IMPACT OF EDUCATIONAL PROGRAMMES OF FEDERAL CAPITAL TERRITORY ON TEACHING AND LEARNING IN JUNIOR SECONDARY SCHOOLS OF ABUJA, NIGERIA.

BY

IBRAHIM, YAKUBU

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM

EDUCATIONAL ADMINISTRATION AND PLANNING SECTION

FACULTY OF EDUCATION

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IBRAHIM, YAKUBU NCE, B.Ed (ABU 1998)

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AHMADU BELLO UNIVERSITY, ZARIA NIGERIA

DECLARATION

I hereby declare that the thesis titled "Impact of Educational Programmes of Federal Capital Territory on Teaching and Learning in Junior Secondary Schools of Abuja, Nigeria" has been done by me in the Department of Educational foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Dr. M.O Dare and Dr. B.A Maina.

The contents of the literature have been acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any University.

_____ _____

Ibrahim, Yakubu Date

CERTIFICATION

This thesis titled "Impact of Educational Programmes of Federal Capital Territory on Teaching and Learning in Junior Secondary Schools of Abuja, Nigeria" by Ibrahim, Yakubu has been read and approved as meeting the requirement of the award of Master Degree of Education (Educational Administration and Planning) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literacy presentation.

Dr. MO Dare **Project supervisor**	**Date**
DR. A.A IGUNNU **Internal Examiner**	**Date**
DR. E.I. MAKOJU **Internal Examiner**	**Date**
Dr. B. Maina **Head of Department**	**Date**
Prof. A.A. Joshua **Dean. School of Postgraduate Studies**	**Date**

DEDICATION

I dedicate this work to my late Father, Alh. Shuaibu Ibrahim, my very caring Mother, Maimunatu, and my understanding wife, Maryam.

Ibrahim, Yakubu

ACKNOWLEDGEMENT

I wish to sincerely acknowledge the tremendous support and encouragement given to me by Dr. A.A Igunnu who stood firmly by me at the commencement of this course while I was hospitalized. Without her encouragement I wouldn't have the zeal to take up the challenge.

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My sincere thanks also go to all the respondents of my research instrument, the FCT – UBE Board, the FCT Education Resource Centre and the National Library (Abuja) Staff for their immense support to this work. My gratitude also goes to my classmates who have been very supportive when I was hospitalized at ABUTH Zaria.

ABSTRACT

This research work is designed to assess the impact of educational programmes with particular reference to Federal Capital Territory Junior Secondary Schools. Emphasis is laid on the impact of the programmes on teaching and learning alone. All the programmes in question are the ones that were introduced at the advent of the launch of Universal Basic Education in the FCT in 2005, to help to the implementation of the UBE programme at the same time attain the objective of the National Policy on Education on Junior Secondary Education. The programmes include; the implementation of e-learning, Home Grown Feeding and Health programme, Free distribution of core-subject textbooks, capacity building, and Rural/Urban teachers' allowances. Literatures related to the field of study have been reviewed and critique to give diverse opinions on the subject matter. The study implores the use of descriptive research to measure the opinions of respondents. The population of the study was sampled randomly and questionnaire was used as the instrument of research. The data gathered were statistically analysed using the t-test method to test the significant difference between the two variables. The findings revealed that all the null hypotheses were retained. The study ended with Summary, Conclusions, and recommendations.

TABLE OF CONTENTS

Title Page…… i

Declaration …….. ii

Certification ……. iii

Dedication …… iv

Acknowledgement …… v

Abstract ……. vi

Table of Contents …….. vii

Definition of Operational Terms ……... viii

CHAPTER ONE

INTRODUCTION

1.1 Background to Study…… 1

1.2 Statement of the Problem……... 8

1.3 Objectives of the Study…….. 10

1.4 Research Questions…… 11

1.5 Research Hypotheses…… 11

1.6 Basic Assumptions ……. 13

1.7 Significance of the Study…… 13

1.8 Scope and Delimitation……. 14

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction…… 15

2.2 Conceptual Frame Work…… 15

2.3 The Concept of Planning……. 15

2.4 Approaches to Planning…… 16

2.5 Review of Maslow's Theory of Human Needs…….. 17

2.6 Brief History of Nigerian Education Policy……... 20

2.7 Secondary Education Policy…… 22

2.8 An Overview of Educational Policies…….. 23

2.9 Teacher as an Important Tool in Teaching and Learning Process……..….. 25

2.9.0 Teaching and Learning in Education…… 29

2.9.1 Funding of Education…… 32

2.9.2 Causes of Underfunding Education……..… 34

2.9.3 Consequences of Underfunding of Education……..… 35

2.9.4 Factors Hindering the Implementation of Educational Programmes……..… 37

2.9.5 An Overview of FCT Educational Programmes……... 40

2.9.6 Summary……... 53

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction…… 54

3.2 Research Design……..... 54

3.3 Population ……..……...…… 55

3.4 Sample and Sampling Procedure…… 55

3.5 Instrumentation …..…… 56

3.6 Pilot Study …….. 57

3.7 Reliability and Validity of the Instrument……..… 57

3.8 Administration of Instrument……. 58

3.9 Method of Data Analysis…… 58

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 Introduction ……... 59

4.2 Presentation of Tables and Interpretation …….. 60

4.3 Hypotheses Testing …… 81

4.4 Summary of Hypotheses …… 86

4.5 Summary of Major Findings…….. 88

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary …….. 91

5.2 Conclusions ……... 93

5.3 Recommendations …… 97

5.4 Suggestions for Further Studies ……100

References……. 101

Appendix…… 105

DEFINITION OF TERMS

For the purpose of clarity in this research, the following key terms are defined as follows:

Education; this refers to any act or experience that has a formative effect on the mind, character, or physical ability of an individual.

Educational Programme; it's a designed laid-out method used as a means Of implementing an education policy.

Policy; this term is variously referred to as: course of action, rule, strategy, plan, guiding principle, procedure, or dogma.

Information and Communication Technology (ICT); it's the use of a modern machine called computer for the purposes of processing and distribution of data using hardware and software, telecommunication and digital electronic.

Intel Classmate Pc; it's a personal computer specially designed for students for use in receiving classroom instruction. It is made by Intel Corporation, California.

E-learning; it's a modern way of acquiring learning experiences by the use of electronic gadgets such as computers.

Home Grown School Feeding; it's a midday meal provided in some FCT schools to fight child hunger and promote nutrition among students.

Rural / Urban Allowance; it's a financial incentive given to teachers in FCT, where 12% of the basic salary of a teacher in rural area is added to his salary and 8% is added to teachers in urban areas.

Teaching; a systematic presentation of facts, ideas, skills and techniques to students.

Learning; acquiring knowledge or developing the ability to perform new behaviours.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study.

Every society yearns for progress. Its cultural heritage is the assets it harnesses for such progression. Nigeria, like any other nation, has its own culture and traditions of which it passes from one generation to the other in form of traditional education. But with the advent of Western Education, and the need to take a full advantage of it, Nigeria summoned a National Curriculum Conference in 1969 which eventually gave birth to what is referred to today as the National Policy on Education (N.P.E).

The policy was formulated to provide uniform education in the Nigerian multi-ethnic society, and to promote unity, democracy and host of other virtues. Thus the policy constitutes a guiding principle that dictates both the contents and method by which the learning experiences could be imparted successfully. Whenever the learning experiences are imparted and evaluated and the learner is found to be sound, such a person is considered to be an educated individual.

Summarily, one could say that an educational policy to a large extent, determines the educational development of a society at the same time individual's self-realization.

Nigeria is undoubtedly one of the most endowed nations in the world in terms of natural resources, and to take full advantage of the endowment, the nation requires skilled human resources, a level that could only be achieved through mass education of its teaming population

(Tell magazine, Nov 3, 2008). And so to achieve the desired goal of attaining mass education of its population, particularly the young generation, a credible, feasible, and purposeful educational policy has to be put in place in order to realize the potentials of the collective citizenry for national development.

However, by education policy here, we are referring to the collection of laws and rules that govern the operation of education system in a given society (Wikipedia, 2008). The policies were formulated by the government to look into issues like school size, class size, school choice, school privatization, teacher education and certification, teacher pay, teaching method, curricular content, graduation requirement, school infrastructure,

investments and the values that the schools are expected to uphold and model.

Moreover, education policy seeks to answer questions about the purpose of education, the societal and personal objectives that it is designed to attain, the method for attaining them and the tools for measuring success or failure.

On the other hand, policies may not be the exclusive preserve of the Federal Government; rather some states formulate other programmes that could complement the policies, depending on the peculiarity of the state's social demand for education. This is in an attempt to concretize the policy into realistic implementation levels as contended by Baikie (2002); that "only making platitudinous statement of policies would not produce any miracles if the statements are not accompanied by determined effort to translate the policies into concrete terms".

The Federal Capital Territory Abuja happens to be one of the states that have taken a step towards the introduction of programmes that could help in the implementation of the National Policy on Education in their domains in order to achieve the objectives of Universal Basic Education, and to translate the policies into concrete terms.

The use of Information and Communication Technology (ICT) is one of the famous educational programmes that the FCT has implemented in pursuit of the objectives of the National Policy on Education which stipulates that the acquisition of ICT skills should be paramount in the Junior Secondary Education. And as a result of that, 33 Junior Secondary Schools have been provided with personal computers called Classmate Pc. The Pc's were purposely built by the Intel Corporation California USA, for classroom instructions. The use of the electronic for classroom instructions is referred to as e-learning. Meanwhile, the whole teachers of FCT were encouraged to own Pc through a programme call TAPP (Teachers Assisted Personal Computer Programme).FCT-UBEB (2009). The programme encourages teachers to own Personal Computers by acquiring them on soft loans and at a discounted price.

Capacity buildings are always organize to train the teachers in the basics of computer operations to enable them use it effectively in their daily teaching and learning activities. More so, computer science as a subject has been made compulsory in the FCT Junior Secondary Schools, all in the effort to promote the acquisition of ICT skills by both the students and teachers, and to translate the policy into realistic objectives.

Another programme that has been given prominence too is the Home Grown School Feeding and Health Programme. The programme was purposely introduced by the Federal Government to help reduce undernourishment among students and at the same time promote enrolment and retention in the Basic Education schools. It is also meant to promote personal and environmental hygiene of the students and the school.

The programme entails feeding of students once in a day called midday-meal, and the dish is made local to suit the students' local diet. The feeding is meant to be done with the support of the host community in the provision of food stuff. About Nine Junior Secondary Schools with a population of 14,005 students benefit from the midday meal programme. Desk officer, Home grown feeding programme FCT- UBEB (2009)

Thirdly, core subjects textbooks are being provided free of charge to students to improve teaching and learning, at the same time reduce the burden of buying them by their parents. This has also gone to prove government's intention of providing free basic education to her populace. The core subjects are: Mathematics, English Language, Social Studies and

Integrated Sciences. This programme is implemented in all the Junior Secondary Schools of the F.C.T.

The fourth programme is the Rural/Urban teachers' allowance that has been introduced at the advent of the take off of the Universal Basic Education by the Mal Nasir El-Rufai's administration in 2005. The programme involves paying teachers in the urban areas of the Territory an additional 8% of their basic monthly salary to their usual monthly salary, and on the other hand adding 12% of the same basic salary to those in rural areas. This has made teachers in the FCT to earn higher than even their colleagues in the offices or those that are not academic staff in the same school. The programme is meant to boost teachers' morale and change the impression teachers have on the profession. It is equally meant to help retain teachers in rural schools.

The fifth programme is the capacity building of teachers. This is done four times in a year. i.e. quarterly. Teachers of the same subject are grouped together and resource persons are drawn from institution of higher learning to train them in modern art of teaching and learning activities. Principals and their Vice are also trained in the area of educational administration. This is

meant to improve their capacity, thereby influencing teaching and learning in FCT Junior Secondary Schools.

Nigeria's new Federal Capital Territory Abuja, recommended by the Aguda panel during the General Murtala Mohammed's Administration in 1976, came into being formally after the pronouncement of the Head of State, but the physical development of the Territory began during the Shehu Shagari's administration from 1979. Since then, the Territory has been experiencing tremendous influx of people from all over the country and with the attendant shift of government ministries and parastatals to Abuja, her population became enormous. FCT (2007).

In its introductory paragraph, the National Policy on Education (Rev 1998) has described education as an instrument par excellence for effecting national development. The F.C.T's successive administrations have taken this philosophy seriously, and have, therefore consistently opened new schools every year since its creation in 1976, to cope with its astronomical growth in population.

However, in the beginning the Territory was without any single Secondary School, but with only 55 Primary Schools inherited from the three states of Niger, Kwara, and Plateau, from where it was carved out. According

to the Education Resources Centre (E.R.C) Abuja, in its publication "State of Education in F.C.T" (2003) stated that; by the 1980–81 academic year, 5 Secondary Schools were constructed at Abaji, Bwari, Gwagwalada, Karshi and Rubochi. And later in 1982 another batch of 5 Secondary Schools were added at Abaji, Kuje, Yaba, Dutse, and Zuba. Two of these 5 schools (Zuba and Kuje) were Teachers Training Colleges for grade II.

Equally by 1982, the Abuja Technical College Orozo was founded, and it was later taken over by the Federal Ministry of Education in 1986. Apart from the two Girl's Secondary Schools at Kuje and Dutse, all the early schools operated as day schools. Subsequently, in 1984, five new schools; two Primary Schools at Garki and three Secondary Schools were also established inWuse, Garki and Tudun–Wada. The Territory also adopted the system of neighbourhood schools. This policy was adopted in order to have schools within a walking distance for children mainly for their safety and the convenience of their parents who could easily monitor them.

However, from a humble beginning of 50 Primary Schools in 1976, the growth of schools has been astronomical. Hence, by January 2002 the F.C.T could boast of 362 public Primary Schools with an enrolment of 207,000 and 45 Secondary Schools with a population of 42, 726 students.

Moreover, secondary school education in Nigeria span for six years, leaving three (3) years in Junior Secondary School while the other three years in the Senior Secondary School. It serves as the education one gets after Primary schooling and preparatory to University Education. According to the National Policy on Education (1981), the broad aims of Secondary education are;

a) Preparation for useful living within the society.

b) Preparation for higher education.

However, Baikie (2002) expatiated the broad aims into clear terms as; "useful living" means; getting useful employment, positive contribution to the society, ability to take care of one's responsibilities etc. while the second aim is reiterating the fact that, our Secondary Schools have always been the source of our recruitment into higher institutions of learning and the school certificate examination remain the only credible and approved criteria by which we measure the performance of students prior to admission in to higher institutions.

1.2 Statement of the Problem

The influx of people into the Federal Capital Territory in search of greener pasture and with the attendant introduction of free and

compulsory education under the Universal Basic Education programme brought about a speedy increase in the school enrolment figure from 38,270 in 2005 to 61, 547 in 2008. That has consequently made available infrastructure highly inadequate in schools. El-Rufai (2005)

Unlike other states of the federation, the F.C.T represents the most heterogeneous society of the nation, whereby virtually all the multi-ethnic groups of the country are resident there and that goes with their diverse socio-cultural background, making it one of the most complex societies in the nation to easily implement government policies and programmes. And with the attendant population explosion the funding of education in the Territory always faces great challenges. Tell Magazine (Nov- 3- 2008)

In addition, due to the problem of funding and the general apathy to teaching, getting qualified teachers in their adequate number has become a mirage. Similarly**,** lack of enforcement of compulsory education law has not helped matters in retention of students in rural areas despite scholarship award at the Secondary School level by the F.C.T administration .More so, despite the conscious intervention by FCT administration in providing free textbooks to learners and constant capacity building for teachers, there are

still challenges in handling very large classes on the part of the teachers and thereby having a declining effect on the learners. Awwal-Ibrahim (2007)

Moreover, it is worthy to note that, the Federal Capital Territory Abuja, is one of the cities in the world that have been consciously conceived and practically developed without the normal and natural development that other cities of the world assume. This makes virtually all the aspects of its existence peculiar to other "natural" cities. Its peculiarity in development also affects the provision of education to its teeming young ones, having inherited not even a single Secondary School at her inception. So being the only "state" in the nation with such an educational history and also the only one that experiences tremendous influx of people in its territory, it is deemed necessary to look into its educational set-up with the intention of finding out how she implements her educational programmes to effectively achieve good teaching and Learning in her Junior Secondary Schools.

It is a known fact that with the take off of Universal Basic Education (U.B.E) in the Federal Capital Territory on 15th November 2005 and its attendant compulsory and free education policy, the F.C.T Junior Secondary Schools have witnessed a tremendous enrolment so much so that 45 schools have to be established in the 2005/2006 session. And by 2005/2006, 25 more

schools were added and by 2007/2008 the Territory had a total of 97 Junior Secondary Schools, with a total enrolment of 72,421 students. So with the rate of growth of the Junior Secondary Schools, it became a herculean task for the Federal Capital Territory Administration to cater effectively for its seemingly increasing demand for both human and capital resources.(FCT-UBEB, 2008) These reasons have justified the need to deeply assess the effort of FCT Education Secretariat in combating such a monstrous challenge.

1.3 Objectives of the Study.

The study is set to achieve the following objectives:

(i) evaluate the implementation of ICT programme in FCT Junior Secondary Schools as it relates to teaching and learning;

(ii) ascertain the effect of Home Grown Feeding and Health Programme in FCT Junior Secondary Schools;

(iii) examine the effectiveness of the distribution of free core-subject textbooks to students as it affects teaching and learning;

(iv) examine the capacity building of teachers as it affects the morale and quality of teachers in FCT Junior Secondary Schools; and

(v) assess the effects of the implementation of Urban/Rural teachers allowance on teaching and learning in FCT Junior Secondary Schools.

1.4 Research Questions

(i) Does the implementation of ICT programmes aide quality teaching and learning in FCT Junior Secondary Schools?

(ii) To what extent does the Home Grown School Feeding programme affect quality teaching and learning in FCT Junior Secondary Schools of Abuja?

(iii) Has the distribution of free core-subject textbooks to students aided teaching and learning in FCT Junior Secondary Schools?

(iv) To what extend does capacity building of teachers affect the morale and quality of teaching and learning in FCT Junior Secondary Schools?

(v) To what extend has the implementation of rural/urban teachers allowance influenced the achievement of quality teaching and learning in FCT Junior Secondary Schools?

1.5 Hypotheses

On the basis of the research questions, five null hypotheses were formulated as follows.

(i) There is no significant difference in the perception of principals and teachers on the role of e-learning programme in the achievement of quality teaching and learning in FCT Junior Secondary Schools.

(ii) There is no significant difference in the perception of Principals and Teachers that Home Grown School Feeding and Health programme help in the achievement of quality teaching and learning in FCT Junior Secondary Schools.

(iii) There is no significant difference in the perception of principals and teachers on the importance of distribution of free core subject textbooks to students on teaching and learning in FCT Junior Secondary Schools.

(iv) There is no significant difference in the perception of Principals and Teachers on the importance of capacity building as it affects the morale and quality of teaching and learning in the FCT Junior Secondary Schools.

(v) There is no significant difference in the perception of Principals and Teachers on the effect of the implementation of Urban/Rural teachers allowance on teaching and learning in FCT Junior Secondary Schools.

1.6 Basic Assumptions.

The following assumptions have been made for the purpose of this study:

(i) It is assumed that the introduction of Information and Communication Technology (ICT) as a means of teaching and learning would facilitate the achievement of educational goals in FCT Junior Secondary Schools.

(ii) The implementation of Home Grown School Feeding would not only promote enrolment and retention but will also help in realizing educational goals in FCT Junior Secondary Schools.

(iii) The free distribution of core subject textbooks to students promotes effective teaching and learning in FCT Junior Secondary Schools.

(iv) The introduction of capacity building of teachers will no doubt improve the quality and morale of teachers in FCT Junior Secondary Schools.

(v) Effective implementation of Urban/Rural teachers allowance would enhance the quality of teaching and learning in FCT Junior Secondary Schools.

1.7 Significance of the Study

The study is deemed to be significant in the following ways:

1. Assist the FCT education secretariat have a better understanding of the impact of her educational programmes on teaching and learning in Junior Secondary Schools of the territory.
2. Help promote better educational programmes to education stakeholders.
3. Bring to light the extent to which the FCT education authorities were able to surmount their peculiar challenges in providing education in FCT Junior Secondary Schools.
4. Help provide possible solution to present educational challenges of the FCT – JSS to FCT educational planners and administrators.

1.8 Scope and Delimitation

1. This research has limited itself to studying the impact of FCT educational programmes on teaching and learning in her Junior Secondary Schools.

2. Only educational programmes introduced at the advent of Universal Basic Education in the FCT were studied.

3. Only public Junior Secondary Schools were used as areas of study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The aim of this chapter is to review literature relevant to the topic under study. Textbooks, journals, magazine, newspapers, government documents and other related sources were consulted to extract views and positions of scholars. Also, inclusive in the chapter is introduction; conceptual frame work, review of Maslow's theory of human needs; an over view of educational policies; teachers as an important tool in teaching and learning situation; an overview of educational programmes of FCT Abuja; funding of education, factors hindering the implementation of educational policies and summary.

2.2 Conceptual Frame Work

The study intends to relate Maslow's theory of human needs to the topic under study. It is the view of the researcher that any programme that is being planned without putting man as the implementer at the centre will certainly fail, therefore, human needs has to be understood and equally met for the success of any programme and in particular education.

2.3 The Concept Planning

Organization or individual plans, could be official or unofficial and this is viewed by Luther Gulie and Urmeh in Ovwigho (2004), who see planning as working out in broad outline things that need to be done and the method for accomplishing the goals of an organization. In the same vein, planning is summarized as the process that involves the selection of facts and assumptions that are related to the future, with the aim of visualizing and formulating the desired outcome to be attained.

2.4 Approaches to Planning

Since planning is futuristic, many approaches have been proposed by individuals depending on the situation; however, planning could be long term, short term, medium term . Whether short, medium, or long term it all depends on the type of organization and the quality of management. As a general rule, according to Nwachukwu (2006), plans that only require a short period of time to accomplish are called short-term or short-range plans, this takes about six months to one year. While medium-term plans takes about

two to four years and the long-term plans takes about five to ten years or more.

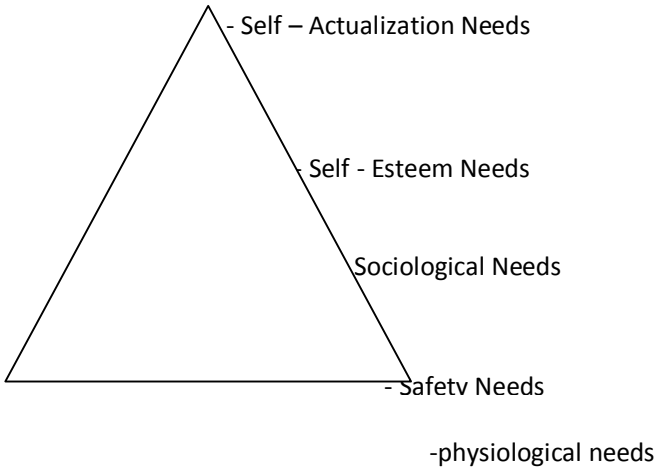
On the other hand, Ovwigho (2004) divided planning into reactive and negotiated: whereby the former is done after an event happened and the latter is done under agreement in future after considering several factors such as needs, resources, and time, but Nwachukwu (2006) classified planning by functional areas and by scope. While the functional areas classification has to do with the five M's of planning which are; money, men, machine, material and method. Here plans are based on systems approach and recognition of the interrelationship between these functions. The classification by scope takes into cognizance company strategies, policies, programme and procedures.

2.5 Review of Maslow's Theory of Human Needs

In 1954 American psychologist Abraham Harold Maslow proposed that all people are motivated to fulfill a hierarchical pyramid of needs. At the bottom of Maslow's pyramid are needs essential to survival, such as the need for food, water, and sleep. The need for safety follows these physiological needs. According to him, higher-level needs become important to us only

after our more basic needs are satisfied. These higher needs include the need for love and belongingness, the need for self esteem, and the need for self-actualization; this is the stage where one realizes his greatest potentials. Human beings naturally have needs that are considered basic and it determined their survival. The need ranges from the more basic to lesser basic ones. It is referred to as Maslow's hierarchy of needs. These needs are so related that the attainment of one need brings about the demand for another. Abraham Maslow came up with the theory categorizing these needs in such an ascending order as shown below:

Abraham Maslow's Hierarchy of Needs.



Source: S.M Ngu (1994)

1- **Physiological needs**: these are human needs such as foods, water, air, and shelter. These needs serve as necessity to human survival and so anything needed from man can easily be achieved when these needs are met especially at the onset of a programme. Assuming an employee who just got employed and could not secure or has no accommodation, such a staff could hardly put in his best at his job because he is pre-occupied by thought of where he would lay his head and so affects his productivity and consequently affect smooth implementation of any given educational programme.

2- **Safety needs**: when the above need is met, the next need that may naturally arise is that of safety. The individual want to be assured of the safety of his life, his family, his job, and even his property. Any threat to these could result in fear and apprehension and thus affect the teacher's commitment to his job. And when such happens implementation of any programme, having such an individual within the system, is almost impossible. So individual and corporate safety helps tremendously in the achievement of organizational goals.

3- **Sociological needs**: these needs includes; belongingness, love and affection. These are important in the life of social animals like men. The absence of sociological needs creates an unconducive atmosphere in respect of relationship between members of group and thereby affecting productivity adversely.

4- **Self – esteem needs**: this level of needs delves on individual's desire to acquire self-confidence in him and the accompanying recognition he may get from his establishment. When an individual has self –esteem his morale will be high and that is a vital ingredient in achieving organizational goals. Usually people yearn for recognition and leadership position in their community to boost their ego and give them the needed self-confidence. When this is achieved one may be

encouraged to perform effectively at any given responsibility thereby promoting productivity and consequent achievement of the organization's goals.

5- **Self – actualization needs:** it is assumed that this is preoccupied with desires to control the environment, both physical and social. However this development is argued as unattainable, since any level attained by a human being, he will aspire for another. As such, understanding and practice of the above levels of human needs will serve as lubricant in simplifying work and certainly increase productivity in organizations. For instance in schools, the effectiveness and efficiency of policies will depend on the rate at which human needs are met. While on the other hand, failure to meet to these needs would not only reduce productivity but will affect the end result of achieving organizational goal.

2.6 Brief History of Nigerian Education Policy.

Nigeria is a country with ethnic groups that speak different languages, practice different religion and have different customs and traditions. These differences had a significant impact on the development of Western Education before and after the country's independence in 1960. Prior to the

introduction of Western Education, traditional education in Nigeria was all about manual training and character building of children. Learning a trade was part of the culture irrespective of one's tribe or region, Ndahi (2002).

However, with the advent of missionaries to the shores of West Africa, the first Western Education School was established in 1845 at Badagry by the Church of Missionary Society (CMS). The curriculum was loaded with religious and literary arts course (Ikejiani 1965; Fafunwa 1971). Then the missionaries were more concerned about the religious life of the people and so need interpreters of the Bible in the local languages. This background has influenced the educational policy of the country at the initial stage.

Consequently in the years before Nigeria attained independence, there were two reports that have significant effect on Nigeria's educational policy development. The first was the World Bank Mission Report of 1954 and followed by the Ashby Commission Report of 1959 – 60. Both reports contributed immensely by fashioning the policy which dictated the direction to which education in Nigeria would be formulated. The Ashby Commission made very credible recommendation on primary, secondary, sixth form education, teacher's training, technical education, commercial agriculture, veterinary and university education. As a result Nigeria's education policy

development since independence has its inspiration from the proposals contained in the Ashby Commission Report, Musaazi (1986).

In addition, the Tell magazine (Nov 3, 2008) stated that, as a British colony until 1960, Nigeria's system of education was fashioned after that of its colonial masters but after independence there were several attempts to design a new National Policy on Education. In 1969 the National Curriculum Conference was held after which the Federal Government set a committee to examine its proposals, by 1977 the National Policy on Education was formulated but was reviewed in 1981 to reflect the provision of the Nigerian constitution of 1979. Precisely the current policy derives its power from section 18 of the nation's 1999 constitution which provides detailed secondary education policy as follows;

2.7 Secondary Education Policy

The 2004 (4th Edition) of the National Policy on Education (FRN,2004) happens to be the current one and its five main goals are:

a) a free and democratic society;

b) a just and egalitarian society;

c) a united, strong and self – reliant nation;

d) a great and dynamic economy; and

e) a land full of bright opportunities for all citizens.

On the other hand section 24 (a) of the policy specified the role of Junior Secondary Education as; "the Junior Secondary School shall be either pre-vocational, academic and it shall be tuition free, universal and compulsory. It shall teach basic subjects which will enable pupils to acquire further knowledge and skills. While that of the senior secondary has been equally specified as follows; the Senior Secondary School shall be comprehensive with core-curriculum designed to broaden pupils' knowledge and out-look.

Moreover as regards certification the policy stated that;

a) The junior school certificate shall be based on continuous assessment and examination conducted by state and federal examination boards, while

b) The Senior Secondary School certificate shall be based on continuous assessment and national examination.

The policy also has one of its general purpose for secondary education as the provision of necessary infrastructure and training for the integration of ICT in the school system in recognition of the role of ICT in advancing knowledge and skills in modern world.

2.8An Overview of Educational Policies

Policy is planning on a high level of abstraction which expresses educational goals and the means of achieving them. (Edem,2007). This indicates that, policies are statements of goals, ideologies and objectives achievable in the future. In fact, it is within a policy that a nation or society operates to attain its target. For example, the National Policy on Education states its aims as:

A. A free and democratic society;

B. A just and egalitarian society;

C. A united, strong and self – reliant nation;

D. A great and dynamic economy; and

E. A land of bright and full opportunities for all citizens. (FRN, 1981).

In addition; Binta (2002) reviewed the major educational policies as follows:

I. The Universal Basic Education Policy: This policy was mainly on Primary and Junior Secondary School Education, which was introduced in 1999. The 6 – 3 – 3 – 4 system of education which is currently in the process of change to 9 – 3 – 4 systems of education is equally a product of the policy.

She also added that in an effort to organize the educational system, the educational boards and parastatals were created for smooth administration of the new policies. They include:

i. **The National Commission for Nomadic Education (NCNE).** This Commission is responsible to make planning, monitoring, evaluating and any other function that will make nomadic education a success. The Commission covers the education of children of fisherman and herdsmen. Who are mobile as their occupation determines.

ii. **National Universities Commission (NUC).** This body is **responsible** for overseeing the activities of universities in Nigeria which includes: accreditation, giving standard, linkage to the government, registration of new universities etc.

iii. **National Commission for Colleges of Education,** (NCCE). Responsible under law to monitor the activities of colleges of education as in above.

iv. **National Board for Technical Education** (NBTE) charged with the responsibilities of overseeing the activities of all technical education institutions.

v. **The West African Examination Council (WAEC)**, Joint Admission and Matriculation Board (JAMB), National Examination Council (NECO).

vi. **The Mother – Tongue Policy:** this policy directed that the mother – tongue should be used in the first three years of Primary Schools. In other words, the language that is predominant in the area where the

school is positioned, but where they are mixed, English language could be used.

vii. **The National Youth Service Crops (NYSC).** NYSC was introduced in 1975 with the aim of integrating the nation after the civil war.

Teacher as an Important Tool in Teaching and Learning Process

The term teacher has dual meaning i.e. formally and informally. The process of imparting knowledge in an organized manner and also characterized with definite time, venue, curriculum and evaluation is viewed as formal activities of a formal teacher, while on the other hand informal teachers teach without specific venue, time, curriculum and sometimes without organized evaluative method. Therefore a teacher is a professionally trained individual who serves as a model to his students at the same time a source of learning experiences.

Teaching is a method of imparting knowledge and moulding of character. It is useful in bringing up the young generation to take part in and contribute to the development of the society. The aim of teaching, therefore, is to influence the learners and bring about desirable changes in them.

Olaitan and Agusiobo (1981) in Alabi (2000) stated that; when teachers are equipped with teaching skills it brings about permanent change in the behavior of the learners. Also Usman (2003) in an effort to explain who a teacher is, argued that a teacher should possess among other things the following qualities:

a) Competence: the way a teacher treat students and present his lessons should be reasonable.

b) Imagination: A teacher should be able to imagine the feelings and the level of understanding of his students. This will help him in the delivery of lessons and other educational activities in the school.

c) Integrity: A teacher should be honest and straight forward in his dealings with students, this will earn him respect and he will serve as a model worth emulating.

d) Patience: by exercising patience, the teacher will make students understand the subject and will help the backward ones more and it will repose some confidence in the students to be intimate with him.

e) Sense of humor: this will help to break the tension which builds up in students especially during lessons and it makes the class lively and friendly.

f) Understanding: The teacher should have a psychological knowledge of his students that will enable him plan lessons accurately.

Usman (2003) observed that; teachers are in the centre of the implementation of the curriculum and so the quality of pupils in the school depends on the qualification and experience of the teacher. This means that the rate at which authorities commit resources in training and re – training teachers plays a vital role in transforming the future of education of the pupils. It is also clear that good remuneration, entitlement and fulfillment to teachers is also significant in retaining teachers and motivating them to work hard.

In another view, Millerson (1979) in Usman (2003) suggested that, the quality and caliber of teachers that serve the educational system of a community can serve as an index of development and progress in the community. In the same vain Ukeje (1991) also in Usman (2003) it is stated that;

> *"If the child is the centre of the educational system, the teacher is the pivot of the educational process. This is because in any educative process there always stands the teacher, in front or at the back, at the centre or at the side, what he knows and does can make a great difference and what he does not know, and cannot do, or fails to do, can be an irreparable loss to the child".*

This has shown that teachers are a very influential factor in the change of situation in the educational system of any nation. Odunuga and Ajila (2000) explained as it was presented in the National Policy on Education (1981, revised) that "no nation can rise above the quality of its teachers," as such, it could be regarded that, development of any nation depends on the care and responsive leadership and concern the government in power gives to teachers in her nation. The care and concern could be clearly viewed most importantly in the budgetary allocation to the education sector; others could be in infrastructural development. Ejiogu (1990) in Fagbamiye (2000) noted that:-

> *The quality of education in any given society depends considerably on the number and quality of its personnel. Invariably, therefore, one of the foremost functions of educational management is the development and maintenance of an efficient and effective school staff.*

In addition, Peter (2005) put forward some qualities expected of a teacher to demonstrate such as:

a) Be highly motivated, conscientious and efficient in the classroom;

b) Possess the spirit of enquiry and creativity;

c) Fit in to social life of the community and the society at large and be committed to national goals;

d) Acquire the intellectual and professional background adequate for their assignment and adapt to changing situation; and

e) Be committed to the teaching profession.

The teaching and learning process would be described as the interaction that takes place between the teacher and the students in the classroom and other related learning situations. Abdulrazak and Nymata (2000) argued that there are some factors that enable teaching and learning to be effective such as: how effective and efficient the teacher performs the management functions of course facilities and maintenance. Also according to John and Bany (1970) in Abdulrazak (2000), the outcome of the teaching and learning processes is usually affected by the nature of interaction that

takes place between the teacher and his students. The teaching transaction may not be effective if teachers are not well motivated. In another view point Abdulkarim (1997) also in Abdulrazak (2000) described the teacher as the fulcrum of the educational level (sick) ladder. The fact that the teacher has a unique influence on students' academic achievement is generally recognized. Therefore, these issues have shown that the teacher is the important factor in learning, if not the most important. For education to get to its greater height the teacher's needs must be taken with all seriousness, this will prepare the ground for the teacher to be productive and give maximum commitment towards imparting knowledge to the learners.

2.9.0 Teaching and Learning in Education

Virtually all the definitions of education emphasized on imparting knowledge and gaining of new experiences, moulding of character and impacting on the society. Either way, it all has to do with the teacher and the learner, and so teaching and learning are the basic cardinal points of education. One could not succeed in educating any individual especially in school setting without the educator whom is the teacher. Likewise it would be impossible too, for an educator to impart knowledge when there are no

learners to take the lessons. So the two concepts directly relates to one another when it comes to dissemination of educational experiences.

Usually educational policies are basically planned with much emphasis on the teacher, who serves not just as model to the learners, but as a source of knowledge. Attention to his qualification, teaching experience, training and retraining, retention, welfare and general condition of service are considered upper-most in planning and even implementation of educational policies and programmes if any success would be achieved at all. This is because, the level of the teachers' qualification and experience goes a great length to determine the learner's level of performance. So most often the performance of the learners mirrors the kind and quality of teaching that is done in the school. Similarly, the performance and the ability of the learners to put on extra effort to properly grasp what is taught at the same time put it into use reflects the kind of teachers and lessons that abounds in the school.

However, it is in absolute awareness of this that the National Policy on Education enunciated the following as the objectives of teacher –education programme in Nigeria;

a. To promote highly motivated, conscientious and efficient classroom teacher for all levels of our educational system;

b. To encourage further the spirit of inquiry and creativity in teachers;

c. To help teachers to fit into the school life of the community and society at large and to enhance their commitment to national objectives;

d. To provide teachers with intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world;

e. To enhance teachers' commitment to the teaching profession; and

f. All teachers in our educational institutions from pre-primary to universities are to be professionally trained. Teachers' education programmes are structured to equip teachers for the effective performance of their duties.

All the stated objectives are evidently made to enhance learning. For it would only be a waste of time and resources if teachers are trained for any

other purposes except to effectively pass on knowledge and skills that could enable the learners effectively contribute to national development.

The Education International (E.I July 1999:5) also emphasized the importance of teachers in education and stated that; “teachers are absolutely fundamental. They have been and will be the essential pillars of education and therefore of our future….”

2.8.1 Funding Of Education in Nigeria.

Education generally is a capital intensive venture. Most probably that could be the reason why the government made a vivid declaration in the National Policy on Education (FRN 2005) stated that, the government will welcome assistance from individuals or group of individuals in cash or equipment to move education forward. It could also be deducted that allowing the proliferation of private schools at all levels in Nigeria is an indication by the government to invite the private individuals to fund education. People have different view on the reasons behind the government initiating the public into education system, some sees it as a result of fast population expansion, while others sees it as lack of

commitment by the government in funding education at all levels. But whichever, it is meant to develop the sector.

On the issue of inadequate budgetary allocation to education, Bako (2005) reported that, the Federal Government budgetary allocation from 1994 – 2003 has been far below the UNESCO standard of 26% of the country's budget. He gave a breakdown of a decade of budgetary allocation to education in Nigeria as follows;

Table 2.1 Showing Budgetary Allocation to Education in a Decade

Year	allocation (%)
1994	7.82%
1995	12.96%
1996	12.32%
1997	11.09%
1998	10.27%
1999	11.12%
2000	8.36%
2001	7.0%
2002	5.9%
2003	1.83%
Total	**88.13%**

Source: Bako B.B (2005)

The above breakdown has indicated that Nigeria over the years has been neglecting the United Nations Educational Scientific and Cultural Organization's (UNESCO) recommendation of budgetary allocation to education to be 26% of the national budget. In support however, Adenike (2008) observed that the government of Yar'adua also relegated education to the background after all promises to the citizenry. That the same way the Federal Government treat education is the same way the state government

and local government do, year in, year out, budget to education is on the decline.

Unfortunately, government makes pronouncement of pre-primary education which attracts far more children to school but the budgetary allocation to education reduces time by time. Falako Francis in Adenike (2008) observed that the effect of underfunding education in Nigeria is glaring, Nigeria has over 10 million children of school age, and that is perhaps the highest in the whole of Africa, but in the contrary Ghana does not have that much children but do allocate 40% to education, while South Africa and others allocates over 20% to education.

2.8.2 Causes of Underfunding Education in Nigeria

Many factors could be associated with underfunding of Education in Nigeria; the following are some of them:

a- **Inadequate or lack of political will:** Despite the promises by politicians during campaign to revamp education, the will to give it the high position required in the national budget is lacking, unlike the military, they give priority to defense, but looking at the above allocation to education the budget was higher during the military rule.

b- **Inadequate planning:** This is related to lack of accurate data on enrolment or schools expansion and on all the facilities and equipment required, to have a very functional school. So due to this, funds made available becomes inadequate thereby resulting to underfunding.

c- **Other factors associated to underfunding include**: diversion/ misallocation of funds; mismanagement/corruption, inadequate proper auditing mechanism; over dependence on one primary source of revenue over others etc. Usman (2003).

2.8.3 Consequences Of Under Funding Education In Nigeria

Underfunding of education could be glaringly seen in almost all facet of human living or in all the aspects of national development. Education has been viewed as the reservoir that feeds other sectors that becomes the pillars of development. Consequently underfunding of education could only be seen in the absence of human and material resources in the schools, but the long lasting effects do come in the long run on the sectors of development and also on the character and moral values of the youth.

Emmanuel (2003) argued that the following are consequences of underfunding education;

> *It draws the institutions from teaching and research to cultism, armed robbery, and examination malpractice on the part of students. While on the part of academic staff it creates absenteeism, corruption, bribery, stealing, and a host of other vices which destroys academic calendar*. (pg 83)

In another view-point Musa (2003) identified other consequences of underfunding as lack of adequate supply of water, electricity and food; inadequate transportation and accommodation facilities; poor sanitation and other services. This by implication means inadequate funding resulting to brain drain, as qualified teachers leave for greener pasture, while unqualified teachers are employed, their inability to teach results to exam malpractices by students. Also on the part of the teachers, underfunding does influence teachers to engage in other economic activities for survival. These make teachers to be late comers, absentees, and it even leads to corruption within the teaching profession. Other negative consequences could be on the material resources which are grossly inadequate such as laboratory equipment, library materials, tables and chairs, classrooms, to mention but a few. Absence or inadequacy of these affects teaching and learning activities in the schools.

In addition, funding could be assessed in relation to scientific and technological advancement among world nations. Nations with adequate allocation to education tend to be advanced in productivity through sciences. Tajudeen (2008) explained in the World Bank report on education in the field of sciences between Nigeria and other nations, that Nigeria is a nation with over 150 million people, but has only 15 Scientists and Engineers engaged in research and development per one million persons, while Brazil has 4,103 in the area of scientists' publications, Nigeria with 43 universities in 1995 had 711 publications (scientists) which were lower than its output of 1,062 in 1987, in spite of the number of the universities in that year. In contrast, scientists' publications within the same period were 3,413 for South Africa with 47 million people, 14,883 for 1.13 billion Indians and 5,440 for 185 million Brazilians. These are but results of commitment and political will towards uplifting education for development by leaders of other nations.

2.8.4 Factors Hindering the Implementation of Educational Programmes in Nigeria.

Nigeria is characterized by good policies and programmes that are laudable for development, but the programmes and policies are theories on

papers, because the implementations use to be an insurmountable problem. Binta (2002) identified the following as factors or constraints on policy implementation in Nigeria as;

A- **The foreign linkage:** that African state and Nigeria in particular have linked themselves to alien imposition in academic and research institution especially during and aftermath of colonialism, these have affected the psychological balance of our planning and achievement for development. It could be as a result of the above that Musevini (1985) in Uganda made this assertion.

> *"Today, Africa is a continent in crisis. Crisis of purpose, of legitimacy, of trust, of identity, of direction and of survival, as an independent sovereign continent."*

B- **Leadership:** It is a known fact that Nigeria has been bedeviled by incessant political changes that often results into policy summersault, any leader who assumes power changes policies and programmes of the past government without assessment or evaluation of success or failure, in other words there is no continuity, a good example was the Universal Primary

Education (UPE) which was phased out at the advent of another regime. Likewise, the change in the 7-5-4 to 6-3-3-4 to the recent 9-3-4 system was much as a result of change of government, rather than having cogent reasons that necessitated the changes.

C- **Resource Manipulation:** it is certain that availability or otherwise of resources determines the success of any policy or educational programme. However, it should also be understood that the way and manner the resources are managed goes a long way in determining the successes of educational programme. For instance, Nigeria has been branded as land of abandoned projects, where both physical infrastructures and policies that are ongoing are abandoned and new ones are embarked upon. It is also clear under resource manipulation that states governments made declarations of free school fees, uniform, feeding, books etc, but none was free, though monies may have been taken away from the government treasury. In fact, the Executive Secretary of Universal Basic Education Commission (UBEC) lamented on the actions of some state governors in failing to pay their counterpart fund to benefit

from the funds allocated to them by the Federal Government on Universal Basic Education (UBE). He added that, over 36 billion Naira is waiting to be claimed. Perhaps their lackadaisical attitude to it is because these funds might not be manipulated but strictly spent on the UBE project.

D- **The citizens:** the beneficiaries of education i.e. the citizens also in some instance are impediment to policies and programmes, this could also be under the following;

(I). **Attitude to work:** The attitude to work i.e. willingness and full commitment to work, among most Nigerians is extremely poor not only in the lower cadre but the disease has eaten deeply from the top managers such the Ministers, Commissioners, Directors, Leaders of Institutions to labourers. Coming to work late and closing before time, procrastination etc.

(II). **Cultural factors:** Due to differences in culture, tradition or tribe friends are infallible. What is been inculcated on to the learner is individualism rather than collective responsibility to move the nation forward.

(III). Co-ordination: There is no systematic co-ordination between what we put to action and what was planned. More so, policies are made, changed and implemented without appraisals.

(IV). Over-Reliance on Government: Many communities have become dormant and refuse to rejuvenate, as a result of much reliance on government, self-help project are a mirage or even non-existing.

(V). The Nigerian factor: This could be referred to the consideration of policies based on certain sentiment to the detriment of popular policies. At times policies may be considered only if one starts to benefit personally from it even if the whole society may stand to lose. The same thing applies to appointment into key establishment or the location of an establishment in the country.

2.9.5 An Overview of FCT Educational Programmes: Intel Classmate PC Programme (e-learning)

Intel classmate PC programme is an information technology innovation in teaching and learning. It involves the use of computers referred to as classmate PC to receive lessons and to equally make

independent research with the aid of the internet by the students and teachers.

The programme began in Nigeria in 2006 with partnership with Intel Corporation California. It was geared at increasing the competitiveness of our education system. The initiation began with a proof of concept in the FCT as a model for the whole country.

According to the "Handbook on FCT and Intel Launch of National Curriculum Based Contents and ICT in Education Roadmap" the component of the ICT programs includes;

(I). Teachers training on the use of technology tools in teaching by providing a comprehensive training package from Intel on the use of digital tools, content, student management application tagged, "Intel teach" provides a comprehensive teacher training programme empowering teachers to manage ICT tools and effectively use technology for teaching and learning.

(II). Cost effective mobile access computer deployed in the classroom to help students with their every day learning. Teachers are also empowered to own PC's through a PC

acquisition scheme to enable them effectively use technology for everyday teaching.

(III). Connectivity is provided for schools using Wireless Local Area Network (WLAN) which provides a remote school network that supports learning irrespective of student/teacher location. It also consolidated with internet access in most cases.

(IV). To ensure seamless interaction between teachers and students, the two are also enable with interaction software tools which give the teachers control of the overall classroom network and manage the content access to students in and out of the classroom.

(V). Lastly and most importantly Intel skool is a portal which is built in-line with Nigeria's curriculum. Skool Nigeria curriculum based digital content is purposely designed for teaching basic Maths and Sciences which is provided over the internet/intranet and over multi-media CDs for Nigerian schools. It equally provides an unprecedented access to digital content which is tailored to the Nigerian curriculum. skoolnigeria.com is the first resource of its kind designed specifically for the students and teachers in their fields for the development of learning contents.

The e-learning programme implementation in FCT JSS

The programme began in FCT in Junior Secondary School Jabi in 2006, where only three teachers that were meant to be facilitators were trained in a course tagged “skill for success”. The School-net Nigeria was responsible for the training in Abuja and likewise the later implementation of the policy.

The programme started with one class, (J.S II) with a population of 32 students. Each and every one of them has a Personal Computer (PC) referred to as Intel Classmate PC. Firstly, after the normal school hours two more hours is added as from 2 – 4pm purposely to give students training on computer operation basics, before they could use it to receive lessons and in four weeks time the students do get acquainted with the use of the PC’s.

Presently, about 18 Junior Secondary School Jabi teachers have undergone the training and there are about 240 pieces of classmate PC’s in the school for the lesson. However, the school has a population of about 634 students and because the number of the PC’s available cannot go round the students at the same time, concentration is given only to JSS II classes being the middle class of the Junior Secondary School.

The Lesson

Firstly, before the commencement of the e–learning lessons all the students and teacher's PC's will be installed with e-learning files or what is referred to as top–domain files. These files enable for specific individual subject instruction and easy connectivity by students. So when that is provided, all the students would firstly connect to the school's LAN on their classmate PC's, and when connected, the possibility of getting the network of other teachers apart from the one in one's class is possible, but the students will be guided by the name of their teachers as it shall appear on the file in the PC to enable them connect to the right lesson.

Moreover, every student's laptop or classmate PC has an identification number that reveals his identity to the teacher. So when he wants to log-in he has to type his name which will be displayed on the teacher' PC, and when a student disconnected himself the icon will turn black on the teachers' PC. That would alert the teacher and he would promptly either call on the student's attention to the problem or get to him for assistance, but when the student stays connected the icon will remain blue.

So when all are connected the teacher would introduce his lesson in the normal traditional manner by explaining verbally to their hearing what may trigger their interest in the lesson. The students' attention would be drawn for the first time on the topic to the classmate PC at the presentation level. At this stage the topic and any preliminary information on it is displayed by the teacher for every student to read. The lesson continues with occasioned verbal explanation and question while more interaction is done with the PC strictly guided and controlled by the teacher.

Classroom Activity

While all the steps planned in the lesson notes have been successfully carried out, at the lesson evaluation step, the teacher still uses the classmate PC for his evaluation. This is done by using an e-learning file in the programme that contains a section that has exam/quiz question. During the lesson the students would just opened to the quiz questions which were prepared earlier in the file before the lesson commences.

So after the lectures, the students would be asked to answer the quiz question and anyone who gets it right, the system's inbuilt programme would mark him right or wrong if he fails to answer correctly. And the result

of individual students displayed on the teachers' PC for evaluation and record purposes. Questions are mostly asked verbally by students and answer could be given verbally or electronically.

The Advantages of the Programme

1. It excites the students' interest in the lesson;
2. It is child centered;
3. There is avenue for further research and exploration;
4. There is a rich collection of example on the net;
5. Evaluation made easy;
6. Monitoring and control of individual student made easy;
7. No writing eligibility problems;

The Challenges of the Programme

1. Lack of stable power supply;
2. The PC's are expensive at a cost of N 45,000 per one;
3. The number of students outweighs the number of available laptops;
4. Internet subscription is expensive and when expired without immediate re-subscription lessons would be impaired;

5. At times there may be internet network failure; and

6. There may be PC trouble shooting during lessons.

About five Junior Secondary Schools are implementing this programme, they include:-

1. J.S.S Jabi = Municipal Area Council.
2. J.S.S Deidei = Bwari Area Council.
3. J.S.S Gwagwalada = Gwagwalada Area Council.
4. J.S.S Kurudu = Municipal Area Council.
5. J.S.S Pegi = Kuje Area Council.

Only Abaji Area Council has no school that runs the programme yet.(FCT 2008)

Home Grown School Feeding and Health Programme

The Home Grown School Feeding programme is one of the Millennium Development Goals (MDG) programmes that has been introduced to help in the implementation of Universal Basic Education at the same time help in the realization of the United Nations' goals of Education for All by the year 2015.

The programme aims at reducing hunger and malnutrition among school children and to enhance enrolment and retention of students in schools. However, the following are the Millennium Development Goals (MDG) objectives of the programme;

(a) To reduce hunger among school children.

(b) To increase school enrolment, attendance, retention and completion.

(c) To improve nutritional and health status of school children.

(d) Improvement of water supply, hygiene, sanitation and greening of schools.

(e) Improving gender imbalance through increased girl-child enrolment in schools.

However, the objectives of the Federal Capital Territory are not different from the above stated objectives. This is because the FCT is faced with all the challenges the MDG aims at confronting with the introduction of the programme.

The Home Grown School Feeding programme was launched by President Olusegun Obasanjo, on Monday 26th September 2005 at Science Primary School Kuje, Abuja. According to UNICEF (2005) the pilot phase of

the programme is intended to benefit 2.5 million students in twelve different states of the federation.

The programme will be a complimentary initiative to UNICEF's current education programme, which focuses on both girl's education and the promotion of child friendly schools.

During the launch of the programme, the UNICEF country representative Ayalew Abai, said: "in areas where children are under nourished or malnourished, school feeding will be a welcome addition to the child friendly school concept". He also went further to state that; "there is abundant evidence to suggest that providing each child with a complete meal, that is adequate in energy, protein, vitamin and minerals, will not only help in making the child ready for effective learning, but will also stimulate increased enrolment, attendance, completion and educational achievement".

On the other hand, before the formal launching of the programme President Olusegun Obasanjo declared that; "I foresee a day when Nigeria will be a nation with well-nourished and healthy children, happy and eager to attend school and complete their basic education in friendly, conducive, attractive and stimulating learning environment".

The statements above have summarily given us the concept and framework of the programme and an insight into its origin and nature as it relates to Universal Basic Education implementation.

Implementation and Funding

The programme is currently being implemented in nine Junior Secondary Schools of the FCT with the following population.

Table 2.2 showing schools that operates feeding and the population of the students.

S/N	SCHOOL	AREA COUNCIL	STUDENTS POPULATION
1.	J.S.S Deidei	Bwari	1580
2.	J.S.S Naharati	Abaji	910
3.	J.S.S T/Maje	G/lada	1510
4.	J.S.S Gosa	Municipal	1076
5.	J.S.S Nyanya	Municipal	3, 288
6.	J.S.S Gaube	Kuje	418
7.	J.S.S Kubwa	Bwari	1602
8.	J.S.S Karu	Municipal	1359
9.	J.S.S Jikwoyi	Municipal	2262
Total			**14, 005**

Source: FCT UBEB (2010)

As shown in Table 2.1, about 14, 005 students do enjoy the midday meal which is prepared locally in the schools. The meals prepared include; noodles, yam porridge, rice and egusi soup etc. The dishes are made local to suit the traditional diet of the communities and to make community participation in the feeding of the students easy and affordable by the school host community.

The funding of the programme is meant to be shouldered by both the host community and the Federal Capital Territory administration. The FCT authority is meant to hire cooks, provide cooking utensils and the kitchen. It is also responsible for the provision of the food items but not all the time. Rather, it is expected that the responsibility of providing the raw food items should be shared between the government and the host community. So it is expected to complement the government effort by intermittently providing food items.

The FCT authorities pay ₦ 50 per student for a meal and that amounts to ₦ 250 per week, and approximately ₦ 3, 000 per term, per child. According to the Home Grown desk of FCT UBE Board, the funding is explained in Table 2.2 as thus:

Table 2.3 Number of schools, students' population and the amount used for the midday meal per –student per term.

S/N	Schools	Students Population	Amount Per Child	Days in Term	Amount
1.	J.S.S. Deidei	1580	₦ 50	60	₦ 4,740, 000
2.	J.S.S.	910	₦ 50	60	₦ 2, 730, 000
3.	J.S.S.	1570	₦ 50	60	₦ 4, 530, 000
4.	J.S.S.	1076	₦ 50	60	₦ 3, 228, 000
5.	J.S.S.	3288	₦ 50	60	₦ 9, 564, 000
6.	J.S.S.	418	₦ 50	60	₦ 1, 254, 000
7.	J.S.S.	1359	₦ 50	60	₦ 4, 077, 000
8.	J.S.S.	1602	₦ 50	60	₦ 4, 806, 000
9.	J.S.S.	2262	₦ 50	60	₦ 6, 786, 000
		Total	**14, 005**	**Total**	**₦ 42, 015, 000**

Source: FCT UBEB (2010)

From Table 2.2 we can deduce that the 14, 005 students of the FCT Junior Secondary Schools that are enjoying the midday meal are being fed

with ₦ 42, 015, 000 per term which totals to ₦ 126, 045, 000 per academic year. Though this is a move in the right direction but there is need to increase the funding to accommodate more schools, and also improve the per-child feeding amount owing to inflation trends.

Challenges

However, despite government's effort to ensure success in the implementation of the programme there abound a lot of challenges which includes:

(a) Total failure on the part of the host communities in complementing government's effort by providing raw food items.

(b) Lack of prompt release of funds to facilitate the smooth running of the programme.

(c) Expansion of the programme to include more schools was not possible because budgetary allocation did not provide for that. Thus left many schools out of the programme and only a few percentages of the students are enjoying the programme.

(d) Students from "non-feeding schools" are transferring to schools that feed thereby making those schools overcrowded.

(e) And most at times when the food is not cooked in time and served by 10 am during break time, it disrupts the first few lessons after breakfast time.

Achievements

Despite its short comings as mentioned earlier the programme has also recorded the following successes;

(a) Mass enrolment of students in Junior Secondary schools. There are even cases of students withdrawing from private to public schools.

(b) Retention of Girl-child increased tremendously

(c) Improvement in health and nourishment in the children.

(d) Academic improvement due to adequate feeding.

2.9.6 Summary

Educational programmes are designed specifically to serve as a means to implement educational policies. A lot of planning approaches are adopted to ensure successful implementation by educational administrators. However, since man is at the centre of the implementation of any programme, it is only wise to first and foremost look into his basic needs. This is because, when those needs are met, the implementer (man) of the programme would be committed to his work and thereby helping to the realization of the aim of the organization.

The Nigerian policy on education particularly secondary education aims at making an individual useful in his society at the same time prepares him for further education. This philosophy has been taken seriously by the FCT administration and in the pursuit of the objectives, the FCT administration introduced an ICT programme referred to as

e-learning and Home Grown school feeding and Health programme in her Junior Secondary Schools. This is in an effort to implement the National Policy on Education to the latter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction:

This chapter explains the study contents in line with the following headings; introduction; research design; population; sample and sampling procedures; research instrument; reliability and validity of the instrument; pilot test administration of instrument; and methodology for data analysis.

3.2 Research Design

Descriptive research design has been employed as a suitable means of measuring the opinions of the respondents on the topic under research.

It is reported by Nworgu (1984) that descriptive research has the following objectives:

I. To collect detailed factual information that describes existing phenomena;

II. To identify problems or justify current conditions and practices; and

III. To make comparism and evaluation.

The respondents' opinions have been analyzed using simple percentage and chi-square in the tabular form.

3.3 Population

The Population of the study consisted of the school heads and teachers in the Junior Secondary Schools of the FCT; clustered into three zones that comprises of the six Area Councils of the Territory. Table 3.1 shows the number of principals and teachers in the six Area councils where the schools are located.

Table 3.1: Population of principals and teachers of the six Area Councils of the FCT according to zones.

S/N	ZONE	POPULATION OF PRINCIPALS	POPULATION OF TEACHERS	TOTAL
1.	Municipal/Bwari	41	104	140
2.	Kuje/Gwagwalada	30	83	120
3.	Kwali/Abaji	26	71	96
Total		**97**	**258**	**355**

Source: BM1 Office, FCT UBE Board (2008)

3.4 Sample and Sampling Procedure

Stratified random sampling was used against the FCT at large, through zoning the Territory in to three and thereafter using random sampling method to pick the sample population. It has been zoned according to its existing Area Councils and some schools were selected through the use of pick from the hat ball method. This is in an effort to ensure that each element is given an equal chance of selection.

The research has respected the opinion of Krejci and Morgan (1976) which suggests that 10% of the population above 500 is reasonable and appropriate in any generalization. More so, it is asserted that, the more the sample size, the accurate and more acceptable in representation of the population. Awolabe (2005).

Table 3.2 Sample population of respondents according to Area Councils.

S/N	ZONE	POPULATION OF PRINCIPAL	SAMPLE	POPULATION OF TEACHERS	SAMPLE
1.	Municipal/ Bwari	41	18	104	50
2.	Kuje/ Gwagwalada	30	14	83	40

3.	Kwali/Abaji	26	12	71	36
TOTAL		**97**	**44**	**258**	**126**

3.5 Research Instrument

The research instrument used for data collection was the Likerts four (4) point questionnaire(Strongly Agree, Agree, Strongly Disagree and Disagree). The questionnaire was divided into five sections (Sections A – K). ' section 'B' general information; section 'C' explained the scale of answers where the research used the four scale level of opinions: Strongly Agreed (SA); Agreed (AG), Strongly Disagreed (SD), Disagreed (DA); section 'D' – K consisted of questions deducted from the hypotheses and the research questions. This level of opinion is scored as Strongly Agreed (4); Agreed (3); Strongly Disagreed (2) and Disagreed (1).

3.6Pilot Study

A pilot study was conducted in Junior Secondary School Nyanya, Abuja with 30 respondents which were extracted within the mother population of the study. The instrument consists of seven sections which includes; request letter, guidelines on how to fill-in the questionnaires.. and items statements

deducted from the hypotheses formulated to test the opinions of the respondents.

The pilot test was conducted to validate the consistence of the instrument in testing what it is meant to test. Winner and Domic (1987) affirmed that pilot study is an effort to confirm problems associated with the study.

3.7 Validity and Reliability of Instrument

The data collected for the pilot test was subjected to reliability test using Statistical Package for Social Sciences (SPSS). The data obtained were analyzed, and the reliability was established using the Pearson Product Moment Correlation coefficient (PPMCC) to test the result . The reliability coefficient of the instrument was 0.80, this shows that the instrument adopted is more suitable and reliable. Thus establishing the reliability for the instrument used for data collection..

3.8 Administration of Instrument

The instrument of the questionnaire has been administered hand by hand from the researcher to the respondent possibly by the help of authorities in the institution; in the end the collected questionnaires have been analyzed.

3.9 Method of Data Analysis

The data **co**llected has been analyzed section by section as it was presented in line with the stated hypotheses and questionnaire. The result of the analyzed data collected was subjected both Descriptive and Inferential Statistics. T-test statistics for independent sample were used to test the five hypotheses, at 0.05 level of significant.

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS

4.1 Introduction

This chapter presents the data that has been gathered for this study and at the same time gives the analysis of the said data. The data presented and the analyses were based on the responses to the questionnaires. About 54 copies of questionnaire were distributed to principals, but only 44 copies were returned and 132 copies questionnaire were equally distributed to teachers but 126 were returned. Added together, a total of 186 questionnaires were distributed but 170 were returned. So the data and analysis presented were based primarily on the number of respondents that returned the questionnaire.

More so, the chapter contains tables 4.2.1 - 4.2.5 and each has; a research question, serial number, item statement, and category of responses which included; agreed and disagreed. The responses were statistically interpreted into frequencies (F) and percentages (%) and then an interpretation of the table followed.

Towards the end of the chapter there is also a table containing the hypothesis testing from, table 4.3.1.-4.3.5, and its explanation of retention or rejection was made based on the t-test analysis.

4.2.1 Opinion of Principals and Teachers on the Assessment of e-learning Programme on the Achievement of Educational Goals in FCT Junior Secondary Schools.

Items in this section includes; 1, 2, 3, 4, 5 and 6 statements. The statements solicit for the opinion of respondents on the use of e-learning. It seeks to find out if the implementation of the programme has tremendously enhanced learning among students, and if e-learning has made teaching easier and effective. It also seeks to know if the use of e-learning has imparted the needed ICT skills among students and teachers. It further investigated whether the use of PC for lessons attract students' attention and encourages comprehension better than the traditional teaching method. It equally attempted to find out if the introduction of the ICT programme has influenced parents to send their children to schools where the program is being implemented and whether there is improvement in

examination results due to the use of e-learning in schools. Details of responses of principals and teachers are contained in table.

Table 4.2.1 Responses of principals and teachers on the assessment of e-learning programme on the achievement of quality teaching and learning in FCT junior secondary schools.

S/N	ITEM STATEMENT	RESPONDENTS	RESPONSES			
			AGREED		DISAGREED	
			F	%	F	%
1.	The use of e-learning has tremendously enhanced learning among students	Principals	27	61.4	17	38.6
		Teachers	112	88.8	14	11.1

2.	e-learning has made teaching more easy and effective	Principals	27	61.4	17	38.6
		Teachers	117	92.9	09	7.2
3.	The use of e-learning has impacted the needed ICT skills among students and teachers	Principal	39	88.7	5	11.4
		Teachers	115	91.3	11	8.8
4.	The use of e-learning for lessons attracts students' attention and encourages better comprehension than the traditional teaching method.	Principal	38	86.4	06	13.7
		Teachers	109	86.5	17	13.4
5.	The introduction of the ICT programme has influenced parents to send their children to schools where the programme is being implemented	Principal	36	81.8	08	18.2
		Teachers	99	78.6	27	21.4
6.	There is improvement in examination results	Principal	29	65.9	15	34.1

	due to the use of e-learning in schools	Teachers	90	71.5	36	28.6

In response to item 1 in table 4.2.1 there happens to be a close agreement in the opinions of principals and teachers to the statement that; the e-learning has tremendously enhanced learning among students. While 61.4% of principals and 88.8% of teachers have agreed to the assertion that e-learning has positively enhanced learning among the students of Junior Secondary Schools of the FCT. However, 38.6% of principals and 11.1% of teachers disagreed with the opinion.

The finding goes to show that the introduction of e-learning as an educational programme in FCT Junior Secondary Schools has motivated students to learn thereby improving learning. As such, it beholds on the education authorities of FCT to encourage the programme by ensuring its continuity and expansion.

There is also a consensus of opinion between the principals and teachers on item 2 of the table, which states that; e-learning has made teaching easy and effective. A total of 61.4% of the principals and 92.9% of the teachers have agreed that the introduction of e-learning, as a modern means of teaching, makes teaching easy and effective.

Item 3 of table 4.2.1 states that; the use of e-learning has imparted the needed ICT skills among students and teachers. And in response to this opinion 88.7% of principals and 91.3% of teachers have concord that the introduction of e-learning in FCT Junior Secondary School has aided both teachers and students in acquiring the needed Information and Communication Technology skills. While only 11.4% of principals and 8.8% of teachers disagreed with this opinion.

The finding goes to indicate that the e-learning programme is a very welcomed idea in our modern times. The world over, emphasis is being laid on the acquisition of ICT skills because virtually all modern means of communication is going the way of electronic, and Nigeria cannot afford to be left behind in this pursuit, if we are to achieve Vision 2020 as envisage, and Millennium Development Goals (MDGs) of achieving Education for All by the year 2015. In fact, the National Policy on Education (2004) has emphatically stated that students of Junior Secondary Schools should possess the knowledge of Information and Communication Technology as a pre-requisite for Senior Secondary Schooling and at the same time to help in gaining skills. So the FCT authorities should not be bothered of the huge capital it would involve to have e-learning in all her schools, but instead, they should be concerned by the huge benefit that could accrue from the

investment in the near future. And surely the benefit would surpass the amount invested and not just for FCT but the nation at large.

The responses to item 4 of table 4.2.1 between the principals and teachers are almost equal having 86.4% percent of principals and 86.5% of teachers agreeing to the opinion that the use of e-learning for lessons attracts students' attention and encourages comprehension better than the traditional teaching method, while 13.7% of principals and 13.4% of teachers are disagreeing with the opinion.

This signifies that e-learning helps to capture students' attention because of its innovative method of imparting knowledge which differs from the usual traditional method that has become outdated, boring and less attractive. The method also encourages comprehension because of its unique way of imparting ideas, and a very wide scope of learning experiences. So when attention is attracted to the gadgets, there seems to be better retention of what has been learned and so comprehension is encouraged. Another way e-learning encourages better comprehension is its ability to provide variety of examples and explanation of concepts to the learner independently without the assistance of a teacher. This helps in

clarifying grey areas that might not have been well digested during the formal lesson and thereby encouraging better comprehension.

If e-learning could be of this importance in teaching and learning, then its implementation nationally should be the watchword of the government, at least to improve the dwindling quality of education in our society.

Item 5 of table 4.2.1 seeks the opinion of principals and teachers on whether the introduction of e-learning has influenced parents to send their children to schools where e-learning programme is being implemented. And in response to that 81.8% of principals and 78.6% of teachers have agreed on this opinion.

This finding signifies that, parents are becoming more enlightened on the importance of e-learning and they equally want their wards to be ICT compliant in order to go along with the changing world. It also signifies that both the students, teachers, principals and even parents prefer e-learning as a method of imparting knowledge, as such its implementation in all schools should be paramount to curtailed the pressure on the e-learning schools and to decongest them for effective learning.

Item 6 of table 4.2.1 seeks to find out the opinion of principals and teachers on whether there is improvement in examination results due to the

use of e-learning in schools. And in response to that 65.9% of principals and 71.5% of teachers have agreed on the opinion, but 34.1% of principals and 28.6% of teachers disagree with the opinion.

This finding indicates that e-learning is worth its salt by not just making learning and teaching interesting, and less cumbersome but makes learning permanent as indicated by the responses of principals and teachers on improvement of students' performance in examinations due to e-learning.

The outcome of the response to this opinion has clearly and ultimately demonstrated that, e-learning is the in-thing now in education and so there should be no any procrastination in its implementation as is being witnessed now in many schools not only in the FCT but in the nation as a whole.

4.2.2 Opinion of Principals and Teachers on the Assessment of Home Grown Feeding Programme as it Affects Teaching and Learning In FCT Junior Secondary Schools.

This section delves on the opinion of principals and teachers on the implementation of Home grown feeding programme on the achievement of educational goals in FCT Junior Secondary Schools. The item statements contained in this section includes; 7,8,9,10,11 and 12 respectively. The

statement seeks the opinion of teachers and principals on Home Grown Feeding as thus; the Home Grown Feeding and Health Programme has helped improved malnourishment among students, implementation of school feeding has encouraged enrolment of girl-child, due to the programme, the health status of the students has improved, school feeding and health programme make teachers work easier in the class when students are well-fed, the host community has been partaking in the feeding by providing food items, and feeding time disrupts lessons when meals are not served on time. Details of responses to the above items statements are contained in table 4.2.2 below.

Table 4.2.2 Responses of principals and teachers on the assessment of home grown feeding and health programme as it affects teaching and learning in FCT junior secondary schools.

S/N	ITEM STATEMENT	CATEGORY	RESPONSES			
			AGREED		DISAGREED	
			F	%	F	%
1	The home grown feeding programme has helped improve malnourishment among students	Principal	31	70.4	13	29.5
		Teachers	60	63.5	46	36.6
2	Implementation of school feeding has encouraged the enrolment of girl-child	Principal	30	68.1	14	31.8
		Teachers 8063.64636.63Due to the programme, the health status of the students has improved Principal 2863.616 36.4				
Teac						

hers9676.23023.84Schoolfeedingandhealthprogra								

mmemaketeachers								

work easier in the class when students are well-fed
Principal1534.12965.9Teachers4737.37962.75The host community has been partaking in the feeding by providing food items
Principal2659.11840.9Teachers8869.93830.26Feeding time disrupts lessons when meals are not served on time
Principal441000000Teachers12397.7032.4

Item 7 of table 4.2.2 seeks to find out the opinion of principals and teachers on whether the implementation of Home Grown Feeding programme has helped in improving malnourishment among students of Junior Secondary Schools of the FCT. In response to the item 70.4% of principals and 63.5% of teachers are of the same opinion, that the programme has helped improved malnourishment.

This signifies that proper feeding is very necessary to fight malnourishment and when students are well nourished they may tend to get involved in learning activities actively. It is a known fact that when one is hungry, his attention will only be geared towards feeding first before anything. This is evident in Abraham Maslow's hierarchy of human needs. So when the basic need is met any other thing can follow, as such continuation

of the programme will help provide a healthier younger generation, with the required physical and mental well-being for learning.

In response to items 8, 9 and 10 in table 4.2.2 where the opinion of principals and teachers were sought on whether the implementation of school feeding has encouraged enrolment of girl-child, and whether due to the programme the health status of the students has improved and it also sought to find out if school feeding and health programme make teachers work easier in the class when students are well-fed. A total of 68.1% of principals and 63.5% of teachers agree that the programme has encouraged the enrolment of girl-child in schools. Also a total of 63.6% of principals and 76.25 of teachers have agreed that the implementation of the programme has improved the health status of the students. However, the response to item 10 of the table indicates that only 34.1% of principals and 37.3% of teachers agree with the opinion that when students are well fed, it makes teachers' work easier in the class. But, 65.9% of principals and 62.7% of teachers disagree to this opinion.

The finding implies that for us to encourage the enrolment of girl-child in schools we need to encourage the Home Grown feeding and health programme. Similarly, the fact that there is agreement that the health status

of student has improved with the implementation of the programme, then it becomes necessary to encourage the programme in our schools.

Item 12 of table 4.2.2 is seeking the opinion of principals and teachers on whether feeding time in schools disrupts lessons when meals are not served on time. A total of 100% of principals and 97.7% of teachers agree to this opinion, leaving only 2.4% of teachers disagreeing with it. This implies that meals must be prepared well ahead of feeding time or else the few periods after the feeding time would be spent feeding the students. So this calls for the employment of adequate number of cooks, provision of the food items on time, strict supervision of the meals preparation and enforcement of time consciousness on students, especially during meal times.

4.2.3 Assessment of the Opinion of Principals And Teachers on the Programme of Free Distribution of Textbooks To Students as it Affects Teaching and Learning in FCT Junior Secondary Schools.

This section seeks to assess the opinion of principals and teachers on the effect of free distribution of textbooks on teaching and learning in the Junior Secondary Schools of the FCT. The item statements contained in this

section includes: 13, 14, 15, 16, and 17 respectively. The statements contained in the items are as follows; free distribution of core subject textbooks eases learning and teaching, students' performance improves as a result of availability of textbooks, textbooks given to students make class-work and assignment easy, free distribution of core-subject textbooks increases enrolment and retention, textbooks help students to read ahead of teachers, as such, it makes learning easier. Details of responses to the above item statements are contained in table 4.2.3.

Table 4.2.3 Responses of principals and teachers on the assessment of free distribution of core-subject textbooks as it affects teaching and learning in FCT junior secondary schools.

S/N	ITEM STATEMENT	CATEGORY	RESPONSES			
			AGREED		DISAGREED	
			F	%	F	%
1.	Free distribution of core subject textbooks eases learning and teaching	Principal	42	95.5	02	4.6
		Teachers	124	98.4	02	1.6
2.	Students performance improves as a result of availability of textbooks	Principal	40	90.0	04	9.1
		Teachers	124	98.4	02	1.6
3.	Textbooks given to students make class work and assignment easier	Principal	41	93.2	3	6.8
		Teachers	116	92	10	8.0
4.	Free distribution of core subject textbooks increases enrolment and retention	Principal	40	91	04	9.1
		Teachers	118	93.6	08	6.4
5.	Textbooks help students to read ahead of teachers as such it makes	Principal	40	91	04	9.1
		Teachers	122	96.9	04	3.2

	learning easier					

Item 13 in table 4.2.3 seeks to assess the opinion of principals and teachers on whether the distribution of core-subject textbooks eases learning and teaching in the Junior Secondary Schools of the FCT. A total of 95.5% of principals and 98.4% of teachers have agreed with the opinion that the programme of free distribution of textbooks to students makes teaching and learning easier.

The finding signifies that when textbooks are distributed to all students, it may encourage them to read ahead of their lesson thereby making the teacher's work easier.

Items 14 and 15 in table 4.2.3 have a consensus in the responses to the statements that; students' performance improves as a result of availability of textbooks, and textbooks given to students make class work and assignment easy. In item 14 of table 4.2.3 a total of 90.9% of principals and 98.4% of teachers are of the same opinion that when textbooks are available, students' performance improves.

This signifies that when textbooks are available, it is easier for the teacher to assign home work and equally easier for the students to do an independent

study. And by so doing, the performance of the students improves. It also goes to show that, the programme is of much importance to teaching and learning and so should be encouraged. That way, the intention of the government to provide Basic Education to all Nigerian children would be a realizable goal. Government's assistance in providing the free textbooks will also take off the burden from parents and thereby encouraging them to send their children to school.

In response to item 16 and 17 in table 4.2.3 there also happened to be a consensus in the opinions of principals and teachers on the statements that; free distribution of core subject textbooks increases enrolment and retention and textbooks helps students to read ahead of teachers as such it makes learning easier among the Junior Secondary School students of the FCT.

The responses indicated that a total of 91% of principals and 93.6% of teachers agree to the opinion that free distribution of core subject textbooks increases enrolment and retention of students. And on the other hand, item 17 of table 4.2.3 has a total of 91% principals and 96.95% of teachers agreeing to the opinion that, textbooks help students to read ahead of teachers as such it makes learning easier.

The finding implies that distribution of free textbooks encourages parents to send their children to school because the expenses involved have been reduced. And by so doing the enrolment of students increases, making the objective of the Universal Basic Education programme achievable. Moreover, the programme does not only increase enrolment but it equally kept the students schooling. No child is being sent home for lack of textbook, which encourages dropout. So students are retained in schools as a result of the programme.

On the other hand, the findings of item 17 of table 4.2.3 indicates that textbooks provides an ample opportunity for students to study ahead of their lessons by reading, doing some exercises, and even discussing some topics with classmates with reference to the textbooks. By so doing learning becomes easier and fun to the students.

4.2.4 The Opinion of Principals And Teachers on the Assessment of the Effect of Capacity Building on the Morale and Quality of Teaching and Learning in FCT Junior Secondary Schools.

This section covers the opinion of Principals and Teachers on the assessment of the effect of capacity building on the morale and quality of teaching and learning. Items covering this section were in 18, 19, 20, 21, 22

and 23 where attempts to find out whether workshops and seminars have provided teachers with new and innovative ways of teaching, or nothing new has been gained from the capacity building workshops attended, whenever the ideas gained from capacity building are implored in the classroom the students' interest is aroused, when new ideas learnt at workshops are constantly put to use, students perform better. Capacity building helps me in local production and use of instructional materials in teaching, and as a result of teachers' creativity due to knowledge gained at workshops, students also tend to be creative in class too. Details of the responses are contained in table 4.2.4.

Table 4.2.4 Responses of principals and teachers on the assessment of the effect of capacity building on the morale of teachers and quality of teaching and learning in FCT junior secondary schools.

S/N	ITEM STATEMENT	CATEGORY	RESPONSES			
			AGREED		DISAGREED	
			F	%	F	%
1.	Workshops and seminars have provided me with new and innovative ways of teaching	Principals	09	20.5	35	79.5
		Teachers	32	25.4	94	74.6
2.	Nothing new has been gained from the capacity building of the workshop I have attended	Principals	40	90.9	04	9.1
		Teachers	117	92.9	09	7.2
3.	Whenever the ideas gained from the capacity building are implored in the classroom the students' interest is aroused	Principals	43	97.7	01	2.3
		Teachers	124	98.4	02	1.6
4.	When new ideas learnt at the workshop are constantly put to use	Principals	40	90.9	04	9.1

	students perform better.	Teachers	119	94.4	07	5.6
5.	Capacity building helped me in the local production and use of instructional materials in teaching	Principals	41	93.1	03	6.8
		Teachers	123	97.6	03	2.4
6.	As a result of teacher creativity due to knowledge gained at workshops, students also tend to be creative in class	Principals	36	81.6	08	18.2
		Teachers	109	86.5	17	13.5

There was consensus of opinion between principals and teachers in response to item 18, 19 and 20 in table 4.2.4 which seeks the opinion of respondent on whether workshops and seminars have provided them with new and innovative ways of teaching, nothing new has been gained from the capacity building workshop I have attended and whenever the ideas gained from the capacity building are implored in classroom the students' interest is aroused, respectively. The percentages were 79.5% of principals and 74.6% of teachers disagreed; 90.9% of principals and 92.9% of teachers agreed; and 97.7% of principals and 98.4% of teachers agreed respectively. This means

that workshops and seminars should be guided towards arousing teachers' interest and instilling new and innovative ideas in them.

Meanwhile, items 21, 22, and 23 solicited the opinion of respondent on when new ideas learnt at the workshop are constantly put to use students perform better, capacity building helped me in the local production and use of instructional materials in teaching, and as a result of teachers creativity due to knowledge gained at workshops, students also tend to be creative in class respectively.

The percentages were 90.9% of Principals and 94.4% of Teachers; 93.1% of Principals and 97.6% of Teachers; and 81.6% of Principals and 86.5% of Teachers' respectively are of the belief that new ideas are learnt at workshops, and that there is an effect of the workshop on students' and teachers' creativity. Therefore, this has become imperative on government to increase the rate at which workshops are organized. This will certainly help to achieve educational goals at all levels.

4.2.5 The Opinion of Principals and Teachers on the Assessment of the Impact of Rural/Urban Teachers' Allowances as it Affects Teaching and Learning in FCT Junior Secondary Schools.

This section covers the opinion of principals and teachers on the assessment of the impact of rural/urban teachers allowance as it affects teaching and learning in FCT Junior Secondary Schools. Items covering this section include; 24, 25, 26, 27, 28, 29 and 30 all attempted to find out the impact of teachers' allowance on teaching and learning in urban/rural areas of Junior Secondary Schools. The item statements that seeks to find out the opinion of teachers and principals are; the introduction of rural/urban teachers' allowances has boosted the morale of teachers; the rural/urban teachers' allowance has helped retained teachers in rural schools; the rural/urban teachers' allowances has no any positive impact on teaching and learning; the rural/urban teachers' allowances has attracted teachers to work with FCT education than elsewhere. As a result of the implementation of rural/urban allowances teachers put in more effort and the students performance improved as a result of the urban/rural allowance, teachers have been willingly partaking in extra-mural lessons; and the allowances are only beneficial to those in rural areas alone. Details of the responses are contained in table 4.2.5 below;

Table 4.2.5 Responses of principals and teachers on the assessment of the impact of rural/urban teachers' allowances on teaching and learning in FCT junior secondary schools.

S/N	ITEM STATEMENT	CATEGORY	RESPONSES			
			AGREED		DISAGREED	
			F	%	F	%
1.	The introduction of rural/urban teachers' allowance has boosted the morale of teachers.	Principals	30	68.2	14	31.8
		Teachers	104	82.6	22	17.4
2.	The rural/urban teachers' allowances have helped retained teachers in rural schools.	Principals	22	50	22	50
		Teachers	47	37.3	79	62.7
3.	The rural/urban teachers' allowance has no positive impact on teaching and learning.	Principals	37	84	07	15.9
		Teachers	93	73.9	33	26.2
4.	The rural/urban teachers allowance has attracted teachers to work with FCT education than elsewhere.	Principals	28	63.7	16	36.4
		Teachers	100	79.3	26	20.6

5.	As a result of the implementation of rural/urban allowances teachers put more efforts and students' performance improved.	Principals	30	68.1	14	31.8
		Teachers	67	53.2	59	46.8
6.	As a result of rural/urban allowances teachers have been willingly partaking in extra mural lessons	Principals	22	50	22	50
		Teachers	41	32.5	85	67.4
7.	The allowances are only beneficial to those in rural areas alone	Principals	07	15.9	37	84
		Teachers	41	32.5	85	67.4

There were uniform opinion between principals and teachers in response to item 24, 26 and 27 in table 4.2.5 which solicits the opinion of respondents that, the introduction of Rural/Urban teachers' allowance has boosted the morale of teachers; the Rural/Urban teachers' allowance has no positive impact on teaching and learning; and the rural/urban teachers' allowance has attracted teachers to work in FCT education than elsewhere.

The percentages were 68.2% of Principals and 82.6% of Teachers; 84% of Principals and 73.9% of Teachers; and 63.7% of Principals and 79.3% of Teachers respectively.

This has indicated that allowances to teachers certainly help to boost the teachers' morale and also impacted on the students' learning. This by implication means the use of incentives is encouraged by educational administrators. While item 25 and 29 which seeks the opinion of respondents on whether the rural/urban allowances has helped retained teachers in rural schools, and as a result of rural/urban allowances teachers have been willingly partaking in extra mural lessons, with percentages as 50% of Principals and 37.3% of Teachers and 50% of Principals and 32.5% of Teachers respectively. This has shown contradiction in the two opinions, the Principals agreed while the Teachers disagreed. We may interpret this in line with differences in position. But on a general note all workers need encouragement irrespective of position or geographical location.

Also, there was consensus of opinion in item 28 and 30 which seek to find out the opinion of the respondents in as a result of the implementation of rural/urban allowance, teachers put more effort and students' performance improved and the allowances are only beneficial to those in

rural areas alone. The percentages were 68.1% of Principals and 53.2% of Teachers; and 84% of Principals and 67.4% of Teachers respectively.

This indicates that the programme of rural/urban allowances helped to improve students' performance and also the idea that only those in rural areas benefit from the allowances is never true. All of the above shows that, proper funding of education is a factor for its success. Therefore, education needs to be placed in its right place in the national budget having 26% as recommended by United Nation Educational Scientific and Cultural Organization. (UNESCO).

4.3 Hypotheses Testing

Five hypotheses were formulated and tested. They were based on the data collected from the items which are related to the assessment of the impact of educational programmes of FCT on teaching and learning in the Junior Secondary Schools of Abuja.

T-test method of analysis was adopted in testing the hypotheses. The level of significance used for the study was 0.5, therefore hypotheses is rejected when the P. value > 0.05, while it is retained when P< 0.05 at the level of significance.

4.3.1 Hypothesis 1

There is no significant difference in the opinion of Principals and Teachers on the assessment of ICT programme on the achievement of educational goals in FCT Junior Secondary Schools.

The data under this section were collected in the questionnaire from item 1 to 6 which solicits the opinion of respondents on the assessment of ICT programme on the achievement of quality teaching and learning in the junior secondary schools. T-test statistical method was used in analyzing the responses as the results were presented in table 4.3.1.

Table 4.3.1: T-test summary on the opinions of principals and teachers on the assessment of ICT programme on the achievement of quality teaching and learning in FCT junior secondary schools.

Variables	N	$\bar{X}$	STD	SE	t	Db	P	t-critical
Teachers	126	18.7540	3.1766	.2830	.612	168	.542	1.96
Principals	44	18.4091	3.3433	.5040				

The table 4.3.1 shows that the t-calculated (.612) is less than the t-critical (1.96) at 0.05 level of significance and at degree of freedom (168). The level of significance P (.542) is greater than 0.05 which indicates that

there is no significant difference in the opinion of the two variables. Therefore, this shows that the null hypothesis is retained.

4.3.2 Hypothesis II

There is no significant difference in the opinion of Principals and Teachers on the assessment of the implementation of home grown school feeding and health as it affects quality teaching and learning in FCT Junior Secondary Schools.

The data under this section were collected in the questionnaire from item 7 to 12 which seek the opinion of respondents on the implementation of Home Grown School Feeding and Health as it affects quality teaching and learning in FCT Junior Secondary Schools. t-test statistical method was used in analyzing it responses as the results were presented in table 4.3.2.

Table 4.3.2: T-test summary on the opinion of principals and teachers on the assessment of the implementation of home grown school feeding and health as it affects quality teaching and learning in FCT junior secondary schools.

Variables	N	$\bar{x}$	STD	SE	t	db	P	t-critical
Teachers	126	17.5635	1.7731	.1580	.681	168	.497	1.96
Principals	44	17.3182	2.7173	.4097				

Table 4.3.2 shows that the t-calculated (.681) is less than the t-critical (1.96) at 0.05 level of significance and at a degree of freedom 168. The observed level of significance p (.497) is greater than 0.05 which indicates that there is no significant difference between the two variables. This shows that the null hypothesis is retained.

4.3.3 Hypothesis III

There is no significant difference in the opinion of Principals and Teachers on the effectiveness of the distribution of 3 core subject textbooks to students as it affects teaching and learning in FCT Junior Secondary Schools.

The data under this section were collected in the questionnaire from item 13 to 17 which seek the opinion of respondents on the effectiveness of the distribution of 3 core subject textbooks to students. t-test method of analyzing the responses was presented in table 4.3.3.

Table 4.3.3: T-test summary on the opinion of principals and teachers on the effectiveness of the distribution of free core-subject textbooks to students as it affects quality teaching and learning.

Variables	N	$\bar{x}$	STD	SE	t	df	P	t-critical
Teachers	126	19.1190	2.1037	.1874	.759	168	.449	1.96
Principals	44	19.4091	2.3949	.3611				

Table 4.3.3 shows that the t-calculated (.759) is less than the t-critical (1.96) at the level of significance 0.05 at the degree of freedom 168. Therefore, the observed level of significance P(.449) is greater than 0.05 which means there is no significant difference between the two variables. This means that the null hypothesis is retained.

4.3.4 Hypothesis IV

There is no significant difference in the opinion of Principals and Teachers on the effect of capacity building on the morale and quality of teaching and learning in FCT Junior Secondary Schools.

The data under this section were collected in the questionnaire from item 18 to 23 which seek the opinion of respondents on whether capacity

building affect the morale and quality of teaching and learning. t-test method of statistical analysis was used to analyze the responses and the results were presented in table 4.3.4.

Table 4.3.4: t-test summary on the opinion of Principals and Teachers on the effect of capacity building on the morale and quality of teaching and learning in FCT Junior Secondary Schools.

Variables	N	$\bar{x}$	STD	SE	t	df	P	t-critical
Teachers	126	19.4206	3.3570	.2991	.612	168	.542	1.96
Principals	44	19.7727	3.6654	.5526				

Table 4.3.4 shows that the t-calculated of (.612) is less than the t-critical (1.96) at 0.05 level of significance and at the degree of freedom 168. The observed level of significance P(..542) is greater than 0.05 which means there is no significant difference between the two variables. Therefore, the null hypothesis is hereby retained.

4.3.5 Hypothesis V

There is no significant difference in the opinion of Principals and Teachers on the assessment of the impact of Rural/Urban teachers' allowances as it affects teaching and learning in FCT Junior Secondary Schools.

The data under this section were from item 24 to 30 in the questionnaire which seeks the opinion of respondents on the impact of Rural/Urban teachers' allowances on teaching and learning. T-test method of analysis was used to analyze the data; meanwhile the results were presented in table 4.3.5.

Table 4.3.5: t-test summary on the opinion of principals and teachers on the assessment of the impact of rural/urban teachers' allowances as it affects the teaching and learning in FCT junior secondary schools.

Variables	N	$\bar{x}$	STD	SE	t	df	P	t-critical
Teachers	126	19.4206	3.3570	.2991	-.585	168	560	1.96
Principals	44	19.7727	3.6654	.5526				

The table 4.3.5 indicates that the t-calculated of (-.585) is less than the t-critical (1.96) at 0.05 level of significance at the degree freedom 168. The observed level of significance P(560) is greater than 0.05 which shows that there is no significant difference between the variable. Therefore, the null hypothesis is hereby retained.

4.4 Table 4.4: Summary of hypothesis testing

S/N	HYPOTHESIS	STATI-STICAL TEST	SIGNIF-ICANCE LEVEL	RESULT	RESTATED HYPOTHESIS
1.	There is no significant difference in the opinion of Principals and Teachers on the assessment of ICT programme on the achievement of educational goals in FCT Junior Secondary Schools.	t-test	0.05	Retained	There is no significant difference in the opinion of Principals and Teachers on the assessment of ICT programme on the achievement of educational goals in FCT Junior Secondary Schools.
2.	There is no significant difference in the opinion of Principals and Teachers on the implementation of home grown school feeding and health as it affect quality teaching and learning in FCT Junior Secondary Schools.	t-test	0.05	Retained	There is no significant difference in the opinion of Principals and Teachers on the implementation of home grown school feeding and health as it affects quality teaching and learning in FCT Junior Secondary Schools.

3.	There is no significant difference in the opinion of Principals and Teachers on free distribution of 3 core subject textbooks to students as it affect quality teaching and learning in FCT Junior Secondary Schools.	t-test	0.05	Retained	There is no significant difference in the opinion of Principals and Teachers on free distribution of 3 core subject textbooks to students as it affects quality teaching and learning in FCT Junior Secondary Schools.
4.	There is no significant difference in the opinion of Principals and Teachers on the effect of capacity building on the morale and quality of teaching and learning in FCT Junior Secondary Schools.	t-test	0.05	Retained	There is no significant difference in the opinion of Principals and Teachers on the effect of capacity building on the morale and quality of teaching and learning in FCT Junior Secondary Schools.
4.	There is no significant difference in the opinion of Principals and Teachers on the	t-test	0.05	Retained	There is no significant difference in the opinion of

	impact of rural/urban teachers' allowances as it affects teaching and learning in FCT Junior Secondary Schools.				Principals and Teachers on the impact of rural/urban teachers' allowances as it affects teaching and learning in FCT Junior Secondary Schools.

4.5 Major Findings

The following are the major findings deducted from the study on e-learning;

- The introduction of e-learning in FCT junior secondary schools has made many parents to withdraw their children from private schools to public schools.
- Students are always excited when attending the lesson because of the innovative way of teaching and learning the programme brought. And due to the excitement they pay more attention and thus learn better.
- Teachers were voluntarily and willingly enrolling in computer schools to acquire some ICT skills in order to teach using the e-learning method, which is easier, smarter and very effective than the traditional teaching method.

- Due to its proven effectiveness, the programme is being expanded in more 12 schools.

Home Grown Feeding and Health programme.

- Due to the introduction of the programme enrolment increased tremendously.
- There is a drastic decline in school dropout among the students especially in areas like Abaji and Kwali Area Councils.
- Happy schooling days have returned by the introduction of the midday-meal. Students are happy to go to school and they stay till the end of the schooling hours.
- Malnourishment has been improved among the students.

Distribution of free core-subject textbooks

- It encouraged enrolment and retention because indigent students too possess textbooks and that reduced the burden on parents
- It boosted the morale of both students and teachers thereby encouraging learning.
- It helped in mobilizing parents to send their wards to school, having witnessed the free distribution of books to their children.

Capacity building of principals and teachers

- It helped reposed some confidence in the teachers, for they approach their work with zeal and new ideas.
- It helped in boosting the morale of both the teachers and principals.
- The use of instructional materials during lessons increased due to the ideas they learnt at the workshops.
- The workshop allowances paid to teachers and principals helps make them attend the trainings regularly.

Rural/Urban teachers allowances

- It helps retain teachers in rural areas and it equally helped in attracting qualified teachers to FCT.
- Since teachers earn more than the administrators in the office, there is less pressure by teachers to transfer their services to offices, instead they prefer to remain in the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The content of this research work is divided into five chapters, having each chapter containing a major aspect of the study. Chapter one delves on the background of the study, statement of the problem, objectives of the study, research questions, hypotheses, basic assumptions, significance of the study, scope and delimitations.

While chapter two attempted to review related literature to the topic of study on which focus was on the conceptual framework of the study, the concept planning, approaches to planning, review of Maslow Theory of Human needs, brief history of Nigerian education policies, secondary education policy, An overview on educational policy, teacher as an important tool in teaching and learning process, teaching and learning in education, funding of education, causes of underfunding of education, factors hindering the implementation of educational programmes, an overview of FCT educational programmes, and lastly, the summary of the chapter.

However, chapter three of the study delve on the methodology used in conducting the study. It comprises of an introduction to the chapter, research design, population of the study, sample and sampling procedure, research instrument, validity and reliability of the instrument, pilot test, administration of instrument and method of data analysis.

Chapter four presented the findings and discussions of the data collected on the research. The data were presented in tables to establish the relationship between the variables under study. The t-test statistical method was used in testing the hypothesis of the study and percentages were implored to get results of the data. Consequently, the entire five hypotheses were retained.

The method of data collection of this study is by the use of questionnaire. The total population of the study is 170 while 44 are principals and 126 are teachers. The data collected was statistically analyzed using t-test method under the following instruments; percentages, means, standard deviation, standard error and probability.

Items were statistically analyzed based on the above instrument to determine the level of significance for the formulated hypothesis, as a result of that; the following findings were made;

1. There is no significant difference on the perception of principals and teachers on the role of e-learning programme in the achievement of educational goals in FCT junior secondary schools.
2. There is no significant difference on the perception of principals and teachers that home grown feeding and health programme helps in the achievement of educational goals in FCT junior secondary schools.
3. There is no significant difference on the perception of principals and teachers on the importance of distribution of free core-subject textbooks to students on teaching and learning in FCT Junior secondary schools.
4. There is no significant difference on the perception of principals and teachers on the importance of capacity building as it affects the morale and quality of teachers in the FCT junior secondary schools.
5. There is no significant difference on the perception of principals and teachers on the effect of the implementation of Urban /Rural teachers allowance on teaching and learning in FCT junior secondary schools.
6.

5.2 Conclusions

As a result of the findings of this research, the following conclusions are made;

The introduction and subsequent implementation of the educational programmes of the Federal Capital Territory Abuja in her Junior Secondary Schools has tremendous effect on the educational fortunes of the Territory and so it should be highly encouraged.

The first research question attempted to find out the perception of principals and teachers on the role of e-learning in the achievement of educational goals in the F.C.T. And going by the responses, it could be concluded that, the principals and teachers have agreed that, the programme has seriously improved teaching and learning in FCT Junior Secondary Schools.

The second research question attempted to find out if there is any significant difference on the perception of principals and teachers that Home Grown Feeding and Health programme helps in the achievement of educational goals in the FCT junior secondary schools.

The responses indicated that the program has really aided in the attainment of educational goals in the junior secondary schools of the FCT, because it did not only encourage enrolment and health status, but it also improved students' nourishment and health status. Both principals and students agree on this finding.

The third research question was an attempt to assess the effect of the distribution of free core-subject textbooks to students as it affects teaching and learning in FCT junior secondary schools. The finding reveals that both principals and teachers have unanimously agreed that, free distribution of core- subject text books tremendously helps the learners to read ahead of the lesson, do their home work easily, and it equally helps to eliminate the distinction between the indigent students and the affluent ones, because everyone has the textbooks.

On the part of teachers too, it helps them prepare for their lessons easily, and to also conduct the lesson. Giving homework or class assignment is also made easier with the availability of textbooks to students.

The fourth research question seek to find out the effect of Capacity Building on the morale and quality of teaching and learning in FCT junior secondary schools. The outcome of the finding reveals that both principals

and teachers strongly agree that workshop and seminars have provided them with new and innovative ways of teaching. But they both disagree strongly that nothing new has been gained from the capacity building workshops they have attended. The finding equally reveals that whenever the ideas gained from the capacity building are implored in the classroom the students' interest is aroused. And when new ideas learnt at the workshops are constantly put to use students perform better. In addition, the research question also found out that capacity building helped teachers' in the local production and use of instructional materials in teaching. And as a result of that, teachers creativity due to knowledge gained at workshops, students also tend to be creative in class. With these findings one could simply conclude that capacity building serves as the means by which teachers could be made ready to face the challenges of dynamism in the art of teaching and learning. And it also serves as a morale booster to both the teachers and principals.

The fifth and the last research question seek to find out the impact of Rural /Urban teachers allowances as it affect teaching and learning in FCT Junior secondary schools.

The findings reveal that both the principals and teachers agreed that the introduction of rural /urban teachers allowance has boosted the morale of teachers. They both also agree that Rural/Urban teachers allowance has helped retained teachers in rural schools. But they both disagree that the Rural /Urban teachers allowance has any positive impact on teaching and learning. Instead their response indicates that the allowance helped to boost the morale of teachers thereby making them do their work happily and diligently, and by so doing, improve teaching and learning.

More so, the research findings also reveal that the Rural/Urban teachers allowance has attracted teachers to work with FCT education than elsewhere. It also reveals that both principals and teachers agreed that as a result of the implementation of rural/urban allowance teachers put in more effort and the students performance improved. They also agree that as a result of the incentive teachers have been willingly partaking in extra-mural lessons, thereby improving students' performances. But lastly, both the principals and teachers disagree that the allowances are only beneficial to those in rural areas alone. They instead indicated that, the allowance is beneficial to both teachers in rural and urban areas.

However, it has been a thing of worry for FCT education authorities in containing the complaints and request of so many teachers to be transferred to urban areas where they could engaged in other jobs like “house to house lesson” to make more income than being in rural area where parents are not financially capable of hiring the services of home lesson teachers. But with the introduction of the Rural/Urban teachers’ allowances the problem has been curtailed. So many teachers now stay in rural areas having the allowances compensating for the supposed home lesson.

5.3 Recommendations

As a result of the above findings, it is evident that the educational programmes implemented by the FCT education authorities have tremendously helped in improving teaching and learning in FCT junior secondary schools, thereby making the objectives of Universal Basic Education realizable. And possibly if the programme is continued and improved upon we may be able to attain the Millennium Development Goals (MDG) target of education for all by 2015.

And in pursuance of improving the fortunes of teaching and learning the following recommendations are made;

1. The use of Information and Communication Technology tools for classroom instruction should be a main priority for F.C.T. education authorities. It has become imminent to invest in the e-learning due to its proven effectiveness in teaching and learning. Despite its capital intensiveness, e-learning benefits have surpassed any financial implication, as such, conscious effort should be made to ensure its expansion, continuity and the encouragement of Non- Governmental Organizations (N.G.O.) to aid the government in making the programme a success not only in FCT but in Nigeria as a whole.

2. If the dictum that, a sound body begets a sound mind and a sound mind learns better is anything to go by, then it is pertinent to implement the Home grown feeding and health programme in not only the Junior Secondary Schools of the F.C.T but in all Nigeria's Junior Secondary Schools. Apart from promoting health and fighting malnourishment, the programme encourages mass enrolment of school-age children thereby helping to the realization of the goal of Millennium Development Goal of making education free, universal and compulsory. So if FCT and Nigeria as a whole wants to meet the 2015 target of Education for All, then the implementation of Home Grown

Feeding and Health programme should be paramount in her educational programmes.

3. The distribution of free core-subjects textbooks to all Junior Secondary School students of the FCT is a programme worth encouraging and emulation by other states of the federation. The fact that the programme helps in easing learning and teaching, it equally helps in improving students' performance and bridging the gap between indigent and well to-do students. As a result of that, it is recommended that apart from the core-subjects, efforts should be made to also distribute textbooks of non-core subjects, or in the alternative, all schools should have libraries where adequate textbooks of all subjects would be made available to the students. And since the distribution of the free textbooks does not only help students but teachers too, in planning their lessons, its continuity and expansion should be encouraged.

4. Capacity building is one way by which the FCT education authority improves the quality of her teachers at the same time boost their morale. And the fact that so many of the teachers might have graduated for quite some years and needed to be abreast of the latest teaching techniques, workshops and seminars then becomes inevitable. Capacity building has to be

done in every aspect of teaching and learning and to every teacher and principal. What has been learnt at the workshops should be implemented and there should be strict supervision and compliance to the recommendations of such workshops. Teachers must be encouraged to be innovative and thirsty for knowledge.

5. The Rural/Urban teachers' allowances have been introduced to serve as an incentive for teachers only. It is meant to encourage both those in Urban and Rural areas to perform better and consequently achieve some level of improvement in teaching and learning in FCT Junior Secondary Schools. So it is highly recommended that the FCT Education authority, continue with this laudable programme. From time to time the allowances should be reviewed upwards depending on the economic hardship in the society. Apart from the allowances, other incentives like well furnished school quarters with electricity should be provided in rural areas. This will further encourage teachers to stay in rural areas and the demand for transfer to urban areas will drastically reduce.

5.4 Suggestions for Further Studies

The researcher hereby makes these suggestions to buttress further studies in the light of the present research.

The following areas should be considered in the further research:

1. The challenges of e-learning concept and its effect on teaching and learning in Junior Secondary Schools of Abuja Municipal.
2. The influence of Home Grown Feeding and Health Programme on the achievement of Millennium Development Goal (MDG) of Education for all in Abuja Junior Secondary Schools.

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A QUESTIONIARE ON THE ASSESSMENT OF THE IMPACT OF EDUCATIONAL PROGRAMMES ON TEACHING AND LEARNING IN JUNIOR SECONDARY SCHOOLS OF ABUJA.

Department of Educational

Foundation and Curriculum

ABU, Zaria

Dear Sir,

REQUEST TO FILL A QUESTIONNAIRE

I am a post graduate student in the above mentioned department. I am currently undertaking a research on the topic "Assessment of the Impact of Educational Programmes on Teaching and Learning in Junior Secondary Schools of Abuja".

The purpose of this letter is to seek for your cooperation in filling the attached questionnaire. Your cooperation without doubt will assist in completing this research and possibly help to upgrade education in FCT.

Thank you.

Yours faithfully,

Yakubu Ibrahim

SECTION 'B'

General Information: Please tick in the appropriate box ( )

3. **GENDER**
   Male ( ); Female ( )

4. **STATUS**
   Principal ( ); Teacher ( )

5. **Educational Qualification**
   NCE ( ), B.Ed ( ), M.Ed ( ), Others ( )

6. **AGE**
   25-30 ( ), 30-35 ( ), 35-40 ( ), 40 above ( )

7. **YEARS OF EXPERIENCE**
   1-10 years ( ), 10-15 years ( ), 15-20 years ( ), 20 above ( )

SECTION 'C'

The following questions are to be answered by ticking in the appropriate column provided by (√).

The options were abbreviated as (SA) Strongly Agreed; (AG) Agreed; (SD) Strongly Disagreed and (DA) Disagreed.

SECTION 'D'

ASSESSMENT OF ICT PROGRAMME ON THE ACHIEVEMENT OF EDUCATIONAL GOALS IN FCT JUNIOR SECONDARY SCHOOLS

S/N	STATEMENT	SA	AG	SD	DA
1	The use of classmate PC has tremendously enhanced learning among students.				
2	Classmate PC has made teaching more easily and effective.				
3	The use of classmate PC has impacted the needed ICT skills among students and teachers.				

4	The use of PC for lessons attracts students' attention and encourages comprehension better than the traditional teaching method.				
5	The introduction of the ICT programme has influenced parents to send their children to schools where the programme is being implemented				
6	There is improvement in examination results due to the use of classmate PC in schools.				

SECTION 'E'

ASSESSMENT ON THE IMPLEMENTATION OF HOME GROWN SCHOOL FEEDING AND HEALTH AS IT AFFECTS QUALITY TEACHING AND LEARNING IN FCT JUNIOR SECONDARY SCHOOLS

S/N	**STATEMENT**	**SA**	**AG**	**SD**	**DA**
7	The Home grown feeding programme has helped improve malnourishment among students.				
8	Implementation of school feeding has encouraged enrolment of girl-child.				
9	Due to the programme, the health status of the students has improved.				
10	School feeding and health programme makes teachers work easier in the class when students are well-fed.				

11	The host community has been partaking in the feeding by providing food items.				
12	Feeding time disrupts lessons when meals are not served on time.				
SECTION 'F' **ASSESSMENT OF FREE DISTRIBUTION OF TEXTBOOKS TO STUDENTS AS IT AFFECTS TEACHING AND LEARNING IN FCT JUNIOR SECONDARY SCHOOLS**					
13	Free distribution of core subject textbooks eases learning and teaching.				
14	Students' performance improves as a result of availability of textbooks.				
15	Textbooks given to students make class work and assignment easy.				
16	Free distribution of core subject textbooks increases enrolment and retention				
17	Textbooks help students to read ahead of teachers as such it makes learning easier.				

SECTION 'G' **ASSESSMENT OF THE EFFECT OF CAPACITY BUILDING ON THE MORALE AND QUALITY OF TEACHING AND LEARNING IN FCT JUNIOR SECONDARY SCHOOLS**					
S/N	**STATEMENT**	**SA**	**AG**	**SD**	**DA**
18	Workshops and Seminars have provided me with new and innovative ways of teaching.				
19	Nothing new has been gained from the capacity building workshops I have attended.				
20	Whenever the ideas gained from the capacity building are implored in the classroom the students' interest is aroused.				
21	When new ideas learnt at the workshops are constantly put to use students perform better.				

22	Capacity building helped me in the local production and use of instructional materials in teaching.				
23	As a result of teachers creativity due to Knowledge gained at workshops, students also tend to be creative in class.				

SECTION 'H'

ASSESSMENT ON THE IMPACT OF RURAL/URBAN TEACHERS' ALLOWANCES AS IT AFFECTS TEACHING AND LEARNING IN FCT JUNIOR SECONDARY SCHOOLS.

S/N	**STATEMENT**	**SA**	**AG**	**SD**	**DA**
24	The introduction of Rural/Urban teachers' allowances has boosted the morale of teachers.				
25	The Rural/Urban teachers allowance has helped retained teachers in rural schools.				
26	The Rural/Urban teachers allowance has no any positive impact on teaching and learning.				
27	The Rural/Urban teachers allowance has attracted teachers to work with FCT Education than elsewhere.				
28	As a result of the implementation of Rural/Urban allowances teachers put in more effort and the students performances improved.				
29	As a result of the Urban/Rural allowances teachers have been willingly partaking in extra-mural lessons.				
30	The allowances are only beneficial to those in rural areas alone.				