. Inadequate facilities
g. Lack of good school environment
h. Examination malpractices

It is instructive to note that the low quality of instruction imparted by teachers who are not too well-grounded in the art and science of their profession is a major cause of concern. There is also the ever-growing tribe of students whose basic world view shave been corroded by warped social values and in an environment that is far from being conducive for learning.

Another worrisome practice in Nigeria is that too much value is placed on certificate rather than performance. This provides a fertile ground for the students to obtain certificates with every means possible-fair or foul. Hence, their engagement in examination malpractices. It is important to note that examination malpractice encompasses any fraudulent step taken towards achieving anunde served and un-merited success at examinations. Malpractices in examinations is however not limited to students alone. Quite a number of parties, for reasons best known to them aided and abetted examination malpractices.

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These accomplices include:

a. School teachers who fail to attend classes regularly to prepare his students prior to examinations

b. Parents who bribe admission / examination officials to secure admission letter

c. Security officials who jettisons the security confidence reposed in them to reveal examination questions before examination date

d. Officials charged with the packaging of examination questions for designated centres but smuggles such questions out and make them available before the date of examination.

e. School proprietors who present candidates for public examinations and bribe examination officials and supervisors / invigilators to perpetuate malpractices

f. Government that provides little or no input of infrastructure and other materials and adequate funds but frowns at poor results.

The above scenario has implication for national development. This is because no nation can develop beyond her educational content. The two major effects of examination malpractice on the nation are that:

a. It turns the graduate into mediocre, rogues and fraudsters, and

b. The certificates obtained from such fraudulent practice will be unfit for the job market as the owner will not have the intellectual/mental capacity to defend it in the labour market.

Way forward of Reinventing Nigeria Education for Global Competitiveness

There is no denying the fact that education constitutes a vital component of the Millennium Development Goals (MDGs) which will shape the nature of social and economic progress in our nation Nigeria for global competitiveness. It seems that the problems in the education sector are not on government alone. Other stakeholders who are implementers of government policies should be alive to their responsibilities. The government and other stakeholders should give greater attention to education as a means of facilitating rapid socio-cultural and economic development of the country. The nation must start to expand its scope in education as it needs both quantity and quality teaching facilities to improve the sector.

However, there is the need for government to invest in staff development. The nation must get back to the training and recruiting of good, committed teachers' right from the primary school level. Once the foundation is right, it can readily and easily be built upon at other higher levels. Hence, Nigerian universities must begin a renewing process that can make its graduates compete favourably in the global market. The certificates awarded by them must be accepted internationally and not relegated to the background. To achieve this, quality staff must be recruited, facilities must be upgraded, infrastructure provided, teaching and research accorded the attention they deserve. The students being admitted must be properly sifted to ensure that only the best are admitted instead of using quota and federal characters as the practice allows mediocre to gain admission while merit suffers.

Lecturers must seek international relevance by partnering with colleagues in other countries, attending international conferences and publishing in world renowned journals. The practice where some Nigerian professors have not left the Nigerian shore once, have no computers and publish only in local journals can at best make them local professors. In the words of Okecha (2008), "the publication of Oyoyo papers in Oyoyo journals by Oyoyo academics to become Oyoyo professors is a damning indictment of the Nigerian university system". To this writer, Oyoyo can be replaced with the word "fraudulent". The graduates produced by them cannot compete internationally nor find employment in the international marketplace.

As a way of ensuring that Nigerian graduates are gainfully employed and generate wealth for themselves, entrepreneurial education has been suggested to go alongside the normal academic pursuit. Okebukola (2012) defined it as "an offering which tools learners with knowledge skills an attitude to be an innovator, opener of a new market, creator of a new brand and a producer. Many Nigerian universities have bought into the idea and have established entrepreneurial development centres. Over 72% of Nigerian universities have adopted or adapted from the guide provided by the National Universities Commission (Okebukola, 2012). These entrepreneurial centres equip the students so that, on graduation, they can set up their own small and medium enterprises (SMEs) which contribute significantly to gross domestic product (GDP). Such enterprises help reduce unemployment, generate wealth, raise standard of living, curb crime rate, generate employment for others and raise self-esteem.

Moreover, this paper explores some major ways forward by which we can reinvent the Nigeria education for global competitiveness:

- **Improve Quality and Access to Education:** Government must work to improve both the quality of education and expand access to it by more Nigerians. To achieve this, the government at the centre must work closely with the state and local governments to enhance the uniformity of standards, the maintenance of infrastructures, and the coordination of strategies. There is a need to resolve the lack of coordination and dialogue among existing research institutions, universities, government ministries, and agencies. This would serve to target interventions to are as of growing market demand (Billetoft, 2008).

- **Improve Funding for Education:** Government should fund education more vigorously. The current human capital flight in the tertiary institutions is attributed to poor funding and lack of infrastructure. Also, the acute shortage of manpower and dearth of qualified personnel in the right mix, quantity and quality, particularly in the sciences and technology is equally attributed to lack of funds and other infrastructures needed to hire and produce the right caliber of staff in these critical fields.

- **Improve on Infrastructural Development:** Educational stakeholders especially government at all levels should put more effort in reinventing and developing school

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facilities up to date status.

Furthermore, the educational institutions should pay serious attention to the key elements necessary for the award of a certificate learning and character. Anyone found to be deficient in either or both of these parameters should be made to remedy such deficiencies before they are released to the world of work. Hence, teachers should take their job more seriously. They should prepare their students well and make sure they cover the syllabus before examinations. Those who have passed the rigors and rudiments of training in the profession should be employed to reduce teacher-student ratio and break the tasks into smaller units so that the teachers will devote more time, energy, strength and health to operate at their optimum level without let or hindrance. Students too should familiarize themselves with the rubrics of the past questions, write legibly and pay attention to details. They should develop a positive attitude to examinations. It is so sad to note as perceived, that in some tertiary institutions, many students pay their lecturers to give them pass marks, while certificates are also bought. Some parents are not patient but rather look for manipulative ways of making their children pass examinations. To actually have quality education lecturers and administrators in Nigerian Universities must also upgrade their moral values, ethical standards in doing their jobs, for any hope of having quality education in Nigeria. Are- orientation on the value system might be necessary here. If all the above measures are put in place, the education system will better enhance productivity improvements gear towards global competitiveness.

Conclusion

This paper has x-rayed the challenges and way forward of reinventing Nigeria education for global competitiveness. It is observed that over the years, the Nigerian university system which had hitherto enjoyed international recognition and respectability for its global competitiveness has suddenly become a shadow of itself. For Nigeria's education to stay the least, is in a mess; having suffered from sustained neglect over the years by successive governments. The sector is beset by inadequate funding, poorly motivated and unqualified staff and decrepit infrastructure resulting in steep declines in educational performance, low productivity, growing illiteracy levels, and increased vulnerability to disease. These challenges have resulted in very unflattering estimates of the quality of life in Nigeria.

Today, few, if any, of the public schools can boast of good infrastructure. The quality of instruction in most public schools is well below average. Teaching is perhaps handled by teachers who seem not to be qualified and who are not knowledgeable enough. The teachers are too poorly paid and motivated that they have no option but to become emergency businessmen and women. The problem is further compounded by poor funding of education with the result that strikes by various unions in the educational sector have literally crippled the system. Worse, successive administrations have played bad politics with various policies that have not really advanced the cause of education.

We wish to conclude this paper by remarking that if we as a country must succeed in reinventing the Nigeria education for global

competitiveness, we must first of all improve quality and access to education, reinvent the decaying infrastructures and increasing funding for our schools.

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EFFECT OF COUNSELLING ON A ACADEMICS PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN BENIN CITY METROPOLIS

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Abstract
This study examined the effects of counseling on academics performance of secondary schools student in Benin City metropolis. The purpose of this study was to find out whether or not counseling had any effect on the academics performance of secondary school student with the intention of resolving them. To approach this study, five hypotheses were formulated. A randomly selected sample of student (N 191) was chosen from four secondary schools in Benin City Edo State. These student were in senior secondary class one (SSI). The four secondary schools comprised two single sex boys schools and two single sex girls schools. The researcher findings reveled that generally counseled student achieve higher academics performance than uncounseled students. The researcher therefore recommended that the federal and state government should encouraged the tanning of guidance counselor who would be posted to our secondary schools and also that principles of post primary institution should request for counselors alongside teacher from their respective education boards or commissions and others.

Introduction

In the recent past, a lot of comment have been made by Nigerian government officials, respected educationist and significant others in the society about the importance of guidance and counseling in our educationist system. The need becomes even more obvious when we consider guidance and counseling in the light of the system of education, the 6:3:3:4 systems which emphasize vocational placement, individual skills and potentials.

In 1983, during the 26th all Nigerian conference of principles of secondary schools,(ANCOPPS) Held at Calabar, the principal stressed the importance of counseling in Nigerian secondary schools (Nssian et al, 1983). No doubt they must have considered among other things, poor academics performance frustration, increase juvenile delinquency and problem of school dropout as factors inviting the urgent attention of counselors in secondary schools.

The researcher has been observing with increasing concern the rate of failure we have each year in the west African schools certificate examination (WASCE). He has therefore decided to carry out this study in an attempt to unearth those factors responsible for increasing poor academics performance. He believes that adequate counseling aimed at helping student solve their problems and adopt appropriate study habits could improve the situation.

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Poor academics performance in schools can lead to frustration and depression on the part of the student. The student may eventually drop out of schools. Hence we now have increase incidence of schools dropouts.

The problems of schools dropout becomes a matter of greater concern when we realize that a good number of these drop outs might be gifted children. Commenting on the gifted, Nweke C. C. (2001) said that " instruction in the regular class tends to be inferior and unchanging: consequently, learning ceases to be interesting and meaningful. Likely to set in are boredom and frustration, which may culminate in an eventual dropout"

Adolescent face a lot of problems most of which are personal social. We cannot overlook the fact that these problems if not resolved will adversely affect academics performance of students.

Denga (2004) claims that lack of communication skills can affect student performance. He also posited that parent a times exert pressure and cause, frustration on their wards, this can affect academics performance. Decision concerning family business, career versus marriage and others are areas where the counselors can expect stress for the student, he concluded.

Changing culture, financial problems, and unemployment are some problems that might agitating the student minds. These might cause distraction and lack of interest in studies. The student might ask himself "is there any use studying when I will be unemployed after passing out of schools? conflicts like this constantly abuse student mind and these can adversely affect their academics performance.

The purpose of this study therefore is not to find out if counseling of student will improve their performance in class test and examinations.

The Nigerian government has form time to time expressed concern about fallen standard of education in our schools. Actually, fallen standard of education does not mean that the schools curriculum is now weaker or restricted: in the fact the curriculum is expanding. The fallen standard of education therefore refers to the encouraging performance of primary and secondary schools pupils in internal and external examinations. There ought to be reasons for this poor performance and counselors have a role to play in correcting this trend and improving students performance. Makinde (1986) posited that chronic school failure is a problem experienced by an unfortunately high number of adolescent students who demonstrate no significant intellectual incapacity. Their view is supported by cervent (1970). The adolescent chronic underachievers are characterized by depression, absenteenism, tardiness, irresponsibility unreliability and general apathy. The main point here is that these adolescents are normal people who have problems.

Changes in the society in terms of culture and economy can affect the performance of students. Achebe (1986) noted that "disproportionately high figure related to lack of achievement, behavior problems, and dropout rate attest that culturally different and economically disadvantaged student are often victims of an educational

system that cannot adequately provide for the development of academics and socials competences.

Idowu (1998) identified certain possible factors associated with academics performance. These include individual intelligence, ability and patience to read and comprehend instructions as well as individuals general skills, individual health, fatigue or stress, motivation level, emotional strain or problem general test wiseness, fluctuation in human memory, luck and chance factor in preparing a topic and the amount of preparation for any particular assessment.

During counseling encounter with the student, the counselor may be faced with the problems of anxiety. Adeola (1986) have pointed out that mild anxiety could be a motivating factor, but when in excess, it reduces performance. The counselor should therefore aim at helping the client discover areas of conflict and disturbance within him and and exploring way of solving them, if resolving of these problems faced by student could be done through counseling and academics performance is improved . then importance of counseling as applied to students academics performance should be emphasized.

The major problems of this study is to ascertain whether or not counseling has effect on the academics performance of student in selected secondary schools in Edo state.

For the purpose of this study, the following hypotheses were postulated
a) Counseled student achieved higher academics performance than

uncounseled students.
b) Male student who receive counseling achieve higher academic performance than their male counterpart who receive no counseling.
c) Females student who receive counseling achieve higher academics performance than their females counterparts who receive no counseling.
d) There is no significant difference between the academics performance of male and females student who receive counseling.
e) There is no significant difference between the academic performance of male and females student who do not receive counseling.

The objectives of this study are:
a) To find out if counseling of student will improve their performance in class test and examinations.
b) To finds out those personal, social and educational problems that otherwise will interfere with the academics performance of secondary school students.
c) To intimate the schools counselors with the problems affecting our students.
D) To reveal whether student are adequately equipped with effective study skills that will bring about higher performance in class test and examinations.

Methodology
The populations studied were students who come from homes which could be said to belong to the lower and middle socio economics class. The majority of the student were day student: this mean that they come to school daily from their individual homes.

The ages of the student range from 15 20 years with a mean age of 17years. These

student therefore were boys and girls who were in their adolescent stages.

The samples for this study consist of 191 student from four secondary schools at Benin City the schools were Iyoba Girls College, Idia College Adolor College Edokplor Grammar Schools. All these student were in senior secondary class I (SSI) they were student who offer biology as one of their subject in biology. The rational for choosing these schools is that they are among the single sex secondary schools in benin city owned by the state government which operate the two tier system of education for secondary school. This means that these schools have both the junior secondary section, and they use the same syllabus.

Two instrument were used to collect data for this study, an open ended questionnaire and an achievement test. The questionnaire was a blank in which student were requested to write seven reasons they thought are responsible for poor performance in a subject the essence of this questionnaire is to enable the researcher (counselor)identify problematic areas in the life of student where counseling should focus with the aim of eliminating or reducing these problems, resolving conflict and overcoming obstacles that impede on performance of students,The achievement test comprised 40 items relevant to the biology topics taught students. The items are of multiple choice question and were drawn from past W.A.S.C. examination question papers between 1980 and 1986. Some of the question were however modified to suit the level of the students and the purpose of the researcher. The W.A.S.C. examination papers are standardized tests.

The achievement tests is designed to test students understanding comprehension and application of items that were taught. The data collected from the pre test and post test were analyzed for difference in mean performance at 0.05 level of significant, P0.05. Four schools were selected for the purpose of this study. Two of the schools were male single sex schools and the other two, females single sex schools the following schools were used for this study.

- Imaguero college
- Emotan college
- Iyoba girls college
- Edokpolor Grammar schools

The experiment groups consisted of 47 males student from Adolor College and 47 females student from Idia College. These student were randomly assigned to the groups On the other hand, the controls groups comprised 49 males student from Edokplor College and 48 females from Iyoba College. These were also randomly assigned to the groups

All the groups had a pre-test administered to them to determine their entry behavior. The researcher then proceed to teach the student the following biology topics .

- Mammalian tooth
- Food substance
- Nutrition in animals

The researcher used the same lesson notes and teaching method to teach all the groups. This lasted for six weeks at the end of which a post test was administered. The post test was the same item as the pre test.

During the six weeks treatment duration the experimental groups received six group counseling session which centered on study

skills, concentration during studies and resolution of problems and conflict faced by students individuals counseling was also privately arranged as the need arose.

For effective counseling a questionnaire to the experimental groups to highlight the nature of problems they faced. The questionnaire which was administered at the beginning of the counseling Session is a blank in which student were requested for poor performance in a subject at schools. The lesson period lasted for an hour once a week: in addition the experimental groups received group counseling session once a week. the duration of the groups counseling session was about 45 minutes. For the purpose of this counseling the experimental groups were divided into groups of ten members each.
The pre test and post test were administered

to student in an examination condition .student were spaced out and were instructed not to bring in or make use of their note books or textbooks. In addition cheating by copying from another student was forbidden. The researcher closely invigilated the administration of the tests.

The achievement test which had 40 items as designed to have a maximum score 80 point. Each correct answer attracted two points, while an innocent answer attracted no point.

Results
Hypothesis I

Counseled students achieve higher academic performance than uncounseled students.
Analyses of data for the pre-test are presented in table 1 and 2

Table 1: Pre-Test Mean Score and Standard Deviations for Counseled (Experimental) and Uncounseled (Control) Groups.

{! a t [9	b	ó	{5
/ ◘ĵ ▪ℓś◙ŕ D'ɪ◙ĵ ♫	≈ى	≈ىوو	≈ؠ
Ü▪ľ◙ĵ ▪ℓś◙ŕ D'ɪ◙ĵ ♫	≈ؠ	ؠؠۿو	يو≈

Table 2 : Test of Significance on Pretest Performance for Counseled and Uncounseled Groups

{! a t [9	b	ó	{5	5 ź	Ç-Value	t
/ ◘ĵ ▪ℓś◙ŕ D'ɪ◙ĵ ♫	≈ى	≈ىوو	≈ؠ			
Ü▪ľ◙ĵ ▪ℓś◙ŕ Group	ؠ≈	ؠؠۿو	يو≈	≈ يو	ؠ≈ۿ	ℓ

P<.05
T-value = calculated value of t
df = degree of freedom
s = significant

Table 2 shoes that there is no difference between the performance of the counseled and uncounseled group in the pre-test. The t-value is 0.98 while the critical value of t is 1.98 (under two column). Since there is no difference at 0.95 level of t is 1.98 (under

two tailed Colum). Since there is no difference at 0.05 level of significance, the entry behaviour of the counseled and uncounseled group are like.

Pre test

The data collected after treatment are presented in table 3 and 4

Table 3: Post Test Mean Score and Standard Deviations for Counseled and Uncounseled Groups

{! a t [9	b	ó	{5
/ ◘ĵ ∎ĺś▪ćŕ	ﻰﻻ	ﻵﻪﻬﻲ	ﻳﻮﻵ
Ü∎ĺ'◘ĵ ∎ĺś▪ćŕ	ﻳﻻ	ﻳﻬﻯﻲ	ﻬﻲﺍﻭﻭ

Table 4: Test of Significance on Post Test Performance for Counseled and Uncounseled Groups

{! a t [9	b	ó	{5	5ź	Ç-Value	t
/ ◘ĵ ∎ĺś▪ćŕ	ﻰﻻ	ﻵﻪﻬﻲ	ﻳﻮﻵ			
Ü∎ĺ'◘ĵ ∎ĺś▪ćŕ	ﻳﻻ	ﻳﻬﻯﻲ	ﻬﻲﺍﻭﻭ	ﻵﻳﻮ	ﻭﻰﻰﻰ	ℓ

P<. 01

Table 4 shows that there is difference between the academic performance of the counseled and the uncounseled groups. The t-value is 4.42 while the critical value of t is 2.326. Since the calculated value of t, is greater than the critical value of t therefore counseled students achieve higher academic performance than uncounseled students at .01 level of significance.

Hypothesis I, which states that counseled students achieve higher academic performance than un counseled students, is therefore accepted.

Hypothesis II

The male students who receive counseling achieve higher academic performance than their male counterparts who receive no counseling. Data analyses for testing this hypothesis are presented in table 5 and 6

Table 5: Post Test Scores and Standard Deviations for Counseled and Uncounseled and Male Students

Dwh Üt	b	ó	{5
/ ◘ĵ ∎ĺś▪ćŕ	ﻳﻰ	ﻭﻰﻲﻭﻲ	ﻭﻭﻵ
Ü∎ĺ'◘ĵ ∎ĺś▪ćŕ	ﻵﻰ	ﻳﻬﻯﻭﻲ	ﻭﻓﻰﻰﻭ

Table 6: Test of Significance on Post Test Academic Performance of Counseled and UnCounseled Male Students.

D'ɪɒĵ ♫ℓ	b	ó	{5	5 ź	Ç-Value	t
/ ɒĵ ■ℓś́́ŕ ▓Ắ́ students	یی	وﻯ وي	وﻕ لا			
Ü■ľɒĵ ■ℓś́ŕ male students	لٱی	يﻬ وي	وﻕیو	ىلا	وﻯﻯ	ℓ

P<.01

Table 6 reveals that there is difference between the academic performance of male students who were counseled and male students who were not counseled. The t-value is 3.82 while the critical value of t is 2.358. since the calculated value of t (t-value) is greater than the critical value of t therefore counseled male students achieve academic performance that uncounseled male students at .01 level of significance. Hypothesis II is accepted

Hypothesis III
Counseled female students achieve higher academics than uncounseled female students. Data analyses for testing this hypothesis are presented in tabkes 7 and 8.

Table 7:Post Test Mean Scores and Standard Deviation for Counseled and Uncounseled Female Students

Dwh Üt	b	ó	{5
/ ɒĵ ■ℓś́ŕ	یی	يﺍ بي	ىﻕلا
Ü■ľɒĵ ■ℓś́ŕ	یی	يﻬیي	وﺍﻬو

Table 8: Test of Significance on Post Test Academic Performance of Counseled and Uncounseled Female Students.

D'ɪɒĵ ♫ℓ	b	ó	{5	5 ź	Ç-Value	t
/ ɒĵ ■ℓś́ŕ źŚ▓Ắ students	یی	يﺍ بي	ىﻕلا			
Ü■ľɒĵ ■ℓś́ŕ źŚ▓Ắ students	یی	يﻬیي	وﺍﻬو	ىلا	يﻕو	b ℓ

P<.05
NS = not significant

Table 8 shown that there is no difference between the academic performance of counseled and uncounseled female students. The t-value which is 1.15 is not greater than the critical value of t (t-1.658).

Since the calculated value of it is not greater than critical value of t, then counseled female students do not achieve higher than uncounseled female students at 0.05 level of significance Hypothesis III is therefore rejected.

Hypothesis IV
There is no difference between the academic performance of male and female students who receive counselling.

Data analyses to test the above hypothesis are presented in table 9 and 10

Table 9: Post Test Mean Scores and Standard Deviation for Counseled and Uncounseled Male and Female Students

Dwh Üt	b	ó	{5
a Ăᶄ ℓĠŕś▪₡	بى	وى⬚وي	وڧﻻؔ
Cś▓Ăᶄ ℓĠŕś▪₡	بى	ي⬚�12 ﺑي	ىڧﻻؔ

Table 10: Test of Significance on Post Test Academic Performance of Counseled and Uncounseled Male and Female Students.

D'ꭑ◘ĵ ♫⌐ℓ	b	ó	{5	5 ź	Ç-Value	t
/ ◘ĵ ▪ℓś▄ᶄŕ źś▓Ă students	بى	وى⬚وي	وڧﻻؔ		ىوى⬚و	{
Ü▪l'◘ĵ ▪ℓś▄ᶄŕ female students	بى	يᵃﺑ ﺑي	ىڧﻻؔ	وﻻؔ		

P<.05

Table 10 shows that there is no statistical difference between the academic performance of counseled, male students and those of the counseled female students. The t-value is 1.314 while the critical value of t is 1.98. Since value of t (t-value) does not exceed the critical value of t therefore there is no significance difference between achieve academic performance of counseled male and female students. Hypothesis IV is accepted

Hypothesis V

There is no significance difference between achieve academic performance of counseled students who did not receive counseling.

Analyses of data to test hypothesis area presented in table 11 and 12

Table 11: Post Test Mean Scores and Standard Deviation for Uncounseled and Male and Female Students

Dwh Üt	b	ó	{5
a Ăᶄ ℓĠŕś▪₡	ﻻؔى	يᵊ⬚وي	وڧ⬚ى و
Cś▓Ăᶄ ℓĠŕś▪₡	بى	يᵊ⬚ى ي	و⬚ᵊﻫو

Table 12: Test of Significance on Post Test Academic Performance of Uncounseled Male and Female Students.

D'ꭑ◘ĵ ♫⌐ℓ	b	ó	{5	5 ź	Ç-Value	t
/ ◘ĵ ▪ℓś▄ᶄŕ źś▓Ă students	ﻻؔى	يᵊﻫ⬚وي	وڧ⬚ى و		ᵊﻫᵊﻫﻫ	{
Ü▪l'◘ĵ ▪ℓś▄ᶄŕ female students	بى	يᵊﻫ⬚ى ي	و⬚ᵊﻫ ﻫو	ي⬚ﻻؔ		

P<.05

Table 10 shows that there is no difference between the academic performance of uncounseled male students and those of the uncounseled female students. The t-value is 0.787 while the critical value of t is 1.98. Since the calculated value of t (t-value) is lesser than the critical value of t therefore follows that uncounseled male students do not achieve higher than uncounseled female students at 0.05 level of significance.

Hypothesis V is therefore of significance

Discussion of Results

This study has provided us with valuable information about how counseling can affect the academic performance of secondary school students. Likewise it has thrown more light into the problems of students which militate against their academic performance. All the hypothesis tested in this study were upheld except hypothesis III which states that counseled female students achieve higher than uncounseled female counterparts, however this was not significant. What would have been responsible for this? It would be recalled that counseled groups did not perform significantly higher than uncounseled groups during the pretext. Obtained significant difference in the performance of counseled students over the uncounseled students. These finding went contrarily to our finding in hypothesis III.

Achebe (1986) suggested reasons for failure to obtain significant difference as the small sample involved, limited treatment period, their possible limited experience meeting model for group counseling and the criterion measures applied. In the case of this study the duration of the treatment might not have been long enough for the researcher, a male counselor, no fully get down into the

personal problems of the female student with the view of helping them resolve the conflicts. Perhaps, a longer period would produce a better result. Hence Nweke (2001) pointed out that treatment over a longer time provides the continuing reinforcement which is needed to sustain change.

Many factors were enumerated by students as reasons responsible tor poor academic performance in a subject. Prominent among these are the type of teacher and his method of teaching, family problems, inattentiveness in class, absenteeism, leaving school before closure for the day and bad company. Others are reading without understanding too many assignments, ill health, forgetfulness, lack of textbooks and the type of subject were easy and interesting and others were difficult. These students however did not Tail to point out that some teachers make certain subjects difficult and uninteresting.

Among the traits exhibited by some teachers which students claimed they dislike include, speaking through the nose, using big words, not being audible, refusing to answer question, bad writing and derailing always from the point in question. As we can see, this problem which involved remodeling the teacher could not be carried out within the time ot the study. However, it is important to take note of such factor. A workshop for teachers can help improve their method of teaching.

Another problem we faced during counseling which was somehow beyond the reach of the researcher considering the duration of treatment, was family problems. Some students complained of lack of time to study when they get home due to too many

errands to attend to, and to devise other strategies as waking up early in the morning to study as ready alternatives. Looking at possible reasons tor students to leave school before closing time, some students claimed that they get tired and hungry and have to go. This is not too surprising. In fact, since the Edo State Government introduced the idea of secondary schools resuming at 8:00am and closing at 2:30pm and within this period student attends up to 9 lessons, the metal fatigue has been much on students. Some Students had complicated family social problems which will require c researcher getting down to meet the members of the family. This could no be done for time and chance were lacking.

During the course of the counseling sessions, the students concentrated on acquiring effective study habits using the SQ3R technique of study. They ere also trained on techniques of taking tests.Benga (1986) identified an individual general skill which includes the study habits and techniques of taking tests as one possible factor associated with academic performance.

In hypothesis I we looked at the performance of the counseled and uncounseled students. Their performance in the test item was ascertained by giving them the test item for a pre test. The findings of the pre test result revealed that the two groups performed alike. However, after treatment the counseled group achieved significantly higher than the counseled group. Since the two groups received the same treatment except in counseling where the experimental group was counseled and the control group was left alone, it therefore follows that counseling should have accounted for the

higher performance of the experimental group over the control group. This assertion is also true in hypothesis II where we compared the performance of counseled and uncounseled male students after treatment.

Finding on hypothesis IV revealed that male students who receive counseling do not achieve significantly higher than their female counterparts who were also treated to counseling The findings agree with Epstein and Bronzaft tH974), and Musgeave (1971), assertion that college girls have the same ability level as their male counterparts. Thus Thompson (1975), experimenting on reading attainment, found no significant difference in male and female student's academic performance.

Though some researchers claimed that boys perform better than girls in task requiring mathematical abilities (Stirong, 1938}Earmeyet at (981} and that girls do better in verbal problems, yet biology subject is strictly neither of these, hence we cannot take stand with this assertion. Similarly, findings on hypothesis V revealed that uncounseled male Students did not achieve higher in the post test than the uncounseled female Students. The researcher therefore does not believe that set stereotype exist in terms of academic achievement in biology.

This study has been a very informative one. Generally the researcher found that counseled students achieve higher academic performnance than uncounseled students. The group counseling session had been of immense help to the experimental group who express their appreciation and wish to have it continued. Therefore, the importance of counseling in improving the academic

performance of students need not be over emphasized.

Summary

It is the problem of increasingly poor academic performance in many quarter in the school system in Nigeria that instigated the researchers to carry study. Hence the purpose of this study is to ascertain whether of counselling of students will improve their performance in class test and examinations.

The researcher postulated five hypotheses to enable him attain the goal this study. The hypotheses were as follows; Counseled students achieve higher academic performance than uncounseled students. Students who receive counseling achieve higher academic performance than their male counterparts wh0 receive no counseling Female students who receive counseling achieve higher academic performance than their female counterparts who receive no counseling. There is no significant difference between the academic performance of male and female students who received counseling There is no significant difference between the academic performance of male and female students who did not receive counseling.

Two instruments; an open ended questionnaire and an achievement test were employed to collect data for the study. The questionnaire was a blank in which students were requested to write seven reasons they feel are responsible for poor performance in a subject. The achievement test comprised 40 items relevant to the biology topics taught students. The achievement test was administered to 191 students randomly assigned to groups in four secondary schools in Benin City. The data were analyzed using an independent t-test statistics. While hypotheses I and II were tested at 0.01 alpha level of significance, others were tested at 0.05.

The research finding revealed that generally counseled students achieve academic performance than counseled students. The results of the pre- test showed that no group of students achieved significantly higher than the other group. All the hypotheses were upheld except hypothesis III which states that counseled female students achieve higher academic performance than counseled female students. Though counseled female students achieved, yet it was significant and therefore the hypothesis could not be accepted.

Other findings were that:
- Male students who received counseling achieve higher academic performance than their male counterparts who received no counseling
- There is no significant difference between the academic performance of male and female students who receive counseling
- There is no significant difference between the academic performance of male and female students who received no counseling.

Conclusion
The following were conclusions drawn from this study, based on the findings it was concluded that:
i. Counseling improves student's academic performance by equipping them with more effective study habits, coping skills and problem solving skills. Hence the students are better equipped to handle their problems and resolve

conflicts.

ii. Sex stereotype is not exhibited in the performance of both the counseled and uncounseled students.

iii. When students adopt more effective study habits, their performance in class test and examinations improve significantly. Therefore poor academic performance is more of not adopting the right approach towards studies that not having the intelligence.

iv. Social-personal problems faced by students can cause them achieve low academic performance.

Recommendations

In view of the results obtained from this study, the researcher recommends that

i. Since the counselors through counseling can help students achieve higher performance principals without school guidance counselors should request for one from the State Education Commission or Education Board of their various states.

ii. Principal should give maximum support and co-operation to the counseled enable him carry out his duty effectively. The erroneous idea that every experienced teacher and principal can counsel is long overdue to be dropped especially now there is formal counseling

iii. The practices in some schools where counselors are made to teach in the classroom in addition to handling counseling issues should be dropped forthwith. Counseling in itself requires a lot of time and attention particularly in schools with a population of more than 300 students.

iv. To meet the shortage of counseling personnel, both the federal and state governments should encourage and also

step up training of guidance counselors.

v. To meet the shortage of counseling personnel, both the federal and state governments should encourage and also step up training of guidance counselors.

vi. The curriculum of schools be made in such a way as to enable school counselor interact more closely with students. At the moment periods for guidance activities are not carved out in the time table. The researcher hereby recommends that a guidance/free period be put on the school's time table.

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INFLUENCE OF FINANACIAL INCENTIVES ON SECONDARY SCHOOL TEACHERS' JOB PERFORMANCE IN CENTRAL SENATORIAL DISTRICT OF EDO STATE

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Abstract

This study explored the influence monetary incentives paid to secondary school teachers in Edo Central Senatorial District of Edo State have on their job performance. To guide the study, one research question and three hypotheses were raised. The study did a comparison of the job performance of a group of teachers that were paid financial incentives and another group of teachers that did not receive any form of financial incentives, with special focus on age, sex, and educational qualifications as independent variables. The investigation found out whether teachers that received financial incentives performed their job better than the teachers that did not receive. It equally found out whether there exists significant difference in the job performance of teachers that received financial incentives and the teachers that did not receive financial incentives on the basis of their age, sex, and educational qualifications. The population for the study consisted of all the 1,526 teachers in the five local government areas of Edo central senatorial district. Descriptive survey design was adopted in the study, while the multi stage sampling technique was used to select 111 teachers that constituted the study sample. An instrument titled: Teachers' Job Performance Questionnaire (TEJOPEQ) was used to gather data for the study. The data collected were analyzed using Mean and ANOVA as statistical tool. Results revealed that both the teachers that receive financial incentives and those teachers that did not receive financial incentives all performed low in their job. Also, no significant difference exists in the job performance of secondary school teachers that received financial incentives and those that did not receive on the basis of their sex and educational qualifications. However, a significant difference existed in the job performance of old and young teachers that received financial incentives and those that did not receive, with the difference located in the job performance of old teachers and young teachers that received financial incentives from the post hoc test

conducted with the use of Scheffe's analysis. Based on the findings of the study, it was recommended among others that, older teachers should be made to teach in elementary classes, so that the problem of management of students' behaviour that usually affect young teachers' commitment to their job would be removed.

Key Words: Financial Incentives, Job Performance, Teachers, Secondary Schools.

Introduction

Financial incentives are money based rewards aimed at stimulating improved job performance. These are extra payments made to teachers in additions to their regular monthly entitlements. Payments made in this form are overtime payment, science and craft teachers' allowances, remote and river line area allowance, leave transport grant, sports teachers' allowance, transfer allowance, house masters' allowance, handicapped teachers' allowance, payments from non-governmental organizations, voluntary agencies, and Parents Teachers' Association (|PTA), etc.

Ryan (2004) acknowledged that, the salaries teachers receive are not enough to motivate every teacher in a school. Other forms of inducements that could make teachers put in extra efforts in performing their jobs should be seriously looked at, in order to ensure higher level of efficiency, effectiveness and productivity in schools. Teachers at all levels are driven by elements of extrinsic variables in reward system (Oiemhenkele, 2014). Money therefore is a very potent tool for motivating teachers towards the desired productivity level. This is however achieved through the provision of financial incentives. Undoubtedly, this is one of the policies schools adopt to increase their teachers job performance.

Financial incentives fall into three broad categories. First, there are basic wages and conditions that are offered to teachers relating to their role description and work classifications. Secondly, there are additional payments that are linked to the achievement of performance outcomes, with access to the payment either specified in advance or retrospectively accessed as part of teachers' review or supervision process. Thirdly, there may be additional financial incentives that are not directly related to the performance of the teachers' duties. Examples are access to financial services or fellowship. Traditionally, these have helped to maintain a positive motivational environment for teachers.

Ojiemhenkele (2004) asserts that, teachers are the nucleus of schools' resources. Teachers are the building bloc of education (Afe, 2001). Aghenta (2002) refers to teachers as the key factors in formal education. To Ayeni (2005), teachers are the developers of positive and progressive society in any country. The roles of teachers at ensuring that students of high quality products are produced cannot be overemphasized. It is therefore of serious necessity to have highly motivated and dedicated teachers in schools because of their level of participation in the pedagogical process within the school environment. Some of the crucial activities that require teachers' full participation, commitment, interest, and enthusiasm in the school, like

students' discipline and control, lesson preparation and presentation, commitment to job and extra-curricular activities will suffer if necessary financial incentives are not provided for teachers (Ojiemhenkele,2015). It is equally very important for schools and school managements to provide necessary financial incentives for teachers because, they (teachers) are the ones that translate educational philosophy and objectives into knowledge and skills, and transfer them to students in the classroom. To ensure that teachers are given the required motivation for their job performance, necessary financial incentive is imperative. Often times, this tool is forgotten because; there is the erroneous assumption in some quarters that teachers are paid already to do their job.

The effectiveness of financial incentives on teachers' job behaviour and performance cannot be undermined, stemming from the fact that most people in Nigeria today find it difficult to satisfy their basic physiological needs for food, shelter and clothing. Money therefore is instrumental in achieving these desires. Money is equally important in obtaining higher level needs like recognition, buying of chieftaincy titles, an expensive car, and buying of prestigious goods and services. Houran (2012) noted that, no one works for free. Money therefore is the traditional incentive and pay for performance has continued to be the industry's standard for many categories of teachers. In light of the foregoing, teachers would be willing to put in extra efforts, if their perceived needs are met and they are adequately motivated with the provision of necessary financial rewards.

Cadsby, Song and Tapon (2007) concluded

in their study that, the use of a wide variety of incentives to reward performance is consistent with motivation theories, and that rewarded behaviour is often repeated. This study was corroborated by an earlier study of Oseni (1998) and that of Bermell (2004) in which they separately concluded that, motivating workers through the provision of monetary incentives improves job performance. Bennell further opined that low teachers' motivation and non provision of necessary incentives is often reflected in deteriorating standards of professional conducts, including serious misbehaviour (in and outside the school). It also manifests in high rate of teachers' absenteeism, less time on task, and teaching practices are often characterized by limited efforts with heavy reliance on traditional teacher practices. Also, it results in situation where teachers devote less time on extra-curricular activities, teaching preparation and marking.

The relationship between monetary incentives and job performance has been subjected to several studies over the years. Whereas Weinimont and Fitz Patrick (1999) claimed that monetary incentives have no significant effects on job satisfaction and performance, Okpara (1984), Campbell (1995), and Aghahowa (1997) respectively concluded that rewards in monetary terms impact positively on teachers' job behaviour and performance. Aghahowa further asserts that teachers will hold on to their job if they feel satisfied in terms of their total take home pay that is comparable with what their counterparts in other occupations earn. This opinion was corroborated by Manfred (1997) when he opined that job dissatisfaction would set in if rewards actually received are less than the perceived

equitable level. Finding of previous researchers revealed that in spite of the financial incentives received by secondary school teachers, their job performance seem not to have improved. The studies of Okolo (2002) and Emechita (2003) in which they concluded that, the monetary incentives received by teachers did not significantly improve their job performance confirmed this assertion.

The noticeable poor job performance of some teachers in Edo central senatorial district of Edo State, in spite of the financial incentives they may have received may not be unconnected with their age, sex and qualifications. This allegation stemmed from the fact that, most young teachers are in the teaching field simply because there is no alternative job. Some teachers refer to themselves as birds of passage in the teaching field. Meaning that, any time, any day there is better opening for them elsewhere, they would jump at it without hesitation. This category of teachers pay less attention to classroom management and their teaching function is performed with little dedication. This allegation is further confirmed by Taylor and Walker (1993) from their study in which they found that, older teachers have higher level of job performance and commitment and equally have lower level of absenteeism. This conclusion was corroborated by the studies of Ayemere (2001) and Susan (2001), where they respectively found that, younger and less experienced teachers tend to feel more alienated, have little or no teaching experience, and are burdened by students' discipline and control. Contrary to these findings, Johnson (2003) and Thane (2000) concluded in their studies that, average physical and mental capacity declines with

age and that as one grows older, performance and productivity equally declines. Other studies that corroborated these facts are those of Oshogbo (1999) and Warr (1992) which equally revealed that, there is a sudden decrement in the mental capacity and overall job performance of employees as they grow older.

Uwe (1999) asserts that, woman traditionally perceive themselves as teachers and nurturers of pupils and that owing to social expectations as well as gender stereotypes, they are more likely to desire job satisfaction and eventually perform better in their teaching career. Women are likely to be more dedicated and committed to their job than male teachers irrespective of the amount of financial incentives they receive. The study of Mowday, Porter and Steers (1982) confirmed Park's assertion, in which they concluded that, women tend to be more committed to their job than men. Also, an earlier study conducted by Lismann and Girerich (1990) gave credence to the above assertion in which they concluded that, female teachers are more pupils oriented than male teachers, and consequently spend more time improving the classroom climate. The study of Dembroski and Mac-Dougal (1998) which found that men preferred to work alone and that they also desire to perform more task than women, contradicted the above findings. The study of Omolayo and Owolabi (2007) did not equally support the assertion that female teachers tend to do their job better than male teachers. Hence, they concluded that gender had no significant influence on job performance.

Most teachers in some schools today,

especially those in private schools are not trained as teachers. Even some teachers that may have gone through teacher training programmes are either under trained or poorly trained. Consequently, such teachers lack the necessary teaching skills with which to carry out their teaching function. Ijaiya (1995) noted that, teaching has become a job for all comers; the trained, the unqualified or untrained, and the poorly trained. This phenomenon therefore, has adversely affected both the quality of teaching and students' learning. It is on the strength of this fact that Amedeker (2005) asserts that inadequate teacher preparation programmes results in majority of teachers' inability to demonstrate adequate knowledge and understanding of the structure, function and the development of their discipline. The study of Ololube (2006) revealed that professionally trained teachers have more propensities in carrying out their teaching job than the untrained teachers. In similar studies by Abdal-Haqq (1995), Barker (1995), Ayersman (1996), Basu (1997) and Lancaster (1999), it was revealed that, teachers who are professionally trained demonstrate a sound understanding of instructional materials and concepts, use productivity tools to enhance professional tasks such as correspondence, assessment, classroom materials, presentation, etc. In line with this fact, Ojiemhenkele (2008) disclosed that professionally trained teachers demonstrate introductory knowledge, skills, and understanding to concepts related to the use of materials needed for instructional process and the continual growth in technology, knowledge and skills to stay abreast of current and emerging technologies and informed decisions regarding the use of technology in support of students' learning.

On the contrary however, other studies such as those of Idialu (2003) and Assam (1982) concluded that, training has no significant influence on teachers' job performance. Their studies equally went further to reveal that, there is no evidence to show that teachers who are professionally trained perform better than those who did not go through teacher training programme. Therefore, a teacher could perform very highly or poorly depending on the mastering of the subject matter and not the teaching skills acquired in the course of being trained as a teacher.

Research Question/Hypotheses
To guide this investigation, one research question and the following three hypotheses were raised.

Research Question: Do teachers that receive financial incentives in Edo central senatorial district perform their job better than those that do not receive?

HO$_1$: There is no significant difference in the job performance of old and young secondary school teachers who receive financial incentives and those that do not receive.

HO$_2$: There is no significant difference in the job performance of professionally trained and untrained secondary school teachers who receive financial incentives and those that do not receive.

Ho$_3$: There is no significant difference in the job performance of male and female secondary school teachers who receive financial incentives and those that do not receive.

Method of Study

This study adopted the descriptive survey research design. The population for the study was comprised of 1,526 teachers and 153 principals from all the public secondary schools in the five local government areas of Edo central senatorial district as at 2017/2018 academic session. The multi-stage sampling technique was used in selecting 111 teachers and 30 principals for the study. The first stage was to select 20% of the schools in each of the five local government areas of Edo central senatorial district through the simple random sampling. Thereafter, 20% of the teachers in the schools selected were randomly selected to constitute the study sample. A total number of 30 schools were used for the study. Out of these 30 schools, 8 schools, 5 schools, 7 schools, 6 schools, and 4 schools were selected from Esan West, Esan Central, Esan North East, Esan South East, and Igueben local government areas respectively which has 42 schools, 25 schools, 34 schools, 32 schools and 20 schools each. Out of the 111 teachers randomly selected this study, 61 were male and 50 female, 69 were trained and 42 untrained and 57 were old and 54 were young teachers respectively.

An instrument titled: Teachers' Job Performance Questionnaire (TEJOPEQ) was designed and used by the researcher to gather data for the study. The instrument contained three sections (A, B & C). Section A was made up of demographic variables relevant to the study; such as name of teacher, age, sex, and educational qualifications. Section B contained 10 items on financial incentives designed to elicit responses from teachers whether they receive such incentives or not. Responses to these items were raised on two points response scale; yes or no.

The section C was adapted from the Edo State Universal Basic Education Board, 2019. It was made up of 15 items designed to elicit responses from school principals on the level of job performance of teachers. All the items were raised on a five point response scale; Very Frequent (VF) 5 points, Frequent (F) 4 points, Seldom (S) 3 points, Very Seldom (S) 2 points, Not at all (NA) 1 point.

Content validity method was used to validate the instrument by experts in educational management and psychology. Thereafter, a pre-testing of the instrument was done to establish its reliability using the split half method, which was later subjected to correlation statistics by using Cronbach Alpha formula to obtain a co-efficient of 0.89. The data were collected with the assistance of research assistants and were analyzed using Mean to answer the research question, while ANOVA was used for the three hypotheses raised for the study.

Presentation of Results

Research Question: Do teachers that receive financial incentives in Edo central senatorial district perform their jobs better than those who did not receive?

Note: A teacher performs high if he/she has a mean score of 45 points and above on the rating scale. The performance becomes low if the mean score is less than 45 points on rating scale.

Table 1:   Summary Table of Mean of Job Performance of Teachers Who Received Financial Incentives and those that did not Receive

Variables	N	Scores	Mean
Financial Incentives	49	2134	43.55
No financial Incentive	62	2596	43.48
Total	111	4830	43.52

Results in Table 1 revealed that there was general poor performance of teachers in Edo central senatorial district. Of the 111 teachers sampled, the mean performance was 43.52. This indicated that all the teachers performed very poorly. Also, even those that received financial incentives did not equally perform better than those who do not receive, as their mean performance revealed that those who received financial incentives had 43.55, while those that do not receive financial incentives had a mean score of 43.48. Both categories of teachers therefore had mean performance that falls below the bench mark of 45points.

Hypothesis 1: There is no significant difference in the job performance of old and young teachers who received financial incentive and those who did not receive. That is, Ho: $U_1 = U_2 = U_3 = U4$.   This hypothesis was tested using the ANOVA and the result is shown in Table 2.

Note: Teachers who are 40 years and above are old teachers, while teachers who are below 40 years are young teachers.

Table 2: Summary Table of ANOVA of Job Performance of Old and Young Teachers that Received Financial Incentives and those who did not Receive

Sources of Variation	DF	SS	MS	f-cal	f-crit	Decision
Between groups	3	178	59.3	3.42	2.68	Ho: Rejected
Within groups	107	1852	17.3			

P > 0.05

As shown in Table 2, the f-cal (3.42) is greater than the f-crit (2.68) at 0.05 apha level.   Hence the Null hypothesis was rejected. To further investigate the direction of the difference, a post hoc test was carried out using the Scheffe's analysis to locate where the difference(s) existed as shown in Table 3, where X_1, X_2, X_3, X_4 represents old teachers with financial incentives, old teachers without financial incentives, young teachers with financial incentives, young teachers without financial incentives respectively.

Table 3: Summary Table, Showing Critical Difference(s) between Mean of Old and Young Teachers that Received Financial Incentives and those that did not Receive

Groups	Scheffe's value	Scheffe's crit	Decision
$X_1 - X_2$	0.07	8.58	Ho: Retained
$X_1 - X_3$	8.75	8.58	Ho: Rejected
$X_1 - X_4$	1.90	8.58	Ho: Retained
$X_2 - X_3$	7.87	8.58	Ho: Retained
$X_2 - X_4$	0.22	8.58	Ho: Retained
$X_3 - X_4$	3.00	8.58	Ho: Retained

Hypothesis 2: There is no significant difference in the job performance of professionally trained and not professionally trained secondary school teachers who received financial incentives and those who did not receive.
That is, Ho: $U_1 = U_2 = U_3 = U_4$

Note: Professionally trained teachers are those teachers that have NCE, B.Sc(Ed), B.Ed, M.Ed qualifications. While not professionally trained teachers are those teachers that do not possess qualification in education, but have OND, HND, B.Sc, M.Sc.

Table 4: Summary Table of ANOVA of Job Performance of Professionally Trained and Not Professionally Trained Teachers Secondary School Teachers that Received Financial Incentives and those that did not Receive

Sources of variation	DF	SS	MS	f-cal	f-crit	Decision
Between Group	3	60	20	0.4	2.68	Ho: Retained
Within group	107	5221	48.2			

P > 0.05

As shown in Table 4, the f-cal (0.4) is less than f-crit (2.68) at 0.05 apha level. The null hypothesis was therefore accepted.

Hypothesis 3: There is no significant difference in the job performance of male and female secondary school teachers who received financial incentives and those who did not receive.
That is, Ho: $U_1 = U_2 = U_3 = U_4$

Table 5: Summary Table of ANOVA of Job Performance of Male and Female Secondary School Teachers that Received Financial Incentives and those that did not Receive

Source of variation	Df	SS	MS	f-cal	f-crit	Decision
Betwee n group	3	130	43.3	2.19	2.68	Ho: Retained
Within group	107	2105	19.7			

P>0.05

From Tables 5, f-cal (2.19) is less than f-crit (2.68) at 0.05 apha level. The null hypothesis was therefore accepted.

Discussion of Findings
The findings of this study revealed that, the level of job performance of secondary school teachers in Edo central senatorial district is low. Also it was revealed that teachers that received financial incentives did not significantly perform better than the teachers that did not receive financial incentives. This means that, monetary rewards offered to secondary school teachers do not significantly influence their overall job performance. This low level of job performance agrees with the findings of Okolo (2002) and Emechita (2003) that, monetary incentives received by teachers do not significantly improve their job performance.

As equally revealed by the result of this study is that, significant difference exists in

the job performance of old and young teachers who received financial incentives and that of those who did not receive financial incentives. However, the post hoc analysis conducted further disclosed that, the difference was found in the job performance of old teachers and young teachers that received financial incentives, and that no significant difference was found in the job performance of all other categories of teachers compared. This finding confirmed an earlier finding by Taylor and Walker (1993) and those of Ayemere (2001) and Susan (2001) that, older teachers have higher level of job commitment and performance and also younger teachers tend to feel more alienated and have little teaching experience. However, the findings of Johnson (2003) and Thane (2000) contradicted this result.

Also, from the findings of this study it was revealed that no significant difference exists in the job performance of professionally trained and not professionally trained secondary school teachers that received financial incentives and those that did not receive. The result therefore corroborated the findings of Assam (1982), Ojo (1993) and Idialu (2003) in which they separately concluded that professionally trained teachers do not significantly perform their job better than those other teachers who are not professionally trained. However, the studies of Barker (1995), Ayemere (1996), Basu (1997) and Ololube (2006) which concluded that teachers that are trained professionally significantly performed their job better than those teachers that do not go through teachers' training programme contradicted this finding.

The results of this study equally revealed that, no significant difference exists in the job performance of male and female secondary school teachers that received financial incentives and those that did not receive. The result therefore, confirmed earlier findings of Hahaya (1999) and Omolayo and Owolabi (2007) in which they concluded separately that gender had no significant influence on teachers' job performance. This finding however was contradicted by the findings of Mowday, Porter and Steers (1982) and Lismann and Girerich (1990) in which they concluded that female teachers perform their job better than their male counterparts.

Conclusion
From the results of the findings of this study, it can be concluded that the financial incentives paid to secondary school teachers in Edo central senatorial district has no relative influence on their job performance. This is because, even those teachers who received financial incentives among the teachers surveyed in this study did not perform better than the teachers that did not receive any form of financial incentives, as exemplified by the result of Research Question No.1. It is however possible that, the assumed financial incentives paid to teachers may not be enough to motivate them for increased job performance. So, the teachers that may have received some forms of financial incentives probably do not feel anything different from their colleagues that do not benefit from the incentives.

It has equally been revealed from the results in Hypotheses 2 and 3 that, the job performance of professionally trained and teachers that are not professionally trained who received financial incentives do not significantly differ from that of those who

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did not receive, just as the case of male and female teachers. However, the age of teachers played a prominent role in the level of their job performance as discovered from the testing of Hypothesis No.1, and the subsequent post hoc analysis that was conducted.

The findings of this study may be a pointer to the fact that, even when it is assumed that teachers receive financial incentives, the entire incentive package may not be enough to motivate teachers to improved job performance. Even with all these forms of financial incentives, which according to Herzberg and his colleagues in their two factor theory, are hygiene factors which only help in removing all forms of dissatisfaction and unpleasantness from the work place. In actual fact, all that financial incentives do is to bring motivation to zero level when they are present, but do not lead to satisfaction. This of course means that, the presence of financial incentives ensures that teachers are not de motivated. This equally means that they (teachers) are not motivated as well. Since there is no sufficient evidence to prove the efficacy of financial incentive in motivating teachers to higher level of job performance from the results of this study, it therefore means that, there could be other factors that may be capable of spurring teachers to action when provided.

What actually motivates workers is what Herzberg et al refer to as the motivators. These motivators are related to the teachers' job contents. Often time, job content components may be completely lacking in the schools. Note however that, there are other forms of work incentives like opportunity to undergo in service training, study leave, and recognition awards that

could give a teacher sense of fulfillment, achievement and accomplishment which are veritable impetus that may propel teachers to higher job performance better than monetary inducements.

No matter the amount of financial incentives a teacher may get, if that teacher lacks adequate skills and pedagogical knowledge of the subject matter, the performance of his or her duty as a teacher is not likely to improve. Therefore the mere provision of financial incentives for teachers is not a guarantee that their job performance will improve. Financial incentives are mere inducements targeted at making teachers to put in their best in the performance of their job function. However, they are not ends in themselves, but means to an end.

Recommendations
Based on the finding of this study, the following recommendations were made;
(a). Along side with the provision of financial incentives, which are extrinsic to the teachers and hygiene factors, the motivators that relate to the job content in an organization as suggested by Herzberg et al, should be made available to teachers. While the provision of financial incentives as maintenance factors may help in removing all sorts of dissatisfaction from the work place, the provision of motivators would serve as stimuli for hard work, and invariably could push the teachers towards increasing their level of job performance. The provision of motivators for teachers in doing their job is likely to have some positive impacts on the teachers' job and the work environment. This of course could provide a sense of

achievement, opportunity to achieve standard of excellence and an accomplishment for challenging tasks for the teachers.

(b). Older teachers should be made to teach in elementary classes, so that the problem of school management of students' behaviour and the burden of non-teaching obligations that usually affect young teachers' commitment to their job would be removed.

(C). To stop all sorts of entrants into the teaching job, teaching has to be fully professionalized and the lot of teachers should be improved through redesigning of the teachers' education programme, restructuring the remuneration system and boosting in-service education for professional growth.

(d). The stereotyping of women as weaker gender and high job performance being perceived to be more related to masculine than feminine gender, and men being seen as more powerful than women should be discouraged. Both male and female teachers should be given equal opportunity to advance in their teaching career, give them appropriate and equitable incentives as stimulus for improvement for overall job performance. The era of relegating women to the background and conclude erroneously that women education ends in the kitchen should become a thing of the past.

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CURBING DEVIANT BEHAVIOURS OF IN-SCHOOL ADOLESCENTS AMONG SECONDARY SCHOOLS STUDENTS IN BAYELSA STATE

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Abstract

A study on curbing deviant behaviours of in-school adolescents among secondary schools students in Bayelsa State was carried out. Survey type of descriptive research design which involved investigating into how to curb deviant behaviours of in-school adolescents among secondary schools students in Bayelsa State. This design type aims at collecting data on a given phenomenon while also describing in a systematic manner, the characteristics, features and facts about a given population. The population of the study was all in-school adolescents in secondary school in Bayelsa State. The target population are the adolescents in Public Secondary schools in Nembe Local Government Area of Bayelsa State. A purposive sampling technique was used to select 240 adolescents from three secondary schools that are presently in school. 80 students each were selected from the school. The rationale behind this technique was hinch on the fact that the area has the highest number of secondary schools in the state, and is known for breeding of militants, a clime where teenagers are the bane of the community among others. A 4-point likert scale type containing 30 items self-constructed questionnaire titled "Curbing Deviant Behaviours of In-school Adolescents among Secondary School Students Questionnaire" (CDBIASSQ) was used for data collection. The items on the questionnaire were validated by experts in Educational Guidance and Counselling; Measurement and Evaluation while the final draft of the questionnaire was pilot studied on an equivalent sample of 24 respondents not used in the main study. The Cronbach Alpha measure of internal consistency was used to determine the reliability. The reliability index of the questionnaire was 0.89 which implies that the instrument is highly reliable. The data collected were tested at 0.05 significance level using t-test and Pearson Product Moment Correlation Coefficient a parametric statistics type. The three hypotheses were all rejected showing significant difference and relationship respectively. The study concluded that through the use of some counselling strategies, it would contribute immensely in curbing deviant behaviours of in-school adolescents

primarily among those secondary schools in Bayelsa State. It then recommended that seminar, workshops, talk shows among others that are directed at managing deviant behaviours should be arranged more often in secondary schools as its content would go a long way in curbing these unwanted behaviours among in-school adolescents.

Keywords: Deviant behaviours, In-school adolescents, Curbing, Psychology, Students

Introduction

Today the developed economies of the world function perfectly because they have a functional and organised sysem of education unlike her underdeveloped or developing countreparts. Due to their huge investment in education, they tend to also checkmate excesses and manage all forms of malady that could breed in the school. The school is a place where students acquire needed competencies for various vocations. The place of the counsellor in schools cannot be overemphasized. The act of counselling is a personal relationship between the counsellor and the client with the aim of assisting the client to understand themselves, effectively take decision and also solve their problems. Duroasro (2016) noted that counselling is oriented towards facilitating effective learning skills, acceptable habits and appropriate behaviour. The National Policy on Education (2013) edition clearly stated that, in the light of the apparent ignorance by most adolescents about career prospects and personality maladjustment among others, counsellors will be appointed in post primary institutions to help manage the situation as they occur. Hence, it became compulsory for secondary school administrators to also employ professional counsellors as learners at this level of education are often prone to numerous juvenile behaviours. Some of the features expected of a good counsellor include being a good listener, empathic, warm and sensitive to the needs of others.

Professionally, counsellors are also trained to modify maladaptive behaviour prevalent in individuals.

Many people perceive adolescence age as a crisis driven era where diverse unwanted behaviours starts to manifest. Adolescence is often described as a period of transition from childhood to adulthood. To many families and schools, the beginning of this stage is characterised with celebrations and jubilations as it shows the neophyte stage of independence. According to Adegoke, (2003) he observed that adolescence begins with the onset of puberty. At this stage, there is rapid growth in the organs of the body. Meanwhile, Akinpelu (1998), described adolescence as a built-in necessary transition period for ego development. The World Health Organization, WHO, (1976) defined adolescence as a period during which an individual progresses from the point of initial appearance of the secondary sexual characteristics to that of sexual maturity. This period is accompanied by various changes that are significant in physical, intellectual, social and emotional areas. Moreso, Ibrahim (2009) described an adolescent as someone who is unstable, angry, moody, self conscious and inexperienced in handling emotional problems. Adolescence, from a psychological point of view, is a period dominated by stress and tensions due to inner emotional instability and as a result of conflicting external influence (Oni 2010).

The problems of adolescents are many and the pressure to conform to peer influence becomes very strong during adolescent years. Also, at this stage the adolescents engage in activities that are perceived to be contrary to the norms and values of the societies all in a bid to exhibit that trait often characterised with their development (Foluke and Mary, 2017).

In recent times, deviant behavior, which could be described as behavior that is different from the norm, has becomea daunting global problem. In general, the word "deviant" (from Latin deviatio) means an abnormality (Collinsdictionary.com). Each year, the number of pupils with deviant behavior (also known as aberrant behavior) in general education schools steadily increases (Hayden, 2007; Damron-Bell, 2011). Aberrant behavior may not only lead to problems that include peer-pressure, bullying, and violence right within a school setting, but to also more serious consequences such as social maladaptation and crime (Rodger, 2008; Furniss, 2000).

Anti-social behaviour, personality disorder or conduct disorder, a term synonymous with deviant or delinquency was defined by Wachikwu, and Ibegbunam, (2012) as crimes committed by young people below the age of eighteen years usually characterized by violation of existing social norms and values. It was defined by Mayer (2001) as a recurrent violation of socially prescribed patterns of behaviour usually involving aggression, vandalism, rule infractions, defiance of authority and violation of social norms. Similarly, deviant behaviour was also defined by Hanrahan, (2006) as a disruptive act characterized by covert or overt hostility and intentional aggression towards others. It refers to an overall lack of adherence to the social norms and standards that allow members of a society to co-exist peacefully. According to Okon (2003) made the following comments about people with conduct disorder in the following words. "People with antisocial personalities have a low tolerance for frustration. They act on impulse, lose their temper quickly, and lie easily and skillfully. During their developmental stage i.e childhood, they are often bullies who fight, lie, cheat, steal, and are truant in schools. They blame others for their misdeeds, feel Picked out by their parents and teachers, and never seem to learn from their mistakes".

Deviance is generally perceived as any behaviour that does not conform with the established rules of a group of individuals or the society at large (Idris, 2016). At this stage, an adolescent finds it difficult to conform to the norms of the society. Deviant behaviours are actions which conflict with the societal norms (Hirschi, 1995). It could also be referred to as the engagement of people in criminal offences, illegal, antisocial and unethical behaviour. In a nutshell, any behaviour that violates the norm or social standard of the society is deviant. Deviant behaviour could also be any form of behaviour that contravenes the rules and regulations or even laws that govern an establishment. Some researchers have identified the different types of deviant behaviour among in-school adolescents; these include truancy, examination malpractice, substance abuse, bullying, vandalism, and sexual immorality (Odunmuyiwa, 2001; Esere, 2008). Goode, (2007) further stated that behaviour that is deviant in one society may not be in another. Even within a society, what is deviant today

may not be deviant tomorrow. Suleiman (2011) noted that a particular behaviour is antisocial if any of these three criteria are seen; when behaviour does not allow a person to function effectively with others as a member of the society, when such behaviour does not permit the person to meet his or her own needs and when behaviour has a negative effect on the wellbeing of others.

On gender involvement, Kazdin (2007) reported that deviant behaviour was more common among male adolescent than their female counterparts stressing that sex differences further affects the age of onset of conduct disorder. Female adolescent tend to engage in conduct disorder between ages 14 and 16, whereas, many boys engaged in conduct disorder at the age of 11 years. Moreso, George and Ukpong, (2013) also reported that the likelihood of boys to develop conduct disorder was four to eight times greater than for girls. By implication, boys by their very nature exhibit more physical, verbal aggression and thuggery while antisocial behaviour in girls is more subtle, indirect and relational involving harmful manipulation of others.

The use of reinforcement can help curb undesired behaviour among school children. Winkielman, (2005) defines reinforcement as a stimulus that strengthens behaviour and increases the frequency of its occurrence. It involves reinforcing one's positive response which in turn blocks the appearance of undesirable behaviours. There are different types of reinforcement; these are intrinsic reinforcement (that is when a behaviour strengthens itself e.g. eating and playing music), extrinsic reinforcement (this is when the behaviour is strengthened by external consequences), primary reinforcement (things that are important to life such as food, water) and secondary reinforcement (things like money and praise).

Counsellors help in improving students' behaviour by also using some certain verbal reinforcement principles. The counsellor can praise those who obey rules and regulations, thereby ignoring those that are found guilty. Psychologists affirmed that the use of reinforcement helps to provide an explicit model of what is expected among in-school adolescents (Asonibare 2016). Okobiah and Okorodudu (2006) noted that disruptive behaviour can persist if only verbal reinforcement is used by the counsellor on the management of deviant behaviour. Garber (2006) opined that reinforcement strategy in classroom instruction promotes academic achievement. Other strategies for behaviour modification include:

i. Use of Premack Principles. This can also be called "grandma's rule". This is when the counsellor uses preferred behaviour to reinforce less preferred activity.

ii. Prevalence of Token Economy. This is when positive behaviour is reinforced with an exchange for goals.

iii. Through contracting. Behaviour contract is a negotiated agreement between two parties. In signing this contract, the counsellor states clearly the purpose of the contract (Alao 2000). The reward is carried out immediately the counsellor observes the positive change.

Nevertheless, the act of using punishment cannot be underestimated. It can also be used to reduce deviant behaviours when the need

arises. Punishment refers to the usage of aversive stimuli to decrease undesirable behaviour. Its the last resort when all other techniques have being exhausted and not workable. The two most effective type of punishment include: positive punishment (when the counsellor applies aversive consequences like kneeling down and flogging) and negative punishment (this involves the withdrawal of certain privileges) (Asonibare 2004). Adesina (1984) explains that punishment must be retributive; it should serve as a deterrent and must be reformative. Punishment should be applied immediately after a negative behaviour. Other forms of punishment are;

i. Satiation: This is a way in which the counsellor allows the student to continue with negative behaviour until they are tired of doing it. For example, a child who likes stealing students' underwear in the hostel can be helped by encouraging the parents to buy more than enough underwear for the student until it pisses the student off (Alao 2000).

ii. Reprimand: This is when a student is rebuked for misbehaviour. Soft, private reprimands are done quietly while a loud public reprimand is when the counsellor or the teacher speaks to the offenders loudly in the presence of others.

iii. Social Isolation: This is often used to decrease undesirable behaviour. The counsellor might decide to set the student aside for the meantime as a result of a particular misbehaviour. The counsellor must be careful when using this method so that other negative behaviours are not strengthened (O'Leary, Kalfman, Kass & Diabman 1970).

iv. Constructive confrontation: this is a way in which the counsellor confronts the client about a particular negative behaviour (Bolu-

Steve & Adeboye 2016).

Life skill training involves self-management procedures programmes that can be used by the counsellors in managing deviant behaviour. These include:

i. Assertive training: Non-assertive students that are trained to be assertive may not get involved in deviant behaviours. Assertive training can also be called resistance training (Asonibare 2016).

ii. Decision-making strategies: It is important for in-school adolescents to develop appropriate decision-making strategies. This will help them choose the right alternatives.

iii. Peer group cluster involvement: This can be in the form of organising peer group counselling in the school. The clubs and societies within the school can engage peer cluster to modifying norms and attitudes(Adegoke, 2003).

Statement of Problem

Any behaviour that violates the norm or social standard of the society is deviant. Deviant behaviour could also be any form of behaviour that contravenes the rules and regulations or even laws that govern an establishment. Some researchers like Odunmuyiwa, (2001) and Esere, (2008) have identified different types of deviant behaviour prevalent among in-school adolescents to include truancy, examination malpractice, substance abuse, bullying, vandalism, and sexual immorality among others. Deviant behaviour is very dominant in our schools today as it has become a common feature exhibited by in-school adolescents. Owing to the various developmental stage of these young adults, they sometimes forget that their involvement in some of these unwanted activites could jeopardise their future

achievement. There has been arguement on which gender involves the most in deviant behaviours; should the use of reinforcement be encourage in the management of deviant behaviours among others. The use of measures like intrinsic, extrinsic, primary, secondary among others would go a long way in curbing and niping these deviant behaviours in the bud. However, this study is designed to investigate functional measures in curbing deviant behaviours of in-school adolescents among secondary schools students in Bayelsa State.

Objectives of the Study
The study was designed to meet the following objectives:

To justify if there is a difference in male and female in-school adolescents in deviant behaviours especially among secondary school students.

If any relationship exists between use of strategies in curbing deviant behaviour among students in secondary schools.

To justify the use of punishment in curbing deviant behaviour among students in secondary schools.

Research Hypotheses
H01: There is no significant gender difference and deviant behaviour of secondary school students.
H02: There is no significant relationship between use of strategies in curbing deviant behaviour among students in secondary schools.
H03: There is no significant relationship between use of

punishment in curbing deviant behaviour among students in secondary schools.

Methodology
The study used a survey type of descriptive research design which involved investigating into how to curb deviant behaviours of in-school adolescents among secondary schools students in Bayelsa State. This design type aims at collecting data on a given phenomenon while also describing in a systematic manner, the characteristics, features and facts about a given population (Adeyemi, 2007). Population of the study was all in-school adolescents in secondary school in Bayelsa State. The target population are adolescents in Public Secondary schools in Nembe Local Government Area of Bayelsa State. The study adopts the purposive sampling technique to select 240 in-school adolescent from three secondary schools that are presently in school. 80 students each were selected from the schools. The rationale behind this technique was hitch on the fact that the area has the highest number of secondary schools in the state, and is known for breeding of militants, a clime where teenagers are the bane of the community among others. Respondents were selected based on their willingness to participate in the study. A 4-point likert scale type containing 30 items self-constructed questionnaire titled "Curbing Deviant Behaviours of In-school Adolescents among Secondary School Students Questionnaire" (CDBIASSQ) was used for data collection. The numerical value of each response ranges from 4 to 1 with the highest rating of 4 indicating the highest level of agreement and the least of 1 showing the lowest level of agreement. The items on the questionnaire

were validated by experts in Educational Guidance and Counselling; Measurement and Evaluation while the final draft of the questionnaire was pilot studied on an equivalent sample of 24 respondents not used in the main study. The Cronbach Alpha measure of internal consistency was used to determine the reliability. The reliability index of the questionnaire was 0.89 which implies that the instrument is highly reliable.

Ethical consideration for the study was adhered to in conducting the research. We informed the respondents about the aims of the research, data management and their expected role in the research which enable them to give us their informed consent. The data collected were tested at 0.05 significance level using t-test and Pearson Product Moment Correlation Coefficient a parametric statistics type.

Results
Presentation of Data and Analysis

H01: There is no significant gender difference and deviant behaviour of secondary school students.

Table 1: t-test analysis showing significant gender difference of students on deviant behaviour

Gender	N	Mean	SD	DF	Sig.level	t-value	t-table	Decision
Male	240	5.66	2.44	238	0.05	4.71	1.96	Significant
Female	240	3.91	1.59					

From table 1 above, it shows that two hundred and forty students were involved in the study as male students have a mean and standard deviation value of 5.66 and 2.44 while female students have a mean and standard deviation value of 3.91 and 1.59 respectively. At 238 degree of freedom and 0.05 significant level, the t-cal. value was 4.71 and t-tab. value of 1.96; Since t-cal. (4.71) > t. tab (1.96), the null hypothesis is rejected and the alternative hypothesis which states that there is a significant gender difference and deviant behaviour of secondary school students is upheld.

H02: There is no significant relationship between use of strategies in curbing deviant behaviour among students in secondary schools.

Table 2: Pearson Product Moment Correlation analysis showing relationship between use of strategies in curbing deviant behaviour among students in secondary schools.

Variable	N	Mean	SD	r-value	Sig.(2-tailed)	Remark
Use of Strategies	240	7.43	3.11			
				0.819	0.031	*Significant*
Deviant Behaviours	240	6.82	2.75			

Table 2 above shows a positively strong r-value of 0.819 significant at 0.05 alpha level (P<0.05) hence the null hypotheses is rejected, while the alternative which states that there is a significant relationship between use of strategies and curbing deviant behaviour among students in secondary schools is retained.

H03: There is no significant relationship between use of punishment in curbing deviant behaviour among students in secondary schools.

Table 3: Pearson Product Moment Correlation analysis showing relationship between use of Punishment in curbing deviant behaviour among students in secondary schools.

Variable	N	Mean	SD	r-value	Sig.(2-tailed)	Remark
Use of Punishment	240	6.96	2.93			
				0.794	0.042	*Significant*
Deviant Behaviours	240	6.82	2.75			

Table 3 above shows a positively strong r-value of 0.794 significant at 0.05 alpha level (P<0.05) hence the null hypotheses is rejected, while the alternative which states that there is a significant relationship between use of punishment and curbing deviant behaviour among students in secondary schools is retained.

Discussion of Findings

Hypotheses one states that there is a significant gender difference and deviant behaviour of secondary school students. This conforms with the study carried out by Kazdin (2007) who reported that deviant behaviour was more common among male adolescent than their female counterparts stressing that sex differences further affects the age of onset of conduct disorder. Female adolescent tend to engage in conduct disorder between ages 14 and 16, whereas, many boys engaged in conduct disorder at the age of 11 years. Moreso, George and Ukpong, (2013) also reported that the likelihood of boys to develop disorder was four to eight times greater than for girls. This goes to show that boys by their very nature exhibit more physical, verbal aggression and thuggery while antisocial behaviour in girls is more subtle, indirect and relational involving harmful manipulation of others especially at the secondary school level.

Also hypotheses two reveals that there is a significant relationship between use of strategies and curbing of deviant behaviour among students in secondary schools. This is in agreement with the work of Winkielman, (2005) who affirmed that the use of reinforcement helps curb undesired behaviour among school children. This reinforcement as a stimulus strengthens behaviour and increases the frequency of its occurrence. It involves reinforcing one's positive response which in turn blocks the appearance of undesirable behaviours. Counsellors can praise those who obey rules and regulations, thereby ignoring those that are found guilty. Psychologists affirmed that the use of reinforcement helps to provide an explicit model of what is expected among in-school adolescents (Asonibare 2016).

Hypotheses three reveals that there is a significant relationship between use of punishment and curbing of deviant behaviour among students in secondary schools. However this outcome is in consonance with that of Asonibare, (2004) who stated that the act of using punishment cannot be under estimated. He claimed punishment can also be used to reduce deviant behaviours when the need arises.

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Punishment as a strategy refers to the usage of aversive stimuli to decrease undesirable behaviour. "Its the last resort when all other techniques have being exhausted and not workable. The two most effective type of punishment include: positive punishment (when the counsellor applies aversive consequences like kneeling down and flogging) and negative punishment (this involves the withdrawal of certain privileges)" Asonibare, (2004). He supported the work of earlier scholar, Adesina (1984) who explains that, "punishment must be retributive; it should serve as a deterrent and must be reformative. Punishment should be applied immediately after a negative behaviour".

Conclusion and Recommendations
From the study one can affirm that deviant behaviour is inevitable in adolescents and stakeholders are to be aware that this developmental stage is characterised with diverse attributes which may be seen as detrimental to human existence especially among secondary school students. Although, the study concluded that through the use of some counselling strategies, it contributes significantly in curbing deviant behaviours of in-school adolescents primarily among those secondary schools in Bayelsa State. The study recommended that:

> Seminar, workshops, talk shows among others that are directed at managing deviant behaviours should be arranged more often in secondary schools as its content would go a long way in curbing these unwanted behaviours among in-school adolescents.

> Punishment should be introduced in the management of curbing deviant behaviours as it remains the final measure to be undertaken in instilling control on in-school adolescents.

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A REVIEW OF THE INFLUENCE OF GENERALIZED ANXIETY DISORDER ON STUDENTS' LEARNING

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Abstract

The purpose of this paper was to review generalized anxiety disorder among Nigerian students. From available literature.It was established that the disorder in question is prevalent in Nigeria the same way it is in other parts of the world. The review covered the concept of generalized anxiety. The causes of generalized anxiety disorder from various perspectives were highlighted. Symptoms of the disorder which include: excessive fear, worry, anxiety or being on edge were identified from research findings. The effects of generalized anxiety disorder on students' learning were identifiedand reported. Furthermore,counselling implications basedon reviewed literature werecarefully discussed for the benefits of counsellors and others in the helping profession. Recommendations on how generalized anxiety disorder could be curbed were itemized and explained. This paper will be beneficial to counsellors, teachers, psychologists, heads of schools, parents, and significant others.

Keywords: Generalized anxiety disorder, prevalence, learning, counselling.

Introduction

Mental health issues, particularly generalized anxiety disorder can pose challenges to many people, including adolescents across the country. Students' academic performance over the years has been greeted with a downward trend as a result of unsatisfactory performance of students in examinations. Many factors ranging from poor teaching and learning processes to other environmental factors have been fingered for the continued poor learning outcomes among students. However, it is pertinent to state that generalized anxiety disorder could be one of the hidden variables affecting students' learning capacitiesyet to be brought to the front burner to be subjected to a more critical scrutiny as a possible factor being responsible for the problem at hand.

Awareness of generalized anxiety disorder as a subtype of anxiety disorder is relatively limited in Nigeria. This is largely because mental health is not given deserved attention yet in the country. Approximately 20% of individuals in the United States may have a mental illness that has been, or could be diagnosed (Khubchandani, Brey, Kotecki, Kleinfelder & Anderson, 2016). The situation is not likely to be different in Nigeria even though we have limited

literature to support claim. Many individuals with generalized anxiety disorder have been found to be more prevalent among college students than the general population (American College Health Association, 2013; Matloc, Ali, & Suris, 2016). Perhaps, one can say there is a gap in literature exploring the influence of generalized anxiety disorder and students' learning in Nigeria. Similarly little has been reported on the relationship between students' learning, academic performance and generalized anxiety disorder. Therefore this paper was an attempt to review available literature with a view of drawing attention and interest of researchers and other stakeholderswithin the Nigerian educational context to the reality of the devastating consequences of generalized anxiety disorder on students' learning potentials.

How does generalized anxiety disorder influence students' learning or academic performance in Nigeria? This was the question this paper intended to address.The purpose of this study considering the foregoing, was to explore how generalized anxiety disorder related, influenced or affected students' learning in Nigeria. This paper in pursuit of the subject matter examinedfollowing:

Concept of generalized anxiety disorder

Causes of generalized anxiety disorder

Prevalence of generalized anxiety disorder

Effects of generalized anxiety disorder on

learning

Implications for counselling

Conclusion

Recommendations

The concept of generalized anxiety disorder

Generalized anxiety disorder is a subtype of anxiety disorder which is characterized by excess fear, worry and anxiety that are out of proportion to the situation supposedly responsible for the reaction (APA, 2013). Generalized anxiety disorder is a general worry about things like money, health, safety, study and so on. It was formally referred to as "the basic anxiety disorder" (Portman, Starcevic,and Beck, 2012).Mahmoud, Staten, Lennie, & Hall, (2015) argued that excessive worry affects the way individuals do things including academic work because a lot of time and energy would be wasted worrying about a number of things. Daily life becomes a constant state of worry, fear, and dread.

Eventually, the anxiety so dominates the person's thinking that it interferes with daily functioning, including work, school, social activities, and relationships.

Symptoms of generalized anxiety disorder include: excessive, continuous worry and tension, an unrealistic view of problem, restlessness, irritability, muscle tension, headaches ,Sweating, difficulty concentrating, nausea ,the need to go to the bathroom frequently, tiredness, difficulty falling or staying asleep, trembling, and being easily frightened. Longitudinal studies have shown that untreated generalized anxiety disorder in adolescents or young adults could impair academic functioning, create physical, and mental disorder, hypertension, heart disease, alcohol addiction, depression, and suicidality (Boden, Fergusson, and Horwood, 2006). People with generalized anxiety disorder have excess anxiety and worry about almost everything. The symptoms must be consistent for at least 6 months before a person can be said to meet criteria for the disorder (APA, 2013). The disorder impairs daily functioning of those experiencing it. It affects work, learning at school and other areas of a person's life. Generalized anxiety disorder is relatively a common disorder worldwide. Research has shown that about 4 percent of Americans have shown symptoms of generalized anxiety disorder yearly. The case is similar in other countries like: Canada, Britain, and many other countries in the western world (Kessler et al., 2012; Ritter, Blackmore, and Heimberg, 2010). Altogether, more than 6 percent of all people develop generalized anxiety disorder sometime during their lives. It may emerge at any age, but usually it first appears in childhood or adolescence. Women diagnosed with the disorder outnumber men 2 to 1 (Ronald 2015).

Causes of generalized anxiety disorder

There are a number of factors researchers have presented as causes of generalized anxiety disorder. They include: Sociocultural, psychodynamic, humanistic, cognitive, and biological factors. According to the sociocultural perspective, generalized anxiety disorder could be developed by those who face life stressors like loss of dear ones, poverty, rape, traumatic events and so on. Stein and Williams, (2010), postulated that people in highly threatening environments are prone to develop the general feelings of tension, anxiety, and fatigue and the sleep disturbances normally identified with generalized anxiety disorder. Wroble and Baum,(2002), for instance noted in a study conducted to see the impacts of Three Mile Island nuclear power plant on those living around it after the nuclear

reactor accident of March 1979 that local mothers of preschool children were diagnosed to have five time more anxiety or depression disorders than mothers in places away from that area. This goes to prove that life stressors can trigger generalized anxiety disorder.

The sociocultural theorists have also suggested poverty as a predictor of generalized anxiety disorder. Moore, Radcliffe, & Liu, (2014), argued that people who are poor are likely to live in communities with high level of crime, less education, high unemployment rate and high health challenges. This situation will definitely place the poor at a higher risk of generalized anxiety disorder as against those who are more comfortable in terms of wealth and better social amenities (Stein and Williams, 2010).

From the psychodynamic perspective, Sigmund Freud (1933, 1917) opined that all children go through anxiety as part of the process of their developments and growths. He believed that they use ego defense mechanisms to check anxiety. They express realistic anxiety when they are confronted with actual danger; and neurotic anxiety when they are continually prevented from expressing their id impulses; and moral anxiety when they are punished or threatened for expressing their id impulses by parents or by circumstances. Freud also observed that some children possess high levels of anxiety simply because their defense mechanisms are not adequate to cope with it. Children with such situation develop generalized anxiety disorder. When childhood anxiety goes unresolved according to Freud, and the child is overtaken by neurotic or moral anxiety, generalized anxiety disorder becomes inevitable. Furthermore, some children's ego defense mechanisms may be too weak to

withstand normal anxiety. Freud argued that children who are over pampered or over protected from challenges of lifeby their parents or significant othersmay not be able to develop coping strategies or defense mechanisms to deal with generalized anxiety when they encounter pressures of stress as adults later in life. Their defense mechanisms may be too weak to cope with the stress anxiety may pose. Researches have supported this psychodynamic perspective in terms of individuals who were over pampered as children showing high propensity towards generalized anxiety disorder (Jenkins, 1968).

Humanistic theorists believe that generalized anxiety disorder manifests when people fail to do an honest appraisal of situations of life and fail to accept reality, but instead live on self-defeating standards and maladaptive self-criticisms. By choosing to live in denials of their true thoughts, emotions, and behaviour, they become alarmingly anxious, nervous and hopeless about life challenges and fail to gain coping strategies that can help them to overcome life's difficulties to live and fulfill their goals as human beings. Rogers explained that children who reject unconditional positive regard from their parents and significant others may become too critical of themselves and develop self-defeating standards which Rogers referred as conditions of worth for themselves. These conditions upheld by them are not in tandem with reality. The self-defeating standards coupled with the self-judgments which they impose on themselves; and the desperation to meet the said set standards make such individuals to encounter defeats and frustrations as consequences. The individuals under this kind of psychological condition who keep experiencing failures because of faulty life patterns are setting the stage for generalized anxiety disorder or

other forms Psychological dysfunctions.

Cognitive theorists hold the belief that generalized anxiety disorder is caused by irrational thoughts that are held by people. Albert Ellis, suggested that some individuals are controlled by their irrational beliefs which make them to react in inappropriate ways (Ellis, 2014). Ellis termed all these as basic irrational assumptions; and stated that individuals with generalized anxiety disorder often hold irrational beliefs. Research findings have consistently affirmed that individuals with generalized anxiety disorder uphold irrational beliefs that portend danger (Clark and Beck, 2012). Biological theory believers contend that generalized anxiety disorder is caused basically by biological factors. The theorists look at genetic factors as being the major cause of generalized anxiety disorder. Studies have continually affirmed that biological relatives of individuals with generalized anxiety disorder stand higher risk of having the disorder than those not related to sufferers (Domschke & Deckert, 2010).

Prevalence of generalized anxiety disorder
The word anxiety has its origin in the Latin word "angere," which means to cause distress (Sharma and Sharma, 2015). Anxiety has also been defined as a vague, uncomfortable feeling exacerbated by prolonged stress and the presence of multiple stressors (Lazarus & Folkman, 1984). Generalized anxiety has been considered as an "anticipation of future threat" and related to "vigilance in preparation for future danger and cautious or avoidant behaviours" (APA 2013).It creates impairment of daily functioning which is characterized by distress in essential areas of functioning like academic work, peer interaction, and other daily activities.
A study conducted by Frank-Briggs and Alikor (2010) on anxiety disorder amongst Secondary School Children in an Urban City in Nigeria reported the prevalence of anxiety disorder among students and its impacts on their academic performance in Port Harcourt, Nigeria. The results of the research shows that out of 885 students, 91 met the criteria for the diagnosis of anxiety/ depression disorder; prevalence was 10.28%, age range was 9-18 years. 37 males and 54 females giving a male: female ratio of 0.69:1. Majority of the students 52 (57.14%) of the children lived with their parents, 28 (30.77%) of them lived with family relations and 11 (12.09%) of them were working as

house helps to other families. They reported that the reasons for the prevalence included: poor self-image, fear of death, repeated physical and sexual abuses by their care givers and other adults. Learning disability was also reported as the main associated co morbid disorder (18.68%). The research found out that the prevalence of anxiety disorder among the students had impacted negatively on the academic performance of the students. Generalized anxiety was the most common type of anxiety disorder identified (32.97%). This shows that generalized anxiety disorder seems to be common among children and adolescents. Based on the findings of this research, it is clear that generalized anxiety is prevalent in Nigeria even though we have limited literature reporting prevalence.

In another study conducted by Nwamuo, & chinyere (2013) on Appraisal of the level of test anxiety among tertiary education students: A case of Alvan Ikoku Federal College of Education, Owerri, Imo State, Nigeria revealed the level of test anxiety among students in tertiary institutions using Alvan Ikoku Federal College of Education, Owerri, Imo State as the area of study. One research question and three hypotheses were formulated and used. A total of 205 third year students representing ten percent of the population were carefully drawn using a ratio of 1:10. Data were analyzed and the chi-squared statistic result showed significant correlation of students' level of test anxiety with gender and age but no correlation with school of study. The researchers reported that their findings showed a higher number of the individuals used for the study had high anxiety disorder compared to those with moderate and low anxiety. The study according to the researchers collaborated the

report of Speilberger (2012) who argued that such students were usually afraid, nervous and emotionally troubled and were predisposed to cheating as an alternative escape route for possiblenegative outcome of anxiety like failure in an examination, parental displeasure with their poor academic performance, loss of self-esteem and so on. Although, the study did not categorically mention the term generalized anxiety disorder, the test anxiety examined in the study could a consequence of generalized anxiety disorder.

In a study conducted by Afolayan et al (2013)titled: "Relationship between anxiety and academic performance of nursing students, Niger Delta University, Bayelsa State, Nigeria." The researchers used a descriptive design to consider the associationship of anxiety and academic performance of 200 level students of the Faculty of Nursing, College of Health Sciences, Niger Delta University, Amassoma in Southern Ijaw Local Government Area of Bayelsa State and reported negative consequences of generalized anxiety disorder. A purposive sampling technique was used by the researchers to select 50 students out of 100 students from 200 level in the faculty of nursing science. The goal of the study was to determine the correlation between anxiety and academic performance of students in the faculty of Nursing, Niger Delta University, Wilberforce Island, Bayelsa State. Data obtained was analyzed using Statistical Package for Science Solutions (SPSS) version 17. Result indicated that generally students exhibited anxiety during examination which was seen as psychological and behaviour changes. Also, at $P <. 0.05$, chi square ($X2$) = 2.144, difference (df) = 3 and P value

0.543, there was no statistical difference between gender and academic performance of students. The contribution of Afolayan et al (2013), is a confirmation of the prevalence of generalized anxiety disorder in Nigeria.

In another development, Badru et al (2018) conducted a descriptive cross-sectional study among 302 Nigerian prison officers with the purpose of determining the prevalence of generalized anxiety disorder and major depression, with their socio-demographic and work-related correlates. They observed that 6-month prevalence rate of generalized anxiety disorder and 12-month prevalence rate of major depression were 2.3% and 4.0%, respectively. The research focused on prison workers who are not likely to students, but the study has provided empirical evidence of prevalence of generalized disorder in Nigeria.

From available literature, research findings have consistently supported the fact that generalized anxiety disorder can affect learning or academic performance of students just like other forms of anxiety. It is also worthy of note that generalized anxiety disorder is often a comorbid of depression and other related disorders. Again, it should be observed that most available literatures did not focus on generalized anxiety disorder, but treated anxiety disorder with generalized anxiety disorder embedded. This shows that studies with focus on generalized anxiety disorder is necessary to provide more research evidence on the subject matter.

Effects of generalized anxiety disorder on learning

Generalized anxiety disorder is a subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the nervous system. High level of generalized anxiety causes a person's normal life to become difficult in a way it affects the social life of the person. Anxiety is one of the wide varieties of emotional and behaviour disorders. Students with generalized anxiety disordershow a passive attitude towards their studies such as lack of interest in learning, poor performance in examinations, and poor performance on assignments. Generalized anxiety disorder's symptoms among students include: feeling nervous before or during a tutorial class, panicking, going blank during a test, feeling helpless while doing assignments, or lack of interest in a difficult subject. Physiological symptoms include sweaty palms, cold, nervousness, panic, fast pace of breathing, racing heartbeat, or an upset stomach (Ruffins, 2007). The prevalence of generalized among Nigerian students cannot be over stressed because of its negative effects on teaching and learning processes in an academic environment. Consistently, many previous studies show negative correlations between high levels generalized anxiety disorder and low academic performance.

Students with generalized anxiety disorder aregenerally apprehensive about the occurrence of negative future outcomes related to major life issues. This disposition affects negatively their school adjustment processes and thereby impede their quality of learning. Pathological worry consists ofcognitive, behavioural, and physiological events (Newman & Borkovec, 2002). It is triggered by a perceived stressor, especially one characterized by ambiguity or uncertainty.Additionally, students with generalized anxiety disorder show information processing bias. Such students are always on the look-out for potential danger; and they negatively

interpretambiguous or neutral stimuli, thereby detecting threat in them (Mathews, 1990;Mathews & MacLeod, 1994). This has a negative bearing on the learning processes of such students as they are distracted by excess fear. Furthermore, since students with generalized anxiety disorder perceive their environments, including their school environments as dangerous places, their expectations of negative outcomes take over their senses of control, and pave way for limited capacities to learn. Students who worry a lot are always in the mood of readiness to avoid or escape self-perceived threats to their lives. This has consequences as they cannot resist the intrusive thoughts of perceived danger and concentrate on their studies.The picture is very much clear looking at the Nigerian conditions. Life stressors like insecurity, kidnapping, banditry, rape and other traumatic events are multiplying every day, making more students to be susceptible to generalized anxiety disorder and the consequences attached.

Implications for counselling
A paper on a subject like this is very important and has a lot of counseling implications. In other words the essence of this paper is to awake counsellors to the urgent task of helping students to overcome generalized anxiety disorder which has myriads of destructive effects on students' learning, adjustment and academic performance or achievement processes. The counsellor is a helping professional who should be armed with knowledge, and skills that can help clients who are under threats of psychological disorders like generalized anxiety disorder.Counselling is a learning process in which individuals learn about themselves, their interpersonal relationship

and behaviour that can advance their personal development.The American Counselling Association (ACA) as cited in in Adeniyi & Ogunsesan (2018), defined counselling as a professional relationship that enables diverse individuals, families, and groups to achieve mental health, fitness, education, and career goals. This definition of counselling makes it mandatory for counsellors to prioritize the mental fitness and well-being of students under them. Okoroji & Anyanwu (2015), on their part postulated that counselling is a means of providing educational services to the students to help them solve their study needs. This means that students' emotional needs are very important if their educational needs are to be met. Egbochuku (2008) observed that counselling is a process by which a troubled person (client) is helped to feel free and behave in a more personally satisfying manner through interaction with an uninvolved person (the counsellor) who provides information and reactions that can stimulate the client to develop behaviours that will enable him to deal more effectively with himself and his environment.

The review has provided enlightenment to counsellors on the prevalence of generalized anxiety disorder; and should move the school counsellor to be more proactive to save our students from the menace. Counsellors through this paper have access to the symptoms, causes and effects of generalized anxiety disorder on learning processes of students. It is believed that counsellors would teach students how they could avoid generalized anxiety disorder by exposing them to the knowledge of risk factors associated with the disorder. Students that are already experiencing the disorder can be taught how they can overcome it. Counsellors can make use of

individual or group counselling approach to help students that have been diagnosed with generalized anxiety disorder to build coping strategies that can help them to overcome the challenge of the disorder.

Conclusion

This paper looked at generalized anxiety disorder syndrome among Nigerian students. Literatures on causes, prevalence, effects on learning were reviewed in order to provide documented reports to guide the claim of the prevalence of generalized anxiety disorder and its effects on learning processes of students in Nigeria. So far it has been established that generalized anxiety disorder is prevalent in Nigeria. Effects of prevalence which can lead to learning impairment were carefully x-rayed and presented in line with the empirical evidences reported in studies. Implications of the paper to counsellors were equally presented to stimulate them to be of more help to students with regards to mental health in general and generalized anxiety disorder in particular.

Recommendations

In view of the prevalence of generalized anxiety disorder among Nigerian students, the following recommendations are hereby presented:

1. Counsellors should be more proactive about the emotional states of students under their care to detect early signs of generalized anxiety disorder. Similarly, periodic guidance service of information dissemination should be carried out by counsellors. This can be done inform of talks during organized gathering of students.

2. Nigeria as a country should take the issue of mental health more seriously to be on the same page with the international community. Mental health care outlets should be put in place for people to go and receive helps

3. Parents are to be carried a long in the guidance activities of their children. This will help in proper parenting that will help students to live well-adjusted lives.

Researches having bearing on generalized anxiety disorder is seriously needed. Empirical research is what can help us to know the extent of the prevalence to enhance effective strategies that can be deployed to face the situation. At the moment the available literature on generalized anxiety disorder from Nigeria

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is highly limited. This can only improve if researchers get involved in carrying out more empirical studies on prevalence and effects of the disorder.

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