



ANALYSIS OF TEACHERS AUTHORITY AND ITS INTERACTION WITH MODEL, TECHNOLOGY, TEXTBOOK IN RELATION TO STUDENTS' LEARNING IN SECONDARY SCHOOLS IN NIGER STATE, NIGERIA.

ABSTRACT

This research explores the phenomenon of the teachers' authority and its interaction with model technology. Niger State secondary schools are frequently plagued by minor infractions of disobedience, questioning educator's authority, misbehavior that disrupts the flow of school activities, and declines in respect for teacher's authority by students'. The objectives of this study are to: analyze place of teachers' authority and its interaction with model technology,

PROF. ABUBAKAR ABDULLAHI BAGUDO; DR. (MRS.) MAIMUNA UMAR RABO; DR. MURTALA AKANBI YUSUF; ABDULLAHI KASIMU; & EFFIONG ERNEST JOSEPH

Faculty of Education and Extension Services, Usmanu Danfodiyo University Sokoto, Nigeria.

INTRODUCTION

At the initial stages of education, the essential condition for students' trust was their belief that the person who provides them with knowledge is not only an expert on the subject, but, above all, a human, who is trustworthy and acts according to the promoted ethics. Considering the teacher as an authority, children and adults are more amenable to study and want to deepen their knowledge. Authority in education like any other concept of social category has its own nature. Its nature can be interpreted from different social levels. For instance, there is always talk about of people being "in authority". This is usually expressed when the right of people to command and to make decisions as well as pronouncements is being derived from the established rules of procedure. People speak often someone being an authority on a particular academic discipline or subject. Such a person does not exert power, nor possess any kind of authority based on a system of rules, rather level of training, competence, expertise, and success that makes him an authority, and as someone who has a right to make certain pronouncement. In such an event the teacher is basically responsible to facilitate learning. The way in which the teacher, through his expertise and



textbook in relation to students' learning in secondary schools in Niger State, Nigeria. In carrying out the research, the speculative, analytical and prescriptive methods in philosophy were employed. The findings revealed that, the cell phones, especially smart phones, with newer technologies to maintain anonymity, let secondary schools students in Niger State communicate or do things that were otherwise prohibited in this formal space of school or education. The finding also revealed that, irrespective of teacher authority and subject specific concerns, in general teachers in secondary schools more often report having to work with outdated textbook in short supply; outdated other kind of technology and inadequate or nonexistent science equipment, materials and laboratory. In conclusion, teachers should have authority to recognize and evaluate the talent of class leadership, with decent teaching methods, with technology or without technology. Modern technologies like computers and internet facilities should be encouraged by teachers during teaching learning process, while the use of mobile phones in the classroom be discouraged.

competence, facilitates learning in a school environment, ultimately justifies him as an authority in such a sphere¹.

Authority is one of the most important elements of education. Its presence is required for learning and for classroom order, yet we know little about it and little research has been dedicated to it². Following public and political debates on disciplinary issues in secondary schools in Nigeria, a series of policy changes have for instance been launched in order to strengthen the authority of teachers, enabling them to make interventions in disorderly environments. Anyone with experience of teaching knows that the trade indeed becomes impossible in a disorderly classroom, and from this perspective, the establishment of authority may be a welcome improvement of teacher's workspace in the environment. Kitchen³, observes that:

Teaching and learning need authority: knowledge development depends on authority. And, as a consequence, education rests on authority. Therefore, the demise of authority results in the demise of education. There are some traditions that are tacit in nature and can be transmitted only by the living presence of the master. There is no better candidate to initiate the young into this

¹ Modikana, A. N. The Problem of Authority in Democratic Schooling, 1997. file:///C:/Users/ABDULLAH1%20K/Documents/dissertation_ngoepe_ma.pdf.p 35

² Oliver, M. A Qualitative Study on Educational Authority, Shared Authority and practice of philosophy in a

Kindergarten Classroom: A Study of the multiple Dimensions and Complexities of a Democratic Classroom, 2014 <https://digitalcommons.montclair.edu/etd/55>(accessed January 17, 2019), p.15

³ Kitchen H.W. *Authority and the Teacher* London: Bloomsbury Academic Publisher, 2014, p. 22



knowledge then the teacher and trust in the teachers is not ill founded.

However, technology integration in the classroom is not reliant upon technology tools or interventions but upon how technology can have a meaningful impact on student learning⁴. The ability of teachers' expert authority to integrate technology activities to meet students' needs is significant, not just having teachers teach only technology proficiency or skills. Academic institutions and development agencies look to technology to help find ways to enhance students' effective learning. This is because of the elastic effect it plays in development efforts around the world, especially in the education sector⁵. Technology has changed the way teachers' and students interact, within academic environment. It can help in tackling development and learning challenges in many ways. These include enabling information and knowledge to travel faster and farther, supporting innovative teaching and knowledge sharing on a large scale especially in between teachers' and students, bringing about revolutionary advances in teaching and learning, significantly reducing learning costs, among others. However, Nigeria has been found to lag behind other developing countries in educational attainment and other aspects of the human capital development required in the knowledge-based (expert authority) and global economy.

Secondary schools in African countries such as Nigeria are underperforming⁶. Therefore, technology needs teachers' authority and students' interaction with technology in education sector depends on expert knowledge of teachers. This study, aims to analyze current attempts to strengthen teachers authority and its interaction with model technology, textbook on students' learning in secondary schools in Niger State, Nigeria.

Our interaction with technology is a bitter and sweet one. We appreciate its presence in our lives, but we fear greatly the effect it may have on our students, attitudes, and teachers' authority. We open the gates of our secondary schools to all types of technological gadgets, ultimately we feel extreme apprehensive the influence it may have on our students' performance, deteriorating students' competences of reading and writing, dehumanizing academics environments. Achimugu, cited in Matthew⁷ that, what can be noticed in secondary schools these days are cases of indiscipline, such as lateness to school, truancy, disobedience to teachers, stealing, rape, beating of junior, assorted dresses apart from school uniform, smoking, drug abuse, drinking among students. This ugly trend makes one wonder aloud: who

⁴ OMIUNU, O.G. Paradoxical Modeling of the Negative Uses of ICT and their Implications among Secondary School Students in Oyo State, Nigeria, 2017, P3.

⁵ Ibid

⁶ Olson J., Codde J., deMaagd K., Tarkleson E., Sinclair J., Yook S. and Egidio R., An Analysis of e-Learning Impacts & Best Practices in Developing Countries, With Reference to Secondary School Education in Tanzania, Michigan State University, USA, Information & Communication Technology for Development , <http://tism.msu.edu/ict4d>, 2011.

⁷ Matthew, I.A. Provision of Secondary Education in Nigeria: Challenges and way Forward, Vol 5(1), 2013 pp. 1-9



is to blame; teachers, students, Parents/guardians, the curriculum, or the Niger State government? What should be done to create a positive change through teacher's authority and its interaction with model technology on students learning? How do teachers' authority interact with model technology and textbook in relation to students learning in secondary schools in Niger State?

The study helped determine the needs of learners and outcomes of teachers' authority and its interaction with model technology on students learning thereby keeping both educators and students competitive, irrespective of their thinking. Educators and students remain enthusiastic about technology integration in the academic environments. It is hoped that the suggestions made in this work will help educational policy makers, curriculum planners and implementers to make necessary adjustments that will turn the future of Nigeria educational practice around for good as this pertains to secondary schools. The work serves as a reference material for prospective scholars who intend to undertake researches on the same or similar topics.

Literature Review

The term teacher refers to all persons engaged in teaching, including guidance counselor, school librarians, and all other persons performing supervisory, enforce rules, and act as an authority. A professional teacher is a person with combination of knowledge, skills, understanding, values, attitudes and crave which lead to successfully practice of the profession and all others who may qualify for registration. For **teacher authority**; Bagudo highlights that, authority of a teacher is to disseminate curricular content, operate a system of reward and punishment and setting standards criteria for evaluation of the students in schools and schooling process⁸. The general rate of change in modern society, including the degree to which knowledge is reliable across time, has developed tremendously in this 21century. Teacher authority is based on knowing what is true or what works, may therefore meet challenges in today's schools. History of authority of teachers can be traced back to Sophists a group of philosophers in the fifth century B.C. and itinerant teachers or traveling teachers of wisdom as they were called. They went from one city to another teaching and instructing people. They taught not only philosophy, but also grammar, and rhetoric and they charged money for their teaching which earned them bad name and criticisms from philosophers like Socrates and Plato. Some prominent names among the sophists included Protagoras, Georgia's Hippias and Thrasymechus. Sophists were a class of people (probably in the fourth century B.C) who could impact quickly every kind of knowledge. The sophists dealt wholeheartedly with the intellectual food. As teachers they brought much education progress. They were responsible for organizing the first secondary schools with educational and intellectual purpose, and took the boys from the gymnasium into classroom⁹.

⁸ Bagudo, A.A. *Philosophical Analysis of Educational Concepts* (Ibadan: Sam Bookman Publishers), 2004 p.110

⁹ Bagudo, A.A. *Philosophical Foundations of Education* (Jos: Saniez Book, 2006) p. 87-89.



The word authority is also used in relation to knowledge. In this sense, a person with special knowledge, is often called an authority in his knowledge area. He is a great authority on phonetics, means he has special knowledge or expertise in phonetics, or has excelled in phonetics. What is it to be an authority in knowledge? To be an authority in some academic area or topic is to have a comparatively high degree of knowledge about it. In turn, this is of overriding importance in justification of putting the educator in authority over his learners. It is the differential between what he knows and what his students know that gives him the right to determine the curriculum and to evaluate learners' work.

The usual argument is that the teacher knows more about the subject, therefore, he has the right manifested in the institutional prerogative given teachers to hold authority over students¹⁰. In any rational authority system, authority must be closely connected to point, purpose and function. The situation of authority in colleges and universities provides a special case of such point, purpose and function. It is clear that no person can hope to master more than a minute part of the knowledge that exists. In order that it is all mastered, there need to be knowledge specialists: this is similar to saying that there need to be epistemic authorities. Concomitantly, it can be argued that the vast body of knowledge has to be mastered by people who become epistemic authorities, if the modern, complex, industrial, liberal Western democracies are to continue to exist¹¹. Furthermore, what makes the existence of knowledge or epistemic authority a sort of natural necessity, is that mastery of any area of knowledge is itself a slow and laborious business, that must be gone through before any person is in a position to understand, let alone, to criticize, judge, or further develop the area, in an informed rather than a superficial way. (It is also case that some people just seem to be 'drawn' to particular specialisms and to do well at them, while there are areas of knowledge that the less intelligent part of the population is just incapable of understanding. George¹² observes that, reliance on authority is a way in which knowledge can be transmitted and shared, so that more men may know and use this knowledge than would otherwise be the case. This, in brief, is the basis for the argument that epistemic and authority is in general legitimate.

The argument is that the authority of knowledge is a demonstration of a high degree of knowledge in a subject or a topic. In recognition of this high degree of knowledge, an educator is mandated by the community to instruct, or induct, or initiate its youths in worthwhile activities. This implies that such an educator who is judged to possess high degree of knowledge in a subject is given legal right to oversee the pursuit of knowledge of those youths under the teacher. It is therefore in light of this right conferred on the educator that he wields

¹⁰ Bagudo, A.A. Op.cit, 2004 P.56.

¹¹ Chambers, J. H. Epistemic Authority, Rationality and the Fallacy of Educational Democracy. Australian Journal of Teacher Education, 4 (2), 1997. <http://dx.doi.org/10.14221/ajte.1979v4n2.4> (. Retrieved February 15, 2021)

¹² George, R.T. "the nature and Function of Epistemic authority, in Harris, R.B. authority: A *Philosophical Analysis*, (Alabama. University of Alabama Press 1999), p. 99



authority over students, and on the other hand compels students to obey the educator, as the society's representative in the educational enterprise¹³.

The analysis of the authority of knowledge generates the distinction between being 'an' authority and 'in' authority. In the case of "in authority" like that of a general in the army, 'the system of authority is logically prior to the person'. This means that the system gives legitimacy to the General to seek compliance from a soldier even if the command itself is unwise. By contrast, the teacher is "an authority" because she has expertise on the subject, which is independent from the system of authority¹⁴.

In furtherance, literature highlights many features that characterize teachers' authority, which include better classroom leadership, better adaptation for diverse learners, better decision making, better perception of classroom events, greater sensitivity to context, and greater respect for students. Therefore, authority is important in teaching if it is to be informative. Teaching requires authority, and authority is in the service of teaching, which means that they are not two separate elements. Authority and teaching are indispensable parts of any educational system. In this sense, teaching and authority are inseparable. This makes the relationship between teaching and authority the same as that which exists between the mother and the child, the teacher is to teach and the child is to learn. But the child is not a passive recipient of what the teacher proposes to give him; rather, he is an active partner in the successful completion of the process¹⁵. But all this takes place in an environment which should be conducive to the acts of teaching and learning¹⁶. Teacher plays a vital role in the society, classroom and character building of the children.

The question of teacher authority is not unrelated to the subject she is teaching. This is especially true in the current neoliberal system, where certain subjects are valued over others. Historically, certain subjects at certain times tended to enjoy a prestigious position over others, compared to Science and Mathematics in recent times. One of the main reasons for this is the relative social position and employment opportunities linked with the knowledge of some subjects. This authority enjoyed by certain subjects has a direct effect on the authority of teachers of those particular subjects. While all subjects are equally important for a child's overall development, certain subjects in the present neoliberal examination-oriented education system enjoy more authority over the others, e.g. Science and Mathematics over Social Sciences. Firstly (1) Science and Mathematics are relatively abstract, compared to English and Social Sciences, which require not just learning the new language of these subjects but also application of concepts that students may not have earlier come across. (2) Along with the emphasis given to these subjects by parents and society in Nigeria and around the

¹³ Bagudo, A.A. op. Cit. 2004, p.57

¹⁴ Wander, J. An Comber's Teacher: *Journal of Philosophy of Education*, 47(2), (May 2004).

¹⁵ Malik M.A. et al. Role of Teacher in Managing Teaching and Learning Situation .Vol3 No5, (September 2011) file:///C:/Users/ABDULLAHI%20K/Documents/Documents/783-833.pdf (accessed December 2019)

¹⁶ Iqbal, P. General Methods of Teaching, Lahore(Majeed Book Depot, 2010), p.4-5



world, with the relative difficulty of these subjects, students tend to spend more time studying these subjects compared to other subjects. What is the effect of such discrimination on the teachers, teaching these subjects? How are they perceived within in a school system in relation to teachers of other subjects? Some of these pertinent questions are absent in the literature concerning teacher authority.

However, in exercising authority, teachers confront either/all of the following challenges.

Parental/Home Influence: Political and Social Factors: Emotional Problems of Learners: like most authors, regards parents as of the greatest importance in creating a conducive teaching and learning environment. It seems that the lack of parental involvement is the major constraint to teachers in exercising authority in secondary schools in Niger State. Hayward, cited in Stanly¹⁷, further indicates that when parents show due civility and respect, their children reflect it in their interaction with their principals and teachers. On the other hand, if parents fail to exhibit reverence to others, the learners will imitate this behavior and show little or no respect for their educators. Some of the important factors related to the lack of parental involvement in school that influence discipline were identified by Short, namely single parent homes, lack of parental control at home, the negative influence of television, neighborhood and community problems that influence the home and values differences between the home and the school. Over emphasized placed on children's right one of the elements clouding principals, teachers and students in matters relating to teachers in exercising their authority over students at school. Some principals are under pressure to recognize learners' right and do not know to which point they should make allowance for their own voices. This mandate to protect learner's right, cause learners to behave beyond boundary. They try to influence bad behavior of their classmates negatively by exhibiting lack of discipline¹⁸. Children who experience social alienation from others often misbehave. When learners have emotional problems, this may cause them to misbehave. They may behave badly in class because they need special attention, want to be leaders, want to be left alone, or want to hurt others as they have been hurt. Rossouw¹⁹ maintained that, some learners play with cell phone in class, and when the teacher confront them, they start acting aggressively to impress their class mates. Therefore, there is need for school administrators to emphasize the importance of linking the curriculum to the philosophy and customs of a particular society.

Technology in Education, is a very thoughtful document in the context of Niger State. In describing educational technology, the researchers takes a wider meaning of technology to include not just physical technologies like computers and smart phone but also technologies of processes like evaluation, management and how teacher authority navigate with

¹⁷ Stanley, U. N, Okonkwo, E. C, Aloysius, O. E, and Benignus, C. N. Constraints to Effective Learners Disciplinary Management and Implementation Strategies by Principals in Public Secondary Schools in South Eastern Nigeria. International Journal of Arts and Social Science. Volume 3 Issue 5, September-October 2020. www.ijassjournal.com ISSN: 2581-7922.

¹⁸ Stanly, et al. Op. cit. pp. 13

¹⁹ Rossouw, J.P. Learner discipline in South Africa public schools. *Koers*, 2017, 68 (4): 413 – 435.



technology in teaching. Educational Technology (ET) as “the efficient organisation of any learning system adapting or adopting methods, processes, and products to serve identified educational goals²⁰”. Technologies of various kinds, old or new, (in fact, school itself is a technological invention for the purpose of education) have been part of educational learning at various points in time. Whereas recent inventions are bringing about a dramatic change in the direct human effort/labour of the teachers, e.g. computer, use of audio-visual aids, changes in the role, aim and functioning of schools and their stakeholders. In other words, there is a dire need to analyse and understand old and new educational technologies in schools, with the changes witnessed in particular societies and their needs. It is true that teachers throughout their life acquire knowledge from different sources, and with the internet even the subject-based knowledge which was earlier the prerogative of the teachers in schools is no longer confined to them.

Technology could have either positive or negative impacts on students' performance. Pappas²¹ observes that, watching "sexually explicit media" especially on the Internet, has increased people's exposure to sexual content by 0.3 to 4.0 percent of behavior changes without teacher interaction. Also, Kuznekoff and Titsworth²² investigated the impact of mobile phone usage on student learning. They found that students who were not using their mobile phones wrote down 62% more information in their notes, took more detailed notes, were able to recall more detailed information from the lecture, and scored a full letter grade and a half higher on a multiple choice test than those students who were actively using their. Kuznekoff and Titsworth, in Omiunu²³ stated that, rapid growth of ICT types such as mobile computing which include smart phones and tablets presents a double-edged problem and causes distractions to students especially in the classroom and of major concern to many school administrators, teachers, parents and caregivers is the potential distraction caused by students using their mobile devices to text, play games, check Facebook, tweet, or engage in other activities available to them in a rapidly evolving digital terrain.

Research Methodology

The qualitative research design was used for this study. This study adapted the three major discrete methods of philosophy viz the analytic, speculative and prescriptive modes, were integrated in this study and used simultaneously. This strikes a balance between the three

²⁰ Position Paper National Focus Group on Educational Technology. (2006, March). New Delhi: NCERT. Retrieved from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/educational_technology.pdf

²¹Pappas S. Teen Sex Study Shows Racy Movies & Online Content Have Little Effect On Adolescent Sexuality. LiveScience. The Huffington Post, 2013. P 16

²² Kuznekoff J.H. and Titsworth S. (2013), The Impact of Mobile Phone Usage on Student Learning, *Communication Education*, 62:3, 233-252, DOI: 10.1080/03634523.2013.767917, <http://dx.doi.org/10.1080/03634523.2013.767917>, <http://www.tandfonline.com/loi/rced20>

²³ Omiunu, O.G. opp. Cit, 2017. P10



traditional ways of philosophy. The speculative method was used to put Niger State secondary schools; in particular; and teacher's authority, student learning under study in a speculative perspective. The prescriptive method was used to enhance an adequate understanding of the nature and practice of Niger State secondary schools and technology idea on education. And the analytic method was applied to ascertain the efficacy and tenability of teachers' authority and its interaction with model technology in relation to students learning. Data of this research were collected from books, journals/periodicals, the internet, oral interviews, and unpublished lectures.

The three major discrete methods of philosophy viz the analytic, speculative and prescriptive modes, were integrated in this study and used simultaneously. This strikes a balance between the three traditional ways of philosophy.

Results

How do teachers' authority interact with model technology and textbook in relation to students learning in secondary schools in Niger State? In the field of education, technology, is the use of machines and educational equipment of different sorts (e.g. language laboratories, tape recorders, video, computers etc.) to assist teachers and learners²⁴. In the field of education, technology has already overrun the situation. Digital devices such as computers, tablets, iPads, e-mails and the internet have entered the classroom and altered the face of authority of teachers and learners in secondary schools in Niger state.

Basic technology which has been accorded a core subject status at the junior secondary schools in Niger State, the challenge of teachers has been one of the greatest crisis areas that stares it on the face. Tracing the history of this ugly phenomenon, Okoro²⁵ reveals that: Since the inception of the National Policy on Education it has never been easy to recruit teachers into the technical system. Colleges of Education (Technical) were opened to train vocational teachers, while the government instituted scholarship under the Technical Teacher Training Programme (TTTP), yet many trained personnel shunned the classroom for the industry irrespective of the two-year bond. Even for the few teachers that teach basic technology, their qualification is in great doubt as Okeke and Nwachukwu in Malo²⁶ draw our attention to the result of a study on the quality of basic technology teachers thus; "94% of the teachers lacked requisite qualification or expert authority for their assignment". In addition to inadequate personnel in secondary schools in Niger State, is the lack of infrastructural facilities in technical institutions, some of which include workshops, laboratories and classrooms.

²⁴ Richards, J. C. & Schmidt, R. Longman Dictionary of Language Teaching and Applied Linguistics (4th Ed). London: Pearson, 2010, p. 190.

²⁵ Okoro, A. E. "Refocusing Vocational Technical Education in Nigeria: A Better Implementation Strategy in this Millennium" in Oriafio, S. O. Nwakolo, P. O. E and Igborgbor, G. C. (Eds) Refocusing Education in Nigeria. Benin – city: Da – Sylva Influence, 2002, p. 130.

²⁶ Okeke and Nwachukwu Quoted by Malo, S. "the Importance of Science and Technology Education for National Development." A Lead Paper Presented at the 2nd National conference, FCE, Pankshin. 2002. P. 90



These will be deliberated upon while discussing the needs of the child. Resulting from the lack of programmes that are supposed to be “practical based” as endorsed by the National Policy on Education are taught only using the chalk board”. The level of students’ participation during such lessons therefore becomes passive as against an active involvement of the learners in the course of the lesson. In schools where laboratories and workshops are available, the problem has been the absence of necessary equipment. According to Malo cited in Musa²⁷, the “government bought machines for the implementation of basic technology in the secondary schools from Bulgaria, it turns out to be that the instructional manuals for mounting and operations were written in their language”. For this reason, some of these equipment are up to date rusting away in our basic technology workshops. In some cases, there could be a standard workshop or laboratory in the school but because the school is located in the rural area without electricity supply or a generator and expert hands, the teachers cannot use them. Attaining a high level of achievement has been related to many factors including a technology-enabled learning environment, teachers’ professional credentials and adequate quality teachers.

The rapid evaluation of varied technology tools has increased the need for teachers in Niger state secondary schools to be knowledgeable of the emerging technologies. However, the success of the technology-based environment has many problems, both at the teacher authority and secondary school level in Niger state. But integrating technology into classroom instruction goes beyond teaching basic computer skills in secondary schools; it must happen across the curriculum, ethics of professionalism of teachers and include the major components of learning such as active engagement of learners, teamwork, and collaboration, evaluation of impact, connection to real-life situations and ethics of society. The use of technology tool is not a one-time event but must be consistent, transparent, and support curricular goals in secondary education system²⁸. Creating an effective learning environment with technology in secondary schools in Niger State is still problematic, and there is a struggle to find consistent success with technology-based teaching. Although most researchers believed that technology can change the teaching process, making it more flexible, engaging, and challenging for students, little actual evidence exists to support these claims. However, students like teachers use technologies in secondary schools for varied purposes. Also, their use depends on the design and available features of technologies that enable the necessary interaction between teachers with technology. Teachers’ interaction with modern technology for purposes other than formal education, the underlying factors that influence this interaction and teachers’ views on their own position while dealing with the challenges²⁹. The discussion narrates the introduction of these technologies into secondary education systems,

²⁷ Musa, M.J. op.cit. 2005, pp. 154

²⁸ Ekta, M.S. Teachers’ Authority: A Reflection in the Context of Contemporary Indian Society 2014. File://c:/users/ABDULLAH!%20k/Documents/Sngla-10040372-thesis.pdf (Retrieved December 16, 2019),130

²⁹ Ekta, M.S. Ibid. 131



changes suggested by educational policy and their influence on teacher–student relationships but particularly, the effect of these technologies in the process of education and teachers' authority. It is important to remember that true learning happens in context and through a socially mediated process of meaning making. No technology can accomplish that yet, so secondary schools need to keep teachers who are specialists or experts around to provide the most important aspect of education “the human touch”.

In the past, students depended on their teachers who controlled knowledge and the textbooks they used to access knowledge. However, in the 21st century having free access to a wealth of information and content on line is now expected, being digitally literate today means being able to use appropriate tools to find useful, high quality information in an efficient manner which limits the authority of the teachers in transmitting of the expert knowledge. The cell phone, especially smart phones, with newer technologies to maintain anonymity, lets secondary schools students in Niger State communicate or do things that were otherwise prohibited in this formal space of school or education. It has on the one hand become a ready device to access useful information but on the other, made students more vulnerable to a consumerist ideology and online abuse³⁰. The challenge is even worse in secondary schools in Niger state where students are overwhelmed by technology, especially smartphones; which ultimately lead their use of grammar to be negatively affected by textese despite the teacher's outstanding authority. Similarly, Granata³¹ declares that “Students have put down beloved paperbacks and replaced them with smartphones, iPads and other technology. Kids' reading for pleasure has dropped tremendously over the past 40 years, and technology may be to blame. Consequently, teachers are no longer transmitters of information; rather, they are engineers or designers of learning environments as an authority³². Their main task is to re-arrange the elements of effective learning through placing themselves in the middle between learners and curricula.

Textbooks are essential to any secondary education. Schools that change their textbooks periodically can offer their students the freshest information available. How often textbooks should be changed is influenced by factors such as the subject matters and format of the textbooks. Irrespective of teacher authority and subject specific concerns, in general teachers in Niger State secondary schools more often report having to work with outdated textbook in short supply; outdated other kind of technology and inadequate or nonexistent science equipment, materials and laboratories. Lewis cited in Knight³³ observes, that basic materials including textbooks, science equipment and desks were generally in disrepair or absent. Thus,

³⁰ Ekta, M.S. op.cit. pp. 131

³¹ Granata, K. (2019). Tech May Be to Blame for Decline in Students' Reading for Pleasure: Education World. Available: https://www.educationworld.com/a_news/technology-proves-negatively-effect-reading-skills

³² Hairon, S., & Chai, C. The learning revolution: From pedagogues to designers of learning. Learning: Research and Practice, 2017, p. 79-84.

³³ Knight, A.B. Teachers' use of Textbooks in the Digital age, 2015. Vol 2 .<https://doi.org/10.1080/2331186x.2015.1015812>. p. 5



conditions in secondary schools in Niger State too often render them sites of developmental risk rather than competent assets that would enhance student developmental outcomes. However, as students increasingly network with voluminous sources of information, teaching needs to move beyond one source of knowledge such as a textbook. In secondary schools in Niger state textbook has to be flexible enough to blend knowledge and be used as only one element of quality teaching and learning or in schooling process.

Discussion of Findings

The study shows that, the rapid evaluation of varied technology tools has increased the need for teachers to be knowledgeable of the emerging technologies. The findings show that, the success of the technology-based environment has many problems, both at the teacher authority and secondary school level. Children like teachers use technologies for varied purposes. Also, their use depends on the design and available features of technologies that enable the necessary interaction between teachers with technology to enhance students learning. The cell phones, especially smart phones, with newer technologies to maintain anonymity, let secondary schools students in Niger State communicate or do things that were otherwise prohibited in this formal space of school or education.

The study shows that, use of mobile phones by secondary schools students in Niger state during classes reduces students' ability to self-regulate and give sustained attention to classroom tasks thus have negative effect on their performance in the long run, and also affect the secondary schools education system and state development at large in Niger State. Mobile computing which include smart phones and tablets presents a double-edged problem and causes distractions to Niger state secondary schools students, especially in the classroom. This has become of major concern to many school administrators, teachers, parents and caregivers, that potential distraction caused by students using their mobile devices to text, play games, check Facebook, tweet, or engage in other activities available to them in a rapidly evolving digital terrain. Irrespective of teacher authority and subject specific concerns, in general teachers in Niger State secondary schools more often report having to work with outdated textbook in short supply; outdated other kind of technology and inadequate or nonexistent science equipment, materials and lab. Thus, conditions in secondary schools in Niger State too often render them sites of developmental risk rather than competent assets that would enhance student developmental outcomes.

Conclusion

Teachers for having dominance to the classroom need to have authority, because anyone holding a responsible position should have authority for being able to accomplish its tasks. A teacher for persevering the peace and order in the world needs authority resource. Teachers should have authority to recognize and evaluate the talent of class leadership, they should be able to recognize and treat students' learning problems and the successful teacher is one that has ability of compatibility, flexibility, charisma, usefulness and considerateness, reliability and



innovation and in professional dimension it should be well informed, aware from the material, purposeful, with decent teaching method, with technology or without technology.

Recommendation

The Provision of modern technology facilities is a must if people should use them and should be provided by government to enhance effectiveness in teaching and learning process. Modern technologies like computers and internet facilities should be used by teachers during teaching and learning process, while students should not use mobile phones in the classroom. Technology gadgets are useful when mature minds operate them. In view of this, secondary schools authority (principal and teachers) should ensure that coming to school with these gadgets are prohibited. Textbooks should be changed periodically by government to offer students with freshest information available. Textbook should be flexible enough to blend knowledge and be used as one of the major element of quality teaching and learning or in schooling process.

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