



Factors That Hinder Effective Teaching and Learning of Government in Secondary Schools in Owerri West Local Government Area, Imo State, Nigeria

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ABSTRACT

The study investigates factors that hinders effective teaching and learning of government in secondary schools in Owerri West L.G.A of imo state. The population of the study consist of (6,802), teachers and students in the 16 public secondary schools in Owerri West L.G.A. the sample size of (264) comprising of 103 teachers (30%) and 161 government students (20%). This was sampled from the population of the study identified above using proportionate random sampling technique. The instrument was validated by three specialists; the reliability was trial tested using Cronbach Alpha. The data was analyzed using Mean and Standard Deviation. The findings of the study shows that better understanding of what is taught, enhancement of interest of government student, having a clear picture of what is taught which makes learning real, absentmindedness, fear of asking questions in the classroom, boredom, pingping with phones, use of wrong teaching methods, teachers' inability to control student in the class. The findings further revealed that non-provision of adequate basic materials such as textbooks, lack of internal supervision of teachers and students. Based on the findings, the researcher recommended among others that government should ensure that the required staff strengths are maintained in our schools of Owerri West Zone. Government should see to the provision of infrastructural facilities as a way of remedying the existing challenges, awarded contracts be fully sponsored to completions. When there are enough structures, the issues of overcrowded classroom will reduce.

1. Introduction

In this chapter the researcher presents the background to the study, statement of the problem, scope of the study, purpose of the study, significance of the study and research questions.

Education is an important and essential instrument for any country to achieve national development and to promote socio-economic welfare of the citizens. The school is an educational institution where knowledge, skills and attitude that will make man to be useful in the society are acquired. For the school to operate normally it must have quality headship, available instructional materials and effective teachers who are well trained to provide necessary guidance for the learners (Otegbulu, 2016), because of the varieties of knowledge which the learner is expected to be exposed to in the courses are equally developed to ensure specialization in addition to general knowledge. Government is a social science that is taught in both secondary schools and as well as in various tertiary institutions. Government as used here can be expressed as a discipline and as an institution. Therefore, there are divergent veins about what government is by several scholars (Achinine, and Irondi; 2016).

The study of government gives the students the insight of how a country is governed, managed and organized. It provides knowledge in the various traditions, culture, norms, and values that make up the society, as it assists the students to be fully involved in the activities of their country as at which necessary.

The teaching of government in secondary schools provide the students with the knowledge about inter-state and international relations, and as well as understanding that a country that practice the federal system of government is anchored on the three arms of government namely; the executive, legislature, and the judiciary, the students are exposed to the fact that power is shared among these three arms of government, therefore their functions differ as stipulated in the constitution.

The study of government creates awareness to the students to be conscious about the activities and happenings that exist around them (Akabusi, 2017).

Teacher factors are related to the quality and numerical strength of teachers, their attitudes and the types of incentives which should be awarded to them Nwosu (2014) the qualities of teachers are the qualifications which certifies a teacher to be able to effectively teach the subject without fear, while the numerical deals with the number of capable teachers who are recruited to teach the subject. Student's factors are those factors that concern the students, these include the student's interest and attitude. According to Oxford Advanced Dictionary, interest is the quality that something has when it attracts somebody's attention or makes them to know more about it. Onyejiaku (2014) defined attitude as readiness inclination, tendency to act toward internal and external elements in accordance to individual acquaintance. Attitude have a positive and negative effect in the disposition of the students, most often, students attitude in one way or the other influence one's behaviour if certain conditions are present (Eagle and Chicken, 1993).

One of the teacher-variables which contributes immensely to enhance student's academic achievement in government is the teaching (teacher) effectiveness. Effective teaching is defined by Afe (2003) as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities. It was defined by Vogt (1984) as the ability of instruction to inspire students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students.

Effective teaching is the teaching that successfully achieves the learning objectives by the students as identified by the teacher. The most effective teacher is that which result in the most learning. In addition, the learning is a process not the product, it involves all those experiences and training through teaching of an individual, which help to change the behavior, and prepare the individual to make necessary adjustment and adaption in change situation. The above definition becomes clear that government as a discipline plays a crucial role in the life of the teacher and students. Obasi (2014) gives five benefits for the study of government, and they are as follows;

1. It enables people to reason objectively and be able to critically analyze political, social and economic events writing and outside the environment.
2. It enables us to find solutions to some of the problems of the society example changing from parliament to presidential system of government or changing from multi-party to one party system.
3. It instills in people the spirit of national and patriotism.
4. It helps people to understand the symbiotic relationship between citizens and the state which includes the rights, duties and obligation.
5. It provides knowledge and information about how the polity is been governed, how power is shared among the three arms of government, their functions and as well as how citizens can appreciate the problem of other countries and the state to relate to them meaningfully.

Effective learning can also be seen as the act, process, or experience of gaining knowledge or skills. Some believe that the student's perception of their environment is considered by some to have even more influence on student learning than does the actual environment because the perceptions influence the way a student approaches a task and thus ultimately determine the quality of learning outcomes. Thus, for effective and efficient teaching and learning government in secondary school, key factors that support and effective teaching and learning environment is adequate facilities, conducive atmosphere where learners can explore and experiment in a climate that recognizes the process of learning as the measure of success rather than the right answer approach (Anyaele, 2018).

Instructional materials according to Akude (2004) are those projected and non-projected materials used in teaching in the classroom. Instructional materials serve as aids to the teacher, for the effective teaching. The teacher must ensure that the uses of Instructional materials are not neglected as they make teaching less stressful and as well as enable the students to be able to comprehend the subject matter with ease.

(Holt 1994) comments are central to the creation of a classroom that reflects the teacher's knowledge, enthusiasm and the responsibility for creating a learning environment that will effectively nurture the student's desire to learn and to accept the challenges of thinking and inquiring into all that is offered by the teacher. To create this environment, the teacher must be prepared to challenge the prejudices of an education system that still reflects much of Holt's view.

This means that through the effective teaching and learning of government secondary schools, the students will be exposed to the emergency of a particular country and the reasons for such country success or failure. Anyaebgu (2015) stressed that the problems of teaching and learning of government in our secondary schools have not only hindered effectiveness of teaching and learning government but have also demoralized the teachers that are handling the subject. There are series of complain from the teachers regards to quality instructional materials, infrastructural provision, payment of salary, incentives, motivation etc. in the school system that can aid in the effective teaching and learning of the subject government in school.

Most classroom where teaching and learning takes place is nothing to write home about the rate of dilapidated buildings, poor environment, lack of teaching manpower etc. are some of the factors hindering the effective teaching and learning of government in secondary school. The student's poor performance in government is not a healthy development for the advancement of education in Nigeria. There is need to identify the possible cause of this poor performance with the aim to solve them. Therefore, the researchers wish to identify these factors that hinder the effective teaching and learning of the subject in our secondary schools in Owerri West L.G.A of Imo State.

1.1 Purpose of the Study

The main purpose of this study is to examine factors that hinder effective teaching and learning of government in secondary school Owerri West L.G.A of Imo State, specifically the study sought to achieve the following objective:

1. To find out the impacts of availability and use of instructional material on teaching and learning government in secondary schools in Owerri west L.G.A
2. To ascertain how student related factor hinder effective learning of government.
3. To ascertain how teachers related factors hinder effective teaching and learning of government.
4. To ascertain the administrative factors that hinder effective teaching and learning of government in secondary schools.

1.2 Research Questions

The following research questions are posted to guide the researcher in achieving the purpose of the study.

1. What are the impacts of availability and use of instructional materials on teaching and learning of government in secondary schools in Owerri West L.G.A?
2. What student's related factors hindering effective teaching and learning government in secondary schools?
3. What teacher's related factors hinder effective teaching and learning government in secondary schools?
4. What are the administrative factors that hinder effective teaching and learning government in secondary schools?

2. Conceptual Framework

2.1 Concept of Teaching

Teaching in a simple term, refers to either an occupation or profession of a group of people known as teachers or an activity or activities to help an individual to learn or acquire some knowledge, skills, attitudes or interests.

Teaching is also a continuous process that enables an individual to function effectively in their everyday activities. However, the meaning or concept is not so simple. Amidon (1991). Teaching is defined as an interactive process primarily involved in classroom talk, which takes place between teachers and pupils and occurs during certain definable activities. Gage (1992). Teaching is a form of interpersonal influence aimed to change the behaviour potential of another person. Smith (1991). Teaching is a system of actions intended to produce learning. Teaching can also be seen a process that promote effective learning in the classroom. According to Goods Dictionary of Education, teaching means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of education profession or to discharge his responsibilities more effectively.

Teaching tends to hold corresponding views on assessment procedures and on the ability and motivation of the students (Van Driel (1997), teachers who are content-oriented are likely to see teaching as designed to demonstrate detailed factual knowledge of the syllabus. They also tend to consider the outcomes of learning as being almost entirely the responsibility of the students themselves, depending on their ability and motivation. Thus, "Teaching is a triadic relation and tripolar process involving the source of teaching, student and a set of activities and manipulation to bring changes in the behaviour of the students".

2.2 Concept of Effective Teaching

Effective teaching is the attitude of the teacher, which he/she transmits to the learner's behaviour for effective classroom management. Smith (1995) defined effective teaching as that form of teaching that should be focused on the creation of appropriately nourishing experiences so that learning comes about naturally and inevitably. Effective teaching is the teaching that successfully achieves the learning objectives by the pupils as identified by the teacher. The most effective teaching is that which results in the most effective teaching learning. In addition, the learning is a process not the product, it involves all those experiences and training through teaching of an individual, which helps to change the behaviour and prefer to make necessary adjustment and adaption in change situation. Along the line of teachers impact on pupils' behaviour, Akpan (1996) representing a pragmatic point of view, defined effective teaching as the achievement of all or most of the learning objectives and reduction of differences in cognitive levels among the students. Evans (2006) also defined effective teaching as a kind of classroom transaction that occur between teacher and students resulting to increase in student's knowledge. Vogt (1984) related effective teaching to the ability to provide instruction to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students.

This refers to communication skills, use of praises, rewards, motivation, etc. during teaching and learning process. This has also been criticized for blurred distinction between it and definitions based on teacher's personalities. Effective teaching is the ability of teachers to utilize their skills in impacting

positively to the learning ability of students. Effective teaching also involves the cognitive, affective domain to assess and impact the learners. Above all a good or effective teaching must accomplish the following objectives:

1. It should tell whether teaching is a process or product.
2. It should clearly indicate its constitutional elements or factors.
3. It should reveal its objectives
4. It should state its organizational or structural aspects.

2.2.1 Experiences and Qualification of Teachers

Teaching qualification is one thing while experience is another with regard to positive impact on student's achievement in school subjects. Here, the experience of a teacher is judged based on the number of years of service. It is believed that the more the years spent in service in a particular discipline such as teaching the more you gain experience and become more knowledgeable in all it takes to enhance productivity or achievement of student's academic work.

When teachers have not spent many years in the teaching field, it is likely that their effectiveness in service delivery in the classroom may be adversely affected, and by extension the academic achievement of students probably may be similarly affected. Based on the researcher's observations, secondary schools in Owerri West Local Government Area which was the area of the study were replete with all manners of teachers with varying qualifications and experiences. Probably, the variations in their qualifications and experience might affect their level of effectiveness (Iwu, 2017).

Lewis (1994) opined the caliber of teachers in any school form important input variables, which can have tremendous impact on school outcome. This means that a teacher's formal qualification, experience, motivation, creativity, interaction with learners or students and his methodology may greatly influence academic performance of a school. Kinyanjui (1991) is echoing Rafu (1995) who in his study on rural schools in Kenya found that most of them lacked properly trained teachers. Moreover, the teachers who are being trained for inclusive settings are paying for themselves meaning, if they are not able to sponsor themselves, the training is likely to stop.

Johnson (1996) observe that curriculum implementation is hampered by the degree to which teacher's commitment is constantly interfered with. This comes about when teachers are stressed due to lack of teaching facilities or lack of appropriate time to plan for their work and deliver in time. The researcher supports this view because teachers who have no time to prepare for their work will not carry out teaching process properly. Effectiveness of a teacher depends hugely on the student's academic achievement. There has been indicated a deficiency on the issue of qualification and experience of teachers, there is need for such a study to be done which is more current (Obi, 2013).

2.3 Concept of Effective Learning

Wiseman (1996) revealed other variables which may affect learning in schools. These are general atmosphere at home, cleanliness and order of security, discipline, and possession of books and papers. The researcher agrees with Wiseman (1996) because when home environment is conducive, pupils learning atmosphere will be conducive. In fact, within the family itself factors such as its size, the pupils' position of birth, the relationship between the parents, their attitudes towards education, their level of aspiration and the absence of one parent will have their effect which may help or hinder learning. This calls for the parents to take an active role in the education of their children. The educational background of the parent matters a lot in the improvement of academic performance of their children.

In a situation where the home is not academically balanced the academic performance of the students will be tremendously affected. There was also situation in some home where parents are not concerned about the academic welfare of their children, this will in turn affect the progress of the child in school. (Walker, 2005; Goberson and Oermann, 2007). Learning environment provides the setting for learning and at the same time, acts as a participant in teaching and learning (Loughlin and Suina, 1982, cited in Jecklin, 1998). It can support, impede or limit learning opportunities for students (Reilly and Oermann, 1992). Learning environment has been described as influencing the development of student cognitive, affective and psychomotor skills (Pascarella and Terenzini, 1991; Hart and Rotem, 1994).

However, it must be distinguishable from the kind of change that is attributable to growth, such as a change in height or the development of muscles through exercise (Lancaster, 1992). Critics of formal education suggest that many or most schools have lost their concern for learning effectiveness (Lancaster, 1992).

2.3.1 Adequacy of Teaching/Learning Resources

Teaching/Learning resources are materials used by the pupils or by the teacher or both to facilitate learning. It is important to note that it is only in very rare occasions for learning materials to be specific for a given category; most learning materials can be used by all learners in schools. Research findings reported by most Nigerian researchers show that there are learning resources which both the teacher and pupils cannot do without. These are teaching documents, schemes of work, lesson plans, progress records, IEPs, resource personnel and so on. These resources can also be used by learners within different levels of schooling. Eshiwani (1995). Pointed out that lack of school resources affects learning in both primary and secondary schools in Nigeria.

The factors are specified as school resources like, size of the class, textbooks, library, and visual aids among others. The researcher is in support of this because lack of school resources actually leads to poor teaching and learning of government in secondary schools.

The utilization of the teaching resources that are well planned would make facts to be glued firmly to the memory of the students. The selection of materials related to the basic contents of lesson helps in depth understanding of such a lesson in that they make the lesson attractive to them. The learning process becomes attractive and productive when the right resources are utilized.

Teachers and pupils are not able to expose themselves to these resources in order to have effective teaching and learning. According to Coombs (1995) teaching materials are used to promote learning; maintain interest, add variety to lesson and to relate one subject to other subjects. The inadequacy of materials and equipment may have adverse effects to learner's academic performance and attitude towards learning in the classroom. These materials therefore should be adequate enough to allow children to effectively use them. Tum (1996) is in support of Eshiwani as he says that lack of many facilities is a primary contributory factor to poor performance, which comes as a result of poor teaching methods. It is true that lack of any reading books, and other facilities manifest poor continuous teaching and learning especially in rural areas where there was no much access to basic facilities for teaching and learning process, also need for their academic growth are hampered which are mostly marginalized and their vote head interfered with by the head of institutions. Amaechi (1993), states that variation in quality and quantity of teaching/learning and facilities suggests that pupils receive poorer education. Furthermore, previous researches in other districts have shown that pupils are clustered in one room and being taught by different teachers under one roof. This situation can be found in Owerri West LGA Imo State where physical classroom for these children was never constructed hence, they are being kept in one room. Teachers are also withdrawn from these classes to teach in the mainstream classes. However, this has shown clearly factors that disrupt hindrance to effective learning of pupils in schools.

2.3.2 Motivation of Teachers Vis-à-vis the Quality and Qualification.

In recent times, it has been observed that teachers are not only custodian of knowledge but mediators of the societal values for virile society. According to Fafunwa (1997) the welfare of any country and its people depends on its teacher or the quality of all the other profession and vitally influenced by the caliber of the country's teachers. We can understand from this assertion that the teaching and learning process needs someone with a balanced, cumulative, calculative and logical mind to give it effective treatment that is qualified teacher because there is element of statistics in it.

In Obasi (2014), the principal function of school is to impart knowledge and skills needed for the attainment of societies large of economies, political and social efficiency of its members. The very existence of our school is to transfer knowledge gained from the school to the happenings outside the school. Thus, the learner/student of today is society's beacon of hope for tomorrow. Because the country is faced with shortage of teachers in most subjects, the expert knowledge necessary for the effective and efficient practice of a profession tends to be lacking in our schools in relation to the teaching and learning process. This is based on found according to Obasi (2014) that; unqualified teacher still looms largely in occupation of teaching up till today teaching in Nigeria still remains in all corners, same where a good GCE at "A" level or ordinary National Diploma (OND) High National Diploma (HNO) with or without teachers' certificate or training enables the possessor to obtain a teaching job. One thing is to possess the knowledge another thing is to effectively communicate such ideas to the learners.

The concept of motivation was originally derived from the Latin word "Movers" which mean "To Move". Jones (1993) defined motivation as how behaviour gets started energized, sustained, stopped, and what kind of subjective reaction present in the organism while all this is going on. Akimson (1994) defined motivation as the arousal; of tendency to act to produce one or more effects. He generalized model of motivation, individuals are seen to possess in varying strength a multitude of needs, desire and expectations like additional income, expectation that increased effort on the job, thus the concept of motivation seek to explain why people behave the way they do and the reason for their actions. Le (1996) stated that college principles, has certainly not but a reputation attract college students preparing to teach, has not acted to stimulate prospective teachers who take it to pick further in teaching secondary schools after they have had classes.

Teachers in general are not motivated in terms of their salaries because of state government slash in salaries. Teachers need to be paid adequately to measure up with the work they do.

By the time government administrator consider it necessary to compensate teachers adequately with some special allowances, the teachers in field will feel recognized and their best will be seen in the field. Igwe (1982), states that teachers who make use of teaching aids will be able to communicate effectively and will create his own mental images and thoughts to his students. On the issue of unqualified teachers Agbanale (1993), says that the teachers are the builder and the architects of the nation. A nation which handles the education of his citizens slovenly has no conscience and is already in the coffin on her way to the grave yard. He maintained that teaching, as a profession is sacred and should be treated as such. The government should not allow any "untrained" person to practice teaching no and merits his accumulated number of paper qualifications. He stated that an untrained person in the classroom is not future of the pupils (Oladele, 2017).

He went further and addressed that teachers' salaries might not be paid from three to six months. Do they care if teachers in them smell anything good let along taste any human benefits? And the effect is constant closure of schools, which will constitute a problem to the falling education standard. It may also be as a result of teacher factor. The teacher should be trained and experienced to acquire knowledge that would affect the student's academic performance. If a teacher is not trained adequately, it becomes a difficult problem for the student to learn and perform well. Classroom where teaching and learning takes place is over populated with students as it becomes a very difficult problem for students to learn and also difficult for communication.

If a teacher does not maintain clear communication with parents, members and students, effective teaching is difficult to achieve. A teacher speak clearly and loudly enough. Additionally, the teacher should frequently explain adequately for easy understanding to make sure she/he is getting the point across.

Sarah Mollman (2009) said answering any questions properly, will clear classroom objectives for students to achieve, and students should fully inform about what they are expected to learn and where they are in progress. If a teacher is unclear in her instruction, all students will be unavailable to learn and move on to new material.

2.3.3 Teacher Related Factors

Teacher's inabilities have contributed a lot in constituting factors that hinders the effective teaching and learning of process. Most teachers are qualified to handle some subject in schools. Oyetunji (1971) noted, "The nun unskilled teacher in some subject in mathematics in West Africa is still very bad and discouragingly alarming". He later added that today's teachers are mainly unqualified and learning process is not encouraging. The situation is worsened by constant transfer of teachers from one school to another such that the work that is started is never completed and the next teacher starts up from somewhere he wants and perhaps uses a different method or approach thereby confusing the students.

The source of the problem is not actually in the constant transfer of teachers, but the lack of skilled teachers who are knowledgeable in the subject. If the teachers were skilled or qualified to handle the subject, the one that takes over the transfer of another will certainly find out where the other stopped and continue from there. Even though his/her approach may differ, it will not be to the extent of confusing the students. To this effect, Greive (2007) said, "the lack of adequate qualified cadre of teachers is part of the problem but that the main deficiency to treated to insufficient knowledge findings".

Also, lack of teaching aid is also limited factor that bring about the effective teaching and learning progress. An investigator, Sammaratine (2004) writing the poor performance of students in biology blamed the teachers for being ignorant of the need for teaching aids and also the subject.

2.3.4 Administrative Related Factors

A careful examination of the secondary school system in Nigeria reveals that following as some of the administrative factors bedeviling secondary school system which has been hindering the system from achieving its lofty goals:

Inadequate Funding: Inadequate funding is one of the obstacles to effective management of secondary education in the country. According to Aghenta (1984) the success of any secondary school depends upon the resources available to them. Money is very important in this respect because by it, all other vital elements in the school can be obtained, such as school building, purchase of equipment, payment of teachers' salaries and allowances and running expenses. Meanwhile, Jaiyeoba and Atanda (2003) explained that the rapid expansion of students' enrollment in Nigeria since the attainment of independence followed by the enrollment explosion in recent years have made education a thorny responsibility for government on their shoulder. Hence inadequate funding has resulted in poor teaching and learning dilapidated buildings (Omoriegbe, 2005). There is no doubt whatsoever, that the inadequate funding of the secondary school system in the country has hindered the accomplishment of some of the aims and objectives of this level of education contained in the National Policy on Education.

Inadequate Facilities: School facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2005) posited that educational facilities are those things which enable a skillful teacher to achieve a standard level of instructional effectiveness that far exceeds what is possible when they are not provided. The state infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding of the system. Ahmed (2003) revealed that in most of the nation's secondary schools, teaching and learning takes place under a most un conducive environment, lacking the basic materials and hindered the fulfillment of educational objectives.

2.3.5 Low Staff Morale

Teachers are the centre-piece of any educational system. Educational system can rise above the quality of its teachers. Teachers whose morale is low are not likely to perform as expected in the school system. According to Ajayi and Oguntoye (2003), the numerous problems permeating the ill educational system in Nigeria such as cultism, examination malpractices, child abuse, indiscipline, persistent poor academic performance of students in periodic examinations and many more seem to suggest that teachers, apart from students, are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Teachers' irregular promotion, low pay package (when compared to other public workers). Societal perception of the job and many more have dampened the morale of teachers. While teachers are not motivated, their level of job commitment may be low and the objectives of the school may not be accomplished.

2.3.6 Poor Supervision of Schools

Effective instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. Ayodele (2002) argued that secondary schools are pre-supervised by two categories of people, viz: (i) internal supervisors – they are within the school, supervisors as principals, vice-principals and heads of departments. (ii) External supervisors they are outside-the-school, supervisors as the formally design officials from the inspectorate division of the Ministry of Education and various Are or Zonal Education Offices. The primary responsibility of inspectorates is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. While it has been argued that the principals

have been discharging their duties as internal supervisors, the external supervisors (inspectors from the Ministry of Education) appear non-functional as they select and visit schools to monitor the operations in these schools. This has invariably hindered effective teaching-learning in school (Pipper, 2018).

2.3.7 Frequent Changes in Policies

The term “policy” can be explained as statement which expresses goals, and the means of achieving them. Policy provides a real map for actions tailored towards meeting specific goals. According to Jaiyeoba and Atanda (2005), education policy represents definite courses of action proposed by the government in power or an executive authority and adopted as expedient to the issues and problems of education. Education policies, which may take the form of ordinance, code or even an act, have been observed to change with changes in the political leadership of Nigeria. Principals of schools are often caught in this when government changes existing education policy. The inconsistencies on educational policies have been argued to be responsible for the poor service delivery in the system (Etim, 2014).

2.3.8 Extrinsic Motivation:

This type of motivation is external to the learner activity. In other words, extrinsic motivation occurs when the learner pursues a learning task out of reward attached to it, is used to be extrinsic. In the aspect of examination students engage in this kind of motivation because if this motivation is not involved, the learning and knowledge rather just been motivated for the examination ahead.

2.3.9 Intrinsic Motivation:

This is the tendency to engage in an activity which arises when the resolution to tension is to be found in mastering the learning task itself. Intrinsic motivation results when the learning task is meaningful to the learner. This virtually depends on seeing the task as relevant and interesting in its own right.

2.3.10 Peer Group Influence:

Peer group has been defined by many authors in different ways. Grind (2006) defined peer group as a group equal to another in terms of sure characteristics as age and social class. Rose (2001) saw peer group as “one and equal people of equal rank”.

They are children in the same age group who share experience towards each other.

Peers are found both in home and at school. The peer group is a significant socialization agent for most students in the first two or three years in the school. Peer becomes socializing agents, especially for those who are in the environment with peers, student first experience being equal among equals to learn to play complete, fight, read with one another. They practice group, exchanging ideas, secretly interact with others and explore each other world.

Rose (2004) said in recent years the influence of peers on a development has accelerated. This is because peer interaction seems to be handy alternative to fill the vacuum created by the absence of working peers.

Hurlock (2000) stated that through children’s association with peers, they learn to think independently to make their own decisions to accept points of values not shared by their families and to learn patterns of behaviour approved by the groups.

Grinder (2006) indicated that peer group affects students in the negative and positive aspects. He further stressed that peer group helps students establish independence and make their transition from reliance on their families. He emphasizes that peer group can also affect the learning ability of student. Hence that if student belong to the derives group who cannot bother to reason and learn good value, it will influence the academic performance of the student group in the positive sides, gives student sense of belonging, confidence and good virtues.

2.3.11 Lack of Access to Basic Services of Learning

According to (Williams, 2009) and American scholar he quoted, one of the most significant barriers to learning remains the inability of learners to access the educational provision that does exist and their inability to access other services which contribute to the learning process. In most instances the inability to access educational provision results from inadequate or non-existent services and facilities which is key to participation in the learning process.

For example, in many poor communities, particularly in our own country rural areas, learners are unable to reach centres of learning because there is lack of transport facilities available to learners or the roads are poor developed to maintain that centres cannot be reached. While such barriers affect all learners leads to poorly serviced communities, it is important to recognize that particular group learners are more severely affected by these barriers. (Harper, 2014).

In general transport systems which do exist are inaccessible to learners with disabilities, particularly learners who use wheelchairs. So, for example, learners with disabilities who should be attending school or who wish to go to adult educational classes are unable to even reach the school or class because the public transport system which is available is either inaccessible or unwilling to transport them. At the same time, they are unable to walk to school or classes and in this they are totally excluded from education system (Ogunna, 2015).

2.4 Concept of Secondary School Government

According to Obasi, et al (2014) Government can be seen as a body of knowledge. Government is concerned as to how the society is organized and governed. Government has been a body of knowledge and has several sub-divisions, namely; political theory, comparative politics, public administration, international relations, diplomacy and political organization.

The view of Anyanille (2017) on government is said to be the study of agencies, political institutions and the dynamism of the state. Government studies about the ideas, values and doctrines about politics. The above definition is centered on the fact that government is the study of the whole machine system through which a country is governed (Uzoma, 2016). Thus, when studying government, some questions come to mind such as; how can an individual be said to govern or lead others in a country? Is it achieved through direct election or by majority of the people in the country or through means? What excess power do those who govern possess?

Price, (2017) saw government as the whole machinery for carrying out the activities of a country. The implication of this definition is based on the fact that government is the agency established by political community and vested with the power and authority for the purpose of maintaining the security and welfare of the citizens. The knowledge of government enables the students to know their civic responsibilities, provides the basis of knowing their right, gives understanding of how government functions and provide machinery for handling the affair of the state. It creates awareness on the need to be conscious politically. The question is; Is government necessary as a subject to study? Is it possible to live without government? Why do government exist all over the world when people all over the world are so critical of government? These are old political questions that were first asked when people began thinking about life in organized societies (Bubayo, 2017).

One of the primary responsibilities of government is to create and maintain good public order. Good public order is commonly defined to include public safety (individuals are protected from crime, foreign invasions, and domestic disturbance) as well as behavior that a society considers appropriate conduct. Government use law to create and maintain these aspects of good public order. These laws sometimes limit individual liberty in order to achieve order (Onyejiaku, 2014).

Lately, the study of government has not been an encouragement to both the teachers and students as there are certain factors that serve as hindrances to the effective teaching and learning of the subject in our secondary schools, and these factors includes the teachers, students, and instructional materials.

3. Theoretical Framework

3.1 Motivation Learning Theory

The study based on Skinners Theory of Motivation of Learning as cited by Orodho (2004). The theory's central argument is that student's motivation to undertake a task depends on the expected rewards. In this regard, a positively perceived reward includes positive motivation and subsequently realizes high achievement. The negatively perceived reward leads to negative attitudes and underachievement. It is also implicit that the teaching influences the student high performance; experiences and qualifications of the teachers, instructional resources and teaching strategies will translate in student's high performance. It is also implicit that the teaching influences the student high performances; experiences and qualifications of the teachers, instructional resources and teaching strategies enhance teaching and learning government.

Motivation is regarded by experienced and inexperienced teachers alike as a pre-requisite for effective learning and the greatest challenge that many teachers try to make their students to learn. If students do not want to learn, their learning efficiency will be low that they may learn virtually nothing. If you know how to motivate students, you can hugely increase their learning rate.

3.2 Theory of Learning

According to Gestalt – practice makes perfect. Gagne (2001) was of the view that teachers should be conversant with the standards of learning theory so that purpose could verify their activities against such standards. The purpose is to help students learn. He thus stresses that “it should be noted that good environment, appropriate facilities and materials only assist instructions and do not necessarily ensure learning. In Bruner's Theory of Instruction, he envisaged that a person is to learn what the body of knowledge to be learnt should embody in specific term. The optional structure to be learnt by them should be well specified that the nature and pacing of reinforcement in the teaching-learning transaction could be within the potential of the learner.

Bruner still stressed on the meaningfulness of material being taught are not only adequately well organized, but at the same time, should ensure that they are meaningful. Making materials meaningful will have to do with giving real example that is not only in everyday use but within the axis of the study. In addition to making material learnt meaningful, the teacher should and the schools also ensure that such materials are simple, logical and sequential. In relation to the present study teaching and learning government in school teachers need to be provided with various teaching air, this will make the subject interesting. In this absent of these materials effective teaching and learning government will be stalled as a result non availability of the materials.

3.3 Theory of Motivation

Abraham Maslow (1943, 1970) propounded a theory of motivation. This theory provided hierarchy of factors that motivated an employee such as physiological/basic needs safety and security, belongingness and affiliation, self-esteem, and self-actualization. In organizational context, an employee is first motivated due to physiological factors such as food, clothing, shelter etc. or in short, he needs pay to fulfill his basic needs.

If the teachers are satisfied then they are to greater extent committed and involved to their job (Sargent & Hannum 2005). Job stress unfriendliness, stance of incompetence in the classroom and un-conducive working condition could be a growing problem to keep teachers motivated in the profession of teaching. Skilled employee's efficacy became inadequate, if they are not motivated to perform well in their jobs (Delancy & Huselid, 1996). When the suitable psychological states provided to employees it helps to enhance high work motivation and work satisfaction, and this parameter depends upon job characteristics (Frase & Sorenson, 1992). In relation to the present study when teachers are properly motivated on their job by way providing them with the necessary teaching resources and incentives, its results effect will be replicated on the academic performance of government students.

3.4 Clinical Supervision Theory

This study is hinged on the Clinical Supervision theory by Cogan (1973). The clinical supervision theory was formulated by Professor Morris Cogan and his associates for supervising post graduate students' teachers of the Harvard University in the mid-1950s. It is a face-to-face encounter with teachers' system of instructional supervision. Cogan (1973) defined clinical supervision as the relational and practice designed to improve the teachers' classroom performance. It takes its principal data from the event of the classroom and the public's. It involves procedures and strategies designed to improve the student's learning by improving teachers' classroom behaviours. The aim of the clinical theory is to change the behaviour of the teacher, who will in turn, change the behaviour of the learners. Another feature of this method is that of a cordial adult-to-adult relationship. The classroom is viewed simply as a "clinic" where instructional problems are brought for diagnoses, prescription, treatment, and cure. For this clinic to work, the teacher and the supervisor must regard each other as equal or colleagues. Cogan expects the teacher and the supervisor to work together as associates or equals who have a common purpose of improving student-teaching through the improvement of teachers' instruction.

In relation of this theory to the present study is that when teachers are properly supervised in instructional delivery in classroom they will improve on their skills in teaching and learning. This will also make them effective to see most factors that hinder their teaching and learning in the class. When these instructional problems have been addressed by the supervisor, teachers will see reasons to change the behavior of the learners.

3.5 Constructivism Learning Theory

This theory was postulated by James (2006), constructivism theory of learning. Constructivism theory is a theory of knowledge or epistemology which argues that humans generate knowledge and meaning from an interaction between their experiences and ideas. Information age and technology have caused us to re-conceptualize the learning process and design new learning approaches. For example, the internet can be used as a powerful tool to allow students to construct complex knowledge bases. The internet facilitates knowledge exploration by students. Students can work independently to find information on the internet, create and build information through designing web sites, and communicate and share knowledge through the internet. According to the constructivism theory, learning places the ultimate burden of learning on the learners as opposed to the tools employed to learn which includes teachers and technology. The constructivist teacher and constructivist classroom are distinguished from a traditional classroom by a number of major qualities: the learners are actively involved in the teaching and learning process; the environment is democratic, interactive and student-centered. According to James (2006) the reference to 'cognition' makes clear; these theories are interested in 'mind' as function of 'brain'. Their focus is on how people construct meaning and make sense of the world through organizing structures, concepts and principles in schema (mental models). Prior knowledge is regarded as powerful determinant of a student's capacity to learn new material.

In relation of this constructivist theory to the present study is that study for teachers to overcome the factors that hinder their effective teaching in classroom, there is need to construct ideas that will replace any forms of challenges that they may encounter when teaching and learning. Teachers can use other alternative to deliver effective teaching of government without looking at this factor.

4. Empirical Framework

A study conducted by Rotimi, Jecklin, Collins, Verloop and Clark (1995) this study investigated teaching effectiveness of secondary school teachers in Emohua Local Government Area of Rivers State. A sample of 80 secondary school teachers from secondary schools in Emohua Local Government Area of Rivers State involved in the study. Four research questions were answered and three hypotheses tested at 0.05 level of significance. The instrument for data collection was Teacher Effectiveness Checklist, a 29-item instrument which was validated by three experts in the field of Measurement and Evaluation was used for data collection. Its reliability index as determined through test-retest method and Pearson product moment correlation technique was 0.88. The generated data were subjected to SPSS analysis using mean and standard deviation as statistical tools for research questions, and student's-t-test for hypotheses. It was found that; (1) teaching effectiveness of teachers from secondary schools in Emohua Local Government Area was below average. (2) Of the variables investigated, teaching experience and teachers' qualifications has a significant influence on teaching effectiveness of the secondary school teachers while gender had no significant influence. Based on these findings, it was recommended that only qualified and experienced teachers should be recruited to teach in secondary schools located in Emohua Local Government Area. Besides, in-service training should be conducted

for teachers to improve on their efficiency or effectiveness in discharge of their duties. Clark researcher revealed the teaching effectiveness of secondary school teachers without motivation of teacher quality and qualification. Therefore, the study seeks to fill in this perceive gap in the study, factors that hinder effective teaching and learning in secondary school.

Shulman (1992) Another investigation on a cross-sectional case study that explores factors hampering and hindering the effective teaching and learning of tourism in the township schools Akwa Ibom State. The population of the study was formed by the secondary school teachers in Akwa Ibom State.

The study adopted a descriptive survey design a sample of 100 secondary school teachers from secondary schools in Owerri West L.G.A of Imo State was involved in the study. Two research questions were answered and one hypothesis tested at 0.0f level of significance. The instrument for data collection was the questionnaire, a 15-item instrument which was validated by three experts in the field of Measurement and Evaluation. Its reliability index as determined through test-retest method and Pearson product moment correlation technique was 0.76. The generated data were subjected to SPSS analysis using mean and standard deviation as statistical tools for research questions, and students' -test for hypothesis. The study found out that principals and students' perception, teachers' competence and commitment, and principals' experiences about teachers regarding their enthusiasm and willingness to commit themselves and expedite effective teaching. As a result, principals are expected to be in possession of all the tools and instruments need to help teachers at harnessing of all the tools and instrument needed to help teachers at harnessing and achieving their goal. The study vehemently asserts that assisting and monitoring of teachers by principals ought to be done consistently and continuously. Principals and students seem to have the same views regarding lack of enthusiasm and commitment as an epidemic and catastrophic problems for teachers. Students avowed that principals need to select tourism teachers according to competency, dedication and specialization. Although some teachers could nit refute other consternations claimed against them, however, they pinpoint lack of support from their superiors as one of their main concerns. The data also suggest that the effective teaching and learning of tourism in schools is stifled retrogressively by various factors that are related to unions. Students also illuminated factors such as shift of focus on teaching by teachers, a disregard for contact time spent in class, and virtually lack of ability to impart tourism content effectively. Unlike Shulman concentrated factors hindering effective teaching and learning of tourism without stating teacher related factors and population of the study was form by only teachers without the students, and a small sample size. This study, therefore seeks to fill this gap in respect of the factors that hinder effective teaching and learning in secondary schools.

Lewis (2010) studied educational barriers and factors affecting teaching and learning in education through experiences of secondary school students in Imo State. A sample of 300 secondary school students. The instrument for data collection was questionnaire the results showed that students described such factors as motivation to, a supportive environment for learning, teaching methods, curriculum design, instructional materials, and previous academic success and learning abilities as facilitators of learning. Learning barriers were also similar: unsupportive environment of learning, teaching methods, curriculum design and pace program, learning abilities and stress. Thus, in this research students' perceptions of the curriculum, including content, teaching methods and assessment, consider as a factor that affects learning and will eventually lead to incompetence to students' effort to study. The researcher revealed the education barriers and factors affecting teaching and learning without including administrative factors. This study therefore seeks to fill in this gap in this study factors that hinder effective teaching and learning in secondary schools.

Clark (1995) identified cognitive and affective goals of effective teaching at the secondary school Abia State. He developed a questionnaire covering a wide range of teaching activities associated with effective instructions and the achievement of cognitive and affective objective. The study employed descriptive survey. Mean scores and standard deviation were used to answer the research questions while the hypothesis was tested at 0.05 level of significance using ANOVA. A 20-item instrument which was validated by three experts in the field of Measurement and Evaluation. The study involved a sample of 986 private secondary school teachers. The teachers' sample was selected by stratifies random sampling technique using a table of random numbers from the teachers' population of 1088 in the 356 private school in Abia State. The study revealed effective teaching fosters active involvement, participation and interaction of students in class, and to communicate their opened to and respect for alternative and challenges. Also environment is similar to traditional on school teaching in many ways. Effective teaching is contextual and therefore, must be studied in different setting with different criteria. Clark concentrated on the cognitive and affective goals of effective teaching without adequacy of teaching/learning resources. Also, the population was only on private school teachers without public school teachers. This study, therefore seeks to fill this gap factors that hinder effective teaching and learning in secondary schools.

5. Research Methodology

In this chapter the researcher presents various procedures and methodologies that were used to accomplish the purpose of this study. They are discussed under the following sub-headings; Research Design, Area of study, population of the Area, the type of instrument, reliability of the instrument, administration of the instrument and method of data analysis.

5.1 Research Design

The researcher employed descriptive survey method for the study. The researcher adopted this design because it is the most appropriate for collecting data on occurring issues/problems in the society. This is based on the submission of Sambo (2017), that, descriptive research design is used when the population of study cannot be accessed in totality. Nevertheless, information is needed upon which certain statements could be made about the whole population.

5.2 Area of the Study

This study was carried out in Owerri West L.G.A of Imo state. Owerri West is located in Owerri Zone of Imo State with sixteen (16) public secondary schools (SEMB, 2018). This L.G.A is equally divided into urban and rural locations. The urban locations are cosmopolitan in nature as they are densely populated with people of diverse rural status and different geographical origin. They have more social amenities than the rural location and are inhabited by businessmen, technocrats and civil servants. The rural locations have fewer social amenities and are inhabited mostly by farmers and artisans.

5.3 Population of the Study

The population of this study is 6,802 comprising all the teachers and students from the sixteen (16) public secondary schools in Owerri West L.G.A of Imo State. See table in appendix.

5.4 Sample and Sampling Techniques

The sample size for this study is two hundred and sixty-four (264) respondents comprising of 103 teachers (30%) and one hundred and sixty-one (161) government students (20%). This was sampled from the population of the study identifies above using proportionate random sampling technique. Here the researcher proportionately sampled government teachers and students because they are more enlightened to answer the questions, while the schools 7 teachers and 10 students were randomly selected in each of the schools in the L.G.A.

5.5 Instrument of Data Collection

The researcher used rating scale for the data collection. The rating scales were for the teachers and government student responses. They were made up of two parts: A and B. Part A consisted of personal data which sought the name of the schools of the respondent's qualification, areas of specialization and years of experience. Part B comprised of twenty items in four clusters and the secondary school teachers and government students were requested to indicate their opinions on a four-point rating scale of Strongly Agree (SA), four-points Agree, (A) three points Disagree (D) two points and Strongly Disagree (SD) one points.

5.6 Validation of the Instrument

The instruments were presented to three specialists; two in the field of measurement and evaluation and one in social science education who checked whether the contents of the instrument were adequate in terms of average and relevance to the study to the responses. These specialists therefore checked if the questions covered the problem, objectives and research questions. The corrections were affected before the final production of the instrument.

5.7 Reliability of the Instrument

The reliability of the instrument, it was administered to a group of 20 respondents which are not part of the population of the study. The instrument was re-administered to the same set of respondents after a period of 2 weeks from the first administration. The results of the two administrations were collected and analyzed using Pearson. (r) Cprrelation Coefficient method. A coefficient index of 0.85 was obtained which established the reliability of the instrument. The value is quite high to say that the instrument was reliable to be used to carry out the study.

5.8 Method of Data Collection

The researcher personally administered the two undred and sixty four copies of the questionnaire to the selected sample for the study. The researcher went to the schools on differents days, administered and collected the instrument on the spot.

5.9 Method of Data Analysis

Data generated through the reposes of the respondents to the questionnaire items were used to answer the research posited for the study. The data were coded and the mean of each cluster of the items was calculated. Any mean score 2.50 is consider high while 2.50 is described as low, this is used to answer the research questions.

6. Data Analysis

6.1 Result

This chapter presents the anlysis of data collected from the questionnaire item administered on the factors that hinder effective teaching and learning of government in secondary schools in Owerri West L.G.A of Imo State. The following are:

Research Question One.

What are the impacts of availability and use of instructional materials on teaching and learning of government in secondary schools in Owerri West L.G.A?

Table 1: Mean response on the impacts of availability and use of instructional materials on teaching and learning of government in secondary schools:

S/N	Item Statements	SA	A	D	SD	FX	N	X	Decision
	Availability of instructional materials gives a better understanding of what is taught.	30	40	91	98	520	264	1.9	Not Available
	It enhances the interest of government students.	87	98	61	21	779	264	3.0	Highly Available
	Gives a clearer idea of what is taught.	66	88	49	58	687	264	2.6	Available
	Makes learning real .	91	76	54	43	743	264	2.8	Highly Available
	High retention ability is achieved among government students.	76	88	41	46	696	264	2.6	Available
	Grand Mean							2.6	

Table 1 showed the impacts of availability and use of instructional materials on teaching and learning of government in secondary schools. The respondents attest to the fact, items 4 are response that are not available, with the grand mean of 2.6. The analysis depicted that, availability of instructional materials gives a better understanding of what is taught, it enhances the interest of government students, gives clearer idea of what is taught, high retention ability is achieved among government students are the impacts of availability and use of instructional materials on teaching and learning of government in secondary schools.

Research Question Two

What students' related factor hinders effective teaching and learning government in secondary schools?

Table 2 Mean responses on the students' related factor hinders effective teaching and learning government in secondary schools

S/N	Item Statements	SA	A	D	SD	FX	N	X	Decision
	Absentmindedness among government students	87	99	35	43	758	264	2.9	Agreed
	Fear of asking questions in the class room	98	78	49	39	763	264	2.8	Agreed
	Boredom	100	88	31	45	771	264	2.9	Agreed
	Much focus on use of phone examples; whatsapp, facebook, use of earphones etc.	78	86	74	45	725	264	2.7	Agreed
	Phobia for subject being taught	89	101	74	-	807	264	3.1	Agreed
	Grand Mean							2.9	

Table 2 showed the students; related factor hinders effective teaching and learning government in secondary schools. All the items were in agreement with the research questions, with the grand mean of 2.9. these indicated that absentmindedness among government students, fear of asking questions in the class room, boredom, much focus on use of phones examples; whatsapp, facebook, use of earphones and phobia for subject being taught.

Research Question Three

What teachers' related factors hinder effective teaching and learning of government in secondary schools?

Table 3: Mean responses on the teachers' related factors that hinders effective teaching and learning of government in secondary schools:

S/N	Item Statements	SA	A	D	SD	FX	N	X	Decision
	Inadequate qualified teachers in subject matter	78	85	84	45	684	264	2.6	Agreed
	Use of wrong teaching methods	96	77	36	66	742	264	2.8	Agreed
	Teachers inability to control students in the class	79	84	55	35	735	264	2.7	Agreed

	Non preparation of lesson plan	103	80	48	33	781	264	3.0	Agreed
	Lack of commitment in the job	65	79	56	36	701	264	2.6	Agreed
	Grand Mean							2.8	

Table 3 showed the teachers' related factors hinder effective teaching and learning of government in secondary schools, the respondents agreed with items 11,12, 13, 14 and 15 that inadequate qualified teachers in subject matter, use of wrong teaching methods, teachers inability to control students in the class, non preparation of lesson plan and lack of commitment in the job, with a grand mean of 2.8, which indicated the teachers' related factors hinder effective teaching and learning government in secondary schools.

Research Question Four

What are the administrative factors that hinder effective teaching and learning of government in secondary schools?

Table 4: Mean responses on the administrative factors that hinder effective teaching and learning of government in secondary schools

S/N	Item Statements	SA	A	D	SD	FX	N	X	Decision
	Non provision of adequate basic materials	100	86	59	31	783	264	3.0	Agreed
	Lack of internal supervision of teachers and students	91	78	47	26	752	264	2.8	Agreed
	Late payment of teachers' salaries	78	86	55	45	725	264	2.7	Agreed
	Unconducive learning environment	87	92	49	36	758	264	2.9	Agreed
	Poor office accomodation for teachers	71	105	40	48	727	264	2.8	Agreed
	Grand Mean							2.8	

Table 4 showed the administrative factors that hinder effective teaching and learning of government in secondary schools. All the items agree with the questions that non provision of adequate basic materials, lack of internal supervision of teachers and students, late payment of teachers' salaries, unconducive learning environment and poor office accomodation for teachers, with grand mena of 2.8 which indicated that administrative factors that hinder effective teaching and learning of government in secondary schools.

7. Discussion of Findings and Summary of The Study

The researcher in this chapter discusses the findings, educational implications of the findings, limitations of the study, recommendations, and suggestions for further study and conclusion of the entire study.

This research was on the factors that hinder effective teaching and learning of government in secondary schools in Owerri West L.G.A of Imo State.

Analysis of research question one (1) showed that the respondents agreed to the item statements. The result revealed the following as the impacts of availability and use of instructional materials; gives a better understanding of what is taught, enhancement of government students' interest, a clearer picture of what is taught which makes learning real. This view agrees with Coombs (1995), teaching materials are used to promote learning; maintain interest, add variety to the lesson and to relate one subject to other subjects. The inadequacy of materials and equipment may have adverse effects to learner's academic performance and attitude towards learning in the classroom. Igwe (1982) also stated that teacher who makes use of teaching aids will be to communicate effectively on his own mental images and thoughts to his students.

The results to question two (2) revealed that the student related factors that hinder effective teaching and learning are Absentmindedness, fear of asking questions in the class room, boredom, whatsapping with phones, use of earphones and phobia for subject that are being taught. These findings are in line with (Reilly and Oermann, 1992). Learning environment has been described as influencing the development of student cognitive, affective and psychomotor skills in the school system. On the phobia for mathematics subject being taught, Ibebuikwe (2006) had noted that many students, even as far back as their primary school days did not take interest in mathematics to a meaningful degree; remarking that methods of instruction were not very favorable to these students. He posited that this was due to the paucity of competent and adequately qualified mathematics teachers who were invariably over labored.

The result of research question three (3) revealed that on teachers' related factors that hinder effective teaching and learning of government in secondary schools; use of wrong teaching methods, teachers' inability to control students in the class, non-preparation of lesson plan and lack of commitment are important factors. Etukudo (2002) had pointed out that the inadequacy of a teacher produces a conspicuous effect on both the learner and what is learned.

Furthermore, two teachers can teach the same group but the average learning outcome may vary. This shows that what is learned is a function of what is taught and the teacher.

Analysis of research question (4) is in agreement to the item statement by the respondents. The result revealed the following as the administrative factors hinder effective teaching and learning; non provision of adequate basic materials such as books, unconducive learning environment, late payment of teachers' salaries and lack of internal supervision. This view is in line with Grieve (2007) said, "the lack adequate qualified cadre of teachers is part of the problem but that the main deficiency can be treated to insufficient knowledge findings".

8. Conclusion

The study investigated factors that hinder effective teaching and learning of government in secondary schools in Owerri West of Imo State. The study presented a background that necessitated the need for the study and established some objectives upon which research questions were raised.

The study also reviewed some literatures in related areas. Among the areas reviewed were; the concept of teaching, effective teaching, effective learning, experience and qualification of teachers, hindrance to effective learning, adequacy of teaching/learning resources, motivation of teachers vis-à-vis the quality and qualification, teacher related factors, lack of access to basic service of learning and theoretical framework and empirical studies and summary of literature review. The descriptive survey research design used and relevant information was obtained using rating scale. The data that were collected were analyzed using the mean scores.

Based on the study conducted and the analysis derived from the data, the following findings were obtained and summarized as follows; Time to time in-service education for practice should be encouraged so as to allow teachers developed professionally in their job.

1. Government should see the provision of infrastructure facilities as a way of remedying the existing challenges, awarded contract be fully sponsored to completions. When there are enough structures, the issues of overcrowded classroom will reduce.
2. Government should ensure that workers' salaries are paid regularly, after all nobody can work with continuous hunger.
3. Students should understand that learning is a two-way exercise and should encourage teachers' effectiveness by being dedicated to learning.

Based on the findings of this study, the following recommendations were made;

1. Government should ensure that the required staff strengths are maintains in our schools of Owerri West of Owerri Zone.
2. Time to time in-service education for practice should be encouraged so as to allow teachers develop professionally in their jobs.
3. Materials that would facilitate teaching and learning should be made available to all schools.
4. Government should see the provision of infrastructural facilities as a way of remedying the existing challenges, awarded contract be fully sponsored to completions. When there are enough structures, the issues of overcrowded classroom will reduce.
5. Government should ensure that workers' salaries are paid regularly, after all nobody can work with continuous hunger.
6. Students should understand that learning is a two-way exercise and should encourage teachers' effectiveness by being dedicated to learning.

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