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International Journal of General Studies Education (JOGSE) is a publication from the School of General Studies Education, Federal College of Education (Special), Oyo, Oyo State, Nigeria. It attracts considerable attention because it treats topics in all areas of human endeavours. The chosen topics depict experiences of lecturers who handle students during lectures, seminars and projects writing in tertiary institutions.

Some of the topics critically examined and dealt with education policies while others zero down on different aspects of General Studies Education such as language, science, entrepreneurship and other emerging issues like unemployment, insecurity, gender inequality among others. Although, the ideas expressed in each topic are entirely those of the contributors, indisputably, various issues discussed have been found impressive and educative.

On the final analysis, the topics are those of the writers' disciplinary nature of General Studies Education and the invaluable contributions of this School in fulfilling complete education for Pre-Service Teachers in the tertiary institutions of learning around the globe.

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ECONOMIC HARDSHIP, SOCIAL VICES AND INSECURITY: WAY FORWARD FOR A BETTER NIGERIAN SOCIETY IN THE 21ST CENTURY:

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Abstract

This research work examines teacher's evaluation of the adequacy of social studies contents in curbing moral problems in the 21st century among schools students in the Ibadan Metropolitan of Oyo State. The descriptive type of survey was carried out in the investigation of this study. Social Studies teachers in the Ibadan metropolis constituted the population while 104 Social Studies teachers were selected from 34 upper basic schools in the Ibadan. A questionnaire was used to collect the required data for the study. The result obtained from the finding revealed that constant lateness to school, fighting another student, cheating during the examination, dishonesty, poor attendance to classes and public display of lack of respect for teachers and administrations are some of the common immoral problems prevalent in the school. It was recommended that the school management should also put strict measures in place to curb immoral acts among the students in the school and the teachers should also put in their best behaviours to be worthy of emulations.

Keywords: Teachers, Evaluation, Social Studies, Curriculum, Contents, Moral, 21st Century and Students

Introduction

The word "morality" comes from the Latin word "mores", which also means "manners" or "morals". The term "moral" refers to a society's or a particular subgroup's code of conduct. In literary terms, morality refers to the pursuit of a virtuous life. Morals could be thought of as behaviors that help people interact peacefully in a given community. One of the operational subjects at Nigeria's basic and secondary schools is moral education or instruction. It is a field of study that focuses on how we should behave in society as moral actors (Njoku, 2017). Moral instruction could be described as values, norms and knowledge systematically selected and presented to learners to enable them function effectively in society. According to Okoli (1996), moral teaching refers to a set of organized information that was generated from a particular religion to assist man in achieving his own level of awareness into the universe's system. According to the Oxford Advanced Learners Dictionary's sixth edition, moral education is an

intellectual approach to teaching moral principles to students or a teacher's deliberate effort to foster moral autonomy in a student.

These social issues that have plagued society and had evident effects led to the introduction of social studies in part. To this extent, social studies was originally defined as "common learning of man's interaction with his or her social and physical environment" by the Committee on Primary School Social Studies Programme (CPSSSP) (2016) and the then Nigerian Educational Research Council (NERC), now Nigerian Educational Research and Development Council (NERDC) (2018). Both organizations go on to say that social studies is "not only a study, but also a way of life of how man impacts and is influenced by his physical, social, political, economic, psychological, and cultural contexts" (emphasis added). It is the entirety of the knowledge and experiences a child gains after being exposed to a course of study focused on the issues facing man in his or her surroundings, the contributing variables that typically influence man's interactions, and the consequent ways of life of man.

Studies curricula could be a powerful weapon for eradicating or at the very least drastically reducing the prevalence of the already recognized social problems, such as intergroup conflict. The way social studies professors view the subject curriculum is detrimental to the field's efforts to find a peaceful means of resolving problems amongst members of the community. It is clear that teachers' attitudes and beliefs influence how they act and make decisions both inside and outside of the classroom. Within the context of social psychology, an attitude is described as a subjective or mental getting ready for action. As stated by Souza-Barros and Marcos (2010), attitude refers to the visible and external stance of a person's ideas. Each person's attitude affects what they will eventually see, hear, think, believe, and do. The authors define attitude as a person's general predisposition to react favorably or unfavorably to an object, person, event, or institution.

The capacity for moral assessment and decision-making required to handle moral conflict that arises in real-world situations based on specific moral factors and justifications. This educational strand exposes students to real-world situations so that their decisions are intentional and informed by their moral autonomy. The growth of excellent judgment enables pupils to think positively about the issues that affect them and their surroundings. People have always advanced morally when they ignored the accepted morality of the day and suffered as a result. Norman

went on to explain that before acting on moral principles and standards, one must first become aware of them (Kayode & Adeyinka, 2017).

The foundation stone of moral beliefs is understanding and embracing cultural norms and traditions. According to some schools of thought, it is the role of the society to establish for its members the rules and conventions that result in the formation of moral principles. The next set of questions revolves on how each individual member of society is influenced and convinced to adopt these standards as a way of life, thereby fostering social harmony and peace. This is where religion enters the picture since according to these schools of thought morality is an essential component of religion and that morality's formulation and application are essentially religious issues (Omordu and Amaele, 2014). Morality has to do with doing what is right and seeking to do what is good, and that moral degeneration is the departure from the social norms of one's own community (Afuye, 2015). In this sense, there is a high level of actual violation of societal norms, ethnic norms, and all other sorts of inappropriate behavior.

Numerous initiatives have been done at various levels to preserve and revitalize Nigerian society's value system. The National Policy on Education discusses how education affects the development of attitudes and social behavior. The educational ideologies in Nigeria are:

- a. The development of the individual into a sound and effective citizen.
- b. The full integration of the individual into the community (FGN, 2013).

Through social studies and civic education in elementary through high school, the Nigerian government works to put these ideas into action. Such social studies are specifically taught in schools in Nigeria so that students can develop the skills necessary to be good citizens who can support the nation in accomplishing its goals and objectives. (Dania,2015).

Instilling proper values, critical thinking abilities, and life lessons needed to lead a successful life and advance the nation's sustainable growth, social studies were included to the secondary school curriculum. Lack of instructional materials, insufficient time and teacher involvement in curriculum development, poor or no motivation for teachers, corruption by law enforcement and politicians, and inconsistent government policies with regard to education are some of the challenges that have prevented and hampered the accomplishment of the stated

objectives of these subjects(Kayode-Olawoyin, 2017). However, civic education has only lately been included into the Nigerian educational system as a way to combat social issues.

However, it is regrettable that despite the objectives of the topic, present-day Nigerians exhibit terrible moral deterioration. As a result, moral issues in the country are a source of widespread concern. Nigeria's current moral education strategies are insufficient to address this moral crisis. It frequently happens to see immoral behavior that might spark arguments that result in conflict, social unrest, or political division. According to Ngohi, Idris, Muhammad, Muhammad, and Gwadabe (2020), such disorderliness affects the instruction of currently taught school subjects, and our schools' efforts to instill the proper types of values and attitudes among the country's youth and teenagers to embrace peace and friendly coexistence with one another remain insufficient.

Statement of the Problem

The moral decay in Nigerian society, which is manifested in persistent disobedience, dishonesty, social vices, sexual permissiveness, and other indicators of decadence, has received a lot of attention. Some people have said that Nigeria is going through a moral crisis as a result of the rise in immoral behavior and the increase in juvenile crimes. However, there are a number of potential causes for the majority of these immoral acts. Some of them might be traced to our public schools' disinterest in educating students about moral and ethical principles. The purpose of this study was to determine whether moral training might be used to reposition Nigerian youths in light of the potential roles that schools could play in their development.

Recently, at a Lagos Secondary School, the management was shocked to discover that some of their students had converted a spot in the school to a sex joint. The joint served as a place where male and female students went to have sex during school hours and watch pornography. It has since been dismantled by the school authority. A teacher in the same school disclosed that students had been watching pornography on their mobile phones during classes. A report also came to the notice of the school in another school that girls now take nude pictures, shared them among friends and upload it to the internet. Cases of cultism are no longer limited to higher institutions but also the educational system at all levels. The rape saga at Secondary School in different part of Nigeria leaves to be imagined. How low can we stoop in our society? Have we become a morally bankrupt society? The moral decadence in our society has reached

such a level that calls for concern; this has become a controversial issue, it is disheartening to know that the society we live in now is morally blind and deteriorated. Youth, especially in secondary schools, are the most hit of this menace, so sad to say. The level of depravity to which our youths have descended was made evident by the discovery in the Lagos secondary school mentioned earlier. Schools as Secondary educators should bear in mind that education should be all embracing, one that promotes Character and knowledge focusing on the development of all dimensions of their personality intellectual, character, spiritual, talents, physical and social. Students should be guided to embrace the values of self-reliance, honesty, diligence, entrepreneurship, self-esteem, and the ability to face the reality of life. Unfortunately, the reverse is the case, not only has morality dropped but also the standard of education. The curriculum of social studies Subject through all its contents was considered accurate. This calls for why the study investigated social studies teachers' evaluation of the adequacy of social studies contents in curbing immoral acts/behaviour.

Objectives of the Study

The study examined teacher's evaluation of social studies contents in curbing immoral problems among upper basic school students in the Ibadan Metropolitan of Oyo State. This study was specifically designed to:

1. To examine the various types of immoral acts prevalent among upper basic school students in the Ibadan Metropolitan of Oyo State
2. To find out social studies teachers' evaluation of the adequacy of social studies contents in curbing students' moral problems

Research Questions

The study was guided by the following research questions;

1. What are the various types of immoral acts prevalent among upper basic school students in the Ibadan Metropolitan of Oyo State?
2. What is social studies teachers' evaluation of the adequacy of social studies contents in curbing students' moral problems?

Methodology

The study adopted a descriptive study of the *expo-facto* type. This study invests on teacher's evaluation of the adequacy of social studies contents in curbing moral problems among upper basic school students in the Ibadan Metropolitan of Oyo State. Upper basic school social studies teachers were the target population. There are five urban local government areas and six semi-urban local government areas in the less-city. Two Local government areas were randomly selected out of the eleven local government areas in Ibadan Metropolitan area. One local government area was randomly elected from each of the strata identified above. Public (those owned by the government) and private owned secondary schools were randomly selected based on willingness of the school to take part in the study. A total of 132 social studies teachers were purposively selected from the 22 participating schools (Oyo State Ministry of Education, 2020). Two research instruments were adopted in the collection of the needed data for the study. The first been A 12- items 2 scale researchers' designed questionnaire entitled "Prevalence of Immoral Acts in School Questionnaire (PIASQ)", with psychometrics properties of 0.84 content validity and 0.72 reliability index after a pilot study with a population of 22 upper basic social studies teachers in the Metropolitan. While the second was a checklist showing the contents of the social studies curriculum. The descriptive statistical tool was adopted in answering the research questions raised in the study.

Results

The research questions of the study were answered in an attempt to sharpen the focus of the study. This was actualized through the use of descriptive statistics, the results of which are as presented below:

Research Question One: What are the various types of immoral acts prevalent among upper basic school students in Ibadan Metropolitan of Oyo State?

Table 1: Immoral acts among upper basic school students

S/No	Immoral acts common among students	Existing (%)	Not Existing
1	Cheating during examination	68.9	31.1
2	Constant lateness to school	76.7	23.3
3	Poor attendance to classes	64.4	35.6
4	Constant bullying of other students	75.3	24.7
5	Public display of lack of respect for teachers and	62.4	37.6
6	Smoking	81.4	18.6
7	Fighting other students	70.1	29.1
8	The high rate of stealing (in any materials such as	68.0	32.0
9	nhones. monev. school materials among others) Dishonesty	74.1	25.9
10	Tribalism	73.8	26.2
11	Greediness	59.3	40.7
12	Watching a porno graphical film	62.1	37.9

Weighted mean= 50%

Table 1 displayed the teachers' opinions on the prevalence of immoral behavior among upper basic school pupils, including smoking, being consistently late to class, lying, persistent bullying, cheating on exams, and stealing, among other things. By inference, upper elementary school pupils are guilty of all the immoral activities mentioned. Almost all of the acts are performed by them, and very few of them are not actively involved. This indicates that a significant number of upper basic school students in the Ibadan Metropolitan engaged in morally repugnant behavior.

Research Question Two: What is social studies lessons at reducing students' moral problems, according to social studies teachers?

Table 2: Social Studies teachers' evaluation of the social studies curriculum's effectiveness in preventing unethical behavior.

S/No	Social studies Curriculum Contents	Adequate (%)	Not Adequate (%)
1	Meaning, scope, and nature of social studies	92.2	7.8
2	Objective and importance of Social Studies	92.2	7.8
3	Physical Environment	83.5	16.5
4	Social Environment	80.6	19.4
6	Meaning, Components, and Features of Culture	88.3	11.7
7	Social Groups	83.5	16.5
8	Group Behaviour	85.4	14.6
9	Drugs/Drug Abuse/Drug Trafficking	81.6	18.4
10	Poverty	71.8	28.2
11	Corruption	73.8	26.2
12	Cultism	73.8	26.2
14	Adornments	73.8	26.2
15	Religion	78.6	21.4
16	Our school: Members of the School Community	76.7	23.3
13	Home appliances: Dangers in the wrong use of appliances	60.2	39.8
15	Population	75.7	24.3
16	Family life Education	83.5	16.5

Weight means 50%

Table 2 revealed that all the contents of upper basic school students social studies curriculum were very adequate in the effective teaching of moral acts among them, that could help curb immoral acts been displayed in school and society at large. The entire component of social studies curriculum contents was assessed adequately by the social studies teachers in Ibadan Metropolitan as capable of curbing moral issues in society.

Discussion

The first findings of this study revealed the prevalent immoral acts among the upper basic schools' students metropolis in order of their prominence as constant lateness to school, fighting other students, cheating during the examination, dishonesty, poor attendance in classes, and public display of lack of respect for teachers and administrators. These immoral acts by the students could be linked to various factors, which cited by Oyesola (2002), frustration moral acts” broken homes, ill-health, personal maladjustment, dissatisfaction in schoolwork, emotional unrest in relationship to others, disturbances in the classroom climate, lack of harmony between classroom control and the needs of students for emancipation, emotional strains that accompany sudden changes from one activity to another, and composition of the classroom group. These factors that are responsible for immoral behaviours to be due to the teachers’ personalities’ poor classroom control by the teacher, poor lesson preparation and presentation, and lateness to class and laxity. To control this immoral behaviour by the students, Oyesola opined that teacher’s personality, good teaching method, constant involvement of the students in the cause of teaching and learning, motivation and proper supervision of students' progress in their academic work, good physical environment that is conducive for learning and discipline should be put in place.

The second finding of this study showed that the entire component of Social Studies curriculum contents was assessed by the upper basic school Social Studies teachers in the Ilorin metropolis as adequate for curbing moral issues in the society. This is in line with the fundamental reasons why Social Studies were introduced into the curriculum in schools to curbing social vices like violence, rape, divorce, dishonesty, and all forms of indiscipline and misbehaviour in society. Balogun and Yusuf (2019) opined that Social Studies as a discipline are not primarily concerned with the acquisition of knowledge for its own sake alone, but its curriculum package is to serve as a tool in solving societal problems. This societal problems solving mechanism of Social Studies could be seen in the adopted definition of the National

Council for Social Studies NCSS (1992) as the integrated study of the social sciences and humanities to promote civic competence. Barth (1993) also defines Social Studies as the interdisciplinary integration of social sciences and humanities concepts to practice problem-solving and decision making for developing citizenship skills.

Ensuring adequate teaching methods in teaching social studies is also crucial in the realization of the objectives of social studies to curbing immoral behaviours in schools, especially in the classroom; Jekayinfa (2014) posited three basic qualities of the teacher to include: knowing the subject matter, knowing how to deliver the subject matter, and knowing the students with all their differences. By this, the teacher could command respect, maintains discipline in the classroom, and help influence the moral behaviours of the students in the classroom and the school as a whole. However, its worthy to note that these are achievable through right, appropriate and effective leadership in education system bearing contextual differences (Salihu, 2019).

Conclusion

In conclusion, it was determined that the social studies curriculum's objectives, instructional materials, and teaching strategies are appropriate for addressing societal moral issues in secondary schools in Nigeria. It was discovered that there are numerous ways the content can curb immorality among upper basic school students in Ibadan Metropolitan, and the content has a direct and indirect impact on student behaviors. This study analyzed the teacher's evaluation of the social studies curriculum's effectiveness in addressing immoral problems among upper basic schools. The researcher in this study came to the conclusion that Social Studies can significantly reduce immorality if teachers properly implement the curriculum by focusing on the objectives of the Social Studies curriculum, using appropriate teaching methods, using pertinent instructional materials, and having a positive attitude toward teaching the subject for moral problems. This might open the door for Nigeria's national development.

Recommendations

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

1. The management of schools should also put measures in place to curb immoral acts among the students.

2. Curriculum planners too need to review Social Studies curriculum to adopt more practical approaches to resolving moral problems
3. There is a need for the adopting of appropriate teaching strategies to help in the effective teaching of social studies to help curb immoral acts among upper basic students in the Ilorin metropolis.
4. Social Studies experts through seminars, conferences and sensitization campaigns should educate the people on practical ways of resolving moral problems using Social Studies curriculum.

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EMPLOYING LITERATURE TO EXPOSE EFFECTS OF POOR ECONOMY ON THE SOCIETY IN AMMA DARKO'S "FACELESS"

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Abstract

Literature is a time-tested instrument of satire and criticism. Several literati and literary writers have rebuked poverty, corruption, injustice and inequality in the society. Literalists do expose evils and vices in the society through their works of arts. "Faceless" by Amma Darko unveils the effects of poor economic status on the society as well as how the government's shirking of responsibility affects children, especially. The work has nexus between Amma Darko's home country, Ghana and Nigeria. In the work of art, poverty sent many out of schools just like in Nigeria where the poor economy has turned many out of school girls into prostitutes. Parents send their children to the streets to beg for alms to keep families' souls and spirit together, while the ritualists, rapists, kidnappers, bandits, fraudsters and corrupt politicians are experiencing free days. The paper recommends that there should be a consistent building of potent institutions that will prevent corruption in public service; the Nigerian government, as a matter of urgency, should come up with policies that will ameliorate the poor condition of masses; and Nigerian citizens should act with conscience wherever they found themselves.

Keywords: Faceless, Economy, Literature, Society, Effect

Introduction

Economy is the state of a country or region in terms of the production and consumption of goods and services and the supply of money. According to Collins Dictionary, economy is the system to which the money, industry and trade of a country or region are organized. A country's economy is the wealth that it gets from business and industry and the use of the minimum amount of money, time or other resources needed to achieve something so that nothing is wasted. Nigerian economy is evidently not well organized. It is lopsided. This is visible in how the rich of the nation are getting richer and the poor are getting poorer. The leaders continue to amass the wealth of the nation to themselves and relations. In the words of Halima (2022) "Faces of Shame",

bleary-eyed faces of shame
adorn silos of our wealth
devouring all that we have
stunting our progress and growth
in defiance of our cries for change
as they gallivant in gallant dances of shame
these ministers in robes of theft
epitomes of porky lifestyle...

Poor economy has led to countless societal vices ranging from kidnapping to prostitution, rituals, pipeline vandalism, corruption, wickedness, armed robbery, yahoo yahoo, yahoo plus and many others. There is no gain saying in the fact that Nigeria as a nation is in poor economy condition. It is condemnable that life is no longer secured in Nigeria. This is at variance with the fundamental human rights.

According to Famakinwa (2016), findings showed that the economic situation in Nigeria is getting bad by the day as prices of foodstuff and other essential needs have jumped up; some financial institutions in order to wade through this hard time resulted to sacking of workers while some slash salaries by 20-50 percent. Nigerianfinder.com (2016) also opined that a larger part of the citizenry is ravaged by poverty. People are seen struggling to get basic needs. The heavy dependence of the economy on the exportation crude oil has created a narrow and weak economy base. This has led to inability of the government to provide adequately for the people. The website further gave the following five causes of poverty in Nigeria:

1. Low economic growth performance. The Nigerian economy has a low performance and the growth rate is very low. This has contributed to the level of poverty in the country. There is inadequate generation of employment to the teeming youth in our country.
2. Crime and Violence. The incessant unrest and attacks by the insurgency have created a gaping hole in the society. This has translated to an increase in the poverty levels in our country.

3. Weak governance. Corruption, poor programme implementation and monitoring among others have contributed immensely to poverty in Nigeria.
4. Ill health and disease. These tend to suck up productivity and limit entrepreneurial activities thus reducing the viable contribution to the economy.
5. Debt burden. The socio-economic in every society is largely dependent on huge capital investments both by the public and private sectors. A debt ridden economy becomes handicapped and shifts focus to debt servicing instead of economic development and creation of employment. This creates a static economy which leads to an increase in poverty.

Bello (2022) opined that Nigeria, like many underdeveloped countries have struggled with implementing blueprints to ensure the economic development of their nations without achieving desired results.

Economy and security are close allies. A nation that is economically buoyant is bound to experience adequate security and vice versa. From the inception, security has been made mandatory for human existence. The Holy Bible in Genesis 3:1-11 accounts that after creation, God made the first man and woman secured by housing them in the Garden of Eden. Without adequate security, man and nature alike will go in disarray; nations cannot develop and society will experience economic stagnation and recession. Amaefule, Fabiyi, Adepegba, and Onuba (2017) asserted that between January and September 2017, 4.07 millions of Nigerians became unemployed based on an analysis of the unemployment report for the third quarter released by the National Bureau of Statistics. The Bureau in the report stated that the number of Nigerians that became unemployed rose from 11.92 million in the first quarter of this year to 13.58 million and 15.99 million in the second and third quarters of the year respectively.

Using literature as a means of exposing effects of poor economy in the society in Amma Darko “Faceless”

Literature has been an effective instrument of satire, criticism and sensibility. Countless literary arts have rebuked poverty, corruption, injustice and inequality in the society through different characters. Literature has taught and still teaches lessons of fairness, hard work, humility, honesty, justice, unity and many more. In Chinua Achebe's *Things Fall Apart*, potency

of anger and its ability to thwart destiny fulfilment is strongly portrayed in the protagonist of the novel, Okonkwo. Likewise, in S. A. O. Oladunjoye's *Don in the Valley*, a lesson of self control and sexual purity were learnt from Dr. Benson, who despite all his academic attainment and prowess slipped into adulterous mud.

According to Akuso (2015), the role of literature and creativity in enhancing integration and development cannot be overemphasized. Creative writers have often used their creative works to comment on certain burning issues in the society and to advocate for unity and mutual co-existence for meaningful and sustainable development. Indeed, if there is any time in the history of our generation that literary creativity in English should be encouraged, it is now. Bamikunle (1999) also in Akuso asserts that literature plays a leading role, whether as oral or in its written norms in setting cultural norms and assessing and refining existing culture.

Moreover, Oyewole (2006) opined that the three genres-drama, prose and poetry are satirical, especially when a dramatist, novelist or poet adopts the literary weapon called satire to fight corruption or corruptible practices in the society so as to improve or change the societal well being in all its ramifications.

Amma Darko "Faceless" highlights the plight of street children. Through the work of art, the state of the children insecurity is discovered. Many of them are forced outside their homes due to parental irresponsibility and economic hardship. Unfortunately, they could not receive respite because the society was hostile and unreceptive to them. They fell into the hands of the rapists and many of them lost their purposes for existence. According to Anyidoro, in the introductory part of the book, children are found talking and speaking and acting above their age. This should not surprise us having been abandoned to the streets, each one of them has had to grow rather quickly into the ways of the world in order to take up for themselves those responsibilities on which their parents have turned their backs. (pxvi). In the book, we see a lot of children being exposed to insecurity; children like Fofu, Baby T, Poison, and several others were sent to the street due to reasons varying from poverty to parental irresponsibility to government insensitivity to the plight of the masses. The scenario indeed replicates Nigerian situation!

on pxxiv of the text, again we read:

"our society will never know peace until we pay the full price for the children we have abandoned, until we learn to do the right thing by those others we hope to bring into our lives. And beyond the children, our society must also learn to do right by the class of socially and economically disadvantaged people "produced " by our various failed development programme "

According to Darko, perhaps the most frightening lesson in "Faceless" is the fact that having lost their moral authority over their children, parents like Maa Tsuru are totally paralyzed by fear of terror such that Fofu in her innocence insists she wants to see government. What she does not know is that government itself has lost its priorities; its sense of direction; it has become dysfunctional and deaf to the cries of children abandoned.

The book revealed poor conditions of people. For example, Maa Tsuru, Fofu's mother leaned by her chaffed door sill, her blank eyes staring into nothingness, and Fofu's eyes beheld the creativity wooden date of the compound house. The following expressed poor living conditions of both adults and children on p 28 of the text:

"...Fofu could have been one of the numerous screening children, scrambling with the sheep and goats and chickens for space to play and exist in the common compound. Fofu could have been the girl in the tattered brown underpants with the diseased red hair and a protruding stomach, carried on legs that were as thin as two dried sticks or the other in the flour-sac indecent with a body ravaged by rashes and whose nose seemed to never stop running... "

This poor condition made parents to lose control of their children. For example, “in the entire three hundred and sixty five days of the previous year, Fofu had visited the house not more than twice...” (p.33) Deep down inside her, she felt some affection for Maa Tsuru, yet an overpowering urge to hate her also consumed her sometimes.

The scenarios revealed the psychological torture of both parents and their children. Fofu especially believed that it was the mother who dumped her into the world. These experiences are similar to those of parents and children in Nigeria. Most children left home in search of greener pastures without parental consent. Many parents did not see their children again. This adventure had led many children into troubles, panicking sudden destruction and ill health.

The poor economy in Nigeria has turned many girls into prostitutes just like in *Faceless*". Adade Kabria's husband explained that recent survey they conducted for a programme revealed that all the girls they talked to were already sexually active... for many of them, rape was their first sexual experience...many were roaming about, oblivious to whether or not they were HIV positive (p.52).

In Nigeria, poverty has sent many out of schools. Parents send their children to the streets to beg for alms to keep families' souls and spirit together. This scenario is also seen in *Faceless* as Kabria's attempt to inform and probably encourage a mother beggar to send her child to school turned on a deaf ear. Kabria ended up being insulted obviously because the woman felt being neglected by the society. Moreover on p.68, there was a case of a girl that was gruesomely murdered. The girl's face was mutilated and her head was completely shaved. In fact, the hair on every part of her body was gone. Although the intention of her killer is not known, but her case resembles Nigeria situation where as a result of poverty people do all sorts of evil practices to become rich.

Poverty, a result of corruption, has led to all sorts of evil acts in the society. For example, Saturday Punch of September, 2017 recorded the story of how a girl was hacked to death in most brutal manner. In the words of Dumo, the reporter, “after slashing her throat with a knife, the assailant dumped her remains in front of a shrine sitting at a corner of the compound.” In the same vein, the story was told of how the police in Balyesa State in Nigeria have apprehended a 47 year old man, Moses Otimba who killed a five-day old baby boy he fathered with the younger

sister of his pregnant wife. Having impregnated the girl, Joy, he killed the child after birth and buried it in a shallow grave near a river. (Utebor, 2017).

Corruption has sent many to early grave. The prisons as well as many government institutions are in abysmal state. Corruption has led to incessant strike. Government times without number renege on their agreement with the workers. A case study is how the Academic Staff Union of Nigerian Universities (ASSU) were paid half salary having resumed from a protracted eight months strike. Oloja (2017:13) asserted that even corruption crept into the mainstream of civil service recruitment and promotion. There were pieces of evidence then that even the examination that was introduced into promotion of senior civil servants including those in the directorate cadre and permanent secretaries through the Federal Civil Service Commission and Office of the Head of the Federation was corrupted. Many mediocre directors and permanent secretaries were thus promoted through organized corruption as they allegedly paid their way to the top.

Amma Darko's "Faceless" indeed depicts the economy situation in Nigeria and its attendant consequences.

Conclusion and Recommendations

The paper has x-rayed how a literary work has been a potent weapon in revealing societal misdemeanors and crime. In Amma Darko "Faceless", Nigerian situation is exposed. The scenes and scenarios in the prose replicate Nigerian situation. Based on this, the study recommends the following:

- The paper aligns with Oloja (2017) that there should be a concomitant building of institutions that will continue to prevent corruption in public service. There should be concomitant policy thrust to institutionalize transparency and accountability in the governance system.
- Government, as a matter of urgency, should come up with policies that will ameliorate the poor condition of masses
- Nigerian citizens should act with conscience wherever they found themselves.

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**EFFECTS OF READING CULTURE ON STUDENTS' ACADEMIC ACHIEVEMENT
AND INTEREST IN SENIOR SECONDARY SCHOOL ENGLISH LANGUAGE IN
AFIJIO LOCAL GOVERNMENT AREA OF OYO STATE**

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Abstract

The study examined the effects of reading culture on students' academic achievement and interest in senior secondary school English Language in Afijio Local Government Area of Oyo State. A stratified random sampling method was used to select the 5 secondary schools that participated in the study and Simple random sampling technique was used to select 400 students from the selected schools. The instrument used in gathering the data was a questionnaire designed by the researchers. Mean and Standard Deviation was used to answer the research questions. The findings revealed that students taught English Language using good and bad reading culture affects academic achievement of Senior Secondary School Students; also, gender has significant influence on the reading culture of Senior Secondary School Students and interest have significant influence on the reading culture of Senior Secondary School Students. Based on the above, the paper recommends that a compulsory course for all students on reading should be introduced in the schools.

Keywords: Reading Culture, Students' Academic Achievement, Interest and English Language

Introduction

The aptitude to read is one of the factors of students' success or failure. They must form the routine of reading to perform well in all subjects. A good reader has a better opportunity for more achievement. (Ajibola, 2006) submitted that "reading habit is cultivated by individuals who are ready to give their all to it". The ability required in reading can promote the acquisition of language and writing. Several Senior Secondary School one student finds it difficult to read and

understand despite the fact that reading is obligatory. Some show a carefree attitude towards reading. This problem is not strange to Senior Secondary School students alone but pertains to all groups of people. Lasisi, (2007) asked a fundamental question on what books Nigerian youths read. His question includes whether political office holders in the country read. It was clear from the tone of the question that he feels that reading is not part of the culture of the people that control Nigeria destiny.

Many English Language teachers are lagging behind in their approach to teaching reading comprehension which could result to poor performance of students in both the internal and external examinations. These teachers have poor methods of imparting reading skills to students. The situation is so bad that some students find it difficult to read and comprehend a simple sentence. Reading involves understanding the meaning or message conveyed through the written text. An efficient reader will understand what is irrelevant for him and what is relevant in the text that he/she should get at. Effective reading can be very helpful in learning English Language.

Poor level of academic achievement in many subject areas in Senior Secondary Level may be due to poor fundamentals in English Language (Ajibola, 2006). The ability to read is the foundation on which all other subjects are based. Failure to read will make students to become more and more lost academically. Hence they cannot perform well in any academic discipline without a good reading culture, since reading is a searchlight for knowledge. It is in this regard that, the study set out to investigate the effects of reading culture on Students' academic achievement and interest in English Language.

Achievement is a process that involves the adolescents developing a stable sense of them, graduating from being dependent on parents to depending on themselves. It involves integrating several aspects of their personality or role to a coherent whole-such as having sexual identity, vocational, directional or ideological world view. New social and academic pressure forces adolescents toward different roles, roles that often involve more responsibility. Achievement becomes a more serious business in adolescence and adolescents begin to sense that the game of life is now being played for real, and begin to perceive current successes and failures as predictors of future outcomes on the real world (Santrock, 2005). As demands on adolescents social interest may cut into the time they need to pursue academic matters, or ambitions in one

area may undermine the attainment of goals in another, as when academic achievement leads to social disappointment.

Academic achievement, according to Lavin theory propounded in 1965, refers to some methods of expressing a student's scholastic standing. This can be regarded as course or subject grade, an average for a group of courses/subjects in a programme of study (in this case, English Language Students is being referred to). There are two dimensions to academic achievement: good academic achievement that leads to success and poor academic achievement that result to failure. A number of motivational processes (intrinsic and extrinsic) are involved in achievement (Tella, 2007) Intrinsic motivation is based on internal factors such as self-determination, curiosity, challenge, and effort. On the other hand, extrinsic motivation involves external incentives such as rewards and punishments. The humanistic and cognitive approaches stress the importance of intrinsic motivation in achievement. According to (Santrock, 2005), some adolescents read hard because they are internally motivated to achieve high standards in their work (intrinsic motivation) while other adolescents read hard because they want to make good grades or avoid parental disapproval (extrinsic motivation). However, Reading Culture go a long way in academic achievement and interest of English Language students. For students to develop positive Reading Culture towards English Language there is need to get them interested. Interest is very paramount in the course of learning

Gender issues assume prominence in English Language discourse. Gender is the socio-cultural phenomenon of the division of people into various categories according to their biological sex, with each having associated roles, clothing, stereotypes, etc.; those with male sex characteristics are perceived as "boys" and "men", while those with female sex characteristics are perceived as "girls" and "women. According to Uwameiye, (2005) gender is regarded as a sense of awareness between male and female. Gender is a psychological term, which describes behaviours and attributes expected of individual on the basis of being a male or female. The males are said to use the right hemisphere more than the females for spatial reasoning. Hence they dominate in the sciences and science based courses. The females on the other hand make more use of the left hemisphere of their brains than the males. They, therefore, perform better than the males in verbal tasks (Eze, 2006). Identified with gender differences in academic achievement in languages in favour of the girls, (Eze, 2006) however attributed the superiority of

the females over males in languages to the amount and nature of contacts which girls had with mother, who are the principal models or sources of early language training for the children. From the discussions above, it appears that there are basically two schools of thought with respect to the existence of gender related differences in classroom behaviours. One group believes that the differences arise biologically between the gender groups. The other school of thought attributed the differences to the socialization processes in child up-bringing. Various researches on gender issues have shown that there are no genetically gender related differences among males and females. In fact, it has not been proved scientifically rather there is biological proof to show that females are inferior to males or vice versa.

The interest in a particular thing is a feeling manifested in an activity. Interest is a tendency to become absorbed in an experience and to continue it. It is a zeal or willingness of participating in activity from which one derives some pleasure (Musa, 2006). Studies on interest have a growing concern to identify various approaches that may be used to arouse and sustain students' interest in various careers for a greater achievement. Many studies according (Ezeh, 2006) citing (Russell, 1970), (Burke, 1987) shows that interest plays a major role in any undertaking, as it influences devotion to study, fairness, hard work, endurance, discipline, etc. (Ogbonna, 2003) laid emphasis on the need for teachers to stimulate students' interest in learning without which students' achievement will be minimal. Interest is a persisting tendency to pay attention and enjoy some activities (Jimoh, 2010) However, it is pertinent that English Language teachers should use teaching strategy which ensures gender active involvement in learning and provide suitable learning environment to improve achievement and stimulate the interest of high and low ability of English Language Students in Secondary Schools (Udoekoriko, 2006).

Statementnt of the Problem

English Language acquisition is a stepping stone for proficiency in all subjects in Senior Secondary Schools. The knowledge of English Language is important both for educational, economical and national development of a country. Ever since the inception of poor performance of students in the final examination at the Senior Secondary School level parents and teachers alike have pointed out to so many reasons for these dull performance and one amongst them is poor reading culture among students. The effect of this particular factor if not properly checked, students will continue to bring out miserable results. It is therefore, the desire of the researcher to

bring to limelight strategies that when applied in this noble sector, will help curb the menace of poor reading culture and at a long run help end the poor performance of our students at the Senior Secondary School examinations.

Purpose of the Study

The general purpose is to examine the **effects of reading culture on students' academic achievement and interest in senior secondary school English language in Afijio Local Government Area of Oyo State.** Specifically, the study is to;

1. determine the academic achievement mean scores of students taught English language using good and bad reading culture
2. determine the academic achievement mean scores of male and female students taught English Language using good and bad reading culture.
3. examine the Interest mean scores of Students taught English Language using good and bad reading culture.

Research Questions

The following research questions guided the study.

1. What is the academic achievement mean score of students taught English Language using good and bad reading culture?
2. What is the gender mean score of reading culture in English Language?
3. What is the interest mean score of Students taught English Language using reading culture?

Methodology

The quantitative descriptive research design is an Expos-Facto design used in this study to assess the reading culture among secondary school students and its effect on their academic achievement level in English Language in Oyo State. This study is relevant to researches of describing a phenomenon that is happening this way. The teachers and students in the Local Government Area is the population from which sample of 400 Senior Secondary School Students and teachers in Afijio Local Government of Oyo State. The rationale of choosing secondary schools is that this is the level at which students' face the challenges of academic work as it is a

foundation stage in students' academic life. The schools were selected using stratified sampling technique while the students were selected using simple random sampling technique.

Out of several secondary schools in Afijio Local Government, Oyo State, five (5) secondary schools are randomly selected for the purpose of the study. These are:

Akinmorin Grammar School	- 80
Fiditi Grammar School	- 80
Ilorin Grammar School	- 80
Jobele Community Grammar School	- 80
Iware Grammar School	- 80

The five schools were selected based on location, and nature of students. The researcher used the random sampling techniques whereby in each of the classes in the schools the researchers conducted this research study; papers were wrapped into the number of students in the class with each number assigned to the student written on a piece of paper. Each paper will be folded and shuffled in a small box without replacement.

The survey instrument used for this research was developed based on established procedures in literature. The researcher made use of the Likert response questionnaire mode of Strongly Agree (SA), Agree (A), No Opinion (NO), Disagree (D) and Strongly Disagree (SD) given the weight of: 5, 4, 3, 2, and 1 respectively.

The survey instrument contained four sections. Section A: included questions that focused on demographic information of students such as: name, class, and gender, school etc., Section B: focused on what extent good and bad reading culture affects academic achievement in English Language? Section C: focused on what is the extent to which a student's gender can affect his or her reading culture in English Language? Section D: focused on what extent do interest affect Reading culture?

Data analysis involved the breaking down of data into representative constituents in order to find answers to the research questions. The data was analysed using the descriptive statistics of mean and standard deviation to answer the research questions.

Results

Data Presentation and interpretation were done considering all the research questions as follows.

Research Question 1: What are the academic achievement mean scores of students taught English Language using good and bad reading culture?

The answer to research question one is contained in table one below.

Table 1: Analysis to determine academic achievement mean scores of students taught English Language using good and bad reading culture.

Items	SA	A	NO	D	SD	Total	W. Total	W. Mean	SD	Remarks
1.	20	18	2	25	30	95	258	2.72	1.57	Rejected
2.	30	22	3	8	2	65	265	4.08	1.13	Accepted
3.	20	10	5	10	13	58	188	3.24	1.60	Accepted
4.	10	24	4	15	12	65	200	3.08	1.40	Accepted
5.	20	16	1	15	15	67	212	3.16	1.59	Accepted
Total	100	90	15	73	72	350		3.26	1.46	Accepted

The data presented in Table 1, above shows the mean score of 3.26 and standard deviation of 1.46 and with a cut off mean of 3.00 has accepted that students taught English Language using good and bad reading culture affects academic achievement of Senior Secondary School Students

Research question 2: What is the gender mean score of reading culture in English Language?

Table 2: Analysis to answer the questions on the gender mean scores of reading culture in English Language?

Items	SA	A	NO	D	SD	Total	W.Total	W.Mean	SD	Remarks
6.	30	40	4	28	10	112	388	3.46	1.35	Accepted
7.	30	15	6	15	13	79	271	3.43	1.54	Accepted
8.	20	5	5	14	13	57	176	3.09	1.63	Accepted
9.	4	10	10	10	14	48	124	2.58	1.32	Rejected
10.	6	10	5	13	20	54	125	2.31	1.24	Rejected
Total	90	80	30	80	70	350		2.97	1.19	Rejected

The data presented in Table 2, above shows the mean score of 2.97 and standard deviation of 1.19 and with a cut off mean of 3.00 has rejected that gender has significant influence on the reading culture of Senior Secondary School Students.

Research question 3: What is the interest mean score of Students taught English Language using reading culture?

Table 3: Analysis to answer the question on the interest mean scores of Students taught English Language using reading culture

Items	SA	A	NO	D	SD	Total	W.Total	W.Mean	SD	Remarks
11.	50	30	5	15	15	115	430	3.74	1.45	Accepted
12.	18	10	5	50	15	98	260	2.65	1.36	Rejected
13.	15	8	3	15	9	50	155	3.10	1.54	Accepted
14.	4	15	1	22	15	57	142	2.49	1.31	Rejected
15.	3	7	2	10	8	30	77	2.57	1.36	Rejected
Total	90	70	16	112	62	350		3.00	1.40	Accepted

The data presented in Table 3, above shows the mean score of 3.00 and standard deviation of 1.40 and with a cut off mean of 3.00 has accepted that interest have significant influence on the reading culture of Senior Secondary School Students.

Discussion of Results

The data presented in Table 1, provided answer to research question one. The findings revealed that the mean score of 3.26 accepted good and bad reading culture affects achievement level in English Language in Senior Secondary Schools in Oyo State. The data presented in Table 2, provided answer to research question two. The findings showed that male students had a higher mean achievement score 4.08 than the female students. However, the findings conformed to (Obioma, 1988)(Nworgu, 1990) and (Obodo, 1990). Obioma and Ohuche (1984) identified gender as a relevant factor in academic achievement. Their findings showed that male students performed significantly better than the female students. In another vein, Nworgu (1990) and Obodo (1990) findings indicated that female students performed significantly better than their male counterpart in academic achievement.

data presented in table 3, provided answer to research question three. The findings showed that interest had a higher mean achievement score 3.00 which showed that interest have significant influence on the reading culture of Senior Secondary School Students. This is supported by the work of (Nworgu, 1990).

Summary

This study dealt with the effects of reading culture on students' academic achievement and interest in Senior Secondary School English Language in Afijio Local Government Area of Oyo State. It is not a misconception that the recent and past performance of students has suffered a great decline in all subjects and especially the very pre-requisite one like English Language. Therefore, for the purpose of bringing back and maintaining a standard educational system devoid of this poor performance by students in our stronghold of learning it becomes pertinent for the researcher to strategize means with which to curb this vice of poor Reading Culture among Senior secondary School Students so as to bring about a good achievement level in English Language which is the objective of this research.

In a bid to achieve this objective the researcher setup research questions which guided the study, in as much as the population is was unspecific, the research has sampled the population within the ambient of Oyo State Environs, sampling randomly among schools in Oyo State. The technique for the data collection was questionnaire.

The population for the study comprised five secondary schools in Oyo State. The target population comprised all the Senior Secondary School Students. The sample consisted of 350 students. A simple random sampling technique was adopted to select the schools that were used in the research. Mean and standard deviation were used to answer the research questions

Conclusion

The study found out that Reading Culture is more effective in improving the interest and academic achievement English Language students in the Senior Secondary Schools. The study as well found out that there was significant between the effort of parents and teachers influence on the achievement level of Students in English. The study also found out that there was a significant difference in the Reading Culture of Students and their gender. However, the results showed teaching method is a viable strategy for English subjects in Senior Secondary School.

Recommendations

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

- Government should make available various cutting edge materials for effective teaching and learning in the classroom.
- Regular workshop should be organized to train English teachers on cutting edge teaching aids.
- Teachers should inculcate the idea of using various teaching methods whenever English subjects are being taught in the classroom.
- Parents should always encourage their children to read at home.

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THE ROLES OF MOTIVATION IN IMPROVING ORGANIZATIONAL EFFECTIVENESS

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Abstract

This study examined the roles of motivation in improving organizational effectiveness, the roles motivation plays in getting the best output from personnel in an organization. The research adopted a descriptive survey of correlation type. Organizations were selected using simple random sampling technique comprising 100 workers. A questionnaire titled “Roles of motivation in improving organizational effectiveness was used to gather information from the 100 respondents. Research questions were raised for this study and answered with descriptive statistics of mean scores and standard deviation. Research hypotheses were formulated and statistically tested using inferential statistics of Pearson product moment correlation statistic at 0.05 level of significance. The result of the findings revealed that motivation have great impact in improving organizational effectiveness; there is a significant relationship between roles of motivation and improving organizational effectiveness; there is a significant relationship between employee satisfaction and improving organizational effectiveness. Based on the findings, it was recommended that management should encourage interpersonal relationship amongst co-workers to promote a sense of belonging and unity amongst staff. Also, managers should ensure employees are involved in decision making processes and should be given chance to air their views in the advancement of the organization and finally management must also strive to ensure that all employees engage in training and retraining programs to acquire new skills and also have equal opportunity to utilize their skills and competencies where career development to opportunities should be clearly communicated to employees.

Keywords: Roles, Motivation and organizational effectiveness

Introduction

Motivation is one of the most important factors affecting human behavior because motivation do not only affect cognitive factor like perception and learning but also affects total performance of an individual in an organization. This is the reason why leaders should attach great importance to motivation in organization (Prasad, 2015). Motivation is among crucial factor towards increasing the performance and organizational goals. Low motivation or complete lack of motivation in any organization leads to high employees’ inefficiency, low turnover,

fraud, corruption, absenteeism, and indiscipline at work. Good Supervisors and Managers maintains positive attitude by valuing employees and treating them fairly through designing supportive environment to motivates employees. The key to create the efficient motivation system is by answering the question on what really motivate employees (Memcott and Growers, 2012).

Generally, most businesses, organizations and their managers are faced with numerous challenges on how to motivate workers in getting the best from them. One of such challenges is the effective utilization of organization resources to achieve an organizations goals and objectives. Some of these managerial challenges are obvious in the areas of reimbursement, recruitment, performance management, training and career development, health and safety, benefits, motivation and administration amongst others. Therefore, for organizations to survive and remain relevant and competitive, it is essential for them to be able to entice and maintain efficient and effective employees in a bid to enhance productivity (Sumita, 2014). This study however is centered on the aspect of motivation and focuses on the effects of employee motivation on organizational productivity.

Employees make up the workforce of any organization as such they are an integral part of the organization. Amos, Twageeh and Mourice (2014), stated that an organization is as good as the workforce that runs the organization. This is to say that when employees are motivated, their morale would be high as such performance and productivity levels would increase thereby to a large extent in boosting the overall organizational performance level.

Statement of the Problem

Many organizations especially public organizations have for a long time been blamed for having poor staff motivation schemes resulting to poor corporate performance and hence failure to reach such organizations' goals and objectives. The problem is that motivating public employees is easier said than done. Public workers have reputation for being lazy and lethargic, the study this examines roles of motivation in improving organizational effectiveness as the gap to fill.

Purpose of the Study

The main purpose of this study is to investigate the roles of motivation in improving organizational effectiveness. Other purposes are:

1. to determine the roles of motivation and its impact in the improvement of organizational effectiveness.
2. to examine the influence of personnel satisfaction and improving organizational effectiveness

Hypotheses

H01: There is no significant relationship between role of motivation and improving organizational effectiveness.

H02: There is no significant relationship between employee satisfaction and improving organizational effectiveness.

Review Literature

Concept of Motivation

The word motivation is coined from the Latin word motus, a form of the verb movere, which means to move, influence, affect, and excite. By motivation, we then mean the degree to which a person is moved or aroused to act Rainey, (2018). Dictionaries simply describe motivation as “the goad to action” Mitchell, (2012), whereas scholars expand the term to the set of psychological processes that cause the arousal, direction, and persistence of individual’s behavior toward attaining a goal Robbins/Judge,(2018).

Types of Motivation

Lun (2013) proposed that motivation can either be intrinsic or extrinsic. In the workplace as well as other settings, motivation is often classified as being naturally extrinsic or intrinsic (Meyer, 2010). Ryan & Deci (2010) also identified several classes of motivation namely; extrinsic and intrinsic motivation.

Intrinsic Motivational Factors

Although there are various forms of intrinsic motivation, this focuses on an employee's wellbeing, employee's relationship with co-workers as well as their managers as factors that may influence an employee's productivity levels in an organization. Intrinsic motivation derived from within an individual or from the nature of the work itself, positively influences behavior, well-being and productivity (Ryan&Deci, 2010).

Extrinsic Motivational Factors

Also there are various forms of extrinsic motivation, this focuses on an employee's work environment, compensation as well as training and career development as factors that may influence an employee's productivity levels in an organization. Extrinsic motivation derived from outside the person or from those things that are external to the work or activity itself, positively influences behavior, performance and productivity (Ryan & Deci, 2010).

Factors Affecting Motivation

Harisson, Kessels, et al.,(2014) proposed a number of factors that affect motivation. These factors are individual differences, job characteristics and organizational differences.

Individual Differences: These are particular needs, beliefs, behaviors, interests and expertise that workers bring to the job. This is due to the fact that workers are naturally different as such what may appeal to one worker may not appeal to another.

Job Characteristics: This describes the kind of task a worker is supposed to perform. It involves the limit, content and challenges associated with the task like the required skills to perform the task, the importance of the job and the kind of response that workers as regards the tasks they accomplish. For example, workers who see no worth in the job they do may find it degrading as opposed to those who really value the job in competition.

Organizational Practices: These are the guidelines and principles known as code of conducts, management practices; HRM procedures and reward systems organizations use to guide behavior of worker both inside and outside the organization. This means that how organizations choose to handle their workers play a huge role in the way workers see the organization which affects their commitment levels.

Productivity

George, Louw and Badenhorst (2018) stated that the manufacturing sector is an ever-changing beast and every year, the industry is faced with fresh challenges. The author stated that virtually all media houses constantly report the closure of industrial units, labour disputes between employers and their employees or reductions in the labour force due to recession and other economic dynamics.

Importance of Motivation

Motivation is necessary for employee performance. If people do not feel inclined to engage themselves in work behavior, they will not put necessary efforts to perform well. However, performance of an individual in the organization do not only depends on motivation instead there are other factors besides the level of motivation which include abilities, sense of competence, role perception and resources.

Factors influencing motivation

There are numbers of factors that may be affecting the employees' performance as a result influencing organizational performance. Each employee may have a different impact from different things at the workplace. Their attitude and behaviour can play a vital role in their performance (Wisley, 2017). According to Mitchell (2010) recognition and incentive are essential factors in enhancing employee job satisfaction and work motivation which is directly associated to organizational achievement (Manzoor, 2012).

Recognition

Employee recognition plays a key role in enhancing work relationships which are meant to improve performance in an organization. According to Mescon, (2015), in order to achieve organizational strategic goals, the human resource managers should endeavour to provide motivation mechanisms that can drive employees' potential to perform optimum levels possible.

Incentives

Mugenda and Mugenda (2013) argued that the roles of incentives have expanded considerably in view of the fact that it has been studied rigorously in principal agency theory. Researchers like Pepitone (2018) have found that there is a strong relationship between

management incentive and risk-taking which would subsequently lead to better firm performance. The role of incentives on behaviour has been well documented in the literatures.

The Importance of Motivation in an organization

Spector, (2018) suggested that placing human resources into action requires physical, financial and human resources to accomplish the goals. It is through motivation that the human resources can be utilized by making full use of it. This can be done by building willingness in employees to work. This will help the enterprise in securing best possible utilization of resources. Motivation improves level of efficiency of employees, the level of a subordinate or employee does not only depend upon his qualifications and abilities. For getting best of his work performance, the gap between ability and willingness must be filled which helps in improving the level of performance of subordinates. This will result into increase in productivity, reducing cost of operations, and improving overall efficiency which leads to achievement of organizational goals.

Methodology

Population of the Study

The population for the study comprised all the public business organizations and sample population of 100 respondents were selected from 10 organizations comprising of 10 respondents each from 10 organizations

Instrumentation

The researcher developed an instrument that was used for data collection titled: "Role of motivation in improving organizational effectiveness Questionnaire which was used to collect data from the respondents.

Method of Data Analysis

Descriptive statistic of frequency and percentages would be used to answer the demographic and research questions of the study and inferential statistics of Pearson Product Moment Correlation (PPMC) was used to test the formulated research hypotheses at 0.05 level of significance.

Results

Hypotheses Testing

Hypothesis 1: There is no significant relationship between roles of motivation and improving organizational effectiveness.

Table 1: Relationship between role of motivation and improving organizational effectiveness

Variable	N	Mean	SD	Df	r cal	r crit.	Decision
Role of motivation	100	16.600	1.61				
				198	0.561*	0.116	Rejected
Organizational Effect	100	16.120	2.41				

Table 1 shows the relationship between roles of motivation and improving organizational effectiveness. Based on the analysis of the results, it was indicated that the calculated r of 0.561 is greater than the critical r of 0.116 at 0.05 level of significance. Thus the hypothesis is hereby rejected. Meaning that, there is a significant relationship between roles of motivation and improving organizational effectiveness.

Hypothesis 2: There is no significant relationship between employee satisfaction and improving organizational effectiveness.

Table 2: Relationship between employee satisfaction and improving organizational effectiveness

Variable	N	Mean	SD	Df	r cal.	r crit.	Decision
Employee Satisfaction	100	11.280	2.04				
				198	0.220*	0.116	Rejected
Organizational Effect	100	16.120	2.41				

Table 5 shows the relationship between employee satisfaction and improving organizational effectiveness. Based on the analysis of the results, it was indicated that the calculated r of 0.220 is greater than the critical r of 0.116 at 0.05 level of significance. Thus the hypothesis is hereby

rejected. Meaning that, there is a significant relationship between employee satisfaction and improving organizational effectiveness.

Summary of the findings

There is a significant relationship between role of motivation and improving organizational effectiveness.

There is a significant relationship between employee satisfaction and improving organizational effectiveness.

Discussion of Findings

Research hypothesis one revealed that there is a significant relationship between roles of motivation and improving organizational effectiveness because it shows that the calculated r of 0.561 is greater than the critical r of 0.116 at 0.05 level of significance. And this supports the view of Heneman (2012) that motivation plays important roles in improving organizational effectiveness.

Research hypothesis two revealed that there is a significant relationship between employee satisfaction and improving organizational effectiveness, because it indicated that the calculated r of 0.220 is greater than the critical r of 0.116 at 0.05 level of significance. And this supports the view of Owusu (2012) that employee satisfaction is as a result of positive improving organizational effectiveness.

Conclusions

Based on the findings from this study, it was concluded that there is a significant relationship between roles of motivation and improving organizational effectiveness and there is a significant relationship between employee satisfaction and improving organizational effectiveness.

Recommendations

As a result of this study, the following are recommended:

1. Managers must ensure employees are adequately motivated and likewise employee well-being should be given due consideration even health and well-being programs should be organized to cater for the needs and welfare of employees.
2. Management should encourage interpersonal relations amongst co-workers and their managers to promote a sense of belonging and unity amongst staff and managers should ensure employees are involved critically in decision making processes and given a chance to air their views.
3. Management of any organization must ensure that they create a work environment that is conducive for workers with adequate working conditions as well as providing the right tools and resources to ensure worker effectiveness in discharging their respective duties.
4. Adequate compensation packages inform of monetary or non-monetary rewards are essential to ensure that employees stay productive. Management should ensure that rewards and benefits are fairly, justly and competitively allocated to employees.

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TEACHERS' PERCEPTION OF THE AVAILABILITY AND UTILIZATION OF ICT TOOLS FOR TEACHING OF MATHEMATICS IN BASIC SCHOOLS IN ATIBA LOCAL GOVERNMENT AREA OF OYO STATE, NIGERIA

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Abstract

This study examines the availability and utilization, the benefits and challenges of ICT tools in the teaching of Mathematics in basic schools using Atiba Local Government Area of Oyo State as a case study. The population for the study comprises sixty-eight (68) Mathematics teachers in the thirty-one (31) public basic schools in the Local Government Area under study. A sample of ten (10) public basic schools was used where three (3) Mathematics teachers were selected as samples. The instrument for data collection is a self-designed questionnaire tagged "ICT in Basic Schools (ICTBS)". A descriptive survey design was used for the study. With a 2.5 standard mean, the study revealed that ICT tools for mathematics teaching were lacking in public basic schools. Based on the calculated grand mean of 2.54 obtained, it was also shown that the respondents agreed that ICT tools are to some extent available and which showed the grand mean of 3.72 to indicate that the respondents agreed with the listed items as the major challenges facing ICT tools. The study revealed further that some of the benefits of using ICT in basic schools include but are not limited to making mathematics teaching and learning interesting. Some of the challenges facing ICT as revealed by the study are irregular power supply, inadequate computer literate teachers, and inadequate ICT tools. It was, therefore, recommended that Oyo state government should increase the funding of the education sector to cater for ICT programmes in public basic schools and there should be periodic training for mathematics teachers on ICT skills acquisition.

Keywords: Teaching, Tools, Availability, Utilization and ICT.

Introduction

Information and communication technology (ICT) is a pivot for the existence of a global world in terms of social; economic; political, and educational development of any nation and allows for the advancement of any country. However, the adoption of ICT requires an environment that encourages open competition and normalization; increases access to the

Internet and telecommunications infrastructure and increase ICT literacy and financial resources (Bello & Aderibigbe, 2014). In developing countries, most especially in Nigeria, the level of accessibility and utilization of ICT tools is still very low, especially its effective usage in teaching and learning within the four walls of the classroom and beyond. The use of ICT tools in teaching is an indispensable part of educational administration as their applications enhance and facilitates teachers' pedagogical activities (Yusuf, 2015).

The influence of ICTs on human activity cannot be underestimated; it is highly needed to solve some problems which human beings cannot solve easily, especially in the field of education. Many institutions and organizations have adopted policies favouring the implementation of modern technology. Generally, the world has become a global village through the advent of ICT which has influenced all facets of education as well as rapid advancement in teaching and learning deliveries (Otunla, Adekunle, Amuuda & Caleb, 2015). The quest for viable technological advancement and innovation in information technology necessitated the establishment of the National Information Technology Development Agency (NITDA) by the Federal Government of Nigeria. The federal government of Nigeria started the implementation of its ICT policy in April 2001 till date which makes it to be 16 years. Constantly, observation and research have been showing that Nigeria as a country is still lagging in the area of the ICTs sector. Specifically, one of the policy which stated that; 'to integrate ICT into the mainstream of education and training (NITDA, 2003; Alayi, 2013) is yet to be fully achieved especially in the area of operational teaching and learning processes in basic schools. This is an indication that much attention is needed for its proper integration in all sectors, especially in the education sector of the country.

Consequently, a lot of compounded factors have been concealed to affect the effective integration of ICT into the mainstream of education. These may include; a low percentage of teachers who have ICT skills that will match up to the population of the student's in the area of teaching and learning processes; Inaccessibility to ICT infrastructure capable of transporting multimedia messaging; absence of electric power grids in most parts of the country even in cases where there is adequate telecommunication coverage; lack of accessibility to computer equipment and other accessories and lack of motivation from the government to school administrators for proper implementation of ICT policy. Also, inadequate funding of the

educational sector from the budgetary allocation may have contributed to the limitation of the full implementation of ICT policy in Nigeria which in turn affects basic school education.

The introduction of Computer studies in basic schools in Nigeria necessitated the need to equip schools with ICT tools to better promote practical teaching and learning activities, especially computer studies. It will help to broaden the horizon of the pupils and make them receive adequate ICT training through the effective utilization of these ICT tools. Since teaching and learning have gone beyond the teacher standing in front of a group of pupils and disseminating information to them without the pupils' adequate involvement (Ajayi 2018). Ajayi (2018) stressed further that teachers can take pupils beyond traditional limits to ensure their adequate participation in the teaching and learning process and create vital environments to experiment and explore with the aid of ICT tools. Consequently, this will bring about effective teaching and learning of the subject.

The lack of active participation of pupils is one of the factors responsible for pupils' poor performances in common entrance results of basic schools where pupils' performances are generally poor in basic science and other science-related subjects. With the introduction of Computer studies in the basic school curriculum, the use of ICT tools for practical teaching will ensure adequate pupils participation and consequently improve pupils' performance. Even in other science subjects like mathematics and basic science; research has shown that pupils taught with ICT tools performed well than when they are taught using the traditional method (Onasanya, Fakomogbon, Shehu & Soetan, 2010). Hence, the practical applicability and utilization of ICT tools in the teaching of Computer studies will be of great benefit as it will enhance their performance in the subject. Although, the teaching and learning of computer studies in schools still may not have yielded positive results since its introduction as a subject in the school curriculum. This may be because most mathematics teachers in Nigeria use the traditional method (chalkboard and textbook) in teaching mathematics in the classroom without giving much attention to using the ICT tools (Alebiosu, 2010). Most schools may not have adequate tools to allow for access to and usage of ICT tools in their teaching. Moreover, various studies have shown the many-sided problems militating against the effective use of ICT tools in the teaching-learning process in schools. Some of these problems are irregular power supply (Yusuf, 2015; Ofodu, 2017); inadequate computer literate teachers (Oyebanji, 2013; Dabesaki, 2015; Kwache, 2017); inadequate funds (Ogunmilade, 2010; Nwite, 2017) among others. All

these problems pose a challenge to the achievement of an appropriate level of integration of ICT tools in teaching and learning mathematics, especially in Nigeria.

For this study, ICT tools to be considered are television sets, film strips, internet, projector and computer. Hence, this study tends to assess the teachers' perception of the availability and utilization of ICT tools for teaching and learning mathematics in basic schools in Atiba Local Government Area of Oyo State, Nigeria as a case study.

Statement of the Problem

Mathematics, which is one of the core science subjects, is perceived as one of the most difficult subjects in schools, despite its role in providing the basic concepts and principles needed for the development of science and technology. Poor academic achievement in mathematics among basic school pupils in Nigeria has been widely reported to have caused low performance in mathematics and other science-related subjects when they get to secondary schools. This has aroused great concern among learners, teachers, school managers and administrators, parents and sponsors of academic processes, including researchers. The questions of how best to improve the achievement of students in Nigerian schools appear to have gained increasing prominence.

While expenditures on education have risen in recent times, particularly between the 2011 and 2021 budget as published by the Budget Office of the Federal Republic of Nigeria, it has not been apparent that academic achievement has risen at all, much less commensurate. This potential paradox has engendered a series of research aimed at actually finding out what could be responsible for the problem. Although factors such as pupils' attitude and interest, pupils' and teachers' perception of the subject, the socio-cultural background of pupils and the learning environment have been studied and identified as major causes of underachievement of some pupils in mathematics.

However, very little, or no such work on the assessment of availability and utilization of ICT tools for the teaching of mathematics has been undertaken particularly in Atiba Local Government of Oyo State and most of the research conducted is based on learners but this study is teachers based. This study is designed to investigate the perception of teachers on the availability as well as utilization of ICT tools for the teaching of mathematics in Basic Schools in Atiba Local Government Area of Oyo State, Nigeria

Purpose of the Study

The general purpose of this study is to investigate the assessment of the availability and utilization of ICT tools for the teaching of mathematics in basic schools in Atiba Local Government of Oyo State, Nigeria. Specifically, the study sought to determine;

1. the level at which ICT tools are available for the teaching of mathematics in basic schools?
2. the level at which teachers in basic schools use ICT tools in the teaching of mathematics?
3. the perceived benefits of using ICT tools in the teaching of mathematics in basic schools?
4. What are the challenges facing the use of ICT tools in the teaching of mathematics in basic schools?

Research Questions

The study sought to answer the following questions:

RQ1: To what level are the ICT tools available for the teaching of mathematics in basic schools?

RQ2: To what level are the teachers and pupils in basic schools use ICT tools in the teaching of mathematics?

RQ3: What are the perceived benefits of using ICT tools in the teaching of mathematics in basic schools?

RQ4: What are the challenges facing the use of ICT tools in the teaching of mathematics in basic schools?

Methodology

The study employed a descriptive survey design. The population for the study comprises sixty-eight (68) Mathematics teachers in the thirty-one (31) public basic schools in the Local Government Area under study. A sample of ten (10) public basic schools was used where three (3) Mathematics teachers are selected making a total number of thirty (30) mathematics teachers.

The ten (10) schools are;

- i. Federal Government Girls College Staff School, Oyo
- ii. Oroki Commercial Primary School, Oroki
- iii. Baale Mogaji Abogunrin Alaafin Community Primary School
- iv. Aatan Baptist Church Primary School

- v. Nomadic Basic School
- vi. Oderinde Community Primary School
- vii. Yaaye Community Basic School, Elegbo, Saabo, Oyo
- viii. Ajade-Kokumo Community Primary School
- ix. Otia Community Primary School
- x. Ansarudeen Special School III Agunpopo, Oyo

The instrument for data collection was a self-designed questionnaire tagged “ICT in Basic Schools “(ICTBS)”. The instrument was validated by research experts in the field of Measurement and Evaluation in the Educational Psychology Department of Federal College of Education (Special) Oyo and It has four items rated scale i.e. Strongly Agreed = (SA), Agreed = (A), Strongly Disagreed (SD), Disagreed (D). The questionnaire was administered to the ten (10) mathematics teachers in some public basic schools which are not under consideration to ascertain its reliability. The split-half method was used and a reliability coefficient of 0.89 was gotten. This implies that the instrument is reliable. The permission of the school head teachers where the respondents were sampled was sought. The purpose of the research was explained to them and the questionnaires were given to the teachers and collected back after completion. Data collected was analyzed using descriptive statistics.

Results

The results were arranged according to the stated research questions as follows;

Research Question 1: To what level are ICT tools available for the teaching of Mathematics in basic schools?

Table 1: Mean response of Mathematics teachers on availability of ICT tools.

S/N	Items	Mean	Remarks
1	There are enough computers to teach pupils.	2.15	Disagreed
2	Television sets are available for teaching pupils.	2.26	Disagreed
3	There are projectors for teaching pupils.	2.97	Agreed
4.	The school is connected to the internet.	2.92	Agreed
5.	Disc player is available for teaching pupils.	2.98	Agreed
6.	There are film strips for teaching pupils.	2.24	Disagreed
7.	CCTV are available for teaching pupils.	2.24	Disagreed
	Weighted Mean	2.54	

Table 1 showed the response obtained from teachers on the availability of ICT tools in basic schools. The respondents agreed that tools like projectors, disc players and internet connectivity were made available. While tools like computers, film strips, and CCTV are not adequately available because their mean response is less than 2.50 which is the cutoff point. Based on the calculated weighted mean of 2.54 obtained, it showed that the respondents agreed that ICT tools are to some extent available.

Research Question 2: To what level are teachers in basic schools exposed to the use of ICT tools in the teaching of mathematics?

Table 2: Mean responses of teachers on their exposure to ICT

S/N	Items	Mean	Remarks
1.	There are functional ICT tools owned by the school Cafe.	3.13	Agreed
2.	Teachers are exposed to the use of ICT tools for mathematics teaching to the pupils.	2.41	Disagreed
3.	Teachers use a computer to teach mathematics education to pupils.	2.41	Disagreed
4.	Pupils are given opportunities to use ICT tools in the class during mathematics class.	1.96	Disagreed
5.	Training is organized for mathematics teachers on the use of ICT tools.	2.21	Disagreed
6.	Training is organized for a student on the use of ICT tools in learning mathematics.	2.09	Disagreed
Weighted Mean		2.30	

Table 2 showed the mean response obtained from the teacher on exposure to ICT tools in basic schools in Oyo state. The respondents agreed with item 1 because the mean response was 3.13 which signifies that there are functional ICT tools but disagreed with items 2- 6 because the mean responses are less than 2.5. The weighted mean signifies that teachers were not exposed to ICT tools.

Research Question 3: What are the perceived benefits of using ICT tools in the teaching of mathematics in basic schools?

Table 3: Mean response of students on benefits of ICT tools in basic schools.

S/N	Items	Mean	Remarks
1.	ICT helps in making mathematics teaching-learning more effective.	2.84	Agreed
2.	ICT enhances the quality of work of both mathematics teachers/pupils	2.88	Agreed
3.	ICT makes mathematics teachers up to date in their various disciplines.	2.81	Agreed
4.	ICT enhances the efficiency of mathematics teachers.	2.91	Agreed
5.	ICT helps mathematics teachers to share information with colleagues in other parts of the country.	2.86	Agreed
6.	ICT helps the student to share mathematics knowledge with colleagues in other parts of the country.	2.68	Agreed
Weighted Mean		2.83	

Table 3 showed the mean responses of pupils on the perceived benefits of ICT tools in basic schools of Atiba local government. The respondents agreed with all the items because none of the mean responses is below the cutoff point of 2.50 and the weighted mean is 2.83.

Research Question 4: What are the challenges facing the use of ICT tools in the teaching of mathematics in basic schools?

Table 4: Mean response of pupils on the challenges facing ICT tools in basic schools.

S/N	Items	Mean	Remarks
1.	Most basic schools lack computer literate teachers.	3.84	Agreed
2.	There is a lack of ICT / Mathematics laboratories in the schools.	3.99	Agreed
3.	Irregular power supply hinders the use of ICT tools were they available.	3.53	Agreed
4.	The cost of purchasing computers is high for schools.	3.85	Agreed
5.	There are inadequate tools like a computer to support the full application of ICT.	3.43	Agreed
6.	Lack of adequate funds hinders schools from embracing ICT.	3.65	Agreed
Weighted Mean		3.72	

Table 4 showed the mean response of pupils/teachers to the challenges facing ICT tools in basic schools of Atiba local government. The respondents agreed with all items 1-6 of table 4 because the mean responses of each item are great than the cutoff point of 2.50, which showed the grand

mean of 3.72 to indicate that the respondents agreed with the listed items as the major challenges facing ICT tools.

Discussion of Findings

From the results obtained, respondents agreed that; ICT tools such as computers, television sets, CCTV, etc. are not adequately available in basic schools. This is in line with the work of Yusuf (2015) who opined that the aforementioned tools are not adequate in the basic schools in Nigeria especially public basic schools. Teachers' level of exposure to the use of ICT in basic schools is inadequate. Most of the teachers are computer illiterate. Some that possess computer certificates have them for promotional purposes only. This result corroborates the view of Onasanya, Fakomogbon, Shehu & Soetan (2010). Otunla, Adekunle, Amuuda & Caleb (2015) are of the same view with the result that the perceived benefits of using ICT in schools include making teaching and learning more effective, and enhancing the quality of work of both teacher and pupils; helping teachers to be up-to-date, etc. The irregular power supply is a challenge facing the application of ICT in basic schools, all the schools in the sampled area lack an adequate number of computer-literate teachers.

Conclusion

The education sector of Oyo state and the country at large has no smooth running of the education system. All levels of education are plagued with a catalogue of problems ranging from underfunding to mismanagement. If the educational sector of our schools throughout the state is to maintain maximum standards, it should be provided with adequate funds, infrastructural tools in terms of modern classrooms equipped with an electronic computer systems which are connected to the internet and highly qualified personnel that can effectively, utilize these resources. Our basic school pupils should be given the best in education with modern tools which will in turn draw out the best in every student and ensure the utility of these pupils to the development of Atiba, Oyo state, and the country at large.

Recommendation

Based on the investigations carried out on the topic, the following recommendations are made:

- ICT equipment and tools for mathematics teaching should be made available to all basic schools.

- Government should encourage and put in place policies to attract international codes and nongovernmental organizations (NGOs) to invest in ICT-related projects in basic schools.
- Mathematics Teachers that are not ICT compliance should be encouraged by the basic school administrators to study further to meet up with the new demands of ICT literate teachers.
- Attention should be paid to the deforming state of tools in our basic school. Also, ICT systems and tools like laboratories should be provided in basic schools in Oyo state.

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RESTRUCTURING EDUCATIONAL GOALS FOR NATIONAL AND ECONOMIC DEVELOPMENT IN NIGERIA

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Abstract

A successful development plan includes not only creating economic policies, putting money into physical capital, or bridging the capital gap, but also creating educational curricula that are relevant to the economy and can fill the gap in economic need. Nigeria and the majority of poor nations typically fall short in this area in terms of policy relevance. Due to the emphasis on compulsory education, the rise in enrollment at all grade levels, and the proliferation of universities across the nation, national productivity and economic development remain constrained. This is because educational policies do not appear to be correlated with economic needs. A strong connection between universities and industry is necessary to create knowledge-based educational curricula in key economic sectors for research, development, and entrepreneurship. In order to do this, opportunities for institutional collaboration must be created. Additionally, needs in the private sector and labor market must be identified, as well as needs for capacity building in higher education's quality assurance, research, and leadership development. This is supported by a policy front established by this paper in education for the achievement of economic objectives.

Keywords: Education, Curriculum, Manpower, National Productivity, Restructuring.

Introduction

It is unnecessary to overstate the importance of education for economic growth and an overall rise in national productivity. The industrialized as well as the under-developed countries all over the world seemed to concur on the huge and persuasive argument to make education the bedrock of national growth. Education lays the platform for development, the cornerstone upon which economic and social well-being is constructed. It is described by Ebong (1996) as a potent tool for the advancement of society and of man. It is essential for improving social coherence and economic efficiency. It aids in lifting the poor out of poverty by boosting the worth and effectiveness of their labor. It boosts the labor force's general productivity and intellectual adaptability and assures that a nation can compete in global marketplaces that are currently

characterized by evolving technologies and manufacturing techniques. As a result, without significant investment in human capital, no nation can achieve sustainable economic progress. It encourages entrepreneurship and technology advancements while increasing productivity and creativity among people. Additionally, it is essential for ensuring social and economic progress and enhancing income distribution.

Education also helps to raise the general level of living in a society, according to Ayara (2007). Therefore, the development of a quality citizenship is likely to be linked to beneficial social transformation. Since greater earnings and a bigger national income are attracted by more education, it would seem logical that as more people get educated, the wealth of the population will increase. Additionally, national income should rise even more than the total of all the gains if there are positive externalities associated with schooling. The delegation of manpower development to the schools is the result of the growing belief in education as a catalyst for change in many emerging nations, including Nigeria. The public's awareness of the financial benefits of pursuing such education has surely aided the drive for higher education and even school education in many developing countries. This generally aligns with the notion that raising educational standards fosters economic development.

However, the paradox with this belief is that, despite the significant investment in education, there is no strong evidence of growth-promoting externalities of education in Nigeria. Instead, the expansion of education deepens social inequality and instills harmful social changes like cultism, rent seeking, sexual harassment, sorting, result racketeering, industrial disputes, brain drain, among other social vices, in the Nigerian school system and the society (Ayara, 2007). With the rising trend of unemployment brought on by a poor and inept labor population, including so-called graduates, the issue is getting worse. The focus on obtaining a university degree has resulted in the production of underprepared and half-baked graduates who cannot meet work requirements even when they are presented with opportunities. Few people who enter the public sector stay there and reduce employment. This is a factor in the Nigerian public sector's subpar performance.

According to Ajibola (2007), the issue is a curriculum-related one. The difficulties of incoherence in policy formulation and implementation are revealed by analysis of the Nigerian education sector. The definitions include the choice and arrangement of curriculum material, its application and evaluation, the creation, use, and dissemination of instructional resources, as well

as the curriculum's applicability to societal demands. As a result, all educational levels require the requirement for curricular transformation. Sometimes it seems like solutions are approaching, and other times it feels like the educational system is slipping back into a rut. The pursuit of national production may remain elusive until the educational curriculum, particularly at the university level, is modified to match workforce needs. The curriculum could be redefined or reorganized, if not in all subjects, then at least in those that directly affect the labor market. The framework of this document is established by the policy framework that guides this measure. The review of the Nigerian educational system includes evaluations of the policy, analysis, goals, content, methodology, and implementation of curricula. The report offers suggestions for additional tactics that will aid in the restructuring of the current curriculum to accommodate economic needs. It comes to the conclusion that in order to increase national production, the educational curriculum must be structured around meeting labor market demands.

Restructuring Education in Nigeria in the 21st Century

The unemployment rate in the nation is rising. Our educational system was originally designed to prepare students for white-collar jobs. Our educational program does not strike a balance between theoretical instruction and the development of independent living skills. Teachers and those who create policies must make sure that the general course materials and curricula, in particular at all educational levels, are designed to fulfill our demands as a developing country. All educational levels should therefore equip students with practical knowledge and skills for a productive existence and for contributing to society progress in light of the present social and economic reforms (Ogakwu, 2011).

It is crucial to note that the stakeholders have made substantial contributions to the reform process. Nigeria has indicated that it will start the process of restructuring its educational system. The Federal Ministry of Education's report from the International Conference of Education (FME, 2008) in Geneva is particularly noteworthy since a member of the writing team described the reform process taking place in the educational system there. It is important to emphasize the need for a clear starting point when examining the reform process outlined in this report and comparing it to that of other developed and developing countries. It is important to emphasize the need for a clear starting point when analyzing the reform process described in this report and comparing it to that of other developed and developing countries. This starting point must take into account the fact that education reform can take many different directions and must

take into account the abilities of our graduating students at each curricula level—elementary, secondary, and tertiary—in order to be effective. We must also consider how these expectations compared to what the workforce of the twenty-first century needs. Do our content or discipline, curriculum design, and development reflect any abilities that encourage entrepreneurial qualities? How globally savvy are our federal, state, and local policymakers when choosing and allocating funds for training and curricular support? In response to the questions raised, one can argue that many changes can be made to the educational system in Nigeria, or any other school system for that matter. According to research, it may manifest as the addition of new curriculum, new assessment techniques, a change in leadership, changes to teacher preparation programs, language policies, co-curricular emphasis, or even administrative issues (Koh, 2004 in Ogakwu, 2011:21).

The Nigerian Educational Sector

Between the 1950s and 1990s, Nigerian society placed such a high value on education that in some circles, it was considered a goal in and of itself. This is due to the perception that education may be used to comprehend, regulate, transform, and restructure the human environment in order to improve and maintain quality of life (CBN, 2000:98). The significant initial investment and high ongoing costs associated with education are frequently explained as investments in the future. It was widely acknowledged that education holds the key to the socioeconomic and political revolution that the Nigerian population desired. It is the best tool for achieving universal freedom and a better quality of life (Taiwo, 1996:120). This suggests liberation from ailment, from deprivation, and from repression. Nigeria hopes for an informed voter and populace to help her achieve her goals of independence and wealth (Ayara, 2007).

The government has made significant efforts to advance education in the nation both before and after independence out of concern (at the federal, state and local level). Public takeover of grant-in-aid schools in states and the launch of the national scheme for Universal Primary Education (UPE) were two such monumental steps in the Nigerian education policy thrust, but they were not sustained due to frequent changes in the socioeconomic and political conditions in the country. The Peoples Democratic Party-led current civilian government has made an effort to resurrect the 1976 education policy's universal education principle under a new name: universal basic education (UBE). However, it is important to highlight that while UBE led

to higher enrolment, the government's commitment could not support the policy initiative as a result of the reintroduction of tuition.

According to the Federal Ministry of Education (2003), the years 1978 to 1999 were a bad time for Nigeria's educational system because of a recurrence of instability, management budgetary shortcomings, and the general economic downturn of the 1980s. As a result, the expansion of primary school education after 1986 was thwarted, and this was followed by the negative effects of frequently unpaid teacher salaries, the deterioration of educational facilities and infrastructure at all levels, and the consequent regular strikes that continue to this day across all levels of the Nigerian educational system. Poor financial investment is the primary cause of the issues in Nigeria's education industry. This was supported by the Central Bank of Nigeria's work from 2000, which asserted that insufficient funding had plagued the educational system to the point where budgetary allotments had been extremely low in comparison to others. In addition, the federal government's budget for the years 1992 to 1996 allocated between 0.6 and 9.0 percent for recurrent expenses and 1.0 to 2.8 percent for capital expenditures to education. In the National Economic Empowerment Development Strategies (NEEDS) Programme, the Nigerian government acknowledged that one of the major problems facing the nation's educational institutions was a lack of money, making the issue of educational expenditures fairly clear.

Another issue that has worked against 21st-century educational programs is inadequate finance for education. Education should account for around 26% of the nation's annual budget, according to the United Nations International Children's Emergency Fund (UNICEF). This is due to the fact that all advancement revolves around knowledge. In 2008, when 8 percent of the national budget was allocated to education, it reached its greatest level. To pay employees, furnish and maintain equipment or facilities, you need money. The brightest minds the nation has produced are consistently lost to more developed nations where education is properly sponsored (Ogakwu, 2011).

Beyond the issue of insufficient money, which has always existed and may continue to do so, there is another area of worry that, despite being frequently overlooked, is a key factor in determining the return on investment in education. The curriculum is as follows.

The curriculum, simply said, is a succinct written summary of one's past history, including education and many other endeavors. The development of curricula and programs,

novel methods of teaching and learning, frequently coupled with the introduction of new educational technologies, and quality assurance are among the innovations mentioned under this category. As a result, innovations fall under the relevance category. As previously mentioned, curriculum innovations now frequently take the form of new programs. Every national setting has a different method for creating the curriculum. It is a complex result of the viewpoints and recommendations made by significant stakeholders for the demands and needs of society. There are no "successful" global role models to imitate. Many curriculum innovations include a focus on a certain subject and the usage of the core knowledge curriculum, wherein basic factual information is taught before any abstract concepts, focusing students' attention on the mastery of the fundamentals (Ajibola, 2008).

Soon after Nigeria's independence from colonial authority in 1960, the issues with curricula became apparent. In particular, the curriculum being taught in the schools was being reexamined by educators and educational planners by the middle of the 1960s. The issue is whether Nigeria's educational system has been able to stimulate the nation's socioeconomic needs left behind by the colonial overlords. The fundamental problem with the educational system, particularly with regard to the curriculum framework, has been the non-directional policy issue. We have already experienced the emergence of more than three distinct systems as a result of constant policy changes. Abandoning policy in the middle of it has become customary. It is impossible to overstate the impact of this policy somersault.

With societal changes, there have been a lot of innovations in the Nigerian educational philosophy and policies to meet changing needs. The provision for a core curriculum (or core subjects) and optional curriculum (or elective subjects) is also a significant change. The aims of these changes are to guarantee an all-round education for learners, and to bring some degree of diversity into curriculum development. In this, the tertiary institutions seem to share.

The Nigerian Educational Sector and Manpower Need: Theoretical Perspective

The Science Teachers' Association of Nigeria (STAN) has worked hard to translate national and educational objectives into curricula and teaching objectives by creating curricula that will assist people in developing cognition, process skills, and scientific attitudes that will allow them to think critically, manage and use resources, effectively adapt to their environment, assume responsibility, and fulfill domestic. In order to find flaws and come up with novel solutions, STAN has continued to critique the scientific education curriculum. To this end,

STAN has focused its efforts on the innovation and renovation of science curricula, especially at the primary and secondary education levels (Ajibola, 2008). Systematic investment in human capital was not seen as particularly vital in any nation before the nineteenth century. The amount spent on education, on-the-job training, and other such investments was quite low. With the application of science to the creation of new objectives and more effective manufacturing techniques, initially in Great Britain and then progressively in other nations, this started to change drastically during this century.

Education, skill development, and knowledge accumulation have emerged as key factors of an individual's and a country's production over the 20th century. In fact, the 20th century can be referred to as "the Human Capital" because the majority of a nation's population's health, education, and skill development and utilization success is what determines that nation's standard of living. In the Middle East, basic education access has increased dramatically over the past few decades. Many nations are currently poised to dramatically raise the quality of education provided at all levels and expand access to secondary and higher education. As more students complete their basic education, there is a corresponding rise in demand for higher education. Whether or not women are employed outside the home, investing in the education of girls and women is perhaps the most worthwhile endeavor a developing nation can undertake. It benefits families in a variety of ways, including better family nutrition and health, more space between births, decreased newborn and child mortality, and higher educational achievement for kids. Middle Eastern nations are becoming more and more integrated into global marketplaces for manufactured goods. The superior human capital they bring to the competition will determine their capacity to compete in these markets and in the globalizing service markets. New curricula, enhanced teacher preparation programs, and educational techniques that foster higher order cognitive skills will be required to ensure that all citizens are educated and numerate, that many have a wide range of problem solving skills beyond the basic level, and that some have world-class professional skills.

Without significant investments in human capital, no nation has ever experienced continuous economic growth. Basic education, research, training, learning-by-doing, and aptitude development have all been linked to significant returns in previous studies. It concerns how education is distributed. In most nations, having unequal educational opportunities leads to lower per capita income. Additionally, adjusting for the distribution of human capital and using

functional form specifications that are consistent with the asset allocation model affect how average education affects per capita income, while failing to do so results in negligible or even adverse effects of average education. If people cannot use their education in competitive and open marketplaces, investing in human capital will have minimal effect on growth. The opportunities for leveraging education and skills are greater as these markets grow and become more competitive.

Therefore, it is evident that a country's educational system plays a significant role in determining the composition and development of its output and exports. It also plays a crucial role in a system's ability to efficiently borrow foreign technology. For instance, health and nutrition, primary and secondary education, and vocational education all increase the productivity of workers, both in rural and urban areas; tertiary education supports the development of basic science, the appropriate selection of technology imports, as well as the domestic adaptation and development of technologies; secondary and tertiary education also represent critical elements in the development of the workforce. These links are further clarified by empirical evidence at both the micro and macro levels. Numerous studies show that, on a micro level, years of further education lead to gains in incomes, with the rate of return fluctuating with high level of education. The benefits of primary education typically outweigh those of secondary and university education.

Evidence from farmers who use modern technologies indicates that education has a favorable impact on productivity, whereas traditional farmers, as could be predicted, see less of a benefit. Farmers in Thailand who had four or more years of education were three times more likely to use fertilizer and other modern inputs than farmers who had fewer years of education (Birdsall, 1993: 75-79). Similar results were seen in Nepal, where having completed at least seven years of education enhanced productivity in both rice and wheat by 13% and over 25%, respectively (Jamison & Moock, 1994).

Technology capability and technical change in industry are both significantly influenced by education. For instance, statistical examination of Sri Lanka's engineering and apparel industries revealed a favorable relationship between worker and entrepreneur skill levels and the firm's pace of technical progress (Deraniyagala, 1995). Of course, education cannot completely change the economy. The other crucial factors affecting economic performance are the volume and quality of both local and foreign investment, as well as the general political climate.

However, these characteristics are also influenced by the state of human development. The education of managers and policymakers will undoubtedly have an impact on the effectiveness of investment decisions. In addition, a system's ability to attract both domestic and international investment is likely to increase when its human capital supply is abundant.

Even "unskilled" employees in a contemporary factory are said to typically require the literacy, numeracy, and discipline learned in primary and lower secondary school (Wood, 1994). There are a significant number of college and university graduates in Nigeria and the majority of emerging countries, many of whom have advanced degrees. Sadly, the intellectual abilities that are taught at local colleges and universities do not correspond well to the practical talents that the business sector requires. A growing number of underemployed, disgruntled adolescents are a result of the mismatch between skills taught and skills required by the private sector.

The transition economies where the majority of the Nigerian labor force is located show the greatest delays in reorganizing education institutions to keep up with economic structures. Growth can be hampered by undermining this, but timely change can benefit the economy by increasing both public and private sector productivity. Ajibola (2007) had earlier suggested that there is an urgent need for curriculum renovation that is child-centered, practical, and rapid in reviving and revitalizing hope and desire for acquisition of broad-based information that is worthy in a learner. The curriculum should incorporate techniques that will support learners' capacity for self-discovery and creative problem-solving. The two characteristics that curriculum development in Nigeria now requires are quality and relevance.

The curriculum should incorporate techniques that will support learners' capacity for self-discovery and creative problem-solving. The two characteristics that curriculum development in Nigeria presently need are quality and relevance. The development of flexible curriculum models and educational policies that place an emphasis on interdisciplinary courses, open-ended systems, intergenerational and interprofessional relationships, multiculturalism, and sustainability are also necessary changes and innovations for the school system in our globalized environment. The primary goals of Nigerian education should be the need for a paradigm shift away from theoretical learning and paper certification toward the actual application of information needed for future employment and the development of skills for self-employment. The interdisciplinary approach to curriculum should be used by curriculum designers, particularly at the primary and junior secondary school levels. By relying on the comprehension

and use of new technologies, emphasis should be placed on the changing requirements of society. Finally, the teachers or instructors now hired by the government must undergo further training in order to teach the new body of knowledge at all levels of education. Additionally, in fields where there are currently no qualified Nigerians available, fresh experts must be trained domestically or overseas, and some must be hired from abroad. The report proposes a policy thrust below, focusing in particular on manpower, power need, and economic development.

Education for the attainment Economic Objective

If there is no correlation between the school curriculum, particularly at the tertiary level, and labor need, education, as the key to expanding human capital and economic efficiency, may not fulfill its goal. If a significant portion of school graduates lack the necessary skills to fill open positions, it will be challenging for a nation to increase production through education. The main purpose of education is to produce the workforce; this workforce must be capable of addressing the pressing problems that our nation is currently facing. As a result, courses and content in education must be current. Every academic discipline can use this. The requirement to add a one-year ATTACHMENT SCHEME to each university degree-awarding program is the basis of a policy framework created to accomplish this.

Most of our young people with college degrees are unemployed. Due to poor technical proficiency on the job, some people who were once employed are now underemployed. Many people do not have access to vertical or horizontal career mobility, live in economically impoverished urban and rural locations, and find that few degrees are useful in their chosen fields of employment. The necessity of acquiring practical skills in academic subjects before graduating to enter the workforce informs the policy. The four cardinal aims further reinforce the policy framework.

1. It will help the young graduate acquire specific training and to develop a healthy attitude towards honest labour, especially within the discipline of choice.
2. To understand, appreciate and promote organizational objective. The process is strategic to the extent that organizational goals are well defined goals and targets whose attainments are time-bound. It is dynamic, responsive and result oriented; continually evolving to address emerging challenges as well as proactive. It is further an effective monitoring system to that necessary improvements in the process. In it all, the objective of capacity building is achieved in the mind of the young school graduate to be.

3. From, the above objective, a sense of self reliance, competence and the ability to become self employed is developed. Instead of hang out for employment opportunities were there are none, within this skill developed, an individual can get on something and become self employed.

4. Finally, to help create an appropriate balance and critical mass of human resource base and providing an enabling environment for all individuals to be fully engaged and contribute, to national development efforts. It involves providing opportunities for all citizens to develop to their fullest potentials through education, training and motivation as well as creating the enabling environment for everyone to participate fully in rational development.

Recommendations

The following suggestions were presented in order to rebuild Nigeria's educational system for the 21st century so as to suit Nigeria's demands as a knowledge-based economy:

- Create and fund standardized, aligned professional development programs that will educate and keep students in school while strategically addressing the needs of teaching and learning in a knowledge-based economy.
- Establish technological infrastructure and resources for research centers of excellence that promote multidisciplinary study of the best practices.
- Encourage access to information management systems, including the hardware and software necessary to satisfy the generation of students' learning needs.
- Support regional research and development facilities with money and staff so they can integrate entrepreneurial education into all levels of the curriculum.
- The UNICEF's suggestion that 26% of the annual budget go toward education should be scrupulously followed.
- Resources are needed to buy the facilities that are required to promote mastery and competency in entrepreneurial abilities.
- The government and private citizens should share responsibilities for funding education.
- The National Universities Commission's (NUC) curriculum should incorporate entrepreneurship education to prevent universities from admitting more students than they can accommodate. To ensure a standard, the enrollment of pupils should outpace the available facilities.

Conclusion

The university must become a key tool for Africa's development in the twenty-first century, according to a lecture by the former UN Secretary General Kofi Annan. Universities can support the growth of African expertise, improve the analysis of African issues, support national institutions, serve as a role model for the application of good governance, conflict resolution, and respect for human rights, and give African academics the opportunity to actively participate in the global community of scholars. This is accurate, and we can do it by ensuring that our educational system fosters the development of graduates who are well-educated, skilled, and resourceful.

Economic development cannot happen without high-quality education. Without a strong education, no economic development is conceivable. A well-rounded educational system fosters not only productivity but also economic growth and increases per-capita income. At the micro level of a single household, its influence is perceptible. Nigeria and other developing countries heavily rely on education to bring solutions to their problems, particularly their economic challenges, but in order to accomplish this goal, a robust educational framework with functional curriculum must be built.

High-quality education is a necessity for economic prosperity. Economic development is impossible without a robust education. A comprehensive educational system promotes economic growth, productivity, and per-capita income. Its impact can be felt at the micro level in a single family. Nigeria and other emerging nations rely largely on education to find solutions to their issues, especially their economic difficulties, but in order to achieve this goal, a strong educational framework with useful curricula must be developed.

The number of students enrolled in our educational institutions has significantly increased in the twenty-first century, but there hasn't been a comparable increase in facilities to accommodate the population growth. The majority of educational institutions admit many more students than they can accommodate. Pluto is exerting pressure on the available material and human resources. In light of this, the author believes that the educational system in Nigeria needs to be reorganized in order to meet the challenges of the new millennium.

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EXAMINING THE CHALLENGES IN THE TEACHING OF USE OF ENGLISH IN INCLUSIVE EDUCATION IN A GLOBALISING WORLD

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Abstract

Teaching English as a foundation course in our tertiary institutions can be cumbersome and tasking. The use of English is a core course taught in almost all tertiary institutions in Nigeria. The use of English refers to the conventional English language programme taught to new entrants in tertiary institutions. However, the course is bedecked with many challenges. This paper therefore examined these challenges by looking at English and the concept of global language, challenges of globalization, problems faced in teaching the use of English and proffers appropriate solutions to the challenges.

Key words: Use of English, Challenges, Teaching, Globalizing and Inclusive Education.

Introduction

With the increasing status of English in this period of globalization, English has become an important tool without which it is impossible to open the door of many opportunities that are available to us. The dominant position of the English language, its features and lubricants as a globalization technology in the new world order and the domineering position of the English language speak of its global indispensability. To participate in the global world, nations, institutions, groups and individuals have to prove that they qualify. The competence in the English language, and other criteria like requisite training and Information and communication technology (ICT) literacy, are somewhat linked to English proficiency. It is important to be proficient in it in order to meet up with the demands it requires to achieve one's aims in life. English is an international language. It is widely used in all the countries of the world. In fact, to make the best use of globalization, one has to be able to speak English.

English is thus becoming the world's lingua franca, despite spirited fight by other international languages and efforts being made to preserve local languages, and there are local

languages that impede the mastery of English language. The most pressing issue in our education system is to correct the falling standard of the language by teaching it adequately in schools. This is because low – level English proficiency in Nigeria is depriving us access to knowledge in hard and digital forms, even as globalization poses challenges to the teaching of use of English. English proficiency is important in a knowledge – based world because English is the major language of science and technology, which drive development Yen (2008). Graddol (2000) opines that English is the language of trade and computer and is increasingly a necessity for job placements.

For some nations, English is their first and native language while some have it as their second and official language. In Nigeria, for example, it serves as a second and official language. As an official language, it is used as language of commerce, law, mass media, administration, medium of instruction in schools etc. The use of English programme has been established in our tertiary institutions so as to improve the status of the language in the country.

English is now the world’s most important language and it is estimated to be spoken by one in five of the world’s population. It is the language of international commerce, popular culture, and the internet and holds an unassailable position among the world’s major languages not in terms of the number of speakers but in terms of domain of use and international spread.

English is spoken not only as a first language in the United Kingdom, the United State of America, Australia and New Zealand, Canada, but also by over one million people in Trinidad and Tobago, over three million in the Irish Republic, over two million in Jamaica etc (Crystal, 1997; Adetugbo, 2000:4). Though, English is seen as a global language, the fact remains that some factors are responsible for this growth and spread of English. It is enumerated in the National Teachers’ Institute English language that some of the factors responsible for the growth of English include: Economic motivation, political motivation, the slave trade and Science and Technology (NTI, 2000).

English and the Concept of the Global Language

English now assumes the position of the global language. Globalization is the opening up of various parts of the world to external influence. It is the breaking down of natural boundaries to influence commerce, technology, culture, finance and language. The concept has to do with interdependence and increasing interaction among people of diverse background and languages. Globalization exposes one to new ideas and products and new ways of doing things in the

international scene. Globalization may also mean the transformation of the relationship among states and institutions, the universalization of certain practices, the global restructuring of the recent decade since the dissolution of the Soviet Union or indeed the structure of the liberal capitalist relations (Adetugbo, 2006). He further asserts that while one might be justified in claiming that the term “globalization” started with the establishment of the League of Nations and subsequently the United Nations Organization, the word was late in coming to the English language.

The Challenges of Globalization

Globalization has penetrated even the remote parts of the world. Tierney (2004) defines it as ‘a social process where the nation - state as a unit of economic, political, and cultural analysis becomes less important, or even irrelevant, and in its place are borderless worldwide social relations’. He notes that new markets bypass national boundaries, technology frees data and information from being tied to geography or time and globalization engenders intermingling of cultures and “deterritorialisation becomes an effect and a stimulus of globalization” (Tierney, 2004).

In the union between English and globalization, globalization promotes the learning of English, and English proficiency increases the features of globalization e.g. Labour mobility. Yen (2008) observes that the effect of globalization such as access to better jobs has become the driving force for the increased and intensified learning of English, a situation engendering educational inequality – those who can afford the kind of language skills demanded look beyond the public education system for the English language teaching that is likely to meet desired level of proficiency (Tierney, 2004; Bruton, 2009). English is important in the growth and spread of business worldwide. Qualified workforce plus English – proficiency are favoured over those without English by some companies. Nigeria seems to be low on both English – proficiency and in attracting multinational corporations to the country interactions and operations in a networked world are knowledge – based and are facilitated by ICT and communication in English. Additionally, language is important to the acquisition of ICT skills since the technology is denominated in the English language. Communication on the internet is mainly in English, making English – proficiency relevant in accessing information and data personal development and advancement and for normal living. Thus, lack of language of communication disempowers the less privileged (Charles, 2006).

The English proficiency that can enable one to participate in a globalized world is learnt basically in formal settings and by implication, formal education provides the setting for the learning of English, which in many cases is also the medium for gaining knowledge for the enhancement of the quality of life. According to Lazero and Medalla (2004), “English in this era of globalization will increase the capacity of people to communicate and exchange ideas and goods across borders. The English language skill has become a necessity for establishing linkages with the rest of the world in international trade, economic development and even in the use of new technology”. With much attention paid to the teaching of English, Nigeria needs to get on top of language learning inadequacies in the education system and also look into expanding English programme to cater adequately for socio – cultural interaction across borders with and beyond Nigeria for language learners to become language users able to cope with the speed of development of events in the world.

The concept of Inclusive Education

The term inclusive education has become synonymous with Special Education but a review of the world situation suggests that the definition of inclusive education must be broadened to address not only the needs of those who fall within the different classifications of children with special educational needs but also those who are disenfranchised for any reason. Osuorji, (2011) defines Inclusive education as a system whereby children with special needs receive their education at a school in mainstream classes. Inclusive education is a child-focused approach to education that takes into account children’s abilities, potentials and diverse needs. Inclusive education programmes must be addressed to meet the special educational needs of children with disabilities in the regular classroom settings. This approach to education calls for all stakeholders to develop creative strategies that cater for the needs of children with special needs.

Who Then Are Special Needs Children?

The National Policy on Education (2004) refers to handicapped (people with special needs) as those who are unable to cope with normal school classroom organization and methods in the sense that such individuals have learning difficulties. The policy statement on education further attempts to identify various handicapping conditions such as, visually impaired, hearing impaired, mentally retarded, learning disabled, gifted and talented, emotionally disturbed, socially maladjusted, physically handicapped to mention a few. Again, children with special needs are categories of people that have problem of coping with learning in a normal class. They

are exceptional children who for a variety of reasons are not able to function at the level of majority in the society.

Inclusive education is holistic to teaching and learning. For inclusive education to be successful and sustainable, it must be addressed by all stakeholders. Garuba, (2010) listed stakeholders which includes: Federal Ministry of Education, Universal Basic Education Commission, States Ministry of education, States Universal Basic Education Board, Special Educators, the Schools, the Universities, the Communities, the Parents, the children with special needs, The relevant NGOs, the professional bodies. He further stated that each of the stakeholders has specific roles to play in ensuring that inclusion becomes real and is implemented to success.

Problems of Teaching the Use of English in inclusive Education

In actual sense, English language as a course of study is faced with many challenges in its teaching and learning. Some of these problems are:

Problems Inherent in English Language Itself

This is a major challenge in the teaching and learning of English generally. In Nigeria, English is a second language (L2) and has its own features or characteristics which make its learning and teaching very difficult. Second language is a technical representation of the functional position of that language rather than its position in sequential order of acquisition (Onuigbo & Eyisi, 2009).

The problems include interference which comes as a result of language contact or Mother Tongue interference. This problem is obvious in phonology, vocabulary, syntax and semantics. This is one of the reasons why students who do not have English as the major course shy away from the use of English.

Lack of Experts in the Course

The use of English is becoming an aspect of English language and as such qualified teachers should be allowed to handle it. The issue of non – graduates of English teaching the use of English is a great problem. Experts should be trained in English for Specific Purposes (ESP) to handle the course. There should be a reorganization of the course and the teachers. The learner's need for the English language should be the ultimate. The learners should be taught to the extent that they should be familiar with the registers of different fields and disciplines. The learners are not adequately trained and equipped to meet their job challenges and this has caused

a lot of problems in many organizations as some professionals cry over lack of communicative competence among our graduates.

Also some lecturers are not competent enough to handle the use of English. They need to be taught certain topics before they can go to teach students. Moreover, some are neither ready to invest in the purchase of books and journals nor in conference attendance. Rather, they prefer to cover up the deficiencies, they encourage fraudulent activities among students in the hope of presenting excellent performances where none exists.

Lack of Electronic Teachings

The problem of electronic teaching is one of the major challenges that the use of English in Nigerian tertiary institutions face. With the advent of computer, much emphasis is on the use of computer in educational institutions. With the importance of computer in teaching, the use of English is not left out, since the use of English has been learner – centered, it can lead to effective teaching and learning because teachers will be in a position to recognize and pay attention to differences in learners. Also students stand the chance of receiving accurate information, access information and obtain immediate feedback. The teacher can also monitor the student’s progress. The use of computer though a teaching – learning facility is still a dream. Computers are still out of reach of many students in the use of English course.

Lack of textbooks

Lack of textbooks has compounded the problem of teaching and learning of use of English in all tertiary institutions. Where the textbooks are available they are out dated. Most students depend on lecture notes only because of lack of relevant textbooks. Many of them find it difficult to take lecture notes. Their lecture notes are full of spelling and grammatical errors which are indicative of the poor language background of the students (Ayodele, 2004).

Problem of Large Classes

The use of English class is generally overpopulated. It is common to have a class of about two to three hundred students. Some of these students may never get sitting space inside the classroom throughout the course duration let alone paying adequate attention to the lecturer. In such a situation, it is a near impossibility to attend individually to students while teaching or afterwards. Yet language teaching requires drills through both oral and written exercises. The situation does not give the teacher the opportunity to attend to the students individually. Also

when written work is given, it is always a difficult task to mark all and call each student to explain where they went wrong.

Lack of Facilities

Many of our tertiary institutions lack large halls that can accommodate the large number of students. In places where it exists, functional effective public address systems are lacking. Teaching them becomes an onerous and rather frustrating task to the lecturer who shouts himself hoarse in the bid to communicate. The result is that he will be limited to the action zone of the class. Meanwhile students at the bad region may get bored straining their ears. It is equally a futile exercise dictating or writing on the chalk board where there are no projectors or screens. Besides all these, it is a myth to hear of students of the use of English ever being exposed to language laboratories.

Time Factor

The non – communicative competence of our undergraduates necessitates the declaration of state of emergency in that regard. Sadly, the use of English is a mere one year course in most tertiary institutions in Nigeria. The National Board for Technical Education (NBTE) has been more realistic about this in that its curriculum provides for the use of English and communication skills all through the duration of National Diploma and Higher Diploma programmes. However, in teaching the course, there are many loop – holes in the students’ response which takes a long time to fill up. Therefore, the two hour credit load allotted per semester is grossly inadequate, yet NBTE’s rigidity in enforcing compliance with the curriculum almost makes it impossible to create extra time. With all these problems, one can unequivocally conclude that lectures are neither student nor lecturer – friendly.

Conclusion

There is no doubt that teachers need to do a lot for themselves in any effort to improve the teaching of the use of English in Nigeria. Equally, individual efforts will yield little where the system has a tendency to frustrate honest efforts. It is imperative that the government makes its aims, objectives, goals and policies in line with world trends. In addition, teachers should be motivated to appreciate the extra effort they are being asked to make. The environment should be friendly and words should be backed up with actions that have taken all factors into consideration.

We know that globalization is an integrating process and English is a tool to accessing knowledge and job placements worldwide, and as such it will be a disadvantage if other countries learning English as a foreign language should overtake Nigeria in the world situation when English is not just a second language, an official language but also the unifying language and a language of integration as a result of the multi – lingual nature of the country.

Recommendations

The classroom is not adequate for learning English even though it is the only point most Nigeria and students have access to learning the language. The students should be encouraged to indulge in analyzing the English spoken in their environment in order to benefit from good models and avoid the mistakes in poor ones and also explore areas available outside the classrooms for studying English.

The students should be able to overcome prevalent unsavoury English usages within Nigeria. The teacher has to sieve through materials as well as be able to determine sources of errors in learners' production.

The students should be empowered to be responsible for their own learning and also the teachers should be empowered also to be able to reflect on practice, discover what learners need to be able to develop, try out innovative approaches to do things.

In addition, knowing the effects of electronic teaching especially the use of computer in the teaching – learning process, it is suggested that adequate facilities, computer inclusive be supplied to all tertiary institutions. This will help the teaching of all the use of English courses especially in an inclusive education. The teachers and the students should make use of web resources. Several teacher and learner resources are abound on the internet which can make tremendous impact on use of English if exploited. There is need for computer literacy and establishment of a lively website for Nigerian teachers. An ongoing radio programme for teachers is good initiatives that can help teachers improve professionally, especially if care is taken not to speak above the heads. Teachers should be encouraged to use computers and internet in ways conducive to our unique environment. It will expose and link them to materials and resources available on the web.

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IMPACT OF SERVICE PROVISION ON EFFECTIVE INCLUSION OF PUPILS WITH INTELLECTUAL DISABILITY IN BASIC SCHOOL FOR SPECIAL NEEDS, DURBAR, OYO

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Abstract

The study investigated the impact of service provision on effective inclusion of pupils with intellectual disability in Basic School for Special Needs, Durbar, Oyo. The researcher adopted the survey research design where 43 participants were randomly selected (23 academic staff, 10 non-academic staffs and 10 caregivers). Three hypotheses were tested at 0.05 significant while the questionnaire was used to get the response of the participants while t-test was used to test the significant of differences. Results showed that there was a significant difference between the response of academic staff about existing provisions and services and the response of caregivers because the t-calculated value was greater than t-critical values ($t\text{-Cal}=3.826 > t\text{-Crit}=1.960$), ($P<0.05$) and mean difference shows that teachers have higher mean value of 48.64 than caregivers mean value of 46.21. It was observed that teachers have higher mean value of 31.05 than caregivers mean value of 28.34 as t-calculated value was greater than t-critical values ($t\text{-Cal}=5.930 > t\text{-Crit}=1.960$), ($P<0.05$). It is recommended that Government at all levels should ensure full implementation of the earlier passed Disability Bill through adequate funding for service delivery to the special needs persons in Nigeria.

Key words: Service delivery, Inclusion of persons with special needs, pupils with intellectual disability

Introduction

Placement of the child in a regular classroom is synonymous with inclusive practice. This means the child is a bona fide member of the regular school system and has all his education in an ordinary classroom (Moore, 2009). For children with special needs, inclusion denotes full time attendance in an ordinary school with the necessary support and special services that the

child may require. For children with Intellectual Disability (ID), inclusion would mean that they be educated within the same system as their regular peers. Much of the philosophical rationale for inclusion comes from the principles of normalisation. Normalisation dictates that both the means and the ends of education for people with disabilities should be as normal as possible (Hallahan and Kauffman, 2014).

Meeting the special needs of pupils with ID at the basic schools remains a formidable task to both regular and special education teachers. At the elementary /primary level, teachers are faced with the task of helping the youngsters with ID acquire basic tool/skills in language, explore careers and develop independent work skills and numerous other skills. While at the secondary and tertiary levels, teachers are faced with the task of helping the educable learners acquire academic contents, vocational skills and life management skills (Ojile, 2006). Therefore to meet the educational needs of the pupils with ID in the inclusive school setting, teachers must develop strategies and techniques that will enable them alter the type and amount of instruction offered.

In other to succeed in the regular school setting, Liu and Hong (2007) posited that pupils with ID have a wide range of needs and school varying demands concerning the types of resources available. Hence, the needs and the resources must be examined, taking into consideration individual differences of the pupils, broader aim of education, the purpose of schools, the nature of the curriculum, and approaches to assessment as well as schools' accommodation to diversity. The United Nations Universal Declaration on Education for All and the Jomtien Conference (2010) declared that all children with special needs should be exposed to or should have access to national curriculum of each State.

UNESCO (2008) spells out that education of learners with disabilities should be recognized as a primary means of gaining independence, citizenship rights, appropriate economic power and self-employment. The other concern is that all educational needs and necessary provisions and services should be provided through the national curriculum and it should include set of method, and activities or experiences to be covered at a given period (Ewa, 2006). UNESCO (2008) also emphasizes on curriculum that provides learning throughout life and stoutly frowns at those which reflects age and gender. It is believed that the right to education and the right to learn throughout life is a necessity since every child is afforded the right to read and write. In addition, every child has the right to have access to appropriate resources for developing and practicing individual competency. They believe in a curriculum that enables one to become an independent educated and contributing citizen of one's community (UNESCO, 2008).

Recent developments in literature have shown how education is taking shape in increasingly complex environments, which affects the way modern education systems is governed (Obi 2013, Najjingo 2009 and Eleweke, 2008). Complex systems are characterized by new structures and new behaviours that emerge, thanks to the interactions between "multiple actors. The number and type of actors that get involved with education policy have grown. Regional and local administrators, school representatives, principals, teachers, parents and other actors are keen to defend their own vision of education, based on deeply-rooted and largely personal belief systems. These actors engage in heated political debates about what priorities to give to education, and take initiatives to bring new policies into schools. It is against this background information that the researcher intends to investigate impact of service provision on

effective inclusion of pupils with Intellectual Disability in school for Special Needs, Durbar, Oyo State, Nigeria.

Statement of the problem

Meeting the needs of the students with Intellectual Disability (ID) in inclusive settings continue to be a formidable task to regular, special education teachers and watchers. At the elementary /primary level, teachers are faced with the task of helping the youngsters with ID acquire basic tool/skills in language, explore careers and develop independent work skills and numerous other skills. While at the secondary and tertiary levels, teachers are faced with the task of guiding students acquire academic contents, vocational skills and life management skills. The rationale for inclusive practices and educating the students with ID is that, each child irrespective of his/her uniqueness or disability status, ought to be given appropriate opportunity to be educated in order to earn a living and contribute to the development of self in particular and the society in general. But presently in Nigeria, inclusive practices still remain in the realm of theory as interactions within social groups that differentiate inclusion from integration mostly being practiced at almost all citadels of learning who all claim to be practicing inclusion but still have their educational activities revolving around integration approach. One of the greatest challenges facing individuals with ID in the society throughout the world is exclusion from participation in economic, social, political and cultural life of the community. Furthermore, basic necessities require to successfully included students with ID for inclusive practices are non existence in many schools. Hence the researcher is challenged to carry out this study seeking answer to myriad of problems and investigate the different models of service provisions for the students with ID necessary for inclusion.

Purpose of the study

The main purpose was to investigate the impact of service provision on effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

. The study was also poised at ascertaining:

1. The extent on-the-job/in-service teacher training influences effective inclusion of the pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.
2. The extent government commitment to the course of inclusion significantly influences effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.
3. The extent availability of the supportive staffs to enhances the effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

Research Hypotheses:

For the research work to serve the purpose for which it was conceived, the researcher formulated three null research hypotheses to guide the study:

HO 1: There is no significant relationship between on-the-job/in-service teacher training and effective inclusion of the pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

HO 2: There is no significant relationship between government commitment to the course of inclusion and effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

HO 3: There is no significant relationship between availability of the supportive staffs and effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

Procedures

For the purpose of this study/work, the researcher adopted the survey research design which is an aspect of the non experimental quantitative research, where the researcher has no direct influence or able to manipulate or control any factor or phenomenon that may influence the subject behaviour or performance. The population of the study comprised school academic, non academic staffs and caregivers. The sample comprised 23 academic staff, 10 non-academic staffs and 10 caregivers making it a total 43 participants. A purposive sampling technique was employed to select the school while simple random sampling was used to select the participants. The questionnaire was used to get the response of the participants while t-test was used to test the significant of difference.

HO1: There is no significant relationship between special and regular on-the-job/in-service teacher training and effective inclusion of the pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

Table 1

Variable	Group	N	Mean	SD	df.	t-Cal	t-Crit	P
In-service training	Special Teacher	23	48.64	9.20	41	3.826	1.960	0.000(p<0.05)
	Regular Teacher	10	26.21	5.71				
	Total	33						

Table 1 reveals significant no relationship between the response of on the job/in-service special and regular teachers on the effective inclusion of pupils with ID. It was observed that the t-Calculated value was greater than t-Critical values ($t\text{-Cal}=3.826 > t\text{-Crit}=1.960$), ($P<0.05$).

There was a significant difference. Also the mean difference shows that special teachers have

higher mean value of 48.64 than regular teachers mean value of 26.21. Therefore, it could be concluded that there is a significant relationship. The hypothesis is hereby **accepted**.

HO2: There is no significant relationship between government commitment to the course of inclusion and effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo State, Nigeria.

Table 2

Variable	Group	N	Mean	SD	df.	t-Cal	t-Crit	P
Government commitment to the course of inclusion	Academic staffs	23	31.05	4.75	41	5.930	1.960	0.000(p<0.05)
	Non-academic staffs	10	14.34	4.67				
	Total	33						

Table 2 reveals significant no relationship between the response of academic staff and non-academic staff on the commitment of government to effective inclusion of pupils with ID. It was observed that the t-Calculated value was greater than t-Critical values (t-Cal=5.930 > t-Crit =1.960), (P<0.05). There was a significant difference because the mean difference shows that academic staff has higher mean value of 31.05 than non-academic staff mean value of 14.34. Therefore, it could be concluded that the hypothesis is accepted.

HO3: There is no significant relationship between availability of the supportive staff and effective inclusion of pupils with ID in School for Special Needs, Durbar, Oyo state, Nigeria.

Table 3

Variable	Group	N	Mean	SD	df.	t-Cal	t-Crit	P
Availability of supportive staffs	Special and Regular Teachers	23	40.21	6.35	41	5.406	1.960	0.000(p<0.05)
	Caregivers		13.84	7.03				
	Total	33						

Table 3 reveals significant no relationship between the response special/ regular teachers and caregivers on the presence or otherwise of enough supporting staff towards effective inclusion of pupils with ID. It was observed that the t-calculated value was greater than t-critical values (t-Cal=5.406 > t-Crit =1.960), (P<0.05). There was no significant relationship because the mean difference shows that special and regular teachers have higher mean value of 40.21 than caregivers mean value of 13.84. Therefore, it could be concluded that there is no significant relationship

Discussion of Findings

Hypothesis 1 revealed no significant relationship between on-the-job/in-service teacher training and inclusion of the pupils with ID in School for Special Needs, Durbar, Oyo state, Nigeria. In-service training is a relevant courses and activities in which a serving teacher participates to upgrade his professional knowledge, skills, and competence in the teaching profession. The finding above is in line with the study of Hallahan and Kauffmann (2014), Ewa (2013) and Moore (2009) on encompasses nature of in-service training and a kind of staff development which is a deliberate and continuous process involving the identification and

discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, as well as implementation of programmes of staff activities designed for the harmonious satisfaction of these needs. The work carried out by Meijer (2003) also agreed with the finding above on the primary purpose of exposing teachers to In-service training; to enable them acquire new understanding and instructional skills. He concluded that the focus is on creating learning environments which enable teachers to develop their effectiveness in the classroom.

Hypothesis 2 revealed no significant relationship between government commitment to the course of inclusion and inclusion of pupils with ID in School for Special Needs, Durbar, Oyo state, Nigeria. Nkiru and Bella (2009) agreed with the finding above in their study on legislation, law and justice used to protect the interest of the citizenry especially in this instances those with disabilities. They noted with dismay that available evidence shows that all the lofty promises as contained in the National Policy on Education (2004) with regards to the provision of essential services for special needs individuals in Nigeria however, remained theoretical. Olagunju and Aranmolate (2012) in a study revealed that the implementation of inclusive education of students with ID in Nigeria is largely viewed by school administrators as a privilege or a charity service: Hence there is a prevalent noncompliance in the country due to the absence of obligatory laws.

Obani (2006), Ozoji (2006) and Adelowo (2006) carried out a survey research in two different countries that is Nigeria and the USA. The result revealed that students with disability in the USA outperformed their counterparts in Nigeria. This is consequent upon the variations in the two countries and principally due to the absence of laws in Nigeria that guide the operation of special education as is the case of USA. They finally advocated for enactment of appropriate legislation(s) to cater for adequate provision of special educational services for persons with

disabilities (PWDs) in the country to enhance the quality of services rendered in an inclusive education setting in Nigeria.

Thus, Obi (2013) observe that policies, declarations, treaties and statements for the provision of educational services for children with special needs in general and and the individuals with hearing impairment in particular in the inclusive education setting in Nigeria is mere rhetoric and not practicable except there are enabling legislation backings. This is because Nigeria as a nation is yet to have a Disability Law put in place to give children with disabilities legal backing for service provisions.

Hypothesis 3 revealed that there is significant relationship between availability of the supportive staffs in the regular schools and inclusion of pupils with ID in School for Special Needs, Durbar, Oyo state, Nigeria. Aiyaleso (2007) agreed with the above finding when he observes that multidisciplinary approach is very essential in the provision of comprehensive services to any group of the special needs children in general and ID in particular in the inclusive education environments. The supportive staffs provide ancillary services and work with the teachers and other stakeholders in inclusive education to ensure effective implementation effective inclusion of pupils with ID.

Ewa (2013) agreed with the result above when he concluded in his study on appropriate preparation of educational personnel especially teachers and stated that teachers stand out as a key factor in promoting progress towards inclusive education of the students. Good and effective teaching is the key to effective learning in the inclusive classroom learning environment. No doubt good teaching normally emanate from good teachers who are trained and equipped with appropriate skills. Tungaraza (2012) noted in agreement with the above result and opined that central to successful inclusion of the children with special needs is the role of the supportive

individuals like itinerant and mainstreamed teachers who take the ownership of inclusion and belief in their own competence to educate students with special educational needs. This may present a challenge since the underlying assumption has been that students identified as having special needs belong to a different place as well as different pedagogical category, and thus could not be taught successfully by ordinary teachers.

Conclusion

Inclusive education of children with Intellectual Disability helps their academic and social needs. Despite the federal government regulation, assistance and propaganda on the importance of sound special education for persons with special needs, the reverse has often been the case. Pupils with ID therefore require systematic instructional materials that are planned according to their individual needs. This individualized approach does not mean that each pupil must be taught in a one to one or small group instructional method. It does imply that the pupils with ID receive daily instruction tailored to meet their educational needs. It is pertinent to note that inclusive education affects not just the conceptualization of special educational needs and the nature of education provision for the special needs children, but it calls into question the broader aim of education, the purpose of schools, the nature of the curriculum, and approaches to assessment as well as schools' accommodation to diversity.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Inclusive education programme should be reviewed regularly to ensure that it continues to meet the needs of the students with ID in particular and other category of special needs persons in general.

2. Government at all levels should ensure full implementation of the earlier passed Disability law backing the delivery of services to the special needs persons in Nigeria.
3. Government should show commitment to inclusive education through adequate legislation, budget and funding of the programme.

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HUMAN TRAFFICKING AS CONSEQUENCE OF POVERTY AND UNEMPLOYMENT IN AFIJIO LOCAL GOVERNMENT AREA OF OYO STATE

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Abstract

Human trafficking, especially of the young ones, into exploitative sexual and hard labour has attracted local, national and international attention. Therefore the study investigated human trafficking as consequence of poverty in Afijio Local Government Area of Oyo State. The study adopted descriptive survey research design. The instrument used for this study was questionnaire titled "Human Trafficking as consequence of Poverty and Unemployment (HTACPU)" with a reliability coefficient of 0.81. The data were analyzed using ANCOVA. The results revealed that there is significant influence of trafficking in persons on basis of poverty, and there is no significant influence of trafficking in persons on unemployment rate in Afijio Local Government. Also, the result revealed that there is no significant influence of trafficking in persons on poverty among the youths in Afijio Local Government. The study therefore concludes and recommends that poverty, unemployment and human trafficking have diverse impacts on individuals and the society. Thus, society should be protected by the government from becoming vulnerable to human trafficking through the provisions of jobs, security and qualitative education to prevent people from going out of country to look for greener pasture and quality education in other climes.

Keywords: Human trafficking, Poverty and Unemployment.

Introduction

Trafficking in persons (TIP) has been seen as one of the most lucrative forms of organized crime (Shelley, 2010). It is estimated that TIPs or slavery is the third most lucrative illicit business in the world after arms and drugs trafficking. However, Punam and Sharma (2020 cited in Atolagbe in (2022) regard TIP as trade in humans, most commonly for the purpose of forced labour, sexual slavery, or commercial sexual exploitation for the trafficker or others. It is a modern-day slavery involving the illegal transportation of persons under coercion for the purpose of exploiting the victims regardless of sex, age or religion. Surprisingly, trafficking in persons remains a major transnational threat to the national, regional, and global systems despite concerted efforts to curtail it. It is the world's fastest growing global crime with thousands of aliens smuggled or trafficked in various parts of the world.

Moreover, trafficking of a person is a process while many people are involved in it; it is more like a crime industry rather than a single offence. Trafficking not only involves crossing the borders but also happens inside the same country. The way people get trafficked is a question of trust. For example, in a village where there is no electricity, no proper drinking water, no modern facilities and most where there is high unemployment, if someone could promise to offer a good job, accommodation, better facilities, the people would go with them for a better future. As such, human traffickers target these kinds of people who are in need, hungry, and unemployed.

Therefore, the phenomenon of human trafficking, especially in West Africa, has in recent years assumed alarming proportions, and hence receives unprecedented global attention (Olateru-Olagbegi & Ikpeme, 2006). The trend of trafficking in persons has increased the other crimes such as rape, ritual, killing, modern-day slavery, sexually transmitted diseases, drug abuse illiteracy, poor productivity, yahoo(internet fraud), money laundry and many others which have also lead to high level of poverty and unemployment in Nigeria. United Nations Office on Drug and Crime (2009) observed that any response to trafficking in persons must be grounded in comprehension of the conditions or factors affecting vulnerability. The primary causes of vulnerability are economic, social, cultural, legal and political in nature. Economic factors are addressed directly in the Trafficking in Persons Protocol, which include poverty, underdevelopment and lack of equal opportunities as being among the root causes of human trafficking. Economic vulnerability may also include unemployment and lack of access to opportunities, which make people want to migrate in search of better conditions and

opportunities. Social exclusion relates to lack of access to social rights and prevents groups from receiving the benefits and protection to which all citizens should be entitled

Likewise, poverty has also been seen in terms of shortage of resources relative to needs. Poverty and unemployment are so intertwined that one can easily confuse one for the other. Although, it is possible for one to be employed and still poor, this is likely to be a case of underemployment. Thus, unemployment includes those underemployed. Unemployment and underemployment reflect the failure to make use of an important factor of production, labour, for fostering economic growth in the country. Therefore, low returns to labour as well as high unemployment indicate poverty (Bisong, 2019).

Poverty is one of the significant global problems (Bako, 2020). It has become a vicious cycle in Nigeria which has made life difficult and unbearable especially in the attainment of means of livelihood. The incidence of this state of penury did not start now; it has been on the increase since 1980, with poverty level of 28.1 percent to 54.4 percent and keeps on increasing until the present time. In addition, reports from National Bureau of Statistics (NBS, 2005) show how the “population in poverty has maintained a steady increase from 17.7 million in 1988 to 66.7 million in 2004.” In 2010, NBS reported that 60.9% of Nigerians were living in poverty. The world poverty clock in 2018 stated that Nigeria assumed the ignominious position of being the poverty capital of the world after overtaking India, with about 86.9 million of her population in extreme poverty (Daniel, 2019). The above incidences of poverty can be linked to certain remote or immediate factors in Nigeria such as unemployment, monolithic economy, corruption, inequality and so on.

Poverty is also regarded as a plague which affects people all over the world, though generally considered as one of the manifestations of underdevelopment (Abdulkareem, Babalola and Ogunwole, 2021). Poverty and human trafficking have remained high in Nigeria. Poverty has been seen as a sense of helplessness, dependence and lack of opportunities, self-confidence and self-respect on the part of the poor. Nevertheless, to attempt a concise definition of poverty, one can see it as a condition where an individual is not able to cater adequately for his/her basic needs (such as food, clothing and shelter), is unable to meet social and economic obligations, lacks gainful employment, skills, assets and self-esteem; and has limited access to social and economic infrastructure (such as education, health, potable water and sanitation), and

consequently has limited chance of advancing his/her welfare to the limit of his/her potentials and capabilities.

Poverty according to Chimobi (2010) cited in (Isah, Ugwuanyi, Obara and Achi, 2021) is a denial of choices and opportunities, a violation of human dignity. They explained poverty further to mean lack of basic capacity to participate effectively in the society, not having enough to feed and clothe a family, not having a school or clinic to go, not having the land on which to grow one's food or job to earn one's living and not having credit.

Unemployment on the other hand is becoming a pervasive problem across the world. Longe (2017) says even the most developed nations have not shown exception to this frightful social problem. In Africa however, the average unemployment rate is generally high as corroborated by Bisong (2019) while citing Alawade (2010) that, unemployment in South Africa, Botswana and Angola was 21%, 17.5% and 25% respectively. Unemployed refers to people who are willing and capable of work but are unable to find suitable paid employment. The International Labour Organization (ILO, 2006) defines the unemployed as numbers of the economically active population who are without work but available for and seeking work, including people who have lost their jobs and those who have voluntarily left work.

To corroborate the above forgoing, National Bureau of Statistics in the 2012 National Baseline Survey, (cited in Abdulkareem, 2021) posits that more than half of the Nigerian youth populations in the country are unemployed due to the inadequate employment situation. This has resulted in poverty and human trafficking in Nigeria which are chronic and rising. The poverty profile in Nigeria show that incidence of poverty has increased. The analysis of the depth and severity of poverty in Nigeria show that rural areas are the most affected. Several reasons accounted for the situation include the large concentration of the populace in the rural areas, many years of neglect of the rural areas in terms of infrastructural development and lack of information on the way government is being run (Agbara, 2016).

Unemployment is therefore a serious factor that makes people idle bearing in mind that an idle hand is the devil's workshop. So, as the rate of unemployment continues to raise so does the wave of crime and its attendant effect rise proportionately. These unemployed people now employ themselves by engaging in illegal activities such as human trafficking, organ harvesting, kidnapping, robbery, bunkering, and other nefarious activities. Atolagbe (2022) opined that unemployment is a major root cause of trafficking in Nigeria and other most African countries.

This occur when employable citizens are actively seeking jobs but unable to secure appropriate one. This condition according to him is frustrating which makes frustrated and desperate individuals seek jobs outside their states, country and also brings about exploitation of the victims through promises of high- paying jobs and free transportation to the Promised Land.

Over the years, poverty, unemployment and human trafficking continue to rise vertically, translating into social problems of more monumental and complication proportions, attempting to defy. Federal Government has undertaken some social and justice interventions programmes geared towards ameliorating them. Every government since 1999, have had their signature on poverty reduction or alleviation, empowerment scheme, counter trafficking measures, or whatever appellation. This research therefore tends to investigate human trafficking as consequence of poverty and unemployment in Afijio Local Government Area of Oyo State.

Statement of the problem

For any given country to develop and grow well there will be a need to adopt a proper and effective method by government to drastically reduce or curb the problem of trafficking in persons and high rate of poverty and unemployment in the country. Without mincing words, unemployment can be seen as one of the root causes of human trafficking and poverty in Nigeria. If government is able to create a gainful employment environment, people will not perpetuate the human trafficking business.

Secondly, inability of government to provide better educational opportunities for the citizenry has led to a situation where the citizenry search for better and faster educational opportunities to avoid falling victims of ASUU recurrent and protracted strikes, poor admission policies, and frustrations from the grip of stakeholders in the educational sector. It is this frustrating condition that makes some employable citizens seek jobs and better educational opportunities outside their states, countries or regions .Also, this same situation enables the traffickers the opportunities to lure and exploit their victims. If the government is able to provide better educational opportunities by making quality education accessible to all in the country, people will not engage in fraudulent means of attainment of good grades or use fraudulent travel agencies and fake documents to get out of the country.

Finally, inability of government to provide adequate security to guarantee a conducive environment has contributed to high rate of poverty and unemployment. If the government is able to provide adequate security in the country, the lives and property of the people will be

saving. This will guarantee a conducive environment for investors, promote state's economy and create employment opportunities.

The above mentioned shortcomings are responsible for increasing level of trafficking business which consequently promotes poverty and unemployment in the nation at large. This study therefore set to address the human trafficking as outcome of on the poverty and employment.

Purpose of the study

The general purpose of this study is to determine the extent to which human trafficking has influenced the increasing rate of unemployment and poverty in the country and how this as well affected and damaged the country's economy. Specifically the study is to:

- i. Find out the challenges which human trafficking and unemployment have posed on the image of Afijio Local Government, the country and its economy
- ii. Investigate the several efforts made by the Afijio Local Government and Federal government to curb the phenomena of human trafficking and unemployment in the country
- iii. Examine the efforts made by the government to empower people against poverty in the country.

Hypotheses

- i. There will be no significant different influence of trafficking in persons on poverty among the youths in Afijio Local Government
- ii. There will be no significant effect of trafficking in persons on unemployment rate among the youths in Afijio Local Government.
- iii. There will be no significant interaction effect of gender on poverty and unemployment on trafficking in persons among youths in Afijio Local Government.

Methodology

The research design used for this study was descriptive survey design. The research was carried out in Afijio Local Government Area of Oyo state. The sample comprised 450 respondents from among the youth in Afijio Local Government. The research instrument used for this study was structured questionnaire titled " Human Trafficking as consequence of Poverty and unemployment (HTACPU)" rating scale. It had 50 items with four likert scale of Strongly Agree, Agree, Strongly Disagree and Disagree. The reliability coefficient was

0.81 using Cronbach Alpha. The data collected were analyzed using Analysis of Covariance (ANCOVA).

Hypotheses 1: There is no significant difference on influence of trafficking in persons on poverty among the youths in Afijio Local Government

Table 1: Summary of ANCOVA showing influence of trafficking in persons on poverty in Afijio Local Government.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3296.153 ^a	6	32296.153	83.265	.000
Intercept					
Trafficking in pers.	27989.317	1	27989.317	432.967	.000
Poverty	10.660	1	10.660	.165	.685
Unemployment	27089.804	1	27089.804	419.052	.000
Gender	172.535	2	172.535	2.669	.104
Achievers	176.535	1	176.185	2.725	.100
	43.467	1	3.467	.672	.413
Method *					
	18.615	2	18.615	.288	.592
Achiever	13252.314	435	205	64.645	
Error	425843.000	450	212		
Total	45543.467	449	211		
Total Corrected					

Table 1 shows that the calculated f-value (.052) for the incidence of trafficking in persons on the basis of poverty among the youth in Afijio Local Government is greater than the table value (3.84) also $p < 0.05$. Based on the result, the null hypothesis is rejected and the alternative upheld at 0.05 level of significance. This implies that there is significant incidence of trafficking in persons on the basis of poverty in Afijio Local Government.

Hypotheses 2: There will be no significant effect of trafficking in persons on unemployment rate among the youths in Afijio Local Government.

Table 2: Summary of ANCOVA showing effect trafficking in persons on unemployment rate among the youths in Afijio Local Government.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3296.153 ^a	6	32296.153	83.265	.000
Intercept					
Trafficking in pers.	27989.317	1	27989.317	432,967	.000
Poverty	10.660	1	10.660	.165	.685
Unemployment	27089.804	1	27089.804	419.052	.000
Gender	172.535	2	172.535	2.669	.104
Achievers	176.535	1	176.185	2.725	.100
Method *	43.467	1	3.467	.672	.413
	18.615	2	18.615	.288	.592
Achiever	13252.314	435	205	64.645	
Error	425843.000	450	212		
Total	45543.467	449	211		
Total Corrected					

Table 2 shows that the calculated f-value (419.052) for incidence of trafficking in persons on unemployment is less than the probability value also $p > 0.05$. Based on the result, the null hypothesis is upheld at 0.05 level of significance.

Hypotheses 3: There will be no significant interaction effect of gender on poverty and unemployment on trafficking in persons among youths in Afijio Local Government.

Table 3: Summary of ANCOVA showing the interaction effect of gender on poverty and unemployment on trafficking in persons in Afijio Local Government.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3296.153 ^a	6	32296.153	83.265	.000
Intercept					
Trafficking in pers.	27989.317	1	27989.317	432,967	.000
Poverty	10.660	1	10.660	.165	.685
Unemployment	27089.804	1	27089.804	419.052	.000
Gender	172.535	2	172.535	2.669	.104
Achievers	176.535	1	176.185	2.725	.100
	43.467	1	3.467	.672	.413
Method *					
	18.615	2	18.615	.288	.592
Achiever	13252.314	435	205	64.645	
Error	425843.000	450	212		
Total	45543.467	449	211		
Total Corrected					

Table 3 shows the calculated f-value (.165) for the poverty, f (419.052) for unemployment and (2.669) for gender. Based on the result, there is no significant interaction effect on poverty, unemployment and gender therefore the null hypothesis is rejected. There is no significant interaction effect of gender, 90 poverty and unemployment on trafficking in persons among the youths in Afijio Local Government.

Discussion of findings

In table 1, it was revealed that there is significant incidence of trafficking in persons on the basis of poverty in Afijio Local Government. This was in line with the findings of Fayomi (2009) who observed that the quest for survival as a result of prevailing inequitable allocation of resources and unemployment are considered major motivators for indulgence in human trafficking.

Table 2 revealed that there is no significant influence of trafficking in persons on unemployment rate in Afijio local government. This contradict Todaro (1992) as cited in Iyanda and Osundina (2014) that human trafficking in Nigeria is as a result of high rate of unemployment and continuous transfer of youths from rural to urban areas.

In table 3 it was revealed that there is no significant interaction effect of gender, poverty and unemployment on trafficking in persons, in Afijio Local Government. This is contradicts Atolagbe (2022) found that unemployment is a major root cause of trafficking in Nigeria and other most African countries. This is corroborated by (Bako, 2020) that Poverty is one of the significant global problems. It has become a vicious cycle in Nigeria which has make life difficult and unbearable especially in the attainment of means of livelihood. However, this is an indication that poverty and unemployment have a significant effect on human trafficking not only in Afijio Local Government but in Nigeria as whole.

Conclusion

From the above findings, it is pertinent that the effects of poverty, unemployment and human trafficking have diverse impacts on the individuals and the society. The victims of the said phenomena encounter multiple problems which come from both government and the society and which also cause psychological trauma to the victims.

Recommendations

- Government should improve on her support programmes for the employable citizens. Government should strength her efforts on the enacted laws to give the victims of human trafficking right to actively participate in the criminal proceeding of their court cases.
- Society should be protected by the government from becoming vulnerable to the crime of human trafficking through the provisions of jobs, security and qualitative education at all levels to prevent people from going out country to look for greener pasture and quality education.
- Youth unemployment should be directly tackled by government at all levels.
- There is need for government at all levels to improve on information technology by installing the CCTVs at the country's various borders to all illegal immigrants in and out of the country.
- There should be enlightenment and counselling programme for the youths to shun the act of TIP and every other shortcut to money making.

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MAXIMIZING COMPUTER AND INTERACTIVE BOARDUSAGE IN THE EDUCATION OF HEARING IMPAIRED STUDENTS IN VOCATIONAL AND TECHNICAL EDUCATION

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Abstract

In mainstreaming people with special needs, particularly hearing impaired students use sign language as a means of communication, while mere voice is used as a medium of communicating instructions in a normal-teaching physical class lecture. The sole teaching is carried out by mere voice of the lecturers while sign language is adopted to convey the teaching to hearing impaired students. As a result, sights of hearing impaired students become the only receptive organ of communication, while regular students' use both sense of sight and hearing as key organs of receiving instructional contents. This singular inability deprives the hearing impaired students the opportunities to benefit from verbal expressions except for the use of sign language. In schools of Vocation and Technical Education, students are trained in entrepreneurship and learning taken place mostly through demonstration by lecturers while hearing impaired students are indecisive about whom to focus on between the interpreters and the lecturers. Consequently, this study proffers maximization of interactive whiteboard and computer in the education of hearing impaired students in School of Vocational and Technical Education as they are faced with diverted attention.

Keywords: Hearing Impairment, Interactive Whiteboard, Sign Language Interpreter

Introduction

Teaching has gone beyond traditional use of mere voice of teacher in teaching learning process. The use of Technologies in Education has gone a long way in enhancing both lecturers and students' teaching learning processes. Olelewe and Amaka (2011) opined that teacher is termed to be good when using various teaching and learning technologies such as video camera, fax machine, computer, internet and multimedia equipment, interactive smart board which are now widely being used by teachers to enhance teaching and learning process through pedagogy that will assist both the teachers and students to exchange information with adequate knowledge required of a student to properly decode, retrieve, retain and analysis for decision making in a conducive learning environment.

The constant computer technology improvement has made educational technology

become increasingly more imperative most especially in higher institutions of learning in Nigeria. Educational research studies reveal that different ways of incorporating computer technology and the context in which computers are used have different impacts on student learning. One of these different ways of incorporating computer technology is the innovations that technology has made in the forefront in recent years is Tablet computers. There are mobile communication technologies, mobile phones, smart phones and tablets, including the use of Personal Digital Assistant (PDA) (Kenar, 2012).

Hearing Impairment

Hearing impairment is the inability of the individual to freely receive sounds through the ear cavity. Hearing impairment is the inability of the individual to functionally use verbal language in daily life due to a problem in the hearing aid (Timur, 2006) as a result, verbal communication is blocked. As a result of this inhibition, the hearing impaired individuals are not able to fully acquire the speaking and literacy dimension of their mother tongue. When the characteristics of the individuals who need special education services are examined, it is revealed that their requirements and characteristics are quite different (Boulares, 2012). Hearing impaired individuals can face with many important problems in school achievement and social life most especially in where mainstreaming system of education is practiced. Despite all these, hearing impairment should not be viewed as barriers to academic achievement, especially with the rapid advances in educational technology. Although the number of deaf students attending universities and colleges has increased lately, several studies have shown that most hearing impaired students do not complete their higher studies because of several difficulties.

Technologies are used as compensatory tools for disabilities in question, providing greater independence in everyday life and technical support for specialists in the recovery and education of hearing impaired students. The term support technologies means any item or piece of equipment acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities (Robitaille, 2010).

Sign language is used to teach the hearing-impaired students, while voice is used in a normal-teaching physical class lecture. The interpreters are human resources trained in the usage of sign language to convey the teaching to Students with hearing impairments. As a result, where mainstreaming is adopted for the education of students with hearing impairment, regular students

use sense of sight and sense of hearing as key organs of instructional contents reception while students with hearing impairment utilize only the sense of sights. This singular inability would have deprived the hearing impaired students the opportunity to benefit from verbal expressions except for the sign language interpreters. This poses a greater challenge for the hearing impaired students in Vocational and Technical education as they are faced with diverted attention; whether to concentrate on the interpreters or on the practical demonstration of skills by lecturers. Cavender (2007) researched on developing technologies that help managed the academic tasks required by the individuals; by testing a classroom platform for these individuals to access inaccessible interpreters and cautioners, avoid visual spreading and simplify interaction in the classroom; and support sharing and capture of instructional materials (Cavender, 2007).

Interactive Board

A traditional white board is a glossy surface where teacher can write by using special pens, usually called marker and erase what has been written. “Interactive” means that the information paths in this electronic device move in two directions; writing is not done by a traditional ink, nor by a chalk, but through touching where the teacher uses a pen from the instrument panel, and writes on the surface of the device, accompanied with special sensors and then the device sends the data to a special program in the computer that the points that have been touched are transferred into a colour that is displayed by a data display device; data is moving from the interactive board to the computer, and then from the computer into the data display device to be shown again on the board (Sabri, 2008).

An Interactive boards also known as a smart board, have brought unimaginable improvement in the education sector and have been regarded as one of the most popular educational technologies in today’s world (De Vita, Verschaffel & Elen, 2018). Beeland (2002) confirmed the first use of interactive board in education in the late 1990s. The United Kingdom is one of the leading countries in interactive board use. Between 2003 and 2005, the UK made an intensive effort to increase interactive board use in schools with a budget of £50 million. In a study conducted in 2007, it was stated that all primary schools and 98% of secondary schools in the UK were using interactive boards (Lai, 2010). Other countries have not been indifferent to the interest in interactive boards.

Interactive Boards offer great convenience to teachers during lessons. The teachers can use the board by touching the screen with a pen or a finger. The teachers can use the interactive

board to perform many functions such as: to draw, paint, drag, cut and copy items; to take handwritten notes, convert these into text and highlight them; add annotations, notes, drawings and save them for printing and sharing; show animations and videos to all students in the classroom; capture and save screenshots, to retrieve, review and change these if necessary; to use the contents of websites (Balta& Duran, 2015). Interactive boards are developed with their own software. However, they also serve as a digital center that enables teachers and students to integrate the Internet and other hardware resources into the lessons (Mercer, Hennessy & Warwick, 2010). All these functions of interactive boards are thought to have a significant effect on the quality of education.

Use of interactive boards includes possibilities offered by the regular whiteboard, together with other means that enable interactive teaching and learning (Manny-Ikan, Dagan, Tikochinski, & Zorman, 2011), as well as connecting to students' computers from home (Hadad&Gazit, 2012). Blau (2011) listed three characteristics that transform the interactive board into an efficient pedagogical tool:

- A. ***Divergent learning*** - the ability to skip from pages on the screen to the internet in a structured and fluid manner. This ability simulates the associative organization of the student's brain and contributes to the organization and clarity of the lesson as perceived by the student.
- B. ***Interactive whiteboards***– it serve as a cognitive tool that expand students' mind and facilitate supported joint thinking. Since some of the mental load is transferred from the students to the board, they are free to engage in higher thinking processes.
- C. ***Interactive learning*** - interactive whiteboards enable interactions between study contents and the students themselves, both face-to-face and online.

Benefits of Interactive Boards in Classroom

The followings are main benefits of interactive boards in the classroom:

1. ***It makes review or revision of lessons more easy and convenient:*** One of the greatest benefits of using interactive whiteboards in the classroom is that it allows students to save lessons for later playback and/or review. Interactive board features offers the teacher an opportunity to share screen, text, audio and video files with students in real-time. Students can also record full lessons and share them with friends who weren't able to

attend classes. Recorded lessons also provide a more convenient reference point during revision, which makes grasping important points quite easier. That will result in better understanding, quicker learning and improved performance. Many studies show that students' achievements increase significantly once interactive whiteboards are used for teaching purposes. Teachers who use interactive whiteboards in class report a rise in the quality of teaching. This rise is facilitated by the ability to conduct lessons that combine multimedia, which attract the students' attention. The interactive board has the advantage of adapting the manner in which the study material is conveyed to the students' personal learning style (Becker & Lee, 2009).

2. ***The use of interactive board makes it easier for the teacher to structure lessons:*** Interactive boards allow the teacher to easily formulate and plan for the lesson beforehand. Students with hearing impairment can view and understand how to handle naming tasks quite profoundly as the images are displayed right in front of them. While on the hand, teachers will have an easier time delivering on what they have on their lesson plan. The major contribution of interactive whiteboards is that they afford choices on various topics, contribute to understanding the material, to developing knowledge, organizing information, self-efficacy in carrying out assignments in a friendly environment, increase the efficiency of learning at any location and contribute to it, as well as to the representation of products that generate a sense of success, pleasure, and contribute to a more creative and higher standard learning product (Dori & Kurtz, 2015).
3. **Makes the teaching-learning process more fun:** The days of using dry chalkboards with powdered erasers which was hazardous to teachers' health or whiteboards with inky felt pens are long gone. Nowadays, teachers in learning institutions are using LCD monitors displays together with shared whiteboards to deliver lessons and presentations. With such technology in class, every student will be anxious to try out how the board works. That can spur the students' enthusiasm to get involved in learning process using the interactive whiteboards. Images and presentations are delivered in full HD display accompanied by interactive computer capabilities. Students in such learning environment will find syllabus coverage more fun and most of them won't miss school or skip classes. The use of interactive whiteboard makes lessons and learning fun, increases the interest,

motivation and concentration towards the lesson and also contributes positively to the interaction between teacher and student (Akar & Karakaş, 2020).

4. **Increases and sustain teachers and students' participation:** Instead on making the often boring one-way presentation, a teacher can use interactive whiteboard to engage hearing impaired student in class. Hearing impaired Students will find a lesson engaging if it integrates text, images, videos and/or audio files. Use of videos footages in teaching can also trigger hearing impaired students to think outside the conventional classroom environment. Kristin 2008 affirms that the implementation of interactive board in inclusive classroom could benefit all students and specifically hearing impaired students by increasing their participation due to the interactive nature of the technology or deepen their conceptual understanding by linking visual imagery to information that is difficult to understand when presented solely by text. It is noted that students were more willing to attempt communication with the teacher and peers like being involved in an activity, using their multiple senses. That triggers a creative and fresh perspective to learning, which can lead to hearing impaired students contributing in their ideas in class sessions. In the long run, lessons will be more vivid, more engaging and certainly more productive.
5. **Allows hearing impaired students with various disabilities to learn better:** In mainstreaming each student in a class enjoys learning in different ways. While some are good auditory learners(able to learn better with audio), others who are hearing impaired students can as well learn from visuals; including text, images, audio and video in a presentation allows hearing impaired students and other with learning disabilities, to enjoy the lesson. Another benefit of using interactive board in the classroom is that it helps hearing impaired students to benefit from visual presentation..
6. **It gives room for Convenience and Flexibility in teaching-learning situation:** With the increasing use of video conferencing systems many schools have adopted e-learning options in their curriculum. That means students with hearing impairment can attend classes and learn vocational skills with ease. The software comes with interactive boards that allow teachers to share notes and other learning tools over a video conference.

7. ***Saves on teaching costs:*** A lot of costs of materials such as dry markers, erasers, chalks and even blackboard painting are incurred each year by both governments and private institutions. The use of interactive boards does not require all these materials. All that's required is an LCD touch screen display and/or a channel through which the same content can be displayed on other computers. Class assignments and student performance lists can simply be displayed on the whiteboard for hearing impaired students to see. That increases convenience of evaluating students and releasing their results. In the long run the school will save more money while improving the learning environment. On the other hand hearing impaired students will spend less on writing materials as they enjoy class presentations.

Conclusion

The benefits of interactive boards in the classroom are so many that any learning institution most especially mainstream system of education cannot afford to ignore. In the education of hearing impaired students, where senses of sights are the only receptive organs, interactive boards should be effectively maximized to afford the hearing impaired students the opportunities to learn. Apart from bringing convenience and flexibility in education, usage of interactive boards increase hearing impaired students' engagement as they will be able to see the instructional contents, master the spellings of each terms and boost performance in the long run.

Recommendations

Adopting this technology can be great for any school or learning institution because it streamlines areas that were a challenge before. While acquiring the interactive boards and related tools might eat into the school's budget, the advantages will be greater in the long run. These boards will not only stimulate hearing impaired students learning but will also save on learning materials and inspire performance.

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THE IMPACT OF COOPERATIVE EDUCATION ON SMALL SCALE ENTERPRISES GROWTH: EVIDENCE FROM AFIJIO LOCAL GOVERNMENT AREA, OYO STATE, NIGERIA

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Abstract

This study investigated the impact of Cooperative Education on Small Scale Enterprises Growth: evidence from Afijio Local Government Area, Oyo State, Nigeria. Descriptive survey research was adopted for the study. It focused on ten (10) operators of small scale enterprises Data was collected using questionnaires. The questionnaire was given to experts for attestation so as to ensure that the items in the questionnaires were relevant to the subject matter put into consideration content validity, construct validity, predictive validity and concurrent validity. The data were analysed using Pearson Product Moment Correlation (PPMC) and analysis of variance (ANOVA). The findings revealed that there is statistically significant relationship between cooperative education and small scale enterprises' growth and there is significant impact of cooperative education on small scale enterprises in the study area. Based on the findings, it was recommended that proper training should be encouraged among small scale enterprises operators for better performance.

Keywords: Cooperative Education, Small Scale Enterprises and Growth

Introduction

Cooperative society is an association of persons usually of limited means of resources who voluntarily joined together to achieve a common goal and through the formation of a democratically controlled business organization, making equitable contribution to the capital required and accepting a fair share of the risks and benefits of the undertaking in which the members actively participate. Münkner (2015) in his assertion defined cooperative society as “that wherein persons voluntarily associate with themselves on the basis of equality and for the promotion of the economic interest”.

Cooperative education involved with several work-based terminologies such as cooperative, professional practice, sandwiched trainings, internships, externship, apprenticeship

and career academics. Cooperative education went through crises as cooperative organization themselves. However, in recent times, the resilience that cooperative have shown in addressing global financial and economic crises has sparked renewed demands for cooperative education.

Currently, there are efforts to promote cooperative as ideal alternatives business model of enterprises as opposed to share capital corporate entities. Cooperative education is therefore viewed as a critical factor in these initiatives of cooperative development which paid attention to the education different business operators particularly the small and medium scale enterprises. Cooperative education can be offered through various forms of training conducted by designated training institutions or individual experts. These forms may include a combination or one of the following: self-directed learning guided by organized tutoring, networking especially through peer learning, workshops, seminars or tailor made programmes, training of trainers and members, open and distance learning and long-term training programme leading to award of accredited certificates.

However, the relevance of education on the growth of small scale enterprises as well as the dearth of studies on the impact of cooperative education on small scale enterprises growth necessitates this study.

Statement of the Problem

Cooperative education is a veritable engine of growth of small-scale enterprises. It is undisputable fact that education has a critical role to play in any country's development process. Developed countries have displayed a role played by their intangible assets such as knowledge, skills and innovations embodied in their human capital in bringing their respective sustainable development to the small-scale enterprises. This is also essential for continual growth of small scale businesses in a developing country like Nigeria to be achieved. There is dearth of study on the impact of cooperative education on small scale enterprises performances in Afijio Local Government, Area, Oyo State, Nigeria hence this study.

Purpose of the Study

The general purpose of the study was to investigate the impact of cooperative education on small scale enterprises growth in Afijio Local Government Area, Oyo State, Nigeria. Specifically, it sought to;

- i. investigate the relationship between cooperative education and growth small scale enterprises in Afijio Local Government Area
- ii. evaluate the impact of cooperative education on small scale enterprises in Afijio Local Government Area of Oyo State.

Research Hypotheses

Two hypotheses were set for the study and tested at 0.05 level of significance.

- i. Ho: There is no statistically significant relationship between cooperative education and small scale enterprises' growth
- ii. Ho: There is no significant impact of cooperative education on small scale enterprises in the study area.

Review of Related Literature

Conceptual Review

According to Olabisi, McDonald & Emmanuella (2015) in his book Principles and Economics of cooperatives explains that cooperative is as old as humanity and that prior to the advent of the colonial masters, our parents practiced cooperative operation in their own primitive style. They had "owe" system that is, a joint assistance rendered to a member of a group or "ajo" or esusu" that is financial contribution organized by an interested group for the benefit of the participants.

According to the authors, owe was introduced to reduce labour and costs incurred in the development of firms and building projects while esusu and ajo were introduced to create a lively and conducive economic machinery to improve the members commercial endeavours and other pressing financial contribution. The rapid technological development coupled with unlimited nature of peoples demands in this present day have rendered incapable if not useless those traditional means of assistance

A cooperative society is not a new concept. It prevails in all countries, this is almost a universal concept. The cooperative society is active in all the countries worldwide and is represented in all the sectors including agriculture, food, finance, healthcare etc. To protect the interest of weaker sections, the cooperative society is formed. It is a voluntary association of persons, whose motive is the welfare of the members.

Features of a Cooperative Society

- As it is a voluntary association, the membership is also voluntary. A person if agree to join a cooperative society and can also leave anytime as per his desire, irrespective of their religion, gender and caste, membership is open to all.
- It is compulsory for the cooperative society to get registration. The cooperative society is a separate legal identity to the society.
- There is a limited liability of the members of cooperative society. Liability is limited to the extent of the amount contributed by members as capital.
- An elected managing committee has the powers to take decision. Members have the right to vote, by which they elect the members who will constitute the managing committee.
- The cooperative society works on the principle of mutual help & welfare. Hence the principal of service dominates it's working. If any surplus is generated, it is distributed amongst the members as a dividend in conformity with the bye-laws or constitution of the society.

Types of Cooperative society

1. Producer cooperative society

To protect the interest of small producers, these societies are set up. The producer cooperative society members may be farmers, landowners, owners of the fishing operations. To increase the marketing possibilities and production efficiency, producers decide to work together or as separate entities. They perform the several activities like processing, marketing and distributing their own products to the available market favourable to their members. This helps in lower costs and strains in each area with a mutual benefit to each producer.

2. Consumer Cooperative Society

These businesses are owned and governed by consumers of the particular area or territory for their mutual benefit. Their view is to provide daily necessities commodities at an optimum price, rather than earning a pecuniary profit. Their aim is towards providing service to their consumers.

3. Credit Unions Cooperative Society

Credit unions are generally member-owned by financial cooperatives. Their principle is of people helping people. They provide credit and financial services to the members at

competitive prices. Each and every depositors has right to become a member. Members attend the annual meeting and are given rights to elect a Board of Directors.

4. Marketing Cooperative Society

With an aim of helping small producers in selling their products, these societies are established. The producers who wish to obtain reasonable prices for their output are the members of this society.

For securing a favourable market for the products they eliminate the middlemen and improve the competitive position of its members. It collects the output of individual members. Various marketing functions like transportation, packaging, warehousing etc are performed by the cooperative societies to sell the product at the best possible price.

5. Housing Cooperative Society

To help people with limited income to construct houses at reasonable costs, these societies are established. Their aim is to solve the housing problems of the members. A member of this society aims to procure the residential house at lower cost.

They construct the houses and give the option to members to pay in installments to purchase the house. They construct flats or provide plots to members on which the members themselves can construct the houses as per their choice.

Advantages of Cooperative society

1. Voluntary organization

The membership of a cooperative society is open to all. Any person with common interest can become a member. The membership fee is kept low so that everyone would be able to join and benefit from cooperative societies. At the same time, any member who wants to leave the society is free to do so. There are no barriers for and exist.

2. Ease of formation

Cooperatives can be formed much easily when compared to a company. Any 10 members who have attained majority can join together for forming a cooperative society by observing simple legal formalities.

3. Democracy

A cooperative society is run on the principle of “one man one vote”. It implies that all members have equal rights in managing the affairs of the enterprise. Members with money power cannot dominate the management to buying majority shares.

4. **Equitable distribution of surplus**
The surplus generated by the cooperative societies is distributed in an equitable manner among members. Therefore, all the members of the cooperative society are benefited. Further the society is also benefited because a sum not exceeding 10 percent of the surplus can be utilized for promoting the welfare of the locality in which the cooperative is located.
5. **Limited Liability**
The liability of the members in a cooperative society is limited to the extent of their capital contribution. They cannot be personally held liable for the debts of the society.
6. **Stable existence**
A cooperative society enjoys separate legal entity which is distinct from its members. Therefore its continuance is in no way affected by the death, insanity or insolvency of its members. It enjoys perpetual existence
7. **Each for all and all for each**
Cooperative societies are formed on the basis of self help and mutual help. Therefore, members contribute their efforts to promote their common welfare
8. **Greater identity of interests**
It operates in a limited geographical area and there is greater identity of interest among members. Members would be interacting with each other. They can cooperate and manage the activities of the society in a more effective manner
9. **Government support**
The government with a view to promote the growth of cooperative societies extends all support to them. It provides loans at cheap interest rates, provides subsidies etc
10. **Elimination of middlemen**
Cooperative societies can deal directly with the producers and with the ultimate consumers. Therefore they are not dependent on middlemen to get or distribute their products to the respective members
11. **Low Taxes**
To promote the cooperative movement and also because of the fact that it is a non-profit enterprise, government provides various exemptions and tax concessions.
12. **Rural credit**

Cooperative societies have contributed significantly in freeing villagers from money lenders. Earlier, money lenders used to charge high rates of interest and the earnings of the villagers were spent on payment of interest alone.

Cooperatives provide loans at cheaper interest rates and have benefited the rural community. After the establishment of cooperatives, the rural people were able to come out of the grip of money lenders.

13. Role in agricultural progress

Cooperative societies have aided the government's effort to increase agricultural production. They have improved the life of the people living in rural areas. They serve as a link between the government and agriculturists. High yielding seeds, fertilizers etc are distributed by the government through the cooperatives.

14. Own sources of finance

A cooperative society has to transfer at-least one-fourth of its profits to general reserve. Therefore it need not depend on outsider's funds to meet its future financial requirements. It can utilize the funds available in the general reserve.

15. Encourages thrift

Cooperative societies encourage the habit of savings and thrift among their members. They provide loans only for productive purpose and not for wasteful expenditure.

16. Fair price and good quality

Cooperative societies buy and sell in bulk quantities directly from the producers or to the consumers. Products are processed and graded before they are sold. Bulk purchases and sales ensure fair prices and god quality

17. Social benefit

Cooperative societies have played an important role in changing social customs and curbing unnecessary expenditure. The profits earned by the cooperatives have been used for providing basic amenities to the society.

Education

The need for cooperative education is that for cooperative societies to make a reasonable headway in the right directions. Education is the process by which people learn through instructions, teaching and learning.

Desirable education need for small scale enterprises

Guiding: An education provides a framework that will serve as a guiding factor that will prevent the business owner not to do its business under influence that can hinder its business to flourish. **Knowledge and skills:** Education allows small scale enterprises to acquire the necessary knowledge and skills needed for their business to forge ahead among its counterpart across the globe.

Development: Through education, the development of the business of the small scale enterprises is guaranteed.

Self-preservation: Education of the small scale enterprise allow them to be well prepared themselves and nurture their business to face likely future challenge.

Self-Direction: The direction to follow in a logical ways will be enlightened by the education in favour of the small enterprises

Self-reproduction: Reproduction of the products specialized by the small scale enterprises will be more increased through proper education attained.

Conducive environment: An environment without hindrance to the business will always in support of the business and this can be attained through education knowledge.

Theoretical framework

Conventional theory of cooperative

Magne (2017) conventional theory assumes that no such success is possible given that cooperatives are not obliged to invest profits (focusing on employments and workers income) and that are too egalitarian to generate economically efficient incentives and to engage the employment of superior management. But there exists a cooperative advantage in the workers cooperative that lies in its capacity the increase the quality and quality of efforts of output. Convectional theory of cooperative according to Altman (2001) theory assumes that the manner in which a firm is organized does not impact the extent of x-efficiency. Moreover, where workers cooperatives focus on improving benefits and working conditions whilst maintaining and even growing employment they are incentivized into adopting and developing technologies that make them competitive.

Theory of education

The functionality of Education: focuses on the ways that universal education serves the need of society. Functionalist first see education in its manifestation role: conveying basic knowledge and skills to the next generation (Durkheim, the founder of functionalist theory).

Functionalists point to the ironic dual of education in both preserving and changing culture. Studies show that, as students' progress through college and beyond, they usually become increasingly liberal as they encounter a variety of perspectives

Benefit of functionalist of education

- Liberty right or independent action: Japanese Chinese counterparts, the society seek out and reverse the best individual, whether that person achieves the best score on a test or the most points on the basketball court. Japanese students, in a culture that values community in place of individuality, learn to be ashamed if someone singles them out and learn social esteem on how to honour to the group rather than to themselves
- Sorting: According to Talcott Parsons, Kingsley Davis and Wilbert says society needs demands that most capable people get channeled into the most important occupations. School identify the most capable students early. Those who's highest on classroom and standardized tests enter accelerated programmes and college-preparation courses.
- Networking: Networking is next to function of education to sorting. People in high school and college network with those in similar classes and majors. The most significant role of education in this regard is match making.

The Conflict theory

In this theory, Collins (2008) sees the purpose of education as maintaining social inequality and preserving the power of those who dominate society. Conflicts theorist examine the same functions of education as functionalists. Functionalist sees education as a beneficial contribution to an ordered society. Conflict theorist points to several key factors in defending their position. First, properly taxes fund most school; therefore, schools in affluent districts have more money. Such areas are predominantly white. They can afford to pay higher salaries, attract better teachers and purchase newer texts and more technology. Student who attend those schools gain substantial advantages in getting into the best college and being tracked into higher-paying professions. Students in less affluent neighbourhood that do not enjoy these advantages are less likely to go to College and are more likely to be tracked into vocational or technical training.

Conflict theorists also contend that only do the economics favour the white affluent, but so does school testing-particularly IQ testing, which schools can use to sort students. They argue that the tests which claim to test intelligence, actually test cultural knowledge and therefore exhibit a cultural bias.

The symbolic integrationists' theory

Thorndike (1968) examined a group of students with standard IQ tests. The researchers then identified a number of students who they said would likely show a sharp increase in abilities over the coming year. They informed the teachers of the result, and asked them to watch and see if this increase did occur. Then the researcher's repeated the IQ tests at the end of the year, the students identified by the researchers did indeed show higher IQ scores. The significance of this study lies in the fact that the researchers had randomly selected a number of average students.

Also, Ray (1970) conducted research similar to Rosental-Jacobson, which say Kindergarten classroom where both students and teachers were African American, the teacher assigned students to tables based on ability, the "better" students sat at a table closer to her, the "average" students sat at the next table and the "weakest" students sat at the farthest table. Rist discovered that the teacher assigned the students to a table based on the teacher's perception of the students' skill levels on the height of class without any form of testing to verify placement.

Empirical Review

Eikebrokk & Olsen (2021) report a positive relationship between training, competence and performance among SMEs involved in e-business activities. Their study used a sample of 339 SMEs drawn from three European countries - Norway, Finland and Spain. Based on their empirical analysis, the authors claimed that training explains variances in e-business competencies and performance in terms of efficiency, complementarities, lock-in and novelty.

Another research by Looi & Maritz (2021) found that the level of entrepreneurial skills of the entrepreneurs in Malaysia is still moderate and needs more entrepreneurship development training programme in areas, such as creativity enhancement and innovation, the skill to make business accounts, creating promotions and advertising skills, skill to set the right price and selling skills. These researchers also agreed that educating entrepreneurial contributes to increase of knowledge, skill and experience required to make businesses more robust and competitive. The government and its agencies are responsible for providing appropriate entrepreneurial training to fulfill entrepreneurs' needs.

According to a study of nine MFIs in Guinea, Senegal, Burkina Faso and Mali, it was revealed that only one managed to offer substantial training whereas the rest did minimal education for clients and no other social services (Webster, 1996). However, especially for people with access to credit, savings or substantial income increase, "many practitioners believe

that at least minimal training is important and enhances entrepreneur's chances of success and increase their loan repayment rates. Though minimal education is never defined in terms of training hours, it provides the opportunity for acquisition of basic skills such as cash flow analysis, management of borrowed funds and so on.

A study in Mauritius by Roopchund (2020) concluded that women entrepreneurship development programs do not adequately meet the demands of the New World Economy. SH suggested that entrepreneurship development programmes should include a wide variety of topics, such as business ideas generation, qualities of an entrepreneur, market research and marketing, communication skills, human resources management, production planning and quality management, costing and pricing, accounting and bookkeeping and related legal aspects.

Previous research reveals that entrepreneurial training can also be done informally. Agyapong, Mmieh, & Mordi. (2018) assert that several of the informal training (apprenticeship) and the job training occur in MSMEs in Ghana. He says that areas where such entrepreneurial training typically takes place include: mechanic shops (fitting), seamstresses and tailoring shops, hairdressing and barbering, traditional catering (chop bars), electrical repairs (radio, television, fridges) furniture designs and carpentry, plumbing and masonry and merchandising and retail trade.

Olaolu & Obaji (2020) in Bowen study done in Nairobi, Kenya found that 49.5% of those who had received training in the area of business reported that their businesses were doing well. The study results also showed that 60.8% of those not trained reported that their businesses were doing poorly as compared to 39.2% whose entities were doing well without training. This study was based on 198 respondents comprising of business owners and managers.

Methodology

The study is a descriptive survey research. The purpose of this design is to collect detailed and factual information that describes existing phenomena. The study targeted operators of all small scale enterprise operators within Afijio Local Government Area, Oyo State who had undergone Cooperative and education on small scale enterprises. This study focuses on ten (10) operators of small scale enterprises where 150 respondents were selected. In order to determine an adequate sample size for this study, the values of significance level and effect size were well-thought-out to optimize sampling effort within the constraint of the available resources. Then,

Krejcie and Morgan's (1970) sample size table was applied to decide on the sample size for this study.

Data was collected using questionnaires. Some questionnaires were self-administered. The questionnaires covered the following areas as highlighted by the objectives: impact of cooperative education on small-scale enterprises, nature and content of small-scale programmes/skills provided by training agencies deficiencies inherent in entrepreneurial programmes and improvement of entrepreneurial training programmes. The questionnaire was given experts for attestation so as to ensure that the items in the questionnaires were relevant to the subject matter put into consideration content validity, construct validity, predictive validity and concurrent validity. The data were analysed using Pearson Product Moment Correlation (PPMC) and analysis of variance (ANOVA).

Results

The results were arranged according to the stated hypotheses.

Ho1: There is no statistically significant relationship between cooperative education and small scale enterprises' growth

Table 1: *Pearson Product Moment Correlation (PPMC) Analysis of Small Scale Enterprises' Growth and Cooperative Education and Training*

		Cooperative Education and Training	Small Scale Enterprises' Growth
Cooperative Education and Training	Pearson Correlation	1	.152
	Sig. (2-tailed)		.064
	N	150	150
Small Scale Enterprises' Growth	Pearson Correlation	.152	1
	Sig. (2-tailed)	.064	
	N	150	150

The table above shows that there is positive relationship (0.152) between Small Scale Enterprises' Growth and Cooperative Education and Training. Therefore we reject the null hypothesis and accept the alternative that there is statistically significant relationship between cooperative education and small scale enterprises' growth.

Ho2: There is no significant impact of cooperative education on small scale enterprises in the study area.

Table 2: ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	64.203	1	64.203	3.479	.004 ^b
Residual	2731.290	148	18.455		
Total	2795.493	149			

a. Dependent Variable: Small Scale Enterprises' Growth

b. Predictors: (Constant), Cooperative Education and Training

From table 2, since $p \leq 0.05$; we reject the null hypothesis and accept the alternative hypothesis that there is significant impact of cooperative education on small scale enterprises in the study area.

Discussion of findings

From the analysis and interpretations of the research hypotheses above using regression and correlation analysis techniques with the aid of spss version 20.0, the result to the finding gives a positive acceptance of the alternative hypothesis which indicates the positives relationship that occurs between the dependent and independent variable.

From the result of the regression and correlation model analysed and interpreted above, it could be observed that, the three variables are statistically significant. This therefore implies that most of the independent variables plays a significant role in the impact of cooperative education and training on small scale enterprises growth. Thus the alternative hypothesis (H1) is accepted while the null hypothesis (H0) is rejected. This, no doubt shows that, there is a significant relationship between cooperative education and training and small scale enterprises growth.

The results of this study confirms the result of the research by Eikebrokk & Olsen (2009) who reported a positive relationship between training, competence and performance among SMEs involved in e-business activities.

Conclusion

The study examines the impact of cooperative education and training on small scale enterprises growth in Afijio Local Government, Oyo State, Nigeria. The specific objective were to determine the feature of cooperative education and training among small enterprises in Afijio Local Government area and also to evaluate the impact of cooperation education small scales enterprises in Afijio Local Government area of Oyo State. In attaining the highlighted objectives a structure questionnaire was administered for information data collection. A stratified random

sampling techniques was used for the selection of the respondent were selected across the study area.

Two hypothesis were tested to determines if there is any significant relationship between cooperative education and training and training on small scales enterprises growth, and to test if there is any significant impact of cooperative education and training on the small scale enterprises growth in the study area

From the result of the regression and correlation models, it could be observed that, that the factors of the independent variable plays a significant role in the impact of cooperative education and training and small scale enterprises growth .

Recommendation

Based on the findings of this study, the proper training should be encouraged among small scale enterprises operators for better performance. Job training is also recommended for employees in the small scale enterprises in order to improve their skills. Off the job management Training either by Part-time, day release, Sandwich courses should be encouraged to improve skills of managers in small scale enterprises

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CURRENT ISSUES IN THE TEACHING AND LEARNING OF SECOND LANGUAGES IN NIGERIA

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Abstract

This paper is an incisive overview of issue bordering on second language learning. It also discusses the language policy in Nigeria, the concept of second language learning and current issues in second language learning. The paper further outlined the second language teachers' challenges among which are diversity of the audience, thematic language among others and also some of the challenges of students in second language learning which includes the role of first language. Individuals learners differences, learners process etc. Recommendations were also proffered on how to curb the problems of teaching and learning in second language.

Keywords: *Second Language, Language Learning and Language Policy.*

Introduction

The importance of communication to man is incalculable, especially when daily human interaction is considered. Long before the postmodernist, the value of language began, the primacy of language in human history has never been in doubt. In political and social policy, language functions as a vehicle of interaction and an instrument of communication with the use of communications, although it has always possessed an added cultural importance as a tool of the dominant ideology. That is to learn a language is not only reaching out to others but to maintain a variety of the social bond, a shared sense of values and communal awareness, Linguists of all persuasions seem to agree that a language should be viewed as a system; a set of elements, each of which has a capacity of contributing to the workings of the whole (Beau Grande and Dressler 1992:31). Language is a powerful tool of control used by the colonial powers. Language forms a large part of the culture of people-it is through their language that they express their folk tales, myths, proverbs and history (Picador et al., 1988, the African trilogy) Language also covers a more potent and characteristic of human behaviour. It consists of a comprehensive and overlapping set of "sub-languages, " both ethnically and geographically

defined territory known as dialects--some are in some cases defined by shared settings known to be registered while others are linked to profession, class or educational level or a combination of these elements. The language includes a wide range of variation from a variety of human activities in a system of interacting with somebody, society, or culture. It also plays a crucial role in the social, political and economic life support of the people in a given geographic entity. In spite of all perceived roles of languages to humankind, an all-embracing interpretation of it continues to elude us due to the complexity of its structure and the functions it performs. A useful definition of communication should include the feeling that language has been widely studied and acclaimed as the most valuable human institution and is indispensable in all spheres of life (Crystal 1987) Conceptualized it as having perhaps a “magical, ” "mystical” and "unique” role in capturing the breadth of human thoughts and endeavour.” It means that for a country to function properly it needs the cooperation and understanding of people (Rufai 1977) For co-operation and understanding among different ethnic groups, inter-ethnic discussion was needed. Antonio de Nebrija published in Spain in 1492 the idea “[l]anguage has always been the perfect instrument of an empire.”” Language functions include the sophisticated mechanism of human communication and as such. It is the crucial component of cultural identity and the most striking factor in distinguishing one culture from another. For example, Igbo and Hausa in Nigeria which share different linguistic identity, culture and social life within one define institutions as a nation. The roles of language include a substantial amount of people’s historical experience, their thought patterns, and their world view. Language roles paralleled along the embodiment of culture lead to the depth of a person’s reflection--beyond the practical necessities of life to such aspects as the search for knowledge, education and collaboration among multi-ethnic societies.

Language policy: Hoffmann (1991: 204) considers language planning as concerned with “both the symbolic function of language within a society, and with the instrumental use that its speakers make of their language.” However, Crystal (1990: 174) believes that language policy should be understood as a systematic attempt to resolve the communication problems of a community by studying the various dialects it uses and developing a viable policy concerning the collection and the use of different languages. One crucial point stated in this view is that the primary stage of language policy is seeking to understand the languages available and planning the importance of those selected to use for various functions. Furthermore, related to this is the

fact that for any government-oriented change in language status, the first stage is information on its use (Mackey 1989:17). Like Crystal, Kaplan (1990: 4) declares that language planning remains an attempt by any organized body (most often some level of government) to initiate structured language change for some more or less clearly articulated purpose (commonly stated in altruistic terms but not based on altruistic intents). It is a similar but extended view that Kaplan & Baldauf pickup (1997: 3) as follows: Language planning is a body of ideas, laws and regulations. Language policy, change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities. Lewis (1981) opined that: “any guidelines for language, especially in the system of education, has to take account of the attitude of those likely to be affected. In the long run, no policy will be succeeded, which does not make one of the three following functions: (a) Conform to the express attitude of those involved, (b) convince those who expressed attitudes about the rightness of the policy, (c) or those that seek to remove the causes of the disagreement in any case knowledge about attitudes is essential to the formation of a policy as well as success in its implementation”. But Apple and Muysken (1987: 47) have also pointed out that language planning is part of language policy, arguing that language planning is in fact a part of, or the exact recognition of language policy: a government adopts a strict policy with respect to the language(s) spoken in the country and will try to keep it out in the form of communication planning, any case of language design is based on an effective language policy, and this will generally indicate a more inclusive government policy. However, one way out of these controversies is to adopt the general view held by Spolsky (2004: ISB4 abstract) as a working principle: “The language policy of a speech community may be revealed in its practices, its beliefs, or in straightforward language management” this choice is reflected in this article.

Second Language Learning

Second language acquisition literally refers to the learning of a language after acquiring a first language. The term frequently used to refer to the acquisition of a second language after a person has reached the puberty level. Gital (2004) also adds that; "second language is learnt after the first language. It is learned through a formal process that is, classroom, teacher, and syllabus and the learner learns the rules guiding the user of the language consciously.

Corder (1967) states that the learning of first language is inevitable but there is not such inevitability in the learning of a second language. Whatever may be the case, learning a

language is something which is governed by grammatical rules and no tongue can be acquired without it. So both language one and language two systems progress through series of stages by means of rules that the learner essentially familiarize himself with. Though, children language has been accepted as a system in its own right and not as a deviation from the adult language while second language learner speech that is inter-language is regarded as a unique system which is different from the learners first language.

Dulay and Burt (1972 and 1974) claim that second language learners largely followed the same strategies as first language learners and that the errors in their inter-language were mainly interlingual or developmental in nature i.e. comparable to errors in the speech of children learning their first language.

Current Issues in Second Language Teaching

The following are the current issues in second language teaching;

- **Problem of Motivational and Personality**

There is, for example, a group of problems associated with motivational and personality variables in second-language learning, problems which need linguistic attention, but which more than that need the attention of psychologists and pedagogues, and perhaps of sociologists and anthropologists. A growing body of evidence points to the fact that student motivation is essential to almost any learning task and that drill may be quite ineffective unless it is perceived to have some almost immediate practical benefit. Except in the very early stages of second-language learning the amount of drill required by some teaching techniques and the amount of skill acquired are often perceived by students to be almost totally unrelated. However, motivation in second-language learning encompasses many other factors too: the purpose of the learning; the particular dialect of the language involved; and the total social and academic climate of the learning experience. Personality variables are closely related to motivational ones: degree of inhibition; possible feelings of inadequacy, rivalry or threat; anomie; preferred sense use in learning, for example visual rather than auditory; and many other variables related to sociocultural factors in the make-up of individual students.

- **Problem of Language Description and Language Context**

An equally important group of problems is language description and language contrast. Most contrastive analyses, for example, are designed to reveal different surface contrasts between the first language and the second language and most methodology is designed to drill the correct surface representations of the second language. Analyses and drills focus in turn on phonology, grammar and lexicon, and the goal throughout is that the learning will be open-ended, so that there will be generalization. However, the highly structured materials of many current courses deliberately leave little or no scope for creativity in the early stages and are often quite inexplicit in the later stages as to the extent to which analogy and generalization offer appropriate means for productivity. The terms analogy and generalization themselves are ill-defined and cloud rather than clarify the issues which are involved.

Second Language Teachers' Challenges

- **Diversity of the audience** is one of the key challenges especially (but not only) in adult learners. The scientific literature indicates the following: the cultural, socioeconomic, linguistic and academic diversity, which is typical in today's student population, requires second language teacher to work with students, whose needs, educational experiences and native language skills are very different from those of students they have typically taught. (Valdes, 1995). In addition, of course, the factors, that have traditionally existed about the audience, and which are familiar to practicing teachers still remain. In our view, these factors might be considered as the students' emotional diversity, intellectual differences, motivation, different quality and access to the target language, differences in the technological skills and, of course, in advance knowledge.

- **"Dealing with sensitive issues"**. Figuratively speaking, a second language teacher is in the epicenter of cultural gathering. The target culture in the context of a second language study is one of the decisive factors of second language acquisition. It is known that "culture and communication are inseparable, because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to decide how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages might or might not be sent, noticed or interpreted.

Language learning and specifics of teaching involves a lot of issues for mastering, which are different from the norms and beliefs prevailing in the student's culture. One of the most important challenges second / foreign language teachers have to overcome is to deliver it

thoroughly and delicately. This problem is particularly acute when it concerns linguistic / ethnic minorities or immigrants and when cultural inversion occurs, i.e resistance process to the dominant culture for the integration process or bicultural ambivalence, the double sense, reflected in their native culture by their sense of shame and hostile, negative attitude towards other cultures.

- **Thematic language (themes principle) teaching.** Real knowledge of the language is not only knowledge of its vocabulary and grammatical structures, or switching smoothly from one language code to another. Language knowledge means the ability to use it in real communicative situations. Therefore, we need knowledge of the issues and themes that learners have to meet in real-life communication situations or will have them in the future. In addition, a foreign language teaching strong tradition should be taken into consideration that not only lexical-phraseological units, but also the rules of grammar and structures are taught with a specific topic. The list of issues is almost endless, but the teacher will be required to know and teach learners such subjects as: the nation (nations) history, geography, politics, social issues, health care, banking and financial sector, legal systems and, also, high level knowledge of their vocabulary is required.

- **An instruction (teaching) language.** Should a teacher use the student's first language (although, according to a class composition, it may be either a learner's first language or any language, which both students and teachers speak) to teach a second language? For decades important discussions about this issue (more accurately, the usage of first language) have been going on in the scientific community. It is known Stephen Krashen's point of view that second language (in its broadest sense) is taught mainly in the same way as people study their first language. This idea has been the basis for the opinion that using the first language in teaching the second language is not recommended. (Tang, 2007)

According to the second approach, „the use of L1 in the L2 classroom by both teachers and students can be beneficial in the language learning process. Once an appropriate balance is achieved, the use of L1 will enhance an L2 classroom.”

- **Knowing methods of teaching second language and diversity of approaches and ability of selecting an adequate method to the specific theme.** Stephen Noushen, a recognized researcher in second language teaching, believes that there is no best method of learning

language. “Is there a best method for learning a language? Unfortunately, the answer is no. Language learning can occur through all kinds of methods. What is most important is that good principles of learning are applied... These all have their supporters and attackers. Each method has its strengths and weaknesses and there is no research that shows the superiority of one method over another. It is fine to follow a particular method although it is not necessary.

Second Language Student’s Challenges

1. The role of first language

Assumption that there were differences between first language and second language, the learner’s first language knowledge would interfere with the second language. And first language and second language were similar; the first language would actively aid second language learning. It can be called as positive transfer (first language and second language are similar) and negative transfer for first language and second language are different. Negative transfer creates the areas of difficulty. To identify the areas of difficulty, Contrastive Analysis was developed. By comparing learner’s first language and second language on linguistic differences, it predicts the learner’s difficulty. Contrastive Analysis assumes that first language interfere second language.

2. Contextual variation in language-learner language

In producing language, learner language contains errors. It means utterances produced by learners are not well formed according to the rules of the adult grammar. Errors show that learners do not simply memorize target language rules and then reproduce them in their own utterances, and the rules differ from the target language. It is rare that a learner produces the same error in all contexts of use. Learner produces an error in some contexts but not in others.

Ellis (1989) divides contextual variation into two types. They are:

a) Situational context

Learners use their knowledge of the second language differently in different situations, for example: learner produces errors when learner communicate directly, she or he does not have time to monitor the output, compared with if she or he has opportunity to monitor in producing language, she or he will not produce errors.

b) Linguistic context

Learners produce errors in one type of sentence but not in another, for example: errors in the third person singular of the English simple present tense may not occur regularly in the second clause of complex sentences.

3. Individual learner differences

Five general factors that contribute to individual learner differences, they are age, aptitude, cognitive style, motivation, and personality.

a. Age

Adult and child second language acquisition are not the same. Adults have a greater memory capacity and are also able to focus more easily on the purely formal features of a language. But comparison of child and adult second language acquisition needs to be done in two parts. First, it needs to be shown whether the learning route differs. Second, the rate at which adults and children learn needs to be investigated. It is possible that no significant differences exist in either route and rate.

b. Aptitude

It refers to the special ability involved in language learning. It is a major factor determining the level of success of classroom language learning. It is one of the strongest predictors of success in language learning.

c. Motivation and needs

Learners who have high motivation and needs in learning target language, will be successful than learners who have low motivation and needs in learning target language.

The learner has a 'socioaffective filter' which governs how much of the input gets through to the language processing mechanisms. As a result of conscious or unconscious motives or needs, attitudes or emotional states, the learner is 'open' or 'close' to the second language. Thus once learners have obtained sufficient second language knowledge to meet their communicative and emotional needs, they may stop learning. It is called fossilization.

Aptitude and motivation correlate positively with achievement (outcome); it means the higher the aptitude and motivation, the higher achievement (outcome).

d. Personality and cognitive style

Little is known about how personality and cognitive style influence second language acquisition, although there is a general conviction that both are potentially extremely important.

Anxiety as one part of personality plays an important role in language achievement (outcome). Anxiety correlates negatively with achievement (outcome); it means the higher the anxiety, the lower the achievement (outcome).

4. The role of the input

Ellis (1989) writes ‘it is self-evident that second language acquisition can take place only when the learner has access to second language input. This input may be in the form of exposure in natural settings or formal instruction. It may be spoken or written. A central issue in second language acquisition is what role the input plays’.

It shows that input plays a very important role in second language acquisition. Many researches have been done by linguist in term of role of input. The role of input in the process of second language remains one of the most controversial issues in current research.

5. Learner process

Learners need to sift the input they receive and relate it to their existing knowledge.

Tarone (1980) cited in Ellis (1989) divides three sets of learner strategies.

a. Learning strategies

Learner processes the second language input in order to develop linguistic knowledge. Learning strategies can be conscious and behavioral or they can be subconscious and psycholinguistic.

b. Production strategies

These involve learners’ attempts to use the second language knowledge they have already acquired efficiently, clearly, and with minimum effort.

c. Communication strategies They consist of learners’ attempts to communicate meanings for which they lack the requisite linguistic knowledge. Learners, particularly in natural settings, constantly need to express ideas which are beyond

their linguistic resources. They can either give up and so avoid the problem, or try to find some way around it.

An optimal input is one that learners can handle by means of learning strategies. Learners adjust the strategies they use to suit the type of input they are getting. Learners can also attempt to control the type of input they are exposed to through the use of production and communication strategies. Input, learner strategies, and output are all interrelated in a highly complex manner.

Other Challenges are

Instructional Barriers in Teaching

Not all the difficulties are related to linguistic items. A teacher can be one of the significant factors in the matter of experiencing problems in language learning. A teacher who continuously refreshes himself/herself on current issues should be favoured in educational institutions. Otherwise, successful language learning cannot be realised due to the problems caused by teachers, methods, and techniques applied in class. Gándara and Maxwell-Jolly and Driscoll (2005) indicate that what makes a difference in students' success is qualified teachers, detailed content knowledge, educational background of the teachers, degree of certificates, and their experiences.

Affective Factors (anxiety, attitude, motivation, self-confidence, and peer pressure)

Some additional factors causing difficulty in learning English are affective factors, which consist of attitude and motivation, self-confidence and peer pressure. Motivation is one of the major factors affecting the learners in the field of second language learning. Within this subject matter, according to Rifai (2010), motivation provides the learners with reasons to acquire a second language. Furthermore, he asserts that students get to learn the language not only to understand it but also for instrumental reasons.

On the other hand, Zhu and Zhou (2012) found some personal problems such as anxiety, demoralization, and lack of self-confidence, which affect the achievement of language learning. It is likely that anxiety plays a tremendous role in learners' success of learning a new language.

Other factors include in-class activities such as oral presentations, role-play activities, question-answer sessions, and performing in front of the class in general (Kayaoğlu and Sağlamel, 2013; MacIntyre, 1999).

Lack of Assistance (family, resource, materials, technological support)

Second language learners tend to search for some support while learning. However, learners who lack in being assisted face some difficulties that affect their second language development. One significant factor while learning a second language is family or family background. Khan (2011) referred to the countries like Saudi where the people living there are poorly educated and do not possess a qualified educational background. Additionally, the income of those families is largely not adequate and hence families are not interested in providing adequate education for their children. Within this framework, Salameh (2012) defined family and school as two primary social environments in which a child grows. Hence, a learners' socio-psychological perspective is hugely influenced by these social environmental factors.

Other difficulties

Apart from the mentioned subjects, there are some other crucial issues confronted by second language learners. Khan (2011:1256) listed some of them briefly as "lifestyle, discipline, punctuality, future aim, family pressure, social status, excessive freedom, etc.". Moreover, Griffiths (2015) referred to the importance of practice as strategy training. He suggested that with the awareness of new strategies provided, learners would become automatic to use their own strategy repertoire on new tasks when needed to achieve their learning goals. Furthermore, Griffiths, (2015) pointed out some individual variations of learners that need to be taken into account:

- the learning stage (since learners may use different strategies at different points in the learning process),
- the learner's age (since adults may be better cognitively, but children are often more active, and this may affect the strategies they choose),
- the culture to which the learner belongs (since culture provides both affordances and constraints on behaviour),
- learning style (since preferences for how to learn can vary considerably from individual to individual, this may influence strategy selection).

Conclusion/Recommendations:

The paper presented the major problem, which teachers/students have to deal with and my opinions about their elimination. At the end of the paper I offer some general recommendations

that will make easier for language learners difficult and laborintensive process, and will give teachers the opportunity to create most comfort for their students and their activities will become effective.

- Establishing close links between theory and practice will give efficient operation of the educational process. On the one hand, teachers should be able to transfer the theory into practice, on the other hand, to observe own practice, research own experiences and implement obtained results in the teaching process.
- Teaching language cannot be reduced to "readily available" level for students. Language should be taught in the context and not only study issues should be changed according to students' needs, but the methods and approaches.
- Teachers should not depend only on the available resources. They should be ready to create materials taking into consideration specific needs.
- Teaching language is a dynamic field. University education can not cover all the needs of practicing language teachers. Professional development (including self-development) should be an integral part of life in teacher's career. We believe that continuous education is one of the most effective solution.

To respond to the challenges language teachers are required to know not only the subject, psychology and pedagogy foundations, but have also some personal qualities, if they exist in this case language courses are much more productive and efficient. These include, above all, flexibility, creativity and openness. Teachers do not have to look like a "technician", (Lawes, 2003; pp.22-28), whose duty is only transmission of information or knowledge. A teacher must be a person who plans training process from beginning to end, and takes responsibility for the decisions and success of the process.

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STAKEHOLDERS' READINESS FOR ADOPTION OF SOCIAL MEDIA PLATFORMS FOR TEACHING AND LEARNING ACTIVITIES IN SENIOR SECONDARY SCHOOLS IN IBADAN METROPOLIS, OYO STATE, NIGERIA

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Abstract

Social media is now generally accepted by the masses. The adoption of these social media platforms by the stakeholders in senior secondary schools in Ibadan Metropolis was what this study examined. These stakeholders are the school principals, teachers, parents or guardians and the government (Ministry of Education). The study examined the readiness of stakeholders in the adoption of social media platforms in teaching and learning activities of Senior Secondary Schools. Descriptive survey method was adopted in this study. Five hundred (500) Senior Secondary School teachers and 500 students sampled in Ibadan metropolis from 50 Senior Secondary Schools in Ibadan metropolis. 'Readiness for Adoption of social media Platform for Learning Activities Questionnaire (SRAMPLAQ) ($r = 0.81$) and Teachers' Readiness for Adoption of social media Platform for Teaching Activities Questionnaire (TRASMPTAQ) ($r = 0.73$), respectively were used for data collection. Data were analyzed using descriptive survey tools of frequency table, mean and standard deviation (SD) to answer the research questions. The study found that 90.4% of the students who participated in the research used social media platforms like Facebook, Twitter, LinkedIn and WhatsApp and so on, meaning that they are ready to adopt the platform for their learning activities. It was in addition discovered that 85.6% of the teachers who participated in the research are ready to use social media platforms in their teaching and learning activities irrespective of their discipline. The study recommended that there should be proper monitoring of the students in the use of social media platforms by both the teachers and their parents. In addition, the Government should organize seminars and workshops to train teachers on the use of social media platforms like, Facebook, WhatsApp for effective utilization in their teaching activities.

Keywords: Stakeholders' readiness, social media platforms, teaching and learning activities.

Introduction

An area of great interest in incorporating new technologies is the field of learning and teaching. Educational settings involve a wide range of potential users of Information and Communication Technology (ICT) which should support the process of knowledge transfer and

acquisition. In such context, we could question why users decide on the one hand to adopt and accept or, on the other hand, to reject a particular technology.

The increase and rapid growth of technologies and technological tools over the past two decades have been substantial, and the adoption rates cannot be over emphasized. The birth of the digital age has brought wide opportunity for users to explore varied kinds of information, and get connected through the use of the Internet. The Internet provides rich resources of information and data that could be vital for users in business, work, and education and even for staying connected to the world trends. As it continuously grows, the birth of different kinds of websites such as web 2.0, Google, WhatsApp, Facebook etc. have the potential to improve the quality of instruction in education. Some basic features of social media (such as connecting masses together, expressing your view and opinion to group of people at ago etc) could have a great impact on the development of teaching learning process (Benjamin, et al 2017).

Social media has proved to be one of the most vital communication means. It allows for easy communication among people regardless of location/distance in sharing information, files and pictures and videos, create blogs and send messages and to conduct real-time conversations. These systems are referred to as social, because they allow communication with friends, course mates or classmates, teachers, parents or guardians, educationists (policy makers), school administrators. Without mincing words we are in the social media era.

The field of Information System (IS) is concerned with investigation of Information Technologies (IT) impacts on individual, organizational and societal levels (Lucas, al 2013). One of the recent most impactful IT phenomena is the emergence & spread of a sub-set of IT technologies referred to as social media (Kane, et al 2014; Kapoor, et al 2017).The number of Internet users grew at unprecedented rapid rates over the same period. There are many people online all over the continents, & in fact this rapid growth in ICT use has not been restricted to the developed world (Mark & Andy, 2012). Various applications of ICT have an evolutionary impact on how we see the world and how we live in it.

In Nigeria, every school activities in public secondary schools are of the conventional approach, thereby reducing teachers' and learners' productivity. Common tasks routinely performed by teachers are still old methods with their associated cost implications and disadvantages, especially in assessing the students' activities.

The process of teaching and learning aims at transmission of knowledge, imparting skills and formation of attitudes, values and behaviour. It is an accepted fact that teachers are not usually born, but made (Sequeira, 2012). Good teachers nurture their knowledge and skills through constant and deliberate efforts. Teaching is the process of attending to needs, experiences and feelings and intervening so that they learn particular things and goes beyond the given attention. Teaching process is the arrangement of the environment within which the students can interact and study how to learn. According to Sequeira, (2012) teachers tend to think that teaching is all about them and their roles. Sequeira noted that, the most important aspects of the educational process are the students and what they learn. While learning is brought about through teaching the particular content according to Sequeira (2012) learning is all about a change. The change brought about by developing a new skill, understanding a scientific law, changing an attitude. Learning is a relatively permanent change in nature (behaviour). There are some factors observed influencing teaching and learning processes. These are (i) Intellectual factor, (ii) Learning factor, (iii) Physical factors,(iv)emotional factors which can be controlled with the help of social media.

Social media platforms have been used to share information among Internet users. Social media has a large presence in news and entertainment. When used in the learning setting for educational purposes, it has the potential to facilitate communication, augmenting the students' experience and improving outcomes by encouraging interaction and engagement among students, nurturing a student-centric learning setting, extending the learning environment beyond the classroom, and facilitating the flow of information between students, faculty and the campus community. In addition, it is a web-based technology that enables the development, deployment and management of social media solutions and services. Social media platforms provide the ability to create social media website e. g web page E-Mail etc and services with complete social media network functionality. It allows people to engage in conversations with one another, and is regarded as the future of communication. It makes the transfer of text, photos, audio, video and electronic information in general easy. There are many social media platforms used by Nigeria. However, this study focuses on Facebook, WhatsApp, YouTube, Twitter and Instagram, which is hoped that stakeholders would adopt and inculcate into the curriculum for the purpose of teaching and learning activities in Senior Secondary Schools.

Statement of the problem

As good as social media platforms are, the stakeholders tend to exhibit phobia in adopting and integrating social media platforms into the teaching and learning process. Other challenges are skilled manpower or technological knowhow and availability of these facilities in the various schools may also be their predicament.

Social media platform is very useful and easy to use nowadays especially among the youth of today. Social media application shows that it is very easy to use, interactive and that both teachers and students have positive attitude towards the use of social media platform in their teaching and learning activities (Abuelgasim & Mohammed, 2018). But what type of social media among all should the stakeholders include in the secondary school curriculum? How effective would it be? How would it be properly monitored? All these problems will be solved in this study, despite all its benefits mentioned. It makes education more open even to everybody thus there is need to continuously communicate and connect with, not only the stakeholders but the world of education, to mention but a few (Abuelgasim & Mohammed, 2018). Therefore, this study investigated the level of readiness of Stakeholders in the adoption of social media platforms into teaching and learning activities in senior secondary schools in Ibadan metropolis of Oyo State, Nigeria.

Research Questions

The following research questions guided for the study:

1. What is the level of students' readiness to adopt social media platform in their learning activities in the selected secondary schools?
2. Do stakeholders permitted to use social media platforms as instructional tools in the school premises to carry out their teaching and learning activities among secondary schools in Ibadan metropolis?

Methodology

Descriptive survey method was adopted in this study. The population consisted of five hundred (500) Senior Secondary School students and five hundred (500) Senior Secondary School teachers in Ibadan metropolis chosen from 50 selected Senior Secondary Schools were used for both teachers and students. 10 schools were randomly selected from five local governments in Ibadan metropolis fifty students in each school were selected randomly. For the teachers in some cases two schools were used before we could get 50 teachers as sample. Two

separate questionnaires were developed for this research, one for students and the other for the teachers the data were collected and analyzed. The researcher administered the instruments with some research assistants in the sampled schools. The respondents were directed to tick necessary information that relates to their demographic properties and tick the option which represents the correct answer to each item on the questionnaire. These were collated for analysis.

Students' Readiness for Adoption of social media Platform for Learning activities Questionnaire (SRAMPLAQ) with reliability coefficients of 0.81, which was filled by the students. And Teachers' Readiness for Adoption of Social Media Platform for teaching activities Questionnaire (TRASMPTAQ)with reliability coefficients of 0.73 which was filled by the teachers were the instruments used for the data collection. The data collected were analyzed using descriptive survey tool of percentage, mean statistics and standard deviation (SD) to answer the research questions.

Results

Research Question 1: What is the level of students' readiness to adopt social media platform into learning activities in the selected secondary schools?

Table 1: level of students' readiness to adopt different social media platforms for learning in the selected secondary schools

Key: Strongly Agree (SA)-5; Agree (A)-4; Disagree (D)-2; Strongly Disagree (SD)-1,

S/N	Item Description	Disagree (%)	Agree (%)	\bar{x}	Rank
1	Do you use Facebook as Social Media platform?	103(21.2)	397(78.8)	1.74	1
2	Do you use Twitter as Social Media platform?	108(22.3)	392(77.7)	1.88	2
3	Do you use WhatsApp as Social Media platform?	110(22.6)	390(77.4)	2.45	3
4	Do you use Instagram as Social Media platform?	152(31.3)	348(68.7)	2.14	5
5	Do you use You Tube as Social Media platform?	199(40.9)	301(59.1)	2.26	6
6	Do you use Snap Chat as Social Media platform?	150(30.8)	350(69.2)	2.44	4
	Total	137(28.2)	363(71.8)	2.15	

Results in Table1, revealed that 77.4% of the respondents agreed with the construction that they are using WhatsApp as social media platform while 22.6% disagreed with the statement. 78.8% of the respondents agreed they used Facebook as social media platform while 21.2% disagreed with the statement, In addition, 59.0% of the respondents agreed that they used YouTube as social media platform while 41.0% disagree with the statement. In addition, 68.7% of the respondents agreed that the used Instagram as social media platform for learning activities while 31.3% disagreed. Furthermore, 77.7% of the respondents agreed that they used Twitter as social media platform while 22.3% disagreed. In addition, 69.2% of the respondents agreed that they used Snap Chat as social media platform while 30.8% disagreed. It implies that the students have readily adopted social media platform into their learning activities in selected Senior Secondary Schools, as the weighted mean of($\bar{x} = 2.15$).

The study found that students' are ready to adopt social media platform for learning activities in the selected secondary schools. In addition, it allows students for option to select learning materials from large quantity of courses offered online which the students needs and it in addition makes easier distribution of courses material. The Social Media platform helps

students to reduce stress and increase satisfaction among students. It allows each student to study at his/her own pace and speed (self-pacing). The result found from the analysis showed that students are ready to adopt social media platform into their learning activities in senior secondary schools and this answer research question one, the level of students' readiness to adopt social media platform into learning activities in selected secondary schools. The level of use and that of their readiness is high based on the usage of these platforms (Facebook, WhatsApp, YouTube, twitter, Instagram and Snap chat), according to the analysis on table 1.

They are using these platforms (Facebook, WhatsApp, YouTube, etc) to access online information, do their school assignment and to do their class group work. This is in support of the finding of Jain, (2015) that propounded that many colleges stress the importance of the soft skill of working in groups. Having teams work together using social media only strengthens advantage one and two of your educational activities (Dewing, 2010). The results also support the findings of Summak & Samancioglu (2011) that social media is a communication tool that allows users to interact and contribute in online discussions. In addition, the study found that student's are ready to adopt Social Media platforms (such as Facebook, WhatsApp, YouTube, Twitter etc) into their learning activities in selected secondary schools.

The result is in agreement with the study of Callens, (2014) that the first of their kinds, the use of social media platforms like Facebook, Twitter, and a variety of other services are now synonymous with daily social interaction which have great impact on human interaction. According to Turand & Martin (2015),social media can be used to enhance learning, and it can be used to encourage students to think critically about the technology pervading by their world.

Research Question 2: Do stakeholders permitted to use social media platforms as instructional tools in the school premises to carry out their teaching and learning activities among secondary schools in Ibadan metropolis?

Table 2: Stakeholders (Students and Teachers) permission to use social media platforms as instructional tools to carry out their teaching and learning activities.

Key: Strongly Agree (SA)-4; Agree (A)-3; Disagree (D)-2; Strongly Disagree (SD)-1,

S/N	Item Description	Agree (%)	Disagree (%)	\bar{x}	Rank
7	I can use social media to do my assignment.	423(84.6)	77(15.4)	3.32	1
8	I use social media to ask questions and to solve problems.	424(84.8)	76(15.2)	3.26	2
9	My school has internet and other E-learning tools necessary for adoption of social media platform for teaching and learning activities.	349(69.8)	151(30.2)	3.01	8
10	My school culture influences support for the adoption of social media platform into teaching and learning process.	347(69.4)	153(30.6)	2.87	9
11	Social media platform can be incorporated into teaching and learning process.	386(77.2)	114(22.8)	3.06	7
12	Adoption of social media platform for teaching and learning activities can be easily implemented in my school.	392(78.4)	108(21.6)	3.08	6
13	Social media platform is suitable for extra curriculum activities especially during the school holidays.	417(83.4)	83(16.6)	3.22	3
14	I like to use social media platform for my learning activities.	394(78.8)	106(21.2)	3.12	5
15	It is a pleasure for me to use social media platform for classroom activities.	397(79.8)	103(20.2)	3.17	4
	Average total	392(78.4)	108(21.6)	3.12	

Table2 presented results on students' and teachers' permission on the use of social media platforms as instructional tools to carry out their teaching and learning activities in selected secondary schools and findings showed that: Majority 84.6% of the respondents agree that they can use social media to do their assignment while 15.4% disagreed with the statement. In addition, 84.8% of the respondents agree that they use Social Media platforms to ask questions and to solve problems while 15.4% disagreed with the statement. Further, 83.4% of the respondents agreed that social media platform is suitable for extra curriculum activities especially during the school holidays while 16.6% disagreed. On the other hand, 79.8% of the respondents agreed that they have a pleasure to use social media platform for classroom activities while 20.2% disagreed with the statement. Furthermore, 78.8% of the respondents agreed that they like to use social media platform for their learning activities while 21.2% disagreed with the statement. In addition 78.4% of the respondents agreed that adoption of social media platform for teaching and learning activities can be easily implemented in their school while 21.6% disagreed

with the statement. In addition, 77.2% of the respondents agreed that they social media platform can be incorporated into teaching and learning process while 22.8% disagreed. In addition, 96.4% of the respondents agreed that their school has internet and other E-learning tools necessary for adoption of social media platform for teaching and learning activities while 3.6% disagreed. Further, 69.4% of the respondents agreed that their school culture influences support for the adoption of social media platform into teaching and learning process while 30.6% disagreed. However, It implies that the school authority and government policy have an impact on the use of social media platforms as an instructional tools in senior secondary schools with the statement.

Discussion of Findings

The study found that students are ready to adopt social media platform into their learning activities in the selected secondary schools. The result support the finding of Cheong (2002),Summak & Samancioglu (2011) and Turand & Martin (2015) that the social media platform is easy and quick in term of students accessing accessibility, reviewing literatures, updating, and editing learning material needs anytime and anywhere by students. In addition, it allows students for option to select learning materials from large quantity of courses offered online which the students needs and it also makes easier distribution of courses material. The social media platform helps students to reduce stress and increase satisfaction among students. It allows each student to study at his/her own pace and speed (self-pacing). The result found from the analysis showed that students are ready to adopt social media platform into their learning activities in senior secondary schools and this answer research question one, the level of students' readiness to adopt social media platform into learning activities in selected secondary schools. The level of use and that of their readiness is high based on the usage of these platforms (Facebook, WhatsApp, YouTube, twitter, Instagram and Snap chat), if compared the percentages which tables 1 and 2 explained respectively.

Presentation of the findings

Based on the result of the findings, the level of Stakeholders' Readiness in Adopting social media Platforms into teaching and learning is very high. The use of social media platforms in teaching and learning process would both ease the teachers' work and as well improve the students' performance and expose them to other benefits online. That is giving and marking the students' assignment via social media. The use of social media platforms in teaching and

learning enhanced collaborative learning. Social media platforms usage and readiness have not yet been fully explored due to the fact that not all the students can afford web enable phone and even some of the students in less cities (rural areas) have no privilege.

Conclusion

The study concluded that the higher the level of stakeholders (teachers in particular) involvement in providing care, monitoring and advice on usage of social media platforms (Facebook, WhatsApp, YouTube etc) on educative materials and information in senior secondary schools, the greater the level of their readiness and performance towards the adoption of social media platform.

Recommendations

Based on the findings of this study:

- i. Students should be allowed to bring phones and other electronic media devices to school for academic activities alone, and they should be monitored by both the teachers and the parents.
- ii. There should be stated policy that will guide the use of these social media platforms and the android phones with adequate supervision.
- iii. Secondary schools in Ibadan metropolis should be digitalized, computerized and locally connected with LAN (Local Area Network).
- iv. Stakeholders are encouraged to adopt social media platforms at secondary school levels to ease the teachers' activities and improve the students' academic performance.

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SINGLE PARENTING: CAUSATIVE EFFECTS ON RAISING CHILDREN IN NIGERIA

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Abstract

This paper examined single parenting and causative effects on raising children in Nigeria. It is pertinent that single parenting/parenthood has affected the proper raising of children in Nigeria. There cannot be peace at home and the society at large if the children of single parents were not properly catered for. Thus, the paper examines the cause of single parenting, its effects on the children, and child development. The paper recommended that partners should exhibit true love among themselves to maintain good and harmonious relationships to avoid separation or divorce. Government should create more jobs to enable citizens to secure a job to enable them to provide for their families.

Keywords: Single, Parenting, Causative, Effects, Children and Nigeria

Introduction

Sigh and Conklin (2007) opined that single parenting was a new family form created by modernization and industrialization, which altered changes in gender roles. Therefore, single parenthood is the act of training a child or children single-handedly, carrying out the duty of child upbringing alone. Nwachukwu (2002) and Ogbo (2007) stress that reports have shown that, in Nigeria alone 35% of the population constitutes single parents. This shows the rapidly growing trend of single parenting in Nigeria. Since abortion is not legalized and there is no law against a child outside marriage, divorce, separation or the death of a partner may pave way for the single parenthood. In Nigeria, parental roles are culturally determined or inclined. The maternal role is that of inclined. The maternal role is that of child care and homemaking while the parental role is that of economic responsibilities and discipline of children.

Generally, it is the responsibility of the family to train and bring up the child in the norms and values of society. They are to be responsible for the psychological and emotional welfare of the children. Stephens (2006) stresses that children from broken homes are usually associated with anti-social behaviour. In such a situation, the child becomes a must in society. Moreover, such children are likely to suffer deprivation and denial of some rights and opportunities.

Benokraitis (2012) concluded research on marriage and family and gender roles defines mothers as the expressive role players, who provided the emotional support and nurturing that sustains the family unit. Because of this, she argues, mothers outshine fathers who tend to be stricter and more distant. She goes on to express that one of a woman's expressive roles is that of kind keeper an important communication link among family members. Children tend to drift towards the preference of parent depending on how involved a particular parent is, and a common problem in society to say is absentee fathers. Therefore, children are more likely to show a preference for their mothers, as they are more involved with them than their fathers. Single parent children commonly experience difficulties in identifying the role strain and stigmatization regardless of how it was obtained. As such, the children faced development and socialization problem which leads to social vices such as drugs, armed robbery cultism, swindling (419), prostitution, abortion etc. for these reasons, attention has been drawn towards the examining single parenting: a degradation effects on raising children in Nigeria.

Calhoun (2004), single parenthood is defined as a multifocal family composed of a mother, her dependent children one or more of her grown daughters and her children or sometimes other relatives such as a grandmother or aunt.

Parent

Browne (2012) stressed that a parent is a caretaker of the offspring in their species, in humans, a parent is a child. A biological parent consists of a person whose gamete resulted in a child a male through sperm, and a woman through her ovum. Parents are first-degree relatives and have a 50% genetic overlap. A woman can also become a parent through surrogacy; however, some parents may not be biologically related to their children.

An adoptive parent nurtures and raises the offspring of the biological parent but is not biologically related to the child. Children without adoptive parents can be raised by their grandparents or other family members.

Child development

Kail (2011), Child development refers to the biological and psychological changes that occur in human beings between conception and the end of adolescence as the individual progresses from dependency to increasing autonomy. Related terms include “developmental

psychology” referring to development through the lifespan and “pediatrics” the branch of medicine relating to the cure of a child. Inter- American development is a multifaceted, integral, and continual process of change in which children become able to handle the ever more complex level of moving thinking, feeling, and relation to others.

Causes of Single parenthood

Various reasons have been highlighted as to why people get into single parenthood. Single and Samaria (1996) revealed that several factors contributed to the growing numbers of single parents.

Divorce

Nwachuckwu (2006) opined that divorce on its own makes the couples develop a negative attitude towards marriage and therefore lay the foundation for single parenthood. The reason commonly given by woman for leaving their husbands includes adultery, cruelty, and desertion, addiction to alcohol or drug husband or wife also causes single parenthood. Firstenberg (2004) posited that the raising rate of single parenthood was basically due to the rising rates of divorce, he said that about half of the marriages undertaken man end up divorced.

Death of a partner

The death of a spouse or partner as husband and wife could lead to each one of the partners becoming a single parent most especially on the part of the mother there is an adverse effect.

Economic Pressure

Financing in a single-parenting world is a challenge since caring for the children will centre more on either of the partners. So, economic stress, imbalance and problems affect in raising children in single parenting.

Lack of social care

It is widely believed that children in single-parent families are likely to be psychologically unhealthy. The public media such as radio, newspapers, magazines, films and TV also repeatedly play up the psychological health of the children in single-parent families

Rudimentary Problems attached to the single parenthood

Certain problems have been identified to be associated or attached to single parenting. It has been observed that having fewer resources, single parents may not monitor or care for their children properly. Amato (2007), unveiled that unmarried fathers are also not without problems and generally receive a more healthy economic status than their female counterparts. Single fathers are often confronted with serious career-related problems as they find their sole children-rearing role conflicting with work expectations.

Myles (2004) emphasized that stress is inherent in the situation of the woman trying to bring up her children alone. A husband may do little, but that little helps and it is a comfort to have someone with whom to discuss problems that may arise concerning the health, school performance and other matters concerning the offspring, insecurity, financial pressure, lack of companion at home and the burden of bringing up children alone all constitute stressful conditions which take their toll on the health of women who find themselves in the situation being parent.

Amato (2007), single parenthood has to do with loneliness hence many single parents find themselves feeling isolated at one point or another. It was reported that single parents who got pregnant are not allowed the benefits of maternity leave simply because they are not married. Single parents commonly experience difficulty with role identity. Some form of social stigma is still attached to single parent state regardless of how it was acquired

Challenges faced by Single Parents.

Sandefur, Melanaham and Wojhkiewes (2009) posted that challenges faced by a single parent are far greater in number than those faced by both parents e.g

- Single parents play the role of the father and mother
- Overwhelmed by lots of responsibilities
- Inadequacy in child raising
- Loneliness
- Financial challenges
- Coping with stress and frustration
- Poverty

- Emotional stress
- Healthy problem
- Inferiority complex
- Depression

Effect of single parenting on children

Roger and Pryor, (2007) opine that single parent level of education influences their children's socialization. Educated parents are more likely to have a conducive home than their uneducated counterparts. While Jackson, (2005) emphasizes that parents are expected to fulfil the need of their children, the parent tends to serve as kinds of buffer or neutralizer in their influences in the home. Marton (2005) ascertain that children from single parents families on several measures of well-being. Children from single parents' families are six times as likely to be poor; they are also likely to stay poor longer. Haralembos, (2008) posited that many children do not bounce back after divorce or marriage. Difficulties that are associated with family breakup often persist into adulthood. Children who grow up in single-parent or steps parental families are less successful as adults, particularly in the two domains of life, love and work that are most essential to happiness. Needless to say, not all children experience such negative effects. However, research shows that many children from destructed families have a harder time achieving intimacy in all relationships forming a stable marriage, or even building a steady job (David, 2009).

Negative Effect of Single Parenting

The following are perceived Negative Effect of Single Parenting

- Poor financial status is commonly experienced by families.
- Parents experience psychological instability.
- Single parents tend to discard taking care of themselves.
- Children perform, poorly at school.
- Children exhibit risky behaviours.

Conclusion

Single parenting /parenthood as ascertained in the study reveals that causes of single parenting are attached to the fact that divorce lacks social care and the death of a partner. Thus this could lead to an effect on the children which can result in poverty, lack of proper care, financial stress, and emotional stress. In this context, children are adversely affected by the single parenthood system of raising children in Nigeria. Therefore; single parenting is a scourge in the mood of raising children in the family.

Recommendations

1. Parents or couples should exhibit true love and sincerity before going into a full relationship or marriage.
2. Government should create more jobs to ease the lack of jobs among the citizenry in the country so as not to affect children's upbringing in the family.
3. Religions leaders should admonish the couples with words of God to inculcate morals and proper behaviour to inculcate peace and harmony in society.
4. Government should extend scholarship opportunities to the children of single parenthood to have a sound and good education .this will in turn not make them constitute a nuisance in society.
5. The family of the single parents should render full financial support to provide succor for the children.

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**GENDER INEQUALITY IN THE TEACHING AND LEARNING OF
ENGLISH LANGUAGE: IMPLICATION ON THE NIGERIAN
ECONOMY**

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Abstract

The study investigated gender inequality in the teaching and learning of English Language. The population consists of secondary school students in Afijio Local Government Area, Oyo State. Proportionate random sampling technique was used to select thirty students each from five (5) schools to make one hundred and fifty (150) students as sample for the study. A self structured validated questionnaire was used as a research instrument. Five (5) research questions guided the study and the analysis was done using simple frequency and standard deviation. The result of the study revealed that government has seen gender inequality in English Language as problem. Also, parental attitude has significant relationship with the problem of gender inequality in English Language and there is no significant relationship with the perception of urban men and rural men towards the English Language of the female gender since they differ in their perception of the female folk. Based on the findings, it was recommended among others that there is the need to embark on a more serious and rigorous

enlightenment drive to encourage the female gender to take active participation in various English Language programs available to them or specially designed for them.

Keywords: Gender, Inequality, Teaching, Learning, and Nigerian Economy

Introduction

English is the language mostly used for communication. Learning English is important as people all over the world communicate in English mostly. It is noteworthy that, of the five official languages UN recognizes, English language takes the first position because of its easy access to people across the nations (Madawaka, 2004). The other reason might be because almost half of the nations in the world were under the British rule. Hence, all the nations under the British rule had to learn English compulsorily. For others, learning English is important to keep pace with the modern world and many are influenced by English culture. English has emerged as the most important global language and also evolved to be a language of science and technology. English as a second Language (ESL) helps students learn how to speak, read and write English. English as a Second Language is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment. In many schools, English is taught as second language with different approaches to those whose primary language is not English (Okonkwo, 2017).

The heavy dependence on English Language makes it a subject that is dreaded by nearly all pupils especially girls at the secondary school level. Because of this English Language enjoys the most popularity among the subjects, thereby resulting in the dearth of girls pursuing English Language (Okonkwo, 2017). This has often resulted in girls' low enrolment in English Language at the various institutions of higher learning which has brought about few female teachers teaching English Language in our secondary schools. This fact has been earlier confirmed by Ogunleye (2019). Furthermore, girls' under-achievement in English Language could be seen from the performance in externally conducted examinations (Adeyemi, 2018).

Many factors have been identified to be influencing low enrolment in secondary school English Language. These include lack of social-cultural factor and influence of others or peers, home background of students; perceiving English Language as a difficult subject, low popularity index and rating among other school subjects (Ogunleye, 2017). Ogunleye (2017) also identified low parental expectation, encouragement, and fewer opportunities to work with

language materials and instruments and also low participation of girls in extra curricula activities as some of the factors contributing to girls low achievement level in English Language. All the above mentioned factors are also applicable to other subjects. In view of this, the study seeks to identify causes of gender inequality in the teaching and learning of English Language as well as contributing factors and the implication on the national economy. The result of this study will go a long way in addressing some of the current Nigerian economic challenge.

Statement of the Problem

Inspite of the potency of the female gender, they have been relegated to the background as far as English Language is concerned. Regrettably, the effort at capacitating the female through English Language has met with little success. This is because the prejudice against women had persisted, despite the fact that women consists about half of the population of Oyo state and Nigeria at large. There is nothing to write home about in the performance of female student in English Language in the areas where the field work was conducted. The female gender have extremely low performance in the Senior School Certificate Examination and National Examination Council English Language examinations in the last decade, making it impossible to further in English Language and other subjects in the nations higher institutions of higher learning. In view of this, the study seeks to investigate this trend and as such proffered solutions and recommendations.

Purpose of the Study

The general purpose of this study is to identify causes and the resultant effects of gender disparity in the teaching and learning of English Language in some selected secondary schools in Afijio Local Government Area of Oyo state. This shall be achieved through the following specific purposes:

1. Find out the nature of the pupils performance towards the teaching and learning of English Language in Afijio Local Government Area of Oyo state.
2. Discover the gender inequality and its effect on the learning of English Language.
3. To establish whether performance of pupils towards the learning of English Language in Afijio Local Government Area of Oyo state have positive impact.
4. To determine whether there is any gender inequality in teaching and learning of English

Language in our schools.

5. Find out the influence of these on the performance of pupils in English Language tests.

Research Questions

The following research questions guided the study;

1. What are the factors that contribute to the failures in English Language between male and female in Afijio Local Government Area of Oyo state?
2. Does gender inequality have effect on teaching and learning of English Language?
3. Does gender inequality affect the performance of pupils in learning of English Language?
4. What is the government perspective towards solving the problem of gender inequality in English Language?
5. What are the likely hindrances faced by the government and other stakeholders in solving the problems of gender inequality in English Language?

Significance of the Study

The study shall reveal the challenges encountered especially the female students during the course of the learning processes and recommend solutions which shall be useful to both the students, teachers, parents and stakeholders in education.

Methodology

The design for this study is a survey research design. The population of this study consists the secondary school students in Afijio Local Government Area, Oyo State. Proportionate random sampling technique was used to select thirty students each from five (5) schools selected to make one hundred and fifty (150) students as sample for the study. A self structured questionnaire was used as a research instrument for the study which was validated by two experts, one in the field of test and measurement and the second one from English language department at the Federal College of Education (Special), Oyo. Adjustment and correction were made on the instrument after validity and was administered on students of fifty senior secondary school students in Ilora Grammar School which is not part of the sample under consideration for reliability test and reliability coefficient of 0.85 was arrived at using croabanch alpha which presumed that the instrument is reliable.

Data analysis

The analysis was arranged according to the stated research questions;

Research questions 1: What are the factors that contribute to the failures in English Language between male and female in Afijio Local Government Area of Oyo state?

Table 1: Factors that determine men's attitude

Factor	SA	%	A	%	U	%	D	%	SD	%	TOTAL	%
Social economic background of parents affect the English Language of girl-child	75	50	45	30	2	1.3	17	11.3	11	7.3	150	100
Child rearing also militate against the edition of the female child	70	46.7	50	33.3	-	-	20	13.3	10	6.7	150	100
Illiteracy of men affect their interest to send girls to schools	80	53.3	50	33.3	3	3	7	4.7	10	6.7	150	100
Health condition of the girls child affect her English language opportunities	60	40	55	36.7	5	3.3	10	6.7	20	13.3	150	100

Source: Field work

From table one above, 75 out of 150 respondents strongly agreed that social economic status of men is one of the major factors that hindered men to sponsor the English Language of the female gender while 45 respondents representing 30 percent supported the above opinion that socioeconomic factors affect the attitude of men towards the English Language of the female gender. Two of the respondents were undecided whether socioeconomic status of men affects their attitude or not. The other 17 and 11 representing 11.3 and 7.3 respectively disagreed as well as strongly disagreed that economic status of men affects their attitude towards

the English Language of the female gender.

Similarly, 70 (46.7%) out of 150 respondents ticked agreed and 50(33.3%) ticked strongly agreed that child rearing is another factor that militate against the English Language of the female gender, while the remaining 20 (13.3%) and 10 (6.7%) disagreed and strongly disagreed respectively rejected the opinion that child rearing affect the attitude of men towards the English Language of the opposite sex.

However, 80 (53.3%) and 50 (33.3%) out of 150 respondents respectively opted for agreed an strongly agreed that illiteracy affect men not to belief in the English Language of the female gender while 3 (2%) respondents out of 150 were undecided. The remaining 7 (4.7%) and 10 (6.7%) respectively opted for disagreed and strongly disagreed with the opinion that illiteracy affect men attitude towards the English Language of the female gender.

Finally, 60 (40%) and 55 (36.7) out of 15, 0 respondents respectively agreed and strongly agreed that the health condition of the girl child affects her English Language chance. While 5 (3.3%) out the 150 respondents were not certain whether or not the health condition of the girl child affects her English Language opportunities. As concerning the remaining 10 (6.7%) and 20 (13.3%) respectively rejected the opinion.

Research question 2: Does gender inequality have an effect on teaching and learning of English Language?

Table 2: The interest of child in the English Language over the female gender

Factor	SA	%	A	%	U	%	D	%	SD	%	TOTAL	%
Men are in favour of the English of the female gender	60	40	75	50	3	2	7	4.7	5	3.3	150	100
Men do not like the English Language of the female gender	30	20	10	6.7	5	3.3	50	33.3	55	36.7	150	100

Source: Field work

From table two above, 60 (40%) and 75 (50%) tick strongly agreed and agreed to support the statement that men are in favour of the English Language of the female gender in

the society. While 3 (2%) respondents were undecided and the remaining 7(4.7%) and 5 (3.3%) tick disagreed and strongly disagreed to reject the statement that men are in favour of the English Language of the female gender.

Again, 30 (20%) and 10 (6.7%) respondents out of 150 respondents agreed and strongly agreed that men do not like the English Language of the female gender while 5 (3.3%) of the respondents could not decide whether or not men like the English Language of the female child. Concerning the remaining 50 (33.3%) and 55 (36.7%) of the respondents marked disagreed and strongly disagreed to counter the statement that men do not like the English Language of the female gender.

Research question 3: Does the gender inequality affect the performance of pupils in learning English Language?

Factor	SA	%	A	%	U	%	D	%	SD	%	TOTAL	%
The females are assets to their husband families	40	26.7	30	20	4	2.7	60	40	16	10.6	150	100
The girl-child English Language ends in the kitchen	30	20	25	16.7	3	2	60	40	32	21.3	150	100
The female gender have nothing to offer them to keep the home and rear children	25	15.7	15	10	-	-	65	43.3	45	30	150	
The culture of the land hindered the English Language of the female	45	30	40	26.6	2	1.3	43	28.7	20	13.3	150	

Source: Field work

Table three above indicates that 40 (26.7%) and 30 (20%) out of the 150 respondents strongly agreed and agreed to state that the female children are asset to their husband families. While 3 (2%) of the respondents could not decide and the remaining 60 (40%) and 16 (10.6%) of the respondents are of the view point that the female children are only assets to their husband family but to the larger society.

Similarly, 30 (20%) and 25 (16.7%) the respondents support the opinion that female child English Language ends in the kitchen by ticking agreed and strongly agreed. 3 (2%) out of the 150 respondents were undecided if the English Language of the female child ends in the kitchen or not. The remaining 60 (40%) and 32 (21.3%) of the respondents were in contrast with the opinion that the English Language of the female child ends in the kitchen.

Furthermore, 25 (16.7%) and 15 (10%) of the total respondents of 150 also agreed and strongly agreed to support the statement that the female child have nothing to offer than to keep the home and rear children. The remaining 65 (43.3%) and, 45 (30%) of the respondents rejected the statement by ticking disagreed and strongly disagreed.

Finally, 45 (30%) and 40 (26.7%) of the total respondents of 150 are of the opinion that the culture of the land hindered the English Language of the female gender and 2 (1.3%) out of 150 respondents were not sure whether the culture of the land hinder or support the English Language of the female gender. The rest 43 (28.7%) and 20 (13.3%) of the respondents say that the culture of the land does not hinder the English Language of the female gender by marking disagreed and strongly disagreed.

Research Question 4: What is the government perspective towards solving the problem of gender inequality in English Language?

Government perception and action	SA	%	A	%	U	%	D	%	SD	%	TOTAL	%
Government have seen Gender inequality in English language as a problems	42	28	58	38.6	-	-	28	18.7	22	14.7	150	100
Government have plan some programmes and executed them to solve the problems of gender imbalance in English Language	49	32.7	62	41.3	4	2.7	30	20	5	3.3	150	100

Source: field work

From the table 4 above, 42 (20%) and 58 (38.6%) out of 150 respondents accepted the statement that government have seen gender inequality in English Language as problem while 28(18.7%) and 22 (14.7%) countered the statement by ticking disagreed and strongly disagreed. Again, 49 (32.7%) and 62 (41.3%) out of the 150 respondents accepted that government have planned and executed some programmes to ameliorate the problem of gender inequality in English Language. 4 of the respondents representing 2.7 percent were not sure if the government has taken any action or not. The rest 30 (20%) and had 5 (3.3%) of the respondents rejected the statement that government have taken any action to solve the problem of gender inequality in English Language.

Research question 5: What are the likely hindrances faced by the government and other stakeholders in solving the problems of gender inequality in English Language?

Hindrances	SA	%	A	%	U	%	D	%	SD	%	TOTAL	%
Inadequate funding and manpower hindered gender equality in English language	41	27.3	32	41.3	7	4.7	15	10	25	16.7	150	100
Inadequate skills and personnel to execute government programmed	35	23.3	76	5.7	3	2	201	3.3	16	16.7	150	100

Source: field work

The first item in the above table indicates that 41 (27.3%) and 62 (41.3%) of the respondents ticked strongly agreed and agreed respectively to support the statement that inadequate funding and manpower contributed to problem of gender inequality in English Language while 7 of the respondents representing 4.7 percent were neutral to the opinion. The remaining 15 (10%) and 25 (16.7%) of the respondents disbelieved the statement by indicating on disagreed and strongly disagreed.

Discussion of Findings

Based on the findings, the following conclusions were drawn:

That the parents are not in support of the English Language of their daughters but rather supported the child even though they are limited by the economic status and social-cultural factors. This is in line with the work of Egbochukwu (2002).

The government have also seen gender inequality in English Language as problem and a threat to the economic wellbeing of the nation and as such stated making efforts to tackle the problem. Moreover, government actions in the past to tackle the problem of gender inequality in English Language were hindered by inadequate funding, manpower, skilled personnel and instability of government in Nigeria.

Parental attitude have significant relationship with the problem of gender inequality in English Language. There is significant relationship between the perception of male and female with the perception and problem of gender inequality in English Language but differ significantly between male and female, such that the male are dominating that of the female counterpart. The result is corroborated by Madawaka (2004). More so, men's perception of the role of the female gender significantly influences their attitude towards their English Language. Finally, there is no significant relationship with the perception of urban men and rural men towards the English Language of the female gender since they differ in their perception of the female folk.

Conclusion

Gender inequality in the teaching/learning English Language is a task that will still take some length of time displaying its ugly trend in Afijio Local Government Area and Oyo State in general, if measures are not taken. The measures to be taken should be met with conscious planning and actions, since some of the factors that have perpetuated the problem of gender inequality in English Language before now are still living. The oral interviews conducted with the teachers and parents reveals that there is no single female child currently pursuing English Language as a course in institutions of higher learning from this area, also there is fewer enrollments of females in all the science related subjects. This shows lack of total commitment from both the students as well as their parents whose sponsorship rest on their heads.

The researchers realized that female students constitute almost half of the populations in all the schools visited; this shows that there is awareness of enrollment of females into school even in the rural areas. What remains is to arouse their interest and give them the best of English Language teaching/learning so that they can also contribute their own quota towards solving the nation's current economic challenges.

Recommendations

Based on the findings, the following recommendations were made:

- There is the need to embark on a more serious and rigorous enlightenment drive to encourage the female gender to take active participation in various English Language programs available to them or specially designed for them.
- Socio-cultural beliefs and religion should be put aside while the main goal should be to develop the individual to leave a self-fulfilled life as well as contribute his/her own quota to national development parents are to expect good results from the female child as they expected from their male counterpart.
- All stakeholders should put heads together in order to orientate the parents and reshaping their perception about girl child education.

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DEPLOYING YORUBA RIDDLES IN PROMOTING HUMAN AND ENVIRONMENTAL SECURITY

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Abstract

Every human society appreciates the importance of a safe and secure societal and environmental atmosphere. In realising human and environmental security, therefore, different tools are deployed. The Yoruba people have at their disposal various means to conscientise members of the public on the need to be security and ecocritical conscious. Àlò Àpamò remains a veritable pedagogical instrument that is being deployed to promote security of humans and that of the ecosystem. It is in view of the foregoing, therefore, that this study explores the deployment of Yoruba riddles in promoting human and environmental security. With the above that is full of benefits, exploration, it is recommended that Àlò Àpamò should be employed in sensitising members of the public about security issues.

Keywords: Àlò Àpamò, Human society, Environment, Security

Introduction

The issue of security is germane to the development of every society. In actual fact, there can be no meaningful development in an insecure atmosphere. Ways through which we can find lasting solution to increased and unresolved conflicts range from individual, natural, religious, regional, and to international levels. At these various levels, efforts are intensified on how to ensure stable security. It is noted that there is nexus between peace and security; wherever there is lack of security, there can be no peace and a society that is peace free will definitely be devoid of development. Francis (2006) cited in Alabi (2013:3) defines peace as

...the absence of war, fear, conflict, anxiety, suffering and violence, and about peaceful co-existence. It is primarily concerned with creating and maintaining a just order in society and the resolution of conflict by non-violent means. In general, six meanings of peace are agreed on by many peace researchers, including peace as the absence of war (absence of direct violence), peace as justice and development (absence of structural violence), peace as

respect and tolerance among people, peace as *Gaia* (Balance in and with the ecosphere), inner peace (spiritual peace), and peace as ‘wholeness’ and ‘making whole’.

The author stresses further that “there is a recent view of security, which includes human security, and economic security” cited in Naidoo (2001). This paper, therefore, focuses attention on the use of Yoruba riddles for promoting human and environmental security.

In traditional African society, especially Yoruba, *Àlò Àpamò* (riddles) is a way of examining the thinking ability of the younger ones, especially in order to prepare them for future situations and challenges, so they will be able to think fast in finding possible solution to whatever challenge that comes their way (Adegboodu, 2021:21). Besides, *Àlò Àpamò* could be deployed in addressing security for life and property for both individual and the general populace.

Olagunju (2005:74-75) avers that ‘*Traditional African education encourages intellectual growth and development through observation, imitation and participation.*’ He makes reference to proverbs, riddles and tongue-twisters as some of the intellectual exercises used to bring out the meaning of obscure points in conversation and arguments. This is in line with Bamgbose (2017:40) who posits that “*There is training in intelligence through the use of riddles which encourage both observation and logical association.*”

It is worthy to note that teaching process started with the child right from birth among the Yoruba; the child will be growing day by day with different instruction(s) given to him/her which will equip the child for better tomorrow. Isola (2010:104) asserts that

from the very first day in the life of Yoruba children, they started hearing poetry performed. It would usually be by the grandmother or some other women welcoming the new member by chanting the family oriki. During childhood a proper and effective mode of instruction was ensured through the use of literature.

Every other necessary information needed to ensure continuity of tradition is usually given to the children right from childhood; every necessary thing needed for proper upbringing of a child is embedded in Yoruba literature. This is in line with the view of Fafunwa (1974:20)

that *traditional African education is multilateral and that the goal is to produce an individual who is honest, respectable, skilled, cooperative and conform to the social order of the day*. When a person has fulfilled the foregoing codes of conduct, he or she could be referred to as a well-behaved person as – Omoluabi – in Yoruba polity.

From the aforementioned, it is very clear that the goals of education are apparently interwoven but the important thing that concerns us in this study is the aspect of intellectual skills development, development of sense of belonging, as well as understanding, appreciating and promoting peace and stability which is paramount to cultural heritage.

Yoruba Riddles

There are various explanations given to the term ‘riddle.’ It is described as a knotty question that is asked to test someone’s intellectual capacity (Adegboodu, 2021:15). It also has to do with a situation whereby someone talks in a more difficult way or in a way which is not easily understandable. According to Akómólédè cited in Ajíkòbí (2013:32),

Àlọ̀ Àpamọ̀ jẹ́ ibéèrè kúkúró tàbí gígùn tí a fàyo nínú àkíyèsí àyíká ẹ̀ni, èyító n fẹ́ idáhùn. Àwọn Yorùbá gégé bí èyà kan fẹ̀ràn láti máa fi ara balẹ̀ wo gbogbo ǹnkan fínifínní. Ifarabalẹ̀ wònyí ló bí Àlọ̀ Àpamọ̀ láti tọka irísí tàbí ihùwásí àwọn ǹnkan tí Àlọ̀ n dale lórí. Oríṣiríṣi ǹnkan ni Àlọ̀ máa n dále, àwọn ǹnkan bí ohun-èlò inú ilé, ohun-òṣìn, èniyàn, ohun-ògbìn, ẹyẹ, igi, ẹranko àti bẹ̀ẹ̀ bẹ̀ẹ̀ lọ.

Àlọ̀ Àpamọ̀ is a short or long question derived from what we observed in our environment, which demands an answer. The Yoruba as a race are fond of closely studying things. It is this attentiveness of the Yoruba that gave birth to Àlọ̀ Àpamọ̀ centres on. Àlọ̀ may centre on many things, such as domestic items, domestic animals, plants, birds, trees, animals, and so on.

This explanation by Egbe Akómólédè cited above explains the way Yorùbá people do things around them which calls for critical thinking. This critical thinking goes a long way in

having perfect personal and environmental security. In other words, critical thinking helps us solve problems, make decisions and reach our goals. According to www.securityinformed.com

“security and safety practitioners responding to evolving threats make decision everyday based on uncertainty, insufficient information, and too few resources for textbook solutions. Unsurprisingly, security informed that critical thinking, decision making and communications skills are key characteristics for job success.”

This implies that the Yorùbá know the importance of critical thinking as it plays vital role in the issue of security of society; that is why it is included in the training of little children.

Earlier scholars like Bascom (1982), Dathome (1966), Babalọlá (1974), Yáí (1976), Finnegan (1970), Ọlátúnjí (1982, 1984), Ọlábímtán, (1982), Ọ̀gúndèjí (1991, 2000), Olúkòju, (1992), Adélékè, (2008/2009), Akínyemí (2015), Adégbódù (2020a, 2020b and 2021) and some others preoccupy themselves with the collection, definition, classification as well as critical analysis of Yoruba riddles. Therefore, this present work analyses the use of Yoruba riddles in promoting human and environmental security. In doing this, some thematically relevant Yoruba riddles are selected for critical interrogation. It is evident that the world at large has experienced different security challenges ranging from individual to societal at large. This work shows how Àlọ Àpamò can be used to curtail and address security threats.

Analysis of Selected Yoruba Riddles with Special Emphasis on Security Matters: Yorùbá riddles discussed below, depicts the interaction among human and non-human characters as related to their security conciseness in the society.

1. Apàlọ: Ààlọ o
- Agbáàlọ: Ààlọ
- Apàlọ: Onímú n gbé imú rẹ̀ bọ̀ ọ̀jà tú o.
- Ìdáhùn: Ọkọ

(Adésuà1978)

Riddler: Ààlọ o

Audience: Ààlò

Riddler: Owner of the nose is coming to the market, the market scatters.

Answer: Vehicle

As depicted in the above cited riddle, whenever people gather and a vehicle is coming, they will usually make way for the vehicle. This is the picture being represented in the riddle. “Oja tu” denotes the scattering of people in order to make way for the coming vehicle towards their direction. The Yoruba people say “aabo ara eni laabo ilu”, meaning individual security is tantamount to communal security. Thus, everyone should be security conscious so as not to create disaster in society. In addition to the torch of security concept, the above analysis when linked with primary education system can be useful and helpful in the teaching of literary devices such as personification as well as environmental study like market.

2. Apàlò: Ààlò o

Agbáàlò: Ààlò

Apàlò: Mo sumí bàràkàtà

Mo fí ewé bàràkàtà bòó

Ìdáhùn: Ilẹ̀ àti isánmò

(Adélékè 2008/2009)

Riddler: Ààlò o

Audience: Ààlò

Riddler: I had wide defecation

I covered it with wide leaf

Answer: Earth and Sky

The word ‘barakata’ is employed to illuminate the size of the object being referred to. It is also a form of visual image as it appeals to the audience’ sense of sight. Ordinarily, the message that the riddle passes across to the children is to be hygienic. When someone defecates without properly disposing of it is very dangerous to human health. For instance, when the housefly

touches it and also comes back to touch food items, it can cause health-related problems. This is why children are taught to take care of their waste products. The above analysis can be adopted in the teaching of magnitude in Mathematics and exhortatory product in Basic science. These are borne out of health education concept (hygiene) which is the focus of the analysis.

3. Apàlò: Ààlò o
Agbáàlò: Ààlò
Apàlò: Kín ni n bá ọba mutí?
Ìdáhùn: Esinsin

(Bamgbose 2017)

- Riddler: Ààlò o
Audience: Ààlò
Riddler: What wines with king?
Answer: Housefly

Apart from the fact that this riddle portrays the supremacy of God in checking and balancing the excess of the power that be, it is a pointer to the fact that anyone can be eaten and wined with housefly which can just be coming from infectious substances torching it as depicted in riddle

(2). In this wise, everyone should be conscious of their health through food consumption. The above analysis can be used in the school curriculum to teach superiority and inferiority complex i.e how egocentric nature can be controlled. One should be conscious of his/her position in strata of life so as not to be intoxicated with the position.

4. Apàlò: Ààlò o
- Agbáàlò: Ààlò
- Apàlò: Òrúkútindítindí
- Òrúkútindítindí
- Òrúkúbíigbaomọ
- Ó sán gbogbo wọn ní tòbí
- Ìdáhùn: Ìsápá
- (Ọlábímtán, 1982)
- Riddler: Ààlò o
- Audience: Ààlò
- Riddler: Òrúkú praise name Tindí tindí
- Òrúkú praise name Tindí tindí
- Òrúkú has two hundred children
- And puts on each a woman's tobi (skirt)
- Answer: A port-herb (Hibscuss sabolariffa)

Apart from the reproductive ability of women portrayed in the riddle, the influence of women on children is also emphasised in this alo. Giving all the two hundred children *tobi* (skirt) shows the provision of the needs of those children. Anyone who fails to provide necessity of life for their children cannot be said to be security conscious because such children will be creating nuisance in society.

5. Apàlò: Ààlò o
 Agbáàlò: Ààlò
 Apàlò: Kín ló n kojá lójúde ọba tí kò kí ọba o?
 Ìdáhùn: Àgbàrá òjò

(Bámgbósé, 2017)

- Riddler: Ààlò o
 Audience: Ààlò
 Riddler: What passes in front of the palace without paying its respect to the king?
 Answer: Flood water

This riddle centres on the proper care of the drainage/culvert which is detrimental to fertigation that can caused flood. The flood can affect life and property if it is not well taken care of. This riddle reveals that the king has done what is expected of him by taking good care of his drainage; if the flood water pays visit to the king, that means there is flooding. It means that the king is also security conscious. This is not pointing to the king alone but to the fact that every individual should do the needful so as to avert loss of lives and property.

Conclusion

The focus of this study is on the use of Yoruba riddles in primary education system. Riddles are used to teach children how to be security conscious in society at large. When children are taught properly, they will hardly forget because their brain is like computer. This will go a long way in making them aware of how to tackle some problems relating to security matters and it will make us live peacefully and happily in society.

As it is reflected in the above five analysis of selected Yoruba riddles, the evidence of reflection are as follows:

- Usable in the teaching of poetic devices such as personification in language curriculum
- Useful in the teaching of marketing in stoical studies.
- It can be adopted in the teaching of magnitude in mathematics.

- Relevant in the teaching of basic science curriculum.

Recommendations

The need to ensure the continuity of some quintessential oral traditions cannot be overemphasised. It is indubitable that some African cultural literary traditions have gone into extinction while some are already endangered. To forestall this occurrence, Africans should acknowledge the richness and socio-environmentalist relevance of these literary traditions. As examined in this study, Àlò Àpamò could be employed in sensitising members of the public about security issues.

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AN ASSESSMENT OF THE KNOWLEDGE OF TELEVISION ADVERTISEMENTS ON LANGUAGE LEARNING AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN AKINYELE LOCAL GOVERNMENT AREA, IBADAN

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Abstract

In this information age, where the inclination for knowledge has increased, there is a need for the children, likewise adults to be aware of happenings and products to be used. The consumers must be duly informed, enlightened, educated, and be entertained, all at the same time. Advertisements of products not only excite the listeners and viewers, but also teach and pass knowledge. As the saying that 'seeing is believing' for visual presentation, and also is the channel through which the adverts are being passed across. It is on this note that this paper assessed the knowledge of television advertisements on students' language learning. The study employed a descriptive research method. The students in Akinyele Local Government Area were used as samples for the study. The questionnaire was used to elicit response from the students. One of the findings from the study revealed that adverts in English language positively enhance students' language learning. It was therefore recommended that frequent use of English language as illustration in the schools; especially the public schools will increase the students' zeal in learning English language.

Keywords: Information, Viewers, Advertisements, Media, Television.

Introduction

The mass media which includes the television and the radio are irresistible pull in the lives of children, especially the adolescents. These audio and audio visual media have impacted into the attitudes, behavior, manner and outlook to life of the children. Television is an important tool for most people, young or old, as today most information are delivered to the public through this advancement in technology. This medium can be assessed easily through cables or satellite, as this provides the consumers (i.e. the household) with every type of information which ranges from entertaining, informative, expository and educating programmes. Television is a common and boundless medium which contains audio-visual information. Such information can be captivating, inspiring, and at times, boring, and insignificant.

According to Burton (2005), television is the most available media to all levels of people; old, young and young adults, compared to other media. It is a medium that renders all the programmes you can ever thought of, which is mostly interesting to the viewers, that is the children, young adults and adults alike. As noted by Anderson and Pempek (2005), limitless access to varied information could have effect on their development, behaviour, health and learning. The television has been regarded as the eye and ear of the people, as it looks for informative programmes to wide range of individuals. Since the beginning of the twentieth century, the television has formed an important part of modern broadcasting (Olumorin, Aderoju, and Onojah, 2018)

Advertisement is a powerful force in every culture. In the olden days, the common medium of advertising is to hawk the goods from one village to the other, calling out the name of such good; with a melodious voice, combined with a particular rhyme or song that will attract the villagers to buy the ware. In the modern day setting, advertisement has gone digital and as such, become sophisticated, with the advent of the television. Children, young and old are viewing a lot of advertisements, otherwise called commercials, as they are designed to sell products or services to the viewers. Gbadeyan (2009) notes that the basic goal of advertisement in the television is to sell their products. The most commonly advertised products are food items, toothpaste, cooking items and other household items. It is barely surprising that the child still depends on what he sees as the reality. This is so because television and other commercials have been integrated into the child's experience, as part of the inner world.

Statement of the Problem

Advertisement in the television is a vital part of the household relaxation, generally, for the children and the adults. The television advertisement has been categorized as an alternative to classroom teaching; thus as the children watch and listen to the television adverts, there are bound to be knowledge and information in such adverts. However, over the years; for the children to learn from each advertisement, they rather concentrate on the aesthetics and graphical illustrations contained in the advertisements. Previous studies have focused largely on the business aspect of the advertisement, whereby the profit to be derived from such animation and pictorial representations on the television. Others have reviewed the roles that advertisement played in the society with little emphasis on the cognitive aspect of the adverts, which has to do with language learning. Hence, this study assessed the knowledge of television advertisement on

language learning among secondary school students in Akinyele Local Government Area, Ibadan, Oyo State.

Purpose of the Study

The main purpose of this study is to assess the knowledge of television advertisement on language learning among secondary school students in Akinyele Local Government Area, Ibadan, Oyo State.

Research Questions

The following research questions guided this study:

1. What are the students' knowledge of television advertisements?
2. What are the students' perceptions of English language advertisements?
3. Does the mother tongue have any effect on students' language learning through television advertisements?
4. How has the use of English language adverts helped in the second language learning?

Literature Review

Television Advertisements

Television has been classified as the foremost medium that advances the past with some level of reality. Sambo (2012) reports that the television affords the child real life experience, which fascinates and captures the attention of the child. As the saying goes that what we hear we forget and what we see we remember, thus access to television makes learning effective and productive (Olumorin, Aderoju and Onojah, 2018). The television appeals to the visual senses, as this facilitate retention and easy recall. By viewing the television, learning becomes easier and interesting (Ortyoyande, 2006). Television, like any other medium; reinforces social codes to attract readers and convince the viewers on the right way to look, act and think. To this end, television has an impact on the cognitive aspect of the viewers (Apuke and Dogari, 2017).

Television combines the appealing feature of the visual and the audio, which is one of the most popular amusements during the childhood's years. It induces a child away from other forms of play. Many babies are introduced to television while they are still in their toddling stage. For them, television is a built-in baby sitter because it keeps them amused when no one is available to act in this role (Okika and Agbasi, 2015). For the preschool child and even the older child,

television watching is an added play activity, though, not a substitute for active play and other forms of passive play, but for many children it is more popular and more consuming of their play time than all other play activities. Television is still an important medium for children and they use it actively. However, while children regard it primarily as a source of entertainment (Livingstone, 2002), many parents often see it, particularly for young children, as an important educational tool that can assist children intellectual development.

According to Niss (2002) television provides one of the most powerful media for the transmission of commercial messages to children. In the same vein, Postman (1985) in Gbadeyan (2009) refers to television as a curriculum that is specially constructed information system whose purpose is to influence, teach, train or cultivate the mind and character of youth. Like the curriculum, it is assumed that television contains information about the world we live in and at the same time it acts as a vehicle of socialization where knowledge about social roles and cultural values is acquired. From the advertisers' point of view, television offers unique possibilities for reaching a young audience. Most children love films, television and any moving pictures with sound. These electrical equipment kindle their imagination and bring into play many more of their senses than do the written word or still life pictures, consequently television can be described as an extremely powerful medium for getting commercial messages across to children and adults alike.

Language Learning and Language of Advertisement

It has been discovered that according to the behaviourist theory language is a verbal behavior. From the empirical advance of Skinner, it was assumed that the mind is a blank tablet, which was being filled from the outer world. Thus, man is molded to be suitable in his domain. According to Chomsky (2006), language acquisition is determined by his environment, and as such, language development is the imitation of the environment of the child. He posited that there is a language organ in the brain that grows and reaches the maturity stage, and begins to abate at about age 12. Hence, this is called the critical period, as this period gave language acquisition an extra dimension, privilege and importance over learning (Al-Harbi, 2015). Thus, early learning is basic in language acquisition.

Exposure of children to the media, television in particular, is one of the means to receive linguistic instruction that can contribute to the child's language learning and development.

Awofadeju, Taiwo, Odorume, and Kwembili (2016) conducted a study on the impact of mass media on children upbringing. The research adopted a descriptive survey with teachers and staff of Ministry of Education as samples. The research concluded that the mass media enhance good learning attitudes in children and it improves the academic performance in students.

Language learning by children depends on the influence of the context of linguistic social interactions and then on receiving and responding to the content presented on the TV, since the child brings his social competence into interpreting and understanding the content viewed on TV. In the same manner, Linebarger and Vaala (2010) investigated how screen media affects children's language development by examining the abilities of infants and toddlers to see if they can learn from media. They focused on three factors, that is, attributes of the child; characteristics of screen media stimuli; and the varied environmental context surrounding the child's screen media used. The study found that media's effect occurs if the child can identify with its content (that is, it is similar to the child's daily life experiences). The discovery of the research showed that bringing the plot, images, occasions, and events of the TV show home to children's daily experience was a way of capturing the child's attention.

The main subject or body of advertising is significant for its information and explanatory value. For the message of advertisement to be effective and successful, the language must be right and the vocabulary must be appropriate to the consumer as well as the listener it is hoped to influence. Advertising language neglects the conventional rules of grammar and writing and that is why it is referred to as 'a language of mutilation' (Oluwole, 2012). It is accepted because it belongs to a world or setting where the main aim is to get the attention of the public and persuade them to buy the advertised product. The nature of advertised product determines the kind of language used. Slogans and logos are some aspects of language of advertisement that are catchy and easy to remember. Some examples include:

Indomie – the difference is in the taste

Maggi - cook the difference

Hollandia Evaporated Milk – the taste of goodness

Research Methodology

The research method used in this study is the descriptive research method. The population of the study involved all the students in the secondary schools in Ibadan. 100(one hundred) students were randomly selected from the Junior Secondary Schools in Akinyele Local Government Area. The copies of the questionnaire was given to the students, with the help of the teachers in the schools.

Data Analysis Presentation

This section presents the results of the data analysis in the order of the research questions raised.

Research Question 1: What are the students' knowledge of television advertisements?

Table 1: Showing students' knowledge of television advertisements

S/N	Items	Regularly	Always	Often	Rarely	X	S.D
1	I watch television at home.	92	06	02	00	3.18	0.81
2	I watch entertainment programmes.	67	12	10	11	2.91	0.75
3	I watch fascinating adverts on the television.	59	27	08	06	3.11	0.84
4	I can recollect pictorials and aesthetics.	56	31	06	07	3.04	0.81
Weighted Mean = 3.06							

The table above shows that 92 of the respondents watch television at home regularly, 6 watch it always and only 2 watch it often. Furthermore, 67 of the respondents watch entertainment programmes on it regularly, 12 watch entertainment programmes always and only ten watch entertainment programmes often; none of them is negative about this. Also, 59 agree that they watch fascinating adverts on it regularly while 27 watch fascinating adverts on it always, 8 watch fascinating adverts on it often and only 6 rarely watch fascinating adverts. In the same vein, 56 agree that they remember pictorials and aesthetics the advert talks about regularly, 31 remember them always while 6 remember them often and 7 rarely remember the pictorials and aesthetics. This indicated that majority of the students are exposed to various English language advertisements on the television.

Research Question 2: What are the students' perceptions of English language advertisements?

Table 2: Showing students' perception of English language advertisements

S/N	Items	A	SA	D	SD	X	S.D
5	I understand English language.	81	12	06	01	3.19	0.79
6	I can speak it fluently.	79	19	02	00	3.11	0.88
7	I prefer advert done only with English language.	63	16	12	10	3.82	0.92
8	I learn at least one new word from the English adverts.	92	06	02	00	3.61	0.81
Weighted Mean = 3.43							

The table shows that 81 of the respondents agree that they understand English language, 12 strongly agree that they understand it, 6 disagree and only 1 strongly disagrees. Also from the analysis, 79 of the respondents agree that they speak English language fluently, 19 strongly agree, while only 2 disagree that they speak it fluently often and none of the respondents strongly disagree. Furthermore, 63 of the respondents agree that they prefer adverts done in English language, 16 strongly agree, 12 disagree and 10 strongly disagree, as 92 of the respondents agree that they learn new English words from the adverts, 6 strongly agree and 2 disagree.

Research question 3: Does the mother tongue has any effect on students' language learning through television advertisements?

Table 3: Showing effect of mother tongue on students' language learning through television advertisements

S/N	ITEMS	A	SA	D	SD	X-	S.D
9	I understand my mother tongue.	82	09	05	04	3.21	0.81
10	I can speak my mother tongue fluently.	98	02	00	00	2.98	0.79
11	I enjoy watching adverts done with my mother tongue.	90	06	02	02	2.91	0.66
12	I communicate better in my mother tongue.	89	10	01	00	3.10	0.78
Weighted Mean= 3.05							

The table reveals that 82 of the respondents agree that they understand their mother-tongue, 9 strongly agree that they understand it, 5 disagree that they understand it, and only 4 strongly disagree that they understand it. More so, 98 of them agree that they can speak their mother-tongue fluently, only 2 strongly agree that they can speak it fluently. It is revealed that none of them disagree or strongly disagree that they can speak their mother tongue fluently. Furthermore,

90 of them agree that they enjoy watching adverts in their mother-tongue, 6 strongly agree that they enjoy it, 2 disagree that they enjoy it and 2 strongly disagree that they enjoy it.

From the analysis too, 89 of them agree that they communicate better with their mother-tongue, 10 strongly agree that they communicate better with it and only 1 disagree that they communicate better with it.

Research question 4: How has the use of English language adverts helped in the second language learning?

Table 4: Showing English language adverts influence on language learning

S/N	ITEMS	A	SA	D	SD	X	S.D
13	I enjoy learning new English words.	91	03	03	03	3.12	0.89
14	The English adverts I watch have made my spoken English better.	63	12	20	05	3.58	0.72
15	I communicate with those new words I learn from those adverts.	59	19	12	10	2.99	0.91
16	I encourage people to watch English language adverts because it has helped in my English language learning.	91	02	05	03	3.01	0.33
Weighted Mean= 3.18							

The table above reveals that 91 agree that they enjoy learning new English words, 3 strongly agree that they enjoy learning new words, 3 disagree that they enjoy learning new words and 3 also strongly disagree that they enjoy learning new words. 63 agree that English adverts has really improved their spoken English skills, 1 strongly agree that it has made it better than it was. 20 disagree that it has made their spoken English better and 5 strongly disagree that it has made their spoken English better. 59 of the respondents agree that they communicate with the new words they learn. 19 strongly agree that they communicate with it, 12 disagree that they communicate with it and only 10 strongly disagree. From the respondents' feedback, it is obvious that 91 agree that they will encourage more students to watch the English adverts because it has helped in their English language learning, only 2 strongly agree to it, 5 disagree and 3 strongly disagree to it. This indicated that the adverts presented in English language aid students' learning of the second language, which is English language.

Discussion of Findings

Table 1 reveals that the mean of each item is greater than the standard mean of 2.5 which implies that students' knowledge of English language television adverts is positive and should be encouraged. This is supported by Gowon (2009) that television and radio can enhance English language learning skills of students. This finding is in line with Olatunji and Akhagbas' submission (2013) that children are affected daily by mass media messages, which may range from extremely beneficial to being extremely harmful.

Table 2 shows that the mean of respondents is higher than the standard mean of 2.5. By implication, it translates that the level at which students understands English language through advertisements is very high. This finding corroborates Al Jahromi's (2015) findings that all media, whether social media or the mass media; regardless of gender and age positively influence students' L2 proficiency.

From table 3, the mean of all the items are higher than the standard mean of 2.5. This implies that students agree that their mother tongue also influence their understanding of English language advertisement and also improve their skills in English language. This finding opposes Oluwole's (2008) finding in his study that majority of the students in the secondary schools avoid English language and as such, mother tongue has a strong influence on English language. The finding also contradicts Owhoeli's (2011) conclusion in his study that mother tongue actually influences the learning and proficiency of the target language (that is, English language).

Table 4 reveals that the use of English language for advertisement on television has tremendously improved the learning of English language among students. The items means are greater than the standard mean of 2.5. This result is similar to Bogdanova (2010), which states that English language remains on the symbolic and on the visual level in Bulgarian advertising and journalistic discourse. The type of language use in the study reveals that English is still for the most part just adding symbolic value in the advertising discourse. On the other hand, in the journalistic discourse the number of occurrences of English cannot be neglected because whenever English is used it is vital for understanding. This finding also corroborates Menkveld's (2015) in his study, based on age that younger participants prefer adverts in which English language is used significantly more than the older participants.

Conclusion

The study has shown that advertisements presented in English language can influence students' language learning. The study also shows that television advertisements in English language enhance learning of the target language, which is English language.

Recommendations

Based on the findings, it is recommended that teachers and school authorities should encourage all their students to communicate more with English language; especially in the government schools where first language is the order of the day. This would really help the students in their studies because practice makes perfect.

More advertisements should be done with the use of English language. This would go a long way in teaching the students the effective use of language, especially English language.

Adequate time should be allocated to English language advertisements, since it has been revealed that such adverts help the students in their studies. If more time is allocated, students' learning of new words will increase.

Parents should encourage their children to watch English language advertisements with little attention on the attractive pictures and captions.

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LITERARY EDUCATION AND THE MULTIMODALITY APPROACH IN THE POST PANDEMIC CLASS

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Abstract

Literature is an aspect of language education that provokes linguistic development. It is so fundamental that it is indeed described as language in active use. Hence teaching It as a subject should be considered a primal concern given its values and roles in the development of human and the society. The aim of this paper is to identify varied ways the teaching of literature can be influenced positively, using multimedia approach. Language mastery requires varieties of modes for easy assimilation and the use of multimedia to attain this flexible mode is fundamental. In this age of technology, integration of ICTs in attainments of easy mastery of the subject of literature is required in the pedagogical procedures by leveraging on the flexibility of modern technology which enhances the conception of language and reception of basic skills to literature and communication. The paper is interested in ways to employ multimodality to teach literature effectively, significantly in this post-pandemic era when of one metre distance keep, becomes a requirement for stepping out of the chilling grip of the deadly virus and the necessity of mutual avoidance, by leveraging on the versatility of technology for effective classroom practices is required: Hence the focus of this paper on the adoption of multiple mode of teaching and learning the subject of literature in the post- pandemic class.

Keywords: Literary Education, Multimodality Approach, and Post Pandemic Class

Introduction

Multimedia learning through the positive impact of Information, technology (ICT) offers academic businesses opportunity to create rich learning procedures that are highly influenced by myriad of information and relevant resources on the internet. The internet is deluged with the wealth of multi-media rich learning resources that are always waiting to be deployed for the purposes they are meant to serve and in this case enrichment of teaching procedures.

Thus, in this post-pandemic era of safety in distance, especially in the public spaces, classes' may not need to follow the traditional mode and arrangement. With the introduction of compulsory measures against public gathering or grouping, leveraging on the wealth of ICT and

multi-media would keep classes running at highly enriched levels of teaching and assimilation. Sankey, (2006:4) asserts that:

a multi-medial course may include an interplay of elements in variations, such as interactive diagrams, images, videos and audio materials, simulations, interactive quizzes and crosswords! Powerpoint lectures with audio and hyperlinked examples

The above submission offers the privilege of multiple representations of the major concepts of learning within the course materials and may take the mode of either visual or aural or even both forms. This process enhances the learners attention and interest rate, learning is viewed easier and simpler as assimilation is effortlessly facilitated. This essay is focused on the deployment of these technological tools towards the process of language production, assimilation and interpretation. The paper therefore discusses the benefits of ICT, multimedia learning, its principles as well as its implications on multimodality in the teaching of language.

The Concept of Multimedia Learning

Birch and Gardiner (2005) submit that multimedia has been successfully applied to many disciplines and has resulted in abroad based learning methodologies and effective outcomes. Kozma (1991:1) describes learning with multimedia, as "a process within which representations are conducted and procedures, performed sometimes by the learners and sometimes by the medium. However, in a more crystallized form, put multimedia learning further as:

Learning with books, television, computers and multimedia environments. These media are distinguished by cognitively relevant characteristics of their technology symbols and processing capabilities...these characteristics and instructional designs that employ theory interact with learners and task characteristics to influence the structure of mental representations and cognitive process.

Koza's view of multimedia learning is one that facilitates cognitive enhancement and ease of delivery, this is in contrast to Clarks' (1834) view of multimedia as mere vehicles that deliver

instruction but do not influence student achievement anymore than the truck that deliver groceries, cause changes in our nutrition. Concluding that "... in short, media do not influence learning under any conditions". However, the position of this paper remains vividly in contrast to the above. This paper rather sees learning multimedia learning as an active and constructive process which enriches learner's cognitive capacity and facilitates new level of assimilation and cognitive output.

What is Media?

Before delving into the details of multi-media, it is instructive to examine what actually is media. The technology of media, is determined by their characteristics, such as slides, a powerpoint, T.V. radio, posters and others, Haas (1989)asserted that, the cognitive effect of these characteristics, if any, are usually indirect characteristics such as size, shape, and weight makes it more likely that a student would learn with a book while on a bus, but not a computer, though of course this is changing as computers get smaller, lighter and paper, on the other hand, some cognitive effects of technology are more direct. For example, the size and resolution of many computer screen is such that reading text may be more difficult than it is with books. Haas (1989) expresses some level of restoration to easy accessibility of computers by comparing the size of a computer system to a book especially while on a vehicular motion or in situations other than classes or of comfortability. This opinion was expressed based on the available technology of the time. Unlike the contemporary age where term media has taken various technological inventions that aid the pedagogical process. For instance, television, radio, and the news paper are different types of media. In the computer world, media is also used as a collective noun but refers to different types of data storage options. Computer media can be hand drives, removable drives CD-ROM or CD-R discs, DVDs, flash memory, USB drives and others. Tech Terms.com (2022)

What is Multimedia communication?

Haliday (1955), Hodge and Kress (1988), and Kress and Van Leeuwen (2006) as well as Hasset and Curwood (2009) articulated multi-modality as a composite "modes" communicative forms. Such as digital, visual, spatial, musical and many more within varying system of sign which manifest meanings that are cognitively recognized and understood. Hasset and Curwood's (2009) describe "text" as expanded to include multiple modes of representation which combines

elements of print, visual images and design. Benzemer and Kress (2008:71) defined a mode as a socially and culturally shaped for meaning making while Hassett and Schieble (2007) underscored the use of computerized type design and photo-mechanical printing technologies create visual texts with various levels of meaning significantly. Therefore, multimodality refers to various channels employable in teaching or presentation of information via multiple visual channels an order to realize meaning. Therefore multimodality is a creative process of arriving at the point of meaning understanding with the aid of diverse modes that are made visible within such analysis. Kress. (2003:1) asserted that “the world told”, is different from “the world shown”. In other meaning there is a more positive learning outcome in a visual oriented mode of learning than than the traditional talk teacher- talk of teaching alone.

Literary Education and Multimodal Approach

Literature teaching is a text-based teaching: Teaching of literature requires selection of broad reading materials with extensive more of reading for adequate references and mastery. However, teaching literature in the post-pandemic 21st century requires new rules of engagement to align with the “new normal” ways of living that the deadly Corona virus precipitated the universe into distant interaction and compulsory spatial living, teaching a class of literature therefore demands a revolutionized way of engagement. Hence a look at a multimodal approach as a way of engaging a literature class for more effective teaching and learning outcomes in the post-pandemic era

Researchers such as Albers and Hardy, (2007), Alvermann, (2008), O'Brien & Beach (2009) argued towards a radical shift in the ways of engagement of 21st century art class. Lankshear and Knobel (2007) suggest two interrelated elements in contemporary literacies procedures: (1) new technical stuff and (2) new ethos. The two elements considered fundamental in the engagement of the 21st century pedagogy. The “new technical stuff” according to Lankshear and Knobel designates not only new technological orientation but also forges a new way of being and social interaction (7). In other words, the 21st century technology can be engaged towards a moral delivery outcomes to carryout the same task. With regards to teaching literature, “new technological stuff” allows both the teachers and students to forge a whole new idea about the entire process of teaching and learning by engaging models such as Podcasts, Powerepoint, YouTube, videos and a few others. Albers, Vasquez & Harste (2008) argued that

the new technical stuff allows for greater participation, collaboration and distribution of knowledge that has not been possible with our previous uses of technology. For instance lessons can be packaged in podcasts or digitised and to recording and made available to students via the URL link.

The “new ethos stuff” Sanders and Albers (2009) submitted that it develops from the new technology which is far from mere surfing of the net or use of the computer but it is central to the development of new ways of being when working with the new technologies, sharing experiencing, innovating such as video podcasts, photo edit and morphing of images, voice notes and so on. Indeed, the level at which two social networking sites have changed the face of Social and global communication is revolutionary. Lenhart, Madden, Maggil and Smith (2007) submitted the percentage of teens that use internet is unprecedentedly high on regular basis with 93% of them having profiles on the net. Therefore, contextuasing modern technology into classrooms via multimodal approach is a welcome development.

Miller and Mc Vee, (2013) observed that the way multimodality is perceived and enacted is in tandem with how technologies are developed and used for designing and delivering learning content. That means, multimodality has more to do with the individual user than even the very technology being used. The collaborative practices applied with technology which include the methodologies or mechanisms that teacher adopts to produce meaning for students. Significantly, the social context around multimodality is a prime factor in the meaning making process. Just as indicated above concerning the individual factor in the use of technology, the cultural practices of the people determines how they are disposed to the use of the available resources Kress(2001) asserted that multimodality emphasizes situated action, considering the social context as a key factor in generating meaning which underscores human cultural disposition, personal beliefs and institutional contexts; rather than emphasizing the attributes, behaviours and the system of the available resources. For Alayer (2001) Multimodality in learning is an active student-centred approach which offers students opportunity of choice of the resources of learning mostly relevant to them. This, is multimodal approach. Students have the advantage of selecting the learning content such as words and images into some coherent visual and verbal models especially through the use of technology of information. In sum, the essence of multimodality is to provide different types of resources to students for stimulating learning in productive manners.

ICT and Literary Education

The acronym ICT refers to information and communication technologies that provide access to information through telecommunications. It is similar to information technology but focuses principally on communication technologies. This include internet, wireless networks, cellphones, television and radio, etc TechTerms.com (2012). It also includes the various services and applications associated with video conferencing and distance learning, Nwosu & Ogbomo, (2009).

Contextually therefore, since teaching is essentially a communicative process and the success of it relies heavily on communication, it is sufficing to admit that the mode of such communication employed to engender the delivery of knowledge should be accorded a primal focus. An exemption in the beneficiary list is what Sahibu and Yahaya (2014) opined as that becoming a potent platform for transforming the society into information and knowledge based society. Because it has offered itself as a conduct to ferry almost a human activities to utmost attainment. As a linguistic endeavor, ICT has actively contributed to the ease of content delivery in the teaching of literature. The following are various ways ICT which can positively influence the outcome of literature learning in a multimodal approach to teaching.

- i. It enhances access efficiency through digital multimedia technology which can be used to make access to learning materials more efficient than point media or audio recorders because multimedia (visual, audio, and texts) presentation can create stronger memory link than a single medium alone.
- ii. ICT enhances authenticity by using video to teach literature and the internet video materials can bring natural and context-rich linguistic and cultural materials to the learners, while the internet enables the learners to access authentic news and literature in the target language.
- iii. It enhances literature comprehensibility through learners control and multimedia connotation. Comprehensible input is necessary for language learning but useful learning materials must also contain enough unfamiliar materials (Krashen, 1985 in combination. with a text definition, is more effective in teaching (literature) unknown vocabulary than mere picture in combination with text definition, (Egbert, et al 1999 Hamson-Smith, 1999, Slabery, 2001)

Conclusion

This paper has explored the effective alternative means of multimodal approach to enhance pedagogical process of learning the concept of literature in school on this post-pandemic era. The need for Nigerian academic institutions to improve and update the education provided to Nigerian learners through effective and risk-free approach of multimodal has also been emphasised.

Obviously, the ravaging pandemic has paused the global human operation and interactions for a while now and man exists in isolation in fear of the virus spread, the globe cannot be halted. This apart from the enhanced pedagogical value, multimodal approach to teaching, especially of the literary concepts in the classroom, encourage isolated, and independent and active learning from distance thereby making lessons more interesting for teachers and learners.

Multimodality approach to learning denotes the use of more diverse and more motivating methods to teach in order to make learning more enjoyable even from isolated distances through the use of the ICT which allows greater access to computers, or cell phones for academic use. This approach, which is individualised in nature, makes teaching more focused and tailored to learners intellectual capacities. It is this fascinating flexibility regarding when and where the task is executed by both parties, that projects multimodality as an effective approach to manage process of pedagogy in pandemic season and beyond.

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INSECURITY AND ECONOMIC GROWTH IN NIGERIA: AN OVERVIEW

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Abstract

A major challenge facing Nigerian government in the recent times is menace of insecurity. Nigeria as a giant nation in Africa is filled with chaos, anarchy and disorderliness and violent conflicts. These backgrounds bring about natural desire to go into this research work. The study investigates the effects of insecurity on the economic growth of Nigeria economy between 2000 and 2020. Data on Real Gross Domestic Product (RGDP), Government effectiveness, inflation rate and unemployment rate were sourced from the Central Bank of Nigeria Statistical Bulletin (2020) while data on Terrorism were sourced from Global Terrorism index. Data collected were analyzed using tables, graphs, Autoregressive Distributed Lag model method (ARDL). Findings from the study reveals that the effect of terrorism risk index on the real GDP is negative and significant. This implies that insecurity not only disrupts economic activities but also has negative impact on the real GDP of the economy as speculated by various economic theories. Also, the study finds that government effectiveness affects real GDP positively. This implies that Government effectiveness in Nigeria has positive impact on Real Gross Domestic Products (RGDP) in Nigeria. Also unemployment has negative effect of the level of economic growth in Nigeria. The study therefore recommends that government should take the business of governance seriously and redress issues of injustices, victimization, marginalization, discrimination, security and also create a safe and an enabling environment for investments which will step up industrialization and sustainable development thereby enhancing the livelihoods of the greatest numbers of its citizens.

Keywords: Insecurity, Economic Growth, Real GDP, Terrorism, ARDL

Introduction

Nigeria has an urgent insecurity problem. News from the country often emphasizes insecurity related to Islamic insurgent in Northern Nigeria, organized armed banditry involving Fulani herdsmen, farmer-herder conflicts, kidnapping and armed robbery. Lives are lost on daily

basis, population depleted, businesses in comatose, investments are plunge, multinationals closing shops and vacating the country, unemployment soaring and the populace in fears. Consequent upon this, the Global Peace Index (2012) rated Nigeria low as regards security matters. The implication is that Nigeria symbolizes unsafe place of abode and has also been included among one of the terrorist countries of the world. Therefore, investors, foreigners, expatriate and even indigenes of Nigeria are scared about investing and committing their hard-earned resources in lucrative businesses in Nigeria. Insecurity poses a threat to governance and economic growth in troubled nations. One of the factors that determine economic growth and development of any nation is peace and security. According to Stewart (2004), the economic cost of insecurity is enormous. People who joined the fighting forces, who are killed or flee, can no longer work productively; schools, power stations, and roads that are destroyed reduced the productive capacity of the economy. However, when people are displaced, it leads to reduction in the country's export thereby reducing foreign exchange earnings, import potentials and consequently further constraining output, leading to a decline in employment and earnings. Bombings especially in the Northern part of Nigeria have posed serious challenges and threat to the peace and stability of Nigeria macroeconomic environment (Ajufo, 2013).

United Nations Reports (2010) defined security as a condition that prevents unauthorized persons from having access to official information that is safeguarded in the interest of national security or it can be a measure taken by military unit, activity or installation to protect itself against all acts designed to impair its effectiveness. A country cannot achieve development unless it first seeks to achieve human security (Ito, 2013). This is saying that human resources are necessary for any country's growth and development, but if the people are living in fear, they cannot be productive. Therefore, the major responsibility of any nation and its respective point of entry is human security. Certain factors that militates against the security of a nation are; poverty, unemployment, weak political institution, corruption e.t.c. One of the major problems of developing countries is poverty. Nigeria as a developing country is faced with the same challenge. Most Nigerians find it difficult to meet their basic needs – food, clothing and shelter (Ito, 2013).

Former president Olusegun Obasanjo had in 2019, complained about the continued insecurity in the country, which he said was 'eroding the root of our Nigerian community'

.Frequent violent crimes have grown to form a major threat to Nigeria's national security. These include instances of militancy, insurgency and banditry for ransom. In fact, Nigeria has one of the world's highest rates of kidnap-for-ransom cases.

The growth rate of Nigerian economy expands slower than population growth rate. These and other factors reduce the standard of living of the people and pose a great problem to the nation (Bisiriyu, 2014). The alarming unemployment rate, high level of poverty, growing number of internally displaced persons (IDP), incessant killings, kidnappings, extent of income/wealth inequality occurring simultaneously in an emerging economy which has abundant resources, have compelled researchers and international organizations to focus attention to Nigerian security situation.

The objective of this study is to examine the effects of insecurity on economic growth of Nigeria economy covering the period from 2000 to 2020. It is quite unfortunate that not much attention has been given to study the extent to which Nigeria insecurity situation has affected growth and development of the economy. This paper therefore, focuses on the impact of insecurity on economic growth in Nigeria. This study is organized as follows: section one is introduction; section two and three focus on the review of relevant literature and data and methodology. Section four provides data analysis and some recommendations for ameliorating insecurity for inclusive growth in the economy

Literature Review

According to the former Secretary General of the United Nations (UN), Kofi Annan as quoted in Odomovo Afeno (2012): Security encompasses areas such as education, health, democracy and human rights, protection against environmental degradation, and the proliferation of deadly weapons. We know that we cannot be secure amidst starvation, that we cannot build peace without alleviating poverty, and that we cannot build freedom on the foundation of injustices. These pillars of what we now understand as the people-centred concept of „human“ security are inter-related and mutually reinforcing. The problem and contradiction of security and insecurity are causing more and more people particularly those who have failed to make it materially to look toward the heaven for what it can offer.

The identity of insecurity is multi- dimensional and crosscutting idea which has been subject to debates. Insecurity is sighted differently by different researchers, some associating it with how it affects individual lives and existence.

UNDP (1994) sees human security to include chronic threats like hunger, disease and repression. The state of fear or anxiety stemming from a concrete or alleged lack of protection or inadequate freedom from danger is seen as insecurity (Beland, 2005; Achumba, Ighomeroho and Akpor-Robaro, 2013). In another view, Achumba et.al. (2013) opined that insecurity is a state of being subject to danger, exposed to risk or anxiety. A person is said to be secured when not being exposed to any form of danger or risk of physical or moral aggression, accident, theft or deterioration (Eme and Anyadike, 2013).

Achumba, Ighomeroho and Akpor-Robaro (2013) identified two (2) major sources of insecurity: remote factors, and immediate and proximate factors. The remote factors include: lack of institutional capacity resulting in government failure; pervasive material inequalities and unfairness; ethno-religious conflicts; conflict of perceptions between the public and government; weak security system; loss of socio-cultural and communal value system. On the other hand, immediate and proximate factors include: porous borders; rural/urban drift; social irresponsibility of companies; unemployment/poverty; terrorism.

Terrorism is seen as an aspect of insecurity. It is a planned use of threat or violence by sub national groups to obtain a political or self-interest objectives through intimidation of people, attacking of states, territories either by bombing, hijackings, and suicide attacks, among others. It implies a planned, political motivated violence perpetrated against non-combatant targets by sub national groups or clandestine agents (US Commission, 2012; Ogonnaya and Ehigiamuose, 2013). Two types of terrorism have been identified; domestic and transnational. Domestic terrorism involves the activities of terrorist in a host country, and their targets are fellow citizens, their properties and the countries institutions and policies either for political reasons or otherwise. For instance, the activities of Boko Haram terrorist in Nigeria, Tamils in Sri Lanka. On the other hand, transnational terrorism involves more than one country. This can stem from the victims, targets, institutions and supporters, terrorist or implications (Sandler and Ender 2008). A good example of transnational terrorism is the US attack of 9/11.

The concept of growth is a narrow term as it involves increase in output in quantitative term. Economic growth means an increase in the real output of goods and services in the country while economic development implies changes in income, saving and investment along with progressive changes in socio-economic structure of country (institutional and technological changes). Economic development without growth is almost unbelievable. Due to the level of insecurity across the country where business owners and farmers are not safe to go about their business, foreign direct investment has been discouraged from the economy

Empirical Review

There is increasing evidence that shown that insecurity resulting from terrorists' activities negatively affects the economic growth of many countries. Bandyopadhyay, Sandler and Younas (2014) investigating the impact of terrorism on Foreign Direct Investment and Gross Domestic Production of 78 developing countries for 1980-2013 and applying a system-GMM estimator to a dynamic panel, consisting of eight three-year averages of all variables. They conclude that domestic terrorism has a negative and significant impact on FDI as a share of GDP. Tahar,

Arafet, Hadhek (2018) studied the effect of terrorism on economic growth and the transmission mechanism of its effect. They applied simultaneous equation models to panel data for a sample of eleven countries (six developing and five developed) over the period 2008–2015. Their findings revealed a positive effect of terrorism on economic growth for both developed and developing countries for the whole sample and a negative effect of economic growth on terrorism for the case of the total sample and the case of developing countries

Problems of studies have analyzed the effect of insecurity on economic activities in Nigeria, particularly on the targeted areas of terrorists' activities. For instance, Dauda (2014) assessed the effect of Boko Haram crisis on economic activities in Yobe state. He employed descriptive statistics on monthly data from 2009 to 2014. He discovered that insecurity negatively affected the socio-economic activities within the state. In a related study, Okarah (2014) centred his study on the causes and effect of insecurity in Nigeria. He employed a chronological historical antecedent of insecurity in Nigeria and also delved into the purview of the history, structure, mission and vision of the Nigerian police force. He identified inequality and poverty as root causes of insecurity in Nigeria which is difficult for the Nigerian police force to curtail. Louis Sevitenyi Nkwatoh and Hiikyaa A. Nathaniel (2018) investigate the effects of

insecurity on economic growth in Nigeria, vector autoregressive model was employed using quarterly data from 2009Q1 to 2016Q4. The major findings show that economic growth and investment activities tend to increase during periods of insecurity. Otto and Ukpere (2012) carried out a study on national security and development in Nigeria. They observed that there is a positive relationship between security and development while insecurity is weakening to the economic development of many less developed economies.

Methodology

Theoretical Debate

The theoretical framework of this work is embedded on the Endogenous growth theory. The endogenous growth model developed by Romer (1986) and Lucas (1988) has focused on the role of human capital from the outset as a main source of increasing returns and divergence in growth rates between developed and underdeveloped countries. Endogenous growth theory maintains that economic growth is primarily the result of internal forces, rather than external ones. Three main sets of economic growth theories were described including Classical, Neo-Classical, and New Growth. Classical theory suggests that there is an equilibrium steady of growth. The theory state that every economy has a steady state GDP and any deviation off of that steady state is temporary and will eventually return. Neo-Classical Theory has two economists, T.W. Swan and Robert Solow, made important contributions to economic growth theory in developing what is now known as the Solow-Swan growth model. The theory focuses on three factors that impact economic growth: labour, capital and technology.

Model Specification

For this study, Real Gross Domestic Product (RGDP) is used as a proxy for economic growth (dependent variable) while terrorism risk index, government effectiveness, interest rate and unemployment are independent variables. Thus the model is specified as;

$$RGDP = F (TER, GEF, INR, UEMR) \quad 3.1$$

The econometric representation of equation (3.1) which is the main implicit model for the objective of this study is specified as:

$$RGDP_t = \alpha_0 + \beta_1 TER_t + \beta_2 GEF_t + \beta_3 INFR_t + \beta_4 UEMR_t + \varepsilon_t \quad 3.2$$

Where,

RGDP = Real Gross Domestic Product

TER = Terrorism Risk Index

GEF = Government Effectiveness

INFR = Inflation Rate

UEMR = Unemployment Rate

ε_t = Error term

α_0 is constant representing the intercept of the model, t represent time, and $\beta_t \dots \beta_4$ are the coefficients of the independent variables.

Apriori expectations : $\beta_1 < 0, \beta_2 > 0, \beta_3 > 0, \beta_4 < 0$

Technique of Analysis

The technique employed in estimating this model is ARDL. The ARDL model is applicable to both non-stationary time series as well as times series with mixed order of integration. The ARDL include lags of both the dependent variable and explanatory variables as regressors, and facilitates examining co integrating relationships between variables.

The ARDL model for this objective is derived from equations 3.2 above and is specified as:

$$\begin{aligned} D(RGDP) = & \theta_0 + \theta_1 \sum_{i=0}^n D(RGDP)_{t-1} + \theta_2 \sum_{i=0}^n D(TER)_{t-1} + \theta_3 \sum_{i=0}^n D(GEF)_{t-1} + \\ & \theta_4 \sum_{i=0}^n D(INFR)_{t-1} + \theta_5 \sum_{i=0}^n D(UEMR)_{t-1} + \theta_6 RGDP_{t-1} + \theta_7 TER_{t-1} + \theta_8 GEF_{t-1} + \\ & \theta_9 INFR_{t-1} + \theta_{10} UEMR_{t-1} + \varepsilon_t \end{aligned} \quad 3.3$$

Sources of Data

This study used secondary data source. The data for all the variables were obtained from Central Bank of Nigeria Statistical Bulletins 2020, while data on terrorism risk index are sourced from Global Terrorism Index 2020. Time series data were collected for the period under review (2000-2020) on Real Gross Domestic Product being the dependent variable while Terrorism,

Risk Index. Government Effectiveness, Inflation Rate and Unemployment Rate are the independent variables.

Data Analysis and Interpretation of Results

An attempt was made to test for the order of integration of the variables to characterize their time series property and guard against a spurious regression. To achieve this, the Augmented Dickey-Fuller (ADF) test was used. The result of the ADF unit root test is reported in Table 4.1.

GEF, and INFR achieved stationarity at level, RGDP, TER and UEMR were stationary after first differencing. Since the order of integration is mixed, the appropriate estimation technique to use is Autoregressive Distributed Lag (ARDL)

Table 4.1: Augmented Dickey-Fuller Unit Root Test

Unit Root Test. Augmented Dickey-Fuller

Variable	Level I(0)	First Diff. I(1)
RGDP	1.161 (0.996)	-6.248 (0.000)
TER	-0.975 (0.741)	-4.515 (0.002)
GEF	-3.495 (0.019)	- -
INFR	-3.568 (0.017)	- -
UEMR	0.438 (0.979)	-4.004 (0.007)

T-Stat: 0.240. Note: (*) denotes significance at 10%; (**) significant at 5%; and (***) significant at 1%.

Lag Selectin Criteria

To determine the optimum lag criteria for the ARDL regression, we adopt the VAR lag order selection. The result is shown in table 4.2

Lag	LogL	LR	FPE	AIC	SC	HQ
0	-12.143	NA	3.82e-06	1.714299	1.963232	1.762893
1	40.32172	73.45059*	2.70e-07*	-1.032172*	0.461426*	-0.740606*

From table 4.2, the Final prediction error, Akaike information criterion, Schwarz criterion, and Hannan-Quinn information criterion all suggested lag length of 1. Therefore, we adopt 1 lag lengths in our regression

ARDL Bound Test Result

F-Stat = 7.037		K= 4
Significance	I(0) Bound	I(1) Bound
10%	2.45	3.52
5%	2.86	4.01
2.50%	3.25	4.49
1%	3.74	5.06

The ARDL bound test as shown in Table 4.3 revealed that the F-Statistic value of 7.037 is greater than the upper critical bound of the different levels of significance. This demonstrates that there is long-run relationship among the variables.

Table 4.4 : Regression Result. Dependent Variable: GDP

Short-Run Results		
Variable	Coefficient	Prob.
D(TER)	-1.781	0.181
D(GEF)	7.276	0.301
D(INFR)	-4.362	0.437
D(UEMR)	-13.847	0.096
CointEq(-1)	-0.913	0.004
4.5 Long-Run Results		
Variable	Coefficient	Prob.
TER	-2.534	0.044
GEF	7.969	0.316
INFR	-1.799	0.001
UEMR	-15.167	0.039
C	9.374	0.430

Regression Result

In analyzing the relationship between insecurity and economic growth in Nigeria, we used an ARDL model. Both the short-run and long-run estimates are shown. The model was chosen on the basis of the following criteria data coherence, parameter consistency with theory

and goodness of fit. Empirical estimates for the economic growth regression are reported in Table 4.4 (short-run) and Table 4.5 (long run).

From table 4.4, the estimated results showed that terrorism risk index (TER) assumes its a priori predicted sign of negative. This variable was found to be statistically insignificant in the short-run. Thus a negative relationship between economic growth and terrorism risk index were established. This implies that one percent increase in terrorism risk index will reduce economic growth by -1.781. This study is in consistence with previous study by Bandyopadhyay, Sandler and Younas (2014) but in contrast with the finding of Louis Sevitenyi Nkwatoh and Hiikyaa A. Nathaniel (2018) and Otto and Ukpere (2012) who found that economic growth and investment activities tend to increase during periods of insecurity.

Also, the result revealed a positive relationship between government effectiveness and economic growth, it assumes its a priori expectation. Government effectiveness is not significant in the short-run. This means that an increase in government effectiveness by one percent will lead to increase in economic growth by 7.276.

With respect to inflation rate, the result revealed that inflation rate is not significant and not conform to the expected sign. This therefore implies that one percent increase in inflation rate will reduce economic growth by 4.362.

The unemployment rate variable coefficient bears a negative sign. This is consistent with the a priori expectation. The variable is not significant. Thus a negative relationship between unemployment rate and economic growth were established. This implies that one percent increase in unemployment rate will lead to 13.847 reduction in economic growth.

The coefficient of the error term which measures the speed of adjustment towards long run equilibrium is rightly signed, that is negative. The result justifies the use of the ECM term suggesting that economic growth adjust to correct long-run disequilibrium between itself and its determinant. The lagged error correction term $ECM(-1)$ is negative and statistically significant at 5% which confirms that long-run equilibrium relationship (cointegration) exist amongst the variable in the function. The coefficient is (-0.913) implying that 91% of the disequilibrium between the short-run and long-run is covered within a year.

However, in the long-run all the variables coefficients are statistically significant at 5% except government effectiveness. Terrorism risk index is negatively signed with the coefficient of value 2.534 and probability value of 0.044. This implies that one percent increase in terrorism

risk index will reduce economic growth by 2.534 percent. The study also revealed that unemployment rate is rightly signed with negative in the long-run with coefficient value of -15.167 and probability value of 0.039. This implies that one percent increase in unemployment rate will reduce economic growth by 15.167. With respect to government effectiveness and inflation rate in the long run, government effectiveness is rightly signed but not significant while inflation rate is significant but wrongly signed.

Test for Serial Correlation and Heteroscedasticity

Test	Obs*R-squared	Prob. F(6,13)
Breusch-Pagan-Godfrey Heteroskedasticity Test	2.347	0.932
Breusch-Godfrey Serial Correlation LM Test	0.392	0.633

From the result, the Breusch-Godfrey Serial Correlation LM Test has an Obs R-squared value of 0.392 with a p-value > 0.05 , which suggests that we cannot reject the null hypothesis of no serial correlation in the residuals. Likewise, the Obs R-squared value of the Breusch-Pagan-Godfrey Heteroskedasticity Test is 2.347, with a p-value > 0.05 . This implies that the null hypothesis of no heteroskedasticity in the residuals cannot be rejected. We therefore conclude that the model is free from serial correlation, and heteroskedasticity.

Stability Test

Figure 4.1 and 4.2 displays the results of the cumulative sum and the cumulative sum of squares tests. From the results, both the CUSUM and CUSUMSQ plots stayed within the 5% critical boundaries, indicating that over the entire study period of there is existence of stability among the estimated coefficients.

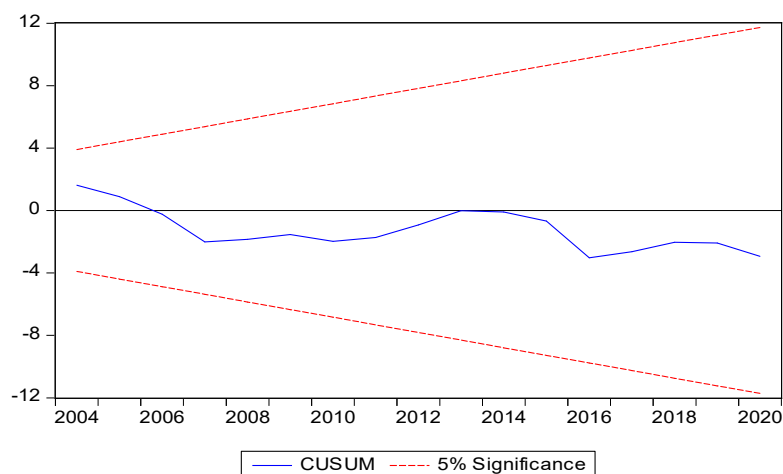


Figure 4.1. Cumulative sum test (CUSUM) for parameter stability

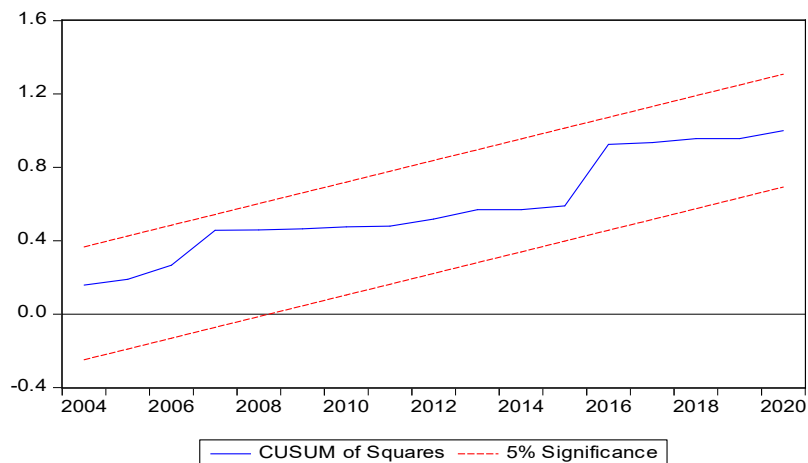


Figure 4.2. Cumulative sum of squares (CUSUMSQ) test for parameter stability

Conclusion

The results obtained in this study revealed the following conclusions. First; based on the effect of insecurity on economic growth in Nigeria, the study concluded that economic growth respond negatively toward terrorism in the short and long-run which mean that higher level of insecurity will lead to low level of economic growth in Nigeria. Also, unemployment rate affects the growth rate both in the short-run and long-run.

Secondly, government effectiveness which captures perceptions of the quality of public servives, the quality of the civil services and the degree of its independence from political

measures and the credibility of the government's commitment to policies has positive relationship with economic growth both in short-run and long-run.

Policy Recommendations

In view of the findings which have emanated from this study, the following recommendations are made:

- Government need to step up physical security measures around the country via the provision of security facilities and the development of stringent measures to be meted out on security defaulters. This implies that Government must be proactive in dealing with security issues and threats, through training, modern methods of intelligence gathering, and intelligence sharing, logistics and deploying advanced technology in managing security challenges
- Government should declare war on terrorism and seek assistance/advice from international communities who have in the time past faced this kind on challenge and were able to tackle it.
- Government are admonished to take the business of governance seriously and redress issues of injustices, victimization, marginalization, discrimination, security and also create a safe and an enabling environment for investments which will step up industrialization and sustainable development thereby enhancing the livelihoods of the greatest numbers of its citizens.
- The reserved army of unemployed youth provides the ready man power that support insecurity in Nigeria. There is the need for the government to put in place more poverty alleviation/eradication programme that can help keep the youth engaged in profitable ventures. Entrepreneurship skills acquisition has been found to be useful in reducing the spate of poverty and unemployment in Nigeria (Adofu and Ocheja 2013)

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