



Managing would-be teachers' teaching-practice experiences and post-practice attitudes in selected public Nigerian Universities

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Abstract

The correlation research had these purposes: (1) To examine the coefficient of relationship between would-be teachers' teaching-practice experiences and their post practice attitudes in the selected public Nigerian universities if any. (2) To determine effective strategies for managing would-be teachers' teaching-practice experiences with their post-practice attitudes in the selected public Nigerian universities. The study area was Nigeria with emphasis on 4 selected public universities (Ahmadu Belo University, University of Benin, University of Ibadan and University of Nigeria). Population was 2884 comprised 300level-would-be teachers that resumed their academic activities on arrival from Teaching Practice Experiences and Faculty of Education University Teachers. Sample was 351, selected using Yaro Yamane formula and cluster-random-sampling technique. Instrument was 37item questionnaire. Validation of the instrument was done by 4 experts (2 in measurement and evaluation, another 2 in educational management and planning). Their contributions were incorporated before the final copies were made and used. The reliability index was .945 at $P < .05$ and item-mean results: 1=4.07, 2=3.6, 3=3.67, 4=3.53, 5=3.33, 6=4.3, 7=4.27, 8=4.2, 9=4.07, 10=4.13, 11=3.8, 12=3.27 and 13=4.33 from related data. Methods of data analyses included Pearson's (rho) and descriptive statistics with statistical package for social sciences. The measuring parameters were: $P < 0.05$ and mean scores of ≤ 2.5 rejected and ≥ 2.5 accepted. Results showed a coefficient of .911. Also, there was a significant relationship between the variables studied. Conclusion was that the would-be teachers sent for teaching-practice experiences gained other experiences additionally which manifested as their recently emerged attitudes in the universities. The study recommended among others that: the would-be teachers for the teaching-practice experiences should fully participate in the teaching-practice-orientation programme organized in the faculty of education of the universities, etc.

Key words: University teacher, would-be teachers, teaching-practice experiences, post-practice attitudes, and managing would-be teachers' teaching-practice experiences with post-practice attitude in the universities.

Introduction

Many modern universities have faculties of education that propel teaching for leaning enhancements, towards individual capacity building and national development. Teaching is a distinctive and peculiar profession that trains people, impacts pedagogical skills/ competences in the beneficiaries and learners in particular. It has produced many professional teachers in various specialties. Teaching profession acknowledged that learners came from different families, socio-economic, cultural and religious backgrounds and learners have individual differences. The level of capacity in managing them and other eventualities in the universities could make or mare their learning processes, achievements and developments. In Nigeria, many of the government-owned universities (public Nigerian universities) have educationally domiciled programmes. Usually, the concerned universities prepared them by teaching and giving them practical relevant trainings, sustainable skills and retraining for reliability potencies where necessary through teachers. Teachers are people specially trained in the art of shaping behaviours (Tatjana, 2012). Teachers' potentials in human capacity-building and national development have shown to be second to none. Federal Republic of Nigeria (2014: Section, No 81.d) noted that one of the goals of tertiary education included to "*reduce skill shortages through the production of skilled manpower relevant to the needs of the labour markets*". The university teachers equip the students with the skills, knowledge and competencies necessary for their chosen specialties, adjustments and development. Onwudinjo (2017:31) pointed out that "*teachers and educators who are classroom experts possess certain levels of competencies which qualify them for the teaching responsibility*". The university teachers' responsibilities included to assess the would-be teachers, present the successful ones at convocations and certify them for live-teaching endeavours as experts.

The term 'would-be teachers' can be described as prospective teachers who successfully merited the required academic and professional trainings at approved and accredited educational institutions .The educational institutions for the would-be teachers comprised colleges of education and universities with faculties of education. The universities with such faculties were emphasized in this study. The would-be teachers known as educational undergraduate students embark on educational studies with practical trainings at different stages. The practical training/ activities in education were utilized to improve the learning skills/competency acquisitions and to prepare them for further knowledge and tasks. Nwogu (2019: 444) asserted that "*teacher training programme is a vital factor that influences achievement of students.*" Teachers' training helps in mastery of subjects, skills acquisition, individual and national development. Ihechu & Ugwuoji (2019: 371) concord that, "*it enables students to learn, interpret the information and retain the knowledge for a long time*". Active students' involvements in the required trainings contributed in mastery of the skills in education. Education is the hub of all university disciplines and an indispensable tool for individual and national development Obiekezie, Uguma & Ike (2019: 331) posited that, "*education is a platform that equips learners with knowledge and skills that make for their personal advancement and that of the society by exposure to learning experiences*". Education involved teaching and learning, exposition of the concerned individuals to learning experiences for actualization of stipulated educational objectives and goals. It is the forming and regulation of principle and character in order to prepare and fit for any calling or business by systematic instruction (Onwudinjo, 2015).

University education involves teaching and learning processes that are rooted in educational methodologies and pedagogies, research, etc. Educational training in the universities exposed the would-be teachers to adequate knowledge of the subject matters, learning process skills, learning theories, classroom management skills, teaching-practice experiences, etc. They comprised the students' learning experiences. Students' experiences of their learning and the teaching in the subjects they are studying are one of the more ubiquitous sources of information about the quality of teaching for institutions and individual academics (Calvo, Marcauskaite & Trigwell, 2015). On the same line of thought, Onwudinjo (2019: 396) opined that *"students' learning experiences are all curriculum content-based experiences (that is, knowledge and skill-loaded activities for students in their learning programmes) which are planned, organized and presented to students under the auspices of the schools"*. Students' learning experiences paved ways for learning outcomes. Olawale & Ogunbukun (2019: 419) generalized learning experience as *"the totality of activities which the students are exposed to in academic environment"*. The experiences covered the three learning domains. Akangbuo (2020:62) added that, *"the education of the total man involves developing three domains which are cognitive, psychomotor and affective"*. The cognitive domain involved human reasoning and thinking. The psychomotor domain involved the manipulative skills while the affective domain involved human feelings and emotions. By implication, the would-be teachers' learning experiences in the universities covered all relevant curricular and extra-curricular activities with micro and macro-teaching practices. Micro-teaching practice could be defined as the mini or preliminary-teaching practice exercise exposed to would-be teachers within the four-walls of the university that admitted the learner. It was one but first-practical teaching experience of would-be teachers in the university. Micro-teaching was different from macro-teaching popularly known as teaching-practice.

Teaching practice was the practical teaching-training which would-be teachers were exposed to outside the university environment, particularly at secondary schools. It was ascertain the extent teaching skills acquired by the would-be teachers. Usually, it was assessed and recorded, as part of the university requirements. It lasted for maximum of 3 Months but the times with years of the experiences were established by the university. Teachers' year of teaching experience is one of the basic factors for effective learning of students in school (Arikpo & Odinko, 2019). The teaching-practice training exposed them to: new environment, consolidated acquisition of pedagogical skills, promoted acquisition of practical skills, team-work, winning of teaching awards at that level, assessment criteria, cumulative grade point averages determination, etc. Participation in training and development enabled would-be teachers to develop the knowledge and skills needed to address teachers' work and students' learning challenges (Chiemeka-unogu, 2018). This showed that the would-be teachers' participation in teaching-practice helped them to consolidate and ascertain their levels of teaching and learning experiences. Concurrently, the exercise gave them opportunities to take personal decisions on the choice of schools to serve in interim. Also, some of them were paid tokens with the teachers at the end of the month for the services rendered which intrinsically motivated them. Importance of teaching-practice remained unquantifiable. Contrarily, it exposed them to many unfamiliar situations that could have some negative effects. For instance, they were able to have met different calibers of individuals with varied attitudes, leadership styles, attended to places with ugly life experiences. Again, during teaching-practice supervision, the assigned supervisors only went to the schools as authorized to achieve five major sequential objectives. They included: pre-observation conference, observation, post-observation conference, appreciation to the school principal/ teachers, report and departure to the university. The supervisors neither worked to guard against acquisition of negative skills nor post practice attitudes which could have been due to poor funding. From time immemorial, underfunding of educational institution has always been an issue (Undie & Msheia, 2017). These realities made it difficult for attainment of the desired academic excellence.

Fund is money. Money is the life blood of Business (Imakpokpomwan & Bolapeju, 2017). Adequate money is required for effective teaching-practice supervision. However, after the teaching-practice experiences, the university communities usually welcomed them and ensured that they continued their academic activities without a hitch. To the would-be teachers, having controlled a group of human beings, gave instructions that were obeyed, contributed in making suggestions that were finally subsumed in the school-principal's decisions, their perceptive/ ideologies about teaching and learning changed. Concurrently, their respect-levels for the university-teachers spontaneously reduced as one of the evidences of post-teaching-practice attitudes.

Post-teaching-practice attitudes (post-practice attitudes) could be described as physical reactions of would-be teachers after being exposed to teaching practice and unfamiliar situations (mostly negative). They were physical body reactions made by the would-be teachers as signs of disapproval, anger, etc. caused by the exposure. Amaechi (2017: 22) defined *an attitude as "an expression of favor or disfavor toward a person, place, thing or event (the attitude object)*. By implication, attitudes could be positive/good or negative/bad and the bad attitudes were those poor and nasty physical reactions exhibited by the would-be teachers to transmit certain information about an object. Oguoma, Unamba & Ibe (2019) added that *"attitudes are general dispositions that stand behind people's evaluation and emotional feelings"*. Bad attitudes had been seen corrupt good manners in universities by virtue of encouragement of group discussion classes among the students.. Akangbuo (2020:63) frowned *"these physical behaviours are learned through repetitive practice*. They involved products of intrinsic pressures to physically react-seemingly positive but negative. The individuals mingled with other student-groups perpetrating the problems by influencing others with less emphasis on their studies. Nwogu (2019) warned that *"the peer group to which the students belong to plays a significant role. That is, if a child is lucky to find himself in a peer group that is serious in their studies, the end result will be excellent performance"*. Contrarily, Olawale & Ogunbekun (2019:419) asserted that *"it is note-worthy that students nowadays across institute of learning are not serious with learning in the classroom which accounts for their failure in varying subjects"*. Many of the would-be teachers developed unimaginable attitudes, fowl languages, irascibility, high inclination for immediate collection of the Degree certificate, quick money syndrome, zealous for having women/men than their studies, etc. The challenges of bad attitudes from unmonitored teaching practice experiences have been aggravated in this era of technological advancement. The would-be teachers easily got distracted by their digital devices during classroom activities. In a national survey study, McCoy (2013) confirmed that *"students check their phones and other digital devices 11 times a day on average while in class"*. They exhibited students' classroom disruptive attitudes. Onwudinjo (2020:72) defined students' disruptive attitudes as *"clumsy behaviours exhibited in classrooms by students which can cause distraction in the learning processes"*. The attitudes deprive many of them the learning experiences presented in classrooms by the university teachers. Student-teachers in their study expressed general satisfaction with the technical training they received in developing lesson plans and selecting appropriate instructional methods, they felt poorly prepared when it came to classroom management (Bsharat & Rmahi, 2016). The current attitudinal interferences in their scholarly modes of operation seemed to have the capability to transform them and their peers negatively, thereby resulting in achievement of goals that were never planned for. Also, most of the university communities usually carried-on without considering the adverse effects of their instant academic continuations and emergence of their post-practice attitudes. Such eventualities might have already caused some trans-generational consequences which the universities and society suffered, even till today.

Researchers had worked hard in attempt to solve the problems, yet, it persisted. Bang & Baker (2013) investigated effect of high school gender organization on Korean tenth-grade students' science achievements and their attitudes towards science. The population of the study comprised: three schools, three principals, three science teachers and three hundred and two (302) respondents from tenth-grade students were used. Interview was used as the instrument. Result showed that the male and female students from the co-educational school had significant higher science achievements and positive attitudes towards science. The study differed from the current study that was carried out in Nigeria with emphasis on public Nigerian universities. Again, Onwudinjo (2020) examined the relationship between educational management programme students' disruptive attitudes and the available students' excellent educational practices for sustainable national development in the selected federal universities in South Eastern Nigeria. Population of the study and sample were 5912 and 375 respectively. Instruments were questionnaires Method of data analysis was Pearson. The result was .96 which showed that there was a significant relationship between the two variable at $P < 0.05$. The study was different from the present study. The present study focused on 300 level would-be teachers' resumed their academic activities on arrival from teaching-practice experiences and Faculty of Education university teachers in the selected public Nigerian universities. The population was 2884 while sample was 351. Methods of data analyses were Pearson's (ρ) and descriptive statistics.

The theoretical frame work of the study focused on satisfactory model which originated from the customer satisfaction theory advanced by Cardozo (1965). The theory explained how different factors influenced students' overall satisfaction like: learning environment, services of the school administration, course contents, teaching methods of teachers, learning experiences, expected learning outcomes, etc. They encompassed would-be teachers' teaching-practice satisfaction and post-practice attitudes. Philosophically, what I see I forget, what I hear I remember but what I do I understand (Okunamiri 2016). The tendency of the teaching-practice exposition to mainly impact satisfactorily on the would-be teachers remained critical. The situation required readjustment for school adjustment. School adjustment was described as the degree to which a child becomes interested, engaged comfortably and achieved successfully in his school environment (Ladd, 2017). School adjustment is the behavior that permits an individual to meet effectively the demands of the role of being student in the various aspects and demands of the school environment (Sarbjit, 2013). It implied a legally mandated service for correction and adaptation to acceptable norms and school practices. Lapses in school adjustment called for readjustment programme. Readjustment programme involved well articulated activities designed to retrace and correct observable anomalies capable of hindering achievement of stipulated goals. Uba (2019: 594) confirmed that *"it is an adjustment to how things are normally done with school life and reaching a state of satisfaction on his dealing with colleagues, teachers, environment and performance as a whole"*. Readjustment of the concerned students required to be prioritized.

At this juncture, it became pertinent to understand that most university would-be teachers' teaching-practice experiences were not properly managed together with their post-practice-attitudes. Poor management of the would-be teachers' concernments in this study had resulted in their poor attitudes, academic performances in the universities, etc. To avoid havoc, there seemed to be effective strategies for managing would-be teachers' teaching-practice experiences and post-practice attitudes. It was against this background that the topic was selected with two specific purposes: (1) To examine the coefficient of relationship between would-be teachers' teaching-practice experiences and their post-practice attitudes in the selected public Nigerian

universities if any. (2) To determine effective strategies for managing would-be teachers' teaching-practice experiences with their post-practice attitudes in the selected public Nigerian universities.

Methods

The study had a correlation research design. The study area was Nigeria .It emphasized on four selected public universities which were: Ahmadu Belo University, University of Benin, University of Ibadan and University of Nigeria. The population of the study was 2884 which comprised 300level would-be teachers that resumed their academic activities on arrival from Teaching Practice Experiences and Faculty of Education university teachers. The sample of the study was 351, selected using Yaro Yamane formula and cluster-random-sampling technique. The instrument for data collection was questionnaire of 37items. Validation of the instrument was done by experts in measurement and evaluation as well as educational management and planning. Their contributions were incorporated in the instrument before the final copies were made and used for the study. The reliability index of the study showed .945 at $P < .05$ from Alex Ekwueme-Federal University Ndufu Alike, Ebonyi state Nigeria. The methods of data analyses included Pearson's (rho), and descriptive statistics with statistical package for social sciences.

Results

Table1. Showed the result of the research question analyzed for the study

Correlations			
Variables		The relationship	The Coefficient
The relationship between the would-be teachers' teaching-practice experiences and post-practice attitudes in the selected public Nigerian universities	Pearson Correlation	1	.911**
	Sig. (2-tailed)		.000
	N	2976	2976
The Coefficient	Pearson Correlation	.911**	1
	Sig. (2-tailed)	.000	
	N	2976	3856

** . Correlation is significant at the 0.01 level (2-tailed).

Table one above, showed that the coefficient of the relationship between the two variables studied was .911. at $P < 0.05$. It was a high relationship coefficient.

Table2. Showed the result of the descriptive statistics for effective strategies for managing would-be teachers' teaching practice experiences and their post practice-attitudes in the area

Descriptive Statistics						
S/N	Items	N	Minim um	Maxi mum	Mean	Std. Deviation
1	T.P-Orientation must includes, guidelines for teaching and learning the students,	122	1.00	5.00	4.8115	.64708
2	Rules and regulations must be established for execution	122	1.00	5.00	4.0246	.89501
3	The students must be warned before hand	122	1.00	5.00	4.7787	.67435
4	Students must declare never to involve in any form of crime/anti social	122	1.00	5.00	4.0984	.89452
5	There is need for effective monitoring committee that sanctions defaulters must be established	122	1.00	5.00	3.6721	.83757
6	There is need for the TP-assessment result to correlate with the principal's statement.	122	1.00	5.00	4.6885	.80373
7	The university teachers must show agapeic-love to students in their assistance to overcome their academic challenges	122	1.00	5.00	3.9754	1.31403
8	The teaching-practice supervisors need to be fairly involved in supporting the would-be teachers' professional aspirations.	122	1.00	5.00	4.6475	.92640
9	The students must respect the university teachers beyond addressing them Srs/ Mas	122	1.00	5.00	4.3607	1.24027
10	University teachers need to live exemplary live for the students to emulate	122	1.00	5.00	4.5410	.90131
11	Team-work with award of good mannered student of the year should be encouraged in the faculty	122	1.00	5.00	4.0410	1.03171
12	Readjustment programme need to be instituted/ organized for them on arrival back to the university	122	1.00	5.00	3.6066	.85819
13	The university teachers need to action dignified manners to terminate unwanted attitude exhibited in the university	122	1.00	5.00	4.6475	.83242
Valid N (listwise)		122				

Table two above, showed that items 1 to 13 had means above 2.5 and were accepted as effective strategies for managing would-be teachers' teaching practice experiences with post practice attitudes in the public universities in the area.

Table3. Showed the result of the null hypothesis analyzed for the study

Correlations			
Variables		The relationship between the would-be teachers' teaching practice experiences and post-practice attitudes in the selected public Nigerian universities	The Coefficient
The relationship between the Teaching Practice Experiences and Post-Practice Experiences of the would-be teachers in the universities	Pearson Correlation Sig. (2-tailed) N	1	.911** .000 2976
The Coefficient	Pearson Correlation Sig. (2-tailed) N	.911** .000 2976	1 3856

** . Correlation is significant at the 0.01 level (2-tailed).

Table three above, showed that there was a significant positive relationship between the would-be teachers' teaching practice experiences and post-practice attitudes in the selected public Nigerian universities. The null hypothesis formulated was rejected and its alternative accepted at an alpha level of $P < 0.05$.

Figures and charts in the study

Figure1. Showed the universities selected for the study in Nigeria

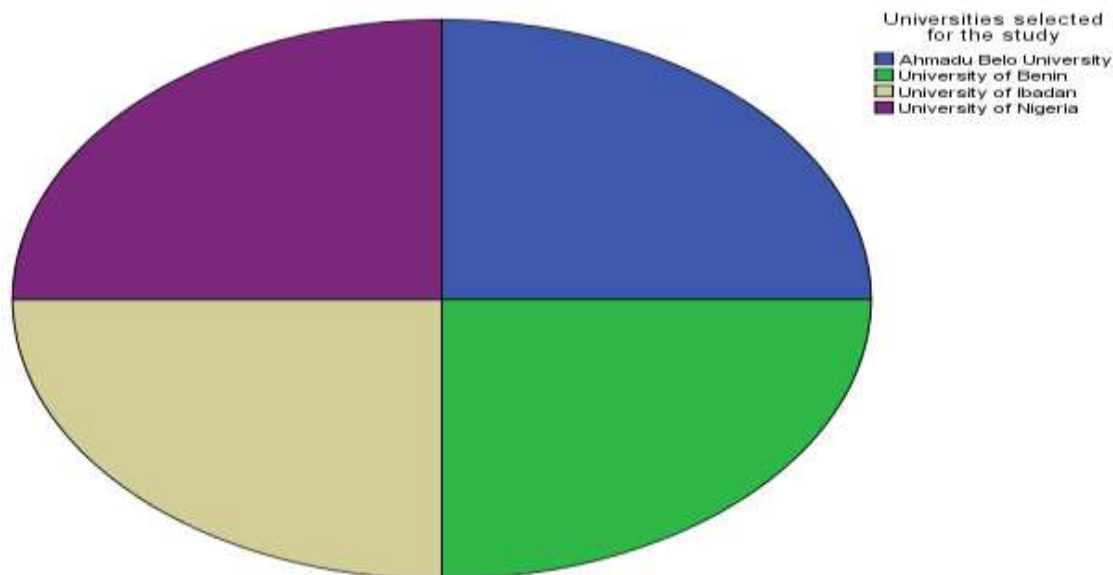


Figure 2: Showed the academic qualifications of the respondents in the study

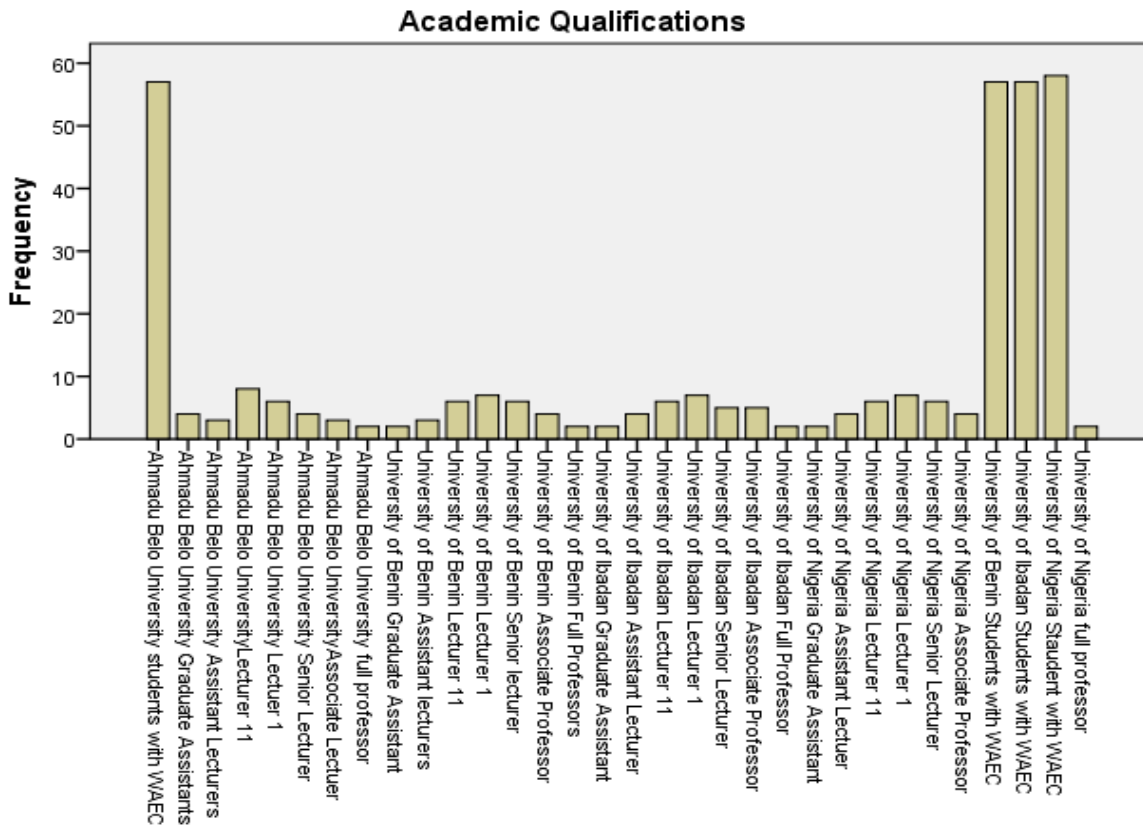


Figure 3. Showed the sex of the respondents in a simple bar-chart

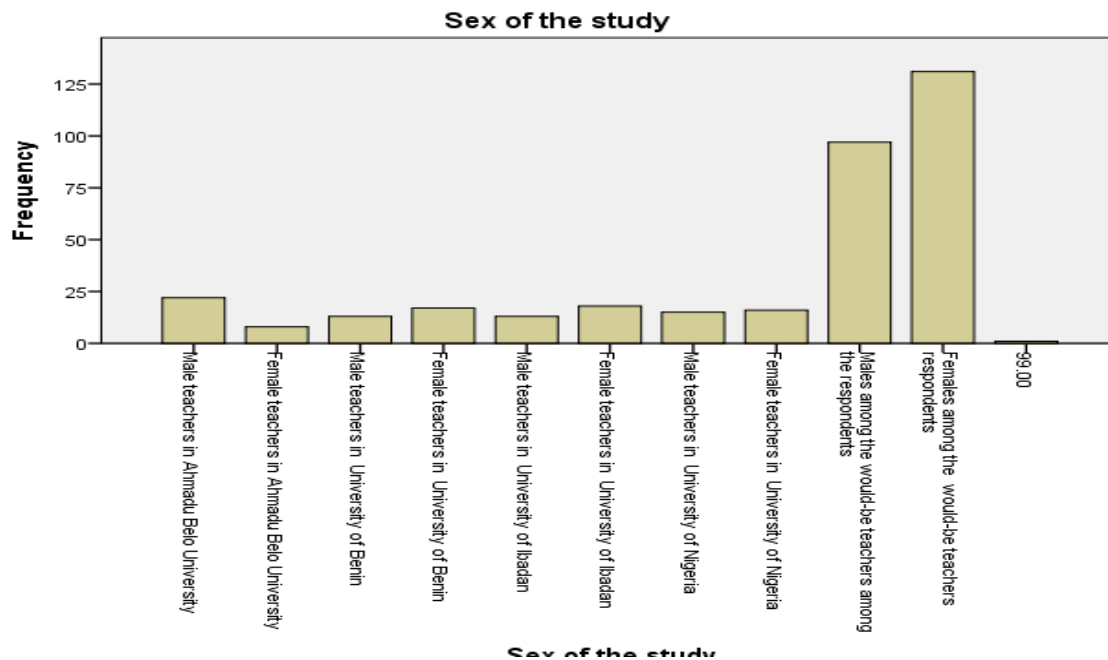


Figure4. Showed academic qualifications and age-ranges of respondents

Academic qualifications * Age-range of the respondents of the study in Cross-tabulation

Academic qualifications of the respondent		Age-range of the study				Total
		o-20Years of Age among the Respondents	21-40Years of Age Among the Respondents	41-60Years of Age Among the Respondents	61-80Years of Age Among the Respondents	
	WAEC AND GCE	215	14	0	0	229
	Graduate Assistants	0	10	0	0	10
Academic qualifications of the respondents	Assistant Lecturers	0	14	0	0	14
	Lecturer 11	0	11	15	0	26
	Lecturer 1	0	0	27	0	27
	Senior Lecturers	0	0	21	0	21
	Associate Professors	0	0	4	12	16
	Full Professors	0	0	0	8	8
	Total		215	49	67	20

Discussion of the findings

The study findings revealed that teaching practice experiences of the would-be teachers had high relationship coefficient. It implied that the experiences acquired were mixed, particularly the negative ones culminated in the recently emerged attitudes they exhibited on the universities. The finding was in agreement with the finding of Bang and Baker (2013) that found ‘males and female students from the co-educational school exhibited the same attitudes in the institutions. The consequence of the finding was that any negative attitude that was not controlled at the time that it was sighted in school could escalate with time. Moreover, the last opportunity the universities had to work on the students could have been their time of resumption but nothing was done to suppress the emerged negative attitudes, which pointed at poor managing strategy.

Secondly, the researchers found that the effective strategies for managing would-be teachers’ teaching practice experiences with post practice attitudes included: execution of well articulated teaching-practice orientation-programme for the 300level would-be teachers during which they were to be guided for the exercise. They were to be taught few topics on teaching and learning, warned before-hand against involvement in crimes/ anti-social activities, issued copies of teaching-practice rules/ regulations and ensured they made declarations, etc In a situation where the university teacher witnessed/observed unwanted attitude exhibited by any would-be teacher(s) in the university, the university teachers needed to action dignified manner to terminate it. Counter actions by the university teachers against such attitudes were very needful.

Thirdly, the findings showed that there was a significant relationship between the would-be teachers’ teaching-practice experiences and the post-practice attitudes in the selected public Nigerian universities. By implication, the recent post-practice attitudes of the would-be teachers in the universities had direct

connection from their period of teaching practice experience. The findings were in agreement with Onwudinjo (2020) that found a significant correlation in the variable studied among others. It showed that the would-be teachers sent for teaching practice experiences at secondary schools, saw that as opportunities to misbehave. They allowed themselves to be influenced by unacceptable groups, peers. They indulged in other activities than teaching-practices, which manifested as their post-practice attitudes in the universities.

Conclusion

In conclusion, the 300level university undergraduate-students of faculty of education sent for teaching-practices at secondary schools were found to have gained additionally other experiences that manifested in the universities upon resumption of their academic activities. They included: irascibility, indifferent attitudes about their studies, etc. Efforts to bring them back to 'the normal tracks on the universities' were made towards actualization of the stipulated educational goals. Recommendations included that:

1. The would-be teachers for the teaching-practice experience should fully participate in the teaching-practice-orientation organized in the faculty of education of the university.
2. The university with the faculty of education should establish a teaching-practice monitoring committee with an authority to sanction an individual when necessary.
3. The teaching-practice assessment results should have correlations with the principal's statement about the individual would-be teacher(s) if there was need.
4. The teachers /supervisors should live exemplary lives and show agapeic love for the would-be teachers and be fair in supporting their professional pursuits in the universities.
5. The would-be teachers should give full respect to their university-teachers who in-turn action dignified manners to terminate any observable attitude(s) in the university.
6. The universities with the faculty of education should establish readjustment programmes for the would-be teachers on their arrival from teaching-practice experiences.
7. Finally, Team-work with award of good mannered students should be given to the would-be teachers at the end of the year.

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