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Preface

Department of Educational Studies was established under the Faculty of Education with the approval of the Academic Council of the University of Okara in its 7th meeting held on June 18, 2020. More than 200 hundred students are currently enrolled in the department, which has national, international visiting, and regular faculty committed to expanding students' capacity through quality education, research, and training.

The department provides students with the opportunities to learn about a broad range of courses in the discipline of education in relevance to the national and international trends that may promote critical thinking among the students allowing them to produce innovative knowledge and gain skills of teaching, researching, and educating the people so that they can become a responsible, valuable and productive citizen. The students are encouraged to draw on interdisciplinary methods of critical analysis to bring a positive change in society.

Aligned with the vision of the department, the bi-annual research journal **Archives of Educational Studies (ARES)** aims to provide research findings and promote scholarship in various fields of educational studies such as educational practices, examinations of new procedures, cross-cultural education, education development, education policy, educational evaluation, educational leadership, educational psychology, educational technology, gender and education, urban education, literacy, research methodology, sociology of education, and other areas of education.

I would highly appreciate the efforts of the first Vice Chancellor of the University of Okara, **Prof. Dr. Muhammad Zakria Zakar,** who always appreciated generating innovative ideas and providing various forums to execute and disseminate research. The production of this journal was never possible without his support and appreciation. We look forward to our readers for their feedback to further improve and increase the circulation of this journal among the national and international scholarly communities.

Editor

Acknowledgment

The Editor and Managing Editor express their thanks and appreciation to the members of the ARES Editorial Board who were engaged during the production of the first issue of this journal. The ARES Editorial Board thanks the colleagues from Pakistan and abroad for their advice on the manuscripts submitted to the journal and valuable feedback to the authors whose papers they reviewed.

We pay special thanks to the Vice Chancellor of the University of Okara, **Prof. Dr. Muhammad Zakria Zakar,** who appreciated and supported launching this journal and who believes that "creation of knowledge has been at the heart of economic growth and social well-being since time immemorial. The disparities in the productivity and growth of different countries have far less to do with their natural resources than with their ability to improve the human capital by creating new knowledge and ideas." This serves the vision of this scholarly production.

Contents

Education for Sustainable Development as a Vehicle for Transformative Learning: A Case for Teacher Education in Zimbabwe

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Abstract

Education for Sustainable Development has been viewed as a tool for socio-economic and ecological transformation. Teacher education institutions have made an attempt to adopt ESD as a contemporary curriculum issue. The purpose of the study was to assess the extent to which Teacher Education Institutions are mainstreaming Education for Sustainable Development in Curriculum practice. A qualitative study of one teacher training college was undertaken. Staff members and residential student teachers constitute the population of the study. Stratified random sampling was conducted to staff members as well as to students. In depth interviews and document analysis were used as data gathering instruments. Content analysis was used to sort data into codes, patterns and themes. Findings reveal that lecturer respondents noted that Education for Sustainable Development content in most curricular subjects remained generic requiring a pedagogical paradigm shift and a wholesome overview of perceptions and current life practices. Further findings show that pedagogical approaches did not shift towards problem-based learning that could stimulate problem solving and critical thinking skills necessary for solving real life problems. Additional findings were that soft skills assessment that is continuous is not inherent within the current formative assessment design of the institution. The study

contributed to knowledge, theory and practices in Teacher Education by proffering suggestions on how Education for Sustainable Development can be fully embraced in order to transform learning, increase ecological literacy and prompt action towards solving existing ecological crisis.

Key words: Transformative learning; Education for Sustainable Development (ESD).

Introduction

There is a general observation that globally societies in many instances have chosen unsustainable ways of resource extraction, consumption and general livelihood (Svanstrom, Lozano-Garcia & Rowe, 2008; Varady, Zuniga-Teran, Gerlak, & Megdal, 2016). The thrust now is for communities to reverse unsustainable actions by being ecologically conscious through ecological literacy that should culminate into social change. Such social change entails a paradigm shift towards development that is sustainable to avert prevailing ecological crisis and an impending environmental collapse. Although various scholarly definitions of sustainable development are advanced in literature (Bruntland, 1987; Grosseck, Tiru & Bran, 2019; Hallinger & Nguyen, 2020; Keahey, 2021) most of these converge on the notion that it is development that meets economic, social and environmental needs and aspirations of societies in ways that foster symbiotic relationships that benefit present and future generations.

This entails development that is sustained by holistic, mutually inclusive creation of synergies aimed at use, deployment and conservation of existing resources inclusive of integrated and interdisciplinary approaches of knowledge and skills development needed for a sustainable future. UNESCO (2014) defines Education for Sustainable Development (ESD) as a type of education that endeavours to empower and place responsibility on individuals and groups of people to create a sustainable future.

This study adopts Grosseck's et al. (2019) definition of ESD which views it as teaching that puts sustainability at its core. Such an approach to teaching endows learners with leadership and management skills, knowledge, literacies, values and attitudes requisite for shaping a sustainable future (Grosseck et al., 2019). Svanstrom et al. (2008) argue that education will play a crucial role in this adaptation towards sustainable

development. Several international conferences such as the Rio Earth World Summit (1992) have been convened culminating into significant resolutions on ESD and the role of higher education.

Teacher education as part of human capital development produces change agents who must steer societies towards sustainable development. Moore (2005) advocates for reforms in institutions of higher education to align curriculum with ESD frameworks and avert the environmental degradation that is currently a feature of most societies. Regrettably, Orr (1992) observed that most institutions still educate at all levels as if no crisis exists. Concurring, O'Sullivan (1999) advocates for a progressive reforms in the curriculum of higher education in order to create agents of change who are conscious of and can put an end to the current ecological crisis. Has teacher education continued in the comfort of subject oriented teaching and learning, ignoring the transformative learning approach to knowledge generation? One of the five fundamental types of learning advocated for by ESD is learning to transform oneself and society. Higher education in general and teacher education in particular has to be responsive to principles and practices of ESD and embrace these changes through not just learning to transform (*transformative learning*) but also learning by doing.

Purpose of the Study

This study therefore sought to find out the extent to which Teacher Education responded to issues of sustainability.

Objectives

The study sought to:

1. assess the extent to which current instruction delivery in teacher education has responded to ESD expectations.
2. examine perceptions of college students and lecturers on ESD.
3. evaluate the benefits of ESD.

Literature Review

There is a general agreement in literature (Wals & Jickling, 2002; Leal-Filho, Manolas & Pace, 2015; Franco, Saito, Vaughter, Whereat, Kanie & Takemoto, 2019) that higher education is one way that governments can use to foster a new world order with socio-economic development that is anchored on sustainability. Higher education including teacher education

has the autonomy to craft own curriculum that should adequately respond to economic, social, ecological and or political demands. Many governments and teacher education institutions have responded to chapter 36 of Agenda 21, on Education, Training and Public Awareness which premises education as critical for eliciting sustainable development and enhancing the capacity of the people to address environmental and development issues, (Calder & Clugston, 2002) by greening the curriculum, (UNESCO, 2002). UNESCO (2007) acknowledges that teacher education institutions in Africa, Asia, the Carribean, Europe and North America have made efforts to reorient their curriculum to address issues of sustainability.

With technical and financial support from the Secondary Teacher Training Environmental Education Programme (St^{2}eep) teacher education institutions in Zimbabwe undertook a programme of curriculum greening. UNESCO (2002) observed that effective communication and negotiating consensus among stakeholders is an indispensable ingredient for curriculum greening. The greening process should be backed by institutional policies covering such areas as; selection and training of lecturers, incentives, and assessment. Advocacy and training in Education for Sustainable Development are critical for buy-in by lecturers, students and the community. What was the extent of curriculum greening and the buy-in by college administrators, lecturers, and students in teacher training institutions?

The form of learning associated with ESD in many respects is embodied in the tenets of transformative learning (Svanstrom et al., 2008). Mezirow (1997) explains transformative learning as a process of effecting change in a frame of reference through critical reflection of both habits of mind and points of view. Transformative learning should realise changes in assumptions, perspectives and behaviour, (Cranton, 1992) while Boyd (1989) includes change in the self. ESD advocates for lifelong learning and perceives the educational needs of people as constantly changing with time (UNESCO, 2014). Problem- and Project-Based Learning is the pedagogy associated with ESD. The Higher Education Academy (2014) purports that teaching and learning approaches that are considered effective in the context of ESD tend to have an authentic aspect, allowing students to transfer their learning to real life problems and situations. Students are

asked to solve real world problems similar to those they will encounter in their real professional life and are empowered to provide solutions, (Steinemann, 2003; Wals & Jickling, 2002). Participatory methodologies which stimulate higher order thinking including action research/case studies, explorations/experiential project work, stimulus activities such as stories and plays generate transformation.

The role of the educator transforms to facilitation and co-learning, (Mezirow, 1997; Wals & Jickling, 2002 and Cranton, 1994), giving up positions of power and monopoly to knowledge sources (Cranton, 1996) resulting into discomfort. Moore (2005) discovered that students are comfortable with subject-oriented learning and become uncomfortable when alternative models of learning are introduced. Lecturers and students are jilted out of their comfort zones by ESD's prescription of participatory pedagogy. Since predisposition to engage in transformative learning is not a preserve of every student or lecturer, which pedagogies are being employed in teacher education institutions to scaffold ESD?

The Quality Assurance Agency for Higher Education and Advance HE (2021) proposes that assessment of ESD should test achievement of agreed outcomes through ongoing tasks that permit the development of critical thinking and problem solving. ESD provides a myriad of soft skills which are difficult to assess using conventional assessment techniques designed for hard skills. Has curriculum greening accommodated assessment of soft skills and how successfully has ESD been assessed in teacher education institutions?

Perceptions of higher education students on sustainable development are positive (Kagawa, 2007; Von der Heidt & Lamberton, 2011; Franco et al. 2019), while Sharma and Kelly (2014) observed that majority of students perceived ESD as a good thing. However, Kagawa (2007) argues that most students failed to explain the meaning of sustainable development, that is, student respondents could not give an 'even partially accurate answer.' It will be interesting to note whether students in teacher training institutions have a conceptual understanding of ESD. Ull, Martinez-Agent, Pinero and Aznar-Mingnet (2014) document as one of their findings that the majority of students were oblivious of how their daily activities negatively impacted the environment but had consensus that ESD was an appropriate strategy to reduce the existing ecological crisis. This study seeks to establish

perceptions of students in teacher training institutions taking cognisance that there is a shortage of research concerning how students perceive ESD, (Sharma & Kelly, 2014; Kagawa, 2007).

Educators in teacher training institutions find it challenging to embed sustainable development courses in the curriculum, (Von der Heidt & Lamberton, 2011). Challenges have been encountered in adopting transformative learning and interdisciplinary approaches required to peddle ESD because teacher trainers find it difficult to cede power and assume a role of perpetual and willing learners, (Cranton, 1996). Jones, Trier and Richards (2008) are of the opinion that there is general support for the integration of ESD in the curriculum, yet there exists fear and uncertainty among lecturers concerning real integration possibilities. Most lecturers view ESD in terms of curriculum content as opposed to the pedagogy employed.

With such perceptions how have lecturers in teacher training institutions embraced ESD as a concept and as practice? UNESCO (2007) acknowledges that ESD is recognised as important and central to success of sustainable development at international level as evidenced by several World Forums/Conferences and the declaration of a Decade of Education for Sustainable Development (DESD, 2005 – 2014) in 2002. What have been the success stories of ESD at institutional level?

Theoretical Framework

This study is informed by the Transformational Learning Theory (Dirkx, 1998) as was originally authored by Mezirow (1997) and the Critical Theory (Blewitt & Cullingford, 2004). Transformative learning provides a framework of how adults learn (Dirkx, 1998; Hidalgo et al. 2018), and mechanisms for transformational learning include experience, critical reflection and rational discourse (Mezirow, 1997). Mezirow framed two types of perspectives in transformative learning theory. The first perspective is meaning schemes which involves interpretation of specific knowledge, beliefs, value judgments, and feelings while in the second is meaning perspectives concerned with the rule systems governing perception and cognition (Scheele, 2015). He postulates that "critical reflectivity" is vital as a "critique of the premises or presuppositions upon which habits of expectation are predicated" (p. 15).

Mezirow explained that critical to transformation theory is the movement toward reflectivity in adulthood as a function of intentionality advanced through increased ability and experience, which may be significantly influenced by educational interventions (Enkhtur & Yamamoto, 2017). "Transformative learning involves an enhanced level of awareness of the context of one's beliefs and feelings, a critique of their assumptions and particularly premises, an assessment of alternative perspective, a decision to negate an old perspective in favour of a new one or to make a synthesis of old and new, an ability to take action based upon the new perspective, and a desire to fi t the perspective into the broader context of one's life" (Mezirow, 1991; p.161).

Adult students in teacher training institutions should learn through rational and critical reflection on their assumptions and beliefs. Dirkx (1988) believes that transformative learning emphasises on actualization of both the individual and society through reflection, dialogue, critique, imagination and action as problem based learning pedagogies that induce liberation and freedom. Pedagogies adopted for curriculum delivery in teacher education institutions should encompass sustainability. UNESCO (2011) claim that ESD aims to help people develop attitudes, skills, perspectives and knowledge to make informed decisions and act upon them for the benefit of themselves and others, now and in the future. Teacher education needs democratic reconstruction to accommodate problem solving pedagogies which embrace ESD principles and practices.

And for such a shift in perspectives to be realised, Blewitt and Cullingford (2004) believe that the use of Critical Theory in ESD will empower people to enact reforms that impact positively to a sustainable world order. Critical Theory was developed by the Frankfurt School and is reflective assessment oriented towards critiquing and changing the society as a whole. Critical Theory explains what is wrong with current social reality *(ecological crisis)*, identifies the change agents *(entire society including teacher training institutions)* and provide apparent parameters for criticism and achievable practical goals for the social transformation (*ESD*). Perceptions of both students and lecturers are an embodiment of the status quo acting as inertia towards effective implementation of ESD.

Significance of Study

Teacher training institutions will use results of this study to streamline inclusion of ESD into the curriculum. Scott and Gough (2004) are of the view that inclusion of ESD entails changes in developing college curriculum, designing the curriculum content and pedagogy. Colleges should bring in students everyday experiences and community perspectives into the curriculum. Teacher education pedagogy should skew assumptions, perceptions, beliefs and practices of students towards sustainability. Ecological literacy should be emphasised in teacher education with the power dichotomy between lecturers and students narrowing during knowledge generation within the didactic process.

Assessment should focus on soft skills with a bias towards continuous or college based assessment. Course work and examination weighting for accreditation has to be revised to reflect emphasis on formative assessment. Teacher training institutions through this study should adopt authentic assessment as a strategy. Issues of sustainability should not be theorised but modelled within teacher training institutions. Jones et al (2008) opine that, embedding ESD in the curriculum should be organised by head (*cognitive*), hands (*psychomotor*) and heart (*affective*). ESD should be a lived experience within Teacher training institutions.

Methodology

The study was qualitative in nature. Qualitative research seeks to understand the meaning people have constructed about the world; how people make sense of their world and the experiences they have in the world, (Merrian, 2005). Through this approach the study was able to get insights into how lecturers and students perceived ESD as a means to transformative learning. Participants were able to say out their thoughts instead of choosing from predetermined answers. A Teachers' College training secondary school teachers was used as a case for this study. The case study design was adopted because the phenomenon ESD cannot be separated from the real life context.

The population comprised four hundred and thirty seven (437) participants. 345 were resident finalist students in first term 2015 and ninety two lecturers. Lecturers formed two distinct categories (those who had been in the college from 2008 backwards and those who had joined college after

2008). Purposive sampling was used for selecting both student and lecturer respondents. Maximum variation sampling was employed to accommodate entire spectrum of subject areas constituting the curriculum. Respondents were conveniently drawn to represent all subject areas while information rich respondents such as Heads of Departments (HOD) and Heads of Subject (HOS) were purposefully included as part of the sample.

Focus group discussions with student respondents and face to face interviews with lecturers were conducted to generate data. Focus groups are based on group interviews that permit interaction between researcher and participants in order to generate data, (Kitzinger, 1995). This resulted in rich information where participants were able to discuss their perceptions. Semi-structured open ended questions were used to generate data during the interview sessions. Also follow up questions brought out deeper insights into the problem. To validate what had been collected from the interviews documents were analysed. Document analysis is a qualitative research method, (Bowen, 2009). Syllabi, assignments, tests, and examination question papers were analysed to validate data generated from interviews.

The research was explained to the head of institution and later to the participants. Both granted verbal consent. This was followed by collection of the important documents like syllabi, assessment tools and strategic plans for analysis. Dates and times for interviews were set. The use of document analysis and in-depth interviews enabled the triangulation of data collected.

The data collected is presented in text and the grounded theory was used to analyse the data. Responses from interviewees was named, categorised and described in search of deeper meanings that would answer the research question in this study.

Results

Fifteen lecturers out of a staff compliment of ninety-two were interviewed while two focus groups consisting of twelve (12) student teacher participants in each group participated in the in-depth interview discussions. Analysis of generated data reveals varied perceptions on the concept and practice of ESD.

Curriculum Content

Lecturing staff employed in college by 2008 indicated that they were involved in greening of college syllabi across the curriculum through the St^{2}eep programme. Staff members who joined college after 2008 were not privileged to participate in syllabi greening nor were they adequately inducted to embrace such a curriculum innovation. Student respondents during the focus group discussion revealed evidence of ESD fusion into various curricula subjects e.g. Geography and Environmental Studies (*climate and conservation*), Science (*renewable energy*), Chishona (*morals and culture conservation*).

However, lecturer respondents noted that ESD content in most curricular subjects remained generic requiring a pedagogical paradigm shift and a wholesome overview of perceptions and current life practices. Analysis of syllabi revealed that ESD concepts were pronounced in Science, Geography and Environmental Studies, Chishona, Clothing and Textiles, Food and Nutrition, Art and Music but remained apparent across other curriculum areas. One lecturer interviewee questioned the meaning of 'curriculum greening' and indicated that aspects of ESD were in most syllabi by default or coincidence. Content restructuring failed to capture learners' everyday experiences hence remain theoretical and out of sorts with realities of life.

Pedagogy

Lecturers noted that pedagogical approaches did not shift towards Problem Based Learning that could stimulate problem solving and critical thinking skills necessary for solving real life problems. Students unanimously concurred that the lecture method was being predominantly used for instruction delivery in most subject areas. Lecturers and students observed that lectures remained theoretical with no meaningful participation from students or exposure to practical experiences to model ESD values.

Assessment

Assessment of ESD constructs remains the biggest challenge. Values, beliefs, habits or practices and attitudes are soft skills whose assessment is continuous and yet it is not inherent within the current formative assessment design. One lecturer respondent noticed that aspects of ESD were difficult to assess, hence were not emphasized nor being taught.

Importance

Lecturer and student respondents concurred that ESD is critical for conservation and efficient utilization of resources for posterity. ESD stimulates change in attitude, values, beliefs and practices however respondents were concerned with the absence of a policy to guide implementation of the programme. Interviewees in their various categories pointed the lack of administrative support in operationalizing ESD strategies. One lecturer respondent argued that 'without buy-in from the institution's administration all efforts to implement ESD will be futile.' Respondents revealed that despite having ecological literacy people were still throwing litter everywhere, left water taps running, leave lights on overnight in offices or when nobody is in the room during the day. Respondents were also agreeable that embracing ESD would not only recycle waste but provide cheap, efficient and clean sources of fuel like biogas.

Discussion

UNESCO (2007) affirms that internationally ESD is recognised as important and central to sustainable development, however individual nations who might have ratified international conventions fail to domesticate such polices. Policy frameworks and blueprints are crafted but are not operationalized due to lack of funding, expertise, political will and buy-in. Most institutions including teacher training institutions operate without a clear ESD framework, an observation that respondents made. An observation that institutional administration failed to support ESD implementation was echoed by many respondents. An operating policy for the implementation of ESD is non-existent nor is there a monitoring and evaluation framework in place for the programme.

Advocacy remains critical to facilitate wholesome buy-in by stakeholders. Lecturers who joined college after 2008 are oblivious of ESD infusion within syllabi, revealing that greening the syllabi was an event. There are coordinators and clubs operating in institutions but as pointed out by one interviewee, ESD should not be taken as a club or subject but as a way of life. Treating ESD as related content concepts within subject areas was good however the interpretation by most lecturers and students was 'ESD is just additional content.' This failed to stimulate change in assumptions,

attitudes and practices as envisaged. The infusion should have recognised practical sustainable ways of living within communities and build up the concept on what people already know. One interviewee stressed that, 'when introducing a curriculum innovation planners and implementers should build on what is already prevailing.'

ESD as a vehicle for transformative learning was supposed to relate education to the realities of life, change attitude and assumptions of students and educators towards learning. Findings however indicate that students are still content subject oriented learning while lecturers have not departed from the use of the lecture method. Although Blake et al. (2013) recommend the use of some direct teaching methods, such as lecture method for the early stages of learning new knowledge or skills multi-method dimensions to learning can create opportunities for deep, reflexive learning and personal transformations. Blake et al. (2013) further note that survey participants in their study experienced the use of problem based learning (PBL), presentations, group work activities, simulations and role plays and individual investigations. Employing participatory pedagogies and multi-methods approaches such as those suggested in Blake et al. (2013) entails relinquishing monopoly and stronghold on knowledge, a threat lecturers are unwilling to take. Subject based learning is directed by examinations and students engage in the learning process to attain a diploma so any activities that do not focus on passing and acquiring the diploma seize to be important. The ethos of ESD is relegated to second place by both lecturers and students albeit with an acknowledgement of their importance.

Treating ESD as part of content across the curricula implies that it be subjected to existing assessment techniques just like the usual hard skills. ESD comprise a plethora of life values constituting soft skills which may not be subjected to assessment similar to hard skills. The importance of developing soft skills in higher education institutions is highlighted in Succi and Canovi's (2020) study. In their study the authors explore comparisons of students' and employers' perceptions regarding the value of soft skills in different European countries. Findings reveal that 86% of participants indicate an increased emphasis on soft skills. Consequently, the paper "…suggests that companies and Higher Education Institutions (HEIs) need to work together not only to increase students' awareness of

the importance of soft skills but also to guide them in taking individual responsibility to acquire and develop these essential skills in order to continuously adapt to the changing labour market and improve their employability" (Succi & Canovi, 2020 p.1834).

Transformation of attitudes, values, beliefs and practices is therefore best assessed formatively. This finding is in line with the description of transformative learning espoused in Damianakis et al. (2020). The authors frame transformative learning as a process by which students engage in their learning at holistically through emotional, cognitive, spiritual, physical, social, and environmental levels. An agreed set of standards should guide continuous assessment of practices depicting ESD. College based assessment is guaranteed for purposes of certification. According to the General Regulations contained in the Handbook for Quality Assurance in Associate Teachers' Colleges (University of Zimbabwe, 2014) a weighting of 70% examinations and 30% course work should be ensured during syllabus designing in every subject. This creates an opportunity for assessment of soft skills embedded within ESD, however there was no apparent evidence in assessing such skills from the data generated through interviews and analysed documents. Agreed standards set out in a check list for assessing ESD should be established to guide continuous assessment of change in assumptions, attitudes, values, beliefs and practices.

The argument by Kagawa (2007) that most students could hardly define ESD was sustained in this study. Lecturers and students demonstrated a limited comprehension of ESD by associating it with content and environmental littering. An in-depth conceptual understanding of ESD as a practice of life was clearly missing. Sporadic workshops as a form of in-service were inadequate. Transforming assumptions and practices (Mezirow, 2007) takes a lifetime, so a couple of days was insufficient for comprehending the expectations of the ESD strategy. Commenting on transformative learning experiences of international graduate students from Africa, Kumi-Yeboah (2014) observe that a majority 84.8% of the participants experienced transformative learning while 15.2% reported no transformative experiences indicating the need to give learners time for total transformations to occur. A comprehensive and systematic in-service programme with the full support of all stakeholders needs to be put in

place. Value systems of lecturers relating to knowledge generation during instruction delivery should transform to facilitation and willing co-learners which calls for more time in training than was made available.

Conclusion

Sterling (1996) argues that education itself must be transformed if it is to be transforming and sees environmental education for sustainability as a catalyst for this change. Education must assume a new role of transforming values, beliefs, assumptions and practices so that educators and students incorporate students' daily life experiences into the curricula. Real life problems such as the current ecological crisis require a paradigm shift in the manner instruction is delivered. Educators and students need to be co-learners in the learning process, a fit that might be inconceivable looking at the prevailing power dynamics in knowledge generation. ESD if fully embraced should transform learning, increase ecological literacy and prompt action towards solving the existing ecological crisis. Teacher Education has however not responded positively to environmental sustainability rendering ESD a futile curriculum innovation.

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Influence of Poverty on Academic Performance: A Systematic Study of Secondary School Students in Enugu East LGA

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Abstract

Academic performance is at the core of manpower training in Nigeria's federating units. The research sought to examine how poverty has impacted on the academic performance of students in Enugu East public secondary schools. Survey research design was adopted. Structured questionnaire was constructed on a 4point Likert scale and textbooks, journals and unpublished works were consulted and referenced as secondary sources. The study revealed inter alia that, poverty influences the academic performance of students in Enugu East LGA in terms of classroom teaching and learning. Conclusively, the impact of poverty is enormous and the present state of poor academic performance here and beyond categorically shows that there is an assignment to be completed vis-à-vis the quantum of development plans and poverty alleviation programs. Thus, government should roll out sustainable scholarship schemes that would ensure the achievement of the educational aspirations of poor students living in Enugu East LGA and beyond.

Key words: Academic Performance, Poverty, Education, Secondary School, Nigeria

Introduction

Academic performance is at the core of manpower training in Nigeria federating units, especially Enugu state. Unfortunately, different indicators in Nigeria and Enugu East LGA, Enugu State show that majority of the citizens are wallowing in abject penury. Confucius was right to have said that, "In a country well governed, poverty is something to be ashamed

of..." Suffice it to say that, Nigeria is far from being well governed. Thus, paving the way for poor academic performance of students at all levels with special reference to those in public secondary schools in Nigeria. To Ajaikaye & Adayeye (2000, p.5) poverty is "a function of education, health, child mortality and other demographic variables." Therefore, poor performance is part of the end products of poverty and poor education can lead to poverty.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits (Lamichhane, 2018, p.24). Education is the transmission of knowledge and varied matters from the educator(s) to the learner(s) in a manner best suited for the lesson to be learnt. This process has some apparent militating factors (poverty and so on) that inhibit the successful transmission of such knowledge, values, beliefs and skills. Amzat (2010, p.55) insisted that, "the impact of poverty on educ ation is of great significance and it is tormenting to see students struggling and battling the hardship to study without any support from the government or their parents." According to Gweshengwe et al. (2020, p.1), "poverty is one of the defining challenges of the 21st Century facing the world." Indeed, "The reduction of poverty is one of the most difficult challenges facing any country in the developing world where, the majority of the population is considered poor (Ogwumike, 2001, p.1)." To this end, "the 2030 Global Agenda for Sustainable Development Goals has called for the elimination of all forms of poverty everywhere in the world (Koehler, 2017)." The desideratum is that sovereign states of the world and Nigeria in particular should pay unadulterated attention to students from poor families and also positively responds to the poor socio-economic life of the masses.

Statement of the Problem

According to National Center for Education Statistics (2001), "Academic success is important because it is strongly linked to positive outcomes. Not surprising, research shows that adults with high level of education are more likely to be employed and to earn higher salaries." In the location of the study, many students in government owned secondary schools performed badly in classroom teaching and learning; internal examinations; external

examinations; and take home assignments. The variables associated with students' performance which guided the study are: late registration, late payment of school fees, non-attendance to classes as a result of lack of writing materials and text books and so on. Significantly, the effect of poverty on education is grave, as it has affected the society's core values, productivity, industry and other areas. These impacts have demythologized the story regarding the euphoria evident in quality and the quantity of educational training and the resultant performance of students in the classroom and beyond classroom experience.

Research Questions
The following questions guided the study:
  I.   How does poverty influence the academic performance of students in Enugu East LGA in terms of classroom teaching and learning?
  II. How would you rate the influence of poverty on students' academic performance in their internal examinations?
  III. How does poverty affect performance of secondary schools students in external examinations?
  IV. What is the extent to which poverty disturbs students' performance in the area of take home assignments?

Academic Performance: A Brief Definition
Academic performance defies single line definition. We thus view it from different angles. Anthony (2018) operationalized academic performance as "the results obtained by a student at end of a specific term in all subject." Scott (2012) defined academic performance as how well a student is accomplishing his task in school. Be that as it may; *ceteris paribus*, academic performance is basically the extent to which students have achieved the set educational objectives over a specific period of time – per term or session.

In educational institutions success is measured by academic performance or how well a student meets standards set out by the institution (Bell, 2011). Ayodele (2015, p.1) posited that, "Academic performance is commonly measured by examination and continuous assessments, usually

given at specific periods in an academic session." Also, we bear in mind that:

> In relation to educational research, academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. We can equate academic performance with the observed behaviour or expectation of achieving a specific statement of or statement of educational intention in a research. Academic performance of students consists of scores obtained from teacher-made test, first term examination, mid-semester test and so on (Yusuf, 2002, p.87).

Additionally, "quite a number of factors determine the level and quality of students' academic performance. They include grades, attendants, extracurricular activities and behavior (Scott, 2012)." The factors influencing student performance are classified into two: "(1) Academic factors and (2) Non-academic factors. Academic factors include teaching methods, self-learning efforts, and student previous results, whilst non-academic factors are those like health factors, personal factors, financial factors, and even the environment and its composition like people and culture (Laurel, Wrong, Chan and Safiyyah, 2008, p.207)." Poverty when microscopically examined is among the non-academic factors capable of influencing student academic performance.

Poverty: A Conceptual Clarification

Poverty is commonly defined as a situation of low income or low consumption. It can also be viewed as a situation in which individuals are unable to meet the basic necessities of life such as food, clothing, shelter, education, security and health (Mustapha, 2011, p.189). In this lens, while low income is a cause, low consumption and poor performance become the effects thereof. Poverty is "…a situation in which an individual is unable because of economic, social, political and psychological incapacitation, to provide himself and his family the barest basic necessities of life (Mustapha, 2011, p.189)." Interestingly, Ajaikaye and Adeyeye (2000) conceptualized poverty as "a function of education, health, child morality and other demographic variables."

What else do we say about poverty? "A culture of poverty is not just a matter of deprivation or disorganization – a term signifying the absence of something. It is a culture in traditional anthropological sense in that it provides human beings with a design for living, or ready-made set of solutions for human problems, and so serves significant adaptive functions (Jeremy, 2014)." Operationally, poverty is a state of acute deprivation of essential needs, which could be in form of money, water, shelter, food, security, land, education, and other basic essentialities to good and considerable standard of living. Also, it is a condition of lack of money useful for the provision of study materials needed for the training of a child or ward in school. Based on this, it is the students that suffer the poverty of the parents, because this condition in one way or the other affects the performance of students. These issues intermingle to make poverty a complex problem bedeviling Nigerians in Enugu East LGA.

Review of Empirical Literature

Kainuwa and Yusuf (2013) in their paper titled, "Influence of Socio-Economic and Educational Background of Parents on their Children's Education in Nigeria," sought to examine how socio-economic status and educational background of the parents affects the education of their children; examine the role of parents' socio-economic and educational background on the educational process of their children; and to provide some suggestions for parents on how to overcome personal and economic challenges. Their paper stated that, one of the most important influencers in education is worldview. They noted that every curriculum, text book, and teacher has a worldview that influences the students. Also, children's education was affected with the level of education of their parents.

Another strand of scholarly research conducted by The Institute for Public Policy & Economic Development (2016) was titled, "The impact of poverty on a child's academic performance." They examined data from each public school district in Lackawanna and Luzerne Counties to see how the data from Northeastern Pennsylvania corresponds to existing scholarly research and to find relationships between school performance measures and socioeconomic measures that may shed light on how socioeconomic status impact education in Northeastern Pennsylvania. It

found that, in Lackawanna County, the lowest median family income was found to be in Carbondale Area, with a median income of $44,075.

Gap in literature

The above studies did not consider the influence of poverty on the academic performance of secondary schools students in Enugu East Local Government Area in terms of: classroom teaching and learning; internal examinations; external examinations; and take home assignments. These are vacuums in scholarly literatures that this present study sought to fill and to the best of my knowledge, these areas have not been studied.

Methodology

Research Design

The study adopted survey research design as it proved to be suitable design for the study.

Data Generation Method

The primary data in this study were collected through the use of structured questionnaire. The questionnaire was carefully designed in dichotomous and multiple choice approach using: Strongly Agree, Agree, Strongly Disagree and Disagree. The research was validated by the researcher's supervisor and two research experts (one from Enugu State College of Education Technical and another from Crown Theological Seminary Enugu). To determine the reliability of the research, Cronbach Alpha was used. The Cronbach Alpha reliability coefficient was 0.997, which indicates a high level of internal consistency for the scale.

Selection of Participants

The population of teachers in the scope of the study is one thousand two hundred and fifty five (1255) (PPSMB, 2017). Using Taro Yamani, the researcher arrived at 303 as the sample size of this study. However, a total of two hundred and fifty five (255) questionnaires were retrieved from the respondents by the researcher. Out of 255 returned questionnaire, 80 questionnaires were mutilated and were not part of the analysis. The study was based on 175 from whence the data for the study was produced.

Method of data Analysis and Ethics

The researcher adopted descriptive and inferential analyses. On ethical issues, the researcher wrote to the research unit of Enugu State PPSMB and approval was gotten. The populations of the tutorial staff of Enugu East secondary schools were consequently divulged. The researcher convinced the teachers in the schools surveyed that the survey was solely for academic purpose and that their identities and information supplied will on no account be divulged to any third party.

Data Analysis

Question A: How does poverty influence the academic performance of students in Enugu East LGA in terms of classroom teaching and learning?

Table 1

Mean ratings of the Responses of Principal and Teachers on the Influence of Poverty on the Academic Performance of Students in Enugu East LGA in terms of Classroom Teaching and Learning.

S/N	Items	SA (4)	A (3)	SD (2)	D (1)	$\bar{X}$	Variance	Std	Decision
1	There are very high cases of poor parents sending their children/wards to hawk instead of sending them to secondary schools to learn.	100	45	11	19	3.2914	0.9836	0.9918	Accepted
2	Students' non attendance to classes as a result of lack of writing materials and text books.	95	45	20	15	3.2571	0.9339	0.9664	Accepted
3	Poverty makes students to be carried away during learning hours.	9	95	60	11	2.5829	0.4717	0.6868	Accepted
4	Cases of male preference in education of students are predominant due to poverty.	7	97	61	10	2.5771	0.4383	0.6620	Accepted

S/N	Items								Decision
5	Incidences of teenagers serving as sales boys or girls are common in Enugu East Local Government Area.	32	82	35	26	2.6857	0.8784	0.9372	Accepted
6	Poor students are not allowed to take part in the learning activities due to nonpayment of school fees and lack of learning materials.	55	49	1	70	2.5087	1.6785	1.2956	Accepted
7	Poverty directly account for increase in the rate of school drop outs.	101	33	14	27	3.1886	1.2372	1.1123	Accepted
	Grand Total					2.8702	0.9459	0.9503	

Source: *Filed work 2018*

Question B: How would you rate the influence of poverty on students' academic performance in their internal examinations?

Table 2

Mean ratings of the Responses of Principal and Teachers on the Influence of Poverty on Students' Academic Performance in their Internal Examinations

S/N	Items	SA (4)	A (3)	SD (2)	D (1)	$\bar{X}$	Variance	Std	Decision
8	Poverty accounts for poor performance in oral tests and exams.	90	7	3	75	2.64	2.1161	1.4547	Accepted
9	Poor students who marry early perform poorly in internal examinations.	2	167	4	2	2.9657	0.0784	0.28	Accepted
10	Students' late payment of school fees	100	46	20	9	3.3543	0.7659	0.8752	Accepted

S/N	Items								
	contribute to poor performance in internal examinations.								
11	Poor students who live in shanty areas perform badly in written exams.	17	99	51	8	2.7143	0.4898	0.6998	Accepted
	Grand Total					2.9186	0.8626	0.8274	

Source: *Field work*

Question C: How does poverty affect performance of secondary schools students in external examinations?

Table 3

Mean ratings of the Responses of Principal and Teachers on how Poverty affects Performance of Secondary Schools Students in External Examinations.

S/N	Items	SA (4)	A (3)	SD (2)	D (1)	$\bar{X}$	Variance	Std	Decision
12	Majority of poor students lack the appropriate diction to relay their views on questions in written exams conducted by external exam bodies.	89	70	10	6	3.3829	0.5563	0.7459	Accepted
13	Poverty accounts for late registration of students for their external exams.	66	35	4	70	2.5543	1.8013	1.3421	Accepted
14	There is no adequate guidance of students in subjects like: Mathematics, Physics and Chemistry by private teachers prior to the exams	155	0	1	19	3.6629	0.8863	0.9414	Accepted

	due to parents' poverty.							
	Grand Total				3.2000	0.7480	1.0098	

Source: *Field work (2018)*

Question D: What is the extent to which poverty disturbs students' performance in the area of take home assignments?

Table 4

Mean ratings of the Responses of Principal and Teachers on the extent to which Poverty disturbs Students' Performance in the area of Take Home Assignments.

S/N	Item	SA (4)	A (3)	SD (2)	D (1)	$\bar{X}$	Variance	Std	Decision
15	There is limited number of materials needed for the assignment due to parents' poverty.	23	144	3	5	3.0571	0.2596	0.5095	Accepted
16	Lack of fund needed for surfing the internet for vital information regarding the take home assignment.	99	58	14	4	3.44	0.5435	0.7372	Accepted
17	Farming operations prevent students from carrying out their take home assignments.	72	72	4	27	3.08	1.0919	1.0449	Accepted
18	Poverty has given rise to incidence of plagiarism.	80	29	50	16	2.9886	1.1084	1.0528	Accepted
19	Poverty has given rise to lack of motivation or interest for take home assignments.	33	122	2	18	2.9657	0.6107	0.7815	Accepted

20	Incidence of haphazard take assignments	73	100	2	0	3.4057	0.2640	0.5138	Accepted
	Grand Total					3.1562	0.6464	0.7733	

Source: *Field work (2018).*

Discussions

Cluster one revealed that poverty influences the academic performance of students in Enugu East LGA in terms of classroom teaching and learning. The study discovered that, there are very high cases of poor parents sending their children and wards to hawk instead of sending them to schools. Hence, Amzat (2010, p.55) was apt in noting that, "The impact of poverty on education is of great significance and it is tormenting to see students struggling and battling the hardship to study without any support from the government or their parents." Consequently, children are being abandoned by their parents, while some who are not abandoned are not being sent to school. Ahmed Miriam in an article written by Ezea (2018, p.40) was quoted to have said, "A lot of parents abandon their children, many children are not sent to schools, children are being abused on a daily basis and the child right is being infringed upon." Thus, the aftermath of not sending children to school is abuse and infringement of the child's right. Also, the study shows that students' non-attendance to classes is as a result of lack of writing materials and text books. Another salient discovery unveiled via this study is that, poverty makes students to be carried away during learning hours. This is consistent with Kainuwa and Yusuf (2013, p.6) finding on parental income as follows, "this can seriously affects the psychological balance or homeostatic balance in the classroom, which causes low concentration, low perception, frustration, sickness and emotional disability in academic performance of the students and can also lead to dropping out or withdrawal." The study found that there are instances of male preference in education of students. Fikree and Pasha (2004, p.328) observed that, "Male gender preference is deeply embedded in the culture of some countries." Farah, Marad, Girmay & Martin (2011, p.1) found that "In Pakistan, preference for boys over girls is deeply culturally embedded." What are the reasons for this? Sen (1999,

p.8) seem to have answered this by stating that, "Boys carry the family name, can continue the family trade, and are expected to provide for their parents in old age. Married women typically live with their in-laws and are expected to provide care and support to their husband's parents in their old age." This practice was notoriously common some decades ago in Igbo land. There is a serious paradigm shift in this regard as parents and guardians in Enugu East have seen the need not to do otherwise. However, traces of male preference still remain. One respondent corroboratively said, "Although there are still traces of male preference in the educational training of children or wards in Nike land, this practice is gradually going into extinction." Again, incidences of teenagers serving as sales boys or girls are common in Enugu East local government area. Teenagers are often seen serving in different shops, restaurants and hotels as sales boys or girls, thereby abandoning their educational pursuit in a bid to making money that would help in their families' up keep. Also, the research discovered that, poor students are not allowed to take part in learning some activities due to lack of learning materials. This makes learning a boring enterprise. This was corroborated by Mosha (2014) who found that, students' performance was affected by shortage of …and absence of teaching and learning materials." Finally, poverty directly accounts for increase in the rate of school drop outs. The high rate of school drop outs is therefore associated with poverty as some families live below the poverty line.

Cluster two reveals that poverty impacts on student's performance with regard to internal examination. Poverty accounts for poor performance in oral tests and exams. What could possibly be responsible for poor performance in oral tests and exams as shown in this study? For one reason or the other, poor people do experience inferiority complex. The implication of this is that, students in this category find it difficult to communicate with their fellow students from rich homes. Secondly, poor students who live in rural areas, semi urban and urban areas are grossly disadvantaged as they seldom have private teachers who help them surmount the challenge of oral communication. Some have the problem of pronouncing letter R and L. Indeed, the relevance of oral tests cannot be

over emphasized, as these influence academic performance of poor students. Again, the study showed that poor students who marry early perform poorly in internal examinations. In fact, "…the timing and the resultant impact of early marriage is a source of concern for many who cherish the equitable participation of female in modern education (www.iproject.com.ng)." Jenifer *et al*, (2015, p.14) wrote, "When girls are married early, their educational trajectory is altered." Thus, a good number of poor students who marry early generally perform badly in internal examination. Some respondents were unanimous in their positions as they said, "Married students come to class late and some do not show up at all." In fact, the pride that goes with marriage obscures their views about learning and the resultant internal examinations. The study discovered that, students' late payment of school fees contribute to poor performance in internal examinations. Students' late payment of school fees contribute to poor performance in internal examinations. Slums or shanty areas make attainment of educational goals practically inconvenient, difficult, tasking and seemingly impracticable. The reason why students in slums perform badly in written exams is the excessive lack of necessary amenities in shanty areas and lack of proper ventilation which makes concentration difficult.

Regarding cluster three, it is evident that poverty affects the performance of secondary schools students in external examinations. First, majority of poor students lack the appropriate diction to relay their views on questions in written exams conducted by external exam bodies. This is in tandem with the researcher's view that the choice of words has reduced the quality of academic performance of the poor students in our communities as some know the appropriate answer but lack the requisite diction. Be that as it may, the study discovered that, poverty accounts for late registration of students for their external exams. The research revealed that, there is no adequate guidance for students in subjects like: Mathematics, Physics and Chemistry by private teachers prior to the exams due to parents' inability to foot the bill. "Research has shown that children of poorer parents display substantially worse math and reading skills… Elizabeth (2015, p.1)."

Finally, the fourth cluster reveals that poverty impacts on secondary school students' performance in the area of take home assignments. The study found that there is limited number of materials needed for assignment. Similarly, a study conducted in Tanzania by Maganga (2016, p.40) found that, "the schools were experiencing shortage of science textbooks which hindered the chance for the students to learn effectively." Hence, when assignments are given them by their educators they have no option than to borrow from their classmate. Also, lack of fund needed for surfing the internet for vital information regarding the take home assignment is yet another prominent negative impact of poverty on take home assignment. The worst is a lot of them do not have Android phones in their home let alone buying data. Apart from this, the study revealed that farming operations prevent students from carrying out their take home assignments. Most students go to farm immediately they return from school and retire home by 6pm or beyond resulting to fatigue. From this, we can actually see the reason for the high rate of failures recorded in the delimitation of this study in the last concluded WAEC/NECO exams. Additionally, the study found that, poverty has given rise to incidence of plagiarism. Other home chores prevent students from carrying out their take home assignments and further leads to plagiarism as they become ardent copycats and plagiarists. The study also showed that, poverty has given rise to lack of motivation or interest for take home assignments. This is true as poor parents do not motivate their children to do their assignment on daily basis. In short, some are not even interested in such matters. Lastly, we have the incidences of haphazard take assignments. Why? Poor students are not properly guided by their illiterate and naïve parents. In some cases, students who borrowed textbooks and associated materials for take home assignments get interrupted in the course of doing the assignments by the owners of the borrowed materials. These issues contribute to making performance of students in public schools to be low. However, Maganga (2016, p.3) said, "Performance in public schools is something which everyone expects to be of higher quality because of the roles the sector plays to provide service to the community…"

Conclusion

Poverty impacts on the academic performance of secondary school students in Enugu East LGA. This relationship has hindered manpower development. To surmount poverty, education sector must be urgently and adequately attended to. Conclusively, the impact of poverty are enormous and the present state of poor academic performance here and beyond categorically shows that there is an assignment to be completed vis-à-vis the quantum of development plans and poverty alleviation programs.

The implication of the findings is that, many students in public schools merely complete their learning without acquiring the basic lessons they ought to have acquired. It further implies that secondary school leavers from the area under study would find it difficult to cope with the ever changing standards of tertiary institutions in Enugu State and beyond. All stakeholders are therefore requested to contribute useful inputs in order to resuscitate the ailing educational system and dwindling academic performance of secondary school students here and there.

Recommendations

The following remedial measures are proposed:

- To correct the problems revealed in cluster one; government should roll out sustainable scholarship schemes that would ensure the achievement of the educational aspirations of poor students living in Enugu East LGA and beyond.
- Since poverty impacts negatively on the academic performance of secondary school students in terms of internal examinations; Non-Governmental Organizations and other well-meaning Nigerians should encourage poor students in public schools by providing teaching and learning materials that are fit for contemporary studies.
- There should be downward review of the registration fees paid by students in the registration of external exams like WAEC and NECO.
- Public libraries should be better equipped to suit twenty first (21st) century educational needs. This would provide succor to poor

students in the area of solving or writing their take home assignments.

Declaration of Interest

There is no financial interest or any other interest to declare herein which may have arisen from this research.

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The Ideology of Baby-Mama Phenomenon: Assessing Knowledge and Perceptions among Young People from Educational Institutions

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Abstract

This study investigated the knowledge and perception of the ideology of baby-mama concept among the youths. Particularly, this paper assessed the knowledge of the concept of baby mama among youths and also their opinion on the acceptability of this style of family structure. The study employed a qualitative approach through an in-depth interview research method. Forty respondents between the ages of 16 and 40 years were selected across three educational institutions in Oyo state, south-west Nigeria. The participants of the study voluntarily agreed to participate in the research and everything said during the course of the interview was transcribed and subjected to qualitative content analysis of latent and manifest content. The findings of this study revealed that the prevalence of the baby-mama ideology is driven by social media making it more pronounced among the youths. The phenomenon of baby-mama is perceived differently, depending on the cultural background and the value system. It is believed that the nuclear family unit of a father, mother and their biological children is good, worthwhile and deserving to be sustained as a family structure. It is quite obvious from this study that the baby-mama phenomenon is not generally welcomed among the youths.

Keywords: Baby-mama, Single-mother, Knowledge, Perception, Acceptability and Ideology, Higher Education Institutions

Introduction

The twenty first century urban culture has become the bedrock of concurrent cultural practices, diffusing from the western to the third world nations with evident changes experienced in all spheres and levels of

individual and social interactions which also include the pattern of nuptiality and formation of families. The morphology of nuptiality has been able to accommodate diverse processes; from single parenting to teenage motherhood and today the concept of 'baby mama' is fast gaining providence and acceptability within the human lexicon of thought and practices most especially for many youngsters (Nze, 2017).

In Nigeria, the decisions taken by young adults in sexuality might be said to be changing. Many are likely now disassociating from getting into long tied marital union and this may be a result from the enculturation of a diffused western culture. Rather than the regrets teenagers now take pleasure having children out of wedlock as long as it raises prestige and status to stardom; not the companionship but the financial gains for having children for men with a high standards of living. Concerns may be tailored in this direction to understand the reasons behind this change in the pattern of sexuality.

Etymologically the term baby mama stems from a Jamiaca Creole used by fathers with illegitimate children to describe the mothers of their children with no form of marriage. These usually culminate the processes of teenage sexuality and pregnancy with the deliberate control of contraceptives (Snarkette, 2003). The predominance of casual relationships among people has increased the desire to avoid pregnancy however the unpredictable nature of relationships makes partners behavior unlikely. The culture of baby mama is in the direction of skewed relationships between children and parents; men relying on mothers as important catalysts in the relationship while they relate with their children from a distance (Raine, Gard, Boyer, Haide, Brown and Hernandez, 2010).

The family structure in contemporary society has continued to experience changes and there have been different views and opinions about the changes that have impacted the family structure in recent times. There is obviously a lack of enough research data on this social reality to assess and understand the acceptability and perception of the trending family structure in today's society.

The Concept of Baby Mama

A baby mama is also called a solo-parent or a single parent. A baby mama is a parent, particularly a woman who is not living with a spouse or partner and shoulder the entire or most of the day-to-day responsibilities of raising the child or children as the case may be. A single parent is the primary caregiver whom the child or the children have residency with most of the time (Nancy, 1997). Originally, baby mamas are unwed mothers of any age. The fathers of their children are baby daddies. The baby mama syndrome is the constellation of circumstances, people, relationships, behaviours, and negative effects related in any way to two people making a baby together when they are not married to each other.

Today, many celebrities boast of their being baby mamas or baby daddies. This action has influenced many youngsters and teenagers who see being a baby mama or baby daddy as a cool thing. Most baby mamas and baby daddies are poor, and cannot afford health care for themselves or their children, and have trouble putting food on the table. Many have to live with parents or grandparents. In fact, a large proportion of them do not intend to make a baby at all. Majority of the intentions were tailored towards mere committed relationships and dating.

The baby mama phenomenon was not always in case in Nigeria. In the past, the news that a young lady got pregnant through premarital sex was seriously frowned at and seen as an unacceptable act. Today, however, there has been a complete change. Many are having babies out of wedlock. This is even celebrated by the media. A lot of young people have been caught in this web with the belief that a woman's "independence" is derived from having babies without any marital attachment. People hardly flinch, instead they see it as normal.

The Prevalence of Baby-Mama

Globally, single parent families are rapidly on the increase. In the United State for instance, about 28% of children are currently raised in single-parent households and a majority (over 80%) of the household are headed by single mothers (U.S. Census Bureau, 2014). Baby mamas have been on a steady increase from the 1978s into the twenty-first century, and they have exceeded 40% of the entire population (Cahn and Carbone, 2014). The National Centre for Health Statistics (2014) put it thus:

> *In fact, four in ten births in the United States. Continue to occur to unmarried women – and more than half of all births to women under 30 are to unmarried women.*

Before the financial crisis of 2008, there was an increase from two percent to five percent of White college graduates becoming mothers outside marriage. On the long run, it was revealed that those that never-formed families experienced instabilities in relationships than their counterparts, thereby causing fusion for mother and child relationship (Kline and Mahn, 2014).

It is clear to also note that young adults getting married are at a lower rate now than in the previous generation. Higher cohabitation and lower rates are analyzed in numerical terms. Kilin and Mahn (2014) put in this form;

> *If current trends continue, more than 30% of millennial women won't be married by 40, almost twice the number of Generation X women.*

The role of marriage is changing tides in Nigeria. This is as a result of the dynamism in social norms towards cohabitation and the state of economy under recession (Olaleye, 2010). While situations like this encourage couples into marriage, on the hand discourages many others (Amato, 2000). Indeed, more mothers are single than married, since education influences the timing for young women to become mothers. Where those less educated become mothers before getting married than others (Hamburg, 2004). According to Adelani, Tijani and Ogunbanwo (2008), more than half of all babies born to mothers without college education are out of wedlock when compared to those born to mothers with college degrees which is not more than ten percent.

When marriage declines, children lose most benefits attached to marriage because the quality and stability of a child's life is closely connected with marriage of the child's parents (or the lack of it). Amato (2007) in a study, posited that children from least educated parents are unlikely to grow up with both parents.

Moderately educated middle-class parents with at least a basic diploma are increasingly unlikely to stay happily married (Wilcox, 2012). Children of these parents are necessarily deprived of family stability and family wealth. A double disadvantaged situation for these children. Their needs are not basically a few economic resources, they are more desiring and envious of

the shelter, nursing stability and security generally afforded by an intact married family. To be more direct, children raised in single-parent or mingled-families are less seemingly to thrive than their peers from intact families (Wilcox, 2012).

The Baby Mama Syndrome on Children

From the economic point of view, poor single mothers are less likely to make substantial investments in their children, which is part of the gaps created in need for state intervention on the provisions of education and other human capital investments. This also explains that children without father possess a greater risk for society in the long run (Brown, 2014).

Fathers who are well acquainted with their significance to their children and are encouraged to be committed and more involved with their children, on a long run yields better children, moms and dads, creating strong families as a result (Andrews, 2014). The void created by the circumstances of a never-formed family gets filled by the state interventions which initially are caused by inactive and unoccupied mothers and fathers in a child's life (Dowd, 1997).

Children growing up with both parents are less likely to face stressful experiences compared to those with single parents (Ekepyong and Udisi, 2016, Benokraitis, 2012). These experiences are composed of imbalances in both emotions and physiological domains.

Aside from the family, other socialization agents have great influence on children. Hence, separation of couples, death of a partner, poor parental care and cases of divorce will only expose children to possible damaging situations in the society (Olaleye and Oladeji, 2010).

Maatta, Jaana and Satu, (2014) narrates that children from families with both parents are more prepared to work and marry than children born into fatherless homes. The latter are very likely to end up as teenage mothers, involved in crime and struggle in school, propagating economic divides in the next generation. Most female-headed families consist of children born and raised outside marriage, where the poverty rate among children is at least four times as equal to the poverty rate in married-couple families'' (Haskins, 2014).

Theoretical Understanding of Baby Mamas from the Postmodernity Movement and the Formation of Families

Quite different sociologists have related the change in the institution of family to the concept of modernity and postmodernity. The postmodernist perspectives see the view and explanation of family life by other perspectives as too narrow. To the postmodernists, they see family in a post-modern society as modifying itself to fit or meet the changed circumstances of contemporary society (Haralambos & Holborn 2007). Their explanation of the changing and modifying family life is largely related to choice, diversity and pluralism which are a reflection of postmodern ideas about behaviour and lifestyles. To this extent, this paper will engage the works of Judith Stacey (1998) on the Post-modern Family, and Anthony Giddens on the transformation of intimacy.

According to Judith Stacey (1998) in her work "The Divorce-Extended Family", the postmodern family has evolved using the United State as a case study based on her study on families conducted in Silicon Valley, California. She argued that women in the postmodern world have more freedom than ever before. This freedom has impacted on the changing family arrangement which is basically inclined to meet their needs and breakout from patriarchal oppression. She emphasized that women rather than men are the major social change agents in the family. Thus, they rejected the traditional house-wife-mother role; they chose to work to boost their independence, as many others returned to school to also boost their job prospects. In the process of getting fitted into this change, many women divorced and later remarried. On this note, women particularly create new types of family that meet their needs. Stacey (1998) revealed that divorce extended is one the new created families in which members of the family are connected by divorce rather than marriage.

As explained by Judith Stacey (1998), the desire for freedom by women in today's society has greatly increased. This freedom is connected to the choice of type of family, their role in the family, the control over the choice of their chosen career. This freedom has significantly altered the family arrangement which has made women to desire and choose to be baby-mamas. Rather than be bonded in marriage to a man and be fulfilling marital obligations as designed by their cultural background and societal values, they choose the path to express high level of independence by the choice of being baby-mamas which will make them highly independent of marital roles and obligations. Also, many women who wanted to build their chosen careers see a lone family as the fitted family to advance their chosen career. Playing the role of a housewife might limit them to pursue their

chosen careers especially those who have chosen the entertainment industry.

Basically, it is important to note that the increase in the choice of lone family (baby-mama) is not solely a matter of the freedom of choice of individuals. Many people are forced to go the path of lone family because of structural changes making life more difficult for them. For instance, young ladies desire to get the opportunity of getting pregnant by some celebrities, with this they can always depend on the celebrity for monthly allowances for the care of the baby which is meeting their own economic demands. Based on this, many young people may perceive that baby-mama ideology is a welcome idea and see it as part of the necessary change to the family structure. Apt to this understanding this study focused on the knowledge and perception of baby mama among young people living in selected areas of southwest areas in Nigeria.

Data and Methods

The study employed a qualitative approach through an in-depth interview research method, a key ethnographic method, to generate primary data from the samples. The samples for this study were purposely drawn from the population of interest, which comprised youths between the ages of 16 and 40 in selected higher institutions and communities in Oyo State, Nigeria. Four research assistants were engaged to conduct the interview between November 2017 and February 2018. The research instrument used for the data collection was a semi-structured interview guide. Various salient questions were administered as the interview guide employed was designed to effectively answer the research questions and actualize the objectives of the study. The in-depth interview session lasts between 20 to 40 minutes. The interviews were recorded and field notes were taken for verbal and non-verbal actions of the samples. The data collected for this study were analyzed using appropriate qualitative data analysis tools.

More than 50 persons were identified to participate in the study using the purposive sampling method. During the course of the implementation, a total of 40 participants gave their consents and took part in the study

The study was conducted at Educational Advancement Centre, University of Ibadan and Agbowo community of Ibadan all in Oyo State, South Western Nigeria, between the month of November and December, 2018. Educational Advancement Centre, located in Bodija area of Ibadan was established in 1996 and was one of the earliest advanced level Schools in Nigeria. The school is privately owned and currently has about 500

students. University of Ibadan founded in 1948 is the oldest and first Nigeria University located in Ibadan (largest city in West Africa). The school was first established as a College of the University of London and in 1962 became a full-fledged independent University. The university has thirteen Faculties which are: Arts, Science, Basic Medical Sciences, Clinical Sciences, Agriculture and Forestry, the Social Sciences, Education, Veterinary Medicine, Pharmacy, Technology, Law, Public Health and Dentistry. Agbowo community is a populous residential neighborhood in the city of Ibadan. The community is close to the popular Mokola Hill as well as the well-known Ojoo Market in Ibadan. Most of the inhabitants of this community are of low socio-economic status and the community can also be categorized as one of the slum areas of the Ibadan city.

Before participating in the research study, the purpose, objective and benefit of the study were relayed to the participants and thereafter their consents were sought. The respondents who were below 18 years interviewed in this study were students of the Educational Advancement Centre. In that light, the consent was obtained from their teachers and the head of the sociology department prior to data collection. Respondents were all informed that they were free to withdraw their participation at any time.

Results

The findings of this study are grouped into two sections: knowledge and perception of the baby mama phenomenon and acceptability of the baby-mama family system ideology. The reporting style adopted in the study is the content analysis of verbatim explanations.

Knowledge and Perception of the Baby Mama Phenomenon among Youths in South-West Nigeria

Baby-mama is quite a popular slang across the globe and it is becoming more prominent and pronounced among youths in Nigeria today. According to the Urban Dictionary, the term "baby mama" is used to define an unmarried woman who has had a child. This practice of a woman giving birth outside marriage has been existing for a long time but it gained prominence when celebrities and entertainers were having babies outside wedlock and hence, prefer to be called baby mama or baby daddy rather than being regarded as a single parent. This study examined the shades of

opinions among youths on who a baby mama is. One of the respondents described the term 'baby-mama' in a simple way. According to her:

> *A baby-mama is a lady who has a child for a man she is not married to.*
>
> **[IDI|Female|27years old |Yoruba| Christian| Married and Living with her husband]**

Another female respondent explained that becoming baby-mama is usually out of circumstances. According to her:

> *I do not think ladies make up their minds to become baby-mamas; it is usually out of circumstances. The original intention was not to become a baby-mama, it is usually to enjoy the pleasure of sex and then pregnancy comes in. If that happens she considers her options and settles for giving birth to the child.*
>
> *[IDI|Female|26years old |Urhobo| Christian| Married]*

Also, findings of this study showed that youths basically get to know about the baby-mama family system through social media. Particularly, celebrities' gossip on Twitter, Facebook, Instagram, blogs etc. are sources of information on the baby-mama ideology for youths. Other sources include: experience (personal and/or family members/friends/neighbors) and word of mouth.

While some of the youths believe it is not quite rampant around them, others believe it is fast becoming rampant in Nigeria society. Factors youths considered are responsible for the increase in the adoption of the baby-mama family system are: poverty, independence for women, avoiding marital commitment, socialization, civilization, lack of self-control, priority misplacement, the increase of domestic violence cases in the society.

A female Nigeria Youth Service Corp member emphatically noted:

> *When you have a child for a rich man, you will also be rich likewise. Your needs will be taken care of just like what the baby-mama celebrities are enjoying.*
>
> *[IDI|Female|25years old | Christian| Married]*

Another female participant affirmed that:

> *Basically, some women want freedom from men. Freedom from the male dominance that is common in this part of the world. Being a*

> baby-mama you can pursue your career without the control of a man in your life.
> **[IDI|Female|16years old | Christian| Single]**

Also, a male student of an A-level college established that:

> *Career is an important factor. Men consider having baby-mama rather than a proper wife because of their choice of career. Some rich sport men today keep their girl-friend as their baby-mama and then much later in their life marry them if the relationship is still intact.*
> **[IDI|Male|17years old | Christian| Single]**

The study, thus, reveals that the term 'baby mama' and single motherhood are perceived to be different among the youths. They believe baby mama is fast becoming prevalent in today's society as it is quite embraced among top celebrities and/or the well to do category of people in the society.

They perceived single motherhood family may arise due to unintended pregnancy, death of a parent, separation, and desertion but the baby mama family system is perceived to be a deliberate choice of the parties involved. A deliberate choice is when the parties involved do little or nothing to prevent pregnancy while in a sexual relationship. They consciously and unconsciously accept the fact the relationship can lead to child bearing but may not be married for the time being.

Acceptability of the Baby-Mama Family System Ideology

Increasingly, the perceptions and acceptance of single-parent families are changing. The youths are accustomed to seeing more emerging single-parent families. Acceptability of the Baby-Mama family system ideology is, indeed, a subjective matter, some youths do not support the ideology of the baby-mama family system based on different reasons, some of which are religious, socialization, and the consequences of such family system on child-development among others. They believe the Nigerian society is not in support of such a family system.

A post graduate Yoruba male student explained that:

> *Well I am a Christian, and a responsible one for that matter. The Bible does not agree with such so I do not agree with it as well.*
> **[IDI|Male|26years old | Christian| Married]**

Another female participant affirmed that:

> *My culture and my religion do not permit me to be pregnant outside wedlock. I am strongly of the opinion that pregnancy should be in the context of marriage.*

> *[IDI|Female|25years old | Christian| Single]*

Others with a negative perception about the baby-mama family system described it as 'bad', 'terrible', 'nonsense', 'immoral', 'not cultural'. The baby mama ideology is not well accepted by the youths while some are not supporting the ideology and do not consider it as an option, some consider it as a choice of whom it is okay for. According to a Yoruba female HND graduate:

> *Everybody knows what is good and best for themselves, if you think that is the best way to live your normal life, I don't see anything bad in it. if you think to be alone with your children without being married to their father will give you peace and rest of mind, I do not see anything bad in it.*
> *[IDI|Feale|37years old | Christian| Married]*

Relating the baby-mama family system to the conventional two-parents' family system, this study unveiled why youths still prefer for themselves the conventional two-parents' family system despite the prominence of the baby-mama family system.

According to a female participant who is a single mother:

> *Single parenting is not the best choice. It is associated with lots of challenges because you are alone in taking responsibility for the child care. My experience particularly is a challenging one. Immediately I got pregnant, the guy responsible was not willing to accept it. It was his parents that gave me some money during the pregnancy period and never showed up when I delivered. He was not financially capable and avoided me even till now. I had no other option than to strong to single handedly take care of my child.*
> *[IDI|Female|19years old | Christian| Single Mother]*

When further asked how she became a

> *I had a boyfriend as teenager just like every other girl. I usually visit my then boyfriend in Lagos. It was one of the visits I got pregnant and immediately I informed he deserted me.*
> *[IDI|Female|19years old | Christian| Single Mother]*

Another respondent who is a Post graduate student opined that:

> *The baby-mama ideology is not a welcome one. Although it exists but it doesn't end well. Among the drama involved is the issue of sending money for the upkeep of the mother and the child. The demand for the money is always by force. Most of the children*

> *involved grow up to become nuisance because of lack of proper upbringing.*
> *[IDI|Female|27years old | Married]*

Although not everyone agrees that the baby-mama family system should be embraced, a detailed investigation of their perception reveals that the dominant family ideology among the youths defines the real family as the nuclear family unit of a father, mother and their biological children. The conventional two-parents' way of raising a family is therefore a cherished value passed on to the youths and the youths consider such a value worthy of nurturing and preservation. While the design of the family may have changed in recent years, the fundamentals of the conventional way of raising a family and the importance of emotional closeness in a family setting are still present.

Discussion of Findings

Findings of this study revealed that "baby mama" designation is a slang and also a language used to refer to a family structure where the woman is not married to her child's father. Having a baby-mama automatically implies that there is a baby daddy. Baby mama family system can therefore be said to be one of the varieties of single parent family structure. The father being one of the parents is a non-resident parent who is not involved at all in parental work and responsibilities. This is in line with studies (National Centre for Health Statistics, 2014; Shah, 2014) showing how nature of families today have come in a variety of shapes leading to the rise in single-parent families.

This study established that the terminologies of "baby-mama" and "baby-daddy" are commonly used by those in the entertainment industry especially celebrities all around the world. These terminologies, particularly baby-mama is well pronounced among the youths. The youths perceive that ladies are motivated to become a baby-mama to a top celebrity or   who is financially buoyant and well capable for her upkeep and that of the child. Citing examples of baby-mamas of some Nigeria celebrities who are enjoying the wealth of their baby-daddy, the participants of this study mentioned Davido, Wizkid, Teckno, Patoranking, Timaya among others. Also, the youths perceived that the motivation to have a child outside wedlock and not be married to the mother is usually driven by career demands and the desire of women to be independent of a man. Also, the desire not to be committed to the conventional family demands is also perceived to be a motivating factor. This finding is

supported by Essays, UK. (2018) and the work of Motapanyane, M. (2016).

Also, based on the responses of the respondents of this study, it was revealed that the prevalence of the baby-mama terminology is quite driven by social media. The participants stated that the celebrities' news majorly on social media about their baby mama has made the baby mama concept more pronounced among the youth especially users of the different social media platforms. This implies that among other functions of social media, it facilitates interaction with others and having contact with popular culture. This simply implies that advancement in technology and the evolvement of social media have made the world more integrated and has enabled the growth of global pop culture across societies. This finding is supported by the work of Juszczyk (2015) on fields of impact of social media on youth.

Findings of this study established the fact that the ideology of the baby-mama family system is well pronounced among the youths. However, the conventional nuclear family system remains widely accepted and preferred based on the values the society places nuclear on family and some religious doctrines on nuclear family. For an ideology, the baby mama system is accepted and welcomed but for a personal lifestyle the acceptability is slightly low. This implies that high values are placed on parenthood and the nuclear family is still the societal norm in the 21st century. The study further revealed how the perception of the baby mama family system among youths have impacts on their choices of family structure and system. The youths believe strongly that the baby-mama family system will help the parties involved individually ultimately pursue their career without disruptions majorly from marital commitment and relationships.

Conclusion

Continuous changes in social norms have brought fluctuation to family formation. This makes the younger generation have less confidence in the institution of marriage. Rather than keeping a long-term marriage commitment, the youths are beginning to embrace the ideology of raising baby (s) alone as a lady or having a lady raise baby (s) for them as men. The baby-mama phenomenon is a public knowledge with the aid of globalization and social media. Although the nuclear family structure is believed to be worth having among the youths.

Based on the cultural acceptance of the nuclear family unit of a father, mother and their biological children, it is therefore important for the family to play a vital role in imparting such values to the children.

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Exploring Headteachers' Leadership Practices in Resolving Conflicts Among School Actors: A Case Study of Rurally Located Nigerian Primary School

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Abstract
The effectiveness of primary schools is determined by the efficacy of administrative techniques implemented by headteachers leadership strategies. Primary school academic achievement had been hampered by power struggles between headteachers and teachers. This has resultant effect on the global and national goals and objectives of primary education across the world, according to observations as a teacher, and as well as literatures. The study contributed to knowledge, theory and practice in primary education and proferring suggestible solutions to the challenges facing education development at the rural setting.

Keywords: Communication flow, power-rated issues, primary schools, leadership, teachers, headteachers

Introduction
Primary schools across the world is created after the early childhood education, this education level is seen as the foundation phase for learners. Leadership practices are source of concern in schools, as elementary school headtechers appear to be employing outdated tactics. UNESCO (2014); Vaillant (2015) argued that school leadership in developing countries has been a source of contention, with a number of schisms between headteachers and instructors. According to Opoku-Asare, Takyi, and

Owusu-Mensah (2015), conflict between teachers and headteachers has a negative impact on academic achievement, causing disruptions in teaching and learning and learners drop-out rate in primary schools. Lack of inclusion of teachers in decision-making processes, lack of communication skills training, lack of under delegation of duties, and insufficient communication flow from a complex organogram have all been issues, with students bearing the brunt of the schisms between teachers and headteachers.

Literature Review

There is a general agreement in literature (Pherali 2011)Adeyemi and Adu 2013; Ayodele, Buari and Oguntuase (2016; Jonah, Nwachukwu, Nanah, & Umoh, 2021) that leadership practices in schools world over has been characterised by many challenges which brings about conflicts in schools. Consequently, Oburu (2017), averred that both verbal and nonverbal communications occur on a daily basis between teachers and headteachers, during the interchange of views and ideas, conflict erupts throughout the interactions, learners are verbally abused and dealt with in punitive ways where such occurs. This has resulted in student depression and, in some cases, drop-out. Learners' academic performance has suffered as a result of the issue they are dealing with, as a "*happy teachers have a happy contents to deliver*".

Adeyemi and Adu (2013) argued that elementary school principals' leadership styles influence teachers' job satisfaction. They also agreed that elementary school leadership is characterised by undemocratic and exclusionary practises employed by headteachers. Gawaza (2016), the behaviour of headteachers is identical with that of a god, and this has altered school leadership. Kalungad (2020) also contend that the headteacher styles is a motivation for the teachers and thus affect their job performance. Ayodele, Buari and Oguntuase (2016) concurred that leadership administrative strategies are significant to students' academic performance. To achieve good productivity in the school system, the principal should guarantee that teachers accomplish their jobs properly. Headteachers as school administrators are charged with the daunting task of managing teachers for good job performance. Olajiga & Onaolapo

(2019) purpoted that good headteachers adminstrative skills helps in the attainment of education goals and objectives.

Despite international and national attempts to improve the efficiency of primary education in Nigeria. The leadership practices in elementary schools have been plagued by issues since some headteachers utilise authoritarian leadership styles in schools, which has hampered the effectiveness of learners' academic performance in primary schools (Amuchie, Asotibe and Audu, 2013). To achieve effectiveness in elementary schools, both headteachers and teachers must work collaboratively (Bubale, Kasule & Mbabazi, 2021). However, in our arguments, leadership with experience should manage problems in schools. In rural located schools, this is not the case, as instructors at primary schools have a difficult time relating to their headteachers. Discrpancies such as 'favouritism' and 'politiking' characterise many rurally located schools in Nigeria primary schools (Jonah *et al.,* 2021). Minadzi and Nyame, (2016) confirmed the fact, that school leaders are unaware of the leadership techniques for maintaining effectiveness in primary schools. To justify our arguments, (Acheck Timah, 2015) acknowleged that school leaders are not adequately equipped to cater for their functions as stipulated in the Ekiti state teachers manual, (2011) and such cases exist in the rural located schools.

Statement of the Problem

The efficacy of primary schools is challenged by the practicality of headteacher leadership practices, as rural school principals are incompetent in terms of specialised leadership abilities. However, the purpose of this study is to highlight the issues of leadership practices in rural schools, as well as the viewpoints of teachers, in order to propose possible solutions to the leadership lacuna in primary schools.

The research question is: How can headteachers' leadership practices be enhanced for better effectiveness in Nigeria primary school.

Objectives of the Study

In order to answer the above reserch questions, the following objectives were raised to guide the study;

- To examine the challenges facing headteachers' leadership practices in Nigeria Primary schools.

- To provide a possible solutions to ameliorate the challenges faced by leaders in Nigeria primary schools.

Theoretical Framework

Distributive leadership theory has been used to understand the study. This was chosen because a familiar structure of leadership can be taken over by a charismatic leader and over throw the challenges of leadership practice into transforming school culture, contributing to great teachers satisfaction. Spillane (2005) argued that the problem leadership practices proposes can be solved by distributive leadership theory. Distributed leadership is fathered by Spillane, he proposed distributed leadership as three elements: Leadership practise is the core and underlying concern; leadership practise is formed by leader interactions; and leadership practise is defined by situations (Spillane, 2012). Timperley (2005) argued that distributed leadership is a foundation for inclusive and democratic leadership practice in schools. With this, one conclude that distributive leadership is the best for leadership practice in schools to shed out consequences and embrace the motivaion aspects of leadership in ensuring the actualisation of school goals and objectives.

In respect of the above, it can be deduced that from authors such as (Harris and Spillane 2008) agreed that distributive leadership contributes to greater job performance and improved learners performance. This is to say distributive leadership practice is inclusive, democratic and motivates towards the realisation of goals and objectives of education. Distributive leadership practices sees followers as partner in progress towards the realisation of goals of education as situations arises (Liang & Sandmann. 2015). Fusarelli, Kowalski & Petersen (2011) argued that distributive leadership has civic engagement and deliberative democracy strategies that vehicles schools improvement. This is to extend on our earlier discussions that distributive leadership encompases the belief of collectiveness in decision making process, from leaders to followers, trust process in communication flow. The arguments here is that distributive leadership is an agent of change in the leadership practices process in Africa primary schools. Headteachers and teachers should see themeselves as partners in which the achievement of school goals and objectives.

Significance of the study

This study will be beneficial to ministry of education in training of headteachers in relating to the teachers professionally. The headteachers will use the results of this study to institute professional relationships with the teachers. Teachers should be included in the decision making process. Distributive leadership strategy should be encouraged to reduce power dichotomy that exists between headteachers and teachers within the education system.

Research Methodology

In order to provide solutions to the problem stated from the study by answering the research questions and the execution of the stated objectives. We adopted the qualitative research approach. This is relevant as this appraoch helps the researcher to get indept enquiry into the leadership practices problem in Nigeria primary schools (Pathak, Jena & Kalra 2013:192). This helps us to understand people and social context within their communities (Koppel & Telles, 2020). For this to be implemented, a case study design approach was adopted for an in-depth enquiry of existing phenomenon (Tetnowski, 2015). This according to, Yin (2012), case study is suitable to describe phenomenons and the implementation of a new policies. Therefore,building this study on case study is imperative because the target is to rationalise issues involved in the distributive leadership practices in schools. Focus group discusion was used to collect data from participants. It was appropriate because group discussion allows the researchers to get the understanding of the real problem from the participants (Gawlik, 2018). 6 participants were selected, 1 headteacher and five teachers were selected from a rural located primary school in Nigeria. The participants were selected using convenient sampling technique, as the school was easily located, and the members were easy to locate (Flanagan, 1980). At the time of this study, teachers that had five-year experience as a teacher and a two-year experience as a headteacher were selected.

Data collected were analysed using Thematic Analysis (TA) and this is appropriate because it respond to the objectives of the study which has been categorized into two segments 'challenges' and the 'suggestible solutions' (Braun & Clarke, 2012). Williams & Moser (2019) has three

steps to coding,which are; identifying, defining and describing. These steps were considered for this study, making consistent meaning out of the themes created. The principles of research ethics were followed, as the participants rights were respected and participants were free to free to leave when they deem neccesary (Gajjar, 2013).

Results

The results of this study were defined in themes below. The themes were identifed using Williams & Moser's three steps to coding. Three themes namely; lack of good communication chain, complex pattern of delegation of duties, and power-related tussules between headteachers and teachers.

Lack of Good Communication

Data revealed showed that lack of communication flow between headteachers and teachers is responsible for the problems of leadership practices in rurally located primary schools. This is generally regarded as a major problem in the developing countries education sector because lack of communication flow distorts effectiveness in teaching and learning and this has contributed to teachers' low job performance and low learners' academic performance in schools (Samuel, Nduku and Machyo 2019). Macharia (2012) also argue that clear headteachers' communicative flow has a significant effect on teaching and learning of learners among others is important to the improvement of school's effectiveness but reverse is the case in this research area. This is evident in the following conversation:

> *Communication is the major problem in the school because the headteacher prefers not to communicate to teachers especially on informations from the State Universal Basic Education Board (SUBEB. In rural area is even more difficult as communication is clear, and when we communicate to the headteacher he usually delay feedback.*

The first statement shows that there is communication lacuna between teachers and headteachers and this is a major set-back in the implementation of good leadership practices in schools. This shows that headteachers are '*small lords*' in the discharge of daily duties, the headteachers conceal information meant for teachers towards the development of learners. This is not far from the findings of (Odhiambo, 2005) that clear communication enhances better job performance and

motivation. Not only that, poor listening by the headteachers have been the major setback in the communication process in schools. When headteacher did not develop listening strategies to accommodate the complaints of teachers regarding motivation and teaching and learning materials. This is shown in the following statements form the participants:

> *My headteacher screams and shouts at me whenever I go to express myself about the lack of teaching materials and resources in schools. As a headteacher I think I need to work on my listening skills to accommodate a good rapport between me and my teachers, but, most teachers timing is very bad, they come when they are supposed to be in the class.*

From the first statements, it shows that lack of communication flow has dettered the academic performance of learners. Poor listening skills has deformed information flows in primary schools, poor timing of teachers in communicating with the headteachers is another problem seen as the problem of information flow in schools and delayed feedback regarding inforamtion passed to the headteacher is a problem which affects teachers motivations and in-turn affects the teaching and learning in schools. This may be the reason why Samuel et al (2019), notes that one of the challenges of school effectiveness is lack of good communication flow.

Complex Patterns of Delegation of Duties

Complex organisation structures in schools in Nigeria primary school, has detered information flow. Graber (2002) argued that complex organisation structures affects the information flow which in-turn affects realisation of organisations goals and objectives. Naicker & Mestry (2013) argued that school has a complex structures in hierachy from Department of Basic Education (DBE) to schools, this complexity has problem for education departments as these complex nature of hierachy in schools affects the flow of information and affects learners academic performance. This is why (Gray, 1982) asserted that complex pattern in schools reduce good relationships and good leadership enhances learners performance in schools. This is not the case in this study, the headteachers are not aware of this complex delegation of duties in schools which is evident in the following conversations:

> *I give teachers roles under my purview, and insist they do that without clashing with their lesson periods. As a teacher I observed that there is favouritism with the delegation of duties, my headteacher gives duties to some teachers which I percieve that some teachers are closer to him. Teachers are lazy in dispersing their duties, one saying goes 'Ogo Ta Ogo O Ta, Owo Alaru A Pe' it's a yoruba saying that is interpreted as even if we work or not our salary will be paid" I see some teachers lazy so I delegate some duties to the dilligent ones.*

It is revealed that the declining nature of leadership practices in schools is because of the complex nature of delegation of duties which affects the motivation and academic performance if learners. The first statement confirms that the headteacher gives roles to teachers. The second statement confirms that the headtecher gives roles to some favourite teachers. Not only that, the third statement confronts this statement as sees the teachers as been lazy and not been aware of the complex nature of the schools decision making process.

In the context of Nigeria, especially in rural located school, the issue here is that when the teacher is lazy, it does not encourage the headteacher to give them roles in schools. Our argument is that, this complex delegation of duties affects leadership practices in primary schools. Ibrahim and Daniel (2019) opined that a good leadership practices involves all teachers in the decision making process and in the delegation of duties both in the school and out of school duties.

Power-related tussle between Headteachers and Teachers

Schools need good leaderhip practices in order to attain its set objectives and effectiveness (Lumby, 2012). Leat, Reid & Lofthouse (2015) averred that proper teacher engagements brings about positive teacher effectiveness, where the teachers are not meaningfully engaged, it leads to rather low job effectiveness from the teachers and therby affects the leaners academic achievement. Sompa, Machila, Chibamba, and Muleya, (2020) also argued that power related conflict brings about low commitment in teachers thereby affecting curricular activities, pedagogical implications, and unconducive teaching and learning environments.   Musah, Abdul-Rahman, Tahir, Al-hudawi and Daud, (2018) asserted that earning teachers

trust is essential to reducing conflicts between teachers and headteachers. Levent, Özdemir, and Akpolat, (2018) also concurred that trust is essential in gaining teachers commitment in a task assigned by headteachers. This is not the case in this study, the teachers claimed that they did not earn the trust of their headteacher which caused the conflicts evident in the following conversations.

> *As a teacher, I do have confrontations with my boss, the headteacher, he feels all in all and has favourites among the teachers. As an headteacher, I do try my best to democratise every of my decision making meetings with staff. The conflicts of this nature causes diruptions in teaching and learning, pedagogical implications and disturbance in curricullar activities. The conflicts between teachers and headteacher caused the alarming trend of abuse and agitations that erupts from the classroom.*

From the first statement, it can be deduced that the teachers feels threatened with headteachers working with some teachers (favouristism), and such statement affects teachers morale, causes conflicts among staff and headteacher. The second statement confirms that the headteacher tried their best to democratise roles, the third statement revealed that the conflicts that erupts from headteachers and teachers disturbs teaching and general curricular activities. The fourth statement confirmed the abuse of learners through the use of cane/confrontations is caused by the conflicts that erupts from the headteachers and teachers.

In the context of Nigeria primary schools, especially in the rurally located schools, conflicts that erupts from the confrontations of teachers and headteachers affected the teaching and learning process and the general effectiveness in primary schools. Conflicts, according to our ideas, have an impact on the teaching and learning processes in Nigerian primary schools. and the power struggle (headteachers' egotistical personalities) harmed the smooth rapport that should exist between headteachers and teachers. Musah et *al.* (2018) confirmed that earning teachers trust through a selfless leadership approach, carrying the teachers along in decision-making procedures which distributive leadership appraoch enshrined is the best if the objectives and goals of primary education should be attained.

Discussions

The study revealed that schools located in rurally located schools lack of good communication chain needed for the smooth running of the school. This lack of good communication chain has rendered the idea of good leadership practices null. This lack of good communication flows has done more harms than good to the wellbieng of the learners in terms of academic achivement. Therefore, the lack of a good communication flow has a negative influence on the academic achivement of the learners. This in support of (Kamau, 2016) that lack of good communication flows affects learners academic performance in primary schools. The findings of (Kiadese, 2011) also corroborates the above findings that lack of good communication flow are responsible for the bad attitude the teachers and perceptions towards teaching in primary schools. This logically infer that, good communication flow between headteacher and teachers is impossible because of the lack of good commication flow.

The study also revealed that complex organogram in primary schools and the delegation of duties is a problem as revealed as a cause for incessant conflicts among teachers and headteachers. This is in consonance with the findings of (Wanzare and Da Costa, 2001) that complex delegation of duties has negative impact on learners performance. This corroborates the findings above (Ayub, 2014; Rajbhandari, 2016) that, complex delegation of duties are responsible for the bad attitudnal change manifested by teachers and headteachers. This to infer that leadership practices have been impaired by the complex delegation of duties in Nigeria primary schools.

The findings from the study revealed that power-related tussules existed between headteachers and teachers in Nigeria primary school. This had rendered the school incapacitated to ensuring a conflict-free school. The resultant effect is however, not pleasant as learners bears the brunt of conflicts between the headteachers and learners. The inference here is that, where cooperation between headteachers and teachers lacks, it affects the academic performance of learners. This in line with the submissions of (Etsey, 2005; Olaleye 2011) that where cooperation between headteachers and teachers ceased and conflicts erupts, it has negative impacts on learners academic performance in Nigeria primary schools and it detter the actualisation and realisation of the goals and objectives of primary

education. That is, there are yet to follow the principles of distributive leadership strategies in Nigeria primary schools (Amanchukwu, Stanley and Ololube, 2015). This is to confirm that, leadership practices in Nigeria practices ceased to be inclusive because of the incessant conflicts that erupts between teachers and headteachers.

Conclusions

The empirical investigations consisted the leadership practices of headteachers in managing conflicts in Nigeria primary schools. Among these challenges, identified to be predominant in Nigeria rurally located primary schools, is lack of good communication chain which affected the realisation of the goals and objectives of primary education. Secondly, complex delegation of duties also affected the relationship between the teachers and the headteachers which has resultant effect on the academic performance in Nigeria primary schools. Lastly, power-related tussules between headteachers and teachers caused the relationship strain among the school actors which have a resultant effect on the academic performance and job satisfation in schools. Education should be inclusive and democratic. Therefore, headteachers and teachers should work collaboratively to reduce power play dynamics played out in day-to-day administration. Distributive leadership leadership strategies if adopted in Nigeira schools, it will change the leadership practices positively and will improve the academic achievement of learners.

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Effects of Storytelling and Retelling on Academic Performance of Primary School Pupils across the School Curriculum in Ekiti State

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Abstract

This study examined the effects of storytelling and retelling on academic performance of primary school pupils across the school curriculum in Ekiti State. The purpose of the study was to investigate the effects of storytelling and retelling and on the performance of primary school pupils in Basic Science Technology and Social Studies in Ekiti State. The study used a quasi-experimental pretest-posttest design. A randomly selected sample of 120 pupils responded to Basic Science Performance Test (BSPT) and Social Studies Performance Test (SSPT) which was generated to guide this study. The data generated were analyzed using descriptive analysis and t-test statistics. Hypotheses generated were tested at 0.05 level of significance. The findings of the study revealed that there is significant difference between the pretest and posttest mean scores of the pupils' performance in both Basic Science Technology and Social Studies. It was also revealed that there was significant difference between the posttest means scores of pupils exposed to storytelling and retelling strategy of teaching. This implies that storytelling and retelling has effects on the performance of primary school pupils across the school curriculum. Based on the findings of this study, it was recommended that teachers should be encouraged to embrace the use of storytelling and retelling in the teaching of curriculum contents in primary schools, teachers should be allowed to attend workshop that could enhance and improve their knowledge on the use of the strategy in teaching and an enabling environment should be

created for the proper use of the strategy in teaching learning situation in primary schools.

Keywords: Storytelling and Retelling, Performance, Pupils, Basic Science, Social Studies

Introduction

According to Fikriah, storytelling is a type of teaching approach that may assist young learners in gaining information, literacy, creativity, invention, and critical thinking (2016). As a result, as mentioned by Maulany, storytelling is particularly beneficial for teaching foreign language to young learners and stimulates youngsters to be active participants in the building of the story's meaning (2017).

Story-telling is a technique of teaching that has been shown to be extremely useful across the school curriculum (Sarah, 2016). Because learners are typically intrigued by tales, this literacy method, which is based on literature, makes learning of any material highly fascinating to them. The use of tales as pedagogical aids in the teaching and learning of school topics that are often viewed as difficult by most Nigerian students might surely help the teaching and learning process. It is anticipated that the tales that teachers use to teach curriculum subject are real in order for young learners to be able to relate to them and, as a result, do well academically. As a result, tales must be conveyed to pupils in a learner-friendly manner in order to excite, sustain, and develop their interest in the topics being discussed (Maulany, 2017).

Using tales/stories to educate entails not only the educator telling stories, but also the pupils recounting stories in order for them to better understand the topics given to them, since learning is boosted when several sub-skills of a language are activated (Morais, 2015). When students are taught tales, they listen and think, and when they repeat stories, they think and speak. Even though they will not be penalised or shamed if they falter along the way, the students are compelled to recreate the stories exactly as they were originally delivered. Retelling displays the ability to grasp literally, according to Jegede, Onukaogu, Inyang, and Arua (2003).

They went on to say that the act of repeating tales shows the learner's capacity to make inferences and draw conclusions since retelling includes organising, integrating, and classifying information that is indicated but

not articulated in a narrative. According to Mariah (2017), while employing story-retelling to teach subjects throughout the curriculum, the instructor can utilise either guided or unguided retelling depending on the learners' ability. When using guided retelling, the instructor can assist the student who is recounting the narrative by providing particular terms or expressions that the pupil may have forgotten throughout his or her retelling. Furthermore, the teacher might specify particular aspects of the tale that he wants the student who is recounting it to provide. In the lower basic levels, guided recounting is critical. Unguided recounting/retelling, on the other hand, is a voluntary or conditioned conversation or written or spoken debate concerning previously read or discussed subject.

Higher basic courses are required to conduct more unguided recounting in class since it not only helps pupils remember the things they are exposed to more readily, but it also helps them develop their linguistic ability, literary abilities, information organisation, memory, and reaction to the knowledge (Hapgood & Pallincsar, 2007). Listening to storytelling benefits pupils much, and it is becoming recognised as having crucial theoretical and practical consequences for them. Storytelling allows for cooperative learning and the development of social skills in students. However, as mentioned in the reading section, Labbo and Field (2010) believe that enabling learners to listen, savour, chorally read, envisage visuals, participate in creative movement, and manipulate literary language skills improves the narrative reading experience.

Baker and Greene (2010) define storytelling as an interaction between the narrator and the listener rather than the delivery of a memorised script. They said that the finest narrative is a collaborative effort. This definition appears to be in line with Sarah (2016), who claims that storytelling is important in the classroom since it is collaborative and engaging. Baker and Greene's interpretation of storytelling was the method of storytelling used by the researchers in the study treatment.

According to Alna (2000), listening to a narrative read from a picture book demands more creativity than narration. This is due to the fact that, in the lack of pictures, the listeners were forced to conjure up their own images of the tale. According to the aforementioned writers' descriptions, it appears that storytellers naturally use many of the strategies that experts

feel are the most successful and that readers should seek to embrace. According to Alna (2000), storytelling encourages the use of one's imagination and the active participation of listeners as collaborators in the production of the tale experience.

According to Mariah (2017), the connection between narrative and children's performance is well-established. True, there is a lot of qualitative evidence that narrative has an impact on students' performance. In educational journals, there have been several studies on storytelling and its impacts. The vast majority of studies, including some of the ones mentioned above, fall into one of two groups. The first category includes how-to articles on themes like how to tell tales better and how to incorporate storytelling into the classroom. Theoretical papers make up the second subcategory. These frequently include intriguing and useful anecdotal or qualitative data, as well as broad statements on storytelling and its impact. (2017, Mariah)

These issues, in turn, represent some of the issues that educational scholars encounter from time to time. Those who respect educational research have reservations about storytelling since its impacts have not been well established. Oral storytelling, according to Silver (2017), offers considerable benefits for children's growth and education, and while being the oldest form of instruction, Hibbin (2016) believes that it is under-utilized in today's early schooling.

Certain parts of the scientific community, in turn, are sceptical about educational research as a whole. According to Hakkarainen & Vuorinen (2018), a segment of researchers in the domains of chemistry and physics, as well as other sciences, believe that the findings of social science researchers are invalid. They felt this way because educational research virtually never had the same level of stringent control over variables as science research. Hibbin (2016) goes on to say that literacy is the dominant educational practise, and that speaking and listening are assumed to be non-problematic tools for literacy development.

Many instructors have recently discovered narrative to be an effective teaching method. For anyone interested in learning to utilise storytelling or improving their storytelling talents, the accessible literature on the subject includes a plethora of knowledge. When studying the literature on

the issue, however, it's impossible not to note that there's a scarcity of quantitative evidence on the benefits of storytelling and retelling on teaching and learning across the school curriculum. This study looked into the impact of storytelling and retelling on primary school pupils' performance throughout the curriculum.

Statement of the Problem

Teachers are concerned about their pupils' academic success. As a result, they've used a variety of teaching approaches and ideas, yet primary school students in Ekiti State have struggled academically. As a result, parents, teachers, curriculum developers, and other educational stakeholders have expressed their displeasure. As a result, low academic performance among students might be attributed to the teachers' teaching techniques or strategies.

Purpose of the Study

The purpose of this study was to explore the impact of storytelling and retelling on primary school pupils' performance throughout the curriculum in Ekiti State. It looked at the impact of storytelling and retelling on primary school students' performance in Basic Science Technology and Social Studies, respectively.

Research Hypotheses

1. There is no significant difference between the pre-test and post test mean scores of pupils exposed to storytelling and retelling strategy in Basic Science Technology.
2. There is no significant difference between the pre-test and post test mean scores of pupils exposed to storytelling and retelling strategy in Social Studies.
3. Storytelling and retelling have no significant effect on the academic performance of pupils in Basic Science Technology.
4. Storytelling and retelling have no significant effect on the academic performance of pupils in Social Studies
5. There is no difference between the post test means scores of pupils exposed to storytelling and retelling strategy and the control group.

Methodology

The quasi-experimental pretest-posttest design was adopted in this investigation. The study's participants were all pupils in Ekiti State's public primary schools. The Local Government Areas (LGAs), schools, and pupils for this study were chosen using a multistage sampling technique. The Basic Science Performance Test (BSPT) and the Social Studies Performance Test (SSPT), which were created to lead this study, were administered to a randomly selected sample of 120 primary six pupils. The test-retest technique of measuring reliability was used to assess the instrument's dependability.

This was accomplished by delivering the BSPT and SSPT tests twice in two weeks to 20 students who did not participate in the research. The scores obtained from the two separate sets of responses were correlated, using Pearson's Products Moment Correlation Coefficient Analysis. A reliability index of 0.91 and 0.73 were obtained for BSPT and SSPT respectively. These coefficients were considered relatively high enough to be used for the study. The data generated were analyzed using descriptive analysis and t-test statistics. Hypotheses generated were tested at 0.05 level of significance.

Results

Hypothesis 1

There is no significant difference between the pre-test and post test mean scores of Pupils exposed to storytelling and retelling strategy in Basic Science Technology.

Table 1

Pretest and Posttest Mean Scores of Primary School pupils in Basic Science and Technology

Variable	N	Mean	S D	M D
Pre Test	30	5.17	1.877	9.233
Post Test	30	14.40	5.126	

P<0.05

The table above shows that the mean score of the pupils in the pre-test is 5.17 while the mean score in post –test is 18.40.The mean of difference

is 9.233. This implies that the performance of the pupils improved in Basic Science Technology after they were exposed to storytelling and retelling strategy.

Hypothesis 2

Storytelling and retelling has no significant effect on the performance of pupils in Basic Science Technology.

Table 2

t-test Analysis of the Pretest and Posttest Scores of Primary School Pupils in Basic Science and Technology

Variable	N	Mean	S D	M D	Df	$t_{cal.}$	$t_{tab.}$
Pre Test	30	5.17	1.877	9.233	58	9.423	1.871
Post Test	30	14.40	5.126				

P<0.05

From the table above, the t- calculated is 9.423 which is greater than the table value 1.871. Hence the hypothesis was rejected. The implication of this was that the performance of the pupils in Basic Science and Technology improve immensely as a result of the pupils' exposure to storytelling and retelling strategy.

Hypothesis 3

There is no significant difference between the pre-test and post test mean scores of Pupils exposed to storytelling and retelling strategy in Social Studies.

Table 3

The Pretest and Posttest Scores of Primary School Pupils in Social Studies

Variable	N	Mean	S D	M D
Pre Test	35	5.23	1.767	13.171
Post Test	35	18.40	7.417	

P<0.05

The table shows that the mean score of the pupils in the pre-test is 5.23 while the mean score in post –test is 18.40. The mean of difference is

13.171. This implies that the performance of the pupils improved in Social Studies after they were exposed to storytelling and retelling strategy

Hypothesis 4
Storytelling and retelling have no significant effect on the performance of pupils in Social Studies.

Table 4
t-test Analysis of the Pretest and Posttest Scores of Primary School Pupils in Social Studies

Variable	N	Mean	S D	M D	Df	$t_{cal.}$	$t_{tab.}$
Pre Test	35	5.23	1.767	13.171	68	10.220	1.867
Post Test	35	18.40	7.417				

P<0.05

From the table above, the t- calculated is 10.220which is greater than the table value 1.867. Hence the hypothesis was rejected. The implication of this was that the performance of the pupils in Social Studies improves immensely as a result of the pupils' exposure to storytelling and retelling strategy.

Hypothesis 5
There is no difference between the post test means scores of pupils exposed to storytelling and retelling strategy and the control group.

Table 5
The Post Test Means Scores of Pupils Exposed to Storytelling and Retelling Strategy and the Control Group

Variable	N	Mean	S D
Basic Science (Experimental)	30	14.40*	5.026
Control Group (Basic science)	33	8.03	1.944
Social Studies (Experimental)	35	18.40*	7.417
Control Group (Social Stidies)	32	9.00	0.000

P<0.05

The table above show that the post test mean scores of students' academic performance in Basic Science Technology was 14.40, control group for

Basic Science was 8.03, Social Studies was 18.40 and that of control group of Social Studies was 9.00. From this information, the performances of the pupils exposed to the treatment (storytelling and retelling) were higher compared to those in the control groups. This implies that the treatment given enhance the performance of the pupils positively.

Discussion

The study's findings indicated that after being exposed to storytelling and retelling strategies, there is a substantial difference between the pretest and posttest mean scores of the pupils' performance in both Basic Science Technology and Social Studies. This backed up Ellis's (2000) claim that using storytelling and retelling in the classroom can help instructors meet a lot of criteria in a short amount of time. As a result, storytelling is beneficial since it is adaptable and may appeal to a wide range of learning styles/types.

The study found out that when students are exposed to narrative and retelling strategies, their performance in Basic Science and Technology improves dramatically. This study supports Skantz's (2018) argument that tales may communicate science in a way that stimulates students' interest in learning science by offering relevant, clear, and memorable settings. Furthermore, storytelling can allow pupils to have a better understanding of the wider picture. They go on to say that the goal of the science curriculum should be to cultivate young people's scientific curiosity as well as their feeling of wonder and excitement. Stories, according to Siver (2017), might be a means to achieve this beneficial effect if they are relevant, enjoyable, and interesting. He suggests that instructors implement this educational method in their classrooms.

The study also found that once students were exposed to storytelling and retelling strategies, their performance in Social Studies improved. This study backed up Raines & Isbell's (2019) claim that tales may be utilised in Social Studies classrooms to augment textbooks and spice up teachings to pique students' attention and curiosity. Students' knowledge of a topic, its ideas, and generalisations can be improved via the use of stories. Also, according to Spagnoli (2019), stories may help students learn more about their own culture, history, and heritage, as well as extend their understanding and respect of other civilizations.

Stories, he claims, may help students develop empathy, social and moral values and attitudes, as well as self-confidence and self-esteem. When students help tell a tale and solve the issues of the characters as the narrative progresses, stories may bring a class together. Because stories may speak to the heart, children can be encouraged to be storey readers, tellers, and creators themselves, according to MacDonald (2011). Tales can develop pupils' abilities to listen, talk, imagine, construct phrases, and create stories because stories can speak to the heart.

According to the findings, the therapy given to the students improves their performance in a beneficial way. This was supported by Mauro (2006), who stated that storytelling and retelling aid in the development of accurate inflections, consistent expressions, and a thorough understanding of a concept, as well as Erickson (2009), who stated that storytelling aids in getting students excited and ready to learn effectively.

Conclusion

Based on the findings of this study, it could be concluded that there was significant difference between the posttest means scores of pupils exposed to storytelling and retelling strategy. This implies that storytelling and retelling has effects on the academic performance of primary school pupils across the school curriculum in Ekiti state in both subjects being understudied.

Recommendations

It was recommended that teachers should be encouraged to embrace the use of storytelling and retelling in the teaching and learning process in primary schools, teachers should be allowed to attend workshop which could enhance and improve the knowledge on the use of the strategy in teaching and an enabling environment should be created for the proper use of the strategy in teaching learning situation in primary schools.

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Effect of Peer Tutoring and Conventional Method of Teaching on Junior Secondary School Social Studies Students

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Abstract

The present research aims to establish the effect of conventional method and peer tutoring on junior secondary Social Studies students. The research design used in this study was quasi-experimental. The students were selected through a simple random sampling technique which made up the sample for the study and purposive random sampling technique was employed to select JSS 3 Social Studies intact class used. A Social Studies achievement test was used to obtain relevant information used in the study. The collected data were analyzed with descriptive statistics, analysis of variance and analysis of difference of mean at 0.05 level of significance. The results showed that there was a significant difference in the academic performance of students taught Social Studies with peer tutoring method of teaching and those taught with conventional method of teaching. Results also showed that there was significance difference in the post-test mean and the pre-test mean of Social Studies students taught with peer tutoring method of teaching. It was found that peer tutoring is an essential method of teaching that improves the academic performance of Social Studies students than the conventional method of teaching.

Keywords: Peer tutoring, Conventional teaching, Social Studies, Academic performance.

Introduction

Social Studies is a discipline that is connected with human activities in all ramification of life in order to make them live a fulfilled, worthwhile and acceptable life. As a discipline, it is the study of humans, how and where they live, how they form structures, govern themselves, provide for the needs of individuals in relation to their environment and how the environment induces human reactions (Odey, 2019). It is the study of human in relation to their community, society and environment; whereby, knowledge, skills, right attitudes and values are inculcated into individuals in order for them to make a positive change in their environment. According to Odey (2019), Social Studies is a course that gives pupils skills, information, and the ability to build favourable attitudes regarding Nigeria's cultural heritage.

However, despite the significance of the subject and the void it is meant to fill among humans in the society, Nigeria has a country is filled with divers vices such as kidnapping, prostitution, rape, examination malpractices, robbery and other prominent vices that are majorly perpetrated by secondary school students despite the above-average achievement of students in Ekiti State. In this study, it was observed that studying to have average scores by the students is not the challenge but the students' ability to practice the contents of Social Studies inculcated into them by their teachers using conventional method of teaching the subject appears to be the main problem. This is in line with the opinion of Adunola (2011) that, teachers must be familiar with a variety of teaching strategies that will allow them to recognize the magnitude of a learned concept in order to determine the effectiveness of what was taught.

Peer tutoring can simply be defined as an educational approach that employs pairs of high-achieving students to teach a smaller group of high, average, and low-achieving students in a classroom environment under the supervision of a teacher who monitors the class activities for a specific length of time. This strategy can be used during seminar presentations, discussions, collaborative works and community reports. According to Ali, Anwer and Abbas (2015) the uses of peer tutoring are numerous but it is mostly used to referred to students who usually study in pairs in other to assist each other to have a better understanding of different concepts since

learners have various intellectual capability levels to work with when they are together. The advantages of peer-tutoring ranges from the ability of students to share useful information with one-another, exchange of problem-solving strategies which can reflect in positive attitudes of students, better communication skills and simplification of course contents for better understanding.

Peer tutoring can assist teachers deal with issues including limited instructional time, many curricular requirements, and acceptable student social involvement. According to Adeola (2005), the children who get peer tutoring vs those who receive traditional education. Academic benefits have been frequently documented in peer tutoring programmes, according to Falade (2015), students serving as instructors in the capacity of expert have also shown effects. Peer tutoring is often well received by teachers who have introduced it. Peer tutoring can assist teachers deal with issues including limited instructional time, many curricular requirements, and acceptable student social involvement.

The conventional method, also known as lecture method can simply be referred to as a process or situation where the teacher (educator) tends to know everything about a particular content in the learning curriculum and disseminates it to the learners in the classroom (Afurobi, Izuagba, Obiefuna & Ifegbo, 2015). This learning strategy only gives room for the teacher to be the overall custodian of knowledge in a particular field of study without having consideration for the prior knowledge of the learners, thereby making them passive members of the class, who are only to listen and take instructions word for word from the teacher.

The traditional teaching technique i.e. conventional method portrays the instructor as a facilitator of learning activities, a source of information, and a subject matter expert. The instructor should be responsible for all classroom instruction and ensure that all course ideas are comprehended by the pupils. It's also how the instructor keeps control of the class, teaches course material on the chalkboard, explains ideas, asks pupils to copy notes, and ensures that all of the students' attention is focused on the teacher's actions in the classroom (Raja, Qureshi & Albesher, 2017). Aside from that, the conventional approach emphasises on instilling discipline in kids and encouraging character development. The conventional approach

to teaching was once thought to be a formal teaching style, as it entailed the direct flow of knowledge from instructor to students, or students to teacher, depending on the situation. According to Ojikutu (2005), there is no discernible difference between cooperative and traditional teaching methods. According to Toppings (2005), instructors should continue to play an active part in teaching and learning activities.

According to Abdu-Raheem (2013), many instructors/teachers in Nigerian secondary schools still depend largely on the conventional lecture style while teaching Social Studies. In the lecture method, the teacher uses verbal explanations throughout the lesson and renders the students' passive; students may not contribute to the lesson in any form. All that is expected from them is to memorize their teachers' note for the purpose of passing examinations, thereby; their attitude outside the classroom does not reflect what they were taught. This reason appears to be limiting the display of the expected societal values in the day-to-day activities of Nigerian youths. The goal of traditional education, on the other hand, is to expose all pupils to the same knowledge and develop the same interests (Albanese, 2000).

Statement of the Problem

As observed by the researchers, there appears to be a large discrepancy considering the academic achievement of social studies' students in Nigerian schools and most of their behaviors in the society appear to contradict the expected norms in the society. The researcher is of the opinion that the traditional/lecture method of teaching has not been effective enough to enhance the practice of the expected societal values among Nigerian secondary school students. It appears that this conventional teaching method does not enable them to develop initiatives to identify and provide attempted solutions to different societal problems cropping up around them. It is based on this backdrop that the researchers deem it fit to explore this problem. The main research question of the study is: Is there a difference in the academic performance of students taught Social Studies with peer tutoring, conventional and control group?

Research hypotheses

1. There is no significant difference in the academic performance of students taught Social Studies with peer tutoring and conventional

2. There is no significant difference in the pre-test and post-test mean score of students taught with peer tutoring teaching method.

Methodology

The researchers used quasi – experimental research design, by employing the non-randomize pretest-posttest control group. The classes used were intact classes and for the fact that the school authorities may not permit disruption of classes for the sake of research.

Below is the design used:

Group	Posttest	Pretest	Treatment
E_1		0_1	X_1
	0_2		
E_2		0_3	X_2
	0_4		

Where:

E = Experimental

X_1 = Treatment (peer tutoring)

X_2 = conventional teaching method

The sample size for this study was JSS III intact class of 120 Social Studies students selected by using simple random sampling technique. These students were selected from a secondary school in Ado local government area of Ekiti State. Purposive random sampling technique was employed to select the class used. The school formed the intact class with a total sample size of 120 JSS III Social Studies students, such that the students used for conventional method are 40 students, treatment class also entailed 40students and Controlled class also consist of 40 students. The two experimental groups were taught by the regular Social Studies teacher using peer tutoring method of teaching and conventional method while the control group was the general idea of students towards the identified concept without any intervention. A Social Studies Achievement Test (SSAT) comprises of 15 items was prepared and administered by the researcher on the selected sample.

Results

Descriptive Analysis

Main Research Question
Is there difference in the academic performance of Social Studies students taught with peer tutoring, conventional and control group?

Table 1
Descriptive Analysis of the difference in the academic performance of students Social Studies taught with Peer Tutoring Method and Conventional Method

Variation	N	Mean	Std. Deviation
Conventional	40	11.05	3.796
Peer	40	12.10	1.582

Table 1 shows that the mean and standard deviation of conventional method and peer tutoring group to be 11.05; 3.796 and 12.10; 1.582 respectively. The mean is apparently higher in peer tutoring than conventional.

Hypotheses Testing

Hypothesis 1
There is no significant difference in the academic performance of students taught Social Studies with peer tutoring and conventional method.

Table 2
t-test showing the difference in the academic performance of students taught Social Studies with peer tutoring and conventional method

Variation	N	Mean	S.D	df	t_{cal}	t_{tab}
Conventional	40	11.05	3.796	78	1.615	1.960
Peer	40	12.10	1.582			

Table 2 showed that the t_{cal} (1.615) is not significant at 0.05 level of significance, hence the null hypothesis that states there is no significant

difference in the academic performance of students taught Social Studies with peer tutoring and conventional method is not rejected. This implies that there was no significant difference in the academic performance of students taught Social Studies with peer tutoring method of teaching and those taught with conventional method of teaching.

Hypothesis 2

There is no significant difference in the mean academic performance between the pre-test and post-test of students taught with peer tutoring teaching method.

Table 3

t-test showing the difference of mean in the academic performance between the pre-test and post-test of students taught with peer tutoring teaching method

Variation	N	Mean	S.D	df	t_{cal}	t_{tab}
Posttest	40	12.1750	1.50021	39	51.327	2.021
Pretest	40	10.3250	2.86793			

Table 3 showed that the t_{cal} of51.327is significant at 0.05 level of significance, hence the null hypothesis that states there is no significant difference in the mean academic performance between the pre-test and post-test of students taught with peer tutoring teaching method is not accepted. This implies that there was a significant difference in the mean academic performance between the pre-test and post-test of students taught with peer tutoring method of teaching.

Results

The results of hypothesis one revealed a substantial difference in academic achievement between pupils taught Social Studies using the peer tutoring approach and those taught using the traditional method. This is consistent with Topping's (2005) findings, which found that peer tutoring improves academic attainment for all members of the group. However, the findings of this study contradict those of Brewer, Reid, and Rhine (2003), who claimed that one-on-one training is extremely successful for students with a variety of requirements, needs, desires and aspirations. The findings of

hypothesis two showed that the mean achievement of post-test group students was higher than that of pre-test group. This means that post-test group had a superior mean achievement score compared to pre-test group exposed to peer tutoring teaching methods. This was further confirmed by the test of hypothesis two which showed that there was a significant difference in mean performance between the pre-test and post-test of students taught with peer tutoring teaching method. This is in line with the findings of Adeola (2005) who reported that post-test group mean achievement score is higher than the pre-test group mean achievement score that is exposed to peer tutoring method of instruction.

Conclusion and Recommendation

This study has shown that there was a significant effect of peer tutoring teaching method in Social Studies. It is therefore concluded that peer tutoring teaching method is an essential method of teaching that will enable the junior secondary schools students in Nigeria to have a better understanding Social Studies contents and the expected societal values required to be manifested from individuals and also improve the academic achievement of Social Studies students than the traditional/lecture method of teaching.

Hinging on the facts in the findings of this study, the implication therefore is that peer tutoring should be incorporated and encouraged into classroom teaching because it enables the learners to be able to teach themselves, assimilate and comprehend in a language they understand and that learners won't be shy to open-up to one another because the method of peer tutoring involves all members of the group/section which in turn makes them actively involved in the activities and procedures of teaching and learning thereby discouraging the passiveness of learners in the whole teaching/learning process, since Social Studies deals with the daily issues, activities and dealings carried out, involved in and encountered by human beings in the society at large and individually as learners who find themselves in the community and are also active participants/members of the larger society working towards the development of the society through their actions and inactions, the method can improve the performance of Social Studies Students and encourages the display of positive attitudes, ethics, values, norms and character among Nigerian youths which are the

bulk of learners being involved in the activities and procedures of impartation of knowledge (teaching) and its acquisition (learning) in schools and also the major actors of the study.

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Emotional Maturity and Behavioral Problems among School Students: A Correlational Study

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Abstract

This study examines the relationship between Emotional Maturity and Behavioral Problems of school students. The Emotional Maturity Scale (EMS) and the Child Behavior Checklist (YSR) were used on a sample of 800 school students selected from different public and private schools of Lahore, Pakistan. The results of the study indicate that there is a significant positive relationship between emotional maturity and the internalizing and externalizing behavioral problems of the school students. Moreover, there were gender differences between emotional maturity and externalizing problems of the school children. Girls (M=146.23) were found to be more emotionally insecure than boys (M=143.3) whereas boys (M=18.42) had more externalizing problems than girls (M=16.60). The study can guide the counselors about the relationship of emotional maturity and behavioral problems and how these affect the school children in different ways.

Keywords: Emotional Maturity, Behavior Problems, Internalizing Problems, externalizing problems.

Introduction

Emotional maturity is essential determinant of personality pattern. It assists to manage the growth of adolescent's development. According to the scientific perspective, personality is the organization of various characteristics and "emotional maturity" is one of them. Emotional maturity is the tendency to comprehend and deal with a person's

sentiments. The level of emotional maturity determines our ability to manage complex situations (Jobson, 2020). It is a state, in which a person acquires emotional growth, becomes emotionally stable and manages their emotions according to the circumstances, and also critically examines a situation before responding to it. They have steady emotions and do not exhibit constant swings (joy, 2018). The ability to withstand tension is the most notable sign of emotional maturity, as it allows a person to bear the frustration they go through (Kumar & Smriti, 2014).

Emotional maturity according to Jersild (1963), is the degree to which people can recognize their potential for life prosperity and develop aptitude to enjoy things, to love and laugh and able to relate themselves to others; and express their emotions according to the occasion as a real self without any faking of personality'. Emotional mood swings are regularly noticed at an adolescent's stage. Adolescence is a intermediate period from childhood to being an independent adult; typified by social and emotional, physical and psychological changes (Gulati et al., 2018). According to Smiston (1974), emotional maturity is a procedure through which personality constantly strives for better emotional well-being, both physically & psychologically.

Tayebi et al, (2020) stated that emotional problems are one of the most prominent leading causes of behavioral problems. There is a strong correlation between the adolescence age and behavioral and emotional issues. It is vital to get awareness regarding these problems and find the coping solutions. The most common psychological disorders during childhood and adolescence are anxiety disorder (31%), emotional problems (14.3 %), and behavior disorders (19.1%) Fuchs et al., (2013).

Problem behavior is the disrupted behavior, which a child shows frequently that can be harmful for the child, their families and other persons around them. The adolescents could exhibit internal and external both type of behavioral problems (Devlin, 1998).

The behaviors which are termed as externalizing behavior involves disinherit behavior and other ways of socialization (Kovacs & Devlin, 1998). They are the clusters of behaviors which are directed outward, such as hyperactive and destructive behavior (Shan & Winslow, 1997). Internalizing behavior consists of withdrawal, apprehension, self-consciousness and anxiety (Eisenberg et al., 2001).

Rational of Study

Children experience behavioral problems due to many reasons, among those emotional immaturity is a significant factor which exacerbates the emotional insecurity and ultimately pushes the children to behavioral problems. The main purpose of this study is to investigate the relationship between emotional maturity and behavioral problems among school children. As there is dearth of studies of this topic, therefore there is a dire need to dwell deeply into different aspects regarding emotional maturity and its effects on child's psychological and behavioral well-being so that awareness can be spread in Pakistani society about it.

Objectives

The objectives of the study were to:

1. Explore the relationship between emotional maturity and behavioral problems among school students.
2. Evaluate the gender differences regarding emotional maturity and behavioral problems of adolescents.
3. Investigate the difference in family systems in terms of behavioral problems among school students.
4. Examine the difference between the numbers of siblings and behavioral problems of school students.
5. Explore how birth order impacts the relationship between emotional maturity and behavioral problems of school children.

Literature Review

In reviewing previous literature, many studies have revealed that emotional maturity and behavioral problems are interlinked. Emotional maturity has a crucial role on the growth of individuals. Lack of emotional maturity could cause severe hurdles in social and personal life. It helps the individual to lead a healthy life and act appropriately according to the situation (Jobson, 2020).

  Hollingworth (1928) explained that a person who is emotionally mature can react with a degree of emotional responses and keep within bounds, he does not respond in none or all fashion. He will be able to control his responses according to the situations and are capable of tackling self-pity (Singh & Bhargava, 1990).

Anand et al., (2014) examined those adolescent years are the most critical time for emotional maturity. Adolescents learn to love, hate, feel anger and fear. It is vital that adults empower their thinking and channelize their anger positively. Various decisions of life occur in this little period of adolescence. Those who are emotionally mature grow from childhood, where one effectively deals with disappointment and failures. High intelligence quotient does not essentially take one to the development of emotional maturity.

Johns et al., (2016) conducted research regarding all such emotions which are known to be the basic factor of all relationships. Emotions have influence as they are powerful and they have great control on our thoughts, behavior and other aspects of life. Our past experiences directly influenced the behavior and thought processes and early developmental stages of consciousness characterized by physical aspects like physical arousal, awareness of implicit and explicit behavior. We are energized and motivated by healthy emotions for appropriate action. Unhealthy emotions are either overly intense or suppressed. Mowafy et al, (2015) conducted cross-sectional research on 476 students to assess the occurrence, impact and predictors of behavioral and emotional issues of 13 to 17 years of age students from rural areas. Our findings indicated that students with higher level of emotional problems have greater behavior problems. Kumar (2014) stated that boys and girls significantly differ in terms of emotional maturity and it's also influenced by their family relations.

Significance of the Study

This study will be helpful for counselors to get some insight about the psychological well-being of the school children as young as 14 years because in describing stress and other mental issues, the mainstream school children are believed to be out of this domain. Most of the literature has focused on clinical population whenever they set out for exploring behavior problems, but recent researches and statistics are indicating a large population of mainstream school and high-school students experiencing a lack of emotional maturity, which causes different types of behavioral problems in them. This study will bring forth the awareness of behavior problems in mainstream school population.

Methodology

Participants

The sample consisted of 800 participants from various schools of the Lahore city and andron Lahore , including boys and girls of 7th to 10th grades, with the age range of 13–18 years were included in the sample (N=800). Convenient sampling technique had been used. the students over 18 and below age 13 and the students with any physical and mental health issues are not included.

Research Instruments

Demographic Questionnaire

A demographic questionnaire was designed keeping in account the demographic variables as obtained from the literature review. The demographic variables included age, gender, class, school system, family system and number of siblings.

Emotional Maturity Scale (EMS)

This scale is developed by waheed, Rasheed and kausar (2015). The scale comprises of 46 items and it is a self-reporting five-point Likert scale. The higher score on the scale shows a greater degree of emotional insecurity and the other way around.

Child Behavior Checklist (YSR)

Child Behavior Checklist was developed by Achenbach and Rescorla in 2001. It was used to measure a broad   variety of behavioral and emotional problems among children. The scale comprises 112 items with 3 rating scales. It measures the 8 various behavioral domains.

Procedure

Formal permission was sought to use the measuring tools from the authors of the scales and Urdu translated versions were used. Informed consent was initially taken before the data collection. The participants were briefed about the aim and purpose of the study. They were also instructed about how to fill the scales. The anonymity and confidentiality of the information was ensured. Participants were instructed to be honest, while responding to the questions. Once the data were collected, it was recorded on SPSS for analysis.

Results

Table 1

Mean and SD of Age, Frequencies and Percentage of Gender, School System, Class, Number of Siblings Family System of the School Children (N=800).

Demographic Variables	F	%
Age		
M=14.17, SD=1.242		
Gender		
Boys	411	51
Girls	389	48
School System		
Government	400	50
Private	400	50
Grade		
7th	200	25
8th	200	25
9th	200	25
10th	200	25
Number of Siblings		
Only Child	22	2.8
1-3	451	56.4
4-6	303	37.9
7-9	21	2.6
10-12	3	.4
Family System		
Joint	385	48
Nuclear	412	51

Note. f = Frequency; M = Mean, SD = Standard Deviation

Above table 1 shows the demographic profile of the participants. Most of the sample lies between the age ranges of 14 to 17 years. There were 400 boys and 389 girls. There were two categories of school system 400 students were from government schools while 400 were from public schools. The sample was collected from the students of the 7th to 10th class,

200 students per class. There were 5 categories of Siblings among which the maximum number of siblings was 12. 3% of children have 10–12 siblings, while 2% was the one-Child. Furthermore, the table also depicted that 48% of students belong to joint family system, whereas 51% of students were those who belongs to nuclear family system.

The results indicated a significant positive relationship between emotional maturity and behavioral problems' subscales except somatic complaints (r=.055, *p*>.05) and rule breaking behavior (r=.026, p>.05). The highest correlation score of emotional maturity was with attention problems (r=.216**, *p*<.001) and rule breaking behavior (r=.211**, *p*<.001). In emotional maturity scale, higher scores indicated a greater degree of the emotional insecurity and vice versa. So the findings revealed that the children who receive higher scores in emotional insecurity have a greater degree of behavioral problems.

Table 2

Pearson's Product Moment Correlation Coefficient between Emotional Maturity, Behavioral Problems and its subscales (N=800).

Variables	1	2	3	4	5	6	7	8	9	M	SD
1. EM	1	.211**	.144**	.055	.026	.170**	.108**	.137**	.216***	144.	18.6
2.ANX		1	.616**	.518**	.592**	.639**	.671**	.653**	.614**	8.82	4.41
3.W/D			1	.419**	.437**	.532**	.515***	.504***	.510***	6.03	2.85
4. SC				1	.417**	.445**	.446**	.460**	.397***	6.65	3.80
5.RBB					1	.682**	.662**	.661**	.537***	6.95	5.48
6. AB						1	.639**	.651**	.645***	10.2	6.18
7.SP							1	.606**	.572***	7.27	3.85
8. TP								1	.579***	8.93	4.93
9.AP									1	6.81	3.49

Note: CP= Critical Parenting, PS=Parental Support, EM= Emotional Maturity, ANX/D= Anxious/Depression, WD/D= EM= Emotional Maturity, ANX/D= Anxious/Depression, WD/D= Withdrawn/Depression, SC= Somatic Complaints, RBB= Rule Breaking Behavior, AB= Aggressive Behavior, SP= Social Problems, TP= Thought Problems, AP= Attention Problems, M=Mean, SD=Standard Deviation

Table 3

Independent sample T-test between boys and girls for Emotional Maturity and Behavioral problems (N=800).

Note: M=Mean, SD=Standard Deviation, CL= Confidence Interval, LL=Lower Limit, UL=Upper Limit

Variables	Boys(N=434)		Girls(N=366)		t	p	95%CL		Cohen's d
	M	SD	M	SD			LL	UL	
Emotional Maturity	143.30	18.40	146.23	18.85	-2.214	.027	-5.521	.332	0.157
Internalizing Problems	22.07	9.485	21.87	9.332	.304	.761	-1.109	1.515	0.021
Externalizing Problems	18.42	11.208	16.60	10.692	2.344	.019	.297	3.355	0.166
Other Problems	5.58	3.216	5.79	3.193	-.919	.359	-.655	.238	-0.065

Independent sample t-test was performed comparing the emotional maturity, internalizing, externalizing and other problems of boys and girls. The result indicated a significant difference ($p< .05$) between emotional maturity in boys (M=143.3, SD=18.40) and girls (M=146.23, SD=18.85). Girls scored higher in emotional maturity than boys, In Emotional maturity scale higher scores indicated greater degree of the emotional immature and vice versa. So the findings revealed that girls are more emotionally immature than boys. In internalizing problems, there is no significant difference ($p>.05$) between boys and girls. The mean scores of boys are higher (M=22.07, SD=9.485) than girls (M=21.87, SD=9.332). In externalizing problems there is a significant difference ($p<.05$) between boys and girls. Table shows that boys (M=18.42, SD=11.208) scored higher than girls (M=16.60, SD=10.692) in externalizing problems.

Table 4

Independent sample T-test between Joint and Nuclear Family for Emotional Maturity and Behavioral Problems (N=800).

Variables	Joint (N=384)	Nuclear (N=412)	T	P	95%CL LL UL	Cohen's d
	M SD	M SD				
Emotional Maturity	144.19 19.45	145.06 17.92	- .655	.513	-3.469 1.733	-0.046
Behavioral Problems	84.0 30.607	85.61 29.1	- .761	.447	-5.768 .2545	-0.053

Note: *M=Mean, SD=Standard Deviation, CL= Confidence Interval, LL=Lower Limit UL= Upper Limit, p > 0.05.*

The above tables indicated that there is no significant difference among joint and nuclear family system in terms of emotional maturity (M=144.19, SD=19.45) and behavioral problems (M=84.0, SD= 30.607).

Table 5

Descriptive of One-Way Analysis of Variance for Number of Siblings on Behavior Problems among School Children (N=800).

Variables Parental Criticism	N	M	SD
Behavior Problems			
Only Child	22	105.14	30.53
1-3	451	83.37	30.06
4-6	303	85.12	29.25
7-9	21	87.19	23.77
10-12	3	106.00	27.71
Total	800	84.81	29.79

Note: N= No of Sample, M=Mean, SD= Standard Deviation

This table shows the mean difference between levels of number of siblings on behavior problems in school children. As reported above, the children whose number of siblings are 10-12 tend to have the maximum mean for behavior problems (M=106.00, SD=27.71). While children whose number of siblings is 1-3 have lowest behavior problems.

Discussion

The current study is conducted to assess the relationship of emotional maturity with the behavior problems of school children. This study also attempted to identify the role of various demographic variables along with main variable of emotional maturity and behavior problems. The descriptive analysis showed that the sample was from the age range of 14 - 17 years. There were 400 boys and 400 girls, most of them belonged to Nuclearfamily system.

Higher critical parenting enhances behavior problems, which comprised internalizing, externalizing and other problems. Internalizing behavior is focused inwards and it affects the internal psychological settings rather than the outside world. Whereas, those behaviors which are referred as externalizing behaviors are clusters of behavior, which is directed outward for example, disruptive, hyperactive and destructive behavior (Devlin,

1998). This study showed that emotional maturity had a significant positive relationship with internalizing, externalizing and other problems of school students.

The results also indicated a positive relationship between emotional maturity and behavioral problems. A higher level of emotional immaturity elevated behavior problems. According to Mathai e al., (2016) emotional maturity and behavioral problems are interlinked with each other; they assessed emotions, which are considered a basic factor of all relationships. They suggested that emotions are strong and they have great control on our behavior, thoughts and other aspects of life. Healthy emotions motivate and give us energy for appropriate actions. Unhealthy emotions are either overly intense or suppressed. Mowafy et al. conducted cross-sectional research on 476 students to assess the occurrence, impact and predictors of emotional and behavioral problems of rural adolescents' school students of 13 to 17 years of age. The findings indicated that students with higher level of emotional problems have greater behavior problems. Emotions predict behavioral tendencies more strongly than stereotypes do and usually mediate stereotype-to-behavioral-tendency links (Cuddy et al, 2007).

There was a significant difference in emotional maturity between boys and girls. Girls are more emotionally insecure than boys. There were no significant differences in internalizing problems and other behavior problems, but there was a significant difference in externalizing problems. These results were supported by previous studies according to Moona (2012) girls are more prone to emotional insecurity than boys. There is another research conducted by Wan & Masih (2015) across gender on emotional maturity and level of education done on university students found that emotional maturity varies with the level of education, and women are found to be significantly more emotionally immature than men. The perusal of tables further revealed that boys are higher in behavioral problems than girls. As Peterson, (1999) stated that behavioral problems are more common in boys than girls. According to Terry, (2002) boys are at high risk of behavioral problems. According to Ermisch (2008) and Bertrand and Pan (2013), at school age, girls tend to have lower externalizing behavioral problems than boys.

Analysis of variance was conducted to check whether there comes any difference in the number of siblings for behavior problems the results

supported the hypothesis. Students who are the only child in family differ significantly in behavior problems than those who have up to six siblings. Results revealed that only children are higher in behavior problems than those who have up to 6 siblings. Chen (2013) stated that only child is more prone to problematic behavior than two or more children. According to a kindergarten research children with siblings have better social and behavioral skills (Downey & Condron). Children without siblings may have poor social and behavioral skills; maybe it could be the result of over admiration of parents (Cameron et al., 2013). It was hypothesized that children of neutral and joint family systems will differ in terms of behavioral problems. The results did not support the hypothesis that which was that there is no significant difference determine between the nuclear and joint and family system. Although, previous studies have indicated that the family system has a high impact on the emotional and behavioral problems of children. Along with the passage of time, differences between the nuclear and extended family systems seems to have diminished. There can be multiple reasons for this to occur for example, awareness among the families.

Conclusion

The current study demonstrated that emotional maturity plays a vital role in adolescents' behavioral outcomes. It highlighted the significance of emotional maturity on the behavior outcomes of school students. The findings of significant gender differences depicted that boys are higher in externalizing behavioral problems than girls and girls have higher emotional insecurity than boys. The results further found that there were significant differences among the number of siblings over behavior problems. Students who are the only child in the family differ significantly in behavior problems than those who have up to six siblings.

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Academic Stress and Self-Harming Behavior among School Children: A Cross-Sectional and Correlational Study

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Abstract

The present study was conducted to examine the relationship between academic stress and self-harming behavior among school children. A sample size of 800 school children was recruited for this purpose while keeping the number of private and government students constant. Parental practices comprised of nurturance, guidance, control and permissiveness. The correlational analyses indicated a positive relationship between academic stress and self-harming behavior. Apart from this, one-way analyses and independent sample t-tests also generated comparisons of academic stress and self-harming behavior with other demographic variables. The study has implications for school administration, parents and mental health professionals for providing adequate counseling and therapeutic strategies for combating this prevalent phenomenon. This study calls for attention to the stigma surrounding deliberate self-harm and the lack of avenues available for students to turn to for help.

Keywords: Perceived Parenting, Academic Stress and Deliberate Self harm.

Introduction

Youth is considered to be a warehouse of energy since time immemorial and have an inherent desire for action and pursuit of dreams. However, the whole essence of community could be set ablaze if this same inherent energy and the fire for action isn't channelized in the proper direction (Hesketh & Ding, 2005). When the society and environment don't cater to the needs of the youth, it can greatly hinder their development and growth.

Academic pressure can pose a real challenge for children and may also drive them to self-injurious behavior (Snodgrass, 1991).

The chances for self-harming behavior are rife during adolescence as it is the age phase fraught with several interpersonal and intrapersonal difficulties (Nock, Joiner, Gordon, Lloyd-Richardson and Prinstein, 2006). Although a dearth of literature suggests the high prevalence of suicidal ideation in adolescence yet not much research focus has been attributed to children as compared to adults (O'Loughlin and Sherwood, 2005). The present study therefore undertakes this phenomenon as especially centered on school population because World Health Organisation (2014) had declared suicide as the second leading cause of death in many western countries therefore it was imperative to take a sample of school children for this study.

Several theories have been generated to propose the impact of academic stress on the self-harming behaviors. The main feature Cognitive theory is that a person's behavior leads to the creation of his/her perception of the world. Lacking parental skills can disrupt the mental development of the child and they are driven to negative and pessimistic thoughts (Corby, 2000). These pessimistic thoughts, left unchecked, translate into suicidality and the person finds harming themselves as the only plausible solution to put a stop to the thoughts of worthlessness (Hawton Saunders, 2012)

Academic Stress

Stress, in general, is that psychological arousal that results from the condition when external demands exceed the person's adaptive and coping abilities (Hashim, 2003). Academic-related stress is specifically the type of stress when students feel afraid of failing exams, finding the motivation to study and time constraints (Hashim, 2003). Since a major portion of adolescents' days is spent in school therefore much of the stress, they experience has to be due to school-related activities (Jones, 1993). Research has shown that prolonged academic stress also lead to psychosomatic illnesses, anxiety, depression, drug abuse and delinquent behavior (Jones, 1993). School and college already induce a great amount of stress and anxiety in students and this condition is exacerbated when students start fearing the inability to meet the expectations of their parents

and friends (Dyson & Renk, 2006). The stressors, such as the academic workload, do not cause anxiety on their own, rather the way the child perceives those stressors and reacts to them does (Sandler et al. 2003). Academic failure has been reported linked with depressive symptoms in children, thus, causing self-destructive behaviors (Abdo, 2003).

Self-Harm

Deliberate self-harming behavior is frequently used as an umbrella term for 'self mutilation' and 'self injurious' behavior (Klonsky, 2007). Self harming and self mutilation both comprise those adolescents who indulge in self injurious rather suicidal behaviors and are referred to emergency for the same and also those adolescents who harm themselves but without any explicit suicidal intent (Andover and Gibb, 2010). Non Suicidal Self Injury (NSSI) in particular is defined as the self-inflicted damage of the body tissues sans any explicit suicidal intention and for purposes not sanctioned by the society (Nock, 2009). Studies have also reported that more girls than boys are found prone to psychological distress and hence, at the risk of NSSI (Hilt et al. 2008).

Studies have indicated that self harm with or without the intent of suicide is an important predictor for suicide attempts in the future (Cavanagh, Carson, Sharpe and Lawrie, 2003). This is substantiated by Joiner's (2005) theory which states that young people become accustomed to self injuries because repeated attempts tend to desensitize them to the pain, hence eventually making them impervious to the fear of inflicting injuries on themselves. Moreover, those with a history of self harming behavior tend to score higher on depression and hopelessness as compared to those with no apparent history of self-harm (Brausch, & Gutierrez, 2010). Among the several factors deemed responsible for causing young people to self-harm, exam stress and educational difficulties have been cited as a significant predictor of self-harm among children (Daine, Hawton, Singaravelu, Stewart, Simkin and Montgomery, 2013).

Young people, particularly adolescents, are often bogged down by the consistent desire to excel in schools because they perceive it as a crucial factor for their personal evaluation (Nelson and Crawford, 1990). This pressure of excelling in studies tends to overburden their brains and causes anxiety and depression, hence driving them to suicidal behavior (Toero et

al, 2001). It was also established that the apotheosis of suicide cases was reported to be during the period of examination because that is when the young people experienced the most academic stress (Toero et al, 2001).

The inability to meet one's own expectations and those of others often put adolescents at the risk of losing self confidence and is exacerbated by the withdrawal of parental and familial support (Yeh and Huang, 1996). Such behavior induces a sense of hypersensitivity in children and adolescents toward the judgments of others and the resultant indulgence in self-destructive behavior (Juon, Nam and Ensminger, 1994).

Impact of Academic Stress in the Pakistani & Asian Culture

The notion of self harming behavior among adolescents is backed by several researches and this seems to be a proliferated phenomenon in Asian countries (Toero et al., 2001). In East Asian countries, many more people become susceptible to suicidal ideation owing to the cultural and familial demands of high academic achievement and consequently leading to academic stress (Gloria, 2003). Moreover, self harm was reported to be more prevalent in young females aged 15-19 years in United Kingdom (Bergen, et al. 2012). People with a history of self harm are at greater risk of attempting suicides in the future owing to the emotional imbalances of the young population (Bergen, et al. 2014).

Literature Review

Pong, Hao and Gardner (2007) believed that there is a strong link between academic stress and self harming behvior. This social capital is forged through various social relationships including expectation, obligation and expectations etc which children then use to formulate their identities with their personal and social world so as to achieve certain goals for themselves. This is elicited by positive family, school and community environment. Social capital prompts the parents to set expectations for academic achievement of their children and in turn creating an environment for its successful execution. This study included a vast sample of various ethnic groups as it was believed that parenting practices vary from culture to culture. Non-Hispanic white families rated their parents to be more authoritative while Asian children rated them to be authoritarian instead of authoritative (Chao, 2001). Kao (2004) found Asian parents to

be more reluctant to interact with their children as compared to their American counterparts.

The sample Pong, Hao and Gardener (2007) used for their longitudinal study consisted of 20,000 adolescents from both Asian and Hispanic communities who completed the survey in the year 1995. The results showed that parental influence in both its forms, parenting styles and actual parental involvement, impacts child's school performance. School performance was found to be actively related to how well the child is adjusted in the familial and school environment. Parents who showed greater trust in their children and interacted with them about their daily life contributed a lot to their higher school performance and assuaged most of their school-related stressors. However, parental communication regarding social events didn't appear to have any visible impact on school performance.

Apart from a dearth of literature focusing on adolescents exclusively, it is also brought to notice that when pre-schoolers enter a formal academic environment, it is rather a very crucial phase for them as they are bombarded with stressors from every direction, such as fear of failure, meeting parental expectations and indulgence in task-irrelevant behaviors (Nurmi et al., 1995). The fact that they're to be systematically judged for their academic performance is in itself quite daunting. At this point, the academic, cognitive and behavioral strategies children employ would set the stage for their future academic achievement (Nurmi et al., 1995). Deb, Strodl and Sun (2014) reported that academic stress is prevalent among school children on a very large scale. Their findings, rooted in India, indicated that around 37 percent of adolescents reported positive on academic stress which was especially higher in under-achievers as compared to high-achievers, therefore, drawing a direct link between academic stress and student's achievement.

Research has indicated that several factors play a role in the occurrence and prevalence of academic stress, such as gender, socioeconomic status and parental expectations (Cohen & Sekino, 2004; Cherian & Malehase, 2002). Wu and Qi (2006) conducted a longitudinal study on parenting practices and their impact on the academic performance keeping into account the various demographic variables. A total of 2,247 African

American parents and children participated in the study. The findings suggested that parental expectations of their children push them to achieve more in their studies. The regression analysis also concluded that children belonging to low socio-economic classes tended to achieve lesser academically because these stressors added to their academic stress. Interestingly, the results also indicated that number of family members also affect how the child performs in school. Therefore, the accompanying academic stress is likely to have very detrimental effect on the young minds.

Butkowsky & Willows (1980) in their study, conducted on 9-12-year olds, found that those students facing reading difficulties showed symptoms of learned helplessness because they suffered from lack of persistence in the task at hand and undermined their capabilities which were exacerbated by the other class-room related factors.

Children are reported to be at the risk of suffering from several emotional issues owing to academic stress in school, e-g anxiety, psychopathology and depression (Wenz-Gross & Siperstein, 1997). This stress which is heavily imposed on children is mainly caused by school tests, fear of failure, peer and parental pressure and perceived criticism from teachers and makes the child susceptible to negative behavior as was reported by Kouzma and Kennedy (2004). They had recruited a sample of 423 (168 males, 255 females) adolescents aged 16-18 years from Australia. The results concluded that most of the stress experienced by adolescents was school-related owing to several factors including exams stress and results, burden of homework and need to do well in exams.

Thus, excessive amount of academic stress makes students teeter on the brink of developing psychiatric disorders such as depression which can, if left unchecked, lead to suicidal behaviors (Verma, Sharma and Larson, 2002). The suicidal behavior happens when the fear of school is reinforced both parents and teachers alike and the students are wedged in between (Smith, Calam and Bolton, 2009). This suicidal ideation among adolescents is believed to vary across gender as was reported by Miller (1997). Miller (1997) garnered his findings from a sample of 39 males and 45 female adolescent offenders. His study concluded that females were more likely than males to experience suicidal ideation owing to several

factors such as behavioral issues, familial conflicts and resulting hopelessness.

Aafreen, Priya and Gayathri (2018) conducted a study on a sample of 80 students who were asked to respond to an online survey. Their aim was to explore the impact of academic stress on the physical, psychological and social well being of these students. The results of the study were represented graphically, inferentially and descriptively and indicated a strong link between academic stress and depression. This anxiety and depression accompanying the academic stress ultimately led to poor academic performance. In Asian traditions, precisely in India, the individual's self worth is measured by how well they scored in their studies (Varma, 2007). Because of such restrictive environment, every day on average, around 6 students commit suicide as was reported by the Indian National Crime Records Bureau (2008).

Research has indicated that depression and hopelessness among young individuals could serve as a potential risk factor for driving them to deliberate self-harming behavior as was reported by Hawton and James (2015) that around 7-14% of adolescents attempted self-harm at some point in their lives. This self-harm, though not necessarily done with an intent to put an end one's life, is nevertheless a strong indicator for future suicide attempts (Nock et al., 2006).

Significance of the Study

The present study is useful in a way that it will help provide counselors some insight about the psychological well-being of the school children as young as 10 years because in describing stress and other mental issues, the mainstream school children are generally believed to be out of this domain. Most of the literature has focused on clinical population whenever they set out for exploring self-harming behavior but recent researches and statistics are indicating a large population of mainstream school and high-school students experiencing suicidal thoughts and also attempting it. The present study will, therefore, bring to the fore the prevalence of self-harm behavior in mainstream school population.

This study will help bring forth the importance of the counseling services for young children admitted to government and private institutes who are

often so bogged down by the excessive work load that it tends to affect their attitude toward studying.

Methodology

A cross sectional correlation study was conducted. In order to formally begin with the study, a permission letter was sought from the Clinical Psychology Unit signed by the supervisor to collect the data. After receiving the official permission, data collection was initiated from government and private institutions keeping in mind the sample size (800 school children with an age range of 10-18 years). Consent form was signed to ensure participant's willingness to participate in the study. After the data collection was completed, it was followed up by quantitative scoring and coding of the data.

Results

This chapter highlights the results of the main study. It has been divided into two sections. The first section illustrates the frequency and percentages of all demographic variables employed in the present study whereas the second section deals with the statistical analyses testing all the hypotheses formulated for the study on the basis of literature review.

The demographic variables indicated the mean age of the participants is M=14.14 (SD=1.515). The sample included 47.1% boys and 52.2% girls. The number of students from both Government and Private schools was kept constant i-e 400 (50%) from each as well as the number of students from classes 7th, 8th, 9th and 10th i-e 200 (25%) from each. Among the sample, 37.1% students belonged to Joint family system whereas 62.9% belonged to Nuclear family system.

Table 1

Independent sample t test between boys and girls for Academic Stress and Deliberate Self harm (N=800)

Variables	Boys (n=377) (n=423)		Girls	t(798)	p	95%CI LL UL	Cohen's d
	M SD	SD	M				

	M	SD	M	SD	t	p	LL	UL	Cohen's d
ASSC	73.72	22.307	75.14	21.205	-.925	.355	-4.444	1.598	.0326
DSHI	1.38	2.145	.85	1.670	3.852	.001	.259	.797	-.138

Note: p<.001, M=Mean, SD=Standard Deviation, CI=Confidence Interval, LL=Lower limit, UL=Upper limit, ASSC=Academic Stress Scale for children, DSHI=Deliberate Self-harm Inventory.

An independent sample t-test was performed comparing the mean consistency scores of boys and girls. As indicated in the table, there is no significant mean difference in Academic Stress between boys (M=73.72, SD=22.307) and girls (M=75.14, SD=21.205) t=-.925, p>.05. Therefore, boys and girls did not report any significant difference in terms of experiencing academic stress. The scores on Deliberate self-harm, however, indicate that boys reported a significantly higher indulgence in self-harming behavior (M=1.38, SD=2.145) as compared to girls (M=.85, SD=1.670) t=3.852, p<.001.

Table 2

Independent sample t test between Government and Private Students for Academic Stress and Deliberate Self harm (N=800).

Variables	Government (n=400)		Private (n=400)		t(798)	p	95%CI LL	UL	Cohen's d
	M	SD	M	SD					
ASSC	76.42	20.388	72.53	22.852	2.542	.01	.887	6.898	-.089
DSHI	.92	1.718	1.28	2.101	-2.653	.008	-.626	-.094	.09

Note: p<.001, M=Mean, SD=Standard Deviation, CI=Confidence Interval, LL=Lower limit, UL=Upper limit, ASSC=Academic Stress Scale for children, DSHI=Deliberate Self-harm Inventory.

An independent sample t-test was performed comparing the mean consistency scores of government and private school students. As indicated in the table, there is a significant mean difference in Academic Stress between government students (M=76.42, SD=20.388) and private students (M=72.53, SD=22.852) t(798)=2.542, p<.05. Therefore, government and private school students had significant mean differences in terms of experiencing academic stress. The scores on Deliberate self harm also indicated that private students reported a significantly higher indulgence in self harming behavior (M=1.28, SD=2.101) as compared to government students (M=.92, SD=1.718) t= -2.653, p<.05.

Furthermore, the mean differences between levels of socio-economic status on Academic stress and deliberate self harming behavior in school children are shown. The means and standard deviation indicated that academic stress and self harm among children did not differ in terms of socio-economic status.

Table 3

Frequency and Percentages of Boys (N= 377) and Girls (N=423) endorsing the DSHI items.

Self-Harm behavior	Boys		Girls	
	f		*f*	
	%		*%*	
1.Cutting	79	21	57	13.5
2.Burning with cigarette	14	3.7	2	.5
3.Burning with lighter/match	11	2.9	9	2.1
4.Carving words into skin	42	11.1	17	4
5.Carving pictures into skin	21	5.6	9	2.1
6.Severe scratching	49	13	39	9.2
7.Biting	43	11.4	35	8.3
8.Rubbing sand paper on skin	10	2.7	2	.5
9.Dripping acid on skin	9	2.4	2	.5
10.Using bleach/oven cleaver to scrub skin	22	5.8	15	3.5

11.Sticking pins, needles, staples into skin	41	10.9	50	11.8
12.Rubbing glass into skin	14	3.7	14	3.3
13.Breaking bones	12	3.2	1	.2
14.Banging head	35	9.3	17	4
15.Punching self	40	10.6	18	4.3
16.Interference with wound healing	49	13	37	8.7
17.Other forms of self harm	29	7.7	36	8.5

In terms of the frequencies of both boys and girls on each item of Deliberate self harm inventory, it was indicated that boys scored higher on some of the self harming behaviors as compared to girls such as cutting (21% & 13.5% respectively), carving words into skin (11.1% and 4% respectively), severe scratching (13% and 9.2% respectively) and punching self (10.6% and 4.3% respectively). On some items such as burning with lighter/match, using bleach/oven cleaner, rubbing glass into skin and other forms of self harming behaviors did not yield any significant difference between boys and girls. The only items where girls scored slightly higher than boys are sticking pins, needles, staples into skin (11.8% and 10.9% respectively) and other forms of self harm (8.5% and 7.7% respectively).

Discussion

The present study was conducted to examine the relationship between academic stress and self-harming behavior among school children using several approaches. Adrian et al. (2011) concluded that academic stress as a significant positive predictor of self harm and indicated that students who had shown high academic stress also had high self harming scores. These findings are corroborated by Evans & Hurrell (2016) who concluded from their systematic review that school and educational environment in general have a great impact on the mental development of students. They further concluded that stress and anxiety associated with academic performance can exacerbate negative emotional development and hence, children started indulging in deliberate self harm. They also reported that this phenomenon is very stereotypical therefore more often than not goes unreported. In schools, the concept of self harm is not structurally defined and is therefore rendered practically invisible (Simm, Roen & Daiches,

2008). Also, lack of formal sources of help i-e trained professionals in this regard, tends to further snub the problem despite its prevalence (Simm, Roen & Daiches, 2010).

Bernard & Bernard (1982) had conducted a research to examine the intensity of self harm in students as well as its associated factors. Results had indicated reported threats of or rather attempting deliberate self harming behaviors by the sample. From these findings, it was gleaned that 7% of the sample disclosed practicing self harm due to academic pressure and stress whereas 75% of the sample reported the cause to be conflicts with parents and other social problems. This, therefore, further highlights the significance of family and school environment in inculcating positive emotional and academic development among children.

The independent sample t test conducted to examine the difference between boys and girls in terms of academic stress and deliberate self harm. The results had indicated that there was a small but statiscally non-significant difference between boys and girls for academic stress where girls showed a tad higher score than boys. Literature, however, has yielded many findings suggesting a significant difference between boys and girls on this domain. Misra et al (2011) had conducted a comparative study on college students and their findings revealed that girls experienced significantly higher stress in their education as compared to boys.

Furthermore, boys were found to be more significantly indulged in deliberate self harming behavior than girls. Literature, however, presents mixed evidence in this regard as some studies (Barker et al, 2008; Ross and Heath, 2002; Hawton, Saunders & O'Connor, 2012) concluded that adolescent girls reported significantly greater indulgence in physical harming and mutilation instances as compared to boys. Another research conducted by Khokher and Khan (2005) on college students in Pakistan to examine the prevalence of suicidal and self harming behaviors indicated similar findings.

The results had yielded that around 31.4% reported experiencing suicidal ideation. Although it was a non-significant difference but still female students displayed higher scores on this domain (33%) than males (29%). Gratz & Chapman (2007), however, reported contradictory results and had explained a cultural role through their findings that males revealed higher

self harming score than their girl counterparts because they are often associated with the tougher of the two sexes, hence, are expected to inhibit their emotional expressions.

The independent samples t test was further used to examine the difference in academic stress and self harming scores for private and government school students. The results revealed that students from government institutions experienced significantly higher academic stress as compared to those from private institutions. The previous literature presents somewhat reverse findings in this regard. Malik & Shujja (2013) had conducted a study on school children in Pakistan and their results revealed that students of government schools scored higher on emotional intelligence as compared to their counterparts from private institutions. This explained their experiencing lesser academic stress and lower academic performance.

The present study, furthermore, reported that self harm was more prevalent in private school students. This can be explained from earlier researches that private school students also reported higher academic scores and since literature has provided evidence that stress is more prominent in high achievers therefore private students, because of low EQ tended to succumb to self harming practices more easily.

The present study revealed quite interesting findings in terms of the frequency of deliberate self harming behaviors among boys and girls. More boys than girls had reported harming themselves physically. Among these behaviors, skin cutting, hitting, biting and scratching were the most dominant self mutilation behaviors reported by both males and females. Ross & Heath (2002) through their findings corroborated this statistics and reported that adolescents attempt self mutilation more by hitting, pinching, cutting, scratching and biting themselves.

Conclusion

The present research was conducted to examine the relationship between Academic Stress and Self Harming behavior among school children. The statistical analyses conducted for this substantiated the presence of deliberate self harming behavior among mainstream private and government schools as around a mean = 1.38 of boys (N=377) and mean=.85 of girls (N=423) reported practicing self harm.

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