

**SOCIO-POLITICAL FACTORS AND ECONOMIC UNCERTAINTY  
IN TEACHER PREPARATION AS DETERMINANTS OF EFFECTIVE  
TEACHING AND LEARNING IN SECONDARY SCHOOLS IN ANAMBRA  
STATE**

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***Abstract***

*This study investigated socio-political factors and economic uncertainty in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra State. Three research questions and three hypotheses guided the study. The study adopted descriptive survey research design. Population of the study constituted 7,034 teachers from the 265 public secondary schools in the six education zones in Anambra State. Sample size of the study comprised 300 teachers selected out of the entire population at 5% (percent) using the stratified random sampling techniques. The scores obtained computed using Cronbach Alpha method which yielded internal consistency reliability co-efficient of 0.87, 0.089 and 0.85 for each of the three clusters and these scores equally added up to yield an overall reliability value of 0.98 showing that the questionnaire was reliable for conducting the study. Data collated were analyzed using mean scores and standard deviation while t-test was used to test null hypotheses at 0.05 level of significance. The findings of the study revealed among others that the socio-political factors and Economic uncertainty include type of teaching technique used by the teachers, issue of insecurity, unstable government policies, politicisation of infrastructures, political conflicts leading to industrial actions all these demotivates student-teacher ambition into teaching profession. Based on the findings it was recommended among others that the state government should involve the educational stakeholders to determine institutions objectives and delegate teachers on the major areas of responsibility, they should ensure equal distribution of infrastructure and instructional materials to schools, teachers should avail themselves equal opportunities to attend seminars, workshops and conferences that will refresh their mind on those concepts, ideas skills, methods and practices which they learnt in school.*

**Keywords:** *teaching, learning, teacher, teacher preparation, socio-political factors, economic uncertainty*

## Introduction

Education has been identified as the vehicle that drives nations towards successful developments. Nwagwu and Nwankwoala (2020) posited that education is the process by which an individual gains greater understanding and control over himself and the world. This means that through education, a person is transformed and well-equipped with necessary skills and experience to reform his society. Little wonder, Nwagwu, Okere and Nnena (2021) refers to education as a process of facilitating learning, the acquisition of knowledge, skills, values, morals, beliefs and habits which helps to develop the potentialities hidden in a child. It is the aggregate of all processes by which a child, youths or adult develops the abilities, attitude and other forms of behaviour of positive values (Elujekwute, Shir, Nnome, &Elujekwute, 2021). Through education, learners are not only taught, trained, and adequately guided to acquire relevant skills and knowledge; they are also trained to adapt to acceptable public life. This training occurs formally in school through a process called teaching and learning.

Teaching is a process that involves the provision of educational and professional assistance to a learner until he is fully equipped with certain skills, knowledge and experiences. Olaniyan (2015) define teaching as the action of someone who is trying to assist others to reach their fullest potentials in all aspects of development. Similarly, Isa, Mammam, Badar and Bala (2020) asserted that teaching is a profession of those who impart knowledge or skill, especially in an elementary , secondary or in a university. Teaching is also defined as the process by which a teacher and the learner are actively involved in the learning process which at the end, the learner is expected to improve in knowledge and develop potential skills and expertise to solve his immediate problems. Whenever teaching is ongoing, learning takes place.

Learning is a change in behaviour which takes effect just as teaching is ongoing. Nwamuo (2010) defined learning as relatively enduring change in behaviour which is a function of prior behaviour usually called practice. This definition is in line with Ojo (2012), viewed learning as a relatively permanent change in behavior as a result of insight, practice, experience or stimuli in the behaviour. Zailani (2015) has it that learning is a relatively permanent change in behaviour due to practice and experience. Learning is said to have taken place when there is a change in the behaviour of the learner as a result of constant practice. Learning is also a change in the behaviour of the learner which is as a result of constant teaching. In a formal academic environment, the resource person that provides learning experiences to the learner is the teacher.

A teacher is a professional personnel employed to teach in a school. A teacher is also a person who graduated from a teacher training institution and certified to teach in a school. He is the hub of all educational system because he remains the key implementer of all educational plans in the school. Obidike (2016) posited that a teacher is a person whose occupation is to teach children in school. Obidike averred that a teacher is also someone who instructs others or provides activities, materials and guidance that facilitate learning in either formal or informal situation. Similarly, Sahito and Vaisanen (2017) asserted that a teacher is the main facilitator of knowledge who play vital role in building a nation's future by educating the younger ones to become responsible citizens. For a teacher to be effective in teaching, he must pass through the teacher preparatory stage.

Teacher preparation simply means the enrollment of would-be teachers into series of pre-service training in colleges of Education or Universities after which they are certified to become full teachers. Ubogu (2022) define teacher preparation as the process of initiating, preparing student-teachers; retraining of existing teachers in schools; and equipping them with relevant experience, skills and competencies to tackle the responsibilities of educational profession effectively. It is important for a teacher to be prepared for teaching so that he become productive in the process and effectively manage time and resources available to him. It is through this preparation that a teacher acquires basic skills and knowledge to teach his lessons as well as understand how to prepare lessons. The researcher observes that teacher preparation in the present day Nigeria has been marred with socio-political factors.

Socio-political factors is the combination of social and political issues. According to a group General Multilingual Environmental Thesaurus (GEMET) (2021) sociopolitical means any part, feature or quality of society that combines governmental dimensions with interpersonal or inter-group dynamics. Ibrahim, Ishmail, Ogungbenro, Pankratz, Banat and Arafat (2021) seem it as factors with a significant social dimension (e.g. acceptance, opportunistic, etc), which have either underlying social, economic or political root causes and/or consequences within the social, economic or political spheres. Xue, Rui, Mason and Lau (2020) identified examples of sociopolitical factors to include security, poverty, natural wealth, income inequality, social integration and political conflicts. Separating social and political factors, Betts (2016) mentioned wealth, religion, buying habits, educational level, family size & structure including population density as social factors. Ahmad, Shehu and Mahmoud (2019) identified management, good teaching technique, teacher qualification and the curriculum as social factors. Usman and Murja (2015) mentioned government policy, mode of administration, nature of infrastructure and instability of government as government related factors. Apart from socio-political factors, the researcher believes that economic uncertainties is a factor associated to teacher preparation.

Economic uncertainty means a situation in which the future economic environment is difficult to predict. Bloom, Kose and Terrones (2013) refer to economic uncertainty as an environment in which little or nothing is known about the future state of the economy. It is caused by political instability, changes in government policies, natural disaster and market fluctuation.

Some authorities had reported that sociopolitical factors and economic uncertainties is against effective teacher preparation which also affects teaching and learning. For instance, Hill (2021) reported that during the covid 19 era which was an example of an era with uncertainty, pre-service teachers did not have opportunity to demonstrate mastery of specific teacher performance expectations within the distance learning format. Agugu and Bua (2019) reported that in some state of the federation, employment of staff in educational institutions has been politicized and that those who have “god fathers” in the states government house are said to be favoured even without the necessary qualifications for the job. The researcher recalled that this could be a way of employing people who did not prepare well for the job especially as it concerns teaching and when this continues without check, the future of the education sector is bleak. Teacher preparation could be a thing of mirage and would undermine interest in the profession owing to undue political influence, which will affect teaching and learning. Similarly, Nwafor and Joseph (2021) reported that admission processes in universities are determined not totally by merit, but by other political forces such as god fatherism, quota system, and financial inducement. Nwafor and

Joseph averred that in universities, procurement of facilities, establishment of infrastructures, mode of administration, leadership tussle and government policies politically makes the university environment and academic activities unstable and most times, becomes boring to students. In such situation of this kind, admission processes for pre-service teachers would become corrupted and a mockery. Preparation of teachers would not be taken so serious as candidates recruited into the programme might not value the programme or depend on malpractices to scale through and when they finally graduates through dubious means, are employed through the same process that let them into the programme. The researcher is not aware if the same process is ongoing in public secondary schools in Anambra state and this becomes a problem in this study. To tackle these problems, the researcher sought the need to appraisal socio-political factors and economic uncertainties in teacher preparation which determinants effective teaching and learning in public secondary schools in Anambra State.

### **Purpose of the Study**

The main purpose of this study was to assess the socio-political factors and economic uncertainties in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra State. Specifically, the study sought to;

- xxi. find out the social factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state.
- xxii. examine the political factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state.
- xxiii. ascertain the economic uncertainties in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state.

### **Research Questions**

The following research questions guided the study

19. What are the social factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state?
20. What are the political factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state?
21. what are the economic uncertainties in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state?

### **Research Hypothesis**

23. There is no significant difference between the social factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state.
24. There is no significant difference between the political factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state.

25. There is no significant difference between the economic uncertainties in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state.

### Method

The study adopted descriptive survey research design to collect data from a sample of teachers in the public secondary schools in Anambra State. Information gathered from the teachers were analysed using statistical tool to draw generalization. The population of the study comprised 7,034 teachers in the 265 public secondary schools in the six education zones of Anambra State. Sample size of the study comprised 300 teachers selected out of the entire population at 5% using stratified random sampling technique.

A 19-items questionnaire-titled “Appraisal of Socio-political factors and Economic Uncertainties in teacher Preparation as Determinants for Effective Teaching and Learning Questionnaire (ASFEUTPDETLQ)” developed by the researcher was the main instrument for data collection. Construction of the questionnaire was guided by the purpose of the study and research questions. Item in the questionnaire were organized into three clusters. The instrument was face validated by three experts in the faculty of Education, Nnamdi Azikiwe University, Awka. Internal Consistency co-efficient of 0.87, 0.89 and 0.85 were obtained using Cronbach Alpha statistical method. The researcher administered the instrument to the respondents with the help of five research assistants. Mean and standard deviation were used to answer the research questions. In determining the agreement level of teachers, aggregate mean score was used to ascertain the means score of teachers agreement level. For the purpose of this study, the mean score of 2.50 and above was grouped as Agree while those with 2.49 and below was grouped as Disagree. The independent t-test was used for testing the null hypotheses at 0.05 level of significance.

### Results

**Research Question 1:** What are the social factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state?

#### Table 1

*Mean ratings of social factors in teacher preparation as determinants of effective teaching and learning in public secondary schools*

S/N	Item	N	Mean	SD	RMK
1	Nature of relationship in the school	169	2.53	1.14	Agree
		131	2.62	1.87	Agree
2	The type of teaching technique adopted by teacher	169	2.61	0.96	Agree
		131	2.78	0.52	Agree
3	Family structure of the teacher	169	2.11	0.71	Disagree
		131	2.27	0.35	Disagree
4	Religion of the teacher	169	2.20	1.01	Disagree
		131	1.96	0.91	Disagree
5	Issue of security	169	3.01	1.12	Agree
		131	2.76	1.36	Agree
6	Social integration	169	2.62	0.76	Agree
		131	2.93	1.41	Agree
	Social factors	60	2.51	0.95	Agree
		78	2.55	0.82	Agree

The result presented in Table 1 shows the mean ratings of social factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state include nature of relationship in the school, type of teaching technique used by teacher, issue of security and social integration.

**Research Question 2:** What are the political factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state?

**Table 2**

*Mean ratings of political factors in teacher preparation as determinants of effective teaching and learning in public secondary schools.*

S/N	Item	N	Mean	SD	RMK
1	Unstable government policies	169	3.00	0.62	Agree
		131	2.77	1.09	Agree
2	Politicization of infrastructures in school	169	2.81	0.54	Agree
		131	3.04	0.79	Agree
3	Mode of administration in schools	169	2.73	0.13	Agree
		131	2.56	1.01	Agree
4	Political conflicts leading to industrial action	169	2.96	1.19	Agree
		131	3.02	0.46	Agree
5	Unequal distribution of needed infrastructures	169	2.62	1.10	Agree
		131	3.01	1.31	Agree
6	Unequal distribution of needed instructional materials	169	2.87	1.36	Agree
		131	2.60	0.61	Agree
7	Government interference with the curriculum	169	2.01	0.43	Disagree
		131	1.79	0.92	Disagree
8	Leadership tussle in state owned institutions	169	2.89	0.77	Agree
		131	3.15	1.54	Agree
	Political factors	169	2.73	0.64	Agree
		131	2.74	0.96	Agree

The result presented in Table 2 shows the mean ratings of political factors in teacher preparation as determinants of effective teaching and learning in urban and rural public secondary schools in Anambra state include unstable government policies, politicisation of infrastructures in the school, mode of administration in schools, political conflicts leading to industrial actions, unequal distribution of infrastructures, unequal distribution of instructional materials and leadership tussle in state owned institutions.

**Research Question 3:** What are the economic uncertainties in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state?

**Table 3**

**Mean ratings of** economic uncertainties in teacher preparation as determinants of effective teaching and learning in public secondary schools.

S/N	Item	N	Mean	SD	RMK
1	Economic uncertainties demotivates students-teacher ambition into teaching profession	169	2.78	0.46	Agree
		131	2.52	0.81	Agree
2	Economic uncertainties lead to poorsocial and political participation in education	169	3.10	1.62	Agree
		131	2.89	0.97	Agree
3	There is decline in combating indiscipline in teacher preparation due to socio-political issues	169	2.92	0.36	Agree
		131	2.76	1.19	Agree
4	Economic uncertainties leads to laisser-faire attitude of pre-service teachers and negatively impacts teaching and learning.	169	2.63	1.25	Agree
		131	2.98	1.37	Agree
5	Economic uncertainties lead to reduction of quality teachers in school system.	169	2.79	0.77	Agree
		131	3.15	0.48	Agree
		161	2.84	0.89	Agree
		131	2.86	0.96	Agree

The result presented in Table 3 shows the mean ratings of economic uncertainties in teacher preparation as determinants of effective teaching and learning in public secondary schools. findings show that economic uncertainties demotivates student-teacher ambition into teaching profession, leads to poor social and political participation in education, decline in combating indiscipline during teacher preparation, lessier-faire attitudes of pre-service teachers which contributes to poor teaching and learning and finally, leads to reduction of quality teachers in school system.

### Testing of Hypothesis

#### Hypothesis 1

There is no significant difference in the mean response of male and female teachers on the social factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state

**Table 4**

**t-test of mean ratings of** social factors in teacher preparation as determinants of effective teaching and learning in public secondary schools

N	Mean	SD	df	t-cal	t-crit	$\alpha$	Decision
131	2.55	0.82	298	0.285	1.972	.05	Not significant
169	2.51	0.95					

Table 4 indicates that there is no significant mean difference on teachers response to social factors in teacher preparation as determinants of effective teaching and

learning in public secondary schools. The null hypothesis in this regard is therefore accepted since the t-crit is greater than t-calat.05 level of significance.

### Hypothesis 2

What are the political factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state?

**Table 5**

*t-test of mean ratings of teachers on* political factors in teacher preparation as

N	Mean	SD	df	t-cal	t-crit	$\alpha$	Decision
131	2.74	0.96	298	0.100	1.972	.05	Not significant
169	2.73	0.64					

determinants of effective teaching and learning in public secondary schools.

Table 5 indicates that there is no significant mean difference on teachers response topolitical factors in teacher preparation as determinants of effective teaching and learning in public secondary schools. The null hypothesis in this regard is therefore accepted since the p-value (1.972) is greater than the level of significant (.05).

### Hypothesis 3

There is no significant difference in the mean response of male and female teachers on economic uncertainties in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state.

**Table 6**

*t-test of mean ratings of teachers on* economic uncertainties in teacher preparation as determinants of effective teaching and learning in public secondary schools

N	Mean	SD	df	t-cal	t-crit	Decision
131	2.74	0.96	298	0.133	1.972	Not significant
169	2.73	0.64				

Table 6 indicates that there is no significant mean difference ofteachers response on economic uncertainties in teacher preparation as determinants of effective teaching and learning in public secondary schools. The null hypothesis in this regard is therefore accepted since the t-crit (1.972) is greater than the level of significant (.05).

### Discussion

Findings from table 1 sought the social factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra state. Findings show that nature of relationship in the school, type of teaching technique used by teacher, issue of security and social integration were among the social factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra State. The above findings are in agreement with the findings of Ahmad, Shehu and Mahmud (2019) mentioned management of the student-teacher activities and good teaching techniques as social factor considered in teacher preparation in institutions of higher level. Social integration and security were mentioned by Xue, Rui, Mason and Lau (2020) which suggest that social factors play vital role in teacher preparation.

Findings from table 2 sought the political factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in



Anambra state. Findings show that unstable government policies, politicisation of infrastructures in the school, mode of administration in schools, political conflicts leading to industrial actions, unequal distribution of infrastructures, unequal distribution of instructional materials and leadership tussle in state owned institutions were among the political factors in teacher preparation as determinants of effective teaching and learning in public secondary schools in Anambra State. The above findings are in agreement with the findings of Nwafor and Joseph (2021) who reported that admission processes in universities are determined not totally by merit, but by other political forces such as god fatherism, quota system, and financial inducement. Nwafor and Joseph averred that in universities, procurement of facilities, establishment of infrastructures, mode of administration, leadership tussle and government policies politically makes the university environment and academic activities unstable and most times, becomes boring to students. Relatively, Usman and Murja (2015) reported that government policy, mode of administration, nature of infrastructure and instability of government as government related factors that determine teacher preparation of teachers. The findings from these scholars suggest that political factors have a huge political influence on teacher preparation and that the more these factors are tackled, the more he university environment would be habitable for student-teacher to study.

Findings from table 3 sought the economic uncertainties that in teacher preparation as determinants of effective teaching and learning in public secondary schools. findings show that economic uncertainties demotivates student-teacher ambition into teaching profession, leads to poor social and political participation in education, decline in combating indiscipline during teacher preparation, *laisser-faire* attitudes of pre-service teachers which contributes to poor teaching and learning and finally, leads to reduction of quality teachers in school system. The above findings are in agreement with the findings of Aguga and Bua (2019) who reported that godfatherism has a powerful influence in University environment and his negatively influence student-teacher motivation into the teaching profession, escalates indiscipline in school system which in-turn makes pre-service teachers opt for another strategy probably, less stressed strategy to adopt when fully engaged as full time teachers since the system has been corrupted by the elites. Relatively, Hill (2021) reported that economic uncertainties during the covid-19 era, a good number of individuals nursing the ambition to enrol into teaching profession were discouraged because our political leaders had no clear plan of what the future holds for citizens, especially youths. Hunger made people abandon their various plans and thus, faced the present reality of the economy.

## **Conclusion**

The very essence of education is embedded in teaching and learning. Therefore, the preparation of teachers in any teacher training institution should be properly planned, implemented and monitored to make effective teaching and learning. This study shows that unhealthy socio-political factors such as instability in government, conflicts, unequal distribution of amenities and learning materials, as well as teachers social status and teaching techniques that undermine effective teaching and learning. Also economic uncertainties cause by political instability, change in government policies, market fluctuations and inflation reduce quality of teachers, demotivates students-teacher ambition for teaching profession engender decline in combating indiscipline in teacher preparation, *laisser-faire* attitude of pre – service teachers and poor social and political participation in education.

### Recommendations

Based on the findings of this study, the researcher recommends as follows;

24. The government should ensure equal distribution of amenities and instructional materials to schools.
25. The government should make policies to motivate students-teacher ambition for teaching profession.
26. Government should combat indiscipline in teacher preparation
27. Government should combat economic uncertainty by fighting inflation and market fluctuations to curb laissez-faire attitude and build commitment in pre-service teacher
28. Government should enhance quality of teachers through instituting policies that propagate merits.

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