

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

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1.Introduction

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

1.1 Definition of Youth

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

1.2 YOUTH PROFILE

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

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

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

Inadequate parental care;

Non-availability of suitable sports and recreational facilities;

Moral decadence in the society;

Lack of appropriate role models;

Religious fanaticism;

Cult activities;

Political manipulation of youth organizations;

Unemployment and under-employment;

Poor education;

Breakdown of family values; and

Indiscipline.

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

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

- Other youth problems include inability to acquire formal education.
- Vulnerability to unemployment and under-employment.
- Socio-economic exploitations and deprivation (NPC, 1998)

Hence, the youths are susceptible to crime, delinquency, and other vices. Therefore, the range, extent and magnitude of the problems which confront the Nigerian youth require a committed and determined effort on all parts of the stakeholders (Zonal Youth Summit, 2000)

1.3 ISSUES IMPINGING ON THE NIGERIAN YOUTH

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

Essentially, In spite of attempts by successive regimes to improve their lot, the condition of the Nigerian youth still leaves a lot to be desired. A lot more needs to be done to empower them, re-energize them and get them seriously involved with the task of nation building and socio-economic development. Relatively, past attempts at addressing the problems of the youth were characterized by much rhetoric but little terms of concrete action. Even the little that was being done lacked focus such that the result was marginal, when not counterproductive. Besides, socio-political and economic environment which had been and still youths unfriendly. Nigerian youths have suffered more neglect than encouragement and purposeful involvement by the government which is evident in the institutional framework for and plan implementation mechanisms of public policy have been very weak, inefficient and ineffective such that they hardly ever facilitated the actualization of desired policy goals (FGN, 2001).

1.4 Youth and Education

In a developing country like Nigeria, Federal, State, Local government and members of the public – stakeholders have been given high priority. The main reason is that education is one instrument of change with which a country can achieve greatness socially, politically, economically, scientifically and technologically. In view of this,

*Serious agitation started two decades ago on the increasing rate of poor academic performance of students

*in getting the best from the lean input in education, many innovations came as a result of initiation and execution of many educational programmes

*In south-west Nigeria, poor academic performance of students has been traced to poor school plant planning and teaching staff. (Ajayi and Yusuf, 2009). Dada, {1987}, Enaesator, {1995}, Ajayi, {1999}, and Akibuiro and Joshua, {2004} posited that there was persistent mass failure of students in the senior certificate examination [SSCE] conducted by the West African Examination Council {WAEC}.

Besides, other equally important reasons

All these tempted the Federal Government to organize debates, panels, education summit and conferences while researchers cited some of the possible causes of the problems.

Akinboye, (1982) attributes the causes to teachers less commitment to work, little or lack of parental influence on their children, constant changes to educational policies by the government in power.

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

Resourcefulness - Originality, creativeness.

Intelligence - Foresightness, judgement.

Emotional Stability - Poise, self-control.

Considerateness - Appreciativeness, kindness.

Buoyancy - Optimism, enthusiasm.

Objectivity - Fairness, impartiality.

Drive - Physical vigor, energy, perseverance.

Dominance - Self-confidence, forcefulness.

Attractiveness - Dress, Physique, freedom from physical defects.

Refinement - Good taste, modesty, morality.

Cooperativeness - Friendliness, easy-goingness, geniality, generosity.

Accordingly, Wiles, (2003: 42), Joel, (2003: 61), Ayedun, (2005: 92), Ijaduola, (2007: 114), Odufowokan, (2011: 41), observed that good interpersonal relationships, emotional adjustment and morale are contagious in any community like educational setting. Hence, the provision of good and educationally qualified teachers, school instructional plant by the Ministry of education and its agencies and subsequent supervision by the principals and teachers of schools will help provide good efficient and conducive teaching and learning environment for both students and teachers

1.5 Purpose of the study

The purpose of the study was to find out the effect between NYSC teachers' input and secondary school students academic performance in Ogun-State, Nigeria. The study would find out the levels of teachers' input and students' academic performance. It would also find out whether students' academic performance was significantly related to NYSC teachers – Work Habit, General Ability, Resourcefulness, Personal Qualities and Mental Stability.

Research Hypotheses:

There is no significant relationship between NYSC teachers work habit and students' academic performance.

There is no significant relationship between NYSC teachers' general ability and students' academic performance.

There is no significant relationship between NYSC teachers' resourcefulness and students' academic performance.

There is no significant relationship between NYSC teachers' personal qualities and students' academic performance.

There is no significant relationship between NYSC teachers' Mental Ability and students' academic performance.

2. Methodology

2.1 Study Area

A descriptive research of the survey design was used in the study while the population of the study comprised of all the secondary schools in Ogun-State, Nigeria. A total of 1650 respondents consisting of 150 school principals and 1500 students formed the sample of the study. Multi-stage, stratified and simple random sampling techniques were used to select the sample. Self-developed instrument tagged NYSC Teachers Input Questionnaire (NTIQ) and Students Academic Performance Inventory (SAPI) was used to collect data for the study. The developed (NTIQ) and Students Academic Inventory (SAPI) were administered in one hundred and fifty secondary schools throughout Ogun – State. A likert scale format was used for NTIQ while true or false method was used for Students` Academic Performance Inventory (SAPI). Students were allowed to respond freely to questions asked without any interference from the researcher. For example item 5, section 2 of the Inventory stated ``NYSC teachers teach vigorously like the permanent teachers``. In the whole one hundred and fifty ssschools used for the study, students in Junior Secondary School 3 and Senior Secondary School 1 and Senior Secondary School 2 were used. This is to allow those that have acclimatized and stayed for at least two years respond to questionnaire while the Senior Secondary 3 was allowed to prepare for their final examination (SSCE). The data which were collected and collated in 2011 were analyzed using frequency counts, percentages and Pearson Product Moment Correlation. The formulated hypotheses were tested at 0.05 level of significance.

2.2 Analysis of the data

Students` academic performance level

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

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

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

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

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

Table 2 shows the level of NTI in secondary schools in Ogun-State, Nigeria. The table reveals that out of 150 secondary schools sampled, 26 schools, representing 17.3 percent had low level of NTI. 43 schools representing 28.7 percent had moderate level of NTI and 81 schools representing 54 percent had high level of NTI, this shows that the level of level of NTI was relative high in the schools chosen for the study.

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

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

- There is significant relationship between NYSC teachers` work habit and students` academic performance.
- There is significant relationship between NYSC teachers` resourcefulness and students` academic performance.
- There is significant relationship between NYSC teachers` personal qualities and students` academic performance.
- There is significant relationship between NYSC teachers` mental stability and students` academic performance.

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

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

3. Discussion

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

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

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

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

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

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

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

4. CONCLUSION AND RECOMMENDATIONS

- * The study revealed NTI`S significance in the area of mental stability, general ability, resourcefulness, personal qualities and mental stability. It affirmed that NTI directly relates to improved students` academic performance
- * Based on the findings, it was recommended that efforts should be made to imbibe in the NT good training programmes in the young graduates that would enhance teaching and learning programmes through established pedagogy. This would aid easy transfer of knowledge.
- * Youth corps Members who excel in these areas should also be encouraged by awarding states` and Local government awards.
- * Permanent cooperating teachers should also in addition to guiding , controlling and supervision of corps` members assist in introducing them to extra curricula activities like games, inter-house sports debates and other competitions to prepare students for better life in future
- * Finally, the relative high level of NTI and student`s academic performance in the secondary schools could be improved upon by all the stakeholders in education industry.