

THE EFFECT OF NATIONAL YOUTH SERVICE CORPS TEACHERS` INPUT ON STUDENTS` ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN OGUN – STATE, NIGERIA

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ABSTRACT

The study investigated the effect of NYSC teachers` input on the students` academic performance in secondary schools in Ogun – State. As a descriptive survey, the study population comprised 1650 respondents comprising 150 school principals and 1500 students, Multi stage stratified and simple random sampling techniques were used. Data collected were analyzed using frequency counts, percentage, means and Pearson Product Moment Correlation. Five null-hypotheses were tested at 0.05 level of significance. The study reveals that the input of NYSC teachers on secondary school students was close and, as such students` academic performance was significantly related to NYSC teachers – Work Habit, General Ability, Resourcefulness, Personal Qualities and Mental Stability. Based on the findings, it was recommended that Nigerian government should implement the NYSC Scheme as stipulated in the National Youth Policy and Strategic Plan of Action, protect its youths from security threats of Militants and Boko Haram amongst others. This will enhance the effectiveness of students` academic performance.

Keywords: - NYSC (National Youth Service Corps), teachers, teacher`s input, students, academic, performance, Ogun-State, Nigeria.

1.Introduction

Nigeria among other nations World–wide is now paying attention to her youths. Recent socio-political problems of militancy from the southern Nigeria and Boko-Haram of the northern part of the country that led to bombing of strategic religious, economic and political edifices in the country has also claimed many lives beyond 1st of January, 2012. These events are threats to national unity. Odufowokan (2012). National Youth Service Corps (NYSC) as a scheme and the institution that administers it was launched in 1973 to serve as a veritable tool for the promotion of national unity. Subsequently, the program was launched and had since being strengthened and focused on so that it can achieve greater results in its implementation policy. The supervisory responsibility has remained with the Minister of Youth Affairs while the Nigerian youths who were drafted to NYSC program are expected to be in-tune with the objectives and theme. They are also to be re-tuned to specifically have a mandatory period of 4-months of intensive citizenship and leadership training in addition to active participation in community development activities

during the service year. This ensures that NYSC participation includes challenges and leadership roles expected by jobs available after completion of service.

1.1 Definition of Youth

The way a nation defines its youth is related to the objective conditions and realities that exist in the country. In Nigeria, persons between ages 18 to 35, who are citizens of the Federal Republic of Nigeria, are youths. This category represents the most active, the most volatile, and yet the most vulnerable segment of the population socio-economically, emotionally, and in other respects.

1.2 YOUTH PROFILE

The 1991 Population Census puts Nigeria's population at 88.9 million and at a growth rate of 2.8% per annum, the country's projected population was around 115 million in the year 2000. However, the Country's population is adjudged to be predominantly young, going by the statistical data which followed. (FGN 2001). For instance, six out of every ten Nigerians are under 25 years of age and the total population of those between the ages of 15 and 34 was about 30 million in 1991; equivalent to one of every three Nigerians; and of these, 14 million (47%) were males while 16 million (53%) were females (about 38 million), with the male/female ratio almost one to one. The 1991 Census indicates that the total population of those defined as youth in the National Youth Policy and Strategic Plan is 22.5 million, or one out of every four Nigerians was estimated to be around 28 million in 2000. Subsequently, this represents over 70% of all youths and adolescents of the ages 15-34.

Indisputably, Forty-four percent (44%) of these are males while fifty-six percent (56%) are females. About 17 million of these, or sixty-one (61%), live in the rural areas, while 11 million (or 39%) live in the urban areas which is defined as settlements with a population over 20,000. Of these who live in the rural areas, 62% are females while 38% are males. In the urban areas, the gender distribution is fifty-fifty. National Youth Policy Plan and Strategic Plan of Action (2001) however summed-up youths' problem as being a vulnerable group with peculiar but un-met needs and aspirations.

Basically, a majority of the youth faces problems, the highlights of which include the following:

- Inadequate parental care;
- Non-availability of suitable sports and recreational facilities;
- Moral decadence in the society;
- Lack of appropriate role models;
- Religious fanaticism;
- Cult activities;
- Political manipulation of youth organizations;
- Unemployment and under-employment;
- Poor education;
- Breakdown of family values; and
- Indiscipline

Accordingly, the National Youth Policy Plan and Strategic Plan of Action (2001), added mounting health and social welfare to the problems of the youths. For example, 43% and 53% of youths are sexually active. Surprisingly, most lack adequate information and services to promote and protect their reproductive health. There is also the rapid rate of increase of sexually transmitted diseases (STDS), HIV and AIDS. Youths are the most vulnerable to infection and to inadequate care and treatment.

Indisputably, quite a good number of the youth are afflicted by all kinds of disabilities. The 1991 census data indicates that one of every three disabled persons is a young person. These range from the deaf, dumb, deaf and dumb, the blind, the crippled, to the mental disordered. As such, the existing rehabilitation and vocational training centers for the disabled are grossly inadequate and ill-equipped.

Equally important is the levels of formal education available to the youth, approximately 33% of all the youths have no formal education. Many of these youths without formal education are vulnerable to unemployment and

underemployment as well as to socio-economic exploitations and deprivation. About 50% of all those in the age category 15 to 34 years are not gainfully employed. NPC (1998)

Most of those with some knowledge of gainful employment are involved in informal sector, low-level income activities e.g. street hawking of wares and commodities, either for their parents and/or relatives, or for other traders from whom they earn their meager commission or remuneration. Consequently, they are the pool from which youth labor is exploited and they are susceptible to crime, delinquency, and other vices. Hence, the range, extent and magnitude of the problems which confront the Nigerian youth require a committed and determined effort on all part of the stakeholders in order to help them achieve their potentiality and make them appropriate partners in the task of national development. All these problems need to be urgently addressed so that they can be adequately empowered and enabled to play active roles as participants in the shaping of their own destiny as well as in the building and development of the Nigerian nation. (Zonal Youth Summit 2000)

1.3 ISSUES IMPINGING ON THE NIGERIAN YOUTH

It is the responsibility of the government and other stakeholders to constantly identify and address the needs and problems of the youth with the full participation of the youths themselves. They need to be mobilized, engaged, enlightened, conscientized, re-oriented, trained and involved. FGN (1989, 1999 and 2009).

Essentially, In spite of attempts by successive regimes to improve their lot, the condition of the Nigerian youth still leaves a lot to be desired. A lot more needs to be done to empower them, re-energize them and get them seriously involved with the task of nation building and socio-economic development. Relatively, past attempts at addressing the problems of the youth were characterized by much rhetoric but little terms of concrete action. Even the little that was being done lacked focus such that the result was marginal, when not counterproductive.

Equally important and of note is the nature of the socio-political and economic environment which had in the country imposed serious constraints in terms of meeting the needs and aspirations of the youth, indeed and historically, it can be said that Nigerian youths have suffered more neglect than encouragement, and purposeful involvement by the government.

Contemporarily, they suffer from different kinds of socio-economic deprivations and afflictions, which have been intensified with prolong military rule and acute economic crisis. Thus, Government's efforts, when made, have generally tended to be too little too late. The institutional framework for and plan-implementation mechanisms of public policy have been very weak, inefficient and ineffective, such that they hardly ever facilitated the actualization of desired policy goals. FGN (2001).

Youth and Education

In a developing country like Nigeria, Federal, State, Local government and members of the public – stakeholders have been given high priority. The main reason is that education is one instrument of change with which a country can achieve greatness socially, politically, economically, scientifically and technologically. In other words every nation strives hard to get maximum output from the minimum input. Essentially, agitation started in education two decades ago on the increasing rate of poor academic performance of students. However, in this millennium and in getting the best from the lean input in the field of education has witnessed many innovations due to initiation and execution of many educational programs embarked upon by the Federal government of Nigeria.

Secondly, for over two decades now, many people have had the opinion that Nigeria's educational system is witnessing high increase in rate of students' poor academic performance most especially at the secondary school level, invariably; this affects and militates against overall standard of education. There is this believe that education is not just decreasing but decreasing at an alarming as well as increasing rate. In south west Nigeria secondary schools, students' academic performance is poor generally going by existing records. Dada (1987), Enaesator (1995), Ajayi (1999), and Akiburo and Joshua (2004) posited that there was persistent mass failure of students in the senior certificate examination [SSCE] conducted by the West African Examination Council {WAEC}.

Accordingly, Ajayi and Yusuf (2009), asserted that the observed poor academic performance of the secondary school students in south west Nigeria may not be unconnected with seemingly poor school plant planning and teaching staff in the schools..

Supporting these findings are Duncanson and Achilles {2008}, who affirmed teachers and the physical environment {plant space} are two major tools that can bring about new outcomes. They quoted Summer (1977), to have submitted that unintentionally and non-verbally, teachers expose their educational philosophy in the way they use space.

Corroboratingly, despite the huge investment on education by all tiers of Nigerian government, poor academic achievement in public examinations, particularly the West African School Certificate Examination (WASCE) now referred to as Senior Secondary School Certificate Examination (SSCE) has been an issue of major concern to parents, educators, school administrators, social scientists, government officials and the entire stakeholders in Nigerian education. In actual fact, poor academic achievement affects the nation socially, economically, politically, scientifically and technologically. As academic failures amount to `drop-outs` in education industry and therefore constitute wastage to the nation`s economy.

Federal government with other tiers of government have made frantic efforts at investigating into this cankerworm that has eating deeply into the Nigeria`s` education system, this has taken different forms – ranging from political debate to sampling of individual`s opinions, setting – up of various level of panels and education summit and conferences to mention just a few. Nonetheless, some researchers have cited some possible causes of the problems.

Akinboye (1982) attributes the causes to teachers less commitment to work, little or lack of parental influence on their children, constant changes to educational policies by the government in power and the inconsistencies among states with particular reference to the educational issues and problems.

Barr (1958), Babatunde (1986) and Odufowokan (2006) contributing to qualities and characteristics of a good teacher itemized eleven of such qualities to include the following:-

1. Resourcefulness
Originality, creativeness, initiative, versatility, imagination, adventurousness, progressiveness.
2. Intelligence
Foresightness, judgement, intellectual acuity, understanding, mental ability, intellectual capability, common sense.
3. Emotional Stability
Poise, self-control, steadfastness, sobriety, reserve, dignity, non-neuroticism, emotional maturity, adjustment, constancy, loyalty, easy-going realism in facing life, not-exitable, stable integrated character.
4. Considerateness
Appreciativeness, kindness, friendliness courteousness, sympathy, tact, good naturedness, helpfulness, patient, politeness, thoughtfulness, tolerance.
5. Buoyancy
Optimism, enthusiasm, cheerfulness, patient, politeness, carefreeness, vivaciousness, alertness, animation, idealism, articulateness, expansiveness, wit.
6. Objectivity
Fairness, impartiality, open-mindedness, freedom from prejudice, sense of evidence
7. Drive
Physical vigor, energy, perseverance, ambition, industry, endurance, motivation, purposefulness, speediness, zealousness, quickness

8. Dominance
Self-confidence, forcefulness, decisiveness, courageness, independence, intensiveness to social approval, self-sufficiency, determination, thick-skinnedness, self-reliance, self-assertiveness.
9. Attractiveness
Dress, Physique, freedom from physical defects, personal magnetism, neatness, cleanliness, positive personal charm, appearance
10. Refinement
Good taste, modesty, morality, conventionality, culture, polish, well-readiness
11. Cooperativeness
Friendliness, easy-goingness, geniality, generosity, adaptability, flexibility, responsiveness, truthfulness, warm-heartedness, unselfishness, charitableness

Corroborating the assertion above is Babatunde (1986) who extended teacher's less commitment to work to the Primary School Teachers whom he said 'were the first to receive the students to a well laid foundation'. He added that it is the carryover of primary school's failure that resurfaced in the secondary schools. He reported further that the education witnessed during the political era was characterized by mass education system. As a result, inculcated wrong values into the children's education adding wrong educational aims and objectives; there was wrong approaches to teaching and learning process, all culminated to improper education.

Invariably, these wrong and improper education will in turn lead to student's poor academic achievement which in turn breed thuggery, lack of self-discipline and self-respect, corruption,, impetus to explore, lack of sense of values and inordinate ambition to make up for the loss in education.

Asserting this fact is Okoye (1978) who blamed the situation upon poor motivation of students. All of these have shown different moves, concerns and reasons for our secondary school students' poor academic performance.

Emphatically, teachers have had tremendous impact on moral and disposition to duties and subsequently these affect their effectiveness and productivity. Accordingly, Wiles (2003), Joel (2003), Ayedun (2005), Ijaduola (2007), Odufowokan (2011) observed that good interpersonal relationships, emotional adjustment and morale are contagious in any community like educational setting. Hence, the provision of good and educationally qualified teachers, school instructional plant by the Ministry of education and its agencies and subsequent supervision by the principals and teachers of schools will help provide good efficient and conducive teaching and learning environment for both students and teachers which also provide needed respect and dignity for teachers and self-realization and security for students on the long-run.

Consentingly, the objectives of education and that of the school in particular will not be achieved if there is unqualified school staff in place. Students and teachers do not enjoy teaching and learning respectively, while the expected supervision and monitoring from the principal is hindered, irrespective of the leadership style he possesses.

Corroborating the above, Odufowokan (2011) affirms education's capital intensive nature to diverse curriculum design, Teachers, Students, Textbooks, Teaching Resources, and Infrastructural facilities of which sound teaching staff is related. The fact is that the huge investment and expenses in education will only be justified if and only if the stated goals and objectives are achieved in the long-run.

1.1 Purpose of the study

The purpose of the study was to find out the effect between NYSC teachers' input and secondary school students academic performance in Ogun-State, Nigeria. The study would find out the levels of teachers' input and students'

academic performance. It would also find out whether students' academic performance was significantly related to NYSC teachers – Work Habit, General Ability, Resourcefulness, Personal Qualities and Mental Stability.

Research Hypotheses:

- (I) There is no significant relationship between NYSC teachers work habit and students' academic performance.
- (II) There is no significant relationship between NYSC teachers' general ability and students' academic performance.
- (III) There is no significant relationship between NYSC teachers' resourcefulness and students' academic performance.
- (IV) There is no significant relationship between NYSC teachers' personal qualities and students' academic performance.
- (V) There is no significant relationship between NYSC teachers' Mental Ability and students' academic performance.

2. Methodology

2.1 Study Area

Nigeria as a nation is the largest geographical unit in West-Africa occupying a land area of 923, 768 square kilometers and situated between longitude 3° and 15° East, and latitude 4° and 14° North (CBN 2000). She lies entirely within the tropics with the two main vegetation zones. The rain forest and savanna zones, reflecting the amount of rainfall and its spatial distribution. The wet and the dry seasons are climatically the two major seasons in the country with three major dominant tribes-Hausa, Ibo and Yoruba. Ogun –State is bounded on the west by Benin Republic, on the south by Lagos State and the Atlantic Ocean and on the north by Oyo and Osun State, it covers a large land area of about 16, 409, 26 square kilometers with its headquarters at Abeokuta. About 250 ethnic groups could be recognized within the country that is comprised of 36 States excluding the Federal Capital Territory-Abuja.

A descriptive research of the survey design was used in the study while the population of the study comprised of all the secondary schools in Ogun-State, Nigeria. A total of 1650 respondents consisting of 150 school principals and 1500 students formed the sample of the study. Multi-stage, stratified and simple random sampling techniques were used to select the sample. Self-developed instrument tagged NYSC Teachers Input Questionnaire (NTIQ) and Students Academic Performance Inventory (SAPI) was used to collect data for the study. The developed (NTIQ) and Students Academic Inventory (SAPI) were administered in one hundred and fifty secondary schools throughout Ogun – State and majorly in dual-mixed secondary schools where we have a mixture of boys and girls as well junior and senior schools existing separately within the same compound. The participants were told that the research is meant to find a lasting solution to continuous supply of NYSC teachers to secondary schools and also to help reduce the number of southern graduates exposed to religious threats while on service in the Northern part of the country. A likert scale format was used for NTIQ while true or false method was used for Students' Academic Performance Inventory (SAPI). Students were allowed to respond freely to questions asked without any interference from the researcher. For example item 5, section 2 of the Inventory stated "NYSC teachers teach vigorously like the permanent teachers". In the whole one hundred schools used for the study, students in Junior Secondary School 3 and Senior Secondary School 1 and Senior Secondary School 2 were used. This is to allow those that have acclimatized and stayed for at least two years respond to questionnaire while the Senior Secondary 3 was allowed to prepare for their final examination (SSCE). The data which were collected and collated in 2011 were analyzed using frequency counts, percentages and Pearson Product Moment Correlation. The formulated hypotheses were tested at 0.05 level of significance.

2.2 Analysis of the data

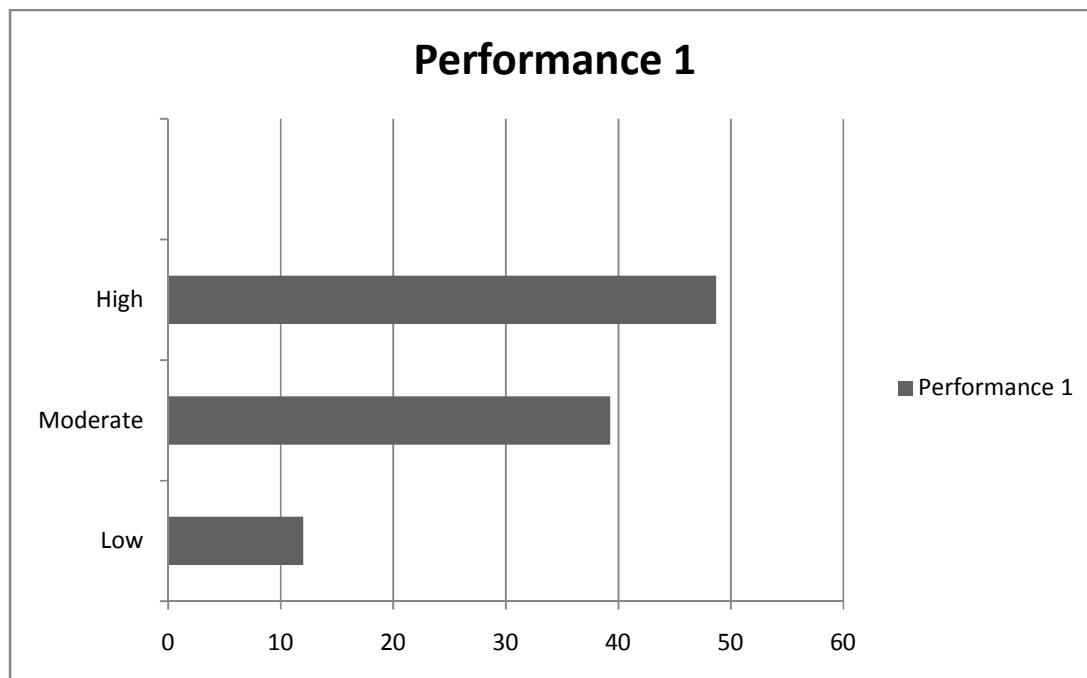
Students` academic performance level

Data analysis results are presented on the level of students` academic performance, respondents to section B of SAPI was used. Frequency counts and percentage score were used to analyze the responses on items of section of SAPI. In order to determine the level of students` academic performance as low, moderate and high, the mean score and standard deviation of the responses were utilized. The low level of students` academic performance was determined by subtracting the standard deviation from the mean score ($73.2 - 14.1 = 59.1$). Moderate level was also determined by adding the mean score to the standard deviation score ($73.2 + 14.1 = 87.3$). However, the low level of students` academic performance starts from 0-59.1, moderate level of students` academic performance starts from 59.2 to 73.2 and high level starts from 73.3 to 100 as in table 1 below:

Table 1. LEVEL OF STUDENTS` ACADEMIC PERFORMANCE IN OGUN – STATE SECONDARY SCHOOLS, NIGERIA

STUDENTS` ACADEMIC PERFORMANCE	FREQUENCY COUNTS	RELATIVE PERCENTAGE
LOW (0-59.1)	18	12.0
MODERATE (59.2 – 73.2)	59	39.3
HIGH (73.3 - 100)	73	48.7
TOTAL	150	100

Table 1 above indicates the level of NYSC teachers` input in Senior Secondary Schools, Ogun -State, Nigeria. The table reveals that out of 150 schools sampled, 18 representing 12.0 percent had low level of NYSC teachers input while 59 schools representing 39.3 percent had moderate level of NYSC teachers input representing 39.3 percent and 73 schools representing 48.7 percent had high level of NYSC teachers` input. This shows that the level of NYSC Teachers` input is high in the schools chosen for the study.



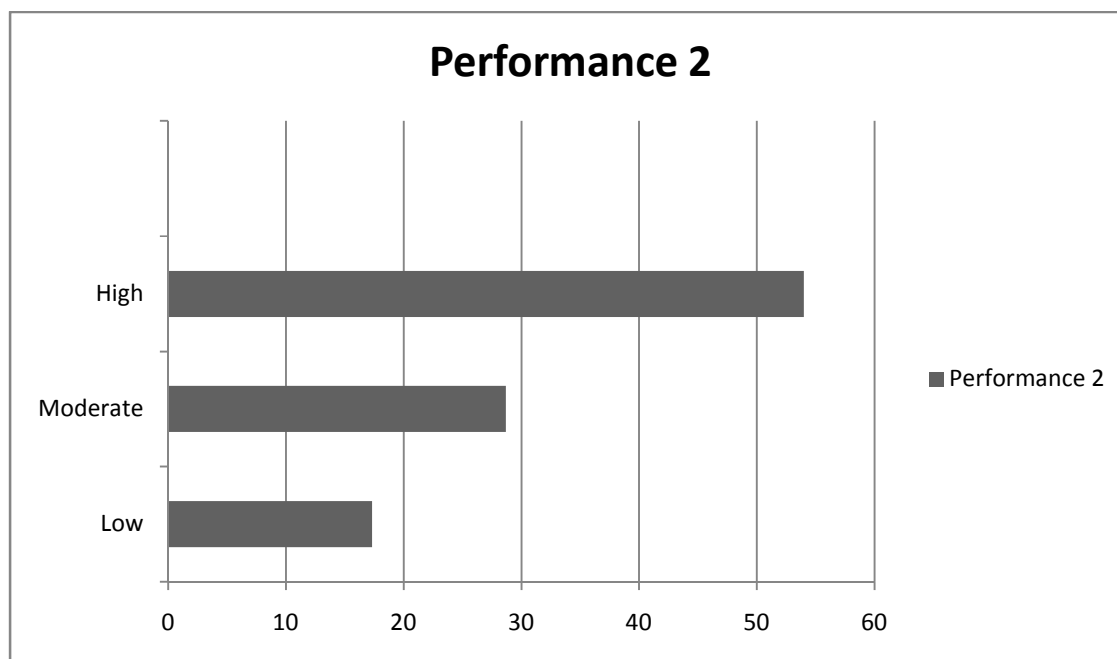
2.3 NYSC teachers input level

The result of the data analysis are presented on the NYSC teachers` input level of students` academic performance responses of section B of NTIQ was used, frequency count and percentage score were used to analyze the responses on items on section B of the NTIQ. In order to rate the level of NYSC teachers` input as low, moderate and high. The mean score and standard deviation score of the responses were used. The low level of the NYSC teachers` input was determine by subtracting the standard deviation from the mean score ($46.9 - 13.3 = 33.6$). Whereas, the moderate level of NTIQ was determined by adding the mean score with the standard deviation score ($46.9 + 13.3 = 60.2$).however, it implies that that the low level starts from (0 – 33.6,) moderate level of NTIQ starts from (33.7 – 46.9) while high level of NTIQ` input starts from (47-100) as displayed in Table 2 below:

Table 2. LEVEL OF NYSC TEACHERS` INPUT IN OGUN – STATE SECONDARY SCHOOLS, NIGERIA

NYSC TEACHERS' INPUT	FREQUENCY COUNTS	RELATIVE PERCENTAGE
LOW (0-33.6)	26	17.3
MODERATE (33.7 – 46.9)	43	28.7
HIGH (47 - 100)	81	54.0
TOTAL	150	100

Table 2 shows the level of NTI in secondary schools in Ogun-State, Nigeria. The table reveals that out of 150 secondary schools sampled, 26 percent, representing 17.3 percent had low level of NTI schools representing 28.7 percent had moderate level of NTI and 81 schools representing 54 percent had high level of NTI, this shows that the level of level of NTI was relative high in the schools chosen for the study.



2.4 Test of Hypotheses

Table three reflects that NYSC teachers – Work Habit, General Ability, Resourcefulness, Personal Qualities and Mental Stability have positive and significant relationship with students` academic performance. The table shows that there is no significant relationship between general ability and students` academic performance; hence hypotheses 1,3,4,5 were rejected while hypothesis 2 was not rejected. This shows that:

- (i) There is significant relationship between NYSC teachers` work habit and students` academic performance.
- (ii) There is significant relationship between NYSC teachers` resourcefulness and students` academic performance.
- (iii) There is significant relationship between NYSC teachers` personal qualities and students` academic performance.
- (iv) There is significant relationship between NYSC teachers` mental stability and students` academic performance.

Table 3 RELATIONSHIPS BETWEEN NYSC TEACHERS` INPUT AND STUDENTS` ACADEMIC PERFORMANCE.

S/N	VARIABLE	N	r ^{-cal}	r ^{-crit}
1	NYSC teachers` work habit and students` academic performance	150	0.682*	0.195
2	NYSC teachers` general habit and students` academic performance	150	0.068	0.195
3	NYSC teachers` resourcefulness and students` academic performance	150	0.468*	0.195
4	NYSC teachers` personal qualities and students` academic performance	150	0.264*	0.195
5	NYSC teachers` mental stability and students` academic performance	150	0.196*	0.195

*significant (p<0.05)

3. Discussion

The study revealed that the level of NTI in Ogun – State, Nigeria was relatively high as confirmed by the study. The relatively high level of NTI might be connected with the adage which says that two good heads are better than one. Young teachers just graduated from the universities. These apart, thorough supervision, control and monitoring of youth corpsers directly by their respective cooperating teachers, vice-principals and principals of schools they are posted to, as well as various educational services unit at the local government.

There is no doubt that the relatively high level of NTI in secondary schools would enhance better teaching and learning process and also, facilitates better academic performance. Supporting this is, Ajayi (2009) who writes that academic performance of students is greatly enhanced when teachers put in their best and requirements into teaching and learning process. He believes that level of academic performance is directly connected with level of other factors - such as motivation of teachers through regular payment of salaries, in-service training and student`s commitment to their study.

The finding of the study supports the researchers cited in the body of the study. The write-up showed that there was significant relationship between NTI and students` academic performance and vice versa. The study revealed further that NTI like resourcefulness was significantly related to students` academic achievement.

It is glaring that where NTI work habit, general ability, resourcefulness, personal qualities and mental stability are constantly maintained enhance teaching and learning, thereby creating better students` academic achievement. The finding corroborates the assertion of Barr (1958); Babatunde (1986); and Odufowokan (2006) that there is a positive correlation between NTI and students` academic performance, hence they advised that the characteristics and qualities of a successful teacher should always be up-held at all time, if the desired educational goals and objectives are to be achieved.

Supporting the above assertion are Duncanson and Achilles (2008) affirming that there was significant relationship between teachers mental ability, personal qualities, and the physical environment when they quote Summer, (1977), to have stated that `unintentionally and non-verbally, teachers expose their educational philosophy the way they interact with students.

However, a slight difference occurred the way Akinboye (1982) observed, when he attributes his relationship to causes as teachers` commitment to work, inadequate parental influence on their children, constant changes to educational policies by government and inconsistency among states in implementing educational policies.

Surprisingly, the assertions above are not completely out of content in solving the problems on contribution of teachers to educational process – teaching and learning.

4. CONCLUSION AND RECOMMENDATIONS

The study revealed NTI'S significance in the area of mental stability, general ability, resourcefulness, personal qualities and mental stability. It affirmed that NTI directly relates to improved students' academic performance

Based on the findings, it was recommended that the efforts should be made to imbibe in the NT good training programmes in the young graduates that would enhance teaching and learning programmes through established pedagogy. This would aid easy transfer of knowledge.

Youth corps Members who excel in these areas should also be encouraged by awarding states` and Local government awards.

Permanent cooperating teachers should also in addition to guiding , controlling and supervision of corps` members assist in introducing them to extra curricula activities like games, inter-house sports debates and other competitions to prepare students for better life in future

Finally, the relative high level of NTI and student`s academic performance in the secondary schools could be improved upon by all the stakeholders in education industry.

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