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## **EDITORIAL COMMENT**

African Journal of Educational Research is a multi-disciplinary journal, hence it publishes articles in various areas in the field of education and other related academic disciplines. The current edition (Volume 29) consists of articles published in December, 2023. There are altogether 17 articles in Volume 29 of the journal. All the 17 articles in volume 29 are for December, 2023 edition and most of them are research-based. The contributors are seasoned scholars. Articles in this volume of AJER address current educational issues and problems. It is no gainsaying the fact that volume 29 edition of AJER contains well researched and discussed academic papers that make positive contributions to knowledge, scholarship and practice. Therefore, individuals, researchers, teachers, educators, ministries and agencies saddled with the responsibility of addressing the problems of education would find the papers useful reference materials. In addition, postgraduate students pursuing masters and doctoral degree programmes in various fields of education, and who are currently in the stage of literature review of their projects and theses would find AJER a rewarding companion.

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# Teacher Questioning Skills and Students' Achievement in English Reading Comprehension in Oyo Town, Nigeria

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## Abstract

*This study was carried out to investigate teacher questioning skills as determinant of students' achievement in reading comprehension. The two instruments used were teacher questioning skills rating scale ( $r=0.82$ ) and students reading comprehension achievement test ( $r=0.76$ ). Descriptive statistics of mean, frequency counts and percentage were used to answer the research questions. Also, Pearson Product Moment Correlation was used to determine the relationship that exists between teacher questioning skills and students achievement in reading comprehension. Findings revealed that teacher questioning skill is low, students' performance in reading comprehension is low, teachers questioning skill has no significant relationship with students' achievement in English reading comprehension. Based on these findings, teachers should hone their questioning skills to enhance students achievement in English reading comprehension.*

**Keywords:** Questioning skill, achievement, reading comprehension

## Introduction

Reading comprehension is the ability to understand and derive meanings from a given text. It is a complex skill that involves word knowledge as well as critical thinking. It is a multi-faceted process which involves thinking, predicting, questioning, evaluating, defining and re-defining. The academic success of any student depends on his/her level of reading comprehension which could be at frustration level, dependent level or independent level. At the frustration level, a student does not comprehend at all; at the dependent level, he or she is able to comprehend with the aid of an assistant while at the independent level, the candidate reads and understands with ease.

Kolawole and Adelabu (2006) viewed reading comprehension as a function of writer-reader contact. It means that a reader should be able to grasp the pattern of thinking intended and structured in the author's writing. When a reader comprehends a writer's thought as an organised whole, the reader would be able to relate the main ideas to illustration, elaboration and other supporting details. Hence, it is crucial that each student is skillful in reading comprehension; that is, knowing how to read and deriving maximum meaning from a text.

Reading comprehension becomes more important in senior secondary schools because it provides the basis for a substantial amount of learning outcome (Kirsh, et al., 2002). Reading comprehension assists students to gain information about the text they have read thereby increasing their vocabulary, their familiarity with the written language as well as developing their concepts of the print. Adediran (2011) remarked that English reading comprehension is important and it requires understanding not only the meaning of the words but of their relationships in sentences, paragraphs and

messages. In this sense, comprehension is rooted in and synonymous with intelligence, that is, ability to make thorough logical analysis on conceptual or cognitive relationship. Adediran further stated three basic stages that are involved in reading comprehension as: reading, understanding and answering, with one stage leading to another. When reading, there should be proper understanding on the part of the reader in order to retain the concepts or the ideas read. A reader might try to interpret what he/she has read using his/her own native language in order to aid retention. Once the concepts are retained, they would be recalled successfully when the need arises.

Fakeye (2018) asserted that failure in writing summary and reading comprehension is one of the causes of failure in English Language. It means that students have to perform excellently in WAEC English Language Paper 1 which involves reading comprehension in order to pass English Language. Despite the importance of reading comprehension to academic achievement, Nigerian students still perform below expectations in reading comprehension (Awolere, 2016). Likewise, the WASSCE Chief Examiners reports in English Language in year 2021 revealed that the failure rate in English Language is predominant in the aspect of reading comprehension. This indicates that students are yet to master the skills of reading comprehension which hinges on word recognition and vocabulary knowledge.

In the same vein, Olagunju (2020) stated that deficiency in students reading comprehension contributed to low performance in Prose Literature. This implies that reading comprehension has been identified to have a strong influence on students' learning outcomes in all subject areas, be it Science, Mathematics or English Language (Adegoke, 2010;



Lee & Buxton, 2013; Fakeye, 2014; Adeyinka, 2020).

Reading comprehension goes beyond recalling information explicitly stated in a text. In developing reading comprehension skills, ability to read fluently and possess a good command of vocabulary should be encouraged; the more the vocabulary a reader has at his or her possession, the higher the level of comprehension. Brandon (2021) suggested three basic strategies that could assist students to comprehend effectively while reading; they are predicting, making connections to prior knowledge and visualising. Predicting deals basically with what the student see, hear or read in relation to their books cover, titles, pictures, drawings, table of contents and headings; students are made to proceed from known to unknown by applying their previous knowledge and experiences to new ideas or concepts. To enhance reading comprehension, teachers should guide the students to make text-to-self, text-to-text and text-to-world connections before, during and after reading. The last stage is visualising which requires that the students create in their minds the mental images of what they read. These three stages would enhance the understanding, the retaining, and the recalling of the ideas or the concepts being read.

Goddiss (2021) averred that reading comprehension is a skill which is learnt throughout schooling and it is integrated into each subject and everyday lesson. It implies that reading comprehension is not peculiar to English Language, successes in other school subjects depend on students' proficiency in reading comprehension. The visual processing, processing speed, logic and reasoning skill do affect the comprehension level of a reader. As teachers, students should be prepared for linguistic, cultural or conceptual difficulties they are likely to face with English comprehension text. This could be done by exposing students to reading activities that would activate their existing schematic knowledge.

Fakeye (2006) asserted that when teachers of English Language teach reading comprehension carelessly and uninterestingly as a routine, students seem to find it boring thereby developing negative attitude towards reading comprehension exercises. Fakeye then recommended student-centred strategy rather than teacher-centred strategy in the classroom settings. The teacher-centred strategy has also been faulted by researchers like Ojedokun, (2010); Ogunleye and Babajide, (2011); Olagbaju, (2012) and Akinsowon, (2014). Unfortunately, the conventional method of teaching English reading comprehension is still widely used in most schools in Nigeria.

Several attempts have been made in the past to address the issues of students' proficiency in English reading comprehension. Khalid and Azeez (2012),

Osikomaiya (2012), Akinsowon (2014), Awolere (2016) and Bateye (2017) research on constructivist theory-based such as paragraph shrinking, scaffolding and context cueing, Oladoyinbo (2018) focused on students and home related factors while Awolere and Muraina (2020) examined interaction effects of home literacy environment of pupils on their self-concept as means of enhancing English reading comprehension with less emphasis on teacher questioning skills.

Teacher questioning skill in teaching and learning process is sometimes taken for granted but it is a skill that needs conscious development by teachers in order to be effective. In the classroom, the teacher could make use of formative or summative questioning types. The formative questioning type takes place before and during the classroom discussion while the summative type is usually used at the end of classroom discussion. Georgina (2018) listed eight essential questioning techniques which could be applied successfully in the classroom setting: closed question also known as polar question; open-ended question which encourages wider discussion and elaboration; probing question which digs deeper and provides a full picture about a subject; leading questions which are meant to build positive discussions towards an outcome that serves one interest; loaded questions which are majorly use by professionals; for instance, lawyers and journalists to trick their interviewee into admitting a fundamental truth they would otherwise be unwilling to disclose; funnels questions begin on a broad basis before narrowing to a specific point or vice versa; recall and process questions encourage critical thinking and in-depth evaluation of a subject and lastly, rhetorical questions which do not require any answer. An effective teacher should know when, where and how to apply each of the questioning techniques in order to ascertain how best the students are coping in teaching/learning process in the classroom.

Questioning skill is a guide to gaining information and it is required in interpersonal communications. Politicians, reporters, celebrities and entrepreneurs are successful based on their questioning skills. Teacher questioning skills refer to a teacher's ability to assess effectively his or her students. Students understanding of the concepts being taught are enhance when a teacher uses appropriate questioning techniques, this implies that the way teachers ask questions could make or mar students' achievement in English reading comprehension. During the classroom activities, the teacher is the sender, the students are the receivers. The responses given by the students and the teachers are the feedbacks. When the students' performance is encouraging, then, it affirms that the teacher applies the right type of questioning techniques.

Patzer (2020) was of the opinion that when a teacher improves his/her questioning skills, it prompts discussion and through dialogue, students understand better. It was further recommended that teachers should always reflect on their practices to measure their effectiveness; they should gain a deeper understanding of the questions and how to use them and develop a classroom culture that usually welcome mistakes. It implies that teachers should always self-examine themselves in order to discover the areas in which they are lagging behind and improve on their performances. Likewise, they should form the habit of encouraging students even when their responses are not correct because condemning students outright would discourage their participation in the classroom discussions.

Researchers such as Fakeye and Ayede (2013), Olagbaju (2020), Jire-Alao (2021), Olagbaju and Akinsola (2021) and Olatunbosun (2021) have shown that teacher questioning skills enhance students achievement. However, the extent to which teacher questioning skills would predict achievement in English reading comprehension among SS II students in Oyo town has not been established.

### **Statement of the problem**

Reading comprehension is an important aspect of English Language in the Senior Secondary School Curriculum. However, evidence available from the past results of West African Senior School Certificate Examinations (WASSCE) and her Chief Examiners reports revealed that students' performance has not been encouraging in English reading comprehension due to the difficulties encountered by students when answering examination questions. Scholars' efforts to address this problem influenced research on the use of different strategies such as exit-slip, semantic-gradient, scaffolding instruction, differentiated instruction, peer inquiry among others with little emphasis on influence of teacher questioning skills on students achievement in English reading comprehension in secondary schools which have been reported in the studies to have influence on

students' performance in all school subjects. Hence, this study investigated teacher questioning skills as predictor of students' achievement in English reading comprehension.

### **Research questions**

1. What is English Language teachers' rating in questioning skill?
2. What is the level of achievement of students in reading comprehension?
3. What relationship exists between teacher questioning skills and students achievements in English reading comprehension?

### **.Significance of the study**

The finding has revealed the predictive capacity of teacher questioning skills on students' achievement in English reading comprehension thereby helping to reduce poor performance in English reading comprehension in schools. This study would serve as intellectual source for future researchers, education policy makers and curriculum planners in English reading comprehension who are in constant search for potent factors that could improve students; performance in English reading comprehension.

### **Methodology**

The correlational research design was adopted. to examine the relationship that exists between teacher questioning skills and students' achievement in reading comprehension. The three local government areas in Oyo town were enumerated. From each of the local government areas, purposive sampling was used to select two senior secondary schools making a total of six (6) schools. From each of the schools, one intact class of SSII students was randomly selected, making a total of six intact classes. A total of 240 students and six English Language teachers participated in the study. The instruments used were students' achievement text in reading comprehension ( $r=0.76$ ), teacher questioning skills rating scale ( $r=0.82$ ).Data were analysed using descriptive statistics and Pearson product moment correlation at 0.05 level of significance.

## Results and Discussion

### Answering of Research Questions

**Research Questions 1:** What is English Language teachers' rating in questioning skills?

**Table 1: English Language Teacher Rating in Questioning Skills**

S/N	Items	Very Good(%)	Good (%)	Fair(%)	Poor (%)	Mean	Std. Deviation
1	The teacher asks questions to activate prior knowledge before new lesson	4(66.7)	2(33.3)	0(0.0)	0(0.0)	1.33	.52
2	The teacher uses questions to evaluate the topic taught	6(100)	0(0.0)	0(0.0)	0(0.0)	1.00	.00
3	The teacher uses questions to shield light on the important point of the lesson	6(100)	0(0.0)	0(0.0)	0(0.0)	1.00	.00
4	The teacher asks students whether they have different ideas	2(33.3)	4(66.7)	0(0.0)	0(0.0)	1.67	.52
5	The teacher modifies the question when it is not understood by the students	4(66.7)	2(33.3)	0(0.0)	0(0.0)	1.33	.52
6	The teacher asks higher order questions	0(0.0)	3(50.0)	1(16.7)	2(33.3)	2.00	.89
7	The teacher asks lower order questions	6(100)	0(0.0)	0(0.0)	0(0.0)	1.00	.00
8	The teacher encourages students to ask questions	4(66.7)	2(33.3)	0(0.0)	0(0.0)	1.33	.52
9	The teacher allows enough wait time for students to think on special questions before response	6(100)	0(0.0)	0(0.0)	0(0.0)	1.00	.00
10	The teacher asks questions that match the students level of intelligence	0(0.0)	4(66.7)	1(16.7)	1(16.7)	2.83	.98
11	The teacher does involve in cold calling when asking questions	2(33.3)	3(50.0)	0(0.0)	1(16.7)	2.50	.84
12	The teacher asks questions from those students that are intelligent	1(16.7)	0(0.0)	4(66.7)	1(16.7)	2.00	1.09
13	The teacher scolds any students that does not rightly answer the question	3(50.0)	3(50.0)	0(0.0)	0(0.0)	1.50	.55
14	The teacher asks open-ended questions	4(66.7)	2(33.3)	0(0.0)	0(0.0)	1.33	.52
15	The teacher asks questions randomly to keep students active throughout the classroom activities	4(66.7)	2(33.3)	0(0.0)	0(0.0)	1.33	.52
	Grand mean= 1.64, Threshold = 3.0						

Table 1, item 1 revealed that four (04) out of the six participants were very good at asking questions to activate students prior knowledge while two (02) of them were good with the mean score of 1.33; standard deviation of .52. Item 2 showed that all the participants (06) were very good at using questions to evaluate the topics taught with the mean score of 1.00; standard deviation of .00. Item 3 indicated that all the participants were rated very good at using questions to shield light on important with mean score of 1.00; standard deviation of .00. Item 4 revealed that two (02) of the participants were very good at asking their students whether they had

contrary opinions, the remaining four (04) were rated good with the mean score of 1.67; standard deviation of .52. Item 5 showed that four (04) out of the six participants were rated very good at modifying questions for better understanding while two (02) others were good with the mean score of 1.33; standard deviation of .52. Item 6 indicated that three (03) participants were rated good at asking higher order questions, one (01) rated fair while two (02) were rated poor with the mean score of 2.00; standard deviation of .89. Item 7 revealed that all the participants were very good at asking lower order questions with the mean score of 1.00; standard

deviation of .00. Item 8 showed that four (04) out of the six participants were rated very good at encouraging students to ask questions while two (02) were rated good with the mean score of 1.33; standard deviation of .52. Item 9 revealed that all the participants were rated very good at given students enough time to think with the mean score of 1.00; standard deviation of .00. Item 10 showed that four (04) of the participants were rated good at matching questions with the intelligence level of the students, one (01) of them was rate fair while the other one (01) was poor with the mean score of 2.83; standard deviation of .98. Item 11 indicated that two (02) of the participants were very good at cold calling when asking questions, three (03) were good while one (01) of them was poor with the mean score of 2.50; standard deviation of .84. Item 12 revealed that only one (01) of the participants was very good at asking questions from those students that appeared

intelligent, two (02) participants were rated fair while one (01) was rated poor with the mean score of 2.00; standard deviation of 1.10. Item 13 showed that three (03) of the teachers were rated very good at scolding students that gave wrong answers while the remaining three (03) were rated good with the mean score of 1.50; standard deviation of .55. Item 14 revealed that four (04) of the participants were rated very good at asking open-ended questions while the remaining two (02) were good at it with the mean score of 1.33; standard deviation of .52. Item 15 showed that four (04) of the participants were rated very good at asking questions randomly to keep the students active while two (02) were good it with the mean score of 1.33; standard deviation of .52.

The grand mean is 1.64. This implies that teachers questioning skills is below average when compared with the threshold 3.0.

**Research Question 2:** What is the level of students' achievement in English reading comprehension?

**Table 2: Level of students' achievement in English reading comprehension**

	Students' scores
N Valid	240
Mean	4.48
Standard deviation	2.33
Minimum	0.00
Maximum	11.00

The students mean score in English reading comprehension achievement is 4.48 out of maximum of 20 marks, which indicates that students' achievement in ERC is low.

**Research Question 3:** What relationship exists between teacher questioning skills and students' achievement in English reading comprehension?

**Table 3: Teacher Questioning Skills and Students Achievement in English Reading Comprehension**

Pearson Production Moment Correlation		Students English Reading Comprehension
Teacher questioning skills	R	.088
	Sig.	.869
	N	6

Table 3 indicated that there is no significant relationship between teacher questioning skills and students achievement in English reading comprehension ( $r = .088, n = 6$ ).

The results showed that teacher questioning skills is below average with the grand mean of 1.64 as against the threshold of 3.0. This could be due to lack of work experience or low level of subject mastery on the part of the teachers. This agrees with the findings of Jire-Alao (2021) and Olatunbosun (2021). It could be observed that there is no proper communication between the teacher and the students, feedback is being undermined. Likewise, the students' English reading comprehension level is too poor. This could be attributed to the low level of questioning skills exhibited by the teachers. Also,

negative attitude of students towards English comprehension could contribute to the poor performance. The result is in consonance with that of Awolere (2016) and Fakeye (2018) who revealed that students' performance in English reading comprehension is very low. Again, it was revealed that no significant relationship exists between teacher questioning skills and students achievement in English reading comprehension. This implies that there are other factors that could enhance reading comprehension which are yet to be explored. The finding in this study disagreed with the findings of Olagbaju, (2020); Jire-Alao, (2021) and Olagbaju and Akinsola, (2021) that revealed that there was a strong positive relationship between teacher questioning skill and students achievement.



## Conclusion

From this study, it could be concluded that teacher questioning skills are vital determinants of students' achievement in English reading comprehension in the study area. There is need to develop and implement effective intervention programmes towards eliminating poor English reading comprehension.

## Recommendations

Based on the findings, the following recommendations are made:

Teachers should be made to go through refresher courses, workshops and seminars to hone their questioning skill.

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# Perception and Attitude of Contemporary Ibadan Indigenes on Tribal Marks

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## Abstract

*The study examined the perceptions of Yorubas' about tribal marking. One hundred and seven (107) Yorubas were drawn from Ibadan in Oyo State through simple random sampling technique (SRST) only one research instrument was used: Tribal Marking Questionnaire (TMQ) Data Collected were analysed using simple percentage. The result shows that 70(65.4%) respondents believed that they are for recognition, 39(36.4%) strongly agreed that tribal marks are part of the body decoration, 38(35.5%) strongly agreed that tribal marks belong to indigenous form of communication. 39(36.4%) believed that tribal marks are desirable for beauty while 61(57.0%) disagreed that there are no differences between wearers and non-wearers of tribal marks/while the majority 40(37.4%) strongly agreed that tribal marks are signs and symbols. In conclusion, the purpose of tribal marking is for cultural practice, body decoration, beauty, signs and symbols as well as penning message. It is hereby recommended that the current wearers of tribal mark should feel proud about the marks on their cheeks because it is their cultural identity as well as a means of decoration and a specimen of beauty. However, tribal marking should be discouraged now due to civilization and health issues attached to it.*

**Keywords:** Perception, Attitude, Facial marks, Contemporary, Ibadan indigenes

## Introduction

In Yoruba culture, facial markings have been used for centuries to mark a person's tribal heritage. The practice involves cutting and burning the skin with sharp objects and then adding black paste, usually from ground charcoal dust, to the open marks Akinwande (2021). Facial marking is part of Yoruba culture and it is a process of marking or cutting an incision into human skin and then allowing it to heal, leaving a permanent scar on the face of the wearer (Orie Olanike Ola, 2011). It serves as a communication process disseminating cultural identity, decoration and beauty of the wearers. As a matter of fact, communication is a process of exchanging ideas, views and feeling between two or more people. It is a medium through which information is passed from one person to another or group of people. Communication is one of the bonds that hold the society together, and without it there would be no coordination, no cooperation and indeed, no social organization. Communication itself involve conscious effort of transmitting meaningful signals to a receiver for the purpose of affecting a particular kind of behaviour in him/her. Communication touches every sphere of human activity. It informs all of man's action because it is occasioned by his needs to interact with his fellowmen. Communication is not restricted to verbal form, it also involves non-verbal method such as the use of signs and speech. That is why tribal marks act as a means of cultural communication most especially among the Yorubas. The Yorubas constitute an ethnic group where tribal marking is part of their culture. Like every other ethnic group, they possess their own culture. Tribal marks are one of such widespread practices. And hardly could you

see a household in a typical Yorubaland without some of its member having tribal marks except in Ekiti villages.

According to the Naqiba Muhammed (2022). Tribal marks are lacerations made on the face practiced by parts of the Yoruba and the Hausa tribe in Nigeria. In the olden days, it was practiced and was symbolic. In the Yoruba and Hausa Fulani tribes and Benin tribes in Nigeria, these incisions were form of identity as the different parts of the land and various families had distinct ways of making the lacerations on the face.

According to Negri (1976), in Yoruba land body-markings were of two major types and both were permanent. Deep cuts were made for ethnic identity, such as the royal marks of Oyo, drawn as gashes the whole length of the arms and legs. The second types were used more as decoration and fertility symbols. He started further that, permanent marks were given when a child was an infant and not so sensitive to pain, a child does not have the power to decide whether he or she wants it. It is a traditional sign of honour and a clear indication that the child is not a bastard, as it identifies the family or the person's origin. Tribal marks were given to every firstborn in some part of Oyo state regardless of sex to show that the child is a legitimate born child, a one-in-a-kind birthright Urenna (2018). Conditions under which the marking was done were far from ideal and some children died as a result. This naturally discouraged the practice of marking while the traditional Yoruba society still cherishes this idea of tribal marks, there are suggestion that the contemporary generation has a different view. The former President of Nigeria, Chief Olusegun Obasanjo, proudly flaunts his Owu tribal marks as he once described it as his "natural



identity card". According to Awake Magazine (1999;17), People with facial marks, these days, at least in the cities like Lagos, are in the minority and come in contact with people who ridicule them.

It states further that; It very common to hear people refer to an Individual as a colonel, only to discover that.

He is not a member of the Armed Forces, but That the stripes of his/her cheeks resemble the Stripes on the Uniform of a colonel in the Army.

Historically, in those days, slavery was rife. Wars were waged, people were captured sold and bought and transported to places distant and unknown. And only people with smooth faces were taken for slavery and sacrifices. In order to give the idol worshipper and slave traders bad impression, and to free people invented heavy facial marks. Each family decided to pattern its own marks. It serves as an address for tracing a member of any family. For example, the royal family and warrior-Basorun are recognized by the ABAJAS." The noble service of tribal marking is a peculiar job in the family known as the OLOOLAS. MARK-CUTTING was a hereditary profession, handed down from father to son. The families normally formed themselves into a union, in order to protect the secrets of their art and livelihood. They sometimes travelled many miles to perform this service. Akinbode [1991:3] state that it was Ifa oracle that instructed Oduduwa, the leader of the Yorubas to put marks or sign on the cheeks of his people according to each clan for recognition purposes because of unforeseen wars that might scatter them on the way to their new settlements after they had been chased out of the middle East by rebellion and wars. Daramola Jeje (1975;77) said that the fashion might have come from the east from where the Yoruba people migrated to their present settlement. The author agree that it used to be for identification of tribes, and their families during the tribal slave trade. Eventually, marking came to be used as a means of beautifying the face. Babalola <1967) said in the oriki of the lineage of If2 people that Tribal marks is used to beautifying the face.

He says:

{m[ Oju r'abe sa.  
Arabesa ko ko peeli abe.  
{m[ b'uju ba ti r'ejo a ta warawara.  
A sa keke ogun, aajo ewa ara wa l'a fi nse.  
A b'abaja ovon, aajo ewa ara wa l'a fi nse...

The above oriki shows that tribal marks were used as a means of beautifying the face and body.

Also, two other sources are worthy of note. Abimbola (1976) and Johnson (2009). One Odu-Ifa, Idinsaa, said to be the patron of mark-makers.

The Odu says.

Idin Saka  
A difa fun Olowola

{m[ Asamoo logbe]vowo  
Ti nwon ni ika ni yio se la...

Idin Saka.

Ifa divination was performed for Olowola

Offspring of Asamoo logbe]vowo

(He who cuts a child to receive money)

They said he will be harming to succeed in life.

The story goes that Esu was the one who taught Olowola how to make marks on people. It was Esu also who deceived people to think that marks would beautify them and pushed them to ask Olowola to make marks on them for money. Johnson (2009:150) says, when Sango became king of the Yoruba, he felt ashamed that he could not tell the name of his mother. Therefore, he commissioned a Tetu slave and a Hausa slave to proceed to the Tapa country, to his maternal grandfather Elempe a Nupe king, for the purpose. He gave them kolanuts, money, a horse, a cow, and sacrifice materials. The king's charge to these messengers was that; they should listen carefully to the first name uttered in the invocation which evidently would be his mother's name.

One of his servants was said to have drunk himself to senselessness and could not comprehend what names were being mentioned while other was sober and attentive. On their return, the Tetu slave who had faithfully carried out his order was highly rewarded, and the Hausa slave severely punished. The punishment meted out to him was 122 razors cut slashed all over his body as a lasting warning for all time. But as the marks healed, the women in the palace began to admire the marks on the culprit. The Yoruba adage says, "Tita ro la n ko ila, to ba jina a di oge". "The incisions is very painful, but when it gets healed, the marks become a beautiful thing to admire". When Sango queried the case of such deep admiration, the queens exclaimed that the slave looked handsome with marks on him and advised his majesty to have some too. Sango took this advice, but could stand only two cuts on each arm and forbade the Olowola (the marker) to proceed further. This is what is termed as EYO. The marks are to this day retained in the royal family of Oyo as a distinctive badge of royalty, hence members of the royal family are termed AKEYO (the one with Eyo marks). Adekunle (2016) said only slaves were known to wear tribal marks. It is a sign to identify and distinguish a slave owner from another.

### Types of Tribal Marks

According to Akinbode (1991), the Yoruba people are very rich in culture and this is shown in various ways of which tribal marking is one.

For instance, Oyo have sets three or four parallel and horizontal line or their variation on each cheek. The lines may be single or double, each from 1.3cm to 2.6cm (1/2 inch to 1 inch) long.

In Ibadan, we have different types of tribal marks such as tattoo, medicinal marks and facial marks.

(A) **TATTOO:** this regarded as a pattern, picture or message put on the skin by tattooing, that is, by pricking with a pin or needle and then pouring colored dyes in to give skin a blackened outlook. It is done mainly for decoration/aesthetic purpose. Many of the Yoruba tribes in Ibadan use tattoos, with different decoration for men and women.

(B) **MEDICINAL MARKS:** This is called VERE. It is mark put on the skin with a very sharp blade. Medicinal mark could be incised on any part of human body. It is a vertical mark. The number of medicinal marks to be incised on human body varies. After the incision, a certain medicinal concoction would be rubbed into the freshly made wounds. It is given as charm.

(c) **FACIAL MARKS:** The facial marks are for the purpose of distinguishing the various Yoruba families. Facial marks are incised on human cheeks. These marks were varied from family to family, clan to clan, town to town. As a result of the increasing pace of industrialization of Ibadan city, people from various towns such as Oyo, Ogbomoso, Owu, Ijesa, Iwo, Saki just to mention few, migrated to Ibadan each with their various types of facial marks.

In Ibadan, we have "Pele" ] Three vertical lines.

Abaja merin]merin <four]four> four horizontal lines on each cheek.

Abaja mejo]mejo <eight]eight> ] Four horizontal lines beside another four horizontal lines on each cheek.

Abaja mefa or Mefa olowu ] Three vertical lines upon three horizontal lines;

Abaja omo oba or mefa]mefa ] <six]six> three horizontal lines besides another three horizontal lines on each cheek.

Merin baramu ] Four horizontal lines with a cross line on the nose.

Mokanla]mokanla <eleven] eleven> ] Four horizontal lines beside three vertical lines upon four horizontal lines on each cheek.

Meje]meje <seven] seven> ] Three vertical lines upon four horizontal lines on each cheek.

Gombo] Three vertical lines upon four horizontal lines together with four supported lines against the four horizontal lines.

Gombo]baramu ] Four horizontal lines with a line across the nose together with four supported lines against the four horizontal lines.

Abaja]meta ] Three horizontal lines.

### Attribution of Tribal Marks

It can be noted how each of the principal marks is indicated by a different verb signifying "to mark".

To be marked with Pele is o ko Pele

To be marked with Abaja is o bu Abaja

To be marked with Keke is o sa ] Keke

To be marked with Gombo is wa Gombo

According to Babalola (1967:17) one can even detect the attribute of facial marks from oriki of Ife.

"... Onikeke ogun o gbodo pon mu

Alabaja ogbon o gbodo bu sin ese

Soboro]bon lannuje 'un n'yio pon

do naa gbe..."

"... One with twenty keke marks must

Not drink from the water

One with thirty Abaja facial marks

must not wash his feet from it.

One who has no facial marks ] an annoyance

to those who have ] will drain the water..."

Actually, from the above oriki it is stated that the Ife people are mostly plain face <soboro>, they dreaded the knife. But some of them have facial mark.

The Ife marks are three horizontal lines like those of the original Basorun marks, each being shorter, about half]inches long.

According to Abimbola (1976), the attribute of marks can be detected from the structure of Ese Ifa in the first part of (owonrin meji).

"Onikeke logun

Alabaja logbon

Onikolo laadota..."

He who has keke facial marks has twenty marks;

He who has abaja facial marks has thirty marks;

He who has kolo facial marks has fifty markings..."

It can be also be detected from the first part of Okanran meji of ese]ifa:

Keke logun, awo ile Olowu;

Abaja logbon, awo o w[n ode Eyo

Ture laadota..."

Keke is twenty, a priest from the Olowu household

Abaja is thirty, a priest of the Eyo community

Ture is fifty..."

Those ese ifa shows how useful the facial marks are in the traditional way of the Yorubas in Yorubaland. It shows that the priest from the various town had different facial marks. People from Olowu, Ode Eyo have keke and abaja facial marks respectively.

### Statement of the Problem

Tribal Marking has been part of Yoruba culture, it had been in vogue, quite a long time among the

Yorubas and it has not yet been eradicated by the level of civilization and education. But because of the influence of Western Civilization, the younger generations scorn and condemn tribal marks due to the health hazards involved. According to Ugorji (1998:5). The incision of tribal marks has a negative biological significance. He further stated that HIV can be contracted through the use of contaminated blades in tattooing, scarification marks and circumcision. Despite the criticism, it is exigent to find out the perception of Yoruba about the practice.

**Objectives of the Study**

1. To determine the perception of contemporary Yorubas of the tribal marking as a cultural practice.
2. To determine the differences in the attitude of wearers and non-wearers of tribal marks towards the practice of tribal marking.
3. To determine the messages tribal marks, pass across among contemporary Yorubas.

**Research Questions**

1. What is the perception of contemporary Yorubas of the tribal marking as a cultural practice?
2. Is there any difference in the attitude of wearers and non-wearers of tribal marks towards the practice of tribal marking?
3. What messages do tribal marks pass across among contemporary Yorubas?

**Discussion**

**RQ 1:** What is the perception of contemporary Yorubas of the tribal marking cultural practice?

**The Perception of the Yorubas on Tribal Marking as a Cultural Practice**

Responses	Frequency	Percentages
Recognition	70	65.4
Beauty	25	23.4
Communication	9	8.4
Undecided	3	2.8
<b>Total</b>	<b>107</b>	<b>100</b>

From table 1 above, 70 (65.4%) respondents believed that tribal marks are for recognition, while 25 (23.4%) respondents believed that they are for beauty, 9 (8.4%) believed that the tribal marks are for communication while 3 (2.8%) are undecided. This implies that tribal marks are for recognition. Akinbode (1991) agreed with the finding, that tribal marks are used for the purpose of distinguishing the various Yoruba families. As a result of ancient tribal wars, the people can be differentiated from enemies by their tribal marks. Facial tribal mark is a form of identity during slave trade. The wearers are

identified by their marks on their faces and absorbed back into their family when they are free. Akinbode (1991) also noted that the increasing pale by industrialization in Ibadan city led to the influx of people to the city from Oyo, Ogbomoso, Owu, Ijaw, Iwo, Saki, among others. These people and their communities are recognized by the tribal marks they wear on their faces. So, it is summed up that facial marks play a significant role in “Yoruba cultural identity”.

**Table 1b. Tribal Marks are Part of the Body Decoration**

Responses	Frequency	Percentages
Strongly disagreed	12	11.2
Disagreed	13	12.1
Undecided	1	0.9
Agree	42	39.3
Strongly Agree	39	36.4
<b>Total</b>	<b>107</b>	<b>100</b>

Table 1b above indicates that out of 107 respondents 12 (11.2%) Strongly disagreed that tribal marks are parts are part of the body decoration, 13 (12.1%) respondents disagreed, 1 (0.9%) is undecided. While 42 (39.3%) respondents agreed, 39 (36.4%) strongly agreed that tribal marks are part of the body decoration. This implies that tribal marks are also used for decoration. Decoration is part of culture. Urenna (2018) says that tribal marks are cultural practice for beautification. The marks were used as a symbol of honour, beauty and heritage and something worn with pride. Apari & Makinde (2009) noted that culture is the totality of human ways of life in the society. This also includes his/her creativity and how he/she decorates and beautifies himself/herself. Longman Dictionary of Contemporary English (2014) seen decoration as something pretty that you put into something else in order to make it more attractive. This snow balls into fact that tribal marks are decorations that make wearers more attractive.

**Table 1c. Tribal Marks Belong To Indigenous Form Of Communication**

Responses	Frequency	Percentages
Strong Disagreed	9	8.4
Disagreed	17	15.9
Undecided	6	5.6
Agree	37	34.6
Strongly Agree	38	35.5
<b>Total</b>	<b>107</b>	<b>100</b>

Table 1c shows that 9 (8.4%) respondents are strongly disagreed that tribal marks belong to indigenous form of communication. 17 (15.9%) respondents disagreed, 6 (5.6%) respondents are undecided. While 37 (34.6%) respondents put out

107 agreed, 38 (35.5%) strongly agreed that tribal marks belong to indigenous form of communication. This implies that tribal marks is an indigenous form of communication. This agrees with Mundy and Compton (1995) who say that indigenous communication is an important aspect of culture, and the means by which culture is preserved, handed down, responds to new situation. Afolabi (2023) noted that the Yoruba people are the second most populous tribe in Nigeria with unique features that make it easier for other people to identify them. The features include bodily adornment such as language, dream, music, food and mark pattern such as tribal marking. All these put together constitute Yoruba culture.

**Table 1d. Tribal Marks are Desirable and Beautiful**

Responses	Frequency	Percentages
Strongly disagreed	10	9.3
Disagree	14	13.1
Undecided	11	10.3
Agree	33	30.8
Strongly Agree	39	36.4
<b>Total</b>	<b>107</b>	<b>100</b>

Table 1d above, indicates that out of 107 respondents, 10 (9.3%) strongly disagree, 14 (13.1%) disagreed, 11 (10.3%) respondents could not decide. While 33 (30.8%) agreed, 39 (36.4%) strongly agreed. Therefore, the majority strongly agreed that tribal marks are desirable beautiful. This agrees with Akinbode (1991) who noted that since tribal mark in part of culture, it is a desire of individual in Yoruba culture to wear tribal marks. More so, it is a means of beautifying themselves in the culture. Afolabi (2023) stated that such marks serve as embellishment and reflection of prevailing fashion trends. This means that one of the significances of tribal marking is beautification. This confirms an adage in Yoruba which says, it pinches, it pains and the process of marking, when it heals, it heals, it becomes a pride of beauty for the mark wearers.

**RQ 2:** Is there any difference in attitude of wearers and non-wearers of tribal marks towards the practice of tribal marking? Significance of tribal marking is beautification.

**Table 2a. Is There any Differences in the Attitude of Wearers and Non-wearers of Tribal Marks**

Responses	Frequency	Percentages
Yes	46	42.9
No	61	57.0
<b>Total</b>	<b>107</b>	<b>100</b>

The table above shows that 46 (42.9%) respondents agreed that there are differences between the wearer and non-wearer of tribal marks. A total of 61 (57.0%)

respondents disagreed that there are no differences at all. This means that there is no difference in the attitude of wearers and non-wearers of tribal marks. The findings show that there is no difference in the attitude of wearers and non-wearers. Tribal marking is an aspect of Yoruba culture, so there cannot be negative attitude towards the wearers. The non-wearers too many not suffer any form of negative opinion since there is general acceptability for Christianity and civilization.

**RQ 3:** What messages do tribal marks pass across among contemporary Yoruba?

To answer this research question, items 18 a, e, f and 19 will be used.

**Respondent Perception 3**

**Table : Tribal Marks do pass Message to Other**

Responses	Frequency	Percentage
Strongly Disagree	4	3.7
Disagree	15	14.0
Undecided	1	0.9
Agree	37	34.6
Strongly Agree	50	46.7
<b>Total</b>	<b>107</b>	<b>100</b>

The above table indicate that 50 (46.7%) strongly agreed that tribal marks do pass messages to others while 37 (34.6%) agreed, 15 (14.0%) disagreed, 4 (3.7%) strongly disagreed thus, 1 (0.9%) undecided. Therefore, the table shows that the majority of the respondents strongly agreed that tribal marks do pass messages to others. This agrees with (Sola 2000; Adesanya and Kehinde 2020) that communication is a process which a message is conceived by a sender encoded, and relayed through a particular route to a receiver, who then decode and interprets it and finally confirm to the sender that it has been understood. In this case, tribal mark is the message of identity encoded to the receiver who quickly decodes that the wearer of the tribal marks is from a particular place or he is handsome or she is beautiful.

**Table: Tribal Marks are Sign/symbols**

Responses	Frequency	Percentage
Strongly Disagree	3	2.8
Disagree	5	4.7
Undecided	1	0.9
Agree	58	54.2
Strongly Agree	40	37.4
<b>Total</b>	<b>107</b>	<b>100</b>

The table above indicates that 3 (2.8%) strongly disagreed, 5(4.7%) disagreed, 1 (0.9%) could not decide. While 58 (54.2%) agreed, 40 (37.4%) strongly agreed. Fadehan and Baber (2021) agrees with this finding that tribal facial mark could be describe as one of the elements of Yoruba Semiology which is referred to the study of sign and symbols.



Therefore, the majority of respondents agreed that tribal marks are signs and symbols. Tribal marks are signs and symbols or identity. These signs show that there is a mark of identity on the wearer's cheek. This sign is a shape or symbols that have particular meaning and represent an idea of the den or the family the wearer hails from.

### Conclusion

The tribal marking is part of Yoruba culture, and it is common among the Yorubas' except those from Ekiti state. The study has been able to reveal people's perception about tribal marks most especially the younger generation of Yorubaland. It is a process distinguishing the wearers from family to family and town from town. The significant of the mark is for decoration, beautification, identity and cultural practice, as well as message. It is important to note that, there have been a lot of social changes even, the practice is no more in vogue as it used to be, it has been turned into the things of the past hence, it should be discontinued.

It was very obvious that though the younger generation among the respondents are aware of the practice of the tribal marks among the Yorubas and that the practice still exists but, nevertheless, they despise it.

Although some of the respondents felt tribal marks are appreciated for its beauty and recognition yet they want it stopped since a lot of things have changed so much that the practice has no positive advantage anymore. In the nutshell, there should be an end to it.

### Recommendations

On this note, the researcher therefore suggests that since majority do not feel comfortable and in support of this practice anymore so it should be eradicated. Also, the health issues need to be put into consideration, a lot of people died through this practice. Apart from that, in the world where diseases seem to be growing at the same rate as human beings, HIV/AIDS happens to be killer disease that can be contacted through unsterilized instrument like the one used in the practice (The Tribune 2017). Furthermore, if at all tribal marks should be given, it should be some hidden part of the body that will not be so obvious as to expose them (wearers) to ridicule and jest from their counterparts. The practice of having tribal marks is fading. It is now abhorred by most parents and some individuals who term themselves unfortunate for having these marks are sometimes ashamed of them and trying to cover them with makeup Urenna (2018).

The researcher also suggests that there is no need in making people to have inferiority complexes about themselves at a social gathering civilization has come, therefore, there is no need to have social identities, although war and slavery is still on in some part of the country but there is no point for any mark to be put on one in other to show identification. Thus, it should be abolished.

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# Effects of Multimedia in the Teaching and Learning of Social Studies in Secondary School in Akure Metropolitan Area

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## **Abstract**

*This study examined the effects of multimedia in the teaching and learning of Social Studies in secondary school in Ondo State, Nigeria. The study adopted the survey research design. The participants were six teachers and 194 students. A structured, self-constructed questionnaire ( $r=0.70$ ) was used as the instrument for collection. Three research questions were answered. The findings of the study among others are that multimedia was perceived to impact the teaching and learning of Social Studies in the selected secondary schools. It therefore recommended that, government should continually provide different types of training on internet usage as well as making different types of facilities available for the use of both teachers and the students.*

**Keywords:** Social Studies, secondary school, students, multimedia resources

## **Introduction**

It is hard to contradict the fact that technological transformation in different form is influencing everyday's life around the world. Hence, the educational field is expanding as a result of evolving multidimensional equipment in teaching and learning. The rapidly changing technological progression is affecting education just like other aspects of human endeavour. The number of technological applications used in educational systems of schools is increasing every day. The traditional method of teaching is currently being replaced by evolving and emerging technologies especially multimedia applications. These new technologies have made the teaching and learning processes to become coherent (Thamarana, 2015). Access to these new technologies in the form of Multimedia Resources has also proven to promote assimilation of learning content by learners (Odunta, 2021). Multimedia Resources comprises of any device, application or communication tool that can store retrieve and transmit information in the form of knowledge to its users (Asthana, 2016).

The words "multi and media" are combined to form the word multimedia. The word "multi" signifies "many." Multimedia is a type of medium that allows information to be easily transferred from one location to another. Multimedia is the presentation of text, pictures, audio, and video with links and tools that allow the user to navigate, engage, create, and communicate using a computer.

Multimedia is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization (Guan & Song, 2018). It supports verbal instruction with the use of static and dynamic images in form of visualization technology for better expression and comprehension (Alemdag &

Cagiltay, 2018). The hardware and software used for creating and running of multimedia applications is known as multimedia technology (Kapi, Osman, Ramli & Taib, 2017). Multimedia technology has some characteristics like integration, diversity, and interaction that enable people to communicate information or ideas with digital and print elements. The digital and print elements in this context refer to multimedia-based applications or tools used for the purpose of delivering information to people for better understanding of concepts.

Indeed, various aspects of human endeavours, especially the educational sector, are being transformed by the advent of Information and Communication Technology (ICT). ICT involves the use of hardware and software for the purpose of collecting, processing, storing, presenting, and sharing of information mostly in digital forms. Multimedia technology is an important aspect of ICT that deals with how information can be represented and presented digitally, using different media such as text, audio, video, among others (Guan and Song 2018). It involves the combination of several technologies provide information in the best possible formats, packages, and sizes.

However, when used in the classroom or for educational purposes, the design quality and sophistication of multimedia application must be high enough to combine the different elements of the cognitive processes so as to achieve the best mimicking of the teacher. There are different types of multimedia applications available in the market today. These applications have been deployed for different educational purposes such as the works deployed for Mathematics classes, Social Sciences, Sciences, Physiology, Physics and Physical Education Studies (Al-Hariri & Al-Hattami 2017; Shah & Khan, 2015).

Multimedia Resources are applications that are interactive, informative, computer driven and

channels of communication. Examples of Multimedia Resources abound, they include radio, smart phones, television, internet, interactive board, computers, satellite systems and software. Others are slides, overhead projectors, still motion pictures and many more. The information they transmit can be in texts, graphs, audio, image or video mode (Atubi, 2021).

As rightly claimed by Odunta (2021) that there are robust evidences that Multimedia Resources and Information Communication Technology (ICT) have positive effect on education, nevertheless it is the proper perception and usage of Multimedia Resources in Social Studies teaching and learning that can bring about these positive effects and development.

According to Beuke-Amiss & Chiiware (2016), the use of ICTs in Nigeria and African countries generally is increasing and dramatically growing. However, while there is a great deal of knowledge about how ICTs are being used in developed countries, there is not much information on how ICTs are being introduced into schools in developing countries. Looking at the developing countries according to these authors, there is generally limited access time per month using ICTs by both the teachers and students, and even less time spent with reliable Internet access. It should be noted that availability of ICTs vis-à-vis access in term of ratio of teachers and students differs significantly.

Despite this, the new and emerging technologies challenges the traditional process of teaching and learning, and the way education is managed. While information communication technology is an important area of study in its own right, it is having a major impact across all curriculum areas and that must have informed the emergence of multimedia resources that are part of the constituent elements or outcomes of the Information Technology Communication (ICT). Easy worldwide communication provides instant access to vast array of data, challenging assimilation and assessment skills (Fowowe, 2016). Rapid communication plus increased access to ICTs in the home, at work, and in educational establishment, could mean that learning becomes a truly lifelong activity- an activity in which the pace of technological change forces constant evaluation of teaching process itself, several studies reveal that students using ICT facilities mostly show higher learning gains than those who do not use.

Hannafin and Savenye (2015) point out that the teachers' role in the classroom can be viewed as a continuum. At the one end is the teacher as a traditional lecturer and importer of knowledge. This is in accordance with objectivist views of learning. At the other end is the teacher as a coach, observer, and facilitator. This fits into the constructivist view

of learning. Teaching in pupil-centered learning environments requires a different attitude of the teacher than teaching in traditional instructional settings: 'Teachers will need to move from providing face-to-face teaching and text-based learning to facilitating individualized, interactive, media-based learning, and learners will need to be empowered to accept far greater responsibility for their own learning' (Latchem, 2019).

In a social interaction process among pupils and between the pupils and the teacher, pupils gather knowledge in an active manner. The teacher must not be too supportive, because this forces the pupils into a passive, receptive role. As the pupils show they can perform the respective task independently, the teacher's support gradually vanishes ('fading'). The gradual shift from teacher-centered learning to pupil-centered learning is time-consuming and requires skillful teachers (Robinson and Latchem, 2017).

Iding, Crosby and Speitel (2022) describe several roles teachers fill when they are helping children to learn in computer-enriched classrooms. Initially, they serve as instructors to children in the use of computers. Later, as children gain more experience, the teacher's role moves to that of a coach. By using computers themselves, teachers can also serve as models to children. Finally, teachers must be critics of computer software, learning to select the best software to enhance children's development. Hannafin and Savenye (2013) point out that the teachers' role does not change simply by using the computer in the classroom: 'The change occurs only to the extent to which a shift of responsibility to the learners occurs. The more responsibility and freedom is given to the learners, the greater the shift in the teachers' role'.

In the same vein, Oshinaike and Adekunmisi (2012) posit that multimedia resources are very significant to colleges and universities as well as research organization, especially in developed countries. Multimedia is penetrating the educational arena of not just those of higher institutions but primary and secondary schools. Thus, they can be used to support the efforts of Social Studies teachers in making sure that learners are effectively taught. The conventional media like television and Radio can no longer attend to the demands of modern-day education, hence they are being substituted with modern multimedia technology such as the internet, slides, computer software's, animations and still motion pictures. Multimedia Resources offer mostly individualized learning, whereby the learner controls the process at a self-paced speed.

Also, it is observed that the increasing use of hardware and software in the field of education positively affected learning environment. In this sense, it is observed that educational environments



have also changed overtime with the increase in computer equipment and software. This change also affected Social Studies course, whose target is to raise effective citizens.

However, although it is expressed that the main aim of Social Studies is to raise effective citizens, it is rather difficult to make a clear definition about the field of Social Studies. The main reason of that is the presence of numerous aspects of Social Studies. When national and international scientists' definitions are taken into account, To Öztürk(2016), "Social Studies is a learning program with the aim to raise effective citizens who can solve problems by deciding on information in changing national and international circumstances almost in every aspect which uses the information and techniques from human and social sciences".

In view of the above premise, this research work examines the effective of multimedia in the teaching and learning of Social Studies in secondary school in Akure metropolitan area.

Again, the outbreak of Covid-19 has further justified the need for effective use of Multimedia resources to educate our children by carefully transfer our hitherto classroom learning style to online with the help of modern technology, that is computers.

### Research Questions

The following research questions were answered.

1. What is the level of exposure of teachers to multimedia resources available in teaching?
2. What is the perceived benefits of use of multimedia in the teaching of Social Studies?
3. What is the perceived benefits of the use of multimedia in the learning of Social Studies?

### Methodology

The study adopted the survey design. The participants were six teachers and 194 students. The instrument used for data collection was a structured, self-constructed questionnaire( $r=0.70$ ). The questionnaire was structured along a four-point modified Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree. Data were analysed using descriptive statistics of percentage, mean and standard deviation.

### Results

#### Answering the Research Questions

RQ 1: What is teachers' perceived impact of the use of multimedia on the teaching of Social Studies in secondary schools?

**Table 1: Chi square summary showing the Perceived impact of the use of multimedia on the teaching of Social Studies**

Items		Response				Total
		SA	A	D	SD	
Multimedia has helped in accessing internationally accepted materials that will harness teaching Social Studies	F	3	3	-	-	6
	%	50.0	50.0	-	-	100.0
Chi Square	X <sup>2</sup>	1.240				
	Df	1				
	P	<.05				

The result on the influence of effective use of multimedia on the teaching of Social Studies in junior secondary schools as presented in Table 1 above shows that all the teachers (100%) consented the impression that multimedia has helped in accessing internationally accepted materials that will enrich the teaching of Social Studies. This was such that a good number of them (50%) strongly agreed these statements, and similar number of them (50%) agreed.

Further confirming this result is the Chi square value of 1.240,  $df=1$ ,  $p<0.5$ ], which indicates that the difference observed in frequencies certify this result to be valid for further conclusion. Thus, it is justified that effective use of multimedia could impact the teaching of Social Studies in secondary schools.

RQ 2: What is the students' perceived impact of the use of on the learning of Social Studies in secondary schools

**Table 2: Chi square summary students’ perceived impact of the use of multimedia on the learning of Social Studies in secondary schools**

Items		Response				Total
		SA	A	D	SD	
Students exposure to multimedia has helped in accessing academic materials that aids or support the acquired knowledge of classroom learning	F %	78 40.2	76 39.2	28 14.4	12 6.2	194 100.0
Chi Square	X <sup>2</sup>	69.670				
	Df	3				
	P	<.05				

The result on the influence of effective use of multimedia on learning of Social Studies in secondary schools as presented in Table 7 above shows that higher number of the students (79.4%) affirmed that student's exposure to multimedia has helped in accessing academic materials that aids or support the acquired knowledge of classroom learning. This was such that 40.2% of these students strongly agreed these statements, and 39.2% agreed, even when 14.4% disagreed, while 6.2% strongly disagreed.

Further confirming this result is the Chi square value of 69.670, df=3, p<0.5, which indicates that the difference observed in frequencies certify this result to be valid for further conclusion. Thus, it is justified that effective use of multimedia have impact on students learning of Social Studies in secondary schools.

**Discussion of Findings**

Majority of Social Studies teachers in the selected secondary schools perceived the effective of multimedia to be high and efficient in promoting the teaching and learners of Social Studies, bring structural changes and provide a practical teaching environment for Social Studies. This is well established in Odunta (2011), Oshinake & Adekunmi (2012) and Semerci (1999). These studies are unanimous in affirming the positive influence which multimedia has on the teaching of Social Studies in secondary schools. The opinion of the respondents clearly indicated that 100% of the respondents agreed that use of multimedia in teaching brings about significant changes particularly to the teaching of Social Studies. Again, 66.7% of the responding teachers were of the view that adopting multimedia has helped in teaching with ease. However, 33.3% of the respondents disagreed that the use of multimedia makes teaching difficult.

Majority of secondary school students in Akure South Local Government Area of Ondo State

recognize the fact that the use of multimedia helps to motivate students, understand concepts and make them to learn anytime and anyplace. This is in consonance with studies of Akinoso (2018) and Dwyer (1993) that students learn more effectively and perform better by applying multimedia. The higher percentage of the responding students' (72.7%) affirmed that adopting multimedia in teaching had resulted in motivation to learn Social Studies amidst the students, meanwhile 27.3% of them report differently. It is also glaring from the responses that nearly all the responding students (91.3%) admitted that adopting multimedia in teaching Social Studies had promoted retention in the memory; however, 8.7% had contrary opinion. In spite of the variation in the responses, it could be ascertained that multimedia has positive impact in the learning of Social Studies.

The level of exposure of teachers to multimedia resources in teaching in selected secondary schools was also evaluated. The available multimedia variables are graphics, audio-visual, animations and maps, internets and slides/projects. The responses indicated that higher percentage of the responding teachers (66.7%) affirmed that their usage of graphics to teach, though 33.3% of them report differently. A good number of the responding teachers (50%) report that they use audio-visual techniques in teaching, meanwhile similar percentage of them (50%) refuted. Majority of the teachers (83.3%) were of the idea that they use animations and maps as materials in teaching, meanwhile 16.7 % of them refuted. All the responding teachers (100%) agreed that they do surf the internet to get materials for teaching. Lastly, 83.3% of the teachers were of the opinion that they engaged the usage of slides and projectors while teaching in schools, although 16.7% of them were also of a contrary opinion. The synopsis of the matter is that the available multimedia resources make the teaching of Social Studies effective and efficient.

On the part of the students' accessibility to the multimedia resources and how it has influenced their learning of Social Studies, the responses show that (71.1%) were of the view that they had access to surfing the internet to search for Social Studies contents online, though 28.9% of them deposed this view. Higher percentage of the responding students' (68%) affirmed that they had access to interactive boards while learning, meanwhile 32% of them report differently. The selected students in their larger number (74.2%) were of the opinion that the use of animations and images has helped their learning, however 25.8% of them were of a contrary opinion. The students in their reasonable percentage (69.1%) had supported that they had access to audio-visual resources while learning in schools, meanwhile 30.9% of them refuted. Lastly, nearly all the responding students (91.7%) had thought that they had access to the use of slides and projectors while learning in schools, though 8.3% of them thought contrarily. The basis of the argument is that multimedia is the way to go in this current trend as it helps to boost the interest of the students in the learning process.

### Conclusion

It is therefore conspicuous that the deployment of multimedia resources in teaching and learning of Social Studies is immeasurable and promote the acquisition of knowledge as could be deciphered from the responses generated. The recent global pandemic is even a case to mention when it comes to the necessity of utilizing variety of multimedia tools to teach students. This in itself is an innovative measure to ignite and incentivize the students and the euphoria on the part of the teachers when it comes to the adoption of the resources. Attitudes and beliefs towards the use of technology in education, lack of teachers' confidence and resistance to change, lack of basic knowledge and ICT skills, lack of technical, administrative and financial supports, lack of physical environment are some of the barriers identified. These barriers affect the integration of multimedia in education. The study therefore shows that by using multimedia, not only are different teaching and learning styles used, but the approach to learning is also different and it helps learners to construct their own knowledge. Current teaching strategies have not been successful in promoting problem-solving skills, curiosity, and critical and logical thinking. ICT and its innovative possibilities cater for enriched approaches for meaningful learning (Shah & Khan, 2015:349). The use of the multimedia could be useful in Social Studies in teaching and help to make the learning experience more meaningful.

### Recommendations

**Based on the outcome of this study, the following recommendations are offered;**

1. From the effect of multimedia on student achievement, which requires computer skills of the teachers; it could be stated that teachers should not be behind in terms of technology knowledge. For this, in-service courses should be opened.
2. Materials with today's technology for Social Studies lesson should be chosen and developed.
3. The technological groundwork of the schools should be improved and schools should be designed in a way to present opportunities for multimedia use.
4. The number of movies, slides, animations, photographs and voice records used for the objectives of the lessons should be increased.
5. Students should be integrated more into the learning process by enabling them to prepare some multimedia materials (slides, Internet searches, etc.).
6. School authorities should investigate various multimedia resources and technologies that might capture students' interests, resulting to hopefully increased reading comprehension skills.
7. They should also think about maximizing the potential of using multimedia in all subject areas in their classroom.

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# Brain Drain Syndrome and Undergraduate Students' Learning Outcome in Ogun State Owned Universities

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## Abstract

*The study investigated brain drain syndrome and undergraduate students' learning outcome in Ogun state owned universities. The study employed descriptive and correctional survey research method which involved the use of both primary and secondary data sources while it reviewed relevant literature on brain drain syndrome on undergraduate. The study adopted the use of a structured questionnaire to elicit information from 6,175 respondents from Tai Solarin University of Education and Olabisi Onabanjo University, Ogun State. Simple percentage and PPMC statistical tool were utilised to analyse the data. The findings of study showed that brain drain syndrome has placed the academic departments of the Nigerian universities in a state of chaos and no direction. The study therefore recommended educational planning need be defined in conformity with social strategy, manpower needs and supply and the structure of skill required for national development. Educational policies must be in accord with assessment of needs.*

**Key words:** Brain drain syndrome, learning outcome, back bone, PPMC statistical tool

## Introduction

Since the early 1980s, Nigeria has been experiencing a wave of brain drain, which is the term used to describe widespread migration of one nationality to other countries in search of better personal benefit. The federal government established a commission under the leadership of Chief Jerome Udoji to review the pay and conditions of service in the public sector, including the universities, in 1973, and this is when the flight of academics from Nigerian universities began. The academicians found it intolerable that the salaries were harmonized into grade levels ranging from 1 to 15, as this effectively eliminated the pay gap between lecturers and civil officials. There was a nationwide strike led by the lecturers at the six Nigerian universities at the time. All lecturers were ordered to return to work or vacate their official residences within 48 hours as payback by the government. As few of the lecturers owned homes, they gave in. This treatment made them realize that their positions were not as secure as they had previously believed. In contrast to before, when staff compensation was equal to that of their British counterparts, university professors were not only paid more than their civil service counterparts, but also had appealing fringe benefits like housing, allowances, social status, and working conditions. It was standard practice to provide adequate financing for colleges, travel to international conferences every three years, and other perks. Due to the aforementioned factors, academicians were not compelled to quit Nigerian universities in search of jobs abroad, the civil service, or private sector. Also, graduate students who have finished their studies abroad quickly return home. This humiliation opened their eyes to the fact that their jobs were not

as secure as they had previously believed. It causes academic employees to leave local universities in favor of foreign or analogous institutions where their services are better compensated (Aliyu 2005).

The Babangida administration introduced the Structural Adjustment Programme as one of the policies the government put in place to stop migration and normalize the situation (SAP). The lecturers struggled to make ends meet with SAP. More specifically, during the Abacha administration, the Family Economic Advancement Programme (FEAP) was introduced in 1997 in an effort to raise the standard of living for low-income earners by encouraging appropriate economic activity in the various wards of each local government area across the nation. Despite the program's execution, the country's university system has not yet fully benefitted from it.

Also, the Obasanjo administration introduced the Basic Salary scheme (i.e., a 50% rise in the basic salary of civil servants), of which 25% has been put into effect, in an effort to appease its employees (lecturers included) throughout the nation. Nonetheless, there has been instability and inconsistent academic sessions in the Nigerian university system ever since the program's beginning. Due to the federal government's inability to fund the rise in salary, the Academic Staff Union of Universities (ASUU) has started a number of strikes.

Following an eight-month strikeout, an earlier promise to contribute \$3 billion into public schools has now been broken. Just \$1 billion of the requested amount was allocated in President Muhammadu Buhari's national budget for 2023, with only \$690 million going to universities and \$390 million going to polytechnics and colleges of education (YOA News 2022). The Nigerian government also decided

not to pay lecturers for the months they missed class (Jazeera News Agencies 2022). Regrettably, the government's answer to ASUU's act was to pay academics' wages for 18 days pro rata as of October 2022, so portraying them as hourly employees (Guardians 2022). This in turn has endangered the University education and also the search for better educational career abroad by students, as well as greener pasture by lecturers. Brain drain threatens University Educational System with total collapse because there is a growing difficulty in attracting brilliant and able students to come back to the system.

The Nigerian university system has suffered over the past few years due to a steady exodus of its skilled faculty. So, brain drain is the phenomenon in which highly qualified and specialized workers migrate from low-paying occupations to high-paying jobs, typically abroad. The term "brain drain" is defined as "the scenario in which a significant proportion of highly educated and competent individuals leave their home country in search of better living and working conditions abroad" by the Cambridge Dictionary (2013). As a result, the academic community in Nigerian institutions has suffered greatly, and both university teaching and research quality have decreased. Also, people who leave universities do so due to a lack of academic infrastructures to ease the burden of teaching and resources for research (Daily sun, 2009). The universities in Nigeria have struggled to retain enough academic staff, which is essential to the growth and development of any academic institution. This makes it challenging to achieve the highest levels of efficiency and effectiveness in the areas of teaching, research, and community services. Cantankerous syndrome is pointing out that, if brain drain is left unchecked, Nigeria is sitting on a gunpowder that tends to nose-dive not only the education system but also the entire economy as a whole.

Nigerian university have consistently lost her greatest brains to the western world. Within Nigerian educational institutions, the issue of brain drain appears to be disregarded. Only individuals in this situation who are at the top of their careers choose to work on without harboring dreams of working overseas, while those in the middle and lower classes frequently quit their jobs in search of better futures. Due to their small number and the high workload they carry, the few remaining lecturers struggle to finish all the course outlines they are responsible for teaching within the semester. According to Jazeera News Agencies (2022), reveals that Nigeria Universities had experienced at least 15 recorded strikes since 2000 till date. Due to this many University will want to meet up with their calendar year and not be able to meet up with all the courses

allocated to them; rather students are given the course content to study for exams. This in turn produces poor academic output due to inadequate guidance. Therefore, this study tends to consider how brain drain affect the quality of academic performance of academic staff in the Ogun State-Owned universities and how the quality of academic performance of academic staff affect the students' learning outcome in both Olabisi Onabanjo University and Tai Solarin University and how brain drain syndrome can directly or indirectly affect Nigeria's national development

### **Studies on Brain Drain and Students' Learning Outcome**

In order for Nigeria to develop sustainably, qualified and dedicated human resources must be available. The government wants to create a workforce that will serve in a variety of roles and favorably impact the socioeconomic and political development of the country. It does this through using education as a tool. In particular, the government wants to direct higher education toward self-reliance, national utility, high level relevant workforce training, and global awareness (NUC,2014) Institutions of higher learning, including as universities, polytechnics, colleges of education, and monotechnics, are founded in various regions of the nation in order to achieve these goals by the government, private groups, and people. These institutes accept, educate, and graduate students from various academic disciplines. It is anticipated that the graduates will work in various economic areas and provide their fair share of contribution to the development of Nigeria. In addition, many graduates struggled to find employment, and those who do are underemployed.

According to Nunn (2005), there is a disconnect between what is taught in our educational institutions and what employers are looking for. In other words, graduates from higher education institutions have learned skills that are not in demand on the job market. He came to the conclusion that our educational institutions had failed in this regard. Although the educational system has undergone a number of improvements, the nation appears to be strongly impacted by global technology advancement. The realization of vision 20 in 2020, as planned by the Federal Government, may be a phantom if the national desire cannot be met now despite all educational improvements. Making sure that educational goals are met is the responsibility of educational planners and supervisors. Higher education should be able to address the developmental demands of Nigerians both locally and globally, especially in this period of globalization.

Previous studies suggest that the Chinese

government has been troubled about high cases of brain drain in China. And as such, in the early 90's the Chinese government began to encourage students living overseas to come home for short visits and partake in government development initiatives (Zweig, Fung, & Han, 2008). In view of the Chinese government programmes to minimize brain drain, Zweig et al (2008) conducted a research and titled their paper "Redefining the Brain Drain: China's 'Diaspora Option.'" The researchers used data from a survey conducted in Silicon Valley and three web-based surveys carried out in Canada, the US and Hong Kong with the mainland academics to answer these questions: What form will china's strategy and assistance take to encourage brain circulation and develop diaspora option to curtail the loss of high skilled workers from china's society? Why do people contribute to China's development, while living and working abroad? The study suggests that china's government supports its people overseas to help to participate in collaborative research, organizing seminars or mini-courses in China and lecturing. It also observed that China's government encourages mainlanders abroad to establish business in China and to also help China find export market.

The study found out that reason why China in diaspora contributes to the china's development (e.g. setting up company in China) while working and living abroad is because of technology exchange that exists between people at home and those abroad. Other reasons are: they want to promote the quality of research in China and make China stronger. Similarly, Docquier and Rapoport (2011) carried out a research on "Globalization, brain drain and development" by reviewing economic research on brain drain with interest on recent contributions and development issues. The researchers employ a stylized growth model to analyze the areas through

which a brain affects the sending nations. Three case studies are used, they are: "the African medical brain drain, the recent exodus of European scientists to the United States and the role of the Indian diaspora in the development of India's IT sector" the empirical analyses of the determinant of the medical brain drain on the survey of African doctors deliver the same outcomes on the push and pull factors involved. The physicians surveyed indicate that the reason for their emigration is to gain access to better wages, working conditions and improve lifestyle. Another reason for their migration which falls under push factor was the associated risk involved in taking care of AIDS/HIV patients. Docquier and Rapoport (2011) summarized that countries with lower pay for doctors, higher HIV prevalence and higher enrollment in secondary school have higher medical brain drain rate.

### Methodology

This study adopted the descriptive and correlational survey research design to investigate the relationship among brain drain syndrome, academic staff performance and undergraduate students' learning outcomes in Ogun State-Owned universities. The population for this study comprises all the 1,170 academic staff and 8, 026 graduating students for the 2019/2020 academic session in the two (2) universities owned by Ogun State government. That is; Tai Solarin University of Education, Ijagun, and Olabisi Onabanjo University, Ago-Iwoye. Tai Solarin University has 295 academic staff and 3, 776 graduating students while Olabisi Onabanjo University has 875 academic staff and 4,250 graduating students (DAPQAR and Human Resources Department, TASUED and OOU (Establishment Department and exams and record, 2022). Hence, the total population is 9,196.

**Table 1: Distribution table**

Institution		Total population	Validly returned	Percentage%
OOU	Academic staff	875	475	8
	Students	4,250	2,500	40
TASUED	Academic staff	295	200	3
	Students	3, 776	3,000	49
Total		9,196	6,175	100

Source: Research Field Survey, 2023

The total number of the questionnaires administered to the respondents were seven thousand (7, 000) copies while only six thousand (6, 175) were validly returned.

Data were collected from both primary and secondary sources and analysed using both descriptive and inferential statistics. The three research questions were answered using frequency

counts and percentages, and the two formulated hypotheses were tested using PPMC at 0.05 level of significance.

### Testing the null hypotheses

**H<sub>0</sub>:** There is no significant relationship between the brain drain syndrome and quality of academic staff performance in Ogun State owned universities.



**Table 2: Correlation analysis of brain drain syndrome and quality of academic staff performance in Ogun State owned universities.**

Variable	Institution	Number	Mean	Student	R	p-value	Decision	
Brain drain syndrome	OOU Academic staff	475	6175	11.5	0.90	*0.22*	0.05	Significant
quality of academic staff performance	TASUED Academic staff	200		16.2	1.02			

Source: research field survey, 2022.

From table 3 above, the Pearson product moment correlation (PPMC) result for the two variables was positively correlated with  $r = 0.22^{**}$ . The null hypothesis is therefore rejected, and we accept the alternative hypothesis. It is therefore concluded that there is a significant relationship between the brain drain syndrome and quality of academic staff performance in Ogun State owned universities. The

implication of the result is that the brain drain syndrome has an impact on the quality of academic staff performance in Ogun State-owned universities.

**H<sub>0</sub>:** There is no significant relationship between academic staff performance and undergraduate students' learning outcomes in Ogun State-owned universities.

**Table 3: Correlation analysis of academic staff performance and undergraduate students' learning outcomes**

Variable	Institution	Number	Mean	Student	R	p-value	Decision	
academic staff performance	Academic staff	675	6175	23.1	0.21	*0.47*	0.05	Significant
learning outcome	Student (OOU and TASUED)	5,500		17.4	0.32			

Source: research field survey, 2023.

From table 4 above, the Pearson Product Moment Correlation (PPMC) result for the two variables was positively correlated with  $r = 0.47^{**}$ . The null hypothesis is therefore rejected and the alternative hypothesis accepted. It is safe, therefore, to conclude that there is a significant relationship between academic staff performance and student learning outcomes. This suggests that because of the country's low educational standards, academic staff performance has a major impact on how well students do in Nigerian universities. Because of the widespread emigration of academics from the country's universities to other countries for a variety of reasons, the quality of the majority of the university's outputs has invariably suffered which discourages many students from giving their studies full concentration and negatively affects their grade point (GP). The performance of the students would

undoubtedly be impacted by a lecturer who is unable to offer their best stuff owing to time constraints and by mentally unsettled strike-affected students. Because they think lecturers are not properly rewarded by the government, the least prepared students are not ready to enter academia and instead search for better pastures. The process of teaching, research, publication, and knowledge growth, according to Oni (2008), has little relevance to the difficulties facing the future generation or even the current global market in this highly sad position. As a result, he argued that the standard of education offered to students in African universities falls short of what is required by the global market.

Also this study revealed the outflow pattern of Academic Staff of Onabisi Onabanjo University and Tai Solarin University of Education from 2019-2023, for the period of 4 years.

**Table 4: The outflow pattern of Academic Staff of Tai Solarin University OF Education from 2019-2023**

College	Number	%
College of Science Information Technology (COSIT)	3	20
College of Specialised and Professional Education (COSPED)	3	34
College of Humanities (COHUM)	2	13
College of Social and Management Science (COSMAS)	2	13
College of Vocational and Technology Education (COVTEd)	5	20
Total	15	100

Source: OOU Establishment unit

The above tables show the outflow pattern of academic staff by college. It was also revealed that three academic staff members from COSMAS, accounting for 20% of the total, had left the academic system. 5 academic staff members, representing

34% of the total number that left COSIT, Furthermore, 2 academic staff left the COVTEd representing 13%, and 2 also left the COSPED, representing 13%. Three staff, representing 20%, left the COHUM.

**Table 5: The students' learning performance for the 2019/2020 academic session of Tai Solarin University OF Education from 2019-2023**

College Name	1 <sup>st</sup> Class	2 <sup>nd</sup> Class Upper Division	2 <sup>nd</sup> Class Lower Division	3 <sup>rd</sup> Class	Pass
College of Science Information Technology	15	90	308	224	19
College of Specialised and Professional Education	5	193	439	225	28
College of Humanities	6	140	475	250	25
College of Social and Management Science	3	149	485	232	23
College of Vocational and Technology Education	0	0	221	204	15
Total	29	572	1928	1137	110

The above tables show the students' learning outcomes for the 2019/2020 academic session by Colleges of Tai Solarin University of Education. It further revealed that COSIT has 15 1<sup>st</sup> class students' out of 656 students, COSPED has 5 1<sup>st</sup> class students' out of 890 students, COHUM has 6 out of 896 students, COSMAS has 3 1<sup>st</sup> class students out of 892 students, and COVTEd has none out of 440 students.

### Discussion of findings

This implies that brain drain syndrome has a serious effect on academic staff performance in Nigerian universities. According to Ohiwerei's 2009 study, brain drain is the departure of the most intelligent people from their native country to a more developed foreign nation where there are more prospects for high salaries. As a result, the emigrants are unable to support the country of origin's economic growth. According to Stenman (2006), brain drain is the widespread emigration of people with technical skills or knowledge from one nation to another, typically in search of better working and living conditions. These elements apply to man and his family. While the latter makes life easier for him and his family, the former provides a means of support. The study's findings concur with those of Todaro and Smith (2016), who argued that education has a significant impact on the issue of the global brain drain—the movement of highly educated people from developing to developed nations—which is an increasing concern. This is especially true for scientists, engineers, educators,

and doctors, thousands of whom underwent expensive social training in their native countries only to benefit from and contribute to the further economic rise of the already wealthy nations. 10.7% of Nigeria's highly skilled workforce, who had received their training here, ended up working abroad in 2006, primarily in OECD nations, according to Docquier and Marfouk (2006).

The result of the hypotheses two showed that there is significant relationship between academic staff performance and undergraduate students' learning outcome in Ogun State-Owned universities. The effect of mass movement of academics from the nation's universities to other parts of the world due to many reasons has invariably taken its toll on the quality of outputs produced from the majority of the university, which affects a lot of students in putting their best into their study and it bounces back on their grade point (GP). A lecturer who cannot give his or her best due to time constraints and a student who has been affected by a strike and is not mentally settled will surely have an effect on student performance. This is also in line with Akindutire's (2007) assertion that institutional decline and compensation erosion over the past ten years have resulted in a significant "brain drain" of academic workers and hampered efforts to hire new employees. The results of this study are consistent with those of Mojeed-Sanni (2012), who reported that the Nigerian government made an effort to determine the precise number of Nigerian professionals who were living and working overseas in 1988. It was found that between 1986 and 1990,

Nigeria lost a total of 10,000 professionals from various higher education institutions. 30,000 individuals from both governmental and private organizations are thought to have relocated abroad. Also, it was found that 64% of Nigerians in America who are 25 years of age or older and have a bachelor's degree or above.

### Conclusion

Based on the findings summarized above, the following conclusion was drawn: it was found from the study that there is a significant relationship between the quality of available academic staff and undergraduate students' learning outcomes in Ogun State-owned universities. The implication of the result is that the quality of the available academic staff has an impact on the students' learning outcomes in Ogun State-owned universities. It was also discovered that there is a significant relationship between brain drain syndrome and student learning outcomes. This implies that brain drain syndrome has placed the academic departments of the Nigerian universities in a state of chaos with no direction. However, it is important to point out that the scope of this study is limited to determining the extent to which brain drain syndrome correlates with undergraduates' learning outcomes in Ogun State-owned universities.

It is obvious that Ogun State University is facing academic staff shortages due to brain drain, as revealed by the data collected and analyzed both from academic staff and students of this great institution. The study revealed that frustration resulting from a ghetto-like work environment, inadequate facilities (offices, lecture and seminar rooms, lecture theaters, laboratories, water, and electricity), a lack of everything, including laboratory equipment, regents, current text books and journals, teaching and learning resources, basic classroom furniture, and the inability to up-date one's self through attendance at conferences (locally and overseas), has led to job disillusionment and consequently job dissatisfaction.

### Recommendations

After giving the study's findings careful attention, the following recommendations were made based on them.

1. The Nigerian government should work to improve the general well-being of academics, which will deter them from looking for a better life overseas and ultimately enhance the academic performance of university freshmen. The government should work to increase professors' pay so that it is equivalent to that of their peers in other nations, and universities must receive enough support.

2. If the Nigerian government took a closer look at university lecturers' fringe benefits, such as housing, stipends, social position, working conditions, and the chance to attend international conferences every three years, academicians wouldn't feel the need to leave Nigerian universities in search of employment abroad, enter the civil service, or work in the private sector. Also, after finishing their studies abroad, postgraduate students will immediately return home.
3. In order to stop brain drain, the government should examine university salaries to reflect output. Professionals traveling overseas should be aware of the actions taken. The government should also give the universities recurring block grants so they can upgrade their current facilities and buy new ones.
4. There should be more efficient indicators for the long-term planning of government financed research and development to boost trust in the university's long-term future. By publishing an annual overview of programs, predictions, and objectives, the public should be kept up to date on government policy and programs for R&D. In particular, alternative for the redeployment of the labor and resources involved should be developed and made public before abandoning or winding down a big project.

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# Secondary Students' Exposure to (Non) Yoruba Traditional Mass Media in Ibadan Metropolis: Educational Implications in a theoretical Perspective

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## Abstract

*The study assessed and compared secondary school students' exposure to Yoruba and non-Yoruba traditional mass media, as well as the educational implications. Three research questions were answered. The study adopted the survey research design. Three hundred and fifty (350) SS II students randomly selected from 10 public secondary schools in Ibadan metropolis responded to the self-made questionnaire titled Students' Questionnaire on Traditional Mass Media Exposure ( $r=.73$ ). The data collected were analysed using descriptive statistics and t-test at 0.05 level of significance. Findings revealed that secondary students were highly exposed to Yoruba traditional mass media (weighted mean=3.27>2.50) and Non-Yoruba traditional media (weighted mean=2.91>2.50), with no significant difference in the two. The study concludes that if the Yoruba traditional mass media are more accessible and related to students' cognitive and affective need in Yoruba studies, students' exposure to them may increase. It is, therefore, recommended that traditional mass media companies should portray more of the Yoruba culture and heritage in their productions and services.*

**Keywords:** Traditional media, Mass media, Yoruba and non-Yoruba media, Yoruba cultural heritage.

## Introduction

Traditional mass media, as used in this study, are printed and electronic means of getting the public entertained, educated and informed. The print media would therefore imply newspapers and magazines while the electronic media are radio and television. Àkànbí and Aládésanmí (2014) explain that such media are used in disseminating information to audience in every setting, in order to maintain peace, unity and harmony among the people of the community covered by the media. Whether the traditional (town criers among the Yorùbá) or the modern (newspaper, radio and television), media fulfills the "Watchman Role", i.e., to scan the horizon and report back; "Policy Role", i.e., to decide policy, to lead and to legislate; and the "Teacher Role", i.e., to socialise the new members by teaching them the beliefs, customs, and laws valued by the society (Ògúnymí, 1995). The socialising role of media cannot be over emphasised. No mass media encourages social vices or vicious acts in the society. They rather expose and criticise them. Many radio and television programmes are to the end that audience develop virtuous behaviours and live peacefully with one another in the society. Media such as radio and television have, in fact, been referred to as not just carriers of information to our homes but transmitters of culture, customs and traditions (Akinsola and Adetokun, 2019; Ògúnymí, 1995).

Language, as an aspect of a culture, is inextricably tied to socialization (Adeyinka and Akinsola, 2021). Hence, the media must utilise the instrumentality of language in performing its socialising role. The indigenous media (town criers) among the Yorùbá solely utilised Yorùbá language in

disseminating information. However, the use of indigenous languages in media was brought to an abrupt end with the introduction of radio and television media, as they are being used as a vehicle for transmitting foreign language and cultural values (Ògúnymí, 1995; Àkànbí and Aládésanmí, 2014; Akinsola and Ilesanmi, 2018; Akinsola and Olatunji, 2022). Majority of the news and programmes aired and televised during the inception of radio and television in Nigeria, and even till now, is via English language (Àkànbí and Aládésanmí, 2014). However, Adéjùmò (2009) and Akinsola (2020a) observe that the introduction of radio broadcasting into Nigeria and the establishment of Western Nigerian Television/ Western Nigerian Broadcasting Service (WNTV/WNBS) gave the Yorùbá traveling theatre practitioners like Hubert Ògúndé, Dúró Ládiíp' and Kólá Ògúnymí?lá an ample opportunity to use their theatrical tradition as a means of transmitting Yorùbá oral literature and culture through some radio programmes on air. This has led to the existence of rich Yorùbá programmes on radio and televisions especially in the south western part of Nigeria (Akinsola, 2020b). Though, the number of programmes aired and televised via Yorùbá language is still fewer than that of English (Ògúnymí, 1995), there had been serious attempts by Yorùbá broadcasters to use their programmes to portray and showcase the beauty of Yorùbá language, culture and literature (Akinsola and Adetokun, 2019).

The print media (newspapers) that is now widely published in English started on a bilingual (Yorùbá and English) note, with the production of the first newspaper (Ìwé Ìròyin Fún Àw?n Ará ?gbá Àti Yorùbá) in Nigeria in 1859. The publication was short-lived because of the cultural and political

clashes that occurred between the Egbas and the British. However, we still can point to certain Yorùbá newspapers today (*Aláròyè, Alariya, Akéde Èkó, Gbohùn Gbohùn, Iròhìn Òwúro*), though they are not as popular as English ones (like *The Punch, Vanguard, Guardians, Nations*, among others). Therefore, Yorùbá mass media and non-Yorùbá mass media are the two sub-variables studied under mass media exposure in this study.

Yorùbá traditional mass media relate to the Yorùbá newspapers as well as Yorùbá adverts, news and programmes transmitted through the radio and television media. Since the Yorùbá language is used in Yorùbá newspapers; to cast Yorùbá news and present Yorùbá programmes on radio and television, the information being disseminated and/or the entertainment cannot but carry some Yorùbá beliefs, thoughts, worldviews and oral literary forms, which the term culture could encapsulate (Akinsola and Adetokun, 2019; Akinsola and Adeyinka 2020). The non-Yorùbá media (English/Pidgin news and programmes on radio and television, and English newspapers), on the other hand would then be a vehicle for transmitting foreign culture and worldviews (Ògúny?mí, 1995; Àkànbí and Aládésanmí, 2014). As such, the mass media (Yorùbá or non-Yorùbá) that an audience (secondary school students in the case of this study) is exposed to could influence his/her worldviews, cultural beliefs and perspective, and therefore improves their practice of the Yoruba moral values (Akinsola and Olaosebikan, 2021). Students who are diehard audience of Yorùbá newspapers, newscast and programmes are likely to be richer in Yorùbá culture and tradition than their counterparts who are exposed to non-Yorùbá media. Subsequently in this article, the Media System Dependency Theory is used to further substantiate this claim and interpret the educational implication of students' exposure to (Non)-Yoruba traditional mass media of radio, television and newspapers.

Previous studies (Blanco and Gonzalez, 2016; Omenugba, Uzuegbunam and Ndolo, 2016; Hassen, 2016; Lalima, 2013; Gowon, 2009; Lakshimi, 2002; Nwankwor, 2010) only found and posited that mass media (newspaper, radio, television, social media platforms) play key roles in moral education, promote indigenous languages and beliefs, improve second language learners' speaking skills, and at time, influence youths' cultural experiences negatively. Despite the strong link that exists between language, culture and media in the Yorùbá society, as the foregoing has emphasised, little or no research attention has been directed towards assessing students' exposure to Yorùbá and non-Yorùbá media and their educational implications.

Akinsola and Adetokun (2019) investigated the roles of Yoruba radio media in the cultural education

of audience and citizen, using interview method of data collection and content analysis method. They found that audience perceived that the dedication of Lagelu FM Ibadan to Yoruba programmes influenced their knowledge of the Yoruba language and culture. Arisukwu et al (2022), who carried out a similar study among Landmark University students, Kwara State, reported that students perceived mass media as having a great influence on their academic performance. This implies that they must have great access and exposure to the mass media for it to have influence on their academic performance. Another notable inference is that the content of such mass media is informative and educational. In a study by Mwangi, Gachahi and Ndung'u (2019) among primary school pupils in Thika Sub-County Kenya, many teachers support the fact that traditional media (television) and internet-based ones (such as video games) are accessible to school children, since their home atmosphere permits them to be exposed to. Therefore, when the content of such media is educational, the academic performance of such students can be influenced.

The findings of Edogor, Jonah, and Ojo (2014) established that the social media has increased students' access and exposure to traditional mass media, because traditional media companies are now harnessing the potentials of the social media in transmitting their platform to audience. This justifies the findings of Ayyad (2011) the exposure students of the University of Sharjah have to mass and new media as well as the interdependency that exists between them. According their findings, while students use media to meeting their various needs, the internet is fast becoming a threat to the sustainability of the traditional mass media. However, it was acknowledged that the internet is also helping the traditional media to flourish by providing wide access to young people.

In the study conducted on young people's internet and media use in Hong Kong, Chan and Fang (2007) reported that majority of the respondents spent more time on the internet for music and fun than they spent on the traditional media, except they access them through the internet. The study also showed that internet was the preferred media choice for information driven activities, magazines retained importance for entertainment and shopping activities while the television retained importance for news and current affairs. However, the comparison of traditional mass media based on their language of presentation is yet to receive adequate research attention. Therefore, this present study was carried out to assess students' exposure of Yoruba and Non-Yoruba traditional mass media, and its educational implications.

### **Statement of the Problem**

Mass media utilises language to inform, entertain and educate members of the society. Therefore, mass media is tied to community socialisation and cultural crusade, because the language use in media is of a society and must give back to the society. Previous studies have therefore empirically established the roles of traditional mass media and new/internet/social media in students' performance, audience cultural knowledge and socialisation. However, it has been observed and reported that there is an over-dominance of English language in the traditional mass media (TV, radio and newspapers) in Nigeria and especially the Yoruba society, as a result of Nigeria's colonial history and the negative effects of westernisation and globalisation. This has an eroded effect on the sustainability of indigenous languages and cultures in Nigeria, especially of the Yoruba language and culture in which context the present study is set.

The previous studies reviewed majorly focused on either traditional mass media or internal/new/social media and/or their comparison, with less attention focused on the difference in students' exposure to traditional mass media based on their language of presentation. Therefore, this present study was carried out to assess and compare students' exposure to Yoruba and non-Yoruba traditional mass media, theorizing its educational implications using the Media System Dependency Theory.

### **Research Questions**

- i. What is the level of students' exposure to Yoruba traditional mass media?
- ii. What is the level of students' exposure to Non-Yoruba traditional mass media?
- iii. Is there a significant difference between students' exposure to Yoruba and Non-Yoruba traditional mass media?

### **Theoretical Orientation: Media System Dependency Theory**

This study is predicated on the Media System Dependency Theory (MSD, henceforth). The evolution and development of the theory could be attributed to the works of Sandra Ball-Rokeach and Melvin Defleur in 1976. The theory is based on classical sociological literature and assumes that media and their audiences should be studied in the context of larger social systems. The MSD links the interrelationships between the larger social systems, the mass media, and the individual to provide a comprehensive explanation of media effects. At its core, the basic dependency hypothesis states that the more important the media is in a person's life, the more they depend on the media to satisfy their needs, and therefore, the more impact the media will have

on the person. The tenets of the theory are based on three dimensions of relationship – society and media; media and audience; society and audience.

In the context of the relationship between society and media, Ball-Rokeach (1998) explains that access to and availability of media are seen as important preconditions for the individual's experience of the media. Audiences can only be dependent on the media that are available and to which they have access in society. The nature of the media's dependence on social systems varies according to the political, economic, and cultural systems. The relationship between the media and the audience is the key variable in this theory because it influences how people use a mass medium (Riffe, Lacy, and Varouhakis, 2008). This relationship also varies depending on the media system. The more pronounced the need for information, the stronger the motivation to search for conveyed information and the greater the dependence on the medium. As a result, the likelihood of the media influencing the audience is greater. The third dimension of the relationship states that societies influence consumers' needs and motives for media use and set norms, values, knowledge, and laws for their members. Social systems can act as an alternative to the media by offering similar services to the media. To this present study, this theory is adopted to understand the educational implication of mass media exposure on secondary school students. The tenets of MSD on cognitive and affective influences of media on audience help in achieving this because of their nexus with the cognitive and affective domains of learning the Yoruba language and culture.

### **Methodology**

The study adopted the survey research design, since a survey instrument (questionnaire) was used to measure variable (Students' Traditional Mass Media exposure) already manifested by relatively large number of respondents. The design allowed the researcher to descriptively report the level of students' exposure to Yoruba and Non-Yoruba traditional mass media, as well as their significant difference. As a survey study, therefore, the sample respondents were selected from the population of all senior secondary students taking Yoruba in Ibadan Metropolis. The simple random sampling technique was used to select two (2) local government areas (LGAs) out of the existing five (5) local government areas in Ibadan Metropolis. From each of the two LGAs selected, five (5) senior secondary schools were randomly selected, making 10 schools. From each of the 10 schools, 35 SS II students taking Yoruba were randomly selected. In all, 350 SS II students were the respondents of this study.

A self-made instrument tagged 'Students'



Questionnaire on Traditional Mass Media Exposure (SQTMMME)' was used for data collection. The questionnaire was divided into three sections named A and B. Each of both sections, consisted of 10 items, respectively measured students' exposure to Yorùbá and Non-Yorùbá traditional mass media (radio, television and newspapers). Items in both sections were structured on the modified 4-point Likert scale of *Always (4), Sometimes (3), Rarely (2) and Never (1)* and were calibrated in that order for the positive items and in the reversed order for the negative items. The instrument was face and content validated by two experts, whose corrections were utilised in preparing the final instrument. It was thereafter trial-tested on a number of 20 SS II students in a school outside Ìbàdàn metropolis and the Cronbach Alpha method of reliability was used to determine the reliability coefficient of .73. This

shows that the questionnaire was highly reliable and had internal consistency in measuring the variables it was used to measure.

The questionnaire was administered by the researcher on the selected students, after obtaining adequate permission from their school authority. The students filled and returned the questionnaires on the spot. Therefore, all the 350 administered questionnaires were retrieved by the researcher. The data collected were analysed using descriptive statistics of frequency counts, percentage scores, mean and standard deviation in respect to research questions 1 and 2, while the research question 3 was analysed using the inferential statistics of Pair Samples T-Test analysis as 0.05 level of significance. The subsequent sections of this article provide a report of the findings, discussion of findings, conclusion and recommendations.

## Results

**Research Question 1:** What is the level of students' exposure to Yoruba traditional mass media?

**Table 1: The Level of Students' Exposure to Yoruba Traditional Mass Media**

S/N	ITEMS	Always	Sometimes	Rarely	Never	x	Std. Dev.
1.	I enjoy listening to Yorùbá radio programmes.	195 (56.9%)	33 (9.6%)	56 (16.3%)	59 (17.2%)	3.00	1.15
2.	I like watching any Yoruba television series I stumble on.	236 (68.8%)	48 (14.0%)	23 (6.7%)	36 (10.5%)	3.34	1.06
3.	I listen to Yorùbá newspaper review (Koko inu iwe iroyin) on the radio.	231 (67.3%)	49 (14.3%)	27 (7.9%)	36 (10.5%)	3.32	1.06
4.	I watch Yoruba movie channels such as African Magic, Orisun, Trybe etc.	235 (68.5%)	41 (12.0%)	29 (8.5%)	38 (11.1%)	3.31	1.06
5.	I read Yorùbá newspapers like Alaroye, Alariya, Akede Eko.	228 (66.5%)	55 (16.0%)	23 (6.7%)	37 (10.8%)	3.31	1.08
6.	I learn many of the Yorùbá cultural and moral values on radio and television	218 (63.9%)	55 (16.1%)	10 (2.9%)	58 (17.0%)	3.19	1.21
7.	I like listening to radio stations where rich Yorùbá oral arts like esa, ijala, orin are being presented.	234 (69.4%)	30 (8.9%)	41 (12.2%)	32 (9.5%)	3.26	.997
8.	I can abandon anything to concentrate on watching a Yorùbá T.V series	236 (69.2%)	45 (13.2%)	19 (5.6%)	41 (12.0%)	3.31	1.09
9.	I learn new Yorùbá proverbs and idioms when I listen to certain Yorùbá programmes on radio.	235 (69.5%)	51 (15.1%)	12 (3.6%)	40 (11.8%)	3.31	1.11
10.	I find headlines in Yorùbá newspapers catchy and fascinating.	237 (69.5%)	49 (14.4%)	16 (4.7%)	39 (11.4%)	3.33	1.09
<b>Threshold = 2.50; Weighted Mean = 3.27</b>							

Table 1 shows that the level of students' exposure to Yoruba traditional mass media was high because the weighted mean (3.27) is higher than the threshold (2.50). Seven (7) of the 10 items used contributed to this high exposure because their means were greater than the weighted mean. In their order of magnitude, the items are item 2 - I like watching any Yoruba television series I stumble on (mean =3.34>3.27), item 10 - I find headlines in Yorùbá newspapers catchy and fascinating (mean =3.33>3.27), item 3 - I listen to Yorùbá newspaper review (Koko inu iwe iroyin) on the radio (mean =3.32>3.27), item 4 - I watch Yoruba movie channels such as African Magic, Orisun, Trybe etc. (mean =3.31>3.27), item 5 - I read Yorùbá newspapers like Alaroye, Alariya, Akede Eko (mean =3.31>3.27), item 8 - I can abandon anything to concentrate on watching a Yorùbá T.V series (mean =3.31>3.27); and item 9 - I learn new Yorùbá proverbs and idioms when I listen

to certain Yorùbá programmes on radio (mean =3.31>3.27).

The above result indicates that majority of the selected students reported that they liked watching the Yoruba television series they stumble on; found headlines in Yorùbá newspapers catchy and fascinating; listen to Yorùbá newspaper review (Koko inu iwe iroyin) on the radio; watch Yoruba movie channels such as African Magic, Orisun, Trybe etc.; read Yorùbá newspapers like Alaroye, Alariya, Akede Eko; can abandon anything to concentrate on watching a Yorùbá T.V series; and learn new Yorùbá proverbs and idioms when they listen to certain Yorùbá programmes on radio. The implication of this is that the selected students were highly exposed to the Yoruba traditional mass media in terms of radio, television and newspapers/ magazine.

**Research Question 2:** What is the level of students' exposure to Non-Yoruba traditional mass media?

**Table 2: The Level of Students' Exposure to Non-Yoruba Traditional Mass Media**

S/N	ITEMS	Always	Some times	Rarely	Never	x	St. D.
1.	I listen to English news on radio and television.	191 (56.0%)	150 (44.0%)	-	-	3.56	.497
2.	I would read English newspapers at any leisure time I have.	138 (40.5%)	203 (58.0%)	-	-	3.40	.492
3.	I like to be educated via English radio programmes.	101 (33.8%)	38 (12.7%)	143 (47.8%)	17 (5.7%)	2.75	.991
4.	I am satisfied watching English television programmes.	79 (23.3%)	41 (12.1%)	160 (47.2%)	59 (17.4%)	2.41	1.02
5.	I listen to Newspaper review in English language on the radio and television.	133 (39.6%)	203 (60.4%)	-	-	3.40	.490
6.	I like recommend English radio programme that I found interesting to my friend.	29 (8.5%)	65 (19.1%)	163 (47.8%)	84 (24.6%)	2.11	.875
7.	I read English newspapers to help my academic development.	167 (49.0%)	145 (42.5%)	12 (3.5%)	17 (5.0%)	3.35	.775
8.	English TV programmes offer me more social exposure.	108 (32.2%)	125 (37.3%)	78 (23.3%)	24 (7.2%)	2.95	.917
9.	I respond to call request on English radio/T.V programmes.	46 (13.5%)	79 (23.2%)	151 (44.3%)	65 (19.1%)	2.31	.932
10.	My favourite radio and television programme is in English.	33 (9.7%)	254 (74.5%)	33 (9.7%)	21 (6.2%)	2.88	.653
		<b>Threshold = 2.50; Weighted Mean = 2.91</b>					

Table 2 shows the level of students' exposure to non-Yoruba traditional mass media. The result indicates a weighted mean of 2.91 greater than the threshold set at 2.50. This implies that the level of students'

exposure to non-Yoruba traditional mass media was high. Out of the 10 items used, five (5) items contributed to this high exposure because their mean values were greater than the weighted mean. In their

order of magnitude, the items are: item 1 - I listen to English news on radio and television (mean=3.56>2.91), item 2 - I would read English newspapers at any leisure time I have (mean=3.40>2.91), item 5 - I listen to Newspaper review in English language on the radio and television (mean=3.40>2.91), item 7 - I read English newspapers to help my academic development (mean=3.35>2.91), and item 8 - English TV programmes offer me more social exposure (mean=2.95>2.91).

The result implies that majority of the selected students reported that they listen to English news on

radio and television; would read English newspapers at any leisure time they have; listen to Newspaper review in English language on the radio and television; read English newspapers to help their academic development; and believed that English TV programmes offer they more social exposure. Therefore, it could be concluded that the students were greatly exposed to non-Yoruba traditional mass media, especially the news media.

**Research Question 3:** Is there a significant difference between students' exposure to Yoruba and Non-Yoruba traditional mass media?

**Table 3: Difference between students' exposure to Yoruba and Non-Yoruba traditional mass media**

Variables	N	Mean	St. D.	Mean Diff.	t	df	p-value	Remarks
Students' exposure to Yoruba traditional Mass Media	350	33.05	8.75	0.37	.438	349	.662	Not Significant
Students' exposure to Non-Yoruba traditional Mass Media	350	32.68	13.26					

Table 3 shows that there is not significant difference in the selected students' exposure to Yoruba and non-Yoruba traditional mass media ( $t=.438$ ;  $df=349$ ;  $p>0.05$ ). This implies that were not significantly more exposed to Yoruba traditional mass media than non-Yoruba traditional mass media and vice versa. However, the result further indicates that students' exposure to Yoruba traditional mass media (mean=33.05) was slightly higher than students' exposure to non-Yoruba traditional mass media (mean=32.68). Therefore, if the Yoruba traditional mass media are more accessible and related to students' need, students' exposure to them may likely increase.

### Discussion of Findings

The study found that secondary students in Ibadan metropolis were highly exposed to the Yoruba and non-Yoruba traditional mass media with no significant difference between the two. This implies that the selected students were highly exposed to both Yoruba and non-Yoruba traditional mass media. However, the items used further reveal that while students were highly exposed to the three Yoruba traditional mass media (television, radio and newspapers), they were majorly exposed to newspapers of the three non-Yoruba traditional mass media, for the purpose of their educational advancement. This could be attributed to the language (English) of the non-Yoruba traditional media examined in this study as well as the various educational and social advantages that reading newspapers can offer them as secondary school students. Although their studies were on Radio and television, Lalima (2013) and Gowon (2009) have

established the influenced of media on English language proficiency of students in various educational contexts. However, these studies did not emphasise the level of students' exposure to mass media as done in this present study.

On the mass media exposure among students, the findings of this present study corroborate the work of Akinsola and Adetokun (2019) who also reported that participants had high exposure to Yoruba radio programmes and such exposure is contributing to their Yoruba language proficiency and cultural knowledge. Furthermore, previous studies in the education contexts such as the works of Lakshmi (2002), Nwankwor (2010), Arisukwu et al (2022), and Mwangi, Gachahi and Ndung'u (2019) have corroboratively established that school children and adolescents' great access and exposure to the television and radio media influence their academic performance in language and culture-related concepts. Although, the present study did not correlate mass media exposure with students' academic performance, the ensuing section will posit the educational implication of students' media exposure in view of the Media System Dependency Theory.

In their voice on the high exposure students have to traditional mass media, Edogor, Jonah, and Ojo (2014), Ayyad (2011), and Chan and Fang (2007) have established the contribution of the Internet, new/social media. The proliferation of social media platforms and their use by traditional mass media house have increased young people's access to the traditional media. Television, radio and newspapers are now more accessible through the social media. Although, the use of these Internet,

new/social media was not a part of this study's objective, they help to deepening one's understanding of the 'why' of secondary students' high exposure to traditional mass media.

However, the positions of Blanco and Gonzalez, (2016), Omenugba, Uzuegbunam and Ndolo, (2016) and Hassen, (2016) negate the findings of this study on the non-significant difference between Yoruba and non-Yoruba traditional mass media exposure among students. As students who are predominantly Yoruba indigenes who were also studying Yoruba in the secondary schools, they were expected to have high exposure to Yoruba traditional mass media as this study hypothesized and eventually found. However, Blanco and Gonzalez, (2016), Omenugba, Uzuegbunam and Ndolo, (2016) and Hassen, (2016) established that digital globalization and media have made indigenous cultures to be associated with backwardness and the Western cultures are considered modern. Although, the Yoruba mass media is not where it ought to be in terms of quality of contents (Akinsola and Adetokun, 2019), the selected students for this study being Yoruba were still found highly exposed to them and slightly above their exposure to non-Yoruba mass media, mainly English as examined in this study.

### **Educational Implications in view of Media System Dependency Theory**

According to the Media System Dependency (MSD) theory, the audience dependency on media can influence the way they frame the social worlds around them, as well as their cognitive and affective faculties, since the theory posits a strong nexus between media and audience; media and society; and audience and society (Ball-Rokeach and DeFleur, 1976; Ball-Rokeach, 1998). In this study, students' exposure to Yoruba and Non-Yoruba traditional mass media (Television, Radio and Newspapers) is one of the indices of dependency alongside availability and accessibility. It thus implies that students' exposure to such media is an indication of the media availability and accessible, and hence, students' dependency on them to meet certain recreational, social and educational needs. Therefore, the high exposure students' have to Yoruba and Non-Yoruba traditional mass media have educational implications for both Yoruba language teachers and students, and for other education stakeholders.

Firstly, the findings of this study have implications for the teaching and learning of Yoruba language and culture in secondary schools. The findings imply that students informally learn about the Yoruba language and culture through their high exposure to Yoruba traditional mass media, since various mass media are saddled with the

responsibility of portraying and modelling the language and culture of a people appropriately (Akinsola and Adetokun, 2019). When this happens, the Yoruba language teachers have a pool of real life experience from where they can draw examples and instances for their students. For instance, Akinsola and Adetokun (2019) examined the contents of Yoruba programmes on Lagelu FM, Ibadan, and concluded that programmes such as Oriki Ile wa, Ode Akoni and so on portray rich Yoruba oral literature that are useful for formal instructions. Therefore, a Yoruba teacher can harness their potentials in the classroom setting by either bringing their recordings to class as instructional aids or by asking students to listen to the programmes from home and carry out some academic tasks on them. By so doing, the students' high exposure to Yoruba traditional mass media has paid off educationally, both to them and their teachers. Similarly, students' high exposure to Non-Yoruba (English) Traditional mass media, especially the Newspapers, in this study implies that students' English language oral and written proficiency of students can be improved through teachers' and students' deliberate actions.

Apart from these cognitive implications, the students' high exposure to Yoruba traditional mass media can improve their attitude to Yoruba language, oral literature and cultural heritage. It has been theorised by Ball-Rokeach and DeFleur, (1976) that media has affective influence on the audience that depend on them. Therefore, Yoruba traditional mass media can work on the students' mind and reposition their minds to be positively disposed to Yoruba language, literature and culture.

### **Conclusion**

This study was carried out to assess the level of students' exposure to Yoruba and non-Yoruba traditional mass media, their difference and educational implications in theoretical perspective. The study has found that students had high exposure to Yoruba and non-Yoruba traditional mass media, with no significant difference in between but with potential educational implications cognitively and affectively according to the Media System Dependency Theory adopted. Therefore, it could be concluded that mass media is not in isolation of the society and its people, as well as the education the society provides its people. Mass media themselves exert informal educational influence on audience who are greatly exposed to them that could be harnessed in the formal education settings.

### **Recommendations**

Therefore, it is hereby recommended that:

- i. Yoruba language teachers should harness the potentials of rich Yoruba programmes on the traditional mass media in their practical



- teaching of Yoruba language, literature and culture.
- ii. Parents and guardians should make Yoruba traditional mass media available and accessible to their children at home.
  - iii. Government and non-governmental organisations should fund/sponsor more educational programmes through the traditional mass media platform.
  - iv. Traditional mass media companies should harness the potentials of the new/social media in making their production and services more accessible to young people, not only in Nigeria but all around the world.

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# Correlation Analysis of Students' Attendance and academic Achievement in Federal Unity Colleges in South-West Nigerian

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## Abstract

*Stakeholders in education are disturbed about the rate of students' attendance in secondary schools and agreed that it was one of the major factors influencing the students' academic achievement. This study tried to find out how students' attendance correlate with the academic achievement in a Federal Unity Colleges in Southwest, Nigeria. Multi-stage sampling procedure was employed to collect data. Purposive sampling strategy was used to select two Co-educational Federal Unity Colleges in five States in Southwest, Nigeria (Osun, Ogun, Ekiti, Lagos and Ondo States). Intact class was used to select SS II Economics students in the selected States. Three research questions were answered with instruments used in the study and Pearson Product Moment Correlation was used to analysis it. Results revealed that there was negative and strong relationship between students' age and school attendance ( $r=-0.18$   $p< 0.05$ ) in Federal Unity Colleges. In addition, the result revealed that there is negative relationship between students' gender and students' class attendance ( $r= -0.12$ ,  $p< 0.05$ ). Furthermore the result revealed that there was strong positive relationship between achievement in Economics and students' attendance to school ( $r= 0.79$ ,  $p<0.05$ ). It was recommended that students' control committee should be more strengthened to reduce rate of absenteeism in the classrooms. Also, installment payment of school fees should be introduced so as to reduce students' late resumption to schools while subject teachers should give assignments to students regularly, mark and give feedback to promote students' attendance in schools.*

**Key words:** Students' attendance, Absenteeism, Achievement in Economics.

## Introduction

The development of any society is a function of the quality of education received by the citizens and the type of leadership structure put in place. The accurate system of education and the programmes put in place will serve as catalysts towards economic development of a nation. It is absorbed that the academic achievement of students is fluctuation as reflected in the West African Senior School Certificate Examinations (WASSCE) and the National Examinations Council (NECO). This trend has given a great concern to stakeholders in Education. Experience shows that the rate at which students attend classes and school activities goes a long way in determining the academic success. Thus, punctuality of students in the school and other school related activities are very crucial in determining the overall academic achievement of students.

Students' punctuality in any school system is very important for any meaningful teaching-learning process to take place. Rodgers (2011), Bratti and Staolani (2012) opined that students' attendance is very imminent in improving students' academic achievement. Hence, there is need for high degree of students' punctuality in secondary schools. Classroom instruction and dissemination of information by teachers will be meaningless without adequate number of students' present in the classroom. In fact, students are more likely to succeed in their academic endeavours when they attend schools regularly and consistently. Logically,

it may be difficult for teachers and students to build skills and progress if the major percentate of students are frequently absent in school or class. Thus, apart from failing in academics activities, they are likely to get into trouble outside the school environment.

It is crucial for any student to attend school promptly, regularly and arriving on time in order to help prepare the student for real world of life. In fact, truancy or incessant late-coming to the school and class by students signifies that important instructions are missed and the class interrupted. Essentially, a student that rushes to the classroom, may not be able to settle down very well for lesson for at least the first five minutes of the class. Students need to arrive on time, settle down and ready for the daily school activities. Experience alludes that students that arrive at least five minutes before the first bell is rung in the school, will not have time to interact with fellow peers and teachers. Hence, they will be able to get themselves ready for their busy day activities.

Patrick (2010) emphasises that a student that is not regular in school, may face learning challenges, resulting from late-coming to school, truancy, inability to read and not consulting with the teacher. Hence, he asserted that there is fairly positive correlation between attendance and academic performance of secondary school students. Also, when a student continuously comes late to class, other students in the class are distracted. Attention is drawn away from the teacher or task at hand and toward the child who has just arrived. Most often,

classmates may begin to criticise this child which may have negative peer interaction and inability to concentrate very well in the classroom.

Attendance register was introduced in an attempt to ascertain the presence of students in the school and classrooms. Students' attendance is an important administrative document/record, used by the school authority to monitor, control and supervise students' activities in schools. Therefore, a school is set up for the main purpose of bringing students from different families together under one roof and impact positive knowledge, attitude and skills so as to become productive future leaders. In addition, effective teaching and learning cannot take place without the coming together of the teacher and students. In other to check students' commitment to receiving instruction from the teacher, an administrative record is designed and used on daily basis, i.e. the attendance register. This record is utilised by the teachers and supervised on weekly basis by the school head (Onamiroro, 2010).

Literatures reveal that there is a great positive relationship between students' attendance in schools activities and academic achievement in universal primary education (Naluwemba, 2020) It was further pointed out that students' school attendance is one of important factors that influence academic achievement (Epstein and Sheldon, 2012). Similarly, Fleming (2008) proposes that learners need regular school attendance for them to be highly engaged with classroom activities. Black (2014) argues that students' school attendance can be improved through constant and continuous teacher guidance plus parental motivation and encouragement. In fact, it is crucial for school teachers to maintain and keep regular and daily learners' attendance record promptly, in order to forestall mishap (Bagaya, 2019).

School enrolment alone cannot guarantee educational quality and equity, especially where school attendance is low. With low school attendance, learners can hardly catch up with class work particularly where teachers do not have adequate time to engage absentee-learners in academic activity (Bagaya, 2019). Chronic absentee-pupils may lack time to concentrate on their studies because such pupils often get involved in out-of-school programmes (Gottfried, 2009). Ford and Sutphen (2016) observe that without regular school attendance, learning achievement and growth will stifle. Irregular attendance school attendance renders all global and national efforts towards universalization of education unproductive. school access and regular attendance, satisfactory progress and completion are variables that make a significant impact on educational achievement (Thapa, 2013). Connolly and Olson (2012) further

observes that absenteeism relates with future negative learning outcomes such as slower progression and lower achievement in later years. The views of Connolly and Olson are similar to those of Balfanz and Byrnes (2012) who argued that school attendance can influence academic outcome throughout a student's school life.

Furthermore, it has been observed that the students' gender does influence attendance rate in the school and classrooms. Experience reveal that most of the domestic activities at home are carried out by female children which indirectly affecting their attendance, punctuality and academic achievement in classrooms. Cortright (2011) submits that regular attendance has influence on the examination success of students. He argued that students' gender influences the academic achievement of students as male students perform better than female due to attendant rate in the classroom that is in favour of male students. However, Eisen (2015) found different results where the study indicated that there is no statistically significant relationship between class attendance and academic performance by adjusting the control variables which includes gender and ages. More importantly, literatures reveal that students' attendance is one of the key factors determining academic achievement of students at tertiary level. Most students that do not attend classes regularly fail in examinations.

Despite various policies and measures introduced by the Federal Government of Nigeria (FGN) in Federal Unity Colleges, in order to improve students' academic achievement, it is still fluctuating over the years especially in West African Senior School Certificate Examinations (WASSCE). Considering the huge investment in these Colleges, it gives a great concern to stakeholders in education on what really courses the dwindling in students' academic achievement over years in Federal Unity Colleges in South-West, Nigeria. Hence, this study investigated the relationship between students' attendance in school and academic achievement in Federal Unity Colleges, South-West, Nigeria.

### **Research Questions**

1. Does students' age influence attendance in School?
2. Does students' gender influence the attendance in school?
3. What is the relationship between students' attendance and academic achievement in Economics?

The study adopted non-experimental design of correlational type. The population comprised all senior secondary school (SS II) Economics students in Southwest, Nigeria. Multi-stages sampling procedure was used in the study. Purposive sampling



strategy was employed to select two Co-educational Federal Unity Colleges in five states in the Southwest (Osun, Ogun, Ekiti, Lagos and Ondo States). Intact class was used to select 730 Economics SS II students and 72 Economics

teachers in the selected states. Three research questions were answered with three instruments, used to collect the data and were analysed using Pearson Product Moment Correlation.

## Results

**Research Question One:** Does student' age influence attendance in school?

Table 1 Correlation between Students age and Attendance in school

Variables	No	R	P	Remark
Students' Age	1560			
Students Attendance in School	1560	-0.18	0 .00	Significant

The result reveal that there was negative and low relationship between students' age and school attendance ( $r = -0.18$ ,  $p < 0.05$ ) in Federal Unity Colleges, Nigeria. It was also observed that it has no really a direct influence on students' academic achievement in Economic. Experiences show that

most of parents are not really follow the government age regulation or limit before taken their wards to schools. It is quite disturbing that at aged two child often start schooling. Hence, most students develop one illness or the other in order not to go to school.

**Research Question Two:** Does students' gender influence attendance in school?

Table 2: Correlation between Students' gender and Attendance in School.

Variables	No	R	P	Remark
Students' gender	1560			
Attendance in School	1560	-0.12	0 .00	Significant

The result revealed that there is negative relationship between students' gender and students' class attendance ( $r = -0.12$ ,  $p < 0.05$ ). This is not in line with Romer (2003) in his study that gender is crucial factor in analysing class attendance problems and

academic achievement in Social Studies where attendance of male is more than female. Also, Black et al (2014) argue that school attendance is reinforced through continuous teacher, guidance and parent encouragement.

**Research Question Three:** What is the relationship between students' attendance and academic achievement?

Table 3: Correlation between Students Attendance and Academic Achievement in Economics

Variables	No	R	P	Remark
Students ' Attendance	1560			
Students achievement. In Economics	1560	0.79	0 .00	Significant

The result revealed that there is a strong positive relationship between achievement in Economics and students' attendance to school ( $r = 0.79$ ,  $p < 0.05$ ). This finding is in support of Frederick, Sempala and Naluwemba (2020) that submit in their study that there is a positive relationship between school attendance and academic achievement in universal primary education. It is also in line with the assertion of Gottfried (2010) where he established that the relationship between school attendance and academic achievement improves on a daily or regular basis when learners participate in school activities. He further ascertains that the number of days learners attend school activities have

significant positive relationship with students' academic achievement in both elementary and middle schools. However, the result is in contrary to the findings of Lucas (2006) where he finds that there is smaller relationship but statistically significant between students' attendance and academic achievement in Micro-economics.

## Conclusion and Recommendations

The study reveals that there is positive and strong relationship between students' age and school attendance. Most underage students attach no real importance to schooling and see no immediate benefits from it. Also, it further reveals that

significant relationship exists between students' gender and attendance in schools' activities. In addition, the study finds out that there is strong positive relationship between the students' attendance and academic achievement. It is thus recommended from this study, that:

1. Pre-tests/assignments should be done during the first week of resumption to engineer to quick resumption of students to schools.
2. Students should be given opportunity to pay their school fees on installment to enable some students that cannot afford to pay at once, resume early due to economic situation in the country.
3. Students' control or monitor committee should be set up wake up to their responsibility. Furthermore, certain mark percentage should be allocated to attendance as part of their continuous assessment.

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# Knowledge of Tourism, Recreation, Leisure and the Panacea to Active Pursuits among Security Personnel in North West, Nigeria

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## Abstract

*This study investigated the Security Personnel's knowledge of tourism and leisure and whether the security personnel in North Western Nigeria have time for their family members, time for recreational and leisure pursuit or even time for tourism. A survey research design was used to collect data using purposive sampling technique and Likert type scale questionnaire was used. A total number of 2,560 copies of questionnaire were given out and 1893 were completed and returned. Four hypotheses were developed and Pearson's correlation ( $r$ ) was used to analyze the data at 0.05 level of significance, and the results shows significant relationship of all variables, hence the null hypotheses were rejected. At the end it was suggested that Government should from time to time organize recreation and leisure programmes for security personnel and make participation mandatory; Government should introduce tourism to the security personnel's periodical scheme of duty; there should be training and retraining of security personnel on recreation, leisure and tourism education.*

**Keywords:** Security Personnel, knowledge of tourism, Leisure, Recreation, Panacea

## Introduction

There are no written records to show when Nigerians started to recreate and go on tour. The reason is that recreation and tourism activities are as old as man. However, the concepts 'recreation' and 'tourism' are still not understood by very many Nigerians. Many people just partake in leisure activities without knowing what they are or the scientific health benefits derived from them. Nigerians mostly partake in leisure activities in African traditional ways, before the coming of colonial masters to Nigeria, through celebration of agricultural seasons, harvesting of crops, crowning of traditional rulers, Obas, Chiefs and emirs. Before the invasion of Nigeria by the colonial masters, activities such as local wrestling, hunting, masquerade dance, Fulani festival activities, naming and marriage ceremonies, archery, swimming contests, horse racing, fishing, acrobatic displays and many movement activities were in place.

When people are not adequately informed and educated on the significance of recreation, leisure and tourism in the total development of an individual, they tend to develop negative attitude towards them. The importance of recreation, leisure and tourism does not seem to be adequately appreciated. Many people seem to attach more importance to their work or businesses than to recreation and leisure pursuits, let alone go on tourism. It is necessary here to emphasize that people can only struggle well and think properly when they are mentally sound and physically fit. It is important

to remember that whatever people acquire and possess in this world is of little or no value to them when they do not have good health. It is possible for a person to be alive even when his/her health is poor, but life cannot be full and meaningful without good health (Suleiman, 2010).

In our daily activities, we no doubt need some rest and relaxation; and during holidays, we would not mind travelling to enjoy nature, get acquainted with new environments, refresh ourselves, be physically and mentally fit again and to return to our work happy, refreshed and rejuvenated. Recreation, leisure and tourism activities have been shown to significantly contribute to optimum health and productivity. Furthermore, they have much to offer to individuals when utilized in worthwhile activities, especially in areas of mental, social, physical and psychological developments. They are very wide in scope. They range from active physical pursuits to passive activities. They may also be in the form of individual or group activities.

The purpose of recreation and tourism activities is fundamentally to provide human beings with experiences that will assist them in achieving a better state of well-being. All such experiences are directed towards the individual's total development. Despite the abundant leisure hours we have today, availability of tourism and recreational materials and facilities, coupled with numerous public holidays, only very few people actively participate in recreation and tourism activities regularly.



## Recreation

This is voluntary involvement in leisure activities, free from obligation and for the purpose of pleasure. Recreation is also an amusement of diversion, an activity that refreshes and improves one's health and spirit by enjoyment and relaxation. It could also be understood as those activities in which a person participates in during hours other than work periods.

Recreation is seen and perceived differently by different authorities. Ogunwuyi (1998) perceives recreation as substitutes for vices and evil pursuit, such as gambling, stealing, alcoholism, backbiting, etc. Recreation is any action that refreshes the mental attitude of an individual. It is also a wholesome activity that is engaged in for pleasure, and therefore, it is play. He further explained that recreation may take different routes, but the results are the same. It revitalizes the spirits, restores a person's personality, initiative and perspective of life.

From these definitions, one can rightly conclude that recreation denotes activities such as music, drama, play, craft and dance, in which a person partakes voluntarily during his/her free time, after hard day's work.

To sum it up, it is necessary to know and understand that any activity that is to be considered recreational must satisfy or meet certain conditions and criteria such as:

- i.) The activity must be done during leisure.
- ii.) The activity must be entirely voluntary.
- iii.) The activity must be consciously undertaken.
- iv.) The activity should provide for acquisition of knowledge.
- v.) The activity must be that from which a person gains satisfaction.
- vi.) The activity should provide for freedom from emotional tension.
- vii.) The activity should be that which develops character and personality.
- viii.) The activity should contribute to the development and maintenance of positive health habits (Suleiman, 1996).

## Leisure

Leisure is an individual's discretionary time, time not devoted to official assignment, but time judiciously used for recreational activities. It is also an unobligated time and a period not used for meeting the exigencies of life. It is time spent away from all kinds of work. Leisure is also a term that is understood and perceived in different ways, by different scholars. Leisure is an activity which an individual may freely devote himself outside the needs and obligations of his occupations, his family and society; for his relaxation, diversion and personal development.

A person works in the gardens, helps around the house, does favors for the neighbors, work for the trade union, the party, the community centre, etc. All these are often called non-work obligations and they yield leisure like satisfaction. Ogunwuyi (1998) also sees leisure as free time from paid work, as well as from activities which are either obligatory, compulsory or which sustains life. Leisure according to him has always existed, and therefore, what is true is the fact that duration of free time has always been different for different people, thus free times come to different people at different times of the day, at specific times of the week and specific periods of the season or year.

Stebbins (1992) defines serious leisure as the systematic pursuit of an amateur, hobbyist or volunteer activity that is sufficiently substantial and interesting for a participant to find a career there in the acquisition and expression of its special skills and knowledge. He further posited that serious leisure is distinguished by **six** distinct qualities. **First**, significant personal effort is expended to acquire pertinent skills and knowledge. **Secondly**, the participant perseveres in spite of injuries, fatigue, bad weather and other destructors. **Thirdly**, participation is viewed as career. **Fourth**, it is a strong identification with the activity, demonstrated by excitement and frequent mention of it in conversation. **Fifth**, there is the development of subculture with its relevant values, beliefs, norms, events, moral principles, traditions and performance standards. **Finally**, several long lasting benefits such as self-actualization, self-enrichment, self-expression, feelings of accomplishments and enhancement of self-image, social interaction and physical fitness are experienced.

Organized leisure programmes have been increasing in popularity and diversity, the world over. People mostly enter organized leisure activities and programmes for a variety of reasons. The most important are to have fun, develop skills, feel the excitement and challenges of competition, be with friends and obtain fitness, achievement and status. It is also for pursuing interest; and for others, leisure becomes an integral part of their lives.

The world leisure evokes different thoughts and images. Normative denotations of the word have been usually expressed in terms of free time of activity or state of mind. Other scholars, who are critical of this concept, related leisure from a critical perspective to emancipatory action, participatory democracy and community development. However, it should be noted that the definitions of leisure impact on how recreation practitioners conceptualize and implement service.

Although many scholars have addressed the meaning of leisure in people's lives, the idea that leisure to people is what the public relations and

advertising executives say it is. An average person does not care whether the activities are recreational, leisure expression, exercise play, or a state of mind. Therefore, any definition of leisure services should be on the basis of the public's understanding of leisure and develop product and services that capitalize on the reinforcement of the public's perception of leisure (Shantali, 2006).

### **Types of Recreation and Leisure Activities**

Some of the general recreation and leisure activities that people can select in order to recreate actively or passively, individually or in group, irrespective of gender or age, include the following:

- i. **Active games and Sports:** Cycling, polo, horse riding, etc.
- ii. **Individual and dual games:** Lawn tennis, table tennis, badminton, squash, swimming, jogging, etc.
- iii. **Team Games:** Basketball, Soccer, Volleyball, Handball, etc.
- iv. **Social Activities:** Dancing, drafts, ayo, ludo, card games, monopoly, partying, etc.
- v. **Music:** Singing, listening to music, going to musical concerts, etc
- vi. **Nature and outing activities:** Driving for pleasure, excursion, camping, raising animals, gardening, boating, etc.
- vii. **Arts and Crafts:** Woodwork, metal work, pottery, basketry, knitting, sewing, photography, etc.
- viii. **Literary language and related activities:** Debate, reading, listening to radio/television, public lectures, etc.
- ix. **Service activities:** Red Cross, scouts, girls guide, etc (Ogunwuyi, 1998).

Suleiman (1996) categorized the following into Nigerian tourism and recreational materials that attracts and motivates people to recreate and travel on tour:

- i. **Natural:** Playgrounds, rocks, mountains, waterfalls, hills, rivers, oceans, forests, animals, bushes, spring, etc.
- ii. **Traditional:** Drums, walls, mats, sticks, ropes, tents, wells, boats, hooks, shrines, etc.
- iii. **Modern:** Stadia, parks, museums, hostels, hotels, halls, palace (see plate 8), markets, cinemas, theatres, gardens, etc.
- iv. **Publications:** Books, magazines, journals, newspapers, mimeographs, pamphlets, etc.
- v. **Communication:** Radio, television sets, videos, telephones, microphones, computers, cameras, etc.

### **Tourism**

Tourism is the desire to enjoy leisure in a different environment, one which is perhaps beautiful and which has a good climate. It is recreating outside a person's usual environment, which is deliberate and planned for the purpose of pleasure. Business trips, trips made to visit friends or relatives are also part of tourism. The attraction of seeing famous paintings, places and buildings are also important factors of tourism.

In their own submission on what tourism is, Barhart and Modlik (1991) stated that tourism is multifaceted with the technical elements of movements or travel, stay, activities engaged upon and the psychological impact/experience. These, when measured, result in major significant effects which bring about generation of income, foreign exchange to help balance of payment problems, regional development, creation of goodwill, peace, socio-cultural promotion, enrichment and general development.

A layman can simply define tourism as travel and service to travellers, but tourism is far more than that, as it includes relationships and interactions of tourist business the world over. The World Tourism Organization (2002) in a different form describes tourism as the temporal, short term movement of people to destinations outside the places where they normally live and work and includes all movements that do not last more than a year. Therefore, tourism is about providing facilities and infrastructure for visitors from all over the world, whether they come for sports, meetings, conferences, leisure, etc. Furthermore, WTO (2005) explains that travel and tourism are synonymous. Travel agency is one of the tour organizations. It arranges travels by airplanes, ships and trains, also books accommodations in hotels, resorts, motels, etc; basically providing retail services to a tourist, on behalf of various wholesalers like airlines and tour packagers.

The study of tourism is the study of people away from their usual habitat, of the establishments, which respond to the requirements of travellers, and of the impacts that they have on the economy, physical and social wellbeing of their hosts (Matheison, 1982). In addition, it involves the expectations and adjustment made by the residents of receptions and adjustment made by the reception areas and the roles played by the numerous agencies and institutions which intercede between them.

Leadley (1992) also viewed tourism as a system involving the discretionary travel and temporary stay of persons away from their usual places of residence for one or more nights, except tours made for primary purpose of earning remuneration from an employer. The elements of the system are tourism, generating regions, transit routes, destination regions and a tourism industry.

These five elements are arranged in social and functional connections. Having the characteristics of an open system, the six elements operate within broader environment, that is, physical, cultural, social, economic, political and technical, with which it interacts. The United Nations (1992) in its definition adopted tourism as the sum of the phenomena and relationships arising from the interaction of tourism, business suppliers, host governments and host communities in the process of attracting and hosting these tourism and other visitors. McConnell (1996), in his own way, focuses on the nature of the experience of a tourist, proposing that a condition is necessary to be a tourist, and it is the expectation of having some experience of "otherness". Urry (1990) described otherness as experiences which are different from those typically encountered in everyday life. World Tourism Organization (1995) defined a tourist as any person residing within a country, irrespective of nationality, traveling to a place other than his usual place of residence for a period not less than 24 hours of one night, for a purpose other than the exercise of a remunerated activity in the place visited.

The motive for such travel, such as further classified by WTO, may be:

- i. **Leisure:** Recreation, holidays, health, studies, religion or sports.
- ii. **Business:** Family, mission or meeting.

An analysis of the above definitions will reveal the following common basic elements:

- i. Tourism is temporary and short.
- ii. It involves non-residents traveling along transit routes to and from a destination.
- iii. A variety of impacts are made at the destination and the transit routes.
- iv. It may be for a variety of reasons such as leisure or business.
- v. The character of the tourist may be influenced.

In a related development, the World Tourism Organization (WTO, 2002), the major intergovernmental body concerned with tourism, has led the way in establishing a set of definitions for travel and tourism statistics in Canada, a set of resolutions and recommendations relating to tourism concepts, definitions and classification were adopted, as follows:

- i. **Tourism:** The activities of persons traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes.
- ii. **Tourist (Overnight Visitor):** staying at least one night in a collective or private accommodation in the place visited.

iii. **Same Day Visitor (Excursion):** Visitor who does not spend the night in a collective or private accommodation in the place visited.

iv. **Traveller:** Any person on a trip between two or more locations.

Unfortunately, there is still confusion over these very basic definitions. Just as there are different types of visitors, there are different forms and categories of travel which take place, varying by traveler, destinations and motive for travel, such as international versus domestic travel, intra-regional versus interregional travel, as well as inbound versus outbound travel.

### Statement of the Problem

In Nigeria, the people saddled with the responsibility of security generally includes Soldiers (Infantry, Navy and Airforce), Police, Nigerian Security and Civil Defence Corps (NSCDC), Customs, Nigerian Correctional Services (Prisons), Immigration Officers (NIS), Federal Road Safety Corps (FRSC), Nigerian Drug Law Enforcement Agency (NDLEA). These are security agencies in charge of one form of security or another. They are Federal Government Agents but are usually found in every state of the federation, maintaining law and order. The northwestern part of Nigeria is one of the Six (6) Geo political regions in the country. The North Western Region consists of Seven (7) States, namely: Jigawa, Kano, Kaduna, Katsina, Kebbi, Sokoto and Zamfara. The other five regions are North East, North Central, South West, South South and South East.

The Security Personnel in the North West have lately suffered a great deal in fighting insurgency, Boko Haram (Western Education is illegal), Kidnapping, Fulani Herdsmen Conflicts, Armed Robbery, Drug and Human Trafficking, etc. From late 2009 to date, the Security Personnel have been engaged in one form of WAR or another. It is assumed that they have very little or no time for recreational and leisure pursuit or even tourism, but war, war and war, hence the reason for this investigation.

In North Western Nigeria from observation and assumptions of the investigators, the Security Personnel saddled with the responsibility of enforcing security, do not seem to even have time for their family members, time for recreational and leisure pursuit or even time for tourism. Based on these reasons, the study therefore attempted to answer the following research questions:

### Research Questions

1. Do security personnel have good knowledge and understanding of tourism, recreation and leisure pursuits in Northwestern Nigeria?



2. Do security personnel have time for tourism, recreation and leisure pursuits in Northwestern Nigeria?
3. Do security personnel engage in tourism, recreation and leisure pursuits in North Western Nigeria?
4. Do security personnel know the panacea to their active engagement in tourism, recreation and leisure pursuits in Northwestern Nigeria?

### **Objectives of the Study**

The objectives of this study were to find out if:

1. Security personnel have good knowledge and understanding of tourism, recreation and leisure pursuits in Northwestern Nigeria.
2. Security personnel have time for tourism, recreation and leisure pursuits in Northwestern Nigeria.
3. Security personnel engage in tourism, recreation and leisure pursuits in North Western Nigeria.
4. Security personnel know the panacea to their active engagement in tourism, recreation and leisure pursuits in North Western Nigeria

### **Hypotheses**

The following null hypotheses were tested for this study:

1. There is no significant difference between Security Personnel and their good knowledge and understanding in Tourism, Recreation and Leisure pursuits in North Western Nigeria,
2. There is no significant difference between Security Personnel and their time for Tourism, Recreation and Leisure pursuits in North Western Nigeria,
3. There is no significant difference between Security Personnel and their engagement in Tourism, Recreation and Leisure pursuits in North Western Nigeria,
4. There is no significant difference between Security Personnel and their knowledge of the panacea to their active engagement in Tourism, Recreation and Leisure pursuits in North Western Nigeria,

### **Methodology**

In this study, Survey design was adopted, because it is what look closely and examines features or general view and gives description of someone or something in its true situation. Survey design was used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. The process involves asking people for information through

questionnaire, which can be either online or offline. This type of research allows for a variety of methods recruit participants, collect data and utilize various methods of instrumentation (Schutt, 2012). Survey was often used to assess thoughts, opinions and feelings. It can be specific and limited, or they can have more global, widespread goals. The methods are generally identified with human populations, for example, opinion polls, consumer surveys, demographic and economic surveys. The population for this study were all the Security Personnel in North Western Nigeria, saddled with the responsibility of general security, that is, Soldiers (Infantry, Navy and Airforce), Police, Nigerian Security and Civil Defence Corps (NSCDC), Customs Officers, Prison Officers, Immigration Officers, Federal Road Safety Corps (FRSC), Nigerian Drug Law Enforcement Agency (NDLEA). A sample is a subset of individuals from a larger population, that is, selecting the group that a researcher actually collected data from in his/her investigation.

A total number of 2560 instruments were distributed, out of which 1893 were returned and subsequently used for this study. In this study, fifty (50) questionnaires were distributed among FOUR Urban states, that is, Kaduna, Kano, Katsina and Sokoto; while forty (40) were distributed among the THREE Rural states. In all, a total number of Two Thousand, Five Hundred and Sixty (2560) questionnaires were distributed to collect data on the subjects, while 1893 were returned.

The techniques applied for data collection for this study were the Purposive and Accidental Sampling Techniques. Purposive sampling, also known as judgemental, selective or subjective sampling, in which researchers rely on their own judgement when choosing members of the population to participate in their surveys. It is also the process of identifying a population of interest and developing a systematic way of selecting cases that are not based on advanced knowledge of how the outcome would appear. The purpose was to increase credibility but not to foster representativeness. In each of the Seven States of North West, the fifty (50) questionnaires were given to any recognised Administrative Officer of each of the Eight (8) Security Organizations, to be distributed purposely to those who were available for completion. After three (3) days or maximum of a Week, that is Seven (7) days, the researcher returned to the same Administrator and collected the same instrument. Any number of the instrument received out of the initial number given 50/40, was received and used for this investigation. A Five Scale Likert-Type Questionnaire was used to collect data for this study. That is, Strongly Agree (SA), Agree(A), Undecided(U), Disagree(D) and Strongly Disagree(SD).



To conduct smooth administration of data collections in all the Northwestern states by both the Researcher and the Research Assistants, Introductory Letters were collected from the Director, Research Administration Directorate, National Open University of Nigeria, to the different Administrators of the Eight (8) Security Personnel Groups in the Seven (7) States of Jigawa, Kaduna,

Kano, Katsina, Kebbi, Sokoto and Zamfara. Three (3) Research Assistants (RA) were recruited and adequately trained on how to collect relevant data, in addition to the Two Co-Researchers in FIVE (5) of the SEVEN (7) States of North Western Nigeria. The Principal Researcher personally collected data in the TWO (2) remaining states.

## Results and Discussion

**Table 4.1:** Number of Questionnaires returned and used

SN	State	Soldiers	Police	NSCDC	FRSC	Immig	Customs	Prisons	NDLEA	Total
1	Jigawa	30	40	30	40	31	40	37	20	268
2	Kaduna	31	25	50	42	46	42	45	44	325
3	Kano	49	39	40	46	33	33	48	43	331
4	Katsina	42	32	43	49	31	24	34	50	305
5	Kebbi	=	28	38	40	21	14	25	38	204
6	Sokoto	04	43	29	05	49	=	47	42	218
7	Zamfara	09	37	33	40	29	32	28	34	242
G/Total										1893

Table 4.1 shows the number of questionnaires returned by the security personnel in all the seven states of North Western Nigeria. The total number returned and used for the Pearson's correlation is 1893.

**Table 4.2:** Pearson's table showing correlation in all the variables

Variable	N	Mean	SD	R	P
Knowledge	1893	3.6992	.86886	1.000**	0.000
Time	1893	3.1029	.95159	0.412**	0.000
Frequency	1893	3.2116	.90296	0.395**	0.000
Panacea	1893	4.0232	.79225	0.227**	0.000

**\*\*Correlation is significant at 0.05 (2-tailed)**

The result in Table 4.2 shows significant relationship in the variables tested. These are all explained in the Hypotheses testing below.

## Hypotheses Testing

**Table 4.3: Hypothesis 1:** There is no significant relationship between Security Personnel and their good knowledge and understanding in Tourism, Recreation and Leisure pursuits in North Western Nigeria.

Variable	Mean	Standard Deviation	P. Value
Knowledge	3.6992	.86886	0.000

**The P. Value in this correlation is  $0.00 < 0.05$ , therefore it is significant, hence the null hypothesis was rejected.** This signifies that there is significant relationship between Security Personnel and their good knowledge and understanding in Tourism, Recreation and Leisure pursuits in North Western Nigeria. The outcome of this study relates to the findings of Ajala, Sanni and Adeyinka (2018) who explains that people with higher education were more likely to go for contraceptives than their counterparts. Thus, the level of educational

attainment has significant influence on individuals in their pursuits. Suleiman (2016), also viewed that when there is good enlightenment, knowledge and information to the public about recreation and tourism, individuals can be encouraged to actively get involved. The findings of this study was corroborates Abdullahi and Ajani's study (2015) who maintains that an unskilled person lacks not only the practical ability, but also the required knowledge necessary for a successful performance.

**Table 4.4: Hypothesis 2:** There is no significant relationship between Security Personnel and their time for Tourism, Recreation and Leisure pursuits in North Western Nigeria

Variable	Mean	Standard Deviation	P. Value
Time for participation	3.1029	.95159	0.000

The P. Value in this correlation is  $0.00 < 0.05$ , therefore it is significant, hence the null hypothesis was rejected. This signifies that the security personnel in North Western Nigeria used to have time to participate in one form of recreational programme or another. This finding is in line with the study of Abdullahi and Ajala (2015) who asserts that when a person has time for any skill to be acquired,

he will learn the skill adequately and when the skill is learnt, the person wastes no time in executing it. Legge (1970) supported this assertion when he viewed that when a person has time to acquire a skill, he becomes proficient and performing the skill has to do with production with appropriate responses to a particular problem. Other responses have to be precisely executed in time and space.

**Table 4.5: Hypothesis 3:** There is no significant relationship between Security Personnel's work and their engagement in Tourism, Recreation and Leisure pursuits in North Western Nigeria.

Variable	Mean	Standard Deviation	P. Value
Frequent participation	3.2116	.90296	0.000

The P. Value in this correlation is  $0.00 < 0.05$ , therefore it is significant, hence the null hypothesis was rejected. This denotes that there is significant relationship between Security Personnel's work and their engagement in Tourism, Recreation and Leisure pursuits in North Western Nigeria. This further signifies that their security operations do not hinder them from engaging or participating in recreation, tourism and leisure pursuits. This finding is supported by Bamitale, Jayeisiimi and Ajisafe (2018) who viewed that sports and recreational programmes provide only true, visible link by which the people of the world that one goal “swifter, higher and stronger”. This supported by Ajisafe (2009), that several years before the Second World War began, many Soviet athletes maintained that those who

create sports for people, want a peaceful life for themselves and others. Security personnel generally engage in different sports and recreational programmes they are being used successfully to promote social inclusion, provide respite in periods of conflict, build trust and establish bridges between groups in conflict, contribute to peace in post-conflict situations and promote a culture of peace. Furthermore, International Olympic Committee (2015) maintains that when security personnel partake in sports and recreational programmes, they will help to address war related trauma and promote healing by providing safe spaces for activities that enable victims of war to regain a sense of security and normalcy.

**Table 4.6: Hypothesis 4:** There is no significant relationship between Security Personnel and their knowledge of the panacea to their active engagement in Tourism, Recreation and Leisure pursuits in North Western Nigeria.

Variable	Mean	Standard Deviation	P. Value
Panacea for participation	3.0232	.79225	0.000

**The P. Value in this correlation is  $0.00 < 0.05$ , therefore it is significant, hence the null hypothesis was rejected.** This explains that Security Personnel in North Western States are well informed of the solutions or remedies for all difficulties preventing them from participation in Tourism, Recreation and Leisure activities and programmes, hence their active involvement. This corroborates the view of United Nations (2005) that sports and recreational programmes have long been bringing people together and providing social and health benefits. Not only does it have impact on the security personnel's physical fitness, but also instils healthy lifestyle among security personnel and helps them remain active at all times, and by being intermediaries between hostile nations, creating openings for dialogue.

**Conclusion and Recommendations**

Based on the findings of this study, it was concluded that there were significant relationships between Security Personnel and their knowledge of tourism, leisure and the panacea to their active pursuits in North Western Nigeria. Therefore, the following were recommended:

- i. Government should increase security welfare and funding in order to motivate the security personnel to actively participate in tourism, recreation and leisure programmes.
- ii. There should be training and retraining of the security personnel on the importance of tourism participation.
- iii. Government should create adequate time for security operatives to participate in tourism and make involvement compulsory for them.

- iv. Government should make provision for standard recreation and leisure facilities available in all barracks and security personnel's premises in North Western Nigeria.
- v. Government should make recreation and tourism participation a routine in the security operatives' annual leave, for them to always be active, refreshed and rejuvenated.

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# The Impact of Mother Tongues on the Achievement of Children in Mathematics in Nigeria: An Experimental Approach

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## Abstract

*The study investigated the impact of mother tongues on pupils' academic performance in mathematics among pupils in Lagos and Oyo States of Nigeria taken some selected public primary schools in both states as a case study. Eighty (80) pupils were chosen for the study. Twenty (20) pupils were selected from Igbo language speaking background, twenty (20) pupils were selected from Yoruba speaking background, twenty (20) pupils were selected from Hausa speaking background and another twenty (20) pupils were selected regardless of their ethnic group who are taught with English language. A lesson note was developed to maintain uniformity in the teaching of the pupil. Mathematics Achievement Test was administered after teaching and scores were collated for analysis. T-test and Analysis of variance (ANOVA) were used in the analysis of the data collected. The findings reveals that there is significant difference between the performances of pupils in control group and the experimental group I; there is significant difference between the performances of pupils in control group and the experimental group II; there is significant difference between the performances of pupils in control group and the experimental group III; and there is relationship between the performance pupils in experimental group I, II and III. Recommendations were put forward that the government should encourage code-mixing in teaching during Mathematics lessons for better understanding of concepts taught.*

**Keywords:** Mother Tongue, Pupils' Academic Performance, English and Yoruba Language

## Introduction

As the world stands on the threshold of the 21<sup>st</sup> century, every country is trying to achieve as much as possible. Over the years, many ideas have been put forward as to how Nigeria could achieve this feat that makes some countries more successful than others. In Nigerian schools, English is the only language of instruction in the classroom and since English is a foreign language to students, it affects students' academic performance not only in Mathematics but across all subjects. For this reason, students who have communication problems may not perform well not only in English but also in other courses (Cummins, 2020). Poor performance in Mathematics may be due to students' weak foundation in English Language which may be related to the conflict between the mother tongue and English language. Because in this world, children firstly to see mother tongue as a means to understand ideas. But when they grow up, sooner or later they realize that the instructions at schools are in English language.

Students struggle between two languages of thought, social, business and education (Olawejaju and Akinwunmi, 2018). To this end, many scholars in Africa have been trying for years to find a universal language other than English as a teaching tool. While talking about the national languages of Nigeria and Africa, Adesanoye (2021) meticulously mentioned Swahili, Wasobian and "Guosa"

languages, as claimed by other researchers. However, none of the alternatives suggested by these scientists to English language have survived to the present day. There is no doubt that man's constant friendship with his environment (whether direct, intellectual or distant has led to the accumulation of experiments since his creation) and (Adesanoye, 2004).

The use of African languages as educational tools in Nigeria has a long history. Metalanguage consists of words, knowledge and teaching (Adesanoye, 2004). The development of metalanguage in Nigeria is based on the government's National Education Policy, which stipulates that the language of instruction in the first three years of primary education should be the mother tongue of the students. Moreover, Nigerian government recognises the three major languages (Hausa, Igbo and Yoruba) as important subjects for school students (Adesina & Oribabor, 2021). Amidst language teaching in primary and secondary schools, teaching continues in teacher training institutions across the globe where pre-teachers are given good training on using effective use of language in teaching. Mathematics Scholars are not left out in their day to day researches on improvement of teaching methodology where the use of language is not an exception. For these reasons, the development of mathematical concepts is considered an important part of language preparation. Dictionaries of basic



mathematical concepts have been created in some languages and softwares to assist teaching and learning of Mathematics.

According to Oluwole, (2018) quoting Adebayo (2008) stated that mother tongue can be defined as the language that a group of people, living in an area with the same believe acquired at an early age before acquiring other languages. The first language a child understands is his mother tongue. According to this, a person is defined as a native speaker. In general, children learn the content of their native language at home (Webb, & Kembo-Sure, 2020). It is generally accepted that the child's language is important in teaching and learning in Mathematics. On the other hand, it divides a large part of the child's environment, that is, it gives names to most of the objects, characters, ideas, objects and other things that are important to him/her and to entire nations. Mother's language is the basis of the child's environment and language development.

The fact that the Federal Ministry of National Education, in cooperation with other legal institutions, included the use of the mother tongue in the National Education Law published in 1977 and revised in 1981, acknowledges the importance and contribution of the mother tongue to education to teach secondary, pre-school and primary school students, unfortunately in Nigeria, the rules apply as they are; rules do just that. They are not used appropriately. Olarewaju and Akinwunmi (2018) concluded that both students and teachers agreed that Mathematics should be taught to Nigerian students in Nigerian languages, that is, Hausa, Ibo and Yoruba and therefore this was considered to be the real solution to the poor performance of students in Mathematics.

A report by the United Nations Educational, Scientific and Cultural Organization (UNESCO) (1953) noted the importance of using the mother tongue as the medium of instruction in early education. UNESCO (1953) say: It is a fact that the best way to educate a child is his character. From a psychological perspective, mother tongue is a system of important symbols that the human heart uses to teach and understand. From a health perspective, mother tongue is a description of people in society who learn unfamiliar words faster. Based on the above observations, learning in the mother tongue accelerates the learning process because the learner is assumed to know the language. The United Nations Educational, Scientific and Cultural Organization (2016) believes that reading and second language skills are dependent on good first language skills; that is, knowledge of the mother's language. However, the United Nations Educational, Scientific and Cultural Organization (2015) warn that the mother tongue is not the language spoken by the child from the parents and is not the first language

the child speaks. A mother tongue is a language that is acquired early in life and becomes a means of thinking and communication (UNESCO, 2013). But in most cases the language will be the language spoken by the parents, as parents are often the first to come into contact with their children and therefore their language.

The success of the Ife Six-Year Primary Project of Fafunwa in 1970s continues to inspire studies into the indispensable role of the mother tongue as a medium of instruction in primary schools in Nigeria. The main objective of the Ife Six-Year Primary Project was to develop a coherent primary education that would use the mother tongue as the medium of instruction. The study has been corroborated by many others including Arnold (2023) who quoted Galileo (2011) that "The great book of nature can be read only by those who know the language in which it was written, and that language is Mathematics" and that "Mathematics is the way to understand all sorts of things in the world around us." The explanation is that a child will learn faster and better in Mathematics if taught in his/her mother tongue at the early stage of his/her education. It was identified that the mother tongue instruction will help the pupils to acquire facts and information easily and quickly.

Moreover, Mathematics can be referred to as both the gate and key of the Science; while every subject is taught through language. Hence, the need to examine the relationship between the very important subject in the light of the first language of the learner in Nigerian context where majority of school pupils come from homes where English is not used at all in communication.

### **Statement of the Problem**

Mathematics is a core skill for all children in life generally; a mathematically well educated population will contribute to the country's economic prosperity; hence, there is need to study the place of mathematics education and how mother tongue contributes to the learning and understanding of mathematics. The researchers observed that Nigerian's indigenous languages have been rendered unimportant in the comity of nations as a means of communicating ideas, particularly in the teaching of the subjects that seems to be abstract in nature like mathematics which had eventually led many pupils to develop negative attitude towards the subject. It has been noted that some primary school pupils cannot interpret mathematical language correctly thereby increasing poor performance in the subject. Theories have been put forward to support the uses of mother tongues in teaching children, especially in lower primary schools across the country and documented in the National Policy on Education. This research sought to practically investigate the

impact of mother tongues on the teaching and learning on mathematics achievement across the three (3) major languages in Nigeria.

### **Purpose of the study**

The main purpose of this study is to investigate the impact of mother tongues on the achievement of children in mathematics in Nigeria. The specific purposes are to find out

1. If there is significant difference between the performances of pupils in control group and the experimental group I.
2. If there is significant difference between the performances of pupils in control group and the experimental group II.
3. If there is significant difference between the performances of pupils in control group and the experimental group III.
4. If there is relationship between the performance pupils in experimental group I, II and III.

### **Research Hypotheses**

The following hypotheses guided the study

- H<sub>01</sub>:** There is no significant difference between the performances of pupils in control group and the experimental group I.
- H<sub>02</sub>:** There is no significant difference between the performances of pupils in control group and the experimental group II.
- H<sub>03</sub>:** There is no significant difference between the performances of pupils in control group and the experimental group III.
- H<sub>04</sub>:** There is no relationship between the performance pupils in experimental group I, II and III.

### **Significance of the Study**

This study provides useful information to all education stakeholders who include the government, Institutes of Education, teachers, students, parents and communities at large. Specifically, the school administration will be able to gather information that will be helpful in their endeavor to address school's language policy issues in terms of focus on use of mother tongue in school and how it influences performance in mathematics and by extension academic performance.

### **Scope of the Study**

The study is to investigate the impact of mother tongues on the achievement of children in mathematics in Nigeria. The study covers the pupils in some selected public primary schools in Oyo town of Oyo State, Ajeromi Ifelodun and Ojo Local Governments of Lagos State.

### **Methodology**

The researchers use quantitative research approach for this study. The population for this research work was pupils in public primary schools in south western part of Nigeria. Eighty (80) pupils were randomly selected as sample. Twenty (20) pupils regardless of their ethnic groups and background was selected from St. John Primary School, Akinmorin, Oyo State tagged control group who was taught using English language and another twenty (20) pupils was selected from L.A Primary School, Alagbon, Oyo, Oyo state who was tagged experimental group I. Twenty (20) pupils was selected from St. Michael Primary School, Alaba, Ojo Local Government Lagos state (Igbo dominated area) and tagged experimental group II and twenty (20) pupils was selected from Community Primary School, Sasa-Ojo, Akinyele Local Government of Oyo state (Hausa dominated area) and tagged experimental group III. The experimental group I, II and III was purely pupils from Yoruba speaking, Igbo speaking and Hausa speaking backgrounds respectively. The experimental groups were taught using the mother tongues that is, Yoruba, Igbo and Hausa language.

The instruments used for this research was Mathematics Achievement Test (MAT) and Note of Lesson (for uniformity in teaching process) which was given both face and content validity by seasoned lecturers in the field of test and measurement of Educational Psychology Department, Emmanuel Alayande College of Education Oyo, Oyo State now Emmanuel Alayande University of Education Oyo, Nigeria. The instruments were administered on the pupils of St. Michael School, Oke Ebo, Oyo, Oyo State for reliability test and a reliability co-efficient of 0.89 was obtained using a test-retest method of reliability testing.

Service of indigenous teachers was employed to teach some mathematical concepts to students of selected schools with mother tongues and administer the research instrument to the students. The teachers marked and recorded their scores which are analysed using simply t- test statistic and Analysis of Variance (ANOVA) at 0.05 level of significance.

### **Results Presentation**

The results of the work were organized in accordance in the research hypotheses as follow:

**Hypothesis 1:** There is no significant difference between the performance of pupils in control group and the experimental group I.

**Table 1:** Mean, Standard Deviation and t-test Statistic of Students performance in control group and the experimental group I

Group	No	$\bar{x}$	S.D	t-cal	$t_{\alpha}$	df	Remarks
Control group	20	6.00	14.36	4.50	1.66	38	Reject the null hypothesis
Experimental group I	20	7.90	25.40				

Since t-cal (4.50) is greater than t-tab (1.66), the hypothesis that there is no significant difference between the performance of pupils in control group and the experimental group I is rejected.

**Hypothesis 2:** There is no significant difference between the performance of pupils in control group and the experimental group II.

**Table 2:** Mean, Standard Deviation and t-test Statistic of Students performance in control group and the experimental group II

Group	No	$\bar{x}$	S.D	t-cal	$t_{\alpha}$	df	Remarks
Control group	20	5.01	12.16	4.5066	1.68	38	Reject the null hypothesis
Experimental group II	20	8.10	24.10				

T-calculated (4.5066) is greater than t - tabulated (1.68), the null hypothesis that there is no significant difference between the performance of pupils in control group and the experimental group II is also rejected

**H<sub>03</sub>:** There is no significant difference between the performances of pupils in control group and the experimental group III.

**Table 3:** Mean, Standard Deviation and t-test Statistic of Students performance in control group and the experimental group III

Group	No	$\bar{x}$	S.D	t-cal	$t_{\alpha}$	df	Remarks
Control group	20	4.05	15.16	4.401	1.68	38	Reject the null hypothesis
Experimental group III	20	8.65	23.40				

T-calculated (4.401) is greater than t tabulated (1.68), we therefore reject the null hypothesis that there is no significant difference between the performances of pupils in control group and the experimental group III.

**H<sub>04</sub>:** There is no relationship between the performance pupils in experimental group I, II and III.

**Table 4: ANOVA <sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.102	1	12.102	44.776	.000 <sup>b</sup>
	Residual	26.488	78	.270		
	Total	38.590	79			

Since the significant level (0.00) is less than the critical value (0.05), we reject the null hypothesis and accept the alternative hypothesis that there is relationship between the performance pupils in experimental group I, II and III.

### Discussion of Findings

Table 1 showed that there is significant different between the performance of pupils in control group and the experimental group 1. It was discovered that the students in the experimental group performed better than their peers in the control group. This presumes that the pupils taught with mother tongue understand the concepts taught better. This is in corroboration with the view of Bamgbose, (2020).

Table 2 in the result presentation showed that there is significant difference between the performances of pupils in control group and experimental group II. This commemorates the result of experimental I. The impact of mother tongue is clearly showed considered the results of experimental groups. This is in line with the opinion of Ezeokolo, (2015). Table 3 further revealed that there is significant difference between the

performance of pupils in control group and experimental group III. This commemorates the result of experimental I and II. This is in line with the opinion of Ezeokolo, (2015).

Furthermore, table 4 revealed that there is a relationship between the performance pupils in experimental group I, II and III. The performances of pupils in the three experimental groups are closely related as observed in their score. This shows that the pupils understand the mathematics concepts that in their different mother tongues than been taught in foreign language which is English language. This is in corroboration with the view of Abubakar, (2005) which dwell more on importance of mother tongue to teaching and learning.

### **Conclusion and Recommendations**

Essentially, the above argument shows that use of mother tongue is favorable for learners especially at the elementary level. It implies that when English is used at elementary level, it becomes a challenge in terms of making sense out of the abstract ideas. It could therefore be concluded that mother tongue has effect on students' academic performance in mathematics based on this finding and that there is no correlation between students' academic performance taught with English language and mother tongues (Yoruba, hausa and Igbo language). The important of what we are saying is that scientific and technological attainment begins with language best suite is the mother tongues.

Based on the findings of this study, it was recommended that teaches of mathematics should be encourage to use code mixing during the class. They should desist from speaking English language from the beginning of the class to the end. Also, National Policy on Education stated that lower primary classes should be taught in mother tongues but this is not in practice especially, in private schools. Government should constitute a committee to monitor and enforce the policy.

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# Social Studies Teachers' Perception of Banditry and Kidnapping in Nigeria

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## Abstract

The study adopted the descriptive research design. Two Social Studies teachers were randomly selected from each school, making a total of 20 teachers. In all, a total number of 20 Social Studies teachers participated in the study. One instrument was used for data collection which was Social Studies Teachers' Perception of Banditry and Kidnapping Questionnaire ( $r=0.78$ ). Data collected were analysed using descriptive statistics of frequency counts, percentage scores, mean and standard deviation. Findings of the study revealed that the weighted mean is 2.83, which is above the criterion mean of 2.50. It also revealed the cluster mean of 14.16, which is greater than the normative mean of 12.50. It indicated that the weighted mean is 2.85, which is higher than the criterion mean of 2.50. It also revealed the cluster mean of 14.34, which is greater than the normative mean of 12.50. The weighted mean (2.92) was obtained, which is higher than the criterion mean of 2.50. Also, the cluster mean (14.71), which is higher than the normative mean (12.50) was obtained. This means that social studies teachers and students agreed that the stated items above were the solutions to the menace of banditry and kidnapping. The social studies teachers' perception of banditry and kidnapping was negative because the weighted mean of 2.38 was below the threshold set at 2.50. Based on the findings of this study, it was recommended that teachers should be sensitised to have negative perception of banditry and kidnapping, security operatives should be more proactive in curbing the menace of kidnapping and banditry, there should be effective community policing and government should provide employment opportunity for the unemployed youth.

**Keywords:** Social Studies Teachers, Perception, Banditry, Kidnapping

## Introduction

The spike in Jihadist activity in the Northwest has brought about fears which should make the region to soon become a land bridge connecting Islamic insurgencies in the central Sahel with the decade-old insurgency in the Lake Chad region of north-eastern Nigeria. Sources of security pointed to a resurgence of the long-dormant Boko Haram splinter group, Jamaatu Ansarul Muslimina Fi Biladis Sudan (Group of Partisans for Muslims in Black Africa), better known as Ansaru, which was active in North-western Nigeria between 2011 and 2014. Elements of other Boko Haram offshoots, notably the Islamic State in West Africa Province (ISWAP), are also getting to the area. An international boundary that is not secured enables that influx of arms and ammunition through the movement of Jihadists to and from the Sahel, where the Islamic state is expanding its influence.

Prior to, and since return to democratic rule, Nigeria has faced serious internal security challenges — the most critical ones currently being the Jama'a Ahl as-Sunna Li-da'wa waal Jihad, popularly known as Boko Haram, the Islamic State in West Africa Province (ISWAP), the Islamic State in the Greater Sahara (ISGS) and the Jama'at Nusrat al Islam wal Muslimin (JNIM) insurgency, predominantly in the North eastern state the "Fulani Herdsmen" attacks in states like Benue, Plateau, Zamfara, Taraba and Kaduna; Niger-Delta militancy

and spates of kidnappings all over the country. There are also security challenges posed by ethno-religious conflicts, resource-based conflicts, crimes, and election related violence (Dodo, 2010)

Another crisis that recently emerged in the north western part of the country is the ongoing activities of armed groups referred locally as banditry which has affected most of the people living in Kaduna, Katsina, Niger and Zamfara States. Largely, unconnected to the terrorist activities in the northeast, banditry became noticeable in 2014 with cattle rustling activity. It became progressively worse in 2016 when the bandits started killing people in the focal states. Obviously, these challenges hindered socio-political stability and economic development not only in Nigeria but in the West African sub-region. (Adamu, Maduagwu and Crispina, 2014).

Causes of banditry in the northwest are complex and interrelated. At its root, environmental degradation caused by pressures of climate change and rapid population growth has aggravated resource competition between predominantly Fulani herders and mostly Hausa farmers, both of whom have over time mobilised armed groups in form of bandits for protection. Conflicts over land prompted both farmers and herders to form armed self-defence groups, fuelling a cycle of retaliatory violence that has taken on a communal dimension. In the middle of a flourishing trade in small arms and light weapons,

organised groups of criminals operating from ungoverned forest spaces have proliferated, engaging in armed robbery, kidnapping for ransom to extortion and cattle rustling. The recent space of violence in the northwest has led to the death of many people. About 1,527 people were killed by bandits in 2020, higher than 1,508 persons reportedly killed by terrorist groups in the northeast in the same year. From January to March 2021, armed groups in Kaduna state killed 323 people (compared to 628 in 2020) and kidnapped 949 others. (Asadu, 2021).

Infiltration of banditry in Nigeria is a common phenomenon in recent times. Banditry in Nigeria can be traced to the pre-civil war when government deteriorated in certain parts of the old western region resulting into political violence, crime and organised insurgency (Ekhomu, 2021). The bandits were reportedly stealing domestic animals in pre-colonial history. Recently, infiltration of banditry in Nigeria has become a evil child of necessity that rooted from Al-Qoeda and Islamic states, ISIS terrorist groups from the West African subregion into Nigeria has become a central focus in security challenges across the regions, states, geo-political zones and the country as a whole (Chidi, 2018). Activities of bandits have been particularly worrisome. They are kidnapping, murder, robbery, rape, cattle rustling and the likes. Their modus operandi involves maiming and killing their victims when they least expected to continue unleashing terror in the communities and society.

Numerous studies have described bandits as assortment of criminal gangs that involved in large scale business such as armed robbery, sexual violence, kidnapping, pillage and attacks. Ekhomu (2021) argues that since Nigeria's porous borders have made it hard for authorities to prevent infiltration of both the local and foreign terrorists into the country. The law enforcement agencies should detect and arrest these terrorists. Nduka (2020) noted that banditry techniques and its dimension have gradually penetrated its pores and claiming victims in hundreds. Many children are now orphans and women become widows overnight while the issues of food security as well as humanitarian tragedy further makes life unbearable for many Nigerians. This implies that Nigeria government needs to strengthen the country's security infrastructure whereby members of the public could report bandits or suspected terrorist activities to the whistle blowers and they were equally required for protection and motivation.

The invasion of common citizens as enemy were the utmost priority among the banditry group and unleashed of agony on the victims, pain, emotional and psychological trauma as well as provocation in the society. Chris (2020) maintains that the infiltration of banditry and counter strategy

involves series of advanced and well-articulated decisions formulated in a coherent plan to achieve policy objectives. The collaboration of security experts, law enforcement agencies, stakeholders and government is germane to nip the ugly phenomenon bedeviling human society in the country in bud.

Contemporary social issues and challenges on banditry in Nigeria such as civil unrest, terrorist threats, banditry attacked, abduction, kidnapping, corruption, extortion, political delusion and organised crime are at alarming rate in Nigeria. In Zamfara alone, 8000 people were murdered in the last decade, 200,000 displaced internally and others fleeing to neighbouring states. The situation is so porous already that the religious leaders and Sultan opined that bandits now move in the north from house to house with AK47 and lamented that the reform has become the worst place to live in Nigeria (Nadama, 2019).

The safety of persons in Nigeria and their properties cannot be guaranteed. Kidnapping is an offence punishable under the law in Nigeria. Anybody caught involving in the act is expected to be imprisoned for ten years as penalty for such bad act. Apart from the above observation, some states like Abia, Akwa Ibom, Anambra, Enugu, Imo, Ebonyi and Rivers have passed into law, a bill termed "Prohibition of Hostage Taking and Related Offences Law", with death penalty as punishment for offenders (Inyang, 2009). Meanwhile, bills with capital punishment against kidnapping are awaiting subsequent readings for implementation by the National Assembly.

Despite all these stringent laws, no kidnapper has been successfully prosecuted to serve as deterrent to other potential kidnappers. Nigerians and non Nigerians residing in the country are living in fear as regards who will be the next victim, since kidnappers spare no one for their motives to be achieved. Over the last few years, some people were kidnapped and were set free after payments of ransom. Old people as well as children between the ages of two and five years were taken hostage. The incident of kidnapping has dent the image of the country and it has affected the country's attempt to develop a viable tourism industry because foreigners are regularly warned by their countries to be wary of coming to Nigeria. Many would-be investors have also stayed away for fear of being kidnapped.

Presently, a number of security challenges are facing the country and have led to loss of lives, injuries, migration, destruction of properties, and poverty across the country. This have more severe impacts in some parts of the Northern region. These crises, have cumulatively affected almost all facets of our lives including education at all levels. Boko Haram adherents in the North-East, though decimated to a certain extent, are still attacking

people and seizing their properties including farmlands and forcing them to migrate to other areas thereby forcing children to stop attending schools and negatively affecting enrolment figures. This has also been the trend in some states in the North-west and North-central geopolitical zones where banditry and kidnappings have become virtually a daily occurrence, especially in remote areas. Aliyu (2021) states that the scale of insecurity has threatened the very fabric of the Nigerian society: with every attack, human lives are lost and faith in democracy and the country is diminishing.

According to Jimada (2021), teachers, students and other staff are often victims of unpredicted violence that generates insecurity in the school. Official report has it that terrorist sect attacks had sent over 900 innocent people to early grave, counting since 1999. Moreover, it is obvious that some of these challenges may lead to incomplete delivery/implementation of the basic education curriculum which is the foundations of all other levels of education. There is a belief that if basic education is fully and well implemented there is possibility that all future levels of education would be effective and lead to the achievement of national goals.

Despite the efforts of government in solving the problems of banditry and kidnapping, success has not been recorded. As a way of addressing the problem previous studies have focused on rethinking security (Ammerdown, 2016) the social problem of kidnapping and its implication on socio-economic development (Abraham, 2010), causes and remedies of kidnapping in Nigeria (Dodo, 2010), how does insecurity affect Nigeria education (Eseibo, 2013), causes of kidnapping in Nigeria and proposed solution (Ibrahim and Ahmed, 2020) and intelligence reports and kidnapping (Kyrian, 2009). All these studies came up with useful insights to solving the problem of banditry and kidnapping in Nigeria but with less research focus on social studies teachers' perception of banditry and kidnapping in Nigeria.

Perception is the process of using senses to acquire information about the surrounding environment or situation (Bonjour, 2001). The information is then organised and interpreted to explain what is happening around us. It is the way something is regarded, understood or interpreted. Romanov (2011) stated that perception included senses, feelings, ideas, thought and theories. According to Rollinson (2008), it is a mental process that involves the selection, organization, structuring and interpretation of information in order to make inferences and give meaning to the information.

## 1.2 Statement of the problem

One of the major problems affecting the educational development of the country is high banditry and kidnapping. Despite the effort of government and security operatives at solving the problem, success has not been recorded. As a way of addressing this problems, researchers and scholars have carried out studies on rethinking security, causes and remedies of kidnapping and how does insecurities affect Nigeria. All these studies came up with useful insights to solving the problems of banditry and kidnapping in Nigeria but with less research focus on social studies teachers and students' perception of banditry and kidnapping in Nigeria. Therefore, this study investigated social studies teachers and students' perception of banditry and kidnapping in Nigeria.

### Research Questions

**The following research questions were answered:**

1. How does banditry affect Nigeria?
2. What are the impacts of banditry and kidnapping?
3. How can we solve the menace of banditry and kidnapping?
4. What is social studies teachers' perception of banditry and perception?

### Significance of the study

This studies revealed social studies teachers' perception of banditry and kidnapping in Nigeria. Through the findings of this studies, government, community leaders, and educational stakeholders would be guided on identifying and working on factors that could contributes to security challenges of the country and solutions to them. Also this study would add to the pool of research on banditry, kidnapping and social studies.

### Methodology

The study adopted the descriptive research design. Two Social Studies teachers were randomly selected from each school, making a total of 20 teachers. In all, a total number of 20 Social Studies teachers participated in the study. One instrument was used for data collection: Social Studies Teachers' Perception of Banditry and Kidnapping Questionnaire ( $r=0.78$ ). Data collected were analysed using descriptive statistics of frequency counts, percentage scores, mean and standard deviation.

**Results**

**Research question 1:** How does banditry affect Nigeria?

**Table 1: Effect of banditry and kidnapping on Nigeria**

S/N.	Statements	Mean	SD
1.	Banditry is a threat to unity of the country	3.10	0.71
2.	Banditry inhibits socio-economic development of the nation	2.62	0.90
3.	Banditry disturbs educational advancement in the country	3.08	0.77
4.	Banditry results in loss of lives	2.73	0.90
5.	Banditry caused disruption in academic calendar of institutions	2.64	0.96
Weighted mean = 2.83			
Criterion mean = 2.50			

Table 1 shows that the weighted mean is 2.83, which is above the criterion mean of 2.50. It also revealed the cluster mean of 14.16, which is greater than the normative mean of 12.50. This means that social studies teachers and students agreed that the stated items the effects of banditry and kidnapping in Nigeria. It shows the mean ranking of the five items as follow: banditry is a threat to unity and stability of

the country (3.10>2.50), banditry disturbs educational advancement and development of the country (3.08>2.50), banditry results in loss of life of students and teachers (2.73>2.50), banditry caused disruption in academic calendar of institutions (2.64>2.50), lastly, banditry inhibit socio-economic development of the nation (2.54>2.50).

**Research question 2:** What are the impact of banditry and kidnapping?

**Table 2: Impact of banditry and kidnapping**

S/N.	Statements	Mean	SD
1.	Loss of life of students and teachers	3.17	0.75
2.	Payment of huge amount in ransom by victims	3.01	0.82
3.	Loss of students time through disruption of academic calendar	2.67	0.96
4.	Attack on individual resulted in bad economy of the overall host community	2.51	0.95
5.	Results to psychological problem and trauma on victims	2.99	0.81
Weighted mean = 2.87			
Criterion mean = 2.50			

Table 2 shows the responses of the respondents to the impact of banditry and kidnapping. It indicate that the weighted mean is 2.85, which is higher than the criterion mean of 2.50. It also revealed the cluster mean of 14.34, which is greater than the normative mean of 12.50. This means that social studies teachers and students agreed that the stated items are the impact of banditry and kidnapping on their personal life. Table 2

reveals the mean ranking of the five items as follow: loss of life of students and teachers (3.10>2.50), payment of huge amount in ransom by victims (3.01>2.50), results to psychological problem and trauma on victims (2.99>2.50), loss of students time through disruption of academic calendar (2.67>2.50), lastly, attack on individual resulted in bad economy of the overall host community (2.51>2.50).

**Research question 3:** How can we solve the menace of banditry and kidnapping?

**Table 3: Solutions to banditry and kidnapping in Nigeria**

S/N.	Statements	Mean	SD
1.	Educate citizens on becoming a patriotic citizen through social studies	3.22	0.74
2.	Introduction of banditry and kidnapping into social studies curriculum at all level of education	2.56	0.99
3.	Creating environment that will enable citizens to be gainfully employed	3.08	0.73
4.	Promote peace and unity through campaigning for mutual co - existence of diverse tribes and culture in the nation	2.83	0.75
5.	Establish laws that will discourage individuals from indulging in banditry and kidnapping	3.02	0.82
Weighted mean = 2.94			
Criterion mean = 2.50			



Table 3 reveals the responses of the respondents solutions to the menace of banditry and kidnapping. The weighted mean (2.92) was obtained, which is higher than the criterion mean of 2.50. Also, the cluster mean (14.71), which is higher than the normative mean (12.50) was obtained. This means that social studies teachers and students agreed that the stated items above were the solutions to the menace of banditry and kidnapping. It reveals the mean ranking of the five items as follow: educate citizens on becoming a

patriotic citizen through social studies (3.22>2.50), Creating environment that will enable citizens to be gainfully employed (3.08>2.50), Establish laws that will discourage individuals from indulging in banditry and kidnapping (3.02>2.50), Promote peace and unity through campaigning for mutual co-existence of diverse tribes and culture in the nation (2.83>2.50), lastly, introduction of banditry and kidnapping into social studies curriculum at all level of education (2.51>2.50).

**Research Question 4:** What is social studies teachers' perception of banditry and kidnapping?

**Table 4:** Social Studies Teachers' Perception of Banditry and Kidnapping

S/N	Items	SA	A	D	SD	Mean	Std. D.
1	Banditry and Kidnapping are dangerous for the society.	-	7 (28%)	7 (28%)	11 (44%)	1.84	.85
2	Banditry and Kidnapping affect many lives.	3 (12%)	7 (28%)	6 (24%)	9 (36%)	2.16	1.06
3	Banditry and Kidnapping affect the unity of the country.	4 (16%)	7 (28%)	9 (36%)	5 (20%)	2.40	1.00
4	Banditry and Kidnapping have negative impacts on education	1 (4%)	9 (36%)	10 (40%)	5 (20%)	2.24	.830
5	Banditry and Kidnapping affect the peace of the country	4 (16%)	5 (20%)	5 (20%)	11 (44%)	2.08	1.15
6	Banditry and Kidnapping restrict people's movement to some parts of the country	6 (24%)	3 (12%)	11 (44%)	5 (20%)	2.40	1.08
7	Banditry and Kidnapping make many people not to believe in their country	13.6%	5 (22.7%)	10 (45.5%)	4 (18.2%)	2.31	.945
8	Banditry and Kidnapping make many people not to be patriotic	7 (28%)	7 (28%)	9 (36%)	2 (8%)	2.76	.969
9	Banditry and Kidnapping make the country to lose good people	9 (36%)	3 (12%)	10 (40%)	3 (12%)	2.72	1.10
10	Banditry and Kidnapping disallow investors from coming into the country	2 (8%)	11 (44%)	10 (40%)	2 (8%)	2.52	.770
11	Banditry and Kidnapping make people not to trust one another.	2 (8%)	9 (36%)	6 (24%)	8 (32%)	2.20	1.00
12	Banditry and Kidnapping make people not to be willing to help one another	1 (4%)	10 (40%)	10 (40%)	4 (16%)	2.32	.802
13	Banditry and Kidnapping affect people's thinking	5 (20%)	4 (16%)	6 (24%)	10 (40%)	2.16	1.17
14	Banditry and Kidnapping make many people to be selfish	3 (12%)	7 (28%)	5 (20%)	10 (40%)	2.12	1.09
15	Banditry and Kidnapping promote hatred among the people	4 (16%)	7 (28%)	5 (20%)	9 (36%)	2.24	1.12
16	Banditry and Kidnapping are bad sources of income	5 (20.8%)	6 (25%)	7 (29.2%)	6 (25%)	2.41	1.10
17	Banditry and Kidnapping affect health of many people	4 (16%)	10 (40%)	6 (24%)	5 (20%)	2.52	1.00
18	Banditry and Kidnapping affect how people perceive the world	5 (20%)	8 (32%)	8 (32%)	4 (16%)	2.56	1.00
19	Banditry and Kidnapping do not make people to have good plans	6 (24%)	6 (24%)	11 (44%)	2 (8%)	2.64	.952
20	Banditry and Kidnapping do not make people to be focus	7 (28%)	10 (40%)	7 (28%)	1 (4%)	2.92	.862
	<b>Weighted mean = 2.38; Threshold = 2.50</b>						

Table IV shows the social studies teachers' perception of banditry and kidnapping. The social studies teachers' perception of banditry and kidnapping was negative because the weighted mean of 2.38 was below the threshold set at 2.50.

### Discussion of Findings

**Table 1** revealed that there was social studies teachers and students agreed that the stated items are effect of banditry and kidnapping in Nigeria. The result of finding supported the finding Echeburua, Corral and Armor (2018) who found that kidnapping for a ransom is a violent crime, a negative event that usually happen suddenly, generating fear and helplessness, threaten people physical or psychological well-being and leave victims in an emotional state which they are unable to deal with using their normal psychological resources. Any kind violent crime is a trauma for the victim involves a collapse of the persons feelings of insecurity, also affecting indirectly their immediate family circle. Apart from the suffering of the direct victim the entire family structure is affected. Moreover, cultural and religious beliefs may also shape the perception of banditry and kidnapping.

Table II revealed that there was social studies teachers and students agreed that the stated items are the impact of banditry and kidnapping on their personal life. The result of finding supported the finding Akinkuotu (2021) who found that banditry and kidnapping are on the increase and the deteriorating nature of security in the country account for the malady. Infiltration of banditry and Kidnapping is much broader than national security which tends to focus on the security of the state in military for the protection of the state from external aggression. Human security situation in the country has remained unprecedented in the rebasing of the Nigerian economy and the challenge declaiming global status as a peaceful country where people can live in joyfully. Many countries like Nigeria around the globe are facing problems of insecurity and security threat in the society. The global community in under increasing insecurity around the world.

Table III results revealed that there was social studies teachers and students agreed that the stated items above were the solutions to the menace of banditry and kidnapping. The result of finding supported the finding Akinkuotu (2021), stated that Synergic Approach between the Security Agencies and Community Police Security personnel needs to be well-equipped, such as the police and other law enforcement agencies, with all required operational facilities as well as intelligence gathering on kidnapping in order to properly function and overpower the ugly threat of kidnapping in Nigeria. Also, the new security outfits formed to police the

community deserves to be proactive in reporting any suspicious movement about kidnapper's hideouts. They should be provided with vehicles and communication gadgets as well as good relations with security agencies in order to attain their required operations.

Table IV revealed that social studies teachers' perception of banditry and kidnapping was negative. This is in line with the study of Jimada (2021) who reported that teachers and students are unpredicted violence that generates insecurity in the school and as a result they have negative perception of banditry and kidnapping.

### Conclusion

The study has shown that teachers have negative perception of banditry and kidnapping. The study has provided a better understanding of effects of solving banditry and kidnapping in Nigeria.

### Recommendations

Based on the findings of this study the following are recommended:

1. Teachers should be sensitized to have negative perception to banditry and kidnapping.
2. Security operatives should be more proactive in curbing the menace of kidnapping and banditry
3. There should be effective community policing
4. Government should provide employment opportunity for the unemployed youth.

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# **Influence of SMS on the Written Composition of ESL Pre-Service Teachers of Federal College of Education, Abeokuta**

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## **Abstract**

*This study investigated the non-standard features of English that could be attributed to ESL pre-service teachers' frequent use of SMS and its implications on teacher education in Nigeria. The study adopted the descriptive survey research design of the ex-post-facto type. Two research questions were answered and three hypotheses tested. A total of 81 ESL pre-service teachers and six lecturers participated in the study. Three instruments, teachers' questionnaire, SMS forwarded by the students' participants and a written composition test were used as the mode of data collection. The results indicated that non-standard English features are present in the written composition of the ESL pre-service teachers. The results also showed a significant relationship between ESL pre-service teachers' frequent use of SMS and the deviant form of English in their written composition. It was concluded that frequent usage of SMS language plays a great role in influencing ESL pre-service teachers written composition negatively. The implications for pre-service teacher education were discussed and recommendations were made.*

**Key words:** ESL Pre-Service Teachers, Non-Standard English, SMS language, Written Composition

## **Introduction**

The English language has come to be part of Nigeria's linguistic family, having since risen in status, from a foreign language (EFL) that it was at its advent, to the present status of a second language (ESL). It is now in use in virtually all domains and it is taught in schools, from primary to the university level (Owolabi and Bankole 2013).

The multi-cultural nature of Nigerian polity on one hand and the absence of national unifying indigenous language on the other hand give room for the adoption of English language as a medium of intra-national and international communication (Fakeye 2006). English is the language of integration in Nigeria and the only language that indexes the spirit of togetherness amidst the compounding language complexities of Nigeria.

It is equally the most used in correspondences in ministries, industries, and parastatals (Bodunde and Sotiloye 2013). The position of English language in Nigeria educational system cannot be overemphasized because it plays a crucial and central role. It serves as a medium of instruction at all levels of education to teach virtually all the school subjects. It is the medium of instruction for all school subjects from primary school level to the university level Fakeye (2011), and it is a compulsory subject which must be passed at all levels of education in Nigeria as stated in the National Policy of Education (2004). The poor performance of students in English language at public examination could be traced to some factors which include poor writing skills which could be as a result of the increasing popularity of Text-Messaging and its use of abbreviations.

Technology plays a very important role in communication today. Mobile phone is one of the most effective, convenient and widely used technological device in communicating globally. It

involves the use of communication system called short message service (SMS) which is relatively cheaper in terms of cost and time. Text messaging is the practice whereby users of mobile and portable devices exchange brief written messages via cellular networks. While the act of sending a text message is termed "texting", the sender is called 'texter'. The texter uses fewer and shorter words in communicating rather than long words and time that permeates direct communication over the cell phone. SMS notwithstanding is having stream of benefits to the avid users. It has also been found detrimental on the written proficiency of learners as learners now result to using SMS Language as if it is an official and standard language. They mix it with the standard form of language and consequently commit numerous errors ranging from incorrect spelling to ungrammatical sentence constructions.

Mobile phone usage has now become a very veritable tool of communication in the country among friends and families either far or near, through communication or text. Every family in Nigeria tends to possess at least a mobile phone while in some families; each member has more than one. Andrew Walker, a BBC correspondence in Nigeria, noted in his report of October 10, 2008, on BBC News that, "Nigerians are compulsive text senders". Text messaging has also become popular medium for the construction of Christian values, belief systems, and sentiments in Nigeria (Chiluwa 2008; Taiwo 2008). The thriving community of SMS users in the country has also grown into a strong force in fighting exploitation of the masses (Taiwo 2008). In the business sphere, SMS is employed in banking services for notification of payments and withdrawals. Several programmes on the electronic and print-media also solicit SMS from the public for counselling and feedback.



ESL Pre-Service Teachers are students undergoing formal training with the goal of becoming professional English language teachers or to provide assistance to students learning English language as their second language. (L2). They are otherwise known as student teachers. During the pre-service education programme, the pre-service teacher will learn how to formulate lesson plan to teach their class, they will be given opportunities to develop skills through lesson plans, teaching lessons and classroom management.

Pre-service education therefore equipped the would-be ESL teachers with the arsenal of knowledge to teach the subject matter effectively. Past studies by different linguists revealed that SMS is a recent issue and has also over the years become a debate on whether it is having positive or negative impact on students' written composition. Ream (2005) is of the opinion that there is now a whole generation being raised without communication skills. She firmly believed that the negative influence of SMS on students' written composition is attributed to the inability of teachers to teach their students, good critical thinking skills. This issue became prominent after teachers began to notice a decrease in the writing abilities of their students which is attributed to the increasing popularity of Text-Messaging and its use of abbreviations. The same problem has been observed in Nigeria especially among students of tertiary institutions and has become a concern to English teachers. Lecturers in tertiary institutions are often challenged when students at this level of education have difficulties in writing effectively in English Language and thus unable to clearly convey messages during interviews or normal writing composition.

## 1.2 Statement of the Problem

The need for this study is predicated on the observable deviant features of English in the written composition of ESL pre-service teachers that are attributed to their frequent use of SMS which could in turn be transferred to the students they will teach after graduation. The researcher, as a teacher of English Language, observed gradual deterioration in the writing of most students at this level. During informal contexts such as during examinations or while writing assignments, ESL pre-service teachers do make use of all manners of abbreviations and wrong spellings as if they were standard language and are also unable to differentiate between the context and the situation appropriate for the use of the SMS language. Although quite some studies have been done on the influence of Short Message Service (SMS) on the written composition of ESL students' written composition, but to the best knowledge of the researcher, none of such was

carried out in Nigeria and none of it was carried out on pre-service teachers. This is the gap the study intends to fill. This study is therefore, conceived to investigate the deviant features of English and the extent to which the features are caused by texting

## Research questions

Specifically, this study investigated the following research questions:

1. What are the non-standard features of English exhibited in the written compositions of ESL pre-service teachers?
2. What are the non-standard features used by ESL pre-service teachers that can be attributed to their frequent use of SMS?

## Hypotheses

The following null hypotheses were generated for the study:

- H<sub>01</sub>.** There is no significant relationship between ESL pre-service teachers' usage of SMS and their English language written composition.
- H<sub>02</sub>.** There is no significant relationship between ESL pre-service teachers' frequency of SMS usage and their English language written composition

## Literature Review

### 1. The Concept of text messaging

Text messaging/ SMS is the practice whereby users of mobile phones exchange brief written messages via cellular networks. While the act of sending it is termed "texting", the sender is called a "texter". It is used in place of voice calls in circumstances where it may be impossible. Generally, texting is considered economical. Some people make use of SMS because it is relatively cheap than making calls. There is a bit of controversy as to who actually invented the SMS. In some quarters credit is given to Nei Papworth, a 22-year-old test engineer for Sema (now Air wide solutions), who is said to have been the first to invent the service in 1992, using a personal computer to text "Merry Christmas" through the Vodafone network to the phone of one Richard Jarvis. In some other quarters, credit is given to Matti Makkonen, a pioneer in finish mobile communications (Dogbevi 2008).

Considering the relatively short history of mobile telephony in general and SMS text messaging in particular (December 1992 to 2011), it is rather amazing the level of interest it has generated among researchers and authors around the world. Not many literatures have been written on the subject yet. In 2007, Finnish author Hannu Luntiala published the first ever book written solely in text message language, about a business executive traveling through Europe and India (Crystal 2008). The following year, David Crystal, a renowned

Professor of Linguistics emerged with his book entitled:

**Texting: The Gr8 Db8:** This could be said to be the most comprehensive literary work so far on the SMS text messaging. Various researchers on the impact of SMS texting have also been carried out and findings published in journals, newspapers, and on the internet. These articles mostly online, address the positive and negative impacts of text messaging on various aspects of social life, including the academic work of students. While another school of thought argues that the service is a curse, because it negatively impacts on student communication skills, particularly writing skills, the other led by David Crystal, contends that texting is not harmful to student literacy, rather it enhances it (Crystal 2008).

## **2 Some attested impact on written composition**

The impact of text messaging has generated a great debate. While researchers like Rosen et al (2009) are of the view that constant use of SMS can impact negatively on the daily language of texters, Linguistic experts like Crystal (2008) refuted it. In his book, **Texting: The Gr8 Db8** (a logogram which starts for Texting: The Great Debate), Crystal refutes the popular view that SMS Language and its profuse use of abbreviations and slang can impact negatively on student language and literacy. His claim was based on six main points, that: (1) In a typical text message, less than 10% of the words are abbreviated ; (2) abbreviations has been in use for decades, and thus is not a new language, (3) children and adults alike use text language, the latter being more likely to do so; (4) students do not habitually use abbreviations in their homework and examinations; (5) before people can text, they must first know how to spell, texting can therefore not be a cause of bad spelling; (6) since texting provides people with the opportunity of engaging with the language through reading and writing, it improves people's literacy. A third school of thought contends that it has no effect on grammar. They argue that SMS texting should be viewed as another language, and since learning a new language does not affect students' ability to use English grammar, it would be wrong to conclude that text messaging can affect their grammar.

They pointed out that slang words have no effect on English grammar, and even though each generation has its own jargon, English grammar has been changed. All students need to do as they claim is to learn the basics in English class and they will be able to distinguish between "slang, texting Lingo and Correct English" (Russell 2004). A September 2008 article in USA today entitled "Texting, Testing Destroys Kids' writing style" summarizes many of the most common complaints about the effect of

texting. It states that according to the National Centre for Education, Statistics, only 25% of high school seniors are "proficient" writers. The article quotes Ream, a former teacher and author of K.I.S. – keep it simple, a guide for writing better and more effectively. Ream stated, "We have a whole generation being raised without communication skills". She firmly believes that because of this lack of communication skills, students do not have the ability to write well. She blames the use of acronyms and shorthand in text messages for students' inability to spell and ultimately write. Ream also points out that students struggle to convey emotion in their writing because, as he states, in text messages "emotions are always sideways smiley faces". She also puts blame on teachers for not teaching their students good critical thinking skills.

This debate became prominent after some teachers began to believe they were seeing a decrease in the writing abilities of their students. Many attributed this perceived decline to the increasing popularity of text messaging and its use of abbreviations. Naomi Baron, a Linguistics professor at American University, worried by the rise in its popularity, blames texting for the fact that "so much of America Society has become sloppy and Laissez-faire about the mechanics of writing" ("should we worry or Lol?"). Teachers report finding "z" for "to", "gr8", for "great", "dat" for "that", "shud", for "should", "luv" for "love", @ for "at", "Thnx" for "thanks", "B4" for "Before", "CU" for "see you", "2day" for "today", "ASAP" for "as soon as possible", "LOL" for "Laugh out Loud".

Ream (2008) also feels text messaging as a means of communication is destroying the way our kids read, think, and write. She contended that it is too easy, too simple, and this type of communication using acronyms and shorthand does not require critical thinking skills or analysis. According to Ream, text messaging is destroying the written word, and she believes students today need to do more writing not in the form of instant messages, but well thought out essays (Shaughnessy, 2008). They need to know how to construct a sentence and an essay. In addition, the need to know how to use punctuations properly, O' Connor (2005) reported that the more students use tools like SMS the less they are able to separate formal and informal English. In observations on student writing, Friess (2003), noted that although students seemed to communicate scholarly thoughts, they did not seem to know its "Y-o-u", not "u".

On the other hand, Mphahlele and Mashamaite, (2005) observed the clear influence of the SMS Language on Learners' Language proficiency especially in English which was realised in the learners' official written work such as tests, assignments and reports. He said the use of SMS

Language affects the Learners' performance since it does not observe grammatical and syntactic rules of a Standard English Language. It is neither an official nor a standard language. He exemplified this in a test script of a tertiary learner registered for a module in communication and it reads thus: "If we do get the money how "shud" it be used?". He further attributed the use of this SMS Language to the frequent occurrence of such in the media. The frequently used SMS word such as "Luv" for "Love" which appears many times on the television screens especially during "phone-in" and "send your SMS" programmes confuses learners to the extent that they may believe that both spellings are correct. He therefore opined that SMS Language hampers learners' Language proficiency in particular, grammatical and spelling skills especially in English. He also affirmed that, SMS Language has an influence even on the academics in the sense that they also use it when they write official documents such as circulars and memoranda. He said the academics considered it convenient to use as it saves time, space and it is less expensive to implement. The sad part of it is that learners read those circular and believe that the language used is acceptable since it is also used by educators.

Supporters of texting also argue that it does not only teach elements of writing but provides extra practice to those who struggle with the conventions of writing. As crystal points out, children who struggle with literacy will not choose to use a technology that requires them to texting, enjoy, they can learn to take pleasure in writing formally. Anderson (2008) a composition and literature teacher, explains, "Any writing is good writing, as long as you get your point across". Writing skills improve with time and practice. If students are continually writing in some form, they will eventually develop better skills.

Furthermore, those who favour texting explain that with practice comes the confidence and courage to try new things, which some observers believe they are seeing happen with writing as a result of texting. Teenagers have, for example, created an entirely new language. One that uses abbreviations and symbols instead of words, does not require punctuation, and uses short, in complete phrases throughout the entire conversation. It's a way of speaking that is a language in and of itself. Crystal, among others, sees this "language evolution" as a positive effect of texting; he seems, in fact, fascinated that teenagers, who are so young, are capable of creating such a phenomenon. He describes it as the "Latest manifestation of the human ability". David Warlick teacher and author of books about technology in the classroom would agree with crystal. He believes students should be given credit for "inventing a new language ideal for communicating in a high-tech world".

### 3 Non standard features of English as resulting from text messaging

This section of the study probes into the non standard features of English as resulting from text messaging. This is to evaluate the extent to which these features have impacted the written composition of texters. There are a number of features of text of non standard English associated with text messaging as identified by Thurlow et al (2004) namely; the use of abbreviations and acronyms (lol for laugh it loud), minimal use of punctuation and capitalisation, deliberate spelling errors, the use of emoticons or smiley, the use of capitalisation for emphasis, and multiple use of punctuation and rebus writing. David Crystal (2008) also identified the following most noticeable features of non standard English in students' written work; the use of single numerals and symbols to represent words or parts of words as with b "be" and 2 "to". Which he refers to as rebuses and which is traced back to Centuries. Similarly, Crystal identified the use of initial letters for whole words such as, n for "no", gf for "girlfriend", cmb for "call me back" etc.

Having identified these features, David Crystal posits that despite the doom-laden prophesies, text messaging has not been the disaster for language as many feared, he argues that people have initialising common phrases for ages because words like IOU is known from 1618 and that there is no difference between a modern kid's "lol" and earlier generation's "swalk" meaning; "sealed with a living kiss". However, not all of these non standard features could be attributed to the influence of SMS language; specifically, some of the spelling errors could be unrelated to SMS language as they have been noticed.

### Methodology

A descriptive/survey research design of the ex-post-facto type was chosen to investigate the non-standard features of English exhibited in the written compositions of ESL pre-service teachers and determine the part of the non-standard features that can be attributed to their frequent use of SMS. The target population for this study was college students (male and female) in Federal College of Education aspiring to be ESL teachers (herein referred to as respondents A) and their lecturers (respondents B).

### Sampling technique

A total of 81 ESL pre-service teachers irrespective of their gender were randomly selected among the 162 second-year students using a multi-stage sampling technique. Six lecturers of the department were also part of the study. The second-year students were chosen based on suitability and



availability. The third-year students were busy preparing for their final examinations and the fresh-year students were not considered because of their inexperience and possibility of much instances of SMS language in their written compositions.

### **Instruments**

Three instruments were used for the study. The first instrument was a 40-min essay test which required the students to write an Essay in not less than 350 words to their Uncle living abroad telling him the latest development they find interesting on their campus. The test contained an instruction that the students may not write their names but must include their gender. The second instruments were text messages sent to the researcher by the participants. The participants were asked to forward their most recent text messages from their "sent items" in their mobile phones to the researcher. They were being assured that their text messages will be treated with confidentiality and for research purpose only. The last instrument was a one-page questionnaire containing both open and close-ended questions that requires the lecturers to specify their years of experience in the teaching profession, give their opinion on whether they had noticed any changes in the written composition of their learners since the increased use of cell phone and SMS technology, and to identify features of non-standard language that could be found in their learners' written work. The last two questions required them to state whether they believe that SMS have effect on the written language of their learners or not, and the final question asked them to specify the methods employed to combat the presence of SMS speak features in the learner's written work.

### **Procedure for Data collection**

The researcher sought permission from the Head of the selected department, to administer the 40-min test on the second-year students (pre-service teacher). The test was later assessed and analysed by the researcher for features of SMS language which include: spelling errors, abbreviations and acronyms, rebus writing, lack of punctuation, and lack of function words. The forwarded text messages which was the second part of the instruments used were studied using content analysis and the third instrument which was a questionnaire was administered on the lecturers.

### **Data Analysis**

The data analysis process of this study included two stages. The first stage included a descriptive analysis to describe the distribution of the data. The second stage included hypothesis testing with ANOVA using SPSS. Effects were considered significant at an alpha level of 0.05.

### **Results and Discussion**

All the 81 ESL pre-service teachers (respondents A) answered the questions, 49.4% being male and the remaining 50.6% female.

#### **Influence of Short Message Service (SMS) on the written composition of ESL Pre-service teachers**

About 67% of respondents B noticed lack of function words in their learners' written composition. All the respondents (100%) observed lack of punctuations, over punctuations and abbreviations and acronyms whereas no rebus writing was reported (Table 1). Majority of respondents B were experienced in teaching English language as observed in their responses to the questionnaire. Fifty percent of the lecturers have been teaching English language between 6 to 10 years, 33.3% have been teaching English language between 11 to 15 years, while the remaining 16.7% have 21 years and above experience.

All respondents B acknowledged that they have noticed changes in the written composition of their learners since the increased use of cell phone and SMS technology, and the use of SMS has had an effect on the written composition of their learners. Table 2 shows that 66.7% of respondents B do take explicit measures to combat SMS language in their learners' written composition, while 33.3% do not take explicit measures to control SMS language in their learners' written composition. Features of SMS language that were identified in the participants' written composition with the exemption of rebus writing and emoticons are presented in Table 3. This might be due to their exposure to texting which is been reproduced in their written composition.

All the 81 respondents A had spelling/ grammatical and punctuation errors in their written composition. Thirty-nine of them (48.1%) had left function words while 40 (about 41%) used abbreviations and acronyms (Fig. 1).



**Forwarded SMS**

The forwarded SMS had many features of non-standard English as described in Table 4.

**Table 1: Respondent's view on the areas where they noticed change in their learners' written Composition.**

**Composition.**

Variable	Measurement	Frequency	Percentage
Spelling			
Lack of punctuations	Yes	6	100
	No	-	-
Over punctuations	Yes	6	100
	No	-	-
Lack of function words	Yes	4	66.7
	No	2	33.3
Abbreviations and acronyms	Yes	6	100
	No	-	-
Rebus writing	Yes	-	-
	No	6	100

Table 2. Respondents' opinion on whether or not, they take explicit measures to combat SMS language in their learners' written composition.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	66.7	66.7	66.7
	No	2	33.3	33.3	100
	L	6	100	100	

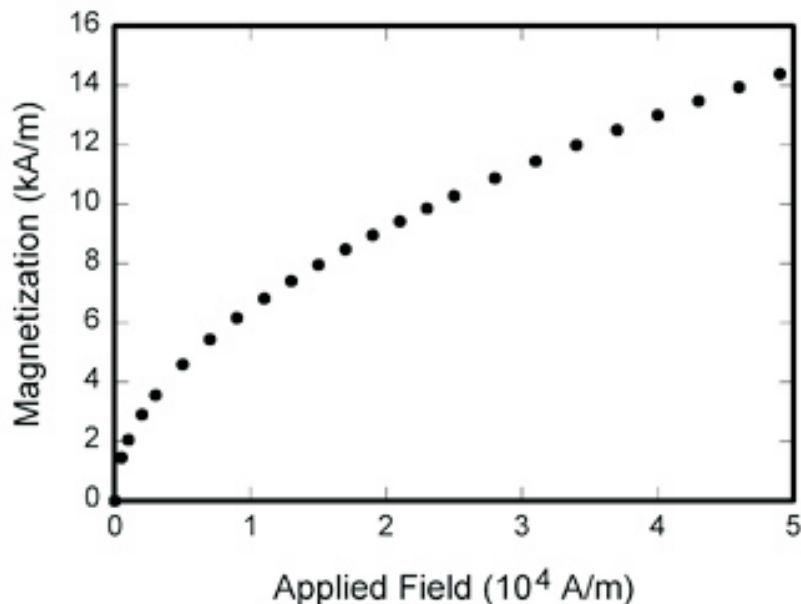


Fig. 1. Magnetization as a function of applied field. Note that "Fig." is abbreviated. There is a period after the figure number, followed by two spaces. It is good practice to explain the significance of the figure in the caption.

**Table 3. Features of SMS language found in some of the learners written composition**

S/N	Category	Features
1	Spelling Errors	Tenor, whoud, sophisticated, exited, christmas, recieve, condusive, prestly, campous, lectural, commissional, furthermor, expecially, issues, luxurious, reconstruction, offices, colledge, beuty, schoolar, beuid, analys, lattest, coppled with, surpris, eresis, writting, honoring, lapeses, Ahmed force etc.
2	Use of abbreviations and acronyms	Ur, ok, fo, ict, am,i.e, sug, u've, u , bro, ATM,JAMB, ACPC, OGTV, i'v , etc
3	Grammatical Errors	With the to sense of humility, if that be the true, my purpose for writing to you, God have been doing well, classrooms has, prospective students realize their hopes, building is erecting on the land, there is also a venues, I taught they are doing fine, extend my greetings to your wife, calivery greeting in the name of the lord that how is every thing, hope all is fine and also how is the family o, I was been offered admission, which enables each department etc
4	Omission of functional words	The/an
5	Lack/wrong use of punctuations	Commas, full stops, question marks, apostrophe etc
6	Inappropriate use of tenses	Government have renovate, I also known etc
7	No capitalization	nigeria, united, jesus, mummy, alfa, omega, federal etc

Characteristics	Features
Grammatical error	Mistakes in arranging sentences in patterns or structures.
Misspelled words	Spellings errors e.g. "evry" for "every", "dissatisfactn" for "dissatisfaction", "apy" for "happy"etc.
Capitalization	Improper use of capitalization e.g.
Punctuation errors	Inappropriate use of punctuations e.g.
use of abbreviations and acronyms	Abbreviations such "nd"/ "n" for and, "4" for "for", "u" for "you", "ur" for "your", "luv" for "love", "cos" for because etc.
Rebus writing	Use of rebuses such as: "2" for "to", "4" for "for", "l8er" for "later", "2morrow" for "tomorrow" etc.

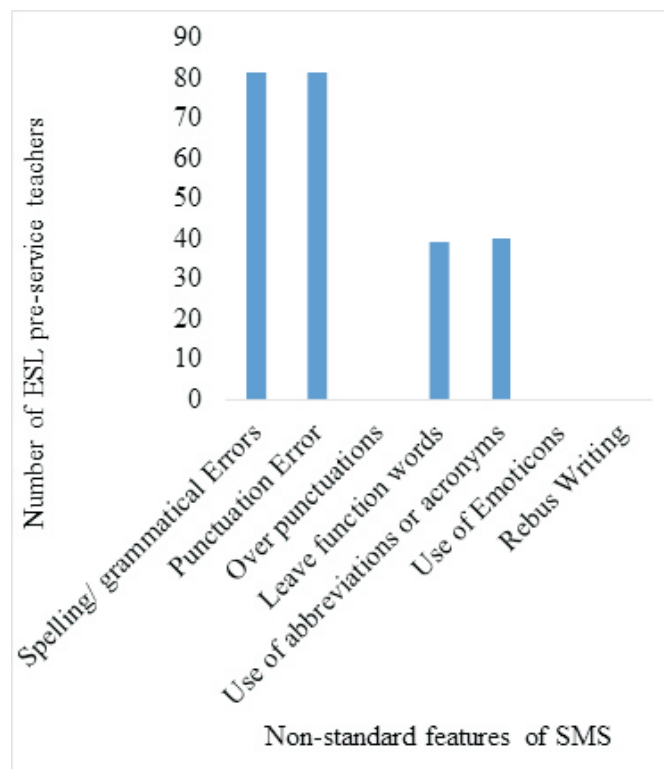


Fig. 1. Frequency of occurrence of non standard features of language in the ESL pre-service teachers' written composition. Table 4: Characteristics of SMS forwarded by the Students' participants.

## 4.2 Testing of Hypotheses

There was a strong statistically significant association between ESL pre-service teachers' usage of SMS and their English language written composition ( $p < 0.05$ ). Also a significant relationship between ESL pre-service teachers' frequency of SMS usage and their English language written composition was observed ( $p < 0.05$ ).

## 5.0 Discussion

Communication is an integral part of man and technology has gone a long way enhancing communication. Thus, text-messaging cannot be underestimated in this contemporary world. This study showed that there are features of nonstandard language in the written composition of the ESL pre-service teachers. The most common features used are punctuation error, grammatical error, and use of abbreviations and acronyms.

This result was similar to findings by Weimers (2008). As the ESL pre-service teachers did not make use of rebus and emoticons in their written composition and that of Thurlow et al (2004) who identified the following features of non standard English which results from text messaging; the use of abbreviations and acronyms (lol for laugh it loud), minimal use of punctuation and capitalisation, deliberate spelling errors, the use of emoticons or smiley, the use of capitalisation for emphasis, and multiple use of punctuation and rebus writing. Spelling errors found in the ESL pre-service teachers written composition include Tenor, whoud, sophisticated, exited, christmas, recieve, condusive, presstly, campous, lectural, commissionial, furthermor, expectially, issues, luxurious, reconstruction, ofices, colledge, beuty, schoolar, beuid etc.

Examples of grammatical errors from the ESL pre-service teachers written composition are “With the to sense of humility”, “if that be the true”, “my purpose for writing to you”, “God have been doing well”, “classrooms has”, “prospective students realize their hopes”, “building is erecting on the land”, “there is also a venues”, “I taught they are doing fine”, “extend my greetings to your wife”, “calivery greeting in the name of the lord that how is everything”, “hope all is fine and also how is the family o”, “I was been offered admission, which enables each department” etc. Furthermore abbreviations and acronyms found in their written composition include Ur, ok, fo, ict, am,i.e, sug, u've, u, bro, ATM,JAMB,ACPC, OGTv, i'v etc.

There is a significant relationship between ESL pre-service teachers' usage of SMS and their English language written composition. In other words, elements of SMS language were found in their written composition. The findings of this study support the submission of Jacque (2008) who feels

that text messaging as a means of communication is destroying the way our kids read, think, and Mphalele et al (2005) who said the use of SMS Language affects the Learners' performance since it does not observe grammatical and syntactic rules of a Standard English Language. Likewise, there was a significant relationship between ESL pre-service teachers' frequency of SMS usage and their English language written composition contends with Crystal (2009) who concludes that texting actually helps people to “sharpen their diplomatic skills because it allows more time to formulate their thoughts and express them carefully”.

Therefore, the findings of this study affirmed that the use SMS Language affects the Learners' written performance since almost all the features of SMS language are found in their written compositions.5.1 Implications for teacher education in Nigeria. As many students worldwide acquire and use mobile phones, there is tendency of been taken over by the unlimited rules of SMS text messages. This is because short messaging habit is like every other habit, which could become difficult to 'unlearn,' when someone is submerged with it.

Many educators have expressed concerns that learners' writing skills stand the risk of being affected by text message writing method. This argument has awakened three main schools of thought which can be described as: the SMS School of negativist, positivist, and neutralist. While some teachers, parents and students stand to think that text messaging plays some negative influence on students' writing skills; others from 'the positivist school,' argued that it enhances writers' communication skills by giving them speed and accuracy with an enhanced ability to 'write more with less'. The third school (the neutralists), consider SMS texting to be neither 'a blessing' nor 'a curse'. The use of text messaging service for communication among youths, students in secondary and tertiary institutions in Nigeria has almost become a general habit. The reasons are crystal clear; it is quick, it does not adhere to the rules of English grammar, it is relatively cheap, more convenient, allows creativity, used in creating new and re-enforcing old. This practice among the teeming population is one that has generated and still generating a big deal of debate as some educators consider the SMS messaging style as harmful to students' writing and grammar. This view is supported by Holloway (2011: 10-11) who succinctly expressed discontent with the use of SMS abbreviations by noting that: “.....writers and language experts have come out against the use of SMS abbreviations. British journalist and broadcaster, John Humphreys has said that texting is “wrecking our language” and has called its users “vandals”. Linguistic traditionalists worry that

texting will reduce users' ability to write correct English sentences and will harm their spelling and vocabulary. Because SMS originated from the need to send, very short messages, it discourages complex vocabulary and prevents the creation of longer, more sophisticated phrases”.

On the contrary, Tomita (2009) was of the opinion that most students that engage in SMS text messaging are still able to differentiate between the standard and the non-standard form of writing. He argued that text-messaging tools enhance a workable means of teaching students 21st century skills to enable them communicate efficiently and work as a team. They argued that text messaging is not just writing anything, but logically constructed tense in alphanumeric writing style. They noted that before students send out text messages, they do some editing in order to format the messages into a limited but precise number of words (Dansih, 2011). Educators from this 'school of thought' contend that text messaging has no effect on English grammar. In their view, text messaging could be considered as another language. Since learning a new language or slangy words does not necessarily affect a student's ability to use English grammar, text messaging as another language cannot either. They argued that each generation has its own jargon and yet, the English grammar has not changed. Therefore, all that students need to do is learn the basics in English class what the distinctions between slang, texting lingo and Standard English are (Russell, 2010; Dansieh, 2011). It can be said that the use of SMS texting is in itself not harmful. However, its addictive effects could have serious implication on learning among students. This is because its addictive tendency overwhelm learners; and thereby making them so used to it that they may no longer realise the need for Standard English expressions even in strictly formal writings. Although, its inherent benefits cannot be disputed in the enhancement of communication among a wide range of persons.

However, caution must be exercised in encouraging students in its use particularly in ensuring that the basic in making sure that the basic grammatical rules, concord, mechanics, and others are strictly adhered to in formal writings.

## **6.0 Implications or teacher education in Nigeria**

As many students worldwide acquire and use mobile phones, there is tendency of been taken over by the unlimited rules of SMS text messages. This is because short messaging habit is like every other habit, which could become difficult to 'unlearn,' when someone is submerged with it. Many educators have expressed concerns that learners' writing skills stand the risk of being affected by text message writing method. This argument has awakened three main schools of thought which can be described as:

the SMS School of negativist, positivist, and neutralist. While some teachers, parents and students stand to think that text messaging plays some negative influence on students' writing skills; others from 'the positivist school,' argued that it enhances writers' communication skills by giving them speed and accuracy with an enhanced ability to 'write more with less'. The third school (the neutralists), consider SMS texting to be neither 'a blessing' nor 'a curse'.

The use of text messaging service for communication among youths, students in secondary and tertiary institutions in Nigeria has almost become a general habit. The reasons are crystal clear; it is quick, it does not adhere to the rules of English grammar, it is relatively cheap, more convenient, allows creativity, used in creating new and re-enforcing old. This practice among the teeming population is one that has generated and still generating a big deal of debate as some educators consider the SMS messaging style as harmful to students' writing and grammar. This view is supported by Holloway (2011: 10-11) who succinctly expressed discontent with the use of SMS abbreviations by noting that: “.....writers and language experts have come out against the use of SMS abbreviations. British journalist and broadcaster, John Humphreys has said that texting is “wrecking our language” and has called its users “vandals”.

Linguistic traditionalists worry that texting will reduce users' ability to write correct English sentences and will harm their spelling and vocabulary. Because SMS originated from the need to send, very short messages, it discourages complex vocabulary and prevents the creation of longer, more sophisticated phrases”. On the contrary, Tomita (2009) was of the opinion that most students that engage in SMS text messaging are still able to differentiate between the standard and the non-standard form of writing. He argued that text-messaging tools enhance a workable means of teaching students 21st century skills to enable them communicate efficiently and work as a team. They argued that text messaging is not just writing anything, but logically constructed tense in alphanumeric writing style. They noted that before students send out text messages, they do some editing in order to format the messages into a limited but precise number of words (Dansih, 2011). Educators from this 'school of thought' contend that text messaging has no effect on English grammar. In their view, text messaging could be considered as another language. Since learning a new language or slangy words does not necessarily affect a student's ability to use English grammar, text messaging as another language cannot either. They argued that each generation has its own jargon and yet, the English grammar has not changed. Therefore, all that



students need to do is learn the basics in English class what the distinctions between slang, texting lingo and Standard English are (Russell, 2010; Dansieh, 2011).

It can be said that, the use of SMS texting is in itself not harmful. However, its addictive effects could have serious implication on learning among students. This is because its addictive tendency overwhelm learners; and thereby, making them so used to it that they may no longer realise the need for Standard English expressions even in strictly formal writings. Although, its inherent benefits cannot be disputed in the enhancement of communication among a wide range of persons. However, caution must be exercised in encouraging students in its use particularly in ensuring that the basic \ grammatical rules, concord, mechanics, and others are strictly adhered to in formal writings.

### Recommendations

From the findings of this study, it could be established that frequent use of SMS language plays a great role in influencing ESL pre-service teachers' written composition negatively and if a pre-active measure is not taken on time, it could lead to bad spellings and inability to use Standard English.

Thus, after the findings of this research work, the researcher hereby gives the following recommendations:

1. There should be sensitisation on proper usage of words in English language written composition.
2. Teachers should endeavour to give Essay questions to students regularly so as to control the menace of SMS in English language written composition.
3. Teachers should be conscious of what they teach because they are to impact the right knowledge.
4. Mass media should equally assist students and the society at large in enlightening their audience on SMS usage and its effects on English language written composition.
5. There should be a reduction of marks for the usage of SMS language in students' written composition.
6. More writing tasks that will drill the students in the act of proper writing should be given often by the teachers.
7. Teachers should advice the students to write all their answers in full sentence.
8. Less objective questions should be given to the students as either tests or assignments.

### Conclusion

The results obtained from this study clearly shows that, over time, students texters will lose their ability to spell or write correctly as a result of the time spent texting. This study showed that overuse of SMS has a negative effect on students' writing.

SMS had altered traditional written language. The effect of SMS on standard form of writing include use of wrong spellings, use of acronyms, lack of functional words, lack punctuation, no capitalization etc which were used abundantly in the written composition of the ESL pre-service teachers. It is therefore suggested that further research focus on the effect of SMS on the ESL students' personal interaction and spoken communication.

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# Effects of Self-Regulated Learning Model on Students Attainment of Physics Concepts and Retention in Nigeria

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## Executive Summary

Before the pandemic (COVID-19), Nigeria's education sector was already faced with many problems. One of the problems is how to make learning in schools more authentic, more useful, more contextualized and more meaningful for students so that they are equipped to solve problems that confront them in and beyond schooling. We should ask ourselves, how our children /students can compete on the world stage with this quality of teaching (through rote memorization). Consequently, the effects of Self-regulated learning model on physics students' academic achievement and retention would be explored. In order to address these issues, four (4) research questions and four (4) hypotheses will be raised and tested in the study at 0.05 level of significant. The study will adopt the quasi-experimental research design (Non-Equivalent Control group research design). All SSII physics students' in all the public senior secondary schools in Ethiope West Local Government Area of Delta State form the population of the study. From the total population of the study, a sample will be drawn from two co-education public senior secondary schools that are far apart; these two schools will be selected using the multistage sampling techniques. The instrument that will be used for data collection will be the Physics Students' Achievement Test (PSAT). Reliability and Validity of the instruments will be carried out and analysed using the t-test and analysis of covariance statistics (ANCOVA). It is hope that workable recommendations that will improve students' academic achievement will be given due attention by the concerned educational bodies and the Government, based on the findings of this study.

## Introduction

It is apparent that the COVID-19 pandemic has a sweeping effect across different sectors of the Nigerian economy. The effect has been drastic, from the financial sector to entertainment and to education. Stakeholders in every affected sectors have been forced to restructured and have a rethink on their operations. Recently, the Government of Nigeria allowed students in exit classes to resume school in preparation for West African Senior School Certificate Examination (WASSCE). Even before the pandemic, Nigeria's educational sector was already basset with many problems. Issues like gender discrimination, poor academic performance to low retention etc. We can only hope that these students do well after months of learning hiatus.

However, trend analysis studies on achievement patterns in physics among Nigerian senior secondary school students clearly shows that from 2001 to 2015 shows that there was a steady average of 1.9% annual decline in students' achievement in physics at the West African Senior School Certificate Examination (WASSCE). Similarly, 2016 NOV/DEC. NECO results shows that out of 22,201 number of students who sat for physics examination, only 818 representing 3.68% of the students pass at credit level (Omoifo, 2012). Also the Chief Examiners' Annual report in Senior Examination for 2001/2002, 2002/2003, 2009/2010, attributed students' poor performance to poor teaching methods which results in weak preparation of candidates for the examination. This downward trend in students' performance in external examinations in physics has become a source of

worry for all especially physics educators. Could teaching method be responsible for this poor academic performance?

The essence of teaching is to bring about positive change in the thinking of the students. The teaching method the teachers adopt in order to bring about this positive change is very important. But in Nigeria, the predominant method of teaching physics is the traditional method which is mostly talk and chalk method that emphasizes transfer of knowledge, skills and rewards memorization. In this method the teachers talk while the students listen and jot down notes mainly for the purpose of passing examination(s). According to Piaget and Vygotsky deposited that an important goal of teaching should be to lead the students to achieve participation so that they can actively explore, think and construct their own knowledge (Ihensekhien, & Salami, 2012).

But the different ways in which students learn is a reflection of the type of teaching/learning method that they are expose to. Therefore, teaching and learning through rote memorization could lead to poor performance of students towards physics. Studies have suggested that students generally regard the study of physics as difficult, abstract, uninteresting and elite disciples' only suitable for exceptionally talented and gifted students. This might not be true as observed by the researchers.

Despite the different instructional methods proposed by different researchers, there is still persistence poor academic achievement toward physics. Could it be that teachers only focus on teaching methods (that is teachers leaving the learning to the faith of the students)? How can we

help students to learn and understand physics better and more importantly, encourage their future involvement in the study of physics? In answering this questions raised by the researcher, is important to look at a teaching and learning strategy proposed by Bandura known as “Self-regulated learning strategy (SRLS)”.

Saks and Leigen (2014) defined self-regulated learning strategy as an active process whereby students set goals for learning, monitor and control their cognitive processes, get motivated and get to achieve the targeted goals set by the students. Self-regulated learning strategy is a learning process whereby learners can control their own motivation, cognition and behavior. Students can manage their own learning in a proactive way which includes the process of goal setting, planning, use of strategies, monitoring and evaluating. Therefore, to promote physics learning in Senior Secondary level in Nigeria, there is need for physics teachers to encourage students to develop and employ self-regulated learning strategy that will enable them view scientific knowledge as that which is not separated from their environment and background. Self-regulated learning strategy includes two sub-processes, motivational beliefs and strategy use. It can also be seen as the integration of “will” and “skills”. “Will” refers to learners' goals, values and expectation or motivational orientation. “Skills” refers to the learners' use of different strategies of cognition, Meta-cognition and resources management (Garica, 1996). Therefore this study will make an attempt to investigate the effects of self-regulated learning strategy (SRLS) model on students' academic achievement and retention on the concepts of heat and temperature. However, the choice of heat and temperature for this study was born out of the fact that studies have shown that students have difficulty about the concepts of heat and temperature which may hinder their adequate understanding of the concepts and also heat and temperature are important topics as they are applicable to many fields of science and technology. Researchers have also observed that students frequently confused the concepts of heat and temperature.

#### **Objective of Study/ Project Goals/ Impacts**

This study has the following specific goals

1. To determine whether self-regulated learning model is more effective than the method used by physics teachers with respect to academic achievement of students in physics.
2. To examine the effect of self-regulated model on the academic achievement of high-achiever.
3. To examine the effects of self-regulated model on the academic achievement of low-achiever.

4. To examine the effects of self-regulated learning model on the retention of the students.

5. To recommend for the improvement and promotion of suitable method of teaching physics.

At the end of this empirical study, it is hoped that the results will have high impact on education in the following Ways;

1. Apart from considering the study novel approach in teaching physics, the findings will be made available to physics teachers in the school system through Workshops, and seminars that will be utilized effectively in the classroom.
2. The findings of this study will enable researchers, science educators, and curriculum planners, ministries of education, education research institutions and organizations of interest to have empirical evidence on self-regulated learning model on academic achievement of physics students.
3. The findings will also be beneficial to students, as it provides a learning strategy that will enhance their understanding which will lead to academic achievement, and increase their interest towards physics by making them life-long learners.
4. Finally, if self-regulated learning model is implemented in the classroom, it would be beneficial to Nigerians because it would increase students' performance; this will lead to increase in students enrolment in physics which in turn translates to growth in the figure of students' in science courses in tertiary institutions. Also the 60% to 40% ratio of science to art admission policy into tertiary institutions as specified by the National Policy on Education (PGN, 2008) can be achievable, thereby providing enough manpower in science and technological industries

In view of the above stated objectives, the following research questions were raised to guide this study by the researchers.

1. Will there be any significant difference between mean achievement scores of the students taught by self-regulated learning model and students taught with the traditional method of teaching physics?
2. Will there be any significant difference between mean scores of high achiever and low achiever of the control and experimental groups at post-test?



3. Will there be any significant difference between the mean scores of high achievers and low achievers of the experimental and the control groups on retention test?
4. What is the interaction effect of teaching methods of students' achievement in physics?

Based on the research questions, the following hypotheses will guide this study:

1. There is no significant difference between mean achievement scores of the students taught by self-regulated learning model and students taught with the traditional method of teaching physics.
2. There is no significant difference between mean scores of high achiever and low achiever of the control and experimental groups at post-test.
3. There is no significant difference between the mean scores of high achievers and low achievers of the experimental and the control groups on retention test.
4. There is no significant interaction effect of teaching methods on student's achievement on Heat and Temperature.

### Review of Related Literature

Self-regulated learning strategy has a reputable history in cognitive psychology with roots in Bandura's Social cognitive learning theory (SCLT) which suggests that learning occur as a result of a dynamic interaction of three factors constantly influencing each other, thus, Person, Behaviour and Environment (Bandura, 1991; Melellan. & Martin, 2008; McAlister, Perry, & Parcel, 2002). For instance an individual's belief goals and self-perception can influence their behavior, in turn influence their thought and emotion. Additionally an individual's behaviour can determine element of their environment and their behaviour can also change as a result of their environment. Finally physical and social factors of an individual's environment can influence their beliefs and cognitive functioning and vice-versa (Bandura, 2001). Bandura included self-regulation in his social-cognitive learning theory of human behaviour as a process through which individuals control their external environment by conducting self-observation and judgments as well as self-reactions (Bandura, 2001; Schunk, 2008). More specifically, self-regulation focuses on the result of behaviour that can be seen as the product of the individual environment interaction.

Therefore, self-regulated learning strategy can be used to described learning that is guided by Meta-Cognition (thinking about one's thinking), Strategic action (planning, monitoring and evaluation, personal progress against standards), and Motivation

to learn (Zimmerman, 2001; Winne & Perry, 2000; Perry, Phillips & Hutchinson, 2006). In particular, self-regulated learners are cognizant of their academic strengths and weakness and they have a repertoire of strategies they appropriately apply to tackle the day-to-day challenges of their academic tasks. These learners hold incremental beliefs about intelligence (as against fixed views of intelligence) and attribute their successes or failure to factors (e.g. effort expended on task, effective use of strategies) within their control. They believe that ability is incremental; they also value personal progress and deep understanding and view errors as opportunity to learn.

Understanding the nature of self-regulated learning strategy and how it is been nurtured opens up a world of possible roles and their relationship between teachers and students. That is why the metaphors of teaching as coaching and mentoring are popular today. It emphasizes how teachers deign and scaffold experiences that make students to emulate the wisdom of the teachers.

It is important to outline what does not constitute self-regulated learning strategy as documented in the literature. Researchers in the field have operated with the view that self-regulated learning is not a mental ability or an academic performance skill, but is a self-directed process through which students transform their mental abilities into academic skills (Zimmerman, 2008). Rather viewing themselves as victims of the learning process, with their learning simply being an event in reaction to teaching, self-regulated learners perform learning activities consciously in a proactive way for their own benefit (Zimmerman, 2008). Self-regulated learning strategy is also not a single personality trait that an individual possesses but involves selective use of specific processes/strategies that are personally adapted to each learning task and educational context.

There are different taxonomies of self-regulated learning strategy model available in literature but this study will adopt Zimmerman's cyclical Model of self-regulated learning strategy. Mclieachic, Pintrich, Lin, and Smith (1987) deposited that, Zimmerman's cyclical Model of self-regulated learning strategy is comprehensive and fit for Science (Physics) teaching and learning. However, self-regulated learning (SRL) strategy theories try to model how each of these, "Cognition, Meta-Cognition, Motivation, and Contextual factors" which influences the learning process. Even though the four assumptions serves as the basis for most SRL strategy theories but reviews of literature indicates that some approaches have shown major dominance when it comes to studies involving students' academic performance and Zimmerman's Cyclical Model is one of them.

Zimmerman's Cyclical Model takes into consideration how an individual perceptions; environment and behavior interact to influence the learning process. He believed that self-regulated learning is distinct from other theoretical model of learning because it describe learning activities form the students perspectives, also draws heavily from an individuals' self-image as a learner. Hence, his cyclical model of SRL strategy provides a useful way of exploring issues such as how self-efficacy shapes learning strategy used and how learners' self-evaluations influence their sub-sequent motivation and goal-setting. Zimmerman's cyclical model involves three sequential phases namely the fore thought (Pre-action) phase, the performance (actions) phase, and the self-reflection (Post-action) phase. To promote or integrate SRL strategy in science classroom, teachers must teach students' the self-regulated learning processes that facilitate learning. These processes often includes: goal setting planning, attention, control, flexible use of learning strategies, self-monitoring, appropriate help-seeking and self-evaluation.

Self-regulated learning strategy as apply to achievement is not necessarily universal in its application; rather, it can be situation or contextual. The skills and approaches needed for one subject do not necessarily apply to all subjects. As applied to the study of science (although it has been argued by researchers that SRL strategy can be applied to all subjects), Winne and Perry (2001) view SRLS which is similar to that of Zimmerman, has three Components: Cognition, Meta-Cognition and Motivation. The Cognitive aspects comprises of theknowledge and skills a students' needs to engage in the processes of science; problem-solving, inquiring and critical thinking. The Meta-Cognitive aspect comprised of the knowledge and skills the students need to understand and exert control over there cognitions While the motivational aspect comprised the attitudes and belief the students has in relation to the use and development of one's cognition and meta - cognition” (Sinatra & Taasobshirazi, 2011). Over the past decades, educational research has emerged on the use of SRL strategy as a dominant paradigm. This new paradigm emphasis learning as an active process best

facilitated by the learner himself and the interaction with peers, teachers, and other learning resources.

Chika, Abigail and Okafor (2015) carried out a study of the effect of SRL approach on junior Secondary School students' academic achievement in basic science. The study attempted to provide education with various strategies to increase basic science students' learning. The purpose of the study according to them is to explore the effect of SRL approach on students' achievement also on male and female students' achievement as well. However the findings of the study reveal that SRL approach enhance students' academic achievement in basic science than the conventional method.

Anane (2014) perform a study investigating pre-service teachers' motivation and self-regulated learning and its impact on their academic achievement. The multi-stage sampling technique was used in selecting 500 teachers' trainers from residential colleges of education in Ghana. The findings from the study indicate that SRLS intervened significantly in the influence of performance. Baris (2015) investigated whether academic motivation and academic self-regulated learning predicted students' academic achievement. The results of the study showed that there was no correlation between grade point average of students and academic motivation and academic self-regulated learning. Kim and Seo (2013) in their study showed that self-regulated learning explained academic achievement. Komacraju, Karau and Schmeck (2009) determined that self-regulated learning best predictors of academic achievement and intrinsic motivation to accomplish task. Kosin (2007) study showed that self-regulated learning strategy is the best predictor of academic achievement in college students'.

**Methodology**

**i. Design**

The research design adopted in this study was the quasi-experimental design. It is a quasi-experimental study because it can be used to establish a causal effect connection between the dependent and independent variables, The design is represented and illustrated in **table 1**: Pre-test/Post-test non-equivalent control group design

Group	Pre-test	Treatment	Post-test
Experimental group	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
Control group	O <sub>1</sub>	-	O <sub>2</sub>

Where O<sub>1</sub> and O<sub>2</sub> represent the pretest and Post-test respectively. X is the treatment (self-regulated learning strategy model and - is the traditional method of instruction.

### i. Population

The population for this study will consist of all senior secondary school two (SSII) students that offer physics as a subject in all public senior secondary schools in Ethiop West Local Government Area of Delta State. From this population, only two schools were randomly selected through multistage sampling techniques for the study based on the criteria set by the researcher. One intact class was selected randomly through balloting to determine which school served as the experimental and control groups respectively.

### ii. Instrumentation

The instrument that will be used for this study would be the Physics Students' Achievement Test (PSAT) to measure the students acquired knowledge and retention that enhanced their performance, even during and after schooling.

### iii. Validity/Reliability of Instrument

The validity of the PSAT will be carried out by experienced science lecturers in the fields of physics, measurement and evaluation departments respectively. They will ensure the items in the PSAT measure accurately what it is designed to measure so as to provide information that will be relevant to the study and also ensure both content and face validity. Furthermore, test blue print (table of specification) will be constructed.

To establish the reliability of the instrument, a pilot study was carried out on 20 SSII physics students, these students and their school were not involved in the main study. However, this pilot study were done in order to see the feasibility of the new teaching method; thus making the necessary adjustment to the procedures in using the new teaching method before the final study was carried out. The reliability coefficient was calculated using the Kuder-Richarson 21 (KR-21) techniques.

### Procedure for the study

Before the beginning of instruction, students' will be pre-tested on their level of understanding and achievement in physics as a core science subject. Pre-test would be administered to the students' prior to the actual teaching using the physics students' achievement test (PSAT).

Pre and Post-achievement test would be the same in content except that colored papers will be used and there will be changes in the numbering of items (pre-test-white papers and post-test- yellow papers respectively) and also the retention test. The researchers will developed lesson plans for self-regulated learning strategy and the Traditional Method of instruction. The lesson plans would be developed on the selected topics from the physics

curriculum for SSII. The topics are Heat, Temperature, Conversion of Temperature Scales, and Change of State of Object. Both the self-regulated learning strategy and traditional method of instruction would be varied in organization as well as in pedagogy. The researchers will trained the class teachers that will teach the student'. In the control group, the students' will be taught the same selected topics using the lesson plan prepared for the traditional method of instruction by their teachers who will be trained by the researchers. By the closed of the teaching (both at the experimental and control groups) that will last for 6 weeks, a post-test will be administered to the students. Thereafter, a gap of two weeks will be given to re-administer PSAT to the students as a surprise test to ascertain their retention level.

### Data analysis

The data collected from the PSAT will be analyzed using mean and standard deviation for the research questions. The t-test and ANCOVA will be used to analysis the hypotheses. Also graphs will be drawn to give the pictorial view of the results of the study. The statistical analysis will be tested at 0.05 level of significance.

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# Effects of Buzz-Group and Future's Wheel Strategies on Junior School Students' Practices of Peace Education Concepts in Social Studies

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## Abstract

*The practice of peace related skills among junior secondary school students is not encouraging evidenced by unabated manifestation of several violent acts among them. This outcome may not be disconnected from the teaching strategies used in implementing peace education concepts as indicated in literature. Previous studies focused largely on teacher and student factors influencing student's practice of peace education concepts in social studies, with little emphasis on intervention through active learning strategies. This study therefore determined the effects of buzz-group and future's wheel learning strategies on junior school student's practices of peace education concepts in social studies in Oyo state, Nigeria. The study adopted the pretest-posttest control group quasi-experimental design. Three local governments were selected in Oyo town. Purposive sampling was used to select six secondary schools on the basis that they were noted for frequent students' unrest in Oyo town. Six intact classes of junior secondary school II students were randomly assigned to buzz group (52), future's wheel (66) and control (73). Instruments used were student's practice of peace education concept scale ( $r = 0.76$ ) and instructional guides. Data were analysed using Analysis of Covariance means and Bonferroni post-hoc test at 0.05 level of significance. The findings of the study revealed that though there is a significant main effect of treatment on junior secondary student's practice of peace education, the buzz group strategy enhanced their peace education concept practices better than the future's wheel strategy. Concerted effort in the adoption of these strategies in social studies classrooms in Nigeria was thus recommended.*

**Keywords:** Peace Education, Peace Education Practices, Active learning strategy, Buzz group, Futures wheel

## Introduction

The fundamental pursuit of any modern and democratic society is the quest for economic, social, cultural and political development and this cannot be achieved without peace. Considering the fact that there is no development without peace, the realization of such development hinges upon the quality of peace and harmony enjoyed by the inhabitants of such society. Global trends lend credence to the indispensability of peace in facilitating national and international development. The Nigerian government in its bid therefore, to achieve peace for economic, social, cultural and political development integrated peace education concepts into the theme Social Studies under the subject National Values that forms the major part of the country's education curriculum at the nine-year Basic Education from the primary school level to the junior school level.

Social Studies is an interdisciplinary approach to the study of human beings in relation to their social and physical environment. It aims at producing citizens with skills, competences, moral values and reasoned judgments to effectively live, interact, interrelate and contribute meaningfully and

positively to the economic, social, cultural and political development of human society. Human society experiences varying degrees of emerging issues. These emerging issues like population-related matter, environmental issues, civic and citizenship issues, HIV/AIDs issues, human trafficking issues, peace and security issues among others become the focus of Social Studies. While Ayo-Vaughan and Amosun (2016) maintained that Social Studies has the capacity to absorb new and emerging issues in the society, Ajiboye (2010) had earlier ascertained that such issues include peace-related issues that are currently posing serious challenges to harmonious living in the society.

The fundamental role of the school therefore, as an agent of education for peace, cannot be downplayed. However, while the school is striving to meet the educational needs of the learners and of the community as a whole, the school as an open system has been deeply affected by the economic, political and social conditions of our time culminating in many undesirable events and behaviours such as substance addiction, violence, child abuse, sabotage, gambling and the likes, which constitute security problems in schools **Ayo-Vaughan et al.** (2017). A

safe and healthy school environment is therefore critical to education.

Schools are no longer safe for students and school personnel any more due to some problems that are threatening school security. This is evident as reported by studies such as Nwachukwu (2010) who submitted that there is disrespect for authority, widespread dishonesty and cheating among school children which are likely to breed unfit, morally unhealthy and socially maladaptive citizens. Amosun and Ige (2010) and Ayo-Vaughan (2021) also indicated that youths in Nigeria like many countries of the world are developing addiction to drug, which has significantly increased the number of accidents and untimely deaths. Agulanna (2012); Ige (2013) and Ayo-Vaughan et al. (2017) also reported that the prevalence of delinquent acts among Nigerian school children has increased in the last three years in terms of frequency of recorded delinquent crisis and number of students involved. Egegbulem (2013), also submitted that students are finding it increasingly difficult to lead desirable ways of life, particularly in the areas of human relationships, responsibility, respect, obedience and orderliness.

Incidentally, all areas of the school programme share the responsibility of equipping the learners with skills, understanding, attitudes, habits and appreciations that will contribute to effective living in the society. Social Studies in particular, as a school subject has it as a primary function to inculcate in learners that goal of self-realization, human relationship, economic efficiency and civic responsibility (Ayo-Vaughan & Amosun, 2016). Peace education occupies a very prominent position in solving the problem of violence and incivility in the society in general and the school in particular. Peace education is about the creation, sustenance and management of positive attitudes to peace among and between different levels and segments in the society especially in a multicultural society like Nigeria.

There seems to be consensus in perception among social studies educators concerning the important role played by instructional strategies adopted as classroom variables in affecting students' learning outcomes towards peace concepts in Social Studies education (Ajiboye & Ajitoni, 2007). In fact, these scholars are of the opinion that ineffective teaching strategies such as traditional teacher-centered methods contribute to poor performance in Social Studies. Ogunyemi, Adetoro and Khaled (2013), while working on the role of Social Studies in national development, emphasized that teaching of peace education concepts in Social Studies in junior secondary schools in Nigeria is very important. The authors indicated that despite the usefulness of Social Studies in inculcating the

attitudes and practices of good citizenship and enhancing peaceful relationship among secondary school students and the society at large, its greater problem includes poor teaching method, culminating in students' inability to translate into practice the knowledge of peace concepts acquired.

In order to address the issue of manifesting the right practices as a result of studying peace related concepts in social studies, many instructional strategies that are participatory in nature such as Case study and Puzzle-based learning, Ayo-Vaughan (2016); Appreciative inquiry, Olubela (2014); Cooperative learning, Amosun (2002) and Salako (2013); Programmed instruction and inquiry, Oyeleke (2011); Full and quasi-participatory learning, Ajitoni (2005); Peer-tutoring, Apara (2005); Guided Inquiry, Sweller (2003); Experiential learning, Staub (2002) and Bar-Tal (2002); Problem-solving, Holt and Willard (2000) and Self-learning programme, Ajiboye (1996) to mention but a few have been presented by scholars in various Social Studies concepts researched. Despite the effect of these strategies in improving the teaching and learning processes that will enhance peaceful relationships in the society, not much is yet to be realized in terms of meaningful changes in the youth.

Consequent upon this, Buzz group instructional strategy is one of the strategies suggested in literature to be capable of helping students clarify knowledge and values. The strategy is commonly known as group work. During a lesson, the class breaks into groups to discuss the teacher given questions or issues. Each group buzzes in discussions. It allows total participation by students and helps students learn and remember lots of the materials taught. It gives students freedom to learn as well as improving social and ethnic relations. Buzz group sessions help student's master concepts and apply them. Zahedi (2009), noted that students who participated in buzz group classes developed skills of patience and tolerance as they are forced into a situation of listening to what someone else has to say on the subject.

Bolaji (2015), Tagor and Sondang (2018) used Buzz Group strategy with other retention enhancing strategies to teach concepts of overpopulation, conservation and waste management in Biology and writing at the First Class of English Language respectively. They all reported that the treatment had a significant effect on students' attitude to overpopulation, conservation and waste management concepts in Biology, as well as writing in English Language. The result analysis showed that students in the Buzz Group strategy obtained higher post-test mean score than students who were exposed to other strategies. Based on their analysis, they concluded that Buzz Group strategy is most

effective in enhancing students' attitude to waste management concepts in Biology and writing in English Language than the traditional strategy. The findings of Bolaji (2015), Tagor and Sondang (2018) on the effects of this strategy on Biology and writing in English Language respectively suggests that buzz group strategy can improve students' practice of peace education concepts in Social Studies. Hence, the use of these strategies in this study.

Another strategy suggested in literature is the Future's wheel strategy. The strategy involves organizing (thinking and questioning) instruction around carefully chosen problems. The name of a trend or event is written in the middle of a piece of paper, a flip chart, chalkboard or an overhead projector transparency, and learners discover the related concepts to form a ring around the major event. Research findings suggest that students need opportunities for deep thinking to discover and understand issues or beliefs, by assessing the evidence and arguments of a point of view on issues, and being open to looking at alternative points of the view, or alternative beliefs, then reflecting critically on the new information, and making a personal judgment based on a new assessment of the information (Clark, 2006). The Future's wheel strategy takes care of this. Future's wheel strategy has the potential of changing the mindset of students. The findings of Okurumeh (2009) showed that when students discover ideas, they have a stronger conceptual understanding of connections between the ideas.

Owoyemi (2014) also indicated that Future's wheel strategy enhanced students' problem-solving skills in Basic Science. The author reported that the increase in problem-solving skills might be attributed to the fact that the instructional strategy encouraged deeper reasoning thus enhancing students' interest which led to a positive effect on their learning outcome. Teachers that want positive learning outcomes must allow students to discover facts and interest among themselves. Hence, there is need to implement Buzz group and Future's wheel strategies in Social Studies classrooms for effective learning and practicing of peace education concepts.

### **Statement of the Problem**

Social Studies is a subject offered at the junior secondary level of education that has the potential of laying the foundation for a safe and healthy environment and community at large in terms of interaction, interrelationship and interdependence among people through the teaching and learning of peace concepts. Despite the enormous resources, both financial and material committed to its teaching and learning, the teaching activities have not been able to produce the much desired results, as regards sustainable peaceful relationship, evidenced by

several reports of violent acts such as bullying, rampage, destruction of school property, and flagrant disrespect for authority perpetrated in the society and even by secondary school students in recent times. This situation has been attributed to the use of the conventional lecture method which concentrates on talking about peace and non-violent acts rather than involving students in activities that promote safe and peaceful environment. Several interactive strategies have therefore been advocated to be applied to deal with students' non-peaceful acts in secondary schools. These efforts hopefully will afford learners to internalize and apply peace concepts such as love, tolerance and cooperation objectively, critically, practically and reflectively. This study, therefore, was carried out to determine the effects of Buzz group and Future's wheel strategies on students' practices of peace education concepts in Social Studies.

### **Hypothesis**

Ho<sub>1</sub>: There is no significant main effect of treatment on students' practices of peace education concepts in Social Studies.

### **Methods**

This study adopted the pre-test, post-test, control group, quasi experimental design to determine the main effect of buzz group and futures wheel strategies on Junior secondary school II students' practices of Peace Education concepts in Social Studies with Buzz group strategy as experimental group 1 and Future's wheel strategy as experimental group 2 using the same peace education related content for teaching.

The South-West zone of Nigeria and Oyo State in particular was selected for this study based on judgmental sampling technique in order to reflect a representative sample of Nigerian states plagued with a display of non-peaceful attitudinal flaws by young ones who are deemed leaders of tomorrow. Multi Stage sampling technique was used to split Oyo State into several clusters based on her senatorial districts from which Oyo town was randomly selected via ballot and based on her local governments of Atiba, Oyo East and Oyo West.

Two schools were purposively selected from each local government involving one from the urban area and another from rural area. The schools were purposively selected from these towns based on certain criteria listed below and randomly assigned to the experimental and control groups for the purpose of this study.

- i. The schools were public secondary schools.
- ii. The JS 2 students in the schools had completed the JS 1 social studies curriculum at the time of data collection.



- iii. The schools had qualified Nigeria Certificate in Education or graduate teachers in social studies education.
- iv. Schools where members of staff were willing to participate in the study.

In each school, an intact class was selected out of JS 2 classes in order to obtain rich and in-depth data about the students' perception of peace education concepts in social studies in their respective locations. The choice of JS 2 social studies students was made because they have been exposed to the introductory aspects of social studies and other peace education related topics such as socialization processes, social issues and problems and national unity and integration in JSS 1 which acts as pre-requisites for the study of the chosen topics. The students were likely to be more receptive to the teaching strategy as they were not under the pressure of preparing for external examination. Also, the teaching of the topics was appropriate to the scheme of work at this stage of their spiral curriculum.

The main instrument used for data collection was Students' Practice of Peace Education Concept Scale (SPPECS) and the treatment packages of *Teacher's Instructional Guide on Buzz-Group Strategy (TIGBGS)*, *Teacher's Instructional Guide on Futures Wheel Strategy (TIGFWS)* and *Teacher's Instructional Guide on Conventional Strategy (TIGCS)*. The SPPECS was made up of 20 items constructed to measure students' attainment of essential peaceful practice skills and their activities for peaceful environment and rated on a 4-point scale of Very Often (VO), Often (O), Seldom (S), and Never (N). The items were subjected to expert and peer review for face and content validity by giving it to junior secondary school social studies teachers and lecturers in Department of Arts and Social Sciences, University of Ibadan. Appropriate corrections were effected. The inter-rater reliability was then estimated using Scott  $\pi$  and a reliability index of 0.76 was obtained.

The TIGBGS was designed to guide teachers in the Buzz-group experimental group. This was done to enforce uniformity in the research process. It was validated by social studies educators in the Department of Arts and Social Sciences, University of Ibadan who ascertained its suitability of content, coverage, ambiguities and standard of language used. The recommendations given were used to reconstruct the guide and Scott  $\pi$  was used to determine the inter-rater reliability of which a reliability index of 0.74 was obtained.

The TIGFWS was designed to guide teachers in the Futures Wheel experimental group. This was done to enforce uniformity in the research process. It was validated by social studies educators in the Department of Arts and Social Sciences, University of Ibadan who ascertained its suitability of content, coverage, ambiguities and standard of language used. The recommendation given were used to reconstruct the guide and the reliability index of 0.76 was obtained using Scott  $\pi$  inter-rater reliability.

The TIGCS was designed to guide teachers in the control group in order to ensure uniformity in the research process. The instrument was subjected to expert review to determine its validity and consistency with curriculum objectives and the reliability index of 0.78 was obtained using Scott  $\pi$  inter-rater reliability.

## **Research Procedures**

### *Training of Teachers as Facilitators*

Teachers who participated in the study were adequately trained on the purpose, principles and procedures governing each group and the use of each treatment. The training materials (instructional guides) were given to them. The teaching instrument for all groups, had for its content the following areas of peace education concept in social studies – social group, group behaviour, living together in the family and culture.

### *Pre-test*

***After the teacher had prepared the students, the pretest was administered which included students' practice of peace education concept scale (SPPECS). Each treatment used all the social studies periods of 80 minutes per week for the eight weeks that the study lasted.***

### *Administration of Posttest*

At the end of the teaching session, Peace Education Concepts Practices Scale (PECPS) were administered to the students to form the posttest.

## **Data Analysis**

Data collected were analysed using Analysis of Covariance (ANCOVA). The Estimated Marginal Means (EMM) was computed to show differences in the mean score of different groups while Bonferroni post-hoc analysis was used to detect the sources of significant differences among the three groups. All hypothesis was tested at 0.05 level of significance.

## **Results and Discussion**

**Ho<sub>1</sub>:** There is no significant main effect of treatment on students' practices of peace education concepts.



**Table 1: Analysis of Covariance (ANCOVA) of Post-Practices by Treatment, Emotional Intelligence and School location**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4705.253 <sup>a</sup>	15	313.684	8.072	0.000	0.409
Intercept	7764.310	1	7764.310	199.800	0.000	0.533
Pre-Practice	263.981	1	263.981	6.793	0.010	0.037
Treatment	254.324	2	127.162	3.272	0.040	0.036
					*	
Emotional intelligence	221.878	2	110.939	2.855	0.060	0.032
School location	553.108	1	553.108	14.233	0.000	0.075
					*	
Treatment x Emotional intelligence	107.926	4	35.975	0.926	0.430	0.016
Treatment x School location	257.108	2	128.554	3.308	0.039	0.036
					*	
Emotional intelligence x School location	53.246	2	26.623	0.685	0.505	0.008
Treatment x Emotional intelligence x School location	215.933	4	107.966	2.778	0.065	0.031
Error	6800.558	175	38.860			
Total	528594.000	191				
Corrected Total	11505.812	190				
R Squared = .409 (Adjusted R Squared = .358)						

Table 1 reveals that there was a significant main effect of treatment on students' practices ( $F_{(2,175)} = 3.27$ ;  $p < 0.05$ , partial  $\eta^2 = 0.04$ ). The effect is 0.4%. This implies that 0.4% variation in students' practices is accounted for by the treatment. Thus, the

null hypothesis was rejected. In order to determine the magnitude of the significant main effect across treatment groups, the estimated marginal means of the treatment groups were carried out and the result is presented in Table 2.

**Table 2: Estimated Marginal Means for Post-Practices by Treatment and Control group**

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Buzz Strategy (BS)	50.79	1.692	47.447	54.126
Futures Wheel Strategy (FWS)	49.29	1.669	45.996	52.582
Conventional Strategy (CS)	56.44	0.919	54.630	58.257

Table 2 reveals that students in Conventional Strategy (CS) Control Group had the highest adjusted post-practices mean score (56.44) followed by Buzz Strategy (BS) treatment Group 1 (50.79),

while the Futures Wheel Strategy (FWS) Treatment Group 2 had the least adjusted post-practices mean score (49.29). This order can be represented as CS > BS > FWS.

**Table 3: Bonferroni Post-hoc Analysis of Post-Practices by Treatment and Control Group**

Treatment	Mean	BS	FWS	CS
Buzz Strategy (BS)	50.79			
Futures Wheel Strategy (FWS)	49.29			
Conventional Strategy (CS)	56.44	*	*	

Table 3 reveals further that students exposed to Conventional Strategy (CS) were significantly different in their post-practices score from their counterparts exposed to the Buzz (BS) and the

Futures Wheel (FWS) Strategies. Furthermore, there was no significant difference in the post-practices between Buzz (BS) and the Futures Wheel (FWS) Strategies. This implies that conventional strategy

was the main source of significant differences in treatment.

### Discussions

The finding of this study revealed a significant main effect of treatment on students' practices in peace education concepts. The result showed that conventional strategy impacted mostly, followed by buzz group strategy while futures wheel strategy had the least effect on students' practices in peace education concepts. This could be traced to the fact that practices in peace education concepts, by students does not rest only on teaching strategies employed by the teacher but on other factors such as students home background, school location and the issue of pauses during the use of conventional strategy for direct oral questioning. This finding corroborated the report of Brenda and Robert (2003) and of Muntaha (2016) who in their separate studies discovered that students who were taught by using conventional strategy had higher means score than those who were taught by using buzz group. The finding is in line with the submission of Ayo-Vaughan and Amosun (2016) who in their study reported that conventional strategy enhanced students' civic competence better than the case study experimental strategy examined. However, other findings Aziz and Hossain (2010) revealed that students who were exposed to cooperative learning in mathematics performed better than students with conventional teaching. The contradiction might be due to difference in the content of the use of the strategy. While this study was carried out among the secondary school social studies students, the study of Aziz and Hossain (2010) was carried out among secondary school mathematics students.

### Conclusion

The study revealed that Students taught with buzz group and futures wheel strategies had the opportunities to make contributions gained from cooperating and collaborating with their colleagues in the process of learning. The buzz group strategy increases students' capacity to interact among themselves in group to find relevant answers to contemporary issues that can promote peaceful living together in the community. The futures wheel strategy enhanced thinking out of related concepts to the primary peace concepts by students as they work together with the teacher. The strategy is participatory in nature than the conventional strategy. However, the study revealed that conventional strategy still remains a powerful means to communicate information to achieve instructional goals.

### Recommendations

The study recommended that teachers should make concerted efforts to facilitate the use of Buzz

group and Futures wheel strategies in schools to enhance positive attitude of students and improve their skills in interpersonal relationships which peace education concepts in social studies is all about. Also, training and retraining programmes such as seminars, workshops and symposia should be organized for teachers of social studies on the use of Buzz group and Futures wheel instructional strategies, to teach concepts in social studies. This should be done by government, other relevant agencies and professional bodies. It is also recommended that these strategies should be included in the curriculum of teacher training institutions to facilitate their effective use in the teaching of social studies especially peace education concepts in social studies.

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# Efficacy of Graphic Organizer in Enhancing Critical Thinking Skills of Senior Secondary School Chemistry Students in Niger State, Nigeria

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## Abstract

The study adopted quasi-experimental of pretest posttest non-equivalent control group design. The population of the study comprised all Chemistry students in all (40) secondary school in Niger State, Nigeria. The target population for this study consisted of all senior secondary school two (SSII) Chemistry students in forty (40) school with a total number of two thousand three hundred (2300) Chemistry students, comprising 1300 males and 1000 females. Simple random sampling technique was used to select two schools from the population. The two schools were selected using balloting. One hundred (101) senior secondary school two (SSII) Chemistry students were sampled comprising forty eight (49) males and fifty two (52) females and took part in the study. A fifty (50) items **Chemistry Critical Thinking Skills Test (CCTST)** was used for data collection in this study. **CCCTST** was validated by two senior lecturers. The reliability of the **Chemistry Critical Thinking Skills Test (CCTST)** was established using split-half reliability method and the coefficient was calculated using Spearman Brown's Formula and it was found to be 0.781. Mean and standard deviation were used to answer the research question while the hypotheses were tested at 0.05 significance level using z-test for independent sample. The findings from the study indicated that there was significant difference in the mean critical thinking skills between students taught Chemistry using graphic organizer and those taught using Lecture method in favor of experimental group. **It was concludes that** Students taught chemistry using graphic organizer possess higher critical thinking skills than their counterpart students taught using lecture method. As such graphic organizer increases the level of students' critical thinking skills. **On the basis of this findings, it was recommended among others** that secondary school Chemistry teachers in Niger State, Nigeria should employ the use of graphic organizer as a teaching strategy to enhance critical thinking skills of students.

**Keywords:** Graphic Organizer, Critical Thinking Skills, Chemistry Students

## Introduction

Many nations are confronted with global challenge and the need for mankind to solve problems. On the other hand, industries and employees are urged to provide innovative solutions to emerging problems by public. Critical thinking skill is considered one of the important skills that could solve those problems. The role of these critical thinking skills in economic development is seen as an important issue in assisting nations to reach higher economic empowerment and self-reliance (Yaki, 2022). There seems to be a mismatch between the skills students acquire in the classroom situation and the skills needed in the labour market. Amaal (2017) reported that critical thinking is the process of applying reasoned and disciplined thinking to a subject. Students are faced with decisions that require reasoning, understanding, interpreting and evaluation of information before them and this process involves critical thinking.

The 21st Century learning skills are a broad set of knowledge, skills, work habits, and characters require for success in today's world of information and technology (Gordon, 2021). One of these 21st century skills needed for 21<sup>st</sup>-century learning and work force is critical thinking skill. Critical thinking skill is the ability to examine information

rationally and make reasoned decisions based on personal analyses. Martins (2021) believe that the critical thinking skills can improve data-driven, decision-making abilities and provide methodology for dealing with complex problems in science education. Research findings have shown that students' critical thinking skills requires attention like Oktariani *et al.*, (2020) who maintain that the ability of chemistry education students is still inadequate, particularly on indicators of providing explanations or making assumptions, building conclusions, and developing strategies or solutions and Suryani *et al.*'s (2020) who suggested that students' critical thinking skills are still at a low level. However, among the many studies that examine students' critical thinking skills, none examined students' critical thinking skills in solving problems involving the concept of moles and reaction stoichiometry.

In the process of teaching and learning, developing students' critical thinking may require engaging students meaningfully in activities that develop their creativity, independency, inference and self-evaluation. This cannot be achieved with conventional instructional strategy where classroom interaction is dominated by the teacher and knowledge acquisition during instruction is focused



on lower thinking skills that is characterized by memorization and recall. This calls for a paradigm shift from classroom instructions that are conventionally used to a new method that will enhance critical thinking skills. The new instructional strategy should emphasize active participation of students where the teacher will serve as a facilitator and guide students to learn at their own zone of proximal development (Guo et al., 2023).

Graphic Organizers are visual displays that can organize ideas and conceptions to illustrate relationships among information (Marita et al., 2020). They are helpful tools for learners to locate useful facts, arrange different information, explore inner relations among parts, and express their opinions and thoughts. There are many type of graphic organizer which includes **characteristics map and big question map**. Many students do not have the skills necessary for the critical thinking needed to attain high academic achievement in Chemistry. Amaal (2017) pointed out five different ways in which thinking skills can be used to enhance classroom instruction in Chemistry lessons.

Graphic organizers have a number of attributes that enhance students' thinking skills. They allow students to make connections among pieces of information and make information easier to recall. Furthermore, they also allow students to break information into manageable chunks, so that they can easily see the relationships among the separate idea. Finally, graphic organizers also provide a structure or framework to display the internal process of thinking in an external, visual form. In other words, they provide a means to observe and assess the students' thought processes. Graphic organizer can also be viewed as frameworks for assisting students in comprehending what is to be learned (Chauhan, 2016). There are four (4) primary ways of using graphic organizers to enhance students' thinking skills and these are compiling information, generating ideas, analyzing or evaluating ideas, and reflecting.

According to Ausubel (2018) graphic organizers as a model of instruction facilitate instruction and learning. Organizers, on the other hand, aid recall when readers must reorganize information but are ineffective when reorganization is unnecessary. As a result, the use of graphic organizers benefits all students, regardless of their reading level. Organizers are used to set up or outline the information relationship between concepts and propositions, and a cognitive map is a kind of visual road map that shows some of the ways to connect the concept's meaning. If the potentials of advance organizer are fully utilized, student's critical thinking skills could improve irrespective of gender.

In a typical classroom that is co-educational in

nature, where male and female interact in the learning process; the existent of male and female is called gender. Gender is any physical and behavioral difference between male and female which are socially, culturally based. Researches on gender such as Marni, et al. (2020) found out that male and female students possess almost the same level of critical thinking skills. Anna and Franca (2022) found no significant difference between the mean critical thinking skills scores of male and female taught using scaffolding instructional strategy. There seems to be an inconsistency in the findings on gender and these needs to be filled by other studies. Also lack of critical thinking skills will negatively affect the quest to compete effectively in the global market and therefore investigate the strengths of advance organizer in enhancing Chemistry students' critical thinking skills in Niger State, Nigeria.

### Statement of the Problem

Chemistry's peculiarity allows it to take pride of position in any nation's scientific and technical progress. Unfortunately, many students regard chemistry as abstract and difficult subject. This could be due to the way teachers introduced this subject to students in class utilizing the traditional lecture style, resulting in rote memorization (Chado et al., 2021). Traditional teaching methods have been observed to lack adequate motivation, do not allow students to think in multiple directions, and require sufficient cooperation and interactions among students for overlearning and transfer of learning in Chemistry concepts, which are typically more difficult and abstract.

Lack of learners' engagement is a significant challenge for educators seeking to cultivate critical thinking skills among their students. Rote memorization and passive learning that characterized teaching and learning in schools hinders development of essential critical thinking abilities among students. Significantly, Science and Mathematics are key subjects with the potential of making students acquire and use relevant 21<sup>st</sup> century skills required for national development. The combination of this factors create the need for research aimed at investigating and implementing effective strategies that promote critical thinking skills basic education science and mathematics students. Specifically, the research aims to explore how scaffolding instructional strategy can be employed to bridge the gap between traditional teaching practices and contemporary, engaging learning method. Against this backdrop, the researcher's attention was drawn to investigate the strengths of advance organizer in enhancing Chemistry students' critical thinking skills in Niger State, Nigeria.

### Aims and Objectives of the Study

The main aim of this study is to determine the effect of graphic organizers on the critical thinking skills of secondary school chemistry students in Niger State, Nigeria. Specifically, the objective study were set to;

1. determine the effects of graphic organizers on critical thinking skills of secondary school chemistry students.
2. find out the effects of graphic organizer on critical thinking skills of secondary school chemistry students based on gender.

### **Research Questions**

The following research questions were raised to guide the study;

1. What is the difference in the mean critical thinking skills score between students taught chemistry using graphic organizer and those taught using lecture method?
2. What is the difference in the mean critical thinking skills score between male and female students taught chemistry using graphic organizer?

### **Null Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance.

**HO<sub>1</sub>:** There is no significant difference in the mean critical thinking skills scores between students taught chemistry using graphic organizer and those taught using lecture methods.

**HO<sub>2</sub>:** There is no significant difference in the mean critical thinking skills scores between male and female students taught chemistry using graphic organizer.

### **Methodology**

The study adopted quasi-experimental of pretest posttest non-equivalent control group design; this is because quasi-experimental design is a type of experimental design that does not allow for full control of extraneous variable and does not give room for random assignment of subject to group (Creswell, 2012). In this design both groups were subjected to pretest and posttest before and after the treatment respectively. The population of the study comprised all Chemistry students in all (40) secondary school in Niger State, Nigeria. The target population for this study consisted of all senior secondary school two (SSII) Chemistry students in forty two (40) school with a total number of two thousand three hundred (2300) Chemistry students, comprising 1300 males and 1000 females. Simple random sampling technique was use to select two schools from the population. The two schools were selected using balloting. However, an intact class was used and

assigned school into experimental and control group. One hundred (101) senior secondary school two (SSII) Chemistry students were sampled comprising forty eight (49) males and fifty two (52) females and took part in the study.

Chemistry Critical Thinking Skills Test (CCTST) was used for data collection in this study. It was developed by the researcher; it consisted of fifty (50) multiple-choice items with option ranging from A-D from which students are expected to choose the correct responses. The entire questions asked are on stoichiometry. The items of instrument were scored two mark for each correct answer and were scored zero for each incorrect answer. Marking guide was prepared in order to guide the marking of the students' script. The maximum score is 100 marks while the minimum score is 0 marks. Chemistry Critical Thinking Skills Test (CCTST) was validated by two senior lecturers from Science Education Departments, Federal University of Technology. Two schools apart from those selected for the main study were used for pilot testing of the instrument. The reliability of the Chemistry Critical Thinking Skills Test (CCTST) was established using split-half reliability method and the coefficient was calculated using Spearman Brown's Formula and it was found to be 0.781.

The researcher visited the sampled schools and sought for their permission to conduct the study and addressed the principals and all Chemistry teachers on the duration and nature of the treatment of the study. At the beginning of the study, experimental and control group were subjected to pretest to determine their level of critical thinking skills before treatment. Experimental group was taught using graphic organizer while control group was taught using Lecture method. The students in both groups were taught for five weeks. Immediately after the intervention, the researcher administered the post-test **Chemistry Critical Thinking Skills Test (CCTST)** to both experimental and control group. The data obtained from the pre-test and posttest were marked and subjected to data analysis using (SPSS v. 26.0) for both descriptive and inferential statistical tool. Mean and standard deviation were used to answer the research question while the hypotheses were tested at 0.05 significance level using z-test for independent sample statistical tool.

### **Data Presentation and Analysis of Result**

Pre-test scores were analyzed using mean, standard deviation and z-test for data obtained from **Chemistry Critical Thinking Skills Test (CCTST)** to ascertain the homogeneity or otherwise between control and experimental group. Therefore, pre-test had no effect on students Critical Thinking Skills. The groups are therefore homogenous and suitable for the study. The result is presented in Table 2.

**Table 3: Analysis of z-test of Pre-test Critical Thinking Skills Scores of the Experimental and Control Groups Prior to Treatment**

Group	N	Mean	Std. Dev.	Z	Df	P-value	Decision
Experimental	50	33.80	15.894	0.561	99	0.576	Sig
Control	51	35.60	16.183				

Table 3 shows the analysis of pre-test mean critical thinking skills score of the experimental and control groups prior to treatment. The mean and standard deviation of experimental group are 33.8 and 15.89 while that of control group are 35.6 and 16.18 and from the independent sample z-test analyses for pre-test mean CTS scores of the experimental and control groups, the observed p-value is 0.576 and the alpha-value is 0.05 with df=99. Therefore, the observe p-value is greater than the alpha-value and thus indicates that the experimental and control group were comparable and suitable for the

experiment since they have very close pre-requisite critical thinking skills before treatment.

#### Analysis of Research Question and Null Hypotheses

**Research Question One:** What is the difference in the mean critical thinking skills score between students taught chemistry using graphic organizer and those taught using lecture method? Mean and SD were used to answer this research question and is presented in Table 4.

**Table 4: Analysis of Mean and S.D of Critical Thinking Scores of the Chemistry Students in Experimental and Control Groups**

Group	N	Mean	Std. Dev.	Mean Difference
Experimental	50	69.20	12.26	30.8
Control	51	38.40	16.33	

Table 4 presents the analysis of mean and S.D of critical thinking scores of the chemistry students in experimental and control groups. The result indicates that, students exposed to graphic organizer had a mean CTS score of 69.20 with standard deviation of 12.26 while those exposed to lecture method had a mean CTS score of 38.40 and standard deviation of 16.33. The mean difference between the groups is 30.8 and this result indicates that students taught using graphic organizer had high mean CTS than those taught using lecture method. The result shows that experimental group exposed to graphic

organizer possessed better CTS than control group taught using lecture method.

**H<sub>01</sub>** There is no significant difference in the mean CTS between students taught chemistry using graphic organizer and those taught using lecture methods.

Hypothesis one was tested by subjecting the posttest mean CTS of experimental and control groups to independent sample z-test using SPSS version 26 at 0.05 level of significant and is presented in table 5

**Table 5: Analysis of z -test of CTS Scores of the Chemistry Students in Experimental and Control Groups**

Group	N	Mean	Std. Dev.	Z	Df	P-value	Decision
Experimental	50	69.20	12.26	10.66	99	0.000	Sig
Control	51	38.40	16.33				

Table 5 presents the result of independent sample z-test analyses for posttest mean CTS scores of the experimental and control groups. The observed p-value is 0.000 and the alpha-value is 0.05 with Df = 99. Therefore, the observe p-value is less than the alpha-value and thus the null hypothesis is hereby rejected. And concluded that, there was significant difference in the mean CTS score between students taught chemistry using graphic organizer and those

taught using lecture methods in favor of experimental group (z-crit=10.66, df=99, p=0.000<0.05).

**Research Question Two:** What is the difference in the mean CTS score between male and female students taught chemistry using graphic organizer? Mean and SD were used to answer this research question one and is presented in Table 6

**Table 6: Analysis of Mean and S.D of CTS Scores of the Male and Female Students in Experimental Groups**

Gender	N	Mean	Std. Dev.	Mean Diff.
Male	30	68.67	11.66	1.33
Female	20	70.00	13.37	

Table 6: shows the analysis of mean and S.D of CTS scores of the male and female students in experimental groups. The analysis indicates that, male students exposed to graphic organizer had a mean achievement score of 68.67 and standard deviation of 11.66 while female exposed to the same method had a mean CTS score of 70.00 and standard deviation of 13.37. The mean difference between the groups is 1.33 and this result indicates that male students taught using graphic organizer had higher mean CTS scores than their female counterpart taught using the same method. The result shows that

female in experimental group exposed to graphic organizer possessed better CTS than their male counterpart.

**H<sub>02</sub>** There is no significant difference in the mean CTS scores between male and female students taught chemistry using graphic organizer. Hypothesis two was tested by subjecting the posttest mean CTS of experimental and control groups to independent sample z-test using SPSS version 26 at 0.05 level of significant and is presented in table 7

**Table 7: Analysis of Z-test of CTS Scores of the Male and Female Chemistry Students in Experimental Groups**

Gender	N	Mean	Std. Dev.	Z	Df	P-value	Decision
Male	30	68.67	11.66	0.373	48	0.711	Not Sig
Female	20	70.00	13.37				

Table 7 presents the result of independent sample z-test analyses for posttest mean CTS scores of the male and female students in experimental group, the observed p-value is 0.711 and the alpha-value is 0.05 with df=48. Therefore, the observe p-value is greater than the alpha-value and thus the null hypothesis is hereby accepted. And concluded that there was no significant difference in the mean CTS score between male and female students taught chemistry using graphic organizer (z-crit= 0.373, df=48, p=0.000>0.05).

**Summary of the Findings**

1. There is significant difference in the mean critical thinking skills between students taught Chemistry using graphic organizer and those taught using Lecture method in favor of experimental group.
2. There is no significant difference in the mean critical thinking skills between male and female students taught Chemistry using graphic organizer.

**Discussion of the Result**

The finding of this study revealed that there is significant difference in the mean critical thinking skills score between Chemistry students taught using graphic organizer and those taught using Lecture method in favor of those exposed to advance organizer. This means that the use of graphic

organizer in teaching chemistry concepts enhance students' critical thinking skills in the subjects. This finding is in agreement with the findings of **Chauhan (2016) and Marita et al., (2017)** whom found students that learned using graphic organizer had higher critical thinking skills than students who learned through Lecture method. The reason for this finding could be as a result of nature and process involved in the strategy used. In graphic organizer lesson students are allowed to learn and participate fully in the lesson. The learning was model by teacher followed by students and then by students individually, therefore students are allowed to learn independently and become self-evaluated. However this findings of contradict the findings of Guo et al., (2023) whom found that students that learned using graphic organizer had lower critical thinking skills than students who learned through Lecture method.

It was also observed in this study that, there is no significant difference in the mean critical thinking skills score between male and female chemistry students taught using graphic organizer. The possible reason that could be attributed to the equality in critical thinking skills across the gender in this study includes equal opportunities given to both male and female students to explore and learn at their own zone of proximal development, relating learning activities with the real life situation, allowing students to learn in group and student are allowed to learn independently and become self-evaluated. The



result of this study corroborate with the findings of **Wachanya et al., (2020) and Amaal (2017)** whom reported that no significant difference in the mean critical thinking skills score between male and female was found after students received the treatment. However the results of this study disagreed with the findings of Ndola & Daks (2020) whom found that there was significant difference in the mean critical thinking skills score between male and female chemistry students taught using graphic organizer.

### Conclusion

Based on the findings of this study the following conclusions were drawn:

- i. Students taught chemistry using graphic organizer possess higher critical thinking skills than their counterpart students taught using lecture method. As such graphic organizer increases the level of students' critical thinking skills.
- ii. Graphic organizer help in improving male and female students' critical thinking skills as indicated by insignificant difference in their mean critical thinking skills when taught using graphic organizer.

### Recommendations

1. Based on the research findings, it is recommended that secondary school in Niger State, Nigeria should employ the use of graphic organizer as a teaching strategy to enhance critical thinking skills of students. Significantly, critical thinking skills empower individuals to be active and discerning learners, capable of navigating complex information landscapes, making informed choices, and contributing meaningfully to discussions and problem-solving scenarios.
2. Chemistry teachers in Niger State, Nigeria should promote interaction among male and female students, as they learn to discover knowledge themselves as this will improve their critical thinking skills.

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# School Ownership Factor in the Reading Difficulties of Undergraduates in Southwest Nigeria

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## **Abstract**

*This paper investigated the influence of school ownership variable on the reading difficulties of undergraduates in southwest Nigeria. The study adopted a descriptive survey design in which questionnaires were administered on 834 students drawn from seven universities in southwest Nigeria. The data were analysed using ANOVA, multichoice Analysis, and t-Test. The students' response provided an insight into students reading difficulties on the basis of school ownership. It was revealed that students from federal university are mostly affected with reading difficulties with a mean score of 42.83 and standard deviation of 10.23, followed by state owned school with a mean score of 42.68 and standard deviation of 8.24, students from private school experienced the least difficulty with mean score of 40.39 and standard deviation of 9.09. The result also shows the significant difference of reading difficulties of undergraduates ( $F_{(2832)} = 3,974$ ;  $P, L 0.005$ ), and this implies that school type has effect on reading difficulties of undergraduates. However, a post hoc test was carried out to ascertain the source of the difference. The Scheffe post-hoc test revealed significant difference between state and private owned school ( $P2027$ ), with a mean difference of 2.28. However, there were no difference between federal and state-owned schools. In conclusion, both undergraduates from federal and state-owned schools are affected with reading difficulties, while those in private school have least reading difficulties. It is recommended that undergraduates in federal and state-owned schools should be encouraged to read extensively, specifically literary works of all genres. Both conventional and e-library should be adequately provided and stocked with relevant and adequate books, where students should access easily on internet at any location. Every university should endeavor to establish reading clinic where undergraduates with reading difficulties can be diagnosed and remediated.*

**Key words:** school ownership, reading difficulties, vocabulary, content analysis, reading flexibility, problem solving and method of reading.

## **Introduction**

School ownership is all about the proprietorship of schools. The owners of schools' ranges from private individuals or organizations to government at all levels. The proprietors of universities are also called the visitors to the universities. The presidents and the governors are the visitors to the federal and state universities in that order. This is because they own the schools, fund the schools, design the mission and vision of the schools. Therefore, school ownership is a significant factor in the reading difficulties of undergraduates across school ownership. The reading achievement and reading difficulties of undergraduates vary across disciplines. Udoh (1991) reported the incidence of university of Ibadan undergraduates' rates of misunderstanding and misinterpretation, inability to comprehend details, word power of vocabulary and retention. Similar research by Apari and Okebukola (2021) shows that undergraduates in southwest Nigeria have difficulties in vocabulary and comprehension. So, vocabulary and comprehension become major reading difficulties amongst undergraduates. Acquisition of enough vocabulary is a prerequisite to reading comprehension. So, the learners need to "understand about 98% of words in order to understand the main idea" in a text.

Moreover, reading is not effective until the reader reads to collect information, facts and ideas and apply them to solve problems. That is why Apari (2018) defined reading as the prime instrument, as a well as, a systematic cognitive process of acquiring knowledge and other related skills from written and printed text products for application to future problems. The essence of comprehension is to apply the acquired facts to solving problems. Nevertheless, some students find it difficult to profit from their reading activities as a result of reading difficulties. However, school ownership is one of the causative factors of reading difficulties due to their selection criteria in their admission processes, their curriculum, vision and mission, as well as, administrative styles. Education is on the concurrent list of 1999 Nigerian constitution as amended, therefore, we have federal, state, and private universities. Their mission and vision vary, and are largely determined by the content in their university curriculum, as it is in their student handbooks. So, research into some selected university curricula is evident in their students' handbooks. and, it is necessary at this level to navigate through some selected university curricula in search of provision for reading contents in the curriculum contents. A good example of this is College of Humanities (CHU

111), Basic Skills in Reading and Writing and English departmental course (English 123), Listening and Reading Skills in Tai Solarin University of Education (Handbook, 2007-2011). The second broad area is Use of English or General Nigerian Studies (GNS) in English. Both courses are compulsory, and they cut across all disciplines. However, reading is a compulsory course in Humanities, and the course description of reading in Tai solarin University of Education (TASUED) is stated below:

*The first part of this course deals with reading skills. Focus is on faults in reading. The second part of the course is designed to provide practice in writing skills. Emphasis is on formal and informal correspondences, reports, memoranda, essay writing of descriptive, argumentative, expository, and other types as well as comprehension and summary writing. Moreover, tertiary institution recognize reading as a skill and noted that faults in reading may hinder reading and reading comprehension. (Tassued Humanities Hand book, 2007—2011).*

Hence, efforts are made by the universities to teach the students what reading faults are, and how to avoid them. For the purpose of knowledge, Reading faults include poor eye fixation, regression, inability to identify main ideas, inability to connect main ideas to supporting details, inability to read between the lines, Inability to read beyond the lines and inability to summarize what is read. Written Text product on various disciplines such as education, medicine, agriculture, commerce, economy among others is used to teach various types of reading. As a matter of fact, types of reading at macro level are skimming, scanning, study, reading, inferential reading, critical reading, and creative reading. The second part of the course is designed to provide practice in writing skill. There is a close relationship between reading skill and writing skill. First, readings is the first literacy language skill, while writing is the second and the last literacy language skill in the hierarchy. It is assumed that the conceptualization of the mechanics of reading could also lead to the understanding of such types of reading. For example, skimming is an act of looking quickly for information in a text product for specific pieces of information. Study reading is that reading that undergraduates engage themselves in for the purpose of acquiring knowledge and information needed to pass an examination. In doing this, students can apply different techniques such as keynote technique, Wusu Apari's SQR-SRR-U where S stands for survey, Q stands for question, R

stands for read, S for summary, R for review, R for recall and U for use or application to solving problems. Others are note making among others. In addition to all these, emphasis is required on formal and informal correspondences such as letter queries as well as report, memoranda and different writings such as descriptive, argumentative, expository, narrative as well as, comprehension and summary writing.

Moreso, the English 123 whose course title is Listening and reading skill has the course description below.

*The course will expose students to what is listening to techniques, it involved cultivating good listening habit listening for information. listening to carry out directive, listening to academic talks- speeches, lectures. etc... Anticipatory listening comprehension, listening for entertainment. The second part of the course will develop basic reading skills in students' areas to be covered include: skimming for gist, scanning for specific information 's, reading for general impression, projection (viewing from personal and other perspective, implied meaning, evaluation /reappraisal appreciation and enjoyment ( Handbook, 2007----2011)*

From the above, it is evident that the undergraduate students are taught the concepts of listening, as well as, the listening enabling skills, such as functioning ears, concentration, ability to think along with the speaker, ability to anticipate what the speaker is about to say and the ability to know the important signposts that keep the listening activities going. Indeed, the functioning ear is the first pre-requisite to listening. This is concentration, which is the ability to be alert to what is being read. Effective listening is difficult in the midst of interruption, specifically when there is lack of interest in the topic and when the speaker speaks above listeners head by using difficult words. The third is the ability to think along with the speaker and anticipating what the speaker is about to say. This is possible when the mind of a listener does not go astray or when the listener put his attention on what the speaker is saying. Lastly, is the ability to pay attention to significant signposts such as firstly, secondly, lastly, how, next, where, when, who. This sign tells listener the important point the listener is making. Moreover, the second part of the 'course will develop basic reading for skills such as skimming for gist, scanning for specific information, reading for



general impression, projection, implied meaning, evaluation, appreciation and enjoyment'. Skimming is used to get general impression, overview, or gist of the reading materials, it acquires rapid reading which is often used when the reader wants to obtain ideas quickly. In other words, it is the fastest reading skills. Moreover, scanning is screening the passage very rapidly to locate important information within a large chunk of reading materials. In such a reading activity, the reader searches through the passage to locate the specific information.

The summary of reading in this course is to read to retrieve information. Academic life is full of different kind of information. Basically, the reader can break the word of information into three general segments thus, instruction, direction, and fact. Instruction are given inform of command, steps, procedures and process while directive is given inform of steps to be taken. Directions are vital information, and they place the reader in proper perspective regarding.

National Teachers Institute/National Open University (2015) noted that listening comprehension regards facts as a primary source of information. Moreso, reading in the university system is not limited to humanities as it is a methodology course in faculty of education. At that level, undergraduates are taught the theories and methods of teaching reading as a language skill. Since products from that level are pre-service teachers, they are trained to teach reading to primary and post-primary students. At primary school level, methods of teaching reading are: alphabet method, phonics methods, language experience methods, look and say method, as well as, remediation programs such as phonological awareness program (Apari 2010). At post primary school level and university level, we have individualized and programmed learning methods. The second broad area is use of English in General Nigerian Studies (GNS) in English Programme. This course is compulsory to all students in the university, regardless of their disciplines. Okebukola (2008) also noted that the general use of English course does not only serve as a developmental course, it is also meant to take care of the deficiencies carried over

from the secondary school level in order to meet demands made on the language as a medium of instruction at the tertiary level. She went on to include reading books, listening to lectures, note taking, tutorials and essays, all of which are use of English as a medium of expression. As a matter of fact, developmental purpose of use of English as a course is to 'raise the students' sophistication in the language to a level where they can gainfully engage in the activities of reading, attending lectures and tutorials as well as writing essays. Okebukola (2008) cited Olajide (1997) who noted that the prospective graduates should be able to give simple report, clear directions and instruction, explain a process, defend a point of view, read aloud and use visual materials to perform some of the above tasks. They went ahead to say that he must also be able to participate in discussion and take part in decision making and that, all these can only be done with competence in communication skills.

Moreover, use of English as a course in tertiary institutions, especially in Olabisi Onabanjo University (OOU) is broken into the following sub-topics: the basic language skills, reading skills and strategies, outlining, note-taking and summary writing, the English sentence, word formation process in English language, hints involving good styles of writing, punctuation and effective writing, as well as, sourcing for materials for academic research and publication. Odungbami, Adebajo, Balogun, Adeyemi (2005, eds) Essentials of general studies is a book that presents detailed study materials as enunciated earlier about the reading outlines. The book focuses on the use of English and presents the nine chapters (4-12) in a systematic sequence of useful information needed by undergraduates who want to be equipped with the essentials of English language.

Nevertheless, inability to read effectively has led to ineffective communication skills. However, the period since 1980 (the last thirty years or so) has witnessed a significant decline in the following aspects of Nigeria's English language performance profile. First, is the level of competence that Nigerians display with regards to both spoken and written English. Next, is performance of Nigerian students in English language examination, and finally is the importance which Nigerians attach to good English, and to the acquisition of competence in the use of English (Akeredolu-Ale, 2007). Akeredolu Ale also gave vent to this assertion by presenting the effect of Britain; tighter immigration laws on the states of English language in Nigeria. In doing so, she describes a decline in the states of English language across three periods and shows that the periods up to about 1980 when Nigeria still obtained their entry visa to United Kingdom, Nigerians of all classes regarded English as a high

priority language. Nevertheless, the earlier face of tighter immigration control only permitted the upper class and the Nigerians youths into united kingdom and this made English a high priority language, but the period of 1991, immigration control has settled, all Nigerians of all classes have come to regard English as a low priority language. This led to the decline of the use of language. Okebukola (2008) carried out a study on the general studies English program and its impact on pre-service teachers on UBE faulty conference and the purpose of the study is to evaluate the general English program of Adeniran Ogunsanya College of Education from the perspective of the students as recipients of the curriculum. The analysis of data collected in the pre-service teachers' rating of the content of GSE courses towards the achievement and objective for which they are designed and indicated that the following courses were rated highest. Lexis and structure, Reading, Study skill, Speech and listening skills.

In contrary, Akeredolu- Ale (2010) carried out a study on a percentage candidate different score-categories in one of the group: A, B, C and D which shows that the pre and pro test for the general English (use of English -GNS 101) at the federal university of agriculture. Abeokuta often show no significant difference in the performance of the students who have gone through the course. The non-significant difference shows that students who had pass mark in the pre-test sometimes do not perform well when they are subjected to post test. These crops of students only manage to have marginal passes at the end of the semester examination. However, in all cohorts the proportion of students scoring below fifty percent in the post exposure examination (end year 1 and end-year 2) was much higher than the proportion in that score category at the pre-exposure (entry-point) examination (Akeredolu –Ale (2006a). Akeredolu further noted that there could be significant improvement in English language performance since history has not come to an end and language is nothing, if it is not a means of communication. Unoh (1983) is of the believe that students in the tertiary institutions have not explored the interrelationship among the various oral and written communication skills. Olaofe (1983) has explained the cause of this phenomenon that the course outlines designed in our tertiary institutions are so clearly demarcated as if there is no relationship between speaking and reading or reading and writing. The relationship between speaking and reading, as well as, reading and writing is to achieve comprehension objectives among undergraduates. Every reading activity as it were, is geared towards reading comprehension and recall which are the main academic objectives in the university system.

National policy on education (NPE) 1981 stipulates that the teaching and research functions of

higher educational institutions have an important role to play in national development, particularly in development of high-level high power. In relation to this, Apari (2005) noted that such research involves an intensive and extensive reading in any given research area (see also, NPE 1981, sector 5). For the university system to achieve this laudable objective of national development, and their 'higher level manpower in the areas of education, medicine, banking and economy, agriculture, law, science and technology, the undergraduates must be on deck by educators to remove reading difficulties that hinder the achievement of these objectives.

### Statement of Problem

Reading difficulties among undergraduates is a worrisome occurrence in their academic life. Over the years, there have been hues and cries over students' low achievement in examination, and their poor reading culture (Apari, 2018). This means that students are not reading to learn and this constitute a problem in academics. Okebukola, (2011) noted that this constitutes a problem which inhibits the way students acquire knowledge and seek information. Apari caps it all by submitting that, as a result, students end up as surface rather than deep learners. But there have been controversies over the reading difficulties rate across school ownership. It is on this premise that this study seeks to investigate school ownership factor in the reading difficulties of undergraduates in south west Nigeria.

### Objectives of the Study

1. To determine reading difficulties of undergraduates on the basis of school ownership.
2. To determine reading difficulties of undergraduates on the basis of gender.

### Research Questions

1. What are the reading difficulties of undergraduates on the basis of school ownership?
2. What are the reading difficulties of undergraduates on the basis of gender?

### Hypotheses

H<sub>0</sub>1 There is no significant difference in the student, reading difficulties on the basis of school ownership.  
H<sub>0</sub>2 There is no significant difference in the undergraduate, reading difficulties on the basis of gender.

### Methodology

#### Research Design

A survey research design was employed to gather data. The survey investigates the reading difficulties

of the undergraduates on the basis of school ownership in southwest Nigeria, the questionnaires were incidentally administered and collected in situ.

**Population**

The population of the study was all 200 level undergraduates in both federal states and private universities in southwest Nigeria. The study covered only Faculties of Education, Arts and Social Science Education. From the states only seven universities were selected using stratified random techniques on the basis of ownership. All the universities were approved by the government to run undergraduates' courses in Faculties of Education, Arts and Social Science Education and co-educational. These universities were regulated by NUC.

**Sample and Sampling Techniques**

The study covers five states; Ogun, Oyo, Ondo, Ekiti and Lagos state, which are predominantly Yoruba states in south west Nigeria. From the universities across school ownership in the region, only seven universities were selected using stratified random techniques on the basis of ownership. The faculties were also selected by stratified random sampling

**Data Analysis**

*There is no significant difference in the students' reading difficulty on the basis of school ownership Table 1a showing the descriptive statistics of school ownership on student reading difficulty.*

N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		
				Lower Bound	Upper Bound	
FEDERAL	175	42.8286	10.22754	.77313	41.3027	44.3545
STATE	522	42.6762	8.23506	.36044	41.9682	43.3843
PRIVATE	137	40.3942	9.08971	.77659	38.8584	41.9299
Total	834	42.3333	8.85994	.30679	41.7312	42.9355

Table 1a reveals that students from federal university are mostly prone to reading difficulty with a mean score of 42.83 and standard deviation of 10.23; followed by state owned school with mean

techniques. Subjects from the faculties were selected using incidental sampling technique by administering the instrument o the only available subjects. This led to eight hundred and thirty four subjectas: Federal:175,State:522,Private:137

**Instrumentation**

The research instrument that was used for the collection of the data is stated below:

1. School ownership reading difficulties questionnaires (SORDQ). This questionnaire has 16 items which were distributed relevantly under sub-reading difficulties such as vocabulary, content analysis, reading flexibility and study method and problem-solving reading difficulties (with 4 Likert items). These were used to investigate reading difficulties of undergraduates on the basis of school ownership. The questionnaire was critically examined by experts for face and content validity. It was further validated using alpha statistical formula and a reliability test was established at 0.63.

score of 42.68 and standard deviation of 8.24; students from private schools experienced the least difficulty with mean score of 40.39 and standard deviation of 9.09.

**Table 1b: One-Way ANOVA Test Showing the Difference in the Reading Difficulty of Undergraduates on the Basis of School Ownership**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	619.4752	30	9.738	3.974	.019
Within Groups	64769.858	831	77.942		
Total	65389.333	833			

Table 1b shows that there is significant difference in the undergraduate students reading difficulty on the basis of school ownership ( $F_{(2,831)} = 3.974; p < 0.05$ ). Therefore, null hypothesis which states that there is no significant difference in the

reading difficulty of undergraduates on the basis of school ownership is rejected. This implies that school type has effect on reading difficulty of students. A post-hoe test was carried out to ascertain the source of the difference.

**Table 1c shows the Multiple Comparison Analysis of School Ownership on Reading Difficulty of Undergraduate students.**

Dependent Variable: Reading Difficulty  
Scheffe

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
Ownership	Ownership	Lower	Upper	Bound	Bound
STATE	FEDERAL	.15233	.77117	.981	-1.7387 2.0434
PRIVATE	FEDERAL	2.43441	1.00713	.054	-0352 4.9041
STATE	PRIVATE	-.15233	.77117	.0981	-2.0434 1.7387
FEDERAL	PRIVATE	2.28208*	.84749	.027	.2039 4.3603
STATE	FEDERAL	-2.43441	1.00713	.054	4.9041 .0352
PRIVATE	STATE	-2.28208*	.84749	.027	-4.3603 -.2039

\*. The mean difference is significant at the 0.05 level.

Table 1c shows the Multiple Comparison Analysis of students reading difficulty on the basis of ownership, employing scheffe post-hoc test. It reveals significant differences between state and private owned schools (p = 027), with a mean

difference of 2.28. However, there were no difference between Federal and States owned schools (p = 981) with a mean difference of 152 and between state and federal schools (p = 054), with a mean difference of 2.43.

**There is no significant difference in the students' reading difficulty on the basis of gender**

Table 2a Shows the Descriptive Statistics of Students' Reading Difficulty on the Basis of Gender.

**Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Reading Difficulty	MALE	350	42.3086	8.73170	.46673
	FEMALE	470	42.3426	8.77944	.40497

Table 2a shows that female students with a means of 42.34 have more difficulty in reading than the male student (42.31), although the difference in their reading difficulty in reading than the male student (42.31). although the difference in their reading difficulty was not statistically significant.

**Table 2b shows the T-test of Students' Reading Difficulty Based on Gender**

Gender	N	Mean	SD	Df	Sig.(2-tailed)	t-value
Male	350	42.31	8.73	818	.956	-.055
Female	470	42.34	8.78			

Table 2b shows that there is no significant difference in the reading difficulty of undergraduate based on gender (t = .055, df = 818, p = 956). Therefore, null hypothesis that states that there is no significant difference in the reading difficulty of undergraduates based on gender is not rejected.

**Discussion of Findings**

The result of the findings in Table 1b shows that there is a significant difference among undergraduate students in federal, states and private universities in their reading difficulties (F<sub>(2,831)</sub> = 3.97; p<0.05). Therefore, the hypothesis which states that there is no significant difference in the reading difficulties of undergraduates in south west Nigeria is rejected. Undergraduates in federal

institution have the highest number of difficulties mean score (42.83) followed by those in the state institutions (42.68) while those in private institutions have the lowest number of difficulties mean score (40.39). Undergraduates in private universities are from higher socio-economic parental homes where their parents and guardians have the financial wherewithal to produce reading materials in their family libraries. Not only that, they also have the



financial means to acquire mechanical and electronic materials that could aid reading and that is why their reading habits and reading culture are high, and their reading activities are devoid of reading difficulties. The undergraduates in the state universities also have second lowest reading difficulties, while those in federal university have the highest number of reading difficulties. This agrees with Connelly, Hasher and Zacks (2012) who compared passages of reading times and answers to probe comprehension questions for young and older adults for texts on internet that did not have material interposed amid target texts. The distracters consist of words, phrases, which are conceptually related to the content of the reading target text and rehearse often throughout the target reading text. The results show that the young adults not only read the distracted texts rapidly than older adults, but they also show greater comprehension of the target reading material. This submission was further challenged by Dywan and Murphy (2011) who modified the procedure to include a surprise word recognition, and test for the interposed material. They discover that the young adults have superior recognition memory for the distraction words, "as a result, it is difficult to explain if the young adults are assumed to have been successful at inhibiting processing of the distracters". Rather not satisfied with the foregoing research outcome, Burke on the internet carried out a study on the activation of word meanings and the election of ambiguity, provides no support for claims that older adults are deficient in suppressing information than young adults or that they retrieve more high frequency, dominant, or typing information than young adults. Despite working memory limitation, inhibitory deficits and strategy differences, many other adults comprehend spoken and written language proficiently in every life. However, the age -related deficits observed in language comprehension studies may be offset by the ability to fill in missing elements of the discourse with meaningful restriction based on background knowledge and everyday reasoning abilities. Generally, signs of comprehension difficulties include confusion about the meanings of words and structures, inability to connect ideas in a passage, omission of or glossing over details, difficulty distinguishing between significant information from minor details and lack of concentration during reading activities. Table 1c shows the Multiple Comparison Analysis of students reading difficulties on the basis of school ownership, employing scheffe post-hoc test. It reveals significant differences between state and private owned schools ( $p = 027$ ), with a mean differences of 2.28. However, there were no differences Federal and State owned schools ( $p= 981$ ) with a mean difference of 152 and between state and federal schools ( $p = 054$ ), with a mean difference of 2.43.

The result of the findings in table 2b shows that there is no significant difference in the reading difficulty of undergraduates based on gender ( $t = .055$ ,  $df = 818$ ,  $p = 956$ ). Therefore, null hypothesis that states that there is no significant difference in the reading difficulty of undergraduates based on gender is not rejected. The studies agree with Abdul-Raheem (2012) who carried out a study on gender differences and students' academic achievement and retention in social studies among Junior Secondary School Students in Ekiti State, and reported that there was no significant difference in the mean score of male and female students. This also agrees with Apari, and Okebukola (2023) who researched into Gender Dichotomy in the reading difficulties of undergraduates in South-West Nigeria and discovered that there is no significant difference in the reading difficulties of undergraduates on the basis of gender. Mushtak and Khan (2012) in Apari, and Okebukola (2023) reported that gender has no significant relationship with academic performance of students. Brantmaier (2003) in Apari and Okebukola (2023), while collaborating with the foregoing findings noted that, while examining reading comprehension across multiple passages, male has no advantage over female and female has no advantage over male meaning that gender differences does not exist in comprehension. However, this belief of neurologists negates who pointed out clearly that there is a biological basis for female good performances in reading achievement test (Apari and Okebukola 2023). Apari (2005) reported a research on how brain works and the results has shown that girls tended to be auditory learners and better communicators while boys are more visual kinetic learners.

### Conclusion and Recommendations

The findings of this study revealed that undergraduates from Federal and State universities are mostly affected by reading difficulties and that those from private universities have the least difficulties. It is also revealed that there was no different between federal and state in the statistics of the reading difficulties, but there was significant difference between state and private schools. This boils down to the fact that the federal owned schools are the most affected with reading difficulties, followed by the state-owned schools and later by private schools in that order. But the privately owned school were the least affected in reading difficulties. However, it is recommended that the public schools should stock their conventional and e-libraries with relevant and updated reading materials, specifically literature books of all genres and that Lecturers should engage students in several assignments, presentations, and that should form part of their continuous assessment. They should also be

encouraged to read these books extensively to overcome their reading difficulties. They should also cultivate the habit of reading newspapers, journals and periodicals in the serial section of the library every day. In sum, it is of paramount importance for every university and colleges of Education to establish reading clinics where undergraduates, primary and post-primary school pupils with reading difficulties are diagnosed and remediated.

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# Emotional Intelligence and Student's Academic Achievement in Economics

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## **Abstract**

*The desire of any educational system is to produce student, who are sufficiently trained to contribute meaningfully to the development of the system and the society in general. The effectiveness of any educational system, is gauged by the extent to which the students involved in the system achieve, whether in cognitive, affective or psychomotor domain. Emotions are complex states of mind and body, consisting of physiological, behavior and cognitive reactions to situation that can be managed and directed. Events may be interpreted as sad, dangerous, or joyous and physically, a sad situation may yield tears, or a dangerous situation may result in increased heartbeat. It is critical to understand and realize that emotion, thought and action are intricately interwoven and linked. Emotional maturity and social skills along with intelligence bring adjustment and success in one's life. An emotionally intelligent person can manage his/her feeling or emotion in a better way and cope with stress, with the effective ability to understand and solve problems. An emotionally intelligent person is adjusted and more successful in various areas of educational other professional field. This position paper discusses the connection between emotional intelligence and student's academic achievement in Economics*

**Keyword:** Emotions, Emotional Intelligence, Academic achievement

## **Introduction**

Emotions are complex states of mind and body, consisting of physiological, behavior and cognitive reactions to situation that can be managed and directed. Events may be interpreted as sad, dangerous, or joyous and physically, a sad situation may yield tears, or a dangerous situation may result in increased heartbeat. It is critical to understand and realize that emotion, thought and action are intricately interwoven and linked. Emotional maturity and social skills along with intelligence bring adjustment and success in one's life. An emotionally intelligent person can manage his/her feeling or emotion in a better way and cope with stress, with the effective ability to understand and solve problems. An emotionally intelligent person is adjusted and more successful in various areas of educational other professional field.

However, Research in brain-based learning suggests that emotional health is fundamental to effective learning and student's success in school is an understanding of how to read, learn and understand i.e. Emotional Intelligence. The key ingredients for this understanding are confidence, curiosity intentionality, self-control, relatedness, capacity to communicate and ability to cooperate. These traits are all aspects of emotional intelligence.

Basically, a student who learns to learn is much more apt to succeed. Emotional intelligence has proven a better predictor of future success than traditional methods like the GPA, IQ, and standardized test scores. Hence, the great interest in emotional intelligence on the part of corporations, universities, and schools nationwide. The idea of Emotional Intelligence has inspired research and

curriculum development throughout these facilities. Researchers have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. In addition, happy people are more apt to retain information and do so more effectively than dissatisfied people. Building one's emotional intelligence has a lifelong impact.

Many parents and educators, alarmed by increasing levels of conflict in young school children--from low self-esteem to early drug and alcohol use to depression, are rushing to teach students the skills necessary for emotional intelligence. Since emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them (Goleman, 1995

## **Concept of Emotional Intelligence**

Emotional intelligence is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Emotional Intelligence may be perceived as a type of aptitude that involves the ability to monitor one's feelings and that of others, to discriminate among them and to use this information to guide one's feeling and thinking (Salovey and Mayer, 1990).

In addition, emotional intelligence is a confluence of developed abilities to know and value self, build and maintain a variety of strong, productive and healthy relationships, get along and work well with others in achieving positive results; and effectively deal with the pressures and demands of daily life and work

Weisenger (1998) defined emotional intelligence as “ the intelligent use of emotions: one



intentionally makes one's own emotions work for one by using them to help guide one's behaviour and thinking in ways that enhance one's result". Emotional intelligence skills enable people to reduce negative stress in their life, build healthy relationships, communicate effectively, and develop emotional health. Emotional intelligence is also the ability of an individual to be able to manage these set of mood in reaction to oneself, others and the larger society (Coleman, 1998) and (Chamundeswari, 2013).

However, the original idea of emotional intelligence was that some individuals possess the ability to reason about and use emotions to enhance thought more effectively than others. But literature has shown that emotional intelligence as an eclectic mix of traits, many dispositional, such as happiness, self-esteem, optimism, and self-management, rather than as ability based (Bar-On, 2004; Boyatzis & Sala, 2004; Petrides & Furnham, 2001; Tett, Fox, & Wang, 2005). Disposition is the predominant tendency of one's spirits, natural mental and emotional outlook or mood or state of mind regarding something. It is also called inclination. It implies the customary mood and attitude towards the life around an individual while ability is the competence in an activity or an area because of one's skill, training or other qualification. (Oxford dictionary) When emotions are not in their finest operations and the student is not able to manage the operations of the emotions, the ability to concentrate or make decisions will be shadowed.

Therefore, a student's ability to influence his decision, decision which ranges from academics, career and so on is dependent on the level of intelligence of the student has about the emotion. Also, student's ability to discriminate between reality and classroom situation and to use information deciphers to guide their thinking and actions are also dependent on emotional intelligence of the student. In other words, emotional intelligence is perceived as a type of aptitude that involves the ability to monitor one's feelings and that of others, to discriminate among them and to use this information to guide one's feeling and thinking (Salovey and Mayer, 1990).

Moreso, emotional intelligence has a lot of components which can explain the totality of a child. Emotional intelligence can also be affected by personality traits of the students. The fact that students have different personality traits simply means that their emotional intelligence will differ (Kulhens, 1952). Emotional intelligence determines whether an individual can concentrate or not while in classroom

However, Emotional intelligence can lead to inconsistent behavior and affecting academic achievement (Mishra, 2012 and Kulhens, 1952,)

Epstein (1998) and Le Doux (2002) suggest that both the cognitive and the emotional domains of student's academic development should be the primary goal for educating students. Emotional intelligence is necessary to improving performance and psychological well-being in school work (Cherniss (2004). If emotional intelligence skills are developed, strengthened and enhanced, students may demonstrate increased levels of personal, academic achievement (Vela, 2003).

Even though emotional development of students does not seem important to teachers, parents and other stakeholders until behaviour becomes problematic and reported. Familiar examples are under-achievement, bullying, attrition, school violence, absenteeism, substance abuse, anxiety, lack of motivation and psycho-educational problems (Nelson and Low, 2003; Vela, 2003). Even though educators are compassionate, specific help is often absent, ineffective or too late. Need to identify and help the students develop emotional skills which are needed to prevent problematic behaviours and also not react to them after the act. For instance students in this part of the world believe that after schooling is employment but in recent years the country's economy is not producing the much anticipated job, so the effect of these realities on the psychological aspect of the student is huge and this will automatically affect the emotional well-being of the individual. To help the set of students who are having these views will be ability of the teachers and other stakeholders to convince them that a job awaits them or try to sell another reality to them.

There are five elements identified as the components of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills that comprise the field of emotional intelligence (Mayer and Salovey 1993):

- **Self-awareness** - The ability to identify and name one's emotional states and to understand the link between emotions, thought and action.
- **Self-Regulation** - The capacity to manage one's emotional states or to shift undesirable emotional states to more adequate ones.
- **Motivation** - The ability to enter into emotional states (at will) associated with a drive to achieve and be successful.
- **Empathy** - The capacity to read, be sensitive and influence other people's emotion.
- **Social Skills** - The ability to enter and sustain satisfactory interpersonal relationship

These Emotional elements are important at each stage of development. These same skills and competencies are critical to achieving academic and career excellence in life.



The development of emotional intelligence is an intentional, active and engaging process.

Emotional state and academic achievement are related in the sense that when the emotional state of mind is tended towards the negative. It can lead to absent mindedness, low self-esteem, lack of self-confidence which in turns affect the performance of a child in a group (when his/her result is compare to the members of the group (group norms) or when compare to a set standards

Emotional intelligence skills enable people to reduce negative stress in their life, build healthy relationships, communicate effectively and develop emotional health. Emotional safety is important at each stage of development. These same skills and competencies are critical to achieving academic excellence in life. .

### **Emotional Intelligence and Academic Achievement**

Emotional intelligence is not an entirely new management concept. Its origin can be traced to the human intuitive sense and the need for effective interpersonal skills in relationships. Goleman (1997) popularized the term and states that emotional intelligence encompasses the knowledge of: *'what you feel and being able to handle those feelings without having them swamp you, being able to motivate yourself to get jobs done, to be creative and perform at your peak and sensing what others feel and handling relationships effectively'*

According to Mayer and Salovey (1997), emotional intelligence is the capability to recognize, comprehend, and manage emotions in one's self and in others. The competencies of emotional intelligence include; the capacity to comprehend emotions in oneself, being able to manage and regulate these emotions, the ability to comprehend the emotions of other people to facilitate the effective management of relationships (Goleman, 1995; Salovey and Mayer, 1990).

The possibility of correlation between emotional intelligence and academic performance has created a surge of interest amongst scholars in recent years. Before the construct of emotional intelligence was established, customary measures of cognitive thinking models i.e. IQ tests, examinations, grades and test scores, were relied upon to determine academic performance and predict success in life (Dulewicz and Higgs, 2000). Goleman (1996) asserts that the intelligence quotient of an individual is only instrumental to overall success in life by about 20%. Gardner and Hatch (1989) advanced the theory of multiple intelligences and concluded that there are 'other' intelligences different from IQ that play prominent roles in determining an individual's success. Goleman

(1996) maintains that what Gardner and Hatch (1989) refer to as 'multiple intelligences' or 'other intelligences' is majorly emotional intelligence, and that individuals who possess an admixture of intelligence quotient and emotional intelligence have the potential to be generally successful in life. Other commentators (Steiner, 1997; Salovey and Mayer, 1990) propose that the amalgamation of intelligence quotient and emotional intelligence explicates further differences in outcomes than intelligence quotient alone. However, they state that a measure intelligence quotient is essential for the fusion with emotional intelligence to result in distinctive

### **Concept of Economics**

Economics as a compulsory subject to all senior secondary schools students in the Nigeria is concerned with the optimal distribution of resources in the society. It involves understanding what happens in markets, micro and macro economy, examining statistics about the state of economy and explaining their significance and understanding different policy options and evaluating their likely outcome. The importance of economics to the stakeholders like parents and government as well the society at large cannot be overemphasized, the importance are not limited to:

- It helps in removing the poverty from the country. Under developed countries are facing many problems like unemployment, over population low per capita income and low production. Economics is very useful in solving these problems.
- Its study is helpful for the leaders to understand the economic problems if they have a knowledge of Economics.
- From the study of Economics one can easily judge that how the income should be distributed among the four factors of production. For this purpose Marginal productivity theory is suggested by Economic and further aids the budget planning and frame the tax policy.
- A person's education cannot be considered complete unless he has some knowledge of Economics. The things which happen daily around us have an important economic bearing. So there is also the cultural value of the study of Economics.
- In the modern age the importance of economic planning cannot be ignored. Through planning we can utilize our natural resources in better way and can improve our economic condition.
- It guides the workers that how they can get maximum wages from the employer. It enables them to get the right of trade union,

collective bargaining and fixation of working hours.

- It guides the nations that how they can save themselves from the economic crises. The advanced countries desire is that there should be economic stability and full employment without inflation to achieve these objectives, economics is very useful for them.
- Economics has great intellectual value, because it broadens our out-look, sharpens our intellect and inculcate in us the habit of balanced thinking.
- In the third world countries there is a lot of wastage of resources which is the main cause of their poverty. The study of economic development will enable them to make the optimum use of their resources. (Essential Economics for Senior Secondary Schools by Cole E. Ande 2015)

### Conclusion

This study examined the influence of Emotional Intelligence and students' Academic Achievement in Economics. Based on the discussions of the study, it could be concluded that; Emotional intelligence has great influence on students' academic achievement Economics. The underlying assumption here is that when students are able to control their emotion in spite of what they might be passing through, they will perform excellently in their school subjects especially in Economics. It is therefore expected that only students that can manage their emotions will perform efficiently in their academics. Hence, students should learn how to manage effectively, their emotions.

### Recommendation

The following recommendations were made that;

1. Government should employ qualified educational counselors in the schools who can assist students that have challenges with their emotions
2. Parents should assist their children that have challenges who are not intelligent in their emotions by showing them love and advising them on how to manage their emotions.
3. It is therefore recommended that, in finding solutions to the poor academic achievement of students in economics, some attentions need to be directed to the development of the affective domain of the students.

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# 3D Computer Animation as a Catalyst to Improving Lower Primary School Pupils Attitude towards Yoruba Culture

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## Abstract

*The study investigated 3d computer animation as alternative to improving lower primary school pupil's attitude towards Yoruba Culture. The study adopted quasi experimental research design involving 2 x 2 factorial matrix. Sample comprised of 57 pupils selected from two intact classes. The two groups were randomized into experimental and control group. The Pupils Attitude towards culture Questionnaire was used for data collection. The questionnaire was validated with 0.79 reliability index. The questionnaire was used as pre-test and post-test while data was analysed using Analysis of covariance (ANCOVA). Finding from the study indicated that 3D computer animation have significant effect on lower primary school pupils attitude towards culture ( $F_{(1,57)} = 13.398; p < .05$ ) but gender has no significant effect on lower primary school pupils attitude towards culture ( $F_{(1,57)} = 2.079; p > .05$ ). It was also found that there is no interaction effect of 3D computer animation instruction and gender on lower primary school pupils attitude to culture ( $F_{(1,57)} = .007; p > .05$ ). The study concluded that 3D computer animation instruction has effect on lower primary school pupils attitude towards culture while it is recommended that primary school teachers Yoruba teachers should adopt the 3D computer animation instruction to improve pupils attitude*

**Keywords: 3D animation, Attitude towards culture, Pupils, Yoruba**

## Introduction

Primary school education is the basic education which aims at preparing children to attain the competence needed to advance further in making a worthwhile contribution to the society (UNESCO, 2013). It is thus an important stage which importance not be over emphasized. Hence, it is important for Yoruba subject teacher to making learning interesting for pupils at the level. This becomes very important considering the fact that Yoruba is fast losing its grip of its beautiful culture in the hand of new generation. Culture plays a crucial role in the language and the way it is utilized by its users. According to Aina and Morakinyo (2011), culture is a comprehensive notion that includes people's knowledge, beliefs, art, morals, laws, conventions, and any other habits and competencies gained by humans as members of society. Culture is essentially all of the accepted moral and social behaviours that humans carry down from generation to generation. A group of people's culture is their entire way of life; it consists of the norms, values, beliefs, and symbols that are taught from one generation to the next through communication, observation, and imitation (Tamu, 2014). Sufficient to agree with the position of Ogunlola (2011) who noted that, the main idea of the Yoruba traditional education is to build a child with good character and this is embedded in Yoruba culture. It was also affirmed by Akinola (2015) that learning to speak with wisdom and doing away with bad conducts is part of home training in Yoruba culture. In Yorubaland, children become sociable as they listen to adults and elders when they speak and greet warmly according to season and situation Akanbi and Jekayinfa (2016) reiterated that the virtues emphasised by the Yoruba in the concept of

"?m?lùàbí" are many and acquiring virtuous character is a continuous process.

Paradoxically, According to Alao (2008), the students we teach in our basic education system are increasingly finding it difficult to concentrate effectively in teaching and learning activities at school, and as a result, the school system is finding it increasingly difficult to secure the attention of modern-day students. The situation is no different in the teaching of Yoruba culture. Traditional Yoruba greetings (such as bowing down to elders), chastity (virginity), clothing (traditional garments like Aso Oke, Dansiki, and others), moonlit folktales, and traditional hairstyles for women are no longer taken into consideration (Akinkurolere & Akinfenwa 2018). Private schools often limit the use of vernacular (mother tongue) as a medium of instruction, while many parents are hesitant to enrol their children in "local schools." Ajepe (2014). Furthermore, Ajepe and Ademowo (2016) asserted that younger generations are starting to forget the fundamental principles and virtues of their cultures. The younger generation is now modelling their wardrobe after the people whose language they speak. Akanbi and Jekayinfa (2016) proved again how depressing it is to see Nigeria rife with vices and acts of violence, such as rape, kidnapping, violence motivated by religion, disdain for the law, and terrorism. This suggests that Nigeria's educational model, which upholds Yoruba maxism "omoluabi," is no longer yielding the intended results because it appears to have failed to impart moral principles in children. Many of these young people may become culturally lost as a result of losing their grasp on Yoruba culture, which can have detrimental effects on their social and academic development



(Akeredolu-Ale and Alimi, 2002). Thus there is need to adopt instructional strategy that will assist students to adopt positive attitude towards the learning of Yoruba culture from the foundation, which is the lower level of education.

Attitude contributes to the output of students' learning process. A positive attitude of teachers influences students' motivation, attitudes towards school and schoolwork, self-confidence, and, as a result, personality development (Ulug, Ozden, & Eryilmaz, 2011). Melhim (2009) distinguished between two types of attitudes: positive and negative. Positivity is the choice to accept things as they are. Regretfully, students' attitudes towards teaching the target culture are not positive, according to Dabou et al. (2021). With the identified challenge deficit in attitude of pupils towards learning Yoruba culture, essential is the need for method that will lead to improved students attitude. Such method must be the type that can capture their attention and show them practical aspect of Yoruba culture for emulation. In this wise computer animation seems to have these characteristics.

With the use of information, communication, and technology (ICT) resources, the process of teaching and learning has become more fun. The introduction of computer graphics and animation instructional modalities is one of the various ways that ICT is used in education. It has been found to be successful in teaching a variety of disciplines, including fine arts, religion, drama, and literature (Ala, et al 2023) but its usage is sparse in teaching Yoruba language at the lower level of primary education. Instructional computer animation combines graphics and text presentation in which each can strengthen memory through observation of the images. It is a modern electronic technological instructional method that offers deep learning to students. Computer animation is traditionally defined as an inanimate entity that appears to take on dynamic attributes such as movement, growth and speech which are normally associated with living organisms (Ploatzner & Lowe, 2012)

Instructional computer animation has the potency of bringing down the difficult level of any concept taught with it to the barest minimum (Ebonam, 2023). Use of computer animations together with teaching methods and techniques and having the students actively participate to the process ensure the provision of an effective and efficient education (Daşdemir & Doymuş, 2012). There are many different approaches that go into creating computer animation, but they are all united by the fact that the animation is produced digitally on a computer. While three-dimensional (3D) animation techniques typically create virtual worlds in which objects and characters move and interact, two-dimensional (2D) animation techniques

typically concentrate on image modification (Ebonam, 2018). It is possible to draw the general conclusion from Noor et al. (2022) that computer animation serves a beneficial role. According to Jamalludin and Zaidatun (2003), the use of instructional computer animation makes it easier to explain a concept or showcase a skill, allowing students to use more senses in the process of acquiring knowledge and holding their interest for long.

The place of gender cant also be over looked in relation to pupils attitude when taught with 3D animation. Okeke (2001) defined gender as social differences and relations occurring between males and females which are learned and vary widely among cultures and societies. Adeyegbe (2010) found male students performing generally better than the females However, Olom (2010) revealed significant differences in performance of male and female students in mathematics in favour of females. Hence, the is inconsistency in literature on the effect of gender on students attitude

### Literature Review

Hwang et al (2012) contended that some teachers, due to training and expertise view animation as easier and cheaper mode of instruction, while other look at it into different dimension as a time-consuming and waste to precious classroom hours, with students exhausting their time viewing something that they do not really believe on its educational value. Hwang et al. (2012) and Trevison et al. (2010) remarked that animations are time-consuming to produce; viewing them also may be time consuming. Animations come in varied ways and have a significant impact on education and other social systems such as communication, leisure and entertainment (Sebastian, 2010).

In two different research, Bamidele and Yoade (2017) and Falode et al. (2016) discovered that using computer animation as a teaching tool significantly raises students' academic performance. Idowu (2008), however, found that pupils with high ability outperformed students with medium and poor ability. She looked on how biology students at the College of Education in Southwest Nigeria performed in relation to the subject structure. The study concluded that students' academic success in biology was significantly impacted by their score ability levels, regardless of the manner of treatment.

In order to determine how computer animation might help students learn about chemical reactions and equilibrium, Achor and Ukwuru (2014) conducted a study. The aim of the research was to investigate if computer animation may help students obtain better results in chemical reactions and equilibrium. The study used a quasi-experimental approach with a pretest-posttest non-randomized



control group. 240 Senior Secondary (SS) II pupils in all, selected from ten public schools in Benue State's Oju Local Government Area. While 112 students were taught using a traditional approach, 128 students were taught chemical reaction and equilibrium through instructional computer animation. Chemistry achievement test was developed and administered to the students. The data was analysed using mean, standard deviation and analysis of covariance. The findings of the study revealed that the experimental group that received experimental treatment of instructional computer animation performed significantly better than those taught using conventional method. The efficiency of the Computer Animation Instructional Package (CAIP) on the academic performance of senior high school agricultural science students in animal physiology in Minna, Nigeria, was investigated by Falode et al. (2016). The study's goal was to ascertain whether an instructional package utilising computer animation would raise secondary school agricultural science students' academic performance in animal physiology. Gender influence was also looked at. Pretest, posttest, and nonrandomized nonequivalent design were used in a quasi-experimental setup. 88 senior secondary school students were chosen from intact classrooms at two coeducational public schools in the study area to make up the sample. A control group of 40 students (26 males and 14 females) received training via lecture, whereas the experimental group of 48 students (30 males and 18 females) received instruction via instructional computer animation. An expert-validated 30-item animal physiology accomplishment test with a reliability value of 0.85 was given to both groups as a pretest and posttest. The results showed a substantial difference between the two groups' mean accomplishment scores, favouring the group receiving CAIP instruction. Additionally, the package raised the academic performance of both male and female teachers. Giginna (2013) studied the effect of animation instructional strategy on students' achievement, interest, and retention in chemical bonding. The purpose of the study was to determine whether animation instructional strategy enhances students' achievement, interest and retention in chemical bonding. The population for the study consisted 3221 senior secondary one (SS1) chemistry students in the fifty four (54) schools in Enugu Education Zone of Enugu State and a sample size of five hundred and fifty-four (554) SS1 chemistry students was used for the study. Quasi experimental design of pretest, posttest was adopted. Chemistry Achievement Test (CAT) and Interest Inventory for assessing students' Interest in chemical bonding (IIASICB) were used as instruments for data collection. The two instruments were administered to the students. The research questions were answered using mean and standard deviation of

test scores. The hypotheses were tested at 0.05% level of significance using ANCOVA based on SPSS software for data analysis. Findings revealed that there was significant difference in the mean achievement scores of the two groups in favour of those taught with instructional computer animation. Also, the package improved the interest of both male and female students taught.

In a study conducted by Egbunonu (2012) on the Effect of Computer Assisted Instruction (CAI) on secondary school students' cognitive achievement and interest in Ecological concepts, the purpose was to determine whether computer assisted instruction will enhance students' cognitive achievement and interest in ecology. Quasi experimental research design was employed. A sample of 66 students from two schools in Aguata Educational zone in Anambra state was used for the study. Biology Achievement Test (BAT) and Biology Interest Scale (BIS) were administered to the students for data collection. Four research questions were answered using mean and standard deviation while the hypotheses were analyzed using ANCOVA. Findings from the study showed that Computer Assisted Instruction (CAI) had no statistical significant difference on students' achievement due to gender, but there was a statistical significant difference on students' interest due to gender. Consequently, it was determined that while computer-assisted instruction does not significantly affect male or female students' academic achievement, it does significantly affect their level of interest. The study and the current study are similar in that they both examined students' academic performance and interest in gender-related research projects, but they are different in that the current study is conducted in Awka, whereas the prior study was conducted in the Aguata Education Zone.

### **Objective of the study**

Thus the objective of this study was to improve lower primary school pupil's attitude towards culture through 3D animation

### **Research questions**

1. Will 3D animation instructional technique lead to improved attiyude to culture of lower primary pupils
2. Will male and female lower primary school pupils record different attitude to culture after exposure to 3D animation instructional strategy
3. Will be interaction significant interaction effect of 3D instructional strategy and gender on attitude of lower primary pupils to culture

### **Methodology**

Quasi experimental research design involving pre-test, post-test and control group with 2 x 2 factorial matrix was employed in the study. This is

because the design controls for the variance covariates, partial out initial differences in the covariates. A total of fifty seven (57) lower primary pupils from two different primary schools formed the study sample for the study. In order not to disrupt normal classroom activities, the study used intact classroom. The classes selected from each school were randomized into treatment and control group. However, the two schools selected has similar characteristics in terms of pupils age range and gender composition. For data collection, Pupils Attitude to culture questionnaire was used for data collection. The questionnaire is a self developed 4-points Likert's scale and has ten items with 0.87 reliability coefficient. The reliability was carried out

using crombach Alpha method. The study lasted for five weeks.

Matrix layout

01 X 02  
03 04

Where

X1= pretest observation in the experimental group

X2=posttest observation in the experimental group

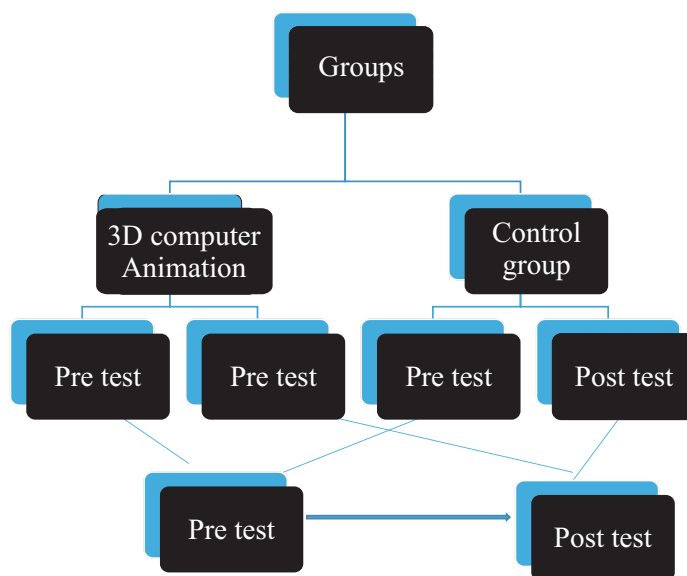
X3=pretest observation in the control group

X4=posttest observation in the experimental group

The data collection process is described in figure i

Figure i

Flow chart of the data collection process.



The study was carried out under three main stages, at the first stage, pre-test was conducted on the two groups. This involves the administration of the attitude questionnaire. The second stage was where the students were taught for five weeks. The experimental group was taught with the use of 3D computer animation instruction while the control

group were taught using the conventional method without 3D animation. At the third stage, post test was administered on the pupils in the two groups after re-arranging the items in the questionnaire. Data collected was analysed using Analysis of Covariance. (ANCOVA)

Result

**Table1:** Descriptive statistics of Participants

**Descriptive Statistics**  
Dependent Variable: Post-attitude

Group	Gender	Mean	Std. Deviation	N
Experimental	Male	37.3571	2.56026	14
	Female	38.6875	.79320	16
	Total	38.0667	1.92861	30
Control	Male	33.6316	5.15548	19
	Female	35.1250	2.99702	8
	Total	34.0741	4.61541	27
Total	Male	35.2121	4.59455	33
	Female	37.5000	2.46718	24
	Total	36.1754	3.98265	57

Table 1 shows descriptive statistics of participants. The table shows that there are 33 male participants, out of which 14 are from the experimental group and 19 from control group. It also shows that there are 24 female participants, out of which 16 are from experimental and 8 from control group. In addition, the table indicates that experimental group have post

test mean score of 38.066 (SD= 5.155) while control group recorded 34.074 (SD=4.615) post test mean score.

1. Will 3D animation instructional technique lead to improved attitude to culture of lower primary pupils

Table 2: *Tests of Between-Subjects Effects of Treatment and Gender on Attitude to culture*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Observed Power <sup>b</sup>
Corrected Model	252.358 <sup>a</sup>	4	63.090	5.159	.001	.953
Intercept	1807.516	1	1807.516	147.810	.000	1.000
Covariate	.060	1	.060	.005	.944	.051
Treatment	163.835	1	163.835	13.398	.001	.949
Gender	25.423	1	25.423	2.079	.155	.293
Treatment * Gender	.083	1	.083	.007	.935	.051
Error	635.888	52	12.229			
Total	75482.000	57				
Corrected Total	888.246	56				

The results in Table 2 showed that there was a significant effect of treatment ( $F_{(1, 57)} = 13.398; p < .05$ ). This implies that there is significant effect of 3D animation on lower primary school pupils attitude. But the table shows no significant effect of gender ( $F_{(1, 57)} = 2.079; p > .05$ ). This implies that gender did not

have significant effect on on lower primary school pupils attitude after been taught with 3D animation. The result of the 2ways interaction effect of treatment and gender was also not significant ( $F_{(1, 57)} = .007; p > .05$ ).

**Estimates**

Table 2: *Estimates of Effect of Treatment on attitude to culture*

Dependent Variable: postattitude			95% Confidence Interval	
Post-attitude	Mean	Std. Error	Lower Bound	Upper Bound
experimental	38.016 <sup>a</sup>	.646	36.719	39.313
Control	34.385 <sup>a</sup>	.742	32.895	35.874

a. Covariates appearing in the model are evaluated at the following values: pre-attitude = 33.7018.

The results in Table 2 revealed that participants in the 3D animation treatment group had a mean attitude towards culture score of 38.016 and standard error of .646 and the control group, the mean score was

34.385 and the standard error was .742. The results of analysis to test whether these mean scores are significantly different are shown in Table 3

**Univariate Tests**

Dependent Variable: postattitude

	Sum of Squares	df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power <sup>a</sup>
Contrast	214.447	1	214.447	17.506	.000	17.506	.984
Error	661.491	54	12.250				

The F tests the effect of Post-attitude. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Computed using alpha = .05

The results in Table 4 indicated that there was a significant effect of treatment ( $F_{(1, 54)} = 17.506; p < .05$ ) on lower primary school pupils attitude towards culture.

1. Will male and female lower primary school pupil's record different attitude to culture after exposure to 3D animation instructional strategy.

The result of analysis in Table 2 reveals a computed F-value of 2.079 and p-value of .155 ( $p > 0.05$ ) for gender. Since the p-value (computed significance value) is greater than the 0.05 Alpha level of significance ( $p > 0.05$ ). The result indicates that there is no significant effect of gender on lower primary school pupils to attitude to culture.

2. Will be interaction significant interaction effect of 3D instructional strategy and gender on attitude of lower primary pupils to culture?

The result of analysis in Table 2 reveals a computed F-value of .007 and p-value of .935 for the two ways interaction effect of treatment and gender. Since the p-value (computed significance value) is higher than the 0.05 Alpha level of significance ( $p > 0.05$ ). Hence there is no significant interaction effect of treatment and gender on lower primary school pupil's attitude to culture.

The implication of the results is that gender will not significantly interact with the treatment to affect attitude towards culture of lower primary school pupils. The results are graphically presented in Figure 2.

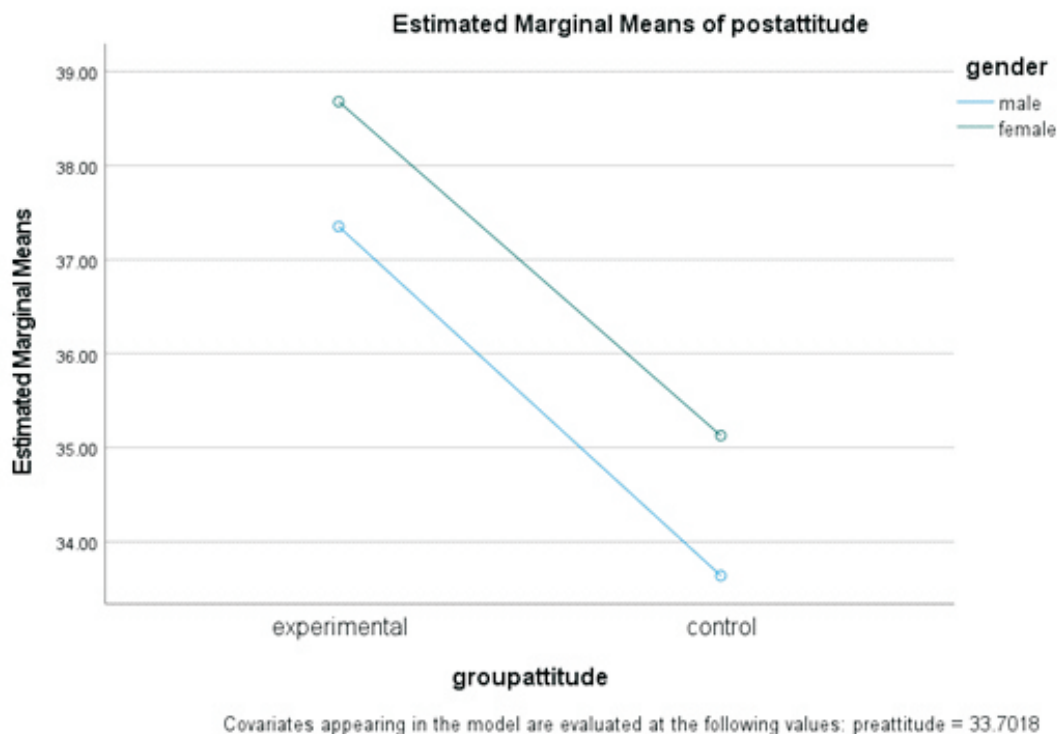


Figure 2 illustrates that no significant interaction of treatment and gender existed in attitude towards culture between male and female students in the treatment group and control group.

### Discussion

The result indicates that 3D animation have significant effect on lower primary school pupils attitude towards Yoruba culture. Yoruba culture is that one that cultivate the spirit of omoluabi in young and olds. However, with the decline in spirit of right Yoruba cultural orientation among young ones, teaching students to develop positive attitude to Yioruba culture have become a child of necessity. Dei (2011) elucidated on the kind of education that should be given to young ones; this should be such

that will place learners' experiences, cultures, and prior home/community knowledge at the center of education to enable them transforms our communities. It agrees with the finding of Falode et al. (2016), which revealed that there was significant difference between the mean achievement scores of two groups in favour of those taught with Computer animation. It also aligns with the outcome of Achor and Ukwuru (2014) finding, who reported that the experimental group that received experimental treatment of instructional computer animation performed significantly better than those taught using conventional method. It was then concluded that instructional computer animation should be used in schools to promote academic achievement of students. Miri and Yehudit (2011) also confirmed in



their report that that animated movies support the use of diverse teaching strategies and learning methods, and can promote various thinking skills among students; that animation can enhance scientific curiosity, the acquisition of scientific language and can also fosters scientific thinking. Bamidele and Yoade (2017); Falode et al (2016); who in their separate studies found that the adoption of computer animation as an instructional mode greatly improve students' academic achievement. However, the finding of this study was in contrast with that of Idowu (2008) who revealed that high ability students performed significantly better than medium and low ability students. It is also similar to the finding of Onal and Sondur (2017) that found positive and moderate relationship between students' use of animation and their attitude towards technology.

But the report shows that gender did not have significant effect on lower primary school pupil's attitude to culture. This implies that male and female students recorded similar attitude towards culture after exposure to 3D instruction strategy by extension, both male and female students responded in similar direction to attitude towards culture. It agrees with the finding of Falode et al. (2016), which revealed that package improved the achievement of both male and female students taught in similar direction. It finding is consistent with the report of Egbunonu (2012) showed that Computer Assisted Instruction (CAI) had no statistical significant difference on students' achievement due to gender.

### Conclusion and Recommendation

Studies have recognized the significance of the use of technology in almost all sectors of human endeavours and education is no exception. Prominent among the intervention of technology in education is the use of 3D animation for teaching and learning purposes. The sue of computer animation has been reported to have the potency of bringing down the difficult level of any concept taught with it to the barest minimum and also encourage students participation in the learning process. The study came to conclusion that 3D computer animation instruction have the potency to bring about change in lower primary school students attitude to Yoruba culture. This is because pupils recorded higher attitude mean gain after the experiment was conducted. It was also conclude that male and female students recorded similar attitude to Yoruba culture thus gender is no barrier to the use of 3D instruction. Based on the finding of the study, it was recommended primary school teachers Yoruba teachers should adopt the 3D computer animation instruction to teach cultural aspect of Yoruba curriculum to improve student's attitude. Also, teach should teach pupils at the lower primary level with Yoruba language as stipulated in the NPE

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# Teachers' Awareness and Students' Attitude to Content Area of Traditional Vocations in the Senior Secondary School Yoruba Curriculum

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## **Abstracts**

*The study investigated teachers' awareness and students' attitude to teaching of traditional vocations in Yoruba language curriculum in Ogun state. The study adopted the descriptive survey research design. The sample comprised 620 respondents, made up of teachers and students selected through multistage sampling technique. Three local government areas were randomly selected from Ogun Central Senatorial District, and purposive sampling technique was used to select 31 senior secondary schools. In each of the schools, 20 students were selected randomly, giving a total 620 respondents. Questionnaire on Students' Attitude to Vocational Content of Yorùbá language (QSAVC) ( $r = 0.88$ ) and Questionnaire on Teachers' Awareness of Vocational Content of Yorùbá language ( $r = 0.75$ ) were the three instruments used for data collection in the study. The data collected were analysed using percentages, mean, standard deviation and Pearson Product Moment Correlation. Three (3) research questions were answered and two hypotheses tested at 0.05 level of significance. Findings revealed that teachers' level of awareness of the vocational content of the Yoruba language curriculum was very high ( $\bar{x} = 3.68$ ) but students' attitude towards vocational content of the Yorùbá language curriculum was poor ( $\bar{x} = 1.91$ ) at the threshold of 2.50. It was concluded that vocational skills exist in the Yorùbá language curriculum and teachers had high awareness of it, but students attitude to which was poor. The study recommended that government should build Yorùbá vocational skill acquisition centres and laboratories for secondary schools and communities.*

**Keywords:** Teachers' awareness, Learning outcomes, **School leavers**, Vocational Contents.

## **Introduction**

Language has, since its origin, played important roles in the human society (Gomwalk, 2000). Everyone in all walks of life is concerned with language in a practical way because it is used in virtually all activities. Language is the major vehicle of thought and, regardless of their multiplicity, people want to clarify their thoughts. This means man cannot function without language. Bolorunduro (2002) contends that the acquisition and use of language is an indispensable key for unlocking the storehouse of human achievements. The Yorùbá language is one of the Nigerian ethnic languages that is widely spoken among the people of 10 states in country. These are +y-, Òsun, Òg6n, Ond9, \$k8t8, Lagos, part of Kwara and parts of Kog7, Edo and Delta states. Speakers of the Yorùbá language can also be found in countries like Benin Republic, Togo, Sierra Leone, Cuba and Brazil (Oyewole, 2000).

As a subject, Yorùbá Language is taught and recognised in Nigerian public schools right from the kindergarten stage to the university level. The Nigerian government considers it to be in the interest of national unity that each child should be encouraged to learn not only his own mother tongue but also another Nigerian language (Abijo, 2009). The National Policy on Education FME (2014) specified the two basic goals of secondary education which include preparation of individuals for useful living within the society and preparation for higher education. This shows that every secondary school graduate would be well-prepared for either higher

education or vocational skills needed for poverty eradication, job creation, and wealth generation.

Entrepreneurship is one of the compulsory subjects which traditional vocation in the Yorùbá language could help achieve. Notably, despite the various vocational constituents of Yorùbá, the language is grouped under humanity instead of vocational subjects. This shows that the Nigerian government has not recognised the vocational content of Yorùbá Language as a subject that can proffer solution to the present challenge of unemployment. Some vocational contents are embedded in the curriculum, though the curriculum does not expressly mandate acquisition of vocational skills as one of the objectives of teaching Yorùbá language. Indeed, the implementation of vocational content in Yorùbá language in senior secondary school has been poor. Therefore, this study investigated teachers' awareness and students' attitude to content area of traditional vocations in the senior secondary school Yoruba language curriculum.

## **Kirzner's theory of entrepreneurship**

The basic concept in Kirzner's theory of entrepreneurship is alertness. Alertness leads individuals to make discoveries that are valuable in the satisfaction of human wants. The role of entrepreneurs lies in their alertness to hitherto unnoticed opportunities.

A subjectivist theory of knowledge argues that things simply do not exist if a person does not know



about them (Kirzner 1979:137–153). Subjectivists stress not knowledge itself, but rather what people know about knowledge.

This approach focuses on the kind of knowledge about which people know nothing at all. It follows that “things about which men are completely ignorant are things that simply do not exist” (Kirzner 1979). Hence in the subjectivist paradigm, the statement that “an opportunity only exists when you can see it” poses no paradox. This statement does not suggest that an opportunity does not objectively exist if you do not see it. It simply says that it requires the acting agent to identify the opportunity, whether the opportunity objectively exists or not does not really matter. Without entrepreneurial alertness, opportunities remain unnoticed.

Shane (2003) described entrepreneurs as people who see and acted on previously unnoticed profit opportunities. This concept differs from Schumpeterian entrepreneurs by showing that the entrepreneurs depend less on knowledge creation and more on the existing information processing which presently seems to be the crucial ability for anyone who works in business.

This theory has its relevancy in this research work because it sheds more light on the reason why teachers in secondary schools should be well informed about the content area of traditional vocation in Yoruba language and be able to transfer this knowledge to their students to whom that may be an awareness creation and alertness to develop their entrepreneurial skill in one or two of the Yoruba traditional vocations and this will in turn reduce the rate of unemployment in the country.

Oyenuga (2012) proves that the level of interest, attitude and achievement among students is very low. Vocational ability, attitude and achievement in language study play an important role in this study. Ability relates to an individual's potential or suitability to act or perform a specific task. It is an assumption that students of high vocational ability are more likely fit to benefit from *Yorùbá* language than others who are not so endowed. Psychologists have demonstrated that some people are more intellectually-fit than others and more likely to benefit from looking at the methodology for the teaching of tradition vocations in *Yorùbá* language. The method adopted is a goal-based approach in order to enhance the cultural proficiency of the *Yorùbá* language learners. Most social scientists believe that man stands at the centre of economic activities. They feel that traditional vocation is the key variable which links the socio-cultural milieu with economic development.

The concept of traditional vocation was used once at the beginning of the 18<sup>th</sup> century to refer to

economic activity. Wiklund and Shepherd (2003) explain that a positive correlation exists between education and business creativity. Timmons and Spineli (2002) are of the opinion that traditional vocations can be learnt. Traditional vocation learning is a programme of change and societal hope for the future. Ariyo (2008) notes that, if Nigeria wants to reach its full potential in terms of economic and social developments, it cannot afford to overlook the importance of its indigenous entrepreneurs and the contributions that they make towards the country's economy. In Matanmi and Awodu's (2005) view, if Nigeria desires to end the ravaging level of poverty, adequate attention must be given to the growth of traditional vocations. They conclude that Nigeria is still in the doldrums because of the combination of ignorance, low capacity-building and lack of encouragement through traditional vocations.

The importance of *Yorùbá* language in traditional education is fundamental and, therefore, cannot be overemphasised. The most important was the recognition of the teaching of traditional vocations which must be given a pride of place in the curriculum. Oyenuga (2012) claims that the issue of *Yorùbá* language curriculum and content to be taught, and the methodology to be used poses some problem because of the changes in society.

### Research Questions

This study was guided by the following research questions:

1. What is the level of teachers' awareness of the vocational content of the Yoruba Language curriculum?
2. What is the level of students' attitude towards the vocational content of the *Yorùbá* language curriculum?
3. Is there relationship between teachers awareness and students attitude towards vocational content of the Yoruba Language curriculum.

### Methodology

This study adopted the survey research of descriptive type. The target population for this study consisted of all teachers and students of *Yorùbá* language in all senior secondary schools in Ogun State, Nigeria. Sample consist thirty one Yoruba language subject teachers and six hundred and twenty students selected through multi stage sampling approach. At stage one, one senatorial district (Ogun Central Senatorial District) was randomly selected from Ogun state. Stage two involved proportionate random selection of 50 per



cent of the local governments in the district. The three selected local government have thirty four schools out of which thirty one schools were randomly selected. Data were collected with Questionnaire on Students' attitude towards Vocational Content of Yoruba Language and Teachers' Awareness of Vocational Content of Yoruba Language (QSAVCYL). The reliability of the students attitude scale was trial-tested on twenty *Yorùbá* language students in a school outside the area of this study. The Cronbach Alpha method was then used to determine its reliability co-efficient which was  $r=0.88$  while teachers awareness scale was trial-tested on trial-tested on 10 *Yorùbá* language teachers in schools outside the area of this study and the Cronbach Alpha method was used to determine its reliability coefficient which was  $r=0.75$

This instrument was self-constructed by the researcher to assess the level of students' achievement of the vocational content of *Yorùbá* language. The test was divided into two sections.

Section A comprised items eliciting demographic information from the students while Section B contained forty (40) objective items and was scored and used by researcher. The instrument was presented to experts of *Yorùbá* and language education for face and content validity. Their suggestions and corrections were used to structure the final instruments while reliability of Students' Achievement Test in *Yorùbá* language (SATYL) was equally test among students outside the area set for the main study. Split-half was used to determine its reliability and was found to be reliable with co-efficient  $r = 0.80$ . The data collected was analysed using the descriptive statistics and inferential statistics of Pearson Product Moment Correlation (PPMC) at .05 level of significance.

## Results

**Research question 1:** What is the level of teachers' awareness of the vocational content of the Yoruba Language curriculum?

**Table 1: Level of teachers' awareness of the vocational content of the *Yorùbá* language curriculum**

No	Items	FMG	FM	NFM	NFMR	Mean	SD
1	M7m= n7pa zw[n k9k9 =r= t9 n77 xe p2l5 ix1 [w- n7n5 2k- 4d4 <i>Yor6bq.</i>	24	7	0	0	3.77	.425
2	M7m= p3 ix1 zgb2 wz n7n5 2k- 4d4 <i>Yor6bq.</i>	25	4	2	0	3.74	.575
3	Ix1 zgb2dc j1 Okan pztzk8 lqraz w [n ix1 ab7nib7 t7 9 wz n7n5 2k- 4d4 <i>Yor6bq.</i>	25	6	0	0	3.81	.402
4	M7m= p3 ix1 8l2k2 s7ns7n wz lqra zw[n ix1 ab7nib7 n7n5 2k- 4d4 <i>Yor6bq.</i>	20	6	3	2	3.42	.923
5	Ix1 8l6 l7l6 wz n7n5 2k- 4d4 <i>Yor6bq.</i>	25	6	0	0	3.81	.402
6	K7k- n7pa ix1 cn7 h7hun wz n7n5 2k- 4d4 <i>Yor6bq.</i>	25	6	0	0	3.81	.402
7	K7k- n7pa ix1 ar9 d7dq tzb7 zd8rc n7n5 2k- 4d4 <i>Yor6bq.</i>	25	5	1	0	3.77	.497
8	Ix1 irun d7d8 zti epo f7f= j1 ix1 t7 9 jc m- ix1 ob8nrin n7n5 zw[n ix1 ab7nib7 2k- 4d4 <i>Yor6bq.</i>	22	6	1	2	3.55	.850
9	K7k- n7pa ix1 ax[ h7hun wz n7n5 2k- 4d4 <i>Yor6bq.</i>	25	3	1	2	3.65	.839
10	Ix1 8w0szn 8b7l2 wz n7n5 2k - 4d4 <i>Yor6bq.</i>	23	7	1	0	3.71	.529
11	M7m= p3 ix1 gb1nzyb1nz wz n7n5 ix1 t7 9 jcy[ n7n5 ix1 ab7nib7 2k- 4d4 <i>Yor6bq.</i>	23	6	2	0	3.68	.599
12	B7bq ix1 8k0k0 m7m[ pzd3 n7n5 2k- ix1 ab7nib7.	22	6	3	0	3.61	.667
13	K7k- n7pa ix1 [xc d5d5 wz n7n5 2k- 4d4 <i>Yor6bq.</i>	22	6	2	1	3.58	.765

14	Ix1 alqpatz j1 4y7 t7 a ti gb- t7 a s8 ti k- n7n5 2k- 4d4 Yor6bq.	21	1	4	5	3.23	1.203
15	K7k- n7pa ix1 apcja n7n5 2k - 4d4 Yor6bq.	25	2	2	2	3.61	.882
16	K7k- n7pa ix1 apoh6n b7i 8jqlq s7sun, ck5n 8yzw9,8r4m=j3 zti zw[n m87rzn t7 9 jcy[ n7n5 zxzyzn L7t7r3x= zpil2k[ ew8 zti er3 on7xe.	25	3	2	1	3.68	.748
17	Ix1 on7x[nz wz n7n5 2k- 4d4 Yor6bq.	25	3	2	1	3.68	.748
18	M7m= p3 ix1 [dc j1 ix1 ab7nib8 n7n5 2k- 4d4 Yor6bq.	28	1	2	0	3.84	.523

Table.1 reveals that when FMG and FM are combined, they have higher percentages for all the items. These range between 70.9% and 100.0%. The mean aggregate 3.68, which is greater than the mean bench mark of 2.5, indicates that the level of teachers' awareness of the vocational content of the Yor6bq language curriculum is very high.

The study found that the level of teachers' awareness of the vocational content of the Yorùbá language curriculum was very high. This implies that teachers were greatly aware of the various concepts that are skill-based and vocation-based in the current secondary school Yorùbá language curriculum. This is understandable as they are qualified and experienced teachers. They must have possessed, and been interacting with the Yorùbá language curriculum for years during their course of teaching the Yorùbá language, culture and literature to students. For instance, many of the selected teachers reported that they had above five years of experience in the teaching of Yorùbá language, culture and literature, while many of them also had at least a Bachelor of Arts in Education Degree in Yorùbá. Therefore, their experience coupled with

qualification must have played a significant role in their high level of awareness of the vocational content of the Yorùbá language curriculum.

Based on the items used in eliciting responses from the selected teachers, the teachers showed that they were aware of the existence of the various Yoruba vocational skills in the Yoruba language curriculum. Such of those vocational skills as represented through the 20 items used in the questionnaire include farming, drumming, blacksmithing, bead making, mat weaving, dying, hairdressing, palm-oil making, clothe making, traditional medicine, sculptor, pottery, soap making, butcher, fishing, chanting, hunting, and so on. A preliminary content analysis of the current Yorùbá language curriculum conducted by the researcher truly revealed the existence of such skills in the curriculum, hence, the teachers' high awareness of the same.

**Research question 2:** What is the level of students' attitude towards the vocational content of the Yorùbá language curriculum?

**Table 2: Level of students' attitude towards the vocational content of the Yorùbá language curriculum**

SN	Items	FMG	FM	NFM	NFMR	Mean	SD
1	Mo fl m= n7pa ix1 ab7nib7 n7n5 4d4 Yor6bq.	37	33	466	84	2.04	.653
2	Mo flrzn lqti mqa wz n7 yzrq 8k1k0 - ix1 8x2nbqy3.	25	51	447	97	2.01	.633
3	Mo flrzn ol6k- t9 n k- wa n7 4d4 Yor6bq.	23	39	405	153	1.89	.668
4	Mo mqa n k- ix1 [w- n7 k7lqzsi k7 n le 4 r7 ix1 xe lly8n t7 mo bq par7 il3 2k-.	25	36	431	128	1.93	.650
5	Mo mqa n xe zw[n ix1 zm5rel3 mi n7 k7qk7q.	25	54	337	204	1.84	.743
6	Mo flrzn lqti k- ix1 [w- k7 n le 4 n7 zl3k5n 8m=.	14	48	375	183	1.83	.659
7	Emi zti zw[n elcgb1 mi mq n xzxzr0 l9r7 2k n7pa ix1 ab7nib7 t- ti k- wa.	29	51	294	246	1.78	.786
8	Mo mqa n k[ zk[s7l2 n7 k7lqzs8 lqk09k0 t7 a bq n k- ix1 ab7nib7.	52	57	400	111	2.08	.775
9	Mo mqa n dqs7 8j7r0r0 l9r7 zw[n ix1 ab7nib7 n7n5 k7lqzs8.	46	85	395	94	2.13	.754

10	Mo mqa n dqh6n 8b34r4 ol6k - 19r7 ix1 ab7nib7 n7n5 k7lqzs8.	16	43	367	194	1.81	.670
11	Mo flrzn ix1 ab7nib7 n7n5 4d4Yor6bq n7tor7 p3 9 dqra,9 s8 le 4 t5n ay3 mi xe.	4	29	356	231	1.69	.590
12	@k- 4d4 Yor6bq j1 2k- t7 mo le 4 fi yangzn n7bi gbogbo.	18	87	426	89	2.05	.631
13	Mo mqa n ra zw[n zxzyzn 8w3 t9 dql3 ix1 ab7nib7.	30	25	383	182	1.84	.710
14	Mo flrzn lqtimqa gb3 zk[s7l2 8w3 mi t9 dql3 ix1 ab7nib7 y2w0 lly8n t7 a bq ti k- [ tqn k7 mqba z gbzgb3 ohun t7 mo ti k-	22	47	388	163	1.88	.684
15	Mo mqa n yege n7n5 2k 4d4 Yor6bq n7tor7 8m=t7 mo ti n7 n7n5 2k- ix1 ab7nib7	17	50	425	128	1.93	.626
16	Mo m= p3 ix1 ab7nib7 le 4 xe irznwn fqn [r= aj3 mi l-j- iwqj5.	25	61	336	198	1.86	.748
17	Mo mqa n ba zw[n ix1 ab7nib7 pzd3 n7n5 zxzyzn L7t7r3x= zpil2k[ er3 on7tzn.	35	36	227	322	1.65	.826
18	Mo mqa n ba zw[n ix1 2k -x1 [w - pzd3 n7n5 zxzyzn L7t7r3x= zpil2k[ ew8.	37	33	466	84	2.04	.653
19	@k- mqa n y3 mi b7 ol6k mi bq lo zw[n ohun 4lo 8k1k=- n7 zk9k0 t7 a bq k1k=- ix1 ab7nib7 n7 k7lqzs8.	25	51	438	106	1.99	.644
20	*fl mi s7 k7k- ix1 ab7nib7 n7n5 2k- 4d4 Yor6bq p= gan]an ni.	23	39	414	144	1.90	.660
Aggregate mean =1.19 SD=0.13		528	955	7776	3141		

Table 2 shows that FMG and FM have lower percentages for all the items ranging between 5.1% and 21.1%. The mean aggregate 1.91, which is lower than the mean bench mark (2.5), indicates that there is low level of students' attitude toward vocational content of the Yorùbá language curriculum. The result of the study indicates that students had a low level of attitude towards the vocational content of the Yoruba Language curriculum. This implies that the majority of the students may be lacking in the knowledge of the Yoruba vocations and may not be seeing its functionalities. This has made them develop a negative attitude towards those vocations because it is what is known that is felt positively.

This finding corroborates the findings of the study conducted by Oyenuga (2012), Salmanul Farisi (2014) and Ipate and Parvu (2014) who all also reported a high level of curriculum content awareness among respondents in their various studies. For instance, in the study conducted by Oyenuga (2012), it was found that practical work helps in developing student skills, conceptual understanding, cognitive abilities, creative thinking attitudes and performance in learners. The understanding of the potentialities of such practical works to students' life after school will make the Yorùbá teachers to always want to search for vocational skills in the Yorùbá language curriculum. This, in turn, stands a chance of increasing their awareness of the vocational content of the Yorùbá

language curriculum. This is why Oyenuga's (2012) findings have a great link with the findings of this present study.

### Conclusion

Based on the findings from the foregoing, it could be concluded that vocational skills exist in the Yoruba language curriculum for senior secondary school. This is an indication that government and curriculum planners took cognizance of the importance of vocational skills in reducing unemployment in the today's world when they were preparing the Yoruba language curriculum. The 21<sup>st</sup> century world requires that graduates acquire skills that will enable them create jobs and not turn out to be job seekers. The Yoruba language curriculum for the senior secondary school in Nigeria recognises this and incorporates the traditional Yoruba vocational skills in students' activities.

### Recommendations

It is recommended that Yoruba Language teachers should always be factored into the process of planning, designing and innovating the Yoruba Language curriculum because they are its sole implementers. Also, Governments and school authorities should encourage teachers to attend conferences, workshops and in-service training on curriculum implementation.

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