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Secondary School Academic Program Planning: A Synthesis of Three Factorial Interplay of Family Academic Preference (FAP), Student Personal Interest (SPI), And Teacher Professional Standard (TPS)

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ABSTRACT
This research study is designed to determine whether Family Academic Preference (FAP), Teacher Quality Standard (TQS), and Student Personal Interest (SPI) have any measurable bearing on secondary school academic program planning in Ahoada East and Ahoada West local government areas, Rivers State, Nigeria. Five research questions and four null hypotheses were posed to guide the study to a logical conclusion. A structured research questionnaire was administered on a sample size of two hundred and fifty-four (254) secondary school teachers in Ahoada East and Ahoada West local government areas. Data generated from the research questions and null hypotheses were treated with statistical independent t-test of pooled and nonpooled variance, Pearson Product Moment Correlational Statistics (Pearson *r*), and One-Way Analysis of Variance (ANOVA) which was followed up with a scheffé test. The results of the data analysis indicated that Family Academic Preference , teacher quality standard, and student personal interest have measurable influences on secondary school academic program planning in Ahoada East and Ahoada West local government area Rivers State, Nigeria. Recommendations were proffered based on the findings to enhance Family Academic Preference , Teacher Quality Standard and Student Personal Interest and to enhance the academic program planning of secondary schools in Ahoada East and Ahoada West local government areas, Rivers State, Nigeria.

INTRODUCTION

Educational system in Nigeria is punctuated with a lot of resistant and reoccurring problems. The number of educational institutions in Nigeria is considered quite many considering the character and profile of the academic population in the country. The question in Nigeria today is not how many academic institutions are in existence but how functional are these academic enterprises in their respective locations and their overall effectiveness in the effort to transform Nigeria, Okendu J.N. (2009).

The total enrollment head count qualified to gain admission into Nigeria tertiary institutions does not properly represent the actual total number of students in dare need of university education. The reason for this ranges from lack of physical facilities to academic programs completion and subsequent job placement.

Academic programming dimension is also perforated with a lot of inadequacies such as program accreditation problems, lack of qualified lecturers, brain drain problems, lack of essential support services, illiteracies still around, series of professional staff strikes and government inconsistent policies.

After graduating from most Nigeria Universities the graduates are thrown into the period of post-graduation syndrome where students with bachelor, masters and doctorate degrees face recruitment crises with the expected employment agencies. Most hiring agencies complain that the Nigerian university graduates are half-baked, considering the obsolete input resources used in programming these graduates.

The dynamics of the present political system in Nigeria do allow the leadership to extend opportunities to quacks lacking the expertise to run educational systems as commissioners and ministers. Nevertheless, the conditions of professional services in Nigeria system of education have groomed the democratic efforts of the Academic Staff Union of Universities (ASUU) against the authorities concerned, who unchained itself from the guilt, by promising and failing, including the Machiavellian mass-sack of universities lecturers to balance the draconian chain of command, Okendu (2011).

The Nigerian Educational environment both in the immediate and remote, have challenged the effort in the struggle for advancement. But there are various means of providing solutions to problems. Besides, most academic communities are inundated with problems in different forms such as unsatisfactory events, unsettling moments, difficulties of some sorts, a state of affairs that needs to be changed, things not working as well as it might, condition that needs improvement, difficulties that need answers, Okendu (2011).

The above explanations are centered toward a common denominator known as problem. Problems therefore, are sources of developing new knowledge. To provide real solutions to problem various avenues of generating solution have emerged.

Academic program planning is always the first and the principal rationale used in structuring secondary school institution in any given community of people. The basic framework of the institutionalization of any secondary school is underlined with the foundational elements of educational planning.

The principal components of genuine academic program planning are prioritized by community and labour market demand, political dynamics, curriculum and course contents, administrative organ, teachers/recruitments, support services personnel, student enrollment, equipment and support services, space availability, school plant planning/management, budgetary programming/financing, academic program accreditation and plan implementation, Okendu (2011).

The academic value of individual families influences the academic performance of secondary school student. The investigator of this research study strongly believed that parents with some levels of literacy usually inculcate academic responsibility on children. Besides, Koontz (1993) in his research study, correlate between parental role structure and child behaviour, observed that secondary school students from single parent families were associated with lacking in personal initiatives and independence in decision making exercises in class.

Angaye (1995) states that home climate affects children in that, their attitudes, moral standard, manners, ways of thinking and pattern of behaviours are absorbed by the child from social environment. In this vein, the level of discipline and indiscipline in the family brings about child misbehaviour such as delinquency, drug abuse, joining bad groups, robbery, secret cult, examination malpractice, truancy etc. Basically, educational background of a family also determines the level of motivation given the student by the parents. This education goes a long way to mould or change the child.

Teachers who are very knowledgeable and versatile in the operation of classroom instructional equipment contribute positively to the growth of secondary school students. Agina-Obu (2005) maintains that; in education today, most of the equipment imported for technical courses can only be powered by electricity. Lightening is an essential commodity of a workshop since it makes it possible for students not to step onto sharp objects on the floor. Ventilation of the workshop area by fan cannot work without electricity which can lead to equipment damage in some cases. Acquisition of practical skills and applied skills as well as basic scientific knowledge also helps the teacher in operating these imported equipments. These equipments can also aid the teacher in enhancing immensely to the general performance.

A standard library contributes immensely to the general performance of students if properly utilized, as it develops the independent study ability in the students. Stating the importance of school libraries, Abiola (1992) noted that the school library is essential and indispensable to the school. Library is an integral part of the school which compensates inherent textbooks and classrooms inadequacies. From his studies; he concluded that the falling standard of education particularly in technical schools has to do with lack of good libraries. The library is fundamentally crucial to the performance of the student; the library builds up the students' reservoir of knowledge.

Researchers have shown that many students have destroyed their interest and progress for their non-cordial relationship with the teachers; then tend to relate to their (teachers) subjects area the way they relate to teacher Interest as a result of teacher- subjects relationship can also be affected by other things such as progress which comes from the effort made by the student and teacher. According to Bossert (1980) one of the most important conditions for continuance of interest and effort is satisfaction resulting from awareness of progress and achievements. The teacher's attitude also hinders and enhances learning.

In addition, the competencies which the teacher possesses is equally essential in terms of teacher-student relationship. Okah and Uzoeshi (2005) state that teachers are sometimes unaware of the behaviour of their students and many teachers assumed that if a child performs destructively in the classroom, then the child must be a problem at home or at the very least must have reached sufficient maturity to function adequately in the school situation.

However, an increasing body of evidence indicated that most behaviour which teachers find destructive are actually within control. A teacher can modify and control the behaviours of their students by controlling students' responses.

The teacher qualification and his practical skills also influence the students' performance. On teacher qualification, Enaohwo (1984) expressed that a teacher cannot enlighten his pupils if in default of the relevant qualification. It is important therefore that emphasis should be given to acquisition of knowledge during training to make the student well informed. It is the researcher's view that for a mechanical engineering craft practice teacher to teach the course well, the teacher may have acquired craft certificates in theory and practice in addition to experience in teaching profession.

Ulinfun (1992) states that; the present NCE curricula-guide manual produce the NCE. teachers who teach only at the J.S.S level of secondary school. By this, training program, method are virtually of a generalized nature. Those in technical option are for the components of intro-technology and those in business education are no exception. They teach elements of shorthand and type-writing. How much skill these teachers have depend on how much they can impart into vocation programs which are expected to move Nigeria forward.

Teachers with advance certificates could be employed to teach theory and practice in technical subjects for optimum students performance. Adesina (1998), states that the instructor must be a master of trade, in order to impart, correct, and upgrade skills. It is the researcher's observation that the quality of the trainer in theory and practice determines the experiences and skill acquired by the trainees. High quality technical teacher will produce high quality students that will exhibit performance in technical and science examinations, thereby meeting the objectives of the national policy on technical education in producing technicians that are self reliant.

Nkwoh (1989) commented that lack of incentives and motivation programs in teaching profession has a retarding implication. He said that teachers' welfare and motivation are treated with levity and disregard. They are poorly paid when considering the type of problem associated with teaching youths. Promotion is very sluggish and condition of service deplorable, yet they are expected to lay the proper foundation for the educational growth. In terms of recognition and honour, they are not remembered and it is assumed that their rewards are in heaven.

Interest has also been argued to be one of the essential variables affecting the performance of students. Therefore, for one to attain high level performance, interest must be to the fullest. Okendu (2006) commenting on interest said that: there are at least three bases for development of interest, such as subject course content, age, sex, and individual ability. For this reasons, physical defects have to be compensated for based on the methodology used in teaching the students. The interests of the students have to be developed for them to follow up teaching and learning to improve their performance.

It has been observed that students lack of commitment to studies as reflected by high rate of truancy, lack of concentration during classroom lecture, neglect of assignment and pleasure seeking attitudes contribute substantially to their poor performance in school. According to the Roe (1991), besides intellectual factors, study habits of the students accounted for a substantial amount of variance in academic success.

Therefore, a concerted effort is expected from academic program planners to consider parents educational interest, school teacher professional, and student interest when building academic program plans to enhance students performance. This research study therefore is packaged to determine if Family Academic Preference, teacher quality standard and student personal interest have any measurable influence on academic program planning.

STATEMENT OF PROBLEM

Does the interplay of Family Academic Preference, teacher quality standard and student personal interest influence academic program planning?

PURPOSE OF THE STUDY

The purpose of this research study is to find out if secondary school academic program planning has any technical relevance with such variables like Family Academic Preference, student personal interest and teacher quality standard. Such research findings will contribute immensely within the domain of academic program planning and policies improvement.

RESEARCH QUESTIONS

1). Does family academic preference have any relationship with academic program planning?
2). Does teacher quality relate evenly with academic program planning?
3). Does student personal interest have any bearing on academic program planning?
4). Can teacher with adequate qualification make any difference in academic program planning?

NULL HYPOTHESES

$H0_1$: The interplay between family academic preference and teacher quality standard does not have any significant influence on academic program planning blueprint.

$H0_2$: Teacher quality standard and student personal interest do not have measurable significant bearing on academic program planning.

$H0_3$: The interplay between student personal interest and family academic preference does not have any significant impact on academic program planning.

$H0_4$: Academic program planning does not significantly influence student self-esteem in class.

$H0_5$: The interplay between Family Academic Preference, teacher quality standard and student personal interest does not have any significant difference on the academic program planning blueprint.

RESEARCH METHODOLOGY

This research study is a descriptive research survey with fair variables design matrix frames up and classified into three independent variables; Family Academic Preference , teacher quality standard, and student personal interest, buttressed by a common dependent variable; secondary school academic program planning.

The population of this study consists of 125 secondary school teachers from Ahoada East and 191 teachers from Ahoada West local government areas, Rivers State, Nigeria. The total population for this research study is made up of three hundred and sixteen (316) secondary school teachers in Ahoada East and Ahoada West local government areas, Rivers State, Nigeria. This very population was chosen as a matter of the investigator's research interest.

The research sample size of this study is two hundred and fifty-four (254) teachers from the selected population. The stratified random sampling technique was used to select the population sample.

The research instrument used in this research study is a structured questionnaire designed and developed by the investigator of this research study. The instrument was given to experts in this field of study for proper screening and evaluation. The content and face validity were reaffirmed by this peer instrument review exercise. The instrument was piloted with 45 members of the research population and the data generated was treated with Pearson Product Moment Correlational Statistics. The calculated instrument reliability index anchored at 0.81 which was considered good enough for this research study.

The research instrument was finally administered to two hundred and fifty-four (254) secondary school teachers. This exercise lasted for about seven weeks. The completed questionnaires were collected, collated, and decoded into numerical data. The subsequent data was treated with statistical independent t-test of pooled and nonpooled variances and Pearson Product Moment Correlational Statistics (Pearson *r*) and One-Way Analysis of Variance (ANOVA) which was followed up with a scheffé test. The SPSS statistical software was used to expedite the data analysis and computer simulations.

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Table 1: ***Correlation Coefficient of Family Academic Preference and Academic Program Planning.***

N	df	Alpha Level (α)	*r*– cal	*r*-crit	Decision
254	252	.05	0.5	.1946	Significant

* ρ < .05 Significant

In responding to research question one, the calculated *r* value (.5) at .05 alpha level with df, 252, is greater than the critical *r* value, i.e., 5 > .1946 = significant at .05 alpha level. To answer the question posed in research question one, the calculated correlational value reaffirmed the fact that the extent of correlation between Family Academic Preference and academic program planning is high (.5). Therefore, the result confirmed the fact that there is a significant correlation between student socio-background and academic program planning.

Table 2: ***Correlation Coefficient of Teacher Quality and Academic Program Planning.***

N	df	Alpha Level (α)	*r*– cal	*r*-crit	Decision
254	252	.05	0.2	.1946	Significant

* ρ < .05 Significant.

In responding to research question two, the calculated r value (.2) at .05 alpha level with df, 252 is less than the critical r value, i.e., .2 > .1946 = significant at .05 alpha level. To answer the question posed in research question two, the calculated correlational value reaffirmed the fact that the extent of correlation between teacher quality and academic program planning is high (.2). Therefore, the result confirmed the fact that there is a significant correlation between teacher quality and academic program planning.

Table 3: ***Student Personal Interest and its Bearing on Academic Program Planning.***

N	df	Alpha Level (α)	$\overline{X}_1$	$\overline{X}_2$	S_1^2	S_2^2	t – cal	t-crit	Decision
254	252	.05	2.35	2.22	0.85	0.88	2.6	1.960	Significant

* ρ < .05 Significant

In responding to research question three, the calculated t-value is greater than the critical t-value at .05 alpha level, df, 252. 2.6. > 1.960 = significant at .05 alpha level. To answer the question posed in research question three, the calculated t-value reaffirmed the fact that the student personal interest has significant bearing on academic program planning.

Table 4: ***Teachers with Adequate Qualification and academic program planning***

N	df	Alpha Level (α)	$\overline{X}_1$	$\overline{X}_2$	S_1^2	S_2^2	t – cal	t-crit	Decision
254	252	.05	2.63	2.43	0.74	0.71	2.5	1.960	Significant

* ρ < .05 Significant

In responding to research question four, the calculated t-value is greater than the critical t-value at .05 alpha level, df, 252. i.e., 2.5 > 1.960 = significant at .05 alpha level. To answer the question posed in research question four, the calculated t-value reaffirmed the fact that the teachers with adequate qualifications make noticeable difference in classroom work.

NULL HYPOTHESES

$H0_1$: ***The interplay between Family Academic Preference and teacher quality standard does not have any significant influence on academic program planning blueprint.***

Table 6: Independent Statistical T-test Result

N	df	Alpha Level (α)	$\overline{X}_1$	$\overline{X}_2$	S_1^2	S_2^2	t – cal	t-crit	Decision	
254	252	.05	2.32	2.18	0.86	0.88	1.75	1.960	Sig.	Reject the null hypothesis

* ρ < .05 Significant

The result of the independent t-test analysis (nonpooled variance) is significant (p<.05). The critical value for t required for the rejection of the null hypothesis at .05 level of significance and df, 252 is 1.960, but the calculated t-value = 6.00. But, 6.00> 1.960 = significant at .05 alpha level. Therefore, reject the null hypothesis.

$H0_2$: ***Teacher quality standard and Student personal interest does not have any measurable significant bearing on academic program planning.***

N	df	Alpha Level (α)	$\overline{X}_1$	$\overline{X}_2$	S_1^2	S_2^2	t – cal	t-crit	Decision	
254	252	.05	2.76	2.08	0.73	0.79	8.5	1.960	Sig.	Reject the null hypothesis

* ρ < .05 Significant

The result of the independent t-test analysis (pooled variance) is significant (p<05). The critical value for t required for the rejection of the null hypothesis is 1.960, and the calculated t-value = 8.5. But, 8.5. > 1.960 – significant at .05 alpha level. There reject the null hypothesis.

$H0_3$: ***The interplay between student personal interest and Family Academic Preference does not have any significant impact on academic program planning.***

Table 8: Independent statistical T-test Result

N	df	Alpha Level (α)	$\overline{X}_1$	$\overline{X}_2$	S_1^2	S_2^2	t – cal	t-crit	Decision	
254	252	.05	2.30	2.00	0.65	0.72	6.00	1.960	Sig.	Reject the null hypothesis

* ρ < .05 Significant

The result of the independent t-test analysis (nonpooled variance) is significant (p<.05). The critical value for t required for the rejection of the null hypothesis is 1.960, the calculated t-value = 6.00. But, 6.00 > 1.960 = significant at .05 alpha level. Therefore, reject the null hypothesis.

$H0_4$: ***Academic program planning does not significantly influence student personal interest.***

Table 9: Academic Program Planning and Student Self-Esteem in Class

N	df	Alpha Level (α)	$\overline{X}_1$	$\overline{X}_2$	S_1^2	S_2^2	t – cal	t-crit	Decision
254	252	.05	2.32	2.18	0.86	0.88	1.75	1.960	Significant

* ρ < .05 Significant

In responding to research question four, the calculated t-value is less than the critical t-value at .05 alpha level, df, 252. i.e., 1.75 < 1.960 = nonsignificant at .05 alpha level. To answer the question posed in research question four, the calculated t-value reaffirmed the fact academic program planning does not stimulate student personal interest.

$H0_5$: ***The interplay between Family Academic Preference, teacher quality standard and student personal interest does not have any significant different on the academic program planning blueprint.***

TABLE 10: FINAL SUMMARY TABLE OF VALUE

Source of Variation	Sum of Squares	*df*	Mean Square	*F*
Between	27.42	2	13.71	17.6
Within	1401.26	1797	4.23	
Total	1428.68	1799	4.24	

* $\rho > .05$

Calculated F-ratio value = 1.53
F-ratio Table Value at .05 alpha level = 19.0
1.53 <3.55 = Nonsignificant = Fail to reject the null hypothesis

In table 6 of the null-hypothesis which stated that the interplay between Family Academic Preference , teacher quality standard and student personal interest does not have any significant difference on the academic program planning blueprint, one way analysis of variance (ANOVA) was used to test this null-hypothesis. The calculated F-ratio of 1.53 is less than the table value of 19.0 at .05 alpha level, the test result is nonsignificant at .05 alpha level, therefore failed to reject the null hypothesis.

Since the ANOVA result is nonsignificant, the Scheffé test was test-run to locate the program link where the nonsignificant result occurred.

TABLE 10: SCHEFFÉ TESTS

$X_{Family\ Academic\ Preference}$ Vs $X_{Teacher\ Quality\ Standard}$	19.8	Reject
$X_{Family\ Academic\ Preference}$ Vs $X_{Student\ Personal\ Interest}$	21.1	Reject
$X_{Teacher\ Quality}$ Vs $X_{Student\ Personal\ Interest}$	1.3	Fail to Reject

With the scheffé test, the following results were obtained:

$X_{Family\ Academic\ Preference}$ Vs $X_{Teacher\ Quality\ Standard}$ = 19.8 > 19.0 - Significant at .05 alpha level = Reject.
$X_{Family\ Academic\ Preference}$ Vs $X_{Student\ Personal\ Interest}$ = 21.1 > 19.0 - Significant at .05 alpha level = Reject.
$X_{Teacher\ Quality}$ Vs $X_{Student\ Personal\ Interest}$ = 1.3 < 19.0 - Nonsignificant at .05 alpha level = Fail to Reject.

The result of the scheffé test indicates that the significant result is within the amalgam of family academic preference/teacher quality standard and family academic preference/student personal interest but nonsignifcant was obtained within the amalgam of teacher quality and student personal interest.

DISCUSSION OF FINDINGS

The statistical test results in this research study reaffirmed the fact that sum variables as family academic preference, student personal interest and teacher professional standard should be considered very sensitive when designing an academic program plan.

The measurement of variable interplay in this research study indicated that the test result within the dynamics of teacher quality standard and student personal interest was questionably very low and the phenomena demonstrated an anomaly in the general trends of the test results. Authorities cited in this research study such as Angaye (1995), Abiola (1992), and Bossert (1980) were at variance with this particular test results by scheffé test.

CONCLUSION

The variables, family academic preference, student personal interest, and teacher professional standard proved very considerate and reliable in constructing academic program plan. Besides, a careful attention should be used in the calibration of teacher professional standard and student personal interest, structuring an academic program plan for policy implementation.

RECOMMENDATIONS

Based on the findings of this research, the following recommendations are proffered:

1) A followed-up research study should be conducted using a wider population to enhance the generalization of the findings of this research study.
2) Professional academic program planners should consider family academic interest, student personal interest and teacher professional standard as one of the indispensable variables used in putting academic program plans together.
3) The professional academic program planners should develop some structural framework which uses teacher professional standard and student personal interest in structuring academic program planning for policy implementation.

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On the 2nd of July 1984, the author defended his doctoral dissertations in University Planning, a moment in history that featured an audience of 2,500 persons in attendance. On the 18th of August 1984, Dr. John Nyemaichechi Okendu was born to the guilds of experts in University Administration/Planning. His doctoral dissertation in planning was displayed in the showcase of excellence, school of education, downstairs, for three years after his graduation.

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