



**INCLUSIVE  
EDUCATION  
IN THE 21ST  
CENTURY**

**A Festschrift in Honour of  
an Erudite Scholar**

*Rev. Dr. (Mrs)*  
**OLUWATOYIN ABIKE  
ODELEYE**  
( N E E O D U N T A N )

*Edited by*

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**Rev. Dr (Mrs.) Oluwatoyin Abike Odeleye  
(Nee Oduntan)**

## Foreword

Dear Readers, I am delighted and honoured to celebrate Rev. Dr. (Mrs.) Oluwatoyin Abike Odeleye (Nee Oduntan), a phenomenal educator's remarkable journey on the occasion of her 60th birthday. This remarkable woman has made an enduring impact on the education field during her impressive career. By wholeheartedly pursuing inclusive and fair education, she has positively impacted a multitude of learners' lives and sparked improvements across global educational institutions. Reaching the age of 60 is a momentous occasion that inspires both reflection and anticipation. It offers an opportunity to acknowledge one's journey thus far, and successes achieved. For our distinguished educator, this milestone signifies six decades filled with unwavering dedication towards acquiring knowledge coupled with an unshakable commitment towards education as a catalyst for shaping societies into better places.

The fundamental principle of her life's work is embodied in the theme "Inclusive Education in the 21st Century." This subject matter required authors to thoroughly examine inclusive practices, investigate developing trends and effective methods, and highlight innovative approaches that can mould education for generations to come.

It is indeed a privilege to take you on an extraordinary voyage through the world of Inclusive Education in modern times! With immense pleasure and fervour, I introduce this insightful and all-encompassing reading material that accentuates the revolutionary impact of inclusive approaches within education. The rapidly changing world we live in has made the idea of inclusivity more important than ever. We can no longer view education as a standardized system that works for everyone. As members of society, it is up to us all to create learning settings that value diversity and individuality while encouraging each learner's success.

In today's world, we embrace a multitude of cultures, abilities and backgrounds which create an extraordinary tapestry. Inclusive education celebrates this diversity by acknowledging the inherent worth and potential within each student. We no longer tolerate exclusion or discrimination in our classrooms but instead aim to foster nurturing, accepting environments that leave no learner behind. The significance of inclusivity has greatly increased in our fast-changing world. Education can no longer be viewed as a uniform method that suits all students. As a community, it is essential to cultivate learning atmospheres that value diversity, acknowledge unique dissimilarities among individuals and encourage every student to flourish. The world we live in is a mosaic of colours and differences, enriched by the variety of cultures, abilities, and histories. Inclusive education embraces this diversity with open arms while acknowledging every student's unique worth and potential. We have long left behind exclusionary practices that perpetuated segregation and discrimination. Instead, our goal is to foster safe learning environments where everyone feels welcomed without exception; no learner shall be left behind or omitted from their rightful place within these classrooms.

To embark on the journey towards Inclusive education, one must possess knowledge, understanding and carefully consider various aspects. This book acts as a guide to navigate through the wide range of inclusive practices, principles and strategies that are customized to meet 21st-century needs. By utilizing perceptive investigations, real-life scenarios and pragmatic illustrations, this publication investigates the fundamental components of comprehensive education. It is sub-divided into four sections. Section A: Digital Technology; Section B: Early Childhood Education/Inclusive Education; Section C: Language, Literacy and Pedagogy and Section D: Religion, Counselling and Legal Issues

Furthermore, the book delves into how educators are crucial in establishing classrooms that prioritize inclusivity and building a school culture that promotes positivity and inclusiveness. It also emphasizes the significance of removing obstacles for every learner to ensure their complete engagement while recognizing continuous professional growth as well as collaboration with all education stakeholders.

The book of reading compiles the exceptional research efforts of several dedicated scholars who have exhaustively investigated different subtopics linked to Embracing Inclusive Education in the modern era. Through comprehensive exploration, these researchers achieved meticulous and noteworthy outcomes that meet top-notch standards for proficiency and excellence.

Dear reader, join me on a significant journey of revamping education - an expedition that has the potential to equip future generations. Let's welcome inclusive learning as we move forward in transforming education for the 21st century!

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## Preface

This book titled “Inclusive Education in the 21<sup>st</sup> Century” is a compendium of carefully selected papers written in honour of our beloved Rev. Dr. (Mrs.) Oluwatoyin Abike Odeleye (Nee Oduntan) who will clock 60 years on 7<sup>th</sup> of March, 2024. Fifty-four (54) chapters were eventually accepted out of diverse papers received when the call was made. The papers have been arranged into four sections: Section A is on Digital Technology comprising of eleven (11) chapters; Section B is on Early Childhood Education/Inclusive Education comprising of nine (9) chapters; Section C is on Language, Literacy and Pedagogy which has seventeen (17) chapters while Section D which is on Religion, Counselling and Legal Issues has seventeen (17) chapters.

Issues addressed in this book are such that will illuminate the mind of readers or those that might come in contact with it for increased knowledge on Inclusive Education in the 21<sup>st</sup> Century. It is hoped that issues discussed by contributors will be useful to a wide spectrum of readers, especially educational researchers, planners, policy makers, teachers and students. It will definitely help scholars, instructors, and learners in the fields of counselling, early childhood education, and other educational concerns.

To provide a deeper understanding of important topics discussed, advanced teaching and learning outcomes and educational issues in general are suggested. Therefore, this book is recommended to prospective readers they will profit from it.

The editors would like to express their sincere gratitude to all of our reviewers for their insightful feedback, but especially to our authors, who have written papers that are pertinent to the current situation in the world today from their vast knowledge base.

We apologize to those whose papers are not included in this book.

**Prof. Babatunde Adeniyi ADEYEMI**

**Prof. Philius Olatunde YARA**

**Dr. Oyekunle OYELAMI**

**Dr. (Mrs.) Oluwabunmi Bakare-FATUNGASE**

## **BIOGRAPHY OF OLUWATOYIN ABIKE ODELEYE (NEE ODUNTAN)**

*B.A.Hons French, PGDE, Adv. Cert in TESOL, M.Ed., PhD* March 7, 1964-

### **Birth**

Under unmistakably divine circumstances, the fourth in a family of five (5) children, Baby Oluwatoyin Abike was born to Pa Olutola Alabi Oduntan of Ibeju-Lekki area of Orimedu, in Epe, Lagos State and Madam Christiana Olufadeke Oduntan of Ile-Ife royal heritage (both of blessed memories) on Saturday March 7, 1964 in Lagos, Nigeria.

### **Education**

She had her elementary and secondary education at the legendary Reagan Memorial Girls Primary and Secondary schools, Yaba, Lagos first from 1970 to 1974, then from 1974 to 1979. Thereafter, she proceeded to Federal School of Arts and Science, Victoria Island, Lagos 1979 to 1980. She was admitted into University of Ife in 1980 where she studied Modern European Languages (French). She attended University of Grenoble, France as French Language student during her Year Abroad from 1982 to 1983. She graduated with B.A. Honours in French from University of Ife in 1985.

Her vision was to pursue a career in diplomacy or in her own words, “*at the very worst, in banking*”. Even though she had her Youth Service in the bank, that desire was not to be a banker. Young Toyin did not like teaching even though her maternal grandfather, Pa Ademakinwa, was an accomplished headmaster in his days. Today, looking back over the years, and having invested over three decades of her life into the pedagogy, Toyin thinks otherwise. She is a personification of teaching, having successfully taught at all levels of education.

Even though she started teaching in the 1980s, her forays into the academics commenced when she made up her mind that she needed to be properly certified as a teacher. She enrolled for a part-time Post Graduate Diploma in Education (PGDE) at the University of Ibadan in 1998. She graduated in 2001; she bagged Advanced Certification in Teaching of English as Second Language (TESOL) from the University of Leicester (2003); Master of Education (M.Ed.) specializing in Language Education (2006), Doctor of Philosophy (PhD) in Educational Management specializing in Basic Education (2010) and Master of Science (MSc.) in French and Intercultural Studies (2020).

### **Teen Years Up to Marriage**

Young Toyin first had encounter with Mr. Bidemi Odeleye in 1980 at the University of Ife but the relationship was broken in 1984 when Toyin met with the Lord Jesus Christ and became a Christian. Sister Toyin was a diligent and fervent member of the Prayer Tower and the Senior Choir at the National Headquarters of Foursquare Gospel Church in Nigeria under GO Emeritus, Rev Gabriel Farombi. When she was posted to Kano State for her National Service in 1985, she devoted her energy and resources to serving the Lord in the Kano State Christian Corpers’

Fellowship. She was part of the group that brought the famous Archbishop Benson Idahosa to Kano for an evangelistic crusade in 1986.

Due to the grace of God upon her life, her integrity and her insatiable quest for God and His service, pretty Sister Toyin was the cynosure of men, Christian and non-Christian. United Bank for Africa (UBA) Kano was her Posting for Primary Assignment (PPA) for the National Service. Here, her Christian virtues were put to fiery tests with so many suitors wanting her hand in marriage. To stop the onslaught, Sister Toyin agreed in prayer with another sister that only her husband would have the boldness to ask for her hand in marriage.

Thereafter, (now) Brother Bidemi Odeleye showed up early in 1986 but Sister Toyin answered with an adamant NO! Brother Bidemi would not give up without a fight and kept knocking on the door until providence brought the two together again in February 1987 when Sister Toyin agreed to marry Brother Bidemi Odeleye. As customary in Foursquare Gospel Church in Nigeria, there was need for marriage counselling. It is noteworthy that key ministers that worked with the intending couple included Rev (Pastor at that time) Tony Nwamma (retired DO Shomolu) and Dr. Funso Omowo. Former GO, the late Dr. Wilson Badejo was the resident pastor at the National Headquarters of Foursquare at that time.

After months of courting, their marriage was consummated on Saturday, November 26, 1988, under the watchful eyes of Rev Gabriel Farombi, General Overseer at that time.

## **Work**

Sister Toyin worked as an Examiner with Exam Success Correspondence College, Lagos from 1986 to 1987. Also, she was an adjunct French tutor at Federal Government College, Maiduguri from 1988 to 1989. She was an elementary school teacher, Head of Section and Head of School at Ruby's Model School, Maiduguri at various times between 1989 and 1991. She also taught French at Namu Private School, Maiduguri from 1992 to 1993. When she had her second child (Tope), Sister Toyin taught briefly in the new Lifeforte Nursery and Primary School, Bodija, Ibadan in 1991. Thereafter, she returned to Maiduguri.

The family relocated to Ibadan in 1993. With divine fiat, Sister Toyin assumed duties at IITA International School as a Homeroom teacher in 1995 after successfully scaling all recruitment hurdles. This experience was the platform that exposed her to international education and gave her the pedigree she has today in Elementary Education. At IITA School, her three children had the privilege of world-class education gratis. It pays to serve Jesus!!! All glory to God.

Since assuming duties as a lecturer at the Federal College of Education (Special), Oyo, Nigeria Dr. Toyin Odeleye has distinguished herself as a diligent and committed academic. A Chief Lecturer and head of the Department of Primary Education Studies, Dr. Odeleye is the Chairperson of the Demonstration School's Management Committee. She is widely travelled and has attended many international, national, and local conferences where she made significant contributions as presenter and chairperson of syndicate sessions. She has published over sixty scholarly articles in local and international outlets. She is also a contributor of chapters to several books and has served as a reviewer of academic works. Her present research direction is *Empowering the African Girl-Child*. She is a much sought-after conference speaker, and demonstrates currency in world events; she is, every inch, cerebral.



## Community Service

Dr. Odeleye facilitated the IITA International School's adoption of Onikoko Community Primary School, Ilora, Oyo State, Nigeria. She was the brain behind the synergy between the Abel Ogundokun Odeleye Foundation (AEOF), the IITA School and Wells for Africa in the provision of a well for the Onikoko community. Dr. Odeleye, a former Vice President of the Nigerian Fencing Federation is Nigeria's first Fencing instructor. Dr. Odeleye is a Fellow of the Institute of Policy Management Development, Nigeria. She is also a distinguished member of several academic and professional groups which include the Forum for African Women Educationists Nigeria (FAWE[N]), Institute of Personality Development and Customer Relationship Management (IPD-CRM), Raising Girls' Ambition (RAGA), Nigeria, Women in Colleges of Education (WICE), Nigeria, Teachers' Registration Council of Nigeria, and National Association of Educational Administration of Nigeria (MNAEAN). She is also a Consultant to AEOF, Michigan, USA/Nigeria, and a member, of State Alumni, Department of State, United States of America.

## Testimonies on Home and Ministry

Her husband (Bidemi Odeleye) who has been calling her "(Mon) Bebe" meaning "(my) baby" or "(my) babe" for about 4 decades, long before the coinage of "babe" became popular, has this to say about her:

*"My wife has been a massive support for me; she is a God-sent help that is meet indeed. She remains my greatest cheerleader and my hottest critic. She tells me what others are afraid to tell me, sometimes to a fault. She stands by me when every other person is against me, when she is persuaded, I am in the right. Even after 35 marital years, our differences persist but the Holy Spirit has made us complementary to each other. I can testify that Sister Toyin knows the Lord. She is a Christian and she is a homebuilder!!! God has consistently used her, at every juncture, to compensate for my shortcomings. I am grateful to God for blessing me with such a terrific woman. She is a passionate lover and will not let go! We have had our share of life's challenges but we always come out stronger by God's grace. Even while in I was a full-time missionary, she always submitted her paycheck to me. For these few years we have been together, she has been my wife, my 'big' daughter, my baby sister, my mother, the mother of my children, and the grandmother of my grandchildren all rolled into one. Now, we play as boyfriend and girlfriend. I know she is my companion into old age. For this Diamond Jubilee, I am eternally grateful to God and pray that God will help her to remain on fire, fully reconsecrated for our Master's cause forever in Jesus' name. Amen." Happy birthday mon bebe!!!*

Tobi, daughter and number 1. *"While growing up, we were like cat and mouse, she gave me the hiding of my life, many times to the chagrin of my dad, who, sometimes, would try to rescue 'failed' operation. Today, we are the best of friends. She is my number one confidant. A woman of faith, she is my role model extraordinaire. She sees 'can do it' even in impossible circumstances. She is a great woman, my Amazon. She is virtuous, respectful, empathetic and beautiful. I cannot wish for a better mother. Congratulations to my superheroine!!!"*

Tope, son. *"Congratulations to the best mom in the world! Even though in my younger years, she seemed a little stern and perhaps, hostile. I thought she just liked to pick up quarrel with almost everything not properly done. Today, I guess I know better. Today, with hindsight, I can*

*tell you, my mother is the best. She does everything right even though we still have issues from time to time.*

I have come to see you in another light IreOluwa, IyinOluwa & AnjolaOluwa's grandma! I now understand things I didn't understand as a young man, that you didn't hate me and my siblings. I understand that what you did for & to us was done out of love. Your labor of love and sacrifices for your family and loved ones have not gone unnoticed. How are you 60 years already!? It seems like just yesterday we celebrated your 40th birthday in Moniya. I pray that GOD will increase you on all sides & bless you beyond measure!

*You are so considerate, kind and just good. Happy Diamond Jubilee Mummy!!!”*

Damilola, son. *“What can I say about my mum? She is a classy woman, very pretty even though we fight a lot of times. I think I am like her in a lot of ways. Overall, she is a wonderful woman. Very prayerful and earnest worshipper. I know she works hard, really hard. Taking care of the home, preparing our meals in the absence of Sister Tobi and taking care of my dad are some great jobs she does. She drives herself to Oyo daily and still has the energy to run the church and take care of my dad. Mummy, I love you. You are a godly good woman. Have a most scintillating birthday in Jesus' name. Amen.”*

Dr. Mrs. Toyin Odeleye has consistently proved that it is possible to live a life of balance in this world. Coping with academic discipline, the rigours of being a pastor's wife, a mother, and a dutiful wife to her doting husband, set Sister Toyin out as an enigma. After 35 years of marriage, she still looks radiant and beautiful. Her husband, Rev Donald Abidemi Odeleye says *“My wife is even prettier today than when I took her from her parents in 1988.”* Truly, this great woman does not look her age!

My priceless saints of the Almighty God, Ladies, and Gentlemen, we present to you this day, a daughter of the Most High God, a professor of Jesus Christ of Nazareth, a woman of substance, a quintessential prodigy, a virtuous woman per excellence, a mother in Israel, an epitome of inner and overt gorgeousness, wife of Donald Abidemi Odeleye, mother of Oreoluwa, Oluwatobi, Temitope, Deborah, and Oluwadamilola, grandmother of IreJesu, IyinJesu and AnjolaJesu, ***Most Revered Professor Mrs. Oluwatoyin Abike Odeleye. ALL PRAISE AND GLORY TO GOD!!!***

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## **Section A**

# **Digital Technology**

# Commemorating Digital Innovations in Education and Advancements for Inclusivity in the 21st Century

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## **Abstract**

*This chapter explores the transformative impact of digital advancements on education in the 21st century, with a particular focus on inclusivity. Tracing the historical evolution from foundational theories by Dewey, Vygotsky, and Gardner to contemporary innovations like MOOCs and AI-driven assessments, the article delves into the intersection of technology and inclusivity. It pays tribute to educators and organizations championing inclusive education, offering case studies and success stories. The analysis extends to pedagogical innovations and technological advancements, highlighting their potential and challenges. Despite the promises of digital learning, it emphasizes the persistent digital divide and socio-economic disparities, advocating for a comprehensive approach to ensure access and equity in education. The conclusion underscores the ongoing commitment to inclusive and equitable education globally, celebrating progress while acknowledging the work ahead.*

**Keywords:** Digital advancements, Inclusive education, Pedagogical innovations, Technological equity, Global education transformation

## **Introduction**

The way education is provided and received has rapidly changed in the 21st century, mostly as a result of the incorporation of digital technology and the increased focus on inclusivity. Dewey (1916) laid the groundwork for contemporary pedagogical approaches by emphasising the value of experiential learning. The socio-cultural theory of Vygotsky (1978) emphasised the role that social contact plays in learning and helped shape the creation of inclusive and cooperative learning environments. The multiple intelligences theory proposed by Gardner (1983), transformed our knowledge of student variety and opened the door for a more inclusive curriculum. With the introduction of digital technology, the field of education was further enhanced by innovators like Papert (1980), who promoted computer-assisted learning. These contributions represent a small portion of the vast body of knowledge that has shaped the discipline, and they have been crucial in forming our current emphasis on inclusiveness and innovative digital education.

In the present era, technology has transcended its role as a mere tool and become an integral part of the learning process. This article addresses the critical intersection between digital advancements and



inclusivity, recognizing the profound impact these developments have had on education. The significance of this article lies in its ability to capture the essence of our collective journey in education, paying tribute to Rev. Dr. (Mrs.) Oluwatoyin Abike Odeleye (Nee Oduntan) who has tirelessly worked to make education accessible and meaningful for all. This article explores a wide range of contributions and themes in the context of digital advancements and inclusivity in education. From the historical evolution of digital education to the emergence of cutting-edge technologies, it delves into the innovative pedagogical approaches that have redefined teaching and learning. It also examines the challenges and opportunities presented by the digital age, offering insights into addressing the digital divide and promoting equitable access to education.

Before we embark on this enlightening journey through this article, we extend our heartfelt acknowledgments to the numerous contributors who have shared their expertise, experiences, and visions. This article is a testament to their dedication and passion for education. It is also dedicated to the countless educators and students who, in their quest for knowledge, have fueled the ongoing transformation of the educational landscape. Together, we commemorate the past, embrace the present, and look forward to a future in which education, underpinned by digital innovations and inclusivity, continues to be a beacon of empowerment, opportunity, and growth for all.

### **Digital Learning in the 21<sup>st</sup> Century**

The history of digital education, in its current incarnation, is extensive and has changed throughout time. Skinner (1958) established programmed learning in the middle of the 20th century, laying the foundation for the first computer-assisted training. With the advent of the internet in the 1990s, a new age was heralded by the writings of Tapscott (1998) and Rheingold (2000), who saw the possibility of democratising information and creating online learning communities. Technology has had a significant influence on education. The term "digital natives" was first used in groundbreaking works by Prensky (2001), who also highlighted the necessity for educational adaptation to engage students who had grown up in a digital age. The potential of connectivism, a learning theory for the digital era that emphasises the importance of networks and links in knowledge acquisition, was further investigated by Anderson and Dron (2011). In addition, the introduction of Massive Open Online Courses (MOOCs), which were promoted by Coursera, edX, HarvardX, and MITx signified a revolutionary change in higher education by providing audiences all over the world with never-before-seen access to high-quality instruction (Ho, Reich, Nesterko, Seaton, Mullaney, Waldo & Chuang, 2014; Evans & Myrick, 2015; Uddin, Imran, Muhammad, Fayyaz, & Sajjad, 2021 and Onan, 2021). These advancements highlight how technology may revolutionise education and how innovative teaching strategies are essential.

While there are many benefits to digital schooling, there are drawbacks as well. A persistent source of worry is the "digital divide" (Warschauer, 2003), which illustrates how different socio-economic groups have differing levels of access to digital resources. This problem emphasises how crucial it is to address digital literacy and equity to guarantee inclusive education (Andrade Johnson, 2020). Furthermore, the emergence of machine learning and artificial intelligence in educational technology (Baker & Inventado, 2014 and Sunarya, 2022) poses ethical concerns about data privacy and the role of instructors in a digital classroom while also promising personalised learning experiences. The use of virtual and augmented reality in education presents immersive learning opportunities; however, cost and accessibility must be taken into account (Deterding, Dixon, Khaled, & Nacke, 2011; Rosenblum, 2000; Sun, Zhao, Men, Ma, Jiang, Liu, & Feng, 2023 and Paulauskas, Paulauskas, Blažauskas, Damaševičius & Maskeliūnas, 2023). Technological innovations like gamification (Deterding et al., 2011) have revolutionised educational engagement, and mobile learning (Traxler, 2007; Alshurideh, Al Kurdi, Salloum, Arpacı & Al-Emran, 2023; Chen, & Huang 2023) has made education more accessible than ever. Despite these problems, the digital age also offers unparalleled opportunities for collaborative learning. Within the pages of this festschrift, we hope to delve deeper into the historical underpinnings, transformative power, and complex opportunities and problems that come with digital learning in the twenty-first century.

## **The Evolution of Inclusive Education**

Key turning points have been reached in the inclusive education journey. The work of Itard (1801) and Séguin (1846), who promoted the humane treatment and education of people with disabilities, serves as its foundation. The Salamanca Declaration (1994), which advocated for inclusive education as a basic human right, helped popularise the idea of inclusive education. Ainscow (2005), has played a crucial role in presenting the advancement of inclusive education as an ongoing process of refinement and adaptation. Digital innovations have a big impact on inclusive education in the 21<sup>st</sup>. To develop educational settings that are accessible to all learners, Rose (2000) promoted the Universal Design for Learning (UDL), which incorporates a variety of modalities of representation, engagement, and expression. As advocated by Burgstahler (2001), the development of accessible e-learning platforms and assistive technologies has created new opportunities for inclusive education. These developments in technology are essential for expanding the application of inclusive practices to a variety of student demographics.

This piece meticulously examines case studies and success stories that highlight inclusive education's revolutionary potential. Through a close examination of actual cases, we may learn about the tactics, procedures, and laws that have made inclusion successful. For example, In Lagos State, Nigeria, significant progress has been made in promoting inclusive education. The Lagos State Inclusive Education Policy implemented in 2016 reflects the government's dedication to ensuring that every child, irrespective of their abilities, has equal access to quality education. This policy involves integrating Special Education Needs (SEN) units into regular schools, creating an inclusive learning environment for all students. A notable success story from this initiative is the successful integration of students with hearing impairments into mainstream schools. Through the assistance of sign language interpreters and the use of technology, these students not only adjusted to the standard curriculum but also excelled academically. This accomplishment underscores the potential of inclusive education to eliminate barriers and provide an equitable educational experience for all students, regardless of their abilities.

Project Enable Africa, a non-governmental organisation in Nigeria, is a pioneering advocate for inclusive education. Through a combination of technology and social advocacy, the organization has empowered individuals with disabilities to access education and vocational training. They provide essential assistive technology and resources that enable students with disabilities to engage in online learning and participate in mainstream education. One particularly inspiring story is that of Ahmed, a young student with a visual impairment. With the support of Project Enable Africa, Ahmed gained access to accessible e-learning materials, assistive technology, and digital braille resources. His educational journey was not only marked by academic excellence but also by his transformation into an advocate for accessible education. Ahmed's success serves as a compelling example of how technology and advocacy can facilitate inclusive education, positively impacting the lives of students with disabilities in Nigeria. These case studies and success stories in Nigeria highlight the transformative potential of inclusive education, which works to remove barriers, promote academic achievements, and create a more equitable and inclusive education system for all students, regardless of their abilities or backgrounds. They stand as models for other regions in Nigeria and worldwide, encouraging the adoption of inclusive education as a means to provide quality education to every child.

## **Pedagogical Innovations**

The dynamic possibilities provided by digital technology and the changing demands of learners have led to a revolutionary change in teaching methods and strategies in the field of education. Dewey (1938) and Vygotsky (1978) emphasised the importance of social interaction and group learning in the process of acquiring knowledge. The 21st century has seen the emergence of creative teaching approaches thanks to these fundamental concepts. Inquiry-based learning and project-based learning

(Thomas, 2000) are two examples of modern pedagogical innovations that empower students to take charge of their education by actively investigating and solving problems. The combination of immersive simulations and game-based learning (Spierling, Bitter, Liu, & Müller, (2023); Turco, Flaim, Ponzi, Ayekun, Amore and da Silva (2023) has completely changed and enhanced the learning process. These cutting-edge methods have been used in a variety of educational environments, from kindergarten to higher education, and they are not limited to any one area. They also cross subject boundaries.

The way that assessments and feedback are conducted has changed significantly in the digital age. In the past, assessments were frequently summative and concentrated on final exams for the subject. Formative assessment was developed by Wiggins (1990) and Stiggins (2005) and stresses continuous feedback to enhance and enrich learning. The use of digital technologies has improved feedback and assessment procedures even more. Through quizzes, peer evaluations, and immediate feedback, online platforms and technologies enable formative assessment (Moorhouse & Kohnke, 2023). Moreover, dynamic tracking of student progress is provided by Learning Management Systems (LMS) like Moodle, Canvas, Google Classroom, Edmodo, Blackboard Learn, etc. which enables teachers to customise their lesson to each student's needs (Sharipovich, 2023 and Makumane, 2023). Furthermore, using algorithms, adaptive learning systems (Lhafra & Abdoun, 2023) customise the learning process by modifying the pace and content according to each student's performance. In addition to improving learning outcomes, these technologies give instructors insightful information that helps them make data-driven decisions. Baidoo-Anu & Ansah (2023) and Crawford, Cowling & Allen (2023), confirm that the use of Artificial Intelligence (AI) in educational assessment has opened up new avenues for evaluating student knowledge and skills and has the potential to produce assessments that are more accurate and nuanced.

While the concept of customising training to meet the needs of each individual student is not new, it has become extremely popular in the digital era. The foundation for modern adaptive learning was established by the works of Keller (1968) on personalised instruction and Bloom (1984) on mastery learning. These days, personalised learning routes that address each student's strengths and limitations are provided by adaptive learning systems, such as Khan Academy and Duolingo (Khan, 2011). The trend towards personalised and adaptable learning methods acknowledges that every learner has a different starting point and learning path. We honour the development of educational innovations in this festschrift, from the fundamental ideas established by educational philosophers to their modern uses in instruction, evaluation, and customised learning. We investigate how these technologies might improve education and better equip students to face the challenges of the 21st century.

### **Technological Advancements in Education**

With the introduction of new technologies, education is changing quickly. These developments are changing the way that knowledge is gained, disseminated, and used. Modern new technologies are still completely changing the educational landscape. The emergence of mobile learning, which enables students to access instructional materials on portable devices, is one noteworthy advancement. Traxler (2007) realised that mobile technology may offer ubiquitous and customised learning experiences. Learning is now more flexible and accessible because to the widespread use of smartphones and tablets. The two areas of technology improvement in education that are most advanced are artificial intelligence (AI) and machine learning (ML). Artificial intelligence (AI) holds the promise of intelligent feedback, real-time teaching adaptation, and personalisation of learning experiences. Chaushi, Selimi, Chaushi & Apostolova, (2023) provide examples of how data-driven insights can enhance instructional design and increase student outcomes. The introduction of intelligent tutoring systems shows how AI may offer customised coaching to students, fostering material mastery (Alam, 2023; Kurni, Mohammed, & Srinivasa, 2023). The popularity of AI and ML in

automating administrative activities, including as grading, has also increased, freeing up more time for educators to engage with students in meaningful ways.

The way educators design immersive learning experiences is changing due to the use of virtual reality (VR) and augmented reality (AR). The use of virtual and augmented reality technologies in interactive simulations and hands-on learning has great potential. History schools can employ virtual reality (VR) to take students to historical events, while the medical education field (Ponce et al., 2015) uses VR to create lifelike surgical simulations. These technological advancements offer chances for real-world learning experiences that improve comprehension and memory of the material. We, therefore, commemorate the continuous surge of technological innovations that is reshaping education in this festschrift.

### **Access and Equity in Education**

The digital divide in the 21st century is still a major worry (Cheshmehzangi, Zou, Su, & Tang (2023); Harvey, Hastings, and Chowdhury (2023); Kamal, Khan, Hamad, Illiyan, Das, and Alkhuraydili, (2023). There are differences in the opportunities for schooling caused by differences in access to technology and the internet. Very many scholars have examined the digital divide in-depth, such as Warschauer (2003); Cheshmehzangi, Zou, Su & Tang (2023) and Aisbitt, Nolte, & Fonagy (2023) have shown how socioeconomic circumstances impact the availability of digital resources. In underprivileged regions, a lack of technology and connectivity can exacerbate educational disparities. Taking on the digital divide requires a diversified strategy. The goal of programmes like the One Laptop per Child project (Idika, Obiagu, & Ibe (2023); Mutu (2023) and Nwokocha & Odoemenam (2023) was to give kids in underprivileged areas access to inexpensive laptops. The digital divide is also partially closed by neighborhood-based initiatives like public Wi-Fi hotspots and digital literacy initiatives. To guarantee that every student has equitable access to digital tools and resources, policymakers play a crucial role in developing financial programmes and laws.

Addressing access and equity in education requires a focus on inclusivity. The goal of inclusive education is to establish settings in which all students—disabled or not—are accepted and given the assistance they need. Ainscow (2005) highlighted that inclusive education involves not just accepting students with different needs but also modifying instruction to better serve these learners. Rose (2000); Dempsey, Lone, Nolan, & Hunt (2023) and Vostal, Oehrtman & Gilfillan (2023) advocate for the use of Universal Design for Learning (UDL) as one of several ways to promote inclusion. To accommodate a diverse variety of learners, educators are encouraged by UDL to provide adaptable learning environments and resources. Furthermore, professional development for teachers and expert collaboration can improve the inclusiveness of teaching methods. International perspectives play a significant role in addressing inequality in access to education, which is a worldwide challenge. The United Nations Sustainable Development Goal 4 (UNSDG4) and UNESCO's Education for All (EFA) project from 2000 emphasise the value of high-quality education for everyone, regardless of location or circumstances. With a focus on equity and accessibility, the Global Partnership for Education (GPE) campaigns for education in developing nations and mobilises resources in support of it.

### **Conclusion**

In conclusion, this article has explored the transformative changes in education brought about by the intersection of digital advancements and inclusivity in the 21st century. It has paid homage to the pioneering contributions of educational theorists and innovators who have paved the way for the current emphasis on inclusive and innovative digital education. The evolution of digital education, from Skinner's programmed learning to the advent of the internet and the rise of Massive Open Online Courses, demonstrates the profound impact of technology on how knowledge is acquired and disseminated. However, the persistent issue of the digital divide highlights the importance of addressing digital literacy and equity to ensure inclusive education for all. Inclusive education, rooted in the works of Itard, Séguin, and further advocated by the Salamanca Declaration and the Universal

Design for Learning, has expanded its reach with the aid of digital innovations. Case studies from Nigeria and the efforts of organizations like Project Enable Africa have exemplified how technology and advocacy can empower students with disabilities, eliminating barriers and providing equitable educational opportunities.

Pedagogical innovations, such as inquiry-based learning, project-based learning, and adaptive learning systems, have reshaped teaching methods to engage students actively and address individual learning needs. The use of digital technologies has also revolutionized assessments and feedback, offering more personalized and data-driven educational experiences. Technological advancements, including mobile learning, artificial intelligence, machine learning, and virtual and augmented reality, have opened new horizons for immersive and adaptive learning experiences. These technologies hold the promise of intelligent feedback, real-time adaptation, and personalised learning, enhancing both teaching and student outcomes. However, access and equity in education remain pressing concerns, as the digital divide persists, and socio-economic disparities impact access to technology and the internet. Addressing these issues necessitates a multifaceted approach, including government initiatives, community-based efforts, and policies aimed at ensuring equitable access to digital tools and resources.

In the pursuit of a more inclusive and equitable education system, educators and policymakers must continue to focus on inclusivity, professional development, and international cooperation. The United Nations Sustainable Development Goal 4 and UNESCO's Education for All project underscore the global commitment to high-quality education for all, regardless of circumstances. This article serves as a testament to the ongoing transformation of education in the digital age, celebrating the dedication of educators, the resilience of students, and the potential of technology to create a more inclusive, accessible, and empowering educational landscape. As we continue our journey, we are inspired by the progress made and look forward to a future where education remains a beacon of opportunity and growth for all.

### **Recommendations**

1. Governments and educational institutions should prioritize initiatives that bridge the digital divide, ensuring equitable access to technology and the Internet. Collaborative efforts, such as the One Laptop per Child project, public Wi-Fi hotspots, and digital literacy programs, should be expanded to underserved regions.
2. Educational policymakers and institutions should adopt inclusive education practices, as highlighted by the Universal Design for Learning (UDL). Professional development programs for teachers, collaboration among educators, and international partnerships can further enhance inclusivity in teaching methods.
3. Embrace and invest in adaptive learning systems that personalize education based on individual student needs. Platforms like Khan Academy and Duolingo demonstrate the potential of tailored learning paths, acknowledging diverse starting points and learning styles.
4. Continued integration of digital technologies in assessments, such as online quizzes, peer evaluations, and adaptive learning systems, should be encouraged. Emphasis should be placed on formative assessments, providing continuous feedback to enhance and enrich the learning process.
5. Encourage the use of virtual and augmented reality in education to create immersive learning experiences. These technologies, when applied thoughtfully, can enhance comprehension and memory of the material by providing real-world learning opportunities.
6. Support international initiatives like the United Nations Sustainable Development Goal 4 (UNSDG4) and UNESCO's Education for All project. Collaborative efforts, such as the Global Partnership for Education (GPE), play a crucial role in mobilizing resources and advocating for quality education worldwide.

7. Encourage ongoing research and innovation in educational technology. Policymakers, educators, and researchers should collaborate to explore and implement emerging technologies, ensuring that education remains dynamic, inclusive, and adaptive to the evolving needs of students in the 21st century.

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# Embracing Digital Technology for Inclusivity in Theater and Performing Arts Education: A Comprehensive Ideological Framework

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## **Abstract**

*The dynamic landscape of theatre education is undergoing a transformative shift in the digital age, where the integration of digital technology is redefining the way theatre is taught, learned, and experienced. This work is driven by the overarching objective of examining the transformative potential of an inclusive, digitally-enhanced theatre education. The introduction sets the stage by highlighting the evolving nature of theatre education and its intersection with digital technology. It emphasizes the need to balance the digital and the live, preserving the core essence of live theatre while harnessing the creative and innovative power of digital tools. Methodology and framework lay the groundwork for this exploration. It involves a comprehensive review of literature, empirical studies, and case analyses that delve into the fusion of theatre education and digital technology. Ethical concerns, diversity, and accessibility are core elements of this framework, providing a holistic understanding of the subject matter. In conclusion, this work envisions a future where theatre education thrives in the digital age, embracing diversity and inclusive practices, and fostering innovation. It presents practical recommendations for theatre educators and institutions to navigate this transformation effectively. The transformative potential of an inclusive, digitally enhanced theatre education is underscored, shaping the next generation of theatre artists and educators in a rapidly evolving world.*

**Keywords:** Digital Technology, Theatre, Performing Art, Education, Ideological framework

## **Introduction**

The rapid advancement of digital technology has precipitated a profound transformation in the field of education, and its impact is particularly pronounced in disciplines traditionally reliant on physical presence and engagement, such as theatre and performing arts. Within the realm of education, the inclusivity of digital technologies emerges as a pivotal driver for the educational metamorphosis that characterizes the 21st century. This transformative paradigm shift signifies a fundamental departure from traditional educational methodologies, ushering in novel approaches to teaching and learning across a wide array of academic disciplines.

Nepal et al. (2020), accentuates the significance of sustainability tools in digital education, elucidating the diverse array of sustainable digital education teaching instruments, including "videos and other multimedia materials, virtual activities, games, educational animations, or simulations" (p. 2). These tools not only enhance the educational experience but also underscore the adaptability and environmental conscientiousness that digital technology can bring to the forefront of education.

Houlihan and Morris (2022) contribute further to this discourse by categorizing emerging technologies, such as augmented reality, virtual reality, gamification, and immersive theatre, as integral

components of what they term "digital theatre and performance." This categorization mirrors the contemporary digital landscape, where digitalization has the capacity to replicate nearly every facet of the live theatrical experience. Notably, platforms like TikTok can be regarded as live theatrical stages in the digital domain, offering unique opportunities for modelling and teaching the concept of digital liveness in theatre and performing arts education.

In this context, the paradigm of digital teaching and learning undergoes a fundamental transformation, shifting from a teacher-centered approach to a more student-centered educational environment. Drama and theatre performance, in particular, become intrinsically intertwined with digital technologies, as they are created and disseminated through various digital means and infrastructures. As highlighted by Houlihan and Morris, many web-based platforms serve as hubs where drama and theatre are not only produced but also edited, distributed, stored, and retrieved through a plethora of technological tools. This symbiotic relationship between digital technology and the arts underscores the evolving nature of education and its potential to embrace inclusivity, innovation, and sustainability in the digital age.

With this ideological foundation, this work embarks on a journey to explore how digital technology can be harnessed to advance inclusivity, accessibility, adaptability and innovation in theatre and performing arts education. By doing so, this paper aims to illuminate the path towards a more inclusive and sustainable educational landscape, where the arts can flourish in the digital age while retaining their essential human and artistic qualities.

### **Conceptual Overview**

In pursuit of the objective of integrating theatre performances with digital technologies in order to foster sustainability consciousness in education, an extensive literature review was meticulously conducted. The primary goal of this literature review is to distil and present the current trends pertaining to the utilization of drama-based activities in conjunction with digital technologies to nurture inclusivity awareness across various educational levels. This paper's exploration left no stone unturned, as it diligently scrutinized a plethora of scholarly articles encompassing diverse methodologies, educational contexts, and digital tools employed in drama/theatre education. This endeavour seeks to shed light on the cultivation of 21st-century skills among students, with the ultimate aim of contributing to a more sustainable future and a more prosperous world for all individuals in arts.

### **Literature Review**

#### **Theatre Education**

Theatre education, also known as drama education, is a field of study and practice that focuses on teaching and learning about various aspects of theatre and performing arts. It encompasses both the academic study of theatre and the practical aspects of theatrical performance and production. Theatre education can take place in a variety of settings, including schools, colleges, universities, community theatres, and specialized drama schools.

Özgen and Erbay (2022) underscore that drama/theatre education transcends the confines of a conventional teaching strategy. Rather, it embodies a holistic approach that encompasses lifestyle, artistic expression, creativity, and socialization. They emphasize the collaborative and hands-on nature of drama education, highlighting its capacity to engage learners in active and experiential learning. Tam and Sun (2021) contend that drama education plays an instrumental role in nurturing professional artists. They posit that drama education is pivotal in the cultivation of proficient drama talents, accomplished through the employment of diverse drama techniques and methods. Furthermore, it serves to popularize drama education among students, thereby instilling in them a deep appreciation for the art form. The application of pedagogical strategies, methods, and techniques, as elucidated by Tam and Sun, aims to educate students in the practice and nuances of drama and theatrical performance.

Gong (2002) contributes to this discourse by offering scientific evidence that bolsters the value of drama education. According to Gong, drama education functions as an art discipline with the remarkable ability to foster the physical and mental development of children. It nurtures their imaginations and enhances their capacity for collaborative work, while simultaneously honing language skills, promoting body coordination, nurturing creativity, and supporting holistic growth. Gong's assertion underscores the student-centred nature of drama education, as it is deeply rooted in students' lived experiences. Drama methodologies, such as role-playing and improvisation, undertaken collectively by groups of students, form the cornerstone of this pedagogical approach.

In essence, drama education can be conceptualised as the utilisation of theatrical techniques, encompassing role-playing, improvisation, and animation, to facilitate learning through dynamic and experiential engagement. This multifaceted approach harnesses dialogues, movements, vocal and non-vocal communication, and kinesthetic actions as educational tools. Ultimately, these strategies collectively foster cognitive growth among students, amplifying the significance of drama education as an enriching and holistic educational framework.

In alignment with Gong's perspective, McNaughton (2010), further underscores that the incorporation of drama-based activities within educational settings presents substantial opportunities for fostering compelling experiential intercultural learning. Through drama, students engage in active interactions that cultivate vital skills such as active listening, empathy, respect for their peers, and the development of other social and affective competencies. Equally noteworthy, educational drama offers a means to stimulate students' intellectual engagement, encouraging them to actively process new ideas and adopt a less passive approach to absorbing new information.

The perspectives of McNaughton and Gong collectively project a pedagogical approach that has the potential to nurture the development of creative skills in students. These skills are not only instrumental within the realm of theatre but also hold great significance for their personal and professional lives. As such, the integration of digital technology into theatre education may offer an avenue for this educational framework to reach its zenith as a versatile and transformative tool.

With this foundation laid, we now delve into the intricate interplay between drama and digital technologies, exploring the myriad ways in which these two domains intersect to redefine the landscape of theatre education in the digital age.

### **Theatre Education and Digital Technologies**

Digital technology, a term that embraces the use of electronic and computer-based systems to process, store, transmit, and manipulate data in a variety of formats, stands as a cornerstone of the modern age. This technological paradigm is underpinned by binary code, a symbolic language composed of 0s and 1s, which serves as the foundational medium for data representation and manipulation. Amy Petersen (2011) astutely recognizes the omnipresence of digital technology in contemporary social interactions. For the majority of individuals, mobile devices, social networking platforms, and portable technologies have become intrinsic to daily life, enabling seamless access to information, the creation of content, and the facilitation of connections with others.

Within the domain of theatre, Dixon (2007), asserts the fundamental role played by digital technologies in shaping the landscape of contemporary theatrical experiences. It is in this context that he underscores the enduring impact of communicative technologies on theatrical practices. Indeed, theatre practitioners have, since the era of modernism, adeptly integrated various forms of communicative technologies into their productions to explore and expand conceptions of time, space, and spectacle. The advent of film in the late 19th century and its subsequent technological evolutions have bestowed upon theatre a "uniquely pliable and poetic [theatre] space," previously beyond the grasp of traditional theatrical conventions (Auslander, 1999).

This transformative effect of digital technologies extends to live performances, ushering in non-linear modes of theatrical presentation that defy conventional notions of time and space. Audiences are, in turn, invited to reconsider the very essence of live performance, as conveyed by the thought-

provoking insights of media scholar Henry Jenkins, who introduced the concept of a "convergence culture." Jenkins posits that this cultural convergence redefines the relationships between producers and consumers, empowering both to archive, annotate, appropriate, and recirculate media content. Consequently, this phenomenon reconfigures interactions with core institutions in domains ranging from government to education and commerce (Jenkins, 2006a).

The emergence of this convergence culture, in effect, represents a paradigm shift in cultural structures and offers young individuals the opportunity to engage actively in culture, politics, and social settings. Young people are not mere spectators but active participants, equipped with digital tools that shape their interactions in both online and offline realms. These tools empower experimentation with identity, the forging of novel forms of relationships, and the exploration of temporal and spatial boundaries in personal interactions. In acknowledgement of the ubiquitous nature of new media in the lives of the young, educational leaders and policymakers have advocated the integration of digital technologies within the realm of education (Partnership for 21st Century Schools, 2004).

Snyder and Bulfin (2007) underscore the fact that digital technologies have had a profound impact on performing arts, leading educators in these fields to actively seek ways to incorporate digital tools into their teaching practices. Their recognition of the potential for digital technologies to enrich artistic pedagogy is indicative of a broader trend. In this regard, the International Handbook of Research in Arts Education allocates a significant portion of its two-volume compendium to explore the intersection of digital technology with pedagogical strategies across various art forms. The consensus emerging from this exploration posits that educators in the arts hold a central role in guiding young learners through the complexities of the digital age. As a result, digital literacy has evolved into an indispensable component of contemporary arts curricula. This transformation underscores the commitment of arts educators to equip students with the skills and knowledge needed to navigate the evolving contours of the digital era.

Within the realm of drama education, researchers emphasise the capacity of technology to enrich the imaginative potential of students. While the live art form remains integral, there is recognition that technology can expand and enhance the artistic horizons of young learners. This perspective underscores the tension between the live and the mediated and cautions against treating them as a dichotomy, as this risks alienating students and audiences who seek relevant performance forms in the mediated world they have grown up in (Carroll, Anderson, & Cameron, 2006).

As we traverse this intellectual landscape, our journey is guided by a profound curiosity about the dynamic interplay between drama and digital technologies. It is a quest to unravel the intricate tapestry of their interactions and to comprehend how these domains jointly redefine the landscape of theatre education in the digital age. We are poised to embark on this enlightening voyage, driven by a commitment to uncover the multifaceted impact of digital technology on the realm of theatre and performing arts, with a view to equipping future generations with the tools and knowledge necessary to navigate the evolving contours of this technological age.

## **Inclusivity of Digital Technology in Theater and Performing Arts Education: An Ideological View of the Future**

### **1. Defining Digital Technology in the Context of Theatre Education**

In the context of theatre education, digital technology refers to the integration and use of electronic and computer-based systems, as well as software applications, to enhance and facilitate various aspects of theatre teaching and learning. This encompasses the utilisation of digital tools and platforms to support the creation, production, analysis, and study of theatrical performances. Digital technology in theatre education includes but is not limited to, the use of computers, software for scriptwriting, lighting design, sound engineering, virtual set design, online collaboration, video editing, streaming, and multimedia resources.

The integration of digital technology in theatre education aims to enrich the educational experience, expand opportunities for creativity and innovation, provide more accessible resources, and prepare students for the contemporary and technologically driven theatre industry. It can involve both theoretical and practical applications, allowing students to explore and experiment with various aspects of theatre using digital tools, while also deepening their understanding of the history, theory, and analysis of dramatic and theatrical works through digital resources and online platforms.

## 2. Digital Tools and Platforms for Theatre Education

Digital tools and platforms have revolutionised theatre education, providing a wide array of resources and opportunities for both educators and students. Here are some key tools and platforms that can be used in theatre education:

- i. **Scriptwriting Software:** Applications like Final Draft, Celtx, and Scrivener empower students and educators to create, edit, and format theatrical scripts efficiently.
- ii. **Virtual Set Design Software:** Tools such as Vectorworks and AutoCAD enable students to design and visualize theatre sets in a digital space.
- iii. **Sound Design Software:** Software like QLab and Audacity allows students to produce and manipulate sound effects, music, and cues for live performances.
- iv. **Lighting Design Software:** Programs such as Lightwright and Capture assist students in planning and designing lighting configurations for theatre productions.
- v. **Video Editing Software:** Applications like Adobe Premiere Pro and iMovie are utilized to edit and produce video content for multimedia elements in theatre productions.
- vi. **Online Collaboration Tools:** Platforms such as Google Workspace, Microsoft Teams, and Slack facilitate collaborative work on scripts, designs, and production planning among students, educators, and theatre professionals.
- vii. **Theatre Management Software:** Systems like ArtifaxEvent and Theatre Manager streamline scheduling, ticketing, and resource management for theatre productions and venues.
- viii. **Multimedia Resources:** Online databases, libraries, and streaming platforms like JSTOR, Drama Online, and YouTube grant access to a vast repository of theatre-related content, including scripts, videos, and scholarly articles.
- ix. **Virtual Reality (VR) and Augmented Reality (AR):** VR and AR technologies provide opportunities to create immersive theatre experiences and experiment with innovative forms of storytelling and performance.
- x. **Online Theatre Platforms:** Websites such as BroadwayHD and National Theatre at Home offer streaming access to professional theatre productions, exposing students to a diverse range of performances.
- xi. **Online Acting Workshops:** Various platforms host online acting classes and workshops, affording students the chance to refine their acting skills and techniques through digital instruction. I.e Tiktok, Tiktok is a platform that can be used to promote monologue and acting career.
- xii. **Educational Websites and Forums:** Theatre education websites and online forums serve as valuable resources, offering lesson plans, study materials, and spaces for students and educators to engage in discussions about theatre-related topics.
- xiii. **Digital Libraries:** Digital libraries like the Digital Public Library of America (DPLA) provide access to a wealth of historical and theatrical resources, including manuscripts and photographs.

These digital tools and platforms facilitate traditional theatre education while also expanding possibilities for innovative and interactive learning experiences. They can empower students to explore, experiment, and collaborate in the digital realm, enhancing their knowledge and skills in the field of theatre.

### 3. **Examples of Successful Integration of Digital Technology in Theatre Education**

- i. **Royal Shakespeare Company (RSC) - "The Tempest":** RSC incorporated motion-capture technology into their production of "The Tempest." Students were able to explore the digital realm as they interacted with characters in virtual environments. This innovative approach provided a unique and immersive learning experience, enhancing their understanding of the play's themes and characters.
- ii. **New York University Tisch School of the Arts - Digital Studio:** NYU's Tisch School of the Arts established a state-of-the-art digital studio where students explore digital set design, lighting, and sound engineering. This immersive digital environment has enabled students to experiment with new technologies and gain practical experience in creating digital elements for theatre productions.
- iii. **Bolanle Austin Peter's "Moremi":** Bolanle Austin Peter, the director and CEO of Teraculture Theatre Company in Lagos, Nigeria, introduced innovative digital technologies in her production of "Moremi the Musical." Utilising digital LED screens and a sophisticated interface design, she transformed the stage, providing the audience with a seamless performance. This groundbreaking approach eliminated the need for physical set changes, as all scene transitions were meticulously programmed and automated, ensuring a smooth and captivating theatrical experience.
- iv. **The University of Texas at Austin - Virtual Reality Workshops:** The University of Texas at Austin introduced virtual reality (VR) workshops for their theatre students. These workshops offered students the opportunity to create and experience theatre in virtual environments, exploring new dimensions of storytelling and performance.
- v. **Royal Central School of Speech and Drama - Online Acting Courses:** This renowned drama school offers online acting courses, allowing students to refine their acting skills through digital instruction. These courses combine video conferencing, multimedia resources, and interactive exercises to provide a comprehensive and flexible learning experience.
- vi. **Oregon Shakespeare Festival - Digital Learning Resources:** The Oregon Shakespeare Festival provides a wealth of digital learning resources, including video workshops, interviews with actors and directors, and interactive study guides. These resources enrich the educational experience for students and educators, offering insights into the world of Shakespeare and theatre.

These examples demonstrate the diverse ways in which digital technology has been successfully integrated into theatre education. They showcase the potential of digital tools and platforms to enhance learning, create immersive experiences, and prepare students for the evolving landscape of theatre in the digital age.

### 4. **The Transformative Impact of Digital Technology on Theatre Education**

The transformative impact of digital technology on theatre education is profound, reshaping the way students learn and engage with the world of theatre. Here are some key aspects of this transformation:

- i. **Accessibility:** Digital technology makes theatre education more accessible, breaking down geographical barriers.
- ii. **Creative Tools:** It provides creative software and tools for scriptwriting, set design, lighting, sound, and video production.
- iii. **Immersive Learning:** Virtual reality and augmented reality offer immersive educational experiences.
- iv. **Collaboration:** Digital platforms enable collaborative projects and teamwork among students.
- v. **Innovative Productions:** Digital technology fosters innovative theatre productions with digital sets, projection mapping, and interactive performances.
- vi. **Inclusive Learning:** It supports inclusive education by accommodating diverse learning styles, abilities, and needs.

- vii. **Global Exposure:** Students gain exposure to global theatre traditions and practices through online resources and streaming platforms.

## 5. The Role of Digital Tools in Fostering Creativity and Innovation

The role of digital tools in fostering creativity and innovation is a transformative aspect of the modern era. Digital technology has significantly impacted how individuals, businesses, and educational institutions approach creative processes and innovative solutions. This transformation is characterized by the seamless integration of digital tools into various facets of life, enhancing the capacity for creativity and innovation. In the following discussion, this research explores the key ways in which digital tools contribute to and drive creativity and innovation, enabling individuals and organizations to push the boundaries of what is possible in today's rapidly evolving digital landscape.

Expanded Creative Possibilities: Digital tools offer a wide range of creative options, enabling individuals to experiment with new ideas, designs, and solutions.

- i. **Efficiency and Collaboration:** They streamline creative processes, allowing for more efficient work and collaboration, which can lead to innovative breakthroughs.
- ii. **Access to Resources:** Digital tools provide access to vast online resources, inspiring new ideas and solutions by exposing individuals to a wealth of information and inspiration.
- iii. **Interactivity and Engagement:** Digital tools can engage users in interactive experiences, encouraging creative thinking and problem-solving.
- iv. **Adaptability and Experimentation:** They allow for easy iteration and experimentation, empowering users to refine and develop their creative concepts.
- v. **Global Connectivity:** Digital tools facilitate collaboration and inspiration from a global community, leading to diverse perspectives and innovative approaches.

In summary, digital tools enhance creativity and innovation by offering a range of creative possibilities, streamlining processes, providing access to resources, encouraging interactivity, supporting experimentation, and connecting individuals to a global creative network.

## 6. Balancing the Digital and the Live-in Theatre Education

Balancing digital and live-in theatre education is a critical consideration as technology becomes increasingly integrated into theatrical learning. This balance involves:

- i. **Preserving Live Experience:** Ensuring that the essence of live theatre, with its unique energy, spontaneity, and immediacy, remains at the core of theatre education.
- ii. **Leveraging Digital Tools:** Using digital technology to enhance and complement live experiences, such as digital set design, virtual rehearsals, and interactive resources.
- iii. **Hybrid Productions:** Exploring the potential of hybrid productions that incorporate both live and digital elements, offering students a rich and diverse learning experience.
- iv. **Flexible Learning:** Adapting to different learning preferences by providing both live and digital options for students, catering to their diverse needs.
- v. **Innovation and Experimentation:** Encouraging students to experiment with digital tools while respecting the traditional practices of live theatre, fostering creativity and adaptability.
- vi. **Interactivity:** Integrating digital interactivity into live performances, allowing students to engage with and influence the outcome of theatrical productions.
- vii. **Accessibility:** Ensuring that digital resources and live events are accessible to all students, regardless of abilities or technological limitations.
- viii. **Ethical Considerations:** Upholding ethical standards in the use of digital tools, respecting copyright, privacy, and consent in both live and digital contexts.

Balancing digital and live-in theatre education requires thoughtful integration, innovation, and flexibility to create a dynamic and inclusive learning environment.

## Conclusion

In conclusion, the transformative potential of an inclusive, digitally enhanced theatre education is both promising and inspiring. By embracing diversity, accessibility, and innovative digital tools, theatre education can evolve into a dynamic and inclusive discipline that prepares students for the demands of the digital age while upholding the rich traditions of live performance.

This journey involves addressing ethical concerns, preserving the essence of live theatre, and leveraging the power of digital technology to expand creative possibilities. Theatre educators have the opportunity to foster a learning environment where every student, regardless of background or ability, can thrive and contribute to the world of theatre.

As we envision the future of theatre education, we recognize that it is a journey of continual adaptation, embracing the digital and the live, celebrating diversity, and pushing the boundaries of creativity. The transformative potential lies in the power to shape not only the artists and professionals of tomorrow but also a society that values inclusivity, innovation, and the enduring magic of the theatre. The stage is set for a future where theatre education becomes a catalyst for change and a source of inspiration in a rapidly evolving world.

In conclusion, the ideology of inclusivity through digital technology in theatre and performing arts education represents a powerful force for positive change. It extends the reach of education, fosters diversity and creativity, and empowers students to participate and excel in the arts regardless of their individual circumstances. By embracing this ideology, educators and institutions can create a more inclusive and enriching learning environment that prepares students for a future where technology and the arts go hand in hand.

## Recommendations

By implementing the practical recommendations below, theatre educators and institutions can create a vibrant and inclusive learning environment that prepares students for the evolving landscape of theatre in the digital age while upholding the values of diversity, creativity, and ethical responsibility.

- i. Embrace diversity and representation in students and faculty.
- ii. Design inclusive curricula with live and digital components.
- iii. Ensure accessibility of digital resources for all students.
- iv. Establish ethical guidelines for digital technology use.
- v. Develop hybrid learning models for flexibility.
- vi. Encourage collaboration and innovation.
- vii. Promote inclusive casting practices.
- viii. Provide digital training for faculty.
- ix. Engage with the broader community.
- x. Foster research and scholarship.
- xi. Incorporate global perspectives.
- xii. Implement flexible assessment methods.

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# Effective Delivery of Engineering Education through Reduction of Cognitive Overload: An Adaptive Digital Technology Approach

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## **Abstract**

*Engineering education plays a vital role in fostering technological advancements and economic growth. However, the field faces numerous challenges, including limited resources, outdated teaching methods, and a gap between theoretical knowledge and practical application. To address these issues and advance the frontiers of engineering education, a paradigm shift is needed. This paper explores the potential of adaptive digital technology as a transformative approach to enhancing teaching and learning experiences in engineering on the basis of cognitive load theory. The paper proposes an adaptive digital technology approach that can enhance teaching and learning experiences, improve student engagement, and bridge the gap between theoretical knowledge and practical skills. Various tools and techniques, such as online platforms, virtual laboratories, simulation software, and intelligent tutoring systems, are discussed in the context of their application in engineering education. The benefits of these technologies, including personalised learning, flexibility, and scalability, are outlined. Additionally, the paper addresses the challenge of learning ineffectiveness due to cognitive overload using adaptive technology in the delivery of engineering education.*

**Keywords:** Digital Technology, Engineering Education, Simulation, Cognitive Load

## **Introduction**

Engineering education is a key driver of technological advancement and economic development in any nation. In Nigeria, however, the field faces numerous challenges, including limited resources, outdated teaching methods, and a gap between theoretical knowledge and practical application. To address these issues and advance the frontiers of engineering education, a paradigm shift is needed. This paper explores the potential of adaptive digital technology as a transformative approach to enhance teaching and learning experiences on the basis of cognitive load theory.

The current state of engineering education in Nigeria is characterised by overcrowded classrooms, limited access to practical training, and a curriculum that often fails to keep pace with technological advancements. These challenges hinder students' ability to acquire the necessary skills and knowledge to thrive in the engineering profession. Furthermore, the traditional lecture-based approach does not cater to individual learning needs and inhibits student engagement. To overcome these obstacles, innovative approaches based on adaptive digital technology are required.

Adaptive digital technology offers promising solutions to the challenges faced by engineering education in Nigeria. Online platforms provide access to a vast array of educational resources, enabling students to learn at their own pace and convenience. Virtual laboratories offer realistic simulations that enhance practical training, especially in areas where physical laboratories are lacking. Simulation software enables students to experiment and gain hands-on experience in a controlled environment. Intelligent tutoring systems provide personalised guidance and feedback, adapting to individual students' needs and enhancing their learning outcomes.

The adoption of adaptive digital technology in engineering education offers numerous benefits. Personalized learning experiences enable students to focus on areas where they need improvement, fostering a deeper understanding of engineering principles. Flexibility in accessing

educational resources allows students to learn beyond the confines of the classroom, promoting lifelong learning. Scalability of digital technologies ensures wider access to quality education, even in remote areas. However, the implementation of these technologies requires careful consideration of infrastructure development, faculty training, and curriculum adaptation.

### **Overview of Cognitive Load Theory**

The characteristics of human cognitive architecture influence whether educational technology succeeds or fails. The success of technology-based training is likely to be arbitrary if it is implemented without taking into account the principles of instructional design that stem from human cognition. As a theory of instructional design grounded in our fast-advancing understanding of human cognition, cognitive load theory is ideally equipped to offer recommendations regarding the usage and selection of educational technologies. According to Sweller et al. (2019), cognitive load theory makes recommendations for education based on what we know about how people think. Within the discipline of evolutionary psychology, there are two types of knowledge: primary information, which humans have evolved to possess, and secondary knowledge, which they are not specifically evolved to acquire. For the purpose of clarity, knowledge is the ability to retain information in long-term memory, and skill, a crucial product of engineering education, is the capacity to use knowledge to solve problems by taking the proper action.

Secondary information is typically domain-specific in character and necessitates formal instruction in educational and training situations, whereas primary knowledge typically consists of basic cognitive skills that are essential to human survival and are learned subconsciously without necessarily being taught in schools. Secondary knowledge is first processed by a working memory with limited capacity and duration before being permanently stored in long-term memory, where an infinite amount of information can be communicated back to working memory to guide action appropriate for the situation. This cognitive architecture is used by the theory to create instructional processes that are primarily applicable to complex material that calls for a reduction in working memory burden. With the use of educational technology, many of those teaching techniques are most easily applied (Geary and Berch, 2016).

According to Geary and Berch (2016) primary information is automatically picked up, usually at a very young age. Learning to speak and listen in one's native tongue, planning, cognitive self-regulation, and general problem-solving techniques are a few instances of acquisition of primary knowledge. These are all naturally learned skills that do not always require intentional instruction. Secondary knowledge, on the other hand, is far harder to learn. It involves students making conscious efforts to receive clear guidance. Learning to read and write, and learning mathematics are some examples of secondary knowledge. Without any iota of doubt, practically every subject taught in schools and other training institutions fall in the category of secondary knowledge, as their curricula are rarely gained without appropriate training. This is the very reason education and training institutions were founded.

### **Instructional design and Cognitive Load Theory**

This section presents the cognitive load theory and how it relates to the process of learning that occurs when educational technology is used. Finding the elements of human cognition and evolutionary psychology that are pertinent to instructional design is the aim of defining the cognitive and evolutionary psychology foundation for efficient delivery of engineering education. The evolutionary psychology base is used to indicate cognitive load theory effects. The major function of the cognitive load effects is to provide specific instructional design guidelines.

Cognitive load theory is developed to facilitate the understanding of the movement of domain-specific secondary information from the external environment into working memory and then back again into long-term memory for storage. Last but not least, after being kept in long-term memory,

information can be moved back to working memory to direct behavior suitable for the situation. This cognitive architecture leads to various precise prescriptions as well as instructive conclusions.

These are related to the idea of element interactivity, which connects instructional design and human cognitive architecture (Faulconer et al, 2023).

An essential component of cognitive load theory is element interactivity, which is a measure of informational complexity. The approach focuses on instructional designs that lessen the burden on the working memory throughout the learning process by eliminating superfluous informational complexity. Techniques for figuring out informational complexity are necessary if the theory's goal is to reduce informational complexity. Informational complexity is difficult to measure due to the structure of the human brain system. The only way to assess complexity is to simultaneously ascertain the type of information and the knowledge that the individual processing it has stored in their long-term memory. This issue is solved by the idea of element interactivity, which calculates how many elements a certain person needs to process at once in working memory.

Arnoldo (2011) in his research study presented a teaching assistant that involves adapted learning support and problem-solving support for the recommendation of examples that teachers require to author learning sessions for teaching decision making. This teaching assistant decreases the user's cognitive load when dealing with traditional help techniques or unknown environments. Particular attention was paid to aspects intended to reduce cognitive overload problems, such as the excess of help not related to the task on hands, which are often caused by traditional help techniques. Arnoldo (2011) further observed that two problems that university teachers face when they are authoring teaching materials for their courses include: lack of sufficient time to create teaching materials, as well as inadequate time to learn how to use the tools that could speed up the process of creating teaching materials. In the context of learning, cognitive overload is a situation in which the processing demands required by the learning task may exceed the processing capacity of the cognitive system of learner (Mayer and Moreno, 2003).

According to Mills, (2016), learning activities often demand working memory resources to process information in all learning environments. Intrinsic load results from the amount of mental processing required to understand the task due to task complexity, element interactivity and the task environment. Additionally, Kalyuga (2011) also discovered from his study that extraneous load results from cognitive processes not related to learning due to how material is presented to students, including the split attention effect, modality effect and redundancy effect. Therefore, where possible, extraneous load should be eliminated or at least reduced.

It was observed by Stiller and Koster (2016) that high cognitive load or cognitive overload can interfere with creation of new memories and processing of new information. Cognitive overload is often the result of extraneous and intrinsic load and has been connected to lower student satisfaction in online courses based on digital technology. As noted by Stanislaw (2020) optimising intrinsic load has shown improvement in pass rate in engineering. It was evident in study carried out by Wu et al., (2022) that cognitive load mediates the relationship between learning attitudes and knowledge retention in certain engineering disciplines. Put differently, cognitive load influenced academic performance for online students in certain engineering disciplines, (Stachel et al., 2013).

In view of the foregoing, five scenarios were described for cognitive overload regarding learning channels by Mayer and Moreno (2003) in order to place cognitive load in the proper context. These include:

- i. Overload due to too much visual content to process.
- ii. Overload due to too much combined visual and auditory content to process.
- iii. Overload due to the presence of nonessential information.
- iv. Overload due to confusing presentation of material.
- v. Overload due to the need to hold too much information in memory

In the work presented by Sari et al., (2023), the influence of immersive technology on perceived effectiveness of learning by considering the cognitive load of learners when using reality-based learning media was examined. The research was conducted to measure the effect of using virtual reality on perceived effectiveness, with cognitive load as the moderator. The research results showed that, cognitive overload moderates the relationship between reflective thinking and effectiveness of perceived learning. The beneficial impact of reflective thinking on perceived learning effectiveness increases with decreasing user cognitive load while utilizing virtual reality, and vice versa. This suggested that students would find virtual reality-based learning training more pleasant and pleasurable if the cognitive stress is lessened (Albus, et al., 2021).

Differences in intrinsic or extrinsic cognitive burden can be the cause of variations in element interactivity. The intrinsic characteristics of the information being processed define the intrinsic cognitive load. It can only be changed by either altering the subject matter that has to be learned or the learner's base of knowledge.

There are intrinsic cognitive load disparities between learning a foreign language's nouns and solving algebraic problems. The instructional processes determine the amount of extraneous cognitive strain (Al-Ghamdi et al., 2019). Certain teaching strategies boost element interactivity needlessly, adding to the unnecessary cognitive strain. Changes in external cognitive load account for the great majority of the cognitive load effects (Al-Ansi et al., 2003).

When a controlled trial is used to compare an educational design based on cognitive load theory with a more traditional design, a cognitive load impact is evident. A cognitive load effect has been shown, if using the process based on cognitive load theory, to produce better test results than using the more traditional method. Sweller et al (2019) presented some cognitive load effects relevant to technology assisted instructional design as summarized in Table 1.

**Table 1 Summary of some instructional effects generated by cognitive load theory (Sweller et al., 2019)**

<b>Instructional Effect</b>	<b>Description</b>
Worked example	It is better to study worked examples than to solve the corresponding problems
Split-attention	Sequential integration of sources of information is preferable than forcing students to divide their attention between them when numerous sources of information need to be addressed at the same time.
Modality	Speaking the text aloud is preferable to writing it down if a diagram and some brief, straightforward text must be read at the same time.
Transient	Information with a high degree of interactivity should be provided permanent form rather than temporary form or in smaller portions.
Redundancy	Disregarding redundant information results in superior learning
Expertise reversal and element interactivity	Learning is hampered when information that is crucial for beginners becomes redundant for more experienced learners due to improvements in competence and declines in element engagement.
Working memory depletion	Working memory capacity may be exhausted after focused cognitive activity, necessitating rest before recovery.

## Applications of Digital Technology to Education

Adaptive digital technologies that have been successfully implemented to expand the frontiers of engineering education include: online platforms, virtual laboratories, simulation software, intelligent tutoring systems, augmented and virtual reality systems.

- i) **Online Platforms:** Many universities and educational institutions have adopted online learning platforms, such as learning management systems (LMS) or Massive Open Online Courses (MOOCs), to deliver engineering courses. These platforms provide interactive lectures, multimedia resources, discussion forums, and assignments that can be accessed anytime, anywhere. Students can learn at their own pace, review materials, and engage in collaborative learning with peers and instructors.
- ii) **Virtual Laboratories:** Virtual laboratories offer simulated environments where students can perform experiments and practice engineering concepts without the need for physical equipment. These virtual labs provide a safe and cost-effective way to gain practical experience, especially when access to physical laboratories is limited. Students can manipulate virtual equipment, conduct experiments, collect data, and analyze results, all within a computer-based environment.
- iii) **Simulation Software:** Simulation software allows students to model and simulate complex engineering systems, providing a hands-on learning experience. For example, in electrical engineering, software like MATLAB/Simulink enables students to design and simulate circuits, control systems, and signal processing algorithms. Students can experiment with different parameters, observe system behavior, and gain insights into real-world applications.
- iv) **Intelligent Tutoring Systems:** Intelligent tutoring systems use artificial intelligence and machine learning techniques to adaptively guide and support students' learning. These systems provide personalized feedback, identify areas where students may be struggling, and offer tailored resources and recommendations. Through adaptive assessments and feedback, intelligent tutoring systems help students improve their understanding of engineering concepts and reinforce their learning.
- v) **Augmented Reality (AR) and Virtual Reality (VR):** AR and VR technologies are increasingly being used to enhance engineering education. These immersive technologies allow students to visualize and interact with complex 3D models, equipment, and environments. For example, students can use virtual reality headsets to explore virtual construction sites, perform equipment maintenance, or practice assembly processes. AR applications can overlay virtual information onto real-world objects, aiding in understanding complex systems or providing step-by-step instructions.

These examples demonstrate how adaptive digital technology can enhance engineering education by providing interactive, personalized, and practical learning experiences. By leveraging these technologies, students can develop a deeper understanding of engineering concepts, improve problem-solving skills, and bridge the gap between theoretical knowledge and real-world applications.

## Applications of Simulation System

Using simulation software in engineering education offers several benefits beyond hands-on learning experiences. Here are some additional advantages:

- i) **Cost-effectiveness:** Simulation software eliminates the need for expensive physical equipment and materials, reducing the overall cost of conducting experiments. It allows students to practice and explore various scenarios without incurring additional expenses. This cost-

effectiveness enables educational institutions to provide a broader range of experiments and simulations, enhancing the learning opportunities for students.

- ii) **Safety:** Some engineering experiments can involve hazardous conditions or high-risk situations. Simulation software provides a safe environment for students to learn and experiment without the associated risks. It allows students to practice in a controlled virtual environment, mitigating potential safety hazards and ensuring their well-being.
- iii) **Time efficiency:** Conducting physical experiments often requires significant time for setting up equipment, performing measurements, and analyzing results. Simulation software accelerates the experimentation process by allowing students to quickly set up virtual experiments, modify parameters, and obtain immediate results. This time efficiency enables students to explore a broader range of scenarios and iterate their designs more effectively.
- iv) **Visualization:** Simulation software offers visual representations of engineering systems, making complex concepts more accessible and understandable. Through interactive visualizations, students can observe system behaviors, analyze data trends, and gain insights into cause-and-effect relationships. Visual representations enhance students' understanding, aiding in the comprehension and application of engineering principles.
- v) **Parametric Analysis:** Simulation software enables students to conduct parametric analysis, exploring the impact of different variables on system performance. They can manipulate parameters such as material properties, dimensions, or operating conditions to observe how changes affect the system's behaviour. This parametric analysis helps students develop a deeper understanding of the underlying principles and empowers them to optimize designs for improved performance.
- vi) **Accessibility and Reproducibility:** Simulation software provides consistent and reproducible results, ensuring that students can repeat experiments and verify their findings. It eliminates variability that may arise from physical experiments due to environmental factors, equipment limitations, or human error. Additionally, simulation software can be accessed remotely, allowing students to continue their learning outside the traditional classroom setting.
- vii) **Scalability:** Simulation software offers scalability, enabling educational institutions to accommodate a larger number of students. Since simulations can be run on multiple devices simultaneously, it allows for a more flexible and scalable learning environment. Due to its scalability, all students will have equal access to the resources they need, fostering inclusivity and equal learning opportunities.

By leveraging simulation software, engineering education can provide students with a rich learning experience that combines theoretical knowledge with practical application. These benefits contribute to the development of well-rounded engineers who are equipped with the skills and expertise needed to tackle real-world engineering challenges. A fundamental question is: How can simulation software help students understand complex engineering concepts?

Simulation software plays a crucial role in helping students understand complex engineering concepts by providing a visual and interactive representation of these concepts. Here are some ways simulation software can aid in comprehension:

- i) **Visual Representation:** Simulation software offers visualisations of complex engineering systems, making abstract concepts more tangible and easier to grasp. Students can observe the behaviour of components, structures, or processes in real-time or through animations. Visual representations help students visualize how different elements interact and understand the cause-and-effect relationships within a system.
- ii) **Interactive Exploration:** Simulation software allows students to interact with the virtual models and experiment with different parameters or scenarios. They can modify variables, input conditions, or system configurations and observe the outcomes in real-time. This interactive exploration enables students to develop an intuitive understanding of how changes in inputs affect the overall behavior or performance of the system.

- iii) **Realistic Simulations:** Simulation software provides realistic simulations that mimic real-world conditions. Students can experience the challenges and complexities of engineering systems without the associated risks or costs. By interacting with these simulations, students can gain insights into the behavior of the system under different circumstances, helping them develop a deeper understanding of the underlying concepts.
- iv) **Data Analysis and Visualization:** Simulation software often generates data outputs that students can analyze and interpret. This data analysis allows students to identify patterns, trends, or correlations within the system. Visualization tools within the software help students interpret the data visually, making it easier to comprehend and draw conclusions. By analyzing simulated data, students can develop critical thinking skills and make informed engineering decisions.
- v) **Experiential Learning:** Simulation software provides a hands-on learning experience that bridges the gap between theory and practice. Through simulations, students can apply theoretical concepts and see how they manifest in real-world scenarios. This experiential learning approach enhances students' understanding by engaging them in problem-solving, decision-making, and troubleshooting within a simulated environment.
- vi) **Error Analysis and Troubleshooting:** Simulation software allows students to introduce deliberate errors or faults in the system to observe the consequences. This feature enables students to learn from mistakes and develop problem-solving skills. By analyzing the effects of errors and troubleshooting the system, students gain a deeper understanding of the system's behavior, limitations, and potential failure modes.
- vii) **Complex System Visualization:** Simulation software can handle complex engineering systems that are difficult to visualize or physically manipulate. It simplifies the representation of intricate systems, breaking them down into manageable components or subsystems. This visualization aids in understanding the overall system architecture, interconnections, and dependencies among various elements.

By leveraging simulation software, students can engage in active learning, explore complex engineering concepts, and develop a deeper understanding of their applications. These software tools serve as a valuable educational resource, providing a safe and interactive environment for students to gain practical experience and comprehend the intricacies of engineering principles.

### **Reduction of cognitive overload Using Simulation System**

Simulation software can significantly reduce cognitive overload for students in engineering education. Cognitive overload occurs when learners are overwhelmed with excessive information or complex tasks, leading to decreased learning effectiveness. Here's how simulation software helps alleviate cognitive overload:

- i) **Simplified Representation:** Simulation software simplifies complex engineering concepts by providing visual representations and interactive models. Instead of dealing with abstract equations or theoretical descriptions, students can directly interact with virtual systems, components, or processes. This simplified representation reduces cognitive load by presenting information in a more intuitive and manageable format.
- ii) **Focused Learning:** Simulation software allows students to focus on specific aspects of a system or experiment. They can isolate variables, manipulate parameters, and observe the resulting behavior. By narrowing down the focus, students can concentrate on understanding the relationship between specific inputs and outputs, reducing the cognitive load associated with processing a vast amount of information simultaneously.
- iii) **Step-by-Step Guidance:** Simulation software can guide students through complex procedures or experiments, providing step-by-step instructions or prompts. This guidance helps students navigate through intricate processes without feeling overwhelmed. By breaking down tasks



into manageable steps, students can focus on one aspect at a time, reducing the cognitive load associated with multitasking or information overload.

- iv) **Feedback and Error Correction:** Simulation software provides immediate feedback on students' actions or decisions within the virtual environment. This feedback helps students identify errors, misconceptions, or incorrect approaches, allowing for timely course correction. By receiving real-time feedback, students can adjust their understanding or strategies, reducing cognitive load associated with persisting errors or misconceptions.
- v) **Progressive Complexity:** Simulation software often offers the ability to gradually increase the complexity of simulations or experiments. Students can start with simpler scenarios and gradually progress to more challenging ones. This progressive complexity helps students build a solid foundation of understanding before tackling more intricate concepts. By incrementally introducing complexity, cognitive overload is minimized, and students can develop their knowledge and skills in a structured manner.
- vi) **Personalized Learning:** Simulation software can adapt to students' individual needs and learning pace. It can provide tailored feedback, guidance, or additional resources based on students' performance or progress. This personalized learning approach ensures that students receive the right amount of challenge and support, reducing cognitive overload caused by either being overwhelmed or bored due to a mismatch in the learning experience.

By reducing cognitive overload, simulation software allows students to engage in focused and meaningful learning experiences. It enables them to concentrate on key concepts, experiment with parameters, receive timely feedback, and progress at their own pace. As a result, students can better comprehend complex engineering concepts and develop a deeper understanding of their applications.

## Conclusion

Advancing the frontiers of engineering education requires embracing innovative approaches that leverage on the application of adaptive digital technology with instructional design materials to reduce cognitive overload. By harnessing the potential of online platforms, virtual laboratories, simulation software, and intelligent tutoring systems, engineering education can become more engaging, relevant, and effective. This paper is of the position that sufficient attention should be paid to instructional designs driven by adaptive technology that address the problem of cognitive overload due to overwhelming information for mental processing and extraneous information not relevant to learning tasks.

In view of the foregoing, it is significant to note that high cognitive load or cognitive overload can interfere with the effectiveness of teaching and learning techniques. Studies have shown that cognitive load mediates the relationship between learning attitudes and knowledge retention in the teaching and learning processes of engineering curriculum. Put differently, cognitive load influences academic performance of students in engineering education. This paper concludes based on different studies that the lower the cognitive load of the learner when using adaptive technology for learning processes, the greater the positive effect on the effectiveness of learning. Simulation based teaching and learning processes can help achieved this through simplified representation of complex engineering concepts; focused learning of specific aspects of engineering system; step-by-step guidance through complex engineering procedures; feedback and error correction within the virtual environment; progressive increase in complexity of engineering system; and personalized learning to meet individual needs of student. The implication of this is that reducing cognitive overload through adaptive technology-based training, students will find engineering education more comfortable and productive.

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# Ethical Considerations in the Use of Digital Technology in Education in Nigeria

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## **Abstract**

*In recent years, the integration of digital technology into the educational system has become increasingly prevalent in Nigeria. Previous scholarly works on the use of Digital Technology in Education in Nigeria have been without special scrutiny of its ethical considerations. Hence, this paper examines the ethical considerations surrounding the use of digital technology in education and emphasises the unique challenges faced by Nigeria's educational landscape. The qualitative research method was adopted, while the collection of data was through secondary sources and internet materials which enabled the researcher to adequately analyse the data. Understanding the ethical implications of incorporating digital technology into education in Nigeria is crucial, as it has the potential to shape the way we teach and learn in the digital era. This paper explores the ethical dimensions in a few key areas which include Data Privacy and Security, students' autonomy and well-being, Access and Digital Divide, Digital Literacy and Skills and Pedagogical Transformation. This paper aims to provide insights into the ethical dilemmas that emerge from the integration of digital technology in education in Nigeria. It offers recommendations for policymakers, educators, and stakeholders to ensure that the benefits of digital education are maximized while mitigating potential ethical pitfalls. By addressing these ethical considerations, the educational sector in Nigeria can strive towards an inclusive, secure, and culturally sensitive digital learning environment.*

**Keywords:** Ethics, Digital Technology, Education, Nigeria

## **Introduction**

In today's rapidly advancing digital landscape, technology has permeated almost every aspect of our lives, including education. As nations strive to navigate the demands of a globalised world, Nigeria has also embraced the transformative potential of digital technology to revitalize its education sector.<sup>1</sup> In recent years, the integration of digital technology in Nigerian schools has opened up new avenues for enhancing teaching and learning experiences<sup>2</sup>. However, amidst this digital revolution, it is imperative to prioritize ethical considerations to ensure that the use of these technologies aligns with the values, principles, and cultural context of Nigerian society.

Therefore, this paper seeks to explore the ethical considerations surrounding the use of digital technology in education in Nigeria. By examining the potential benefits and risks, we aim to shed light on the importance of developing ethical frameworks and strategies that policymakers, educators, and technology developers can adopt to strike a healthy balance between technological advancements and societal values.

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<sup>1</sup> I. E., Etim, & M. U. Ubi., An Assessment of Teachers' Digital Literacy Skills in Nigerian Secondary Schools: Teachers' Awareness and Attitudes. *International Journal of Instruction*, 12(4), (2019), 847-862.

<sup>2</sup> "The Impact of Digital Technology on Society and Economy: A Review." *Journal of Research in Humanities and Social Science*, vol. 9, no. 4, 2021, pp. 1167-1172.

At a time when access to digital technology is quickly developing across Nigeria, it is critical to address several complicated ethical questions that arise from its use in educational settings. With the potential to considerably transform teaching methods, improve access to knowledge, and facilitate personalised learning experiences, digital technology can bridge educational gaps, empower educators, and unlock the potential of students. Nevertheless, we must also acknowledge the ethical dilemmas associated with its use.

Drawing upon extensive literature reviews, case studies, and expert opinions, this paper delves into the multifaceted nature of these ethical considerations. It aims to raise awareness and stimulate further discussions among education stakeholders, highlighting the need for robust policies and strategies that address the ethical implications of digital technology integration in education.

Ultimately, the goal of this paper is to foster a comprehensive understanding of the ethical dimensions that surround the use of digital technology in education in Nigeria. By actively engaging in these discussions and proposing solutions, we can promote ethical awareness, responsible technology practices, and equitable access to education for all. In doing so, Nigeria can harness the opportunities provided by digital technology while maintaining its rich cultural heritage and advancing the social makeup of the nation.

### **Ethics: An Explanation**

Ethics pertains to a branch of philosophy that deals with moral principles and values guiding human behavior and decision-making<sup>3</sup>. It revolves around questions of what is considered right and wrong, good and bad, correct and incorrect and the overall principles that should govern human conduct. One key aspect of ethics is the exploration and analysis of moral dilemmas<sup>4</sup>. These are situations where individuals must make choices that potentially involve conflicting moral principles. It involves evaluating the consequences of an action and determining the best course of action based on ethical theories, reasoning, and norms.

Ethical theories provide frameworks to understand and analyze moral problems. Some well-known ethical theories include utilitarianism, deontology, virtue ethics, and consequentialism, each offering different perspectives on evaluating moral choices<sup>5</sup>. Utilitarianism, for instance, focuses on maximizing overall happiness or utility for the greatest number of people. On the other hand, deontology emphasizes adhering to moral duties and principles, regardless of the consequences. Virtue ethics focuses on developing good character traits, while consequentialism considers the outcomes or consequences of actions.

Ethical discussions often involve debates surrounding different societal issues<sup>6</sup>. For instance, topics like abortion, euthanasia, capital punishment, environmental conservation, and social justice touch upon ethical considerations. When exploring ethics, it is crucial to consider the underlying value systems and cultural norms that shape moral judgments. Values such as fairness, justice, honesty, compassion, and autonomy play important roles in ethical decision-making. Moreover, ethics is not limited to individual behavior but also extends to organisations and professions. Various fields have their ethical guidelines or codes of conduct, such as medical ethics, business ethics, journalism ethics, and legal ethics. Because of this, this paper looks into ethical considerations in the use of digital technology in education in Nigeria.

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<sup>3</sup> Stanford Encyclopedia of Philosophy, "Ethics": <https://plato.stanford.edu/entries/ethics/>

<sup>4</sup>Internet Encyclopedia of Philosophy, "Ethics": <https://www.iep.utm.edu/ethics/>

<sup>5</sup>D. Schmidtz, & L. Smith., Ethics: Inventing Right and Wrong. New York: McGraw-Hill, 2012.

<sup>6</sup>T.L.Beauchamp, , & J.F. Childress, Principles of Biomedical Ethics. New York: Oxford University Press, 2019, 45.

## General Information on Digital Technology

According to Encyclopaedia Britannica, digital technology refers to technological devices and systems that use digital signals or data for communication, storage, and processing of information<sup>7</sup>. It has revolutionised various aspects of our lives, including communication, entertainment, business, healthcare and education. One of the key elements of digital technology is the use of binary digits (bits) to represent and process information<sup>8</sup>. These bits, which can take the value of either 0 or 1, form the building blocks of digital systems. Through manipulation of these bits, digital devices can perform complex calculations, store vast amounts of data, and facilitate faster and more efficient communication.

Digital technology has transformed the way we communicate, making information accessible and instantaneous. The Internet, for instance, has connected millions of users worldwide, enabling real-time communication through email, social media platforms, and instant messaging services. This has revolutionized the way we interact with each other, breaking down geographical barriers and facilitating global collaboration. In entertainment, digital technology has revolutionized the way we consume media<sup>9</sup>. Streaming services such as Netflix and Spotify have replaced physical media formats like DVDs and CDs, allowing users to access a vast library of movies, music, and TV shows at any time and from any device. Furthermore, digital platforms have empowered individuals to create and distribute their content, challenging traditional media porters<sup>10</sup>.

The business world has also been disrupted by digital technology<sup>11</sup>. E-commerce has transformed the way we shop, with online marketplaces like Amazon and Alibaba enabling seamless transactions and global distribution. Furthermore, digital tools for productivity and collaboration, such as project management software and video conferencing platforms, have made remote work and virtual teams a reality. In healthcare, digital technology has improved patient care and access to medical services<sup>12</sup>. Electronic health records (EHRs) have allowed healthcare providers to securely store and share patient information, enhancing communication and coordination between different healthcare professionals. Moreover, tele-health services have emerged, allowing patients to remotely consult with doctors, access medical advice, and even receive treatment.

In education, digital technology has transformed teaching and learning processes<sup>13</sup>. Interactive digital tools, virtual learning environments, and online courses have made education more accessible and personalised. Students can access a wealth of information literally at their fingertips, and teachers can create engaging multimedia content to enhance learning experiences. These are just a few examples of how digital technology has transformed various aspects of our lives. Its impact is far-reaching and continues to evolve rapidly with advancements such as artificial intelligence, Internet of Things, and blockchain technology.

## Education in Nigeria

Education in Nigeria is an important sector that is continuously evolving to meet the needs of its growing population. The government plays a crucial role in providing educational opportunities and

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<sup>7</sup> "Digital Technology." Encyclopaedia Britannica, [www.britannica.com/technology/digital-technology](http://www.britannica.com/technology/digital-technology).

<sup>8</sup> "Digital Technology." Encyclopaedia Britannica, [www.britannica.com/technology/digital-technology](http://www.britannica.com/technology/digital-technology).

<sup>9</sup> "How Digital Technology Has Transformed Society and the Economy | World Economic Forum." [www.weforum.org/agenda/2016/03/7-ways-digital-technology-has-changed-the-world/](http://www.weforum.org/agenda/2016/03/7-ways-digital-technology-has-changed-the-world/).

<sup>10</sup> Johnson, Jim. "10 Ways Digital Technology Is Transforming Our Lives." [www.huffpost.com/entry/10-ways-digital-technology-is-transforming-our-lives\\_b\\_587123c1e4b02b5f858a2fd1](http://www.huffpost.com/entry/10-ways-digital-technology-is-transforming-our-lives_b_587123c1e4b02b5f858a2fd1).

<sup>11</sup> "How Digital Technology Has Transformed Society and the Economy | World Economic Forum." [www.weforum.org/agenda/2016/03/7-ways-digital-technology-has-changed-the-world/](http://www.weforum.org/agenda/2016/03/7-ways-digital-technology-has-changed-the-world/).

<sup>12</sup> How Digital Technology Has Transformed Society and the Economy | World Economic Forum." [www.weforum.org/agenda/2016/03/7-ways-digital-technology-has-changed-the-world/](http://www.weforum.org/agenda/2016/03/7-ways-digital-technology-has-changed-the-world/).

<sup>13</sup> "The Impact of Digital Technology on Society and Economy: A Review." *Journal of Research in Humanities and Social Science*, vol. 9, no. 4, 2021, pp. 1167-1172.

has made efforts to improve access to quality education for all. Here are some notable points about education in Nigeria. According to UNESCO International Bureau of Education, Nigeria's educational structure follows the 6-3-3-4 system<sup>14</sup>, consisting of six years of primary school education, three years of junior secondary school, three years of senior secondary school, and four years of tertiary education. They opines that, Nigeria's literacy rate is estimated to be around 62%, with significant variations between urban and rural areas. Female literacy rates are lower compared to males, particularly in the northern regions of the country<sup>15</sup>. The Nigerian government has made efforts to improve access to education through initiatives like the Universal Basic Education (UBE) program<sup>16</sup>. This program aims to ensure free and compulsory basic education for children aged 6 to 15. Nigeria faces challenges in funding education and improving infrastructure in schools<sup>17</sup>. Limited funding has led to inadequate facilities, overcrowded classrooms, and a shortage of qualified teachers. While access to education has improved, the quality of education in Nigeria remains a challenge. Factors such as outdated curriculum, poor teacher training, and inadequate resources contribute to this issue<sup>18</sup>. Nigerian universities and colleges have received international recognition for their academic programs. However, the sector faces challenges related to accreditation, funding, and infrastructure<sup>19</sup>.

### **The use of Digital Technology in Education in Nigeria**

The field of education in Nigeria have been revolutionalised by digital technology, bringing numerous benefits to both students and educators. Digital technology is being employed in education in Nigeria in diverse manners which includes the following as mentioned below:

1. **Online Learning Platforms:** The use of online learning platforms, such as NOUN e-Courseware (National Open University of Nigeria), e-learning Portal of Ahmadu Bello University, and JAMB e-learning platform<sup>20</sup>, have made education accessible to a wider population of students.
2. **Interactive Multimedia Content:** Digital technology has enabled the creation of interactive multimedia content, making learning more engaging and efficient<sup>21</sup>. Examples include video lectures, animations, and virtual simulations.
3. **Mobile Learning:** The use of mobile devices for learning has gained popularity in Nigeria. With the increasing penetration of smartphones, students can access educational content anytime, anywhere<sup>22</sup>. The Mobile Learning Network Nigeria (MoLeNET) project is one such initiative supporting the integration of mobile technology in education.

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<sup>14</sup> Nigeria Educational System (World Data on Education) - UNESCO International Bureau of Education, <https://www.ibeglobal.com/nigeria-educational-system/>

<sup>15</sup> Education and Literacy (World Bank), <https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?locations=NG>

<sup>16</sup> Universal Basic Education (UBE) Program (Federal Ministry of Education, Nigeria), <http://education.gov.ng/ube-program/>

<sup>17</sup> Education for All Global Monitoring Report – Nigeria Country Report (UNESCO Education for All Global Monitoring Report), <https://unesdoc.unesco.org/ark:/48223/pf0000174958>

<sup>18</sup> Toward a Quality Education System: Challenges and Prospects for Access, Equity and Quality in Nigerian Schools (Journal of Education and Practice), <https://files.eric.ed.gov/fulltext/EJ1104707.pdf>

<sup>19</sup> Tertiary Education in Nigeria (University of Ibadan), <http://www.ui.edu.ng/resources/downloads/tertiary-education-in-nigeria>

<sup>20</sup> S. O. Popoola, & J. Nworie, The Effectiveness of Interactive Multimedia on Learning Outcomes in Nigerian Tertiary Institutions. Turkish Online Journal of Educational Technology-TOJET, 16(1), (2017), 54-63.)

<sup>21</sup> A. Afolayan, & O. Kwande, Utilization of Online Learning Platforms for Supporting Teaching and Learning in Nigerian Universities. African Journal of Computing & ICT, 10(2), (2017), 7-26.)

<sup>22</sup> C. M. Dzabak, & K. L. Smart, Continuous professional development for rural Nigerian teachers using mobile technology: A delineate and pre-pilot study. Teaching and Teacher Education, (2017), 67, 63-73.)

4. **Virtual Classrooms:** Virtual classroom platforms, like ZOOM and Google Classroom, have become instrumental in facilitating remote learning<sup>23</sup>. These platforms allow students and teachers to interact in real-time, enabling a seamless learning experience even in challenging circumstances.

5. **Open Educational Resources (OER):** The use of open educational resources has become increasingly common in Nigeria, as it helps reduce the cost of textbooks and other learning materials. Websites like e-Resources for Schools and Empowering Nigerian Youths (EnY), provide open access to quality educational resources<sup>24</sup>.

These above discussions provide support for the significant impact of digital technology on education in Nigeria, showcasing the various ways it is being utilized to enhance learning outcomes and improve access to education.

### **Ethical Considerations in the use of Digital Technology in Education in Nigeria**

In recent years, the advent of digital technology has transformed the education landscape in Nigeria, bringing numerous opportunities as well as ethical considerations to the forefront as follows. One of the key ethical concerns is Data Privacy and Security: Data protection is central to maintaining trust in both the educational institution and digital technologies<sup>25</sup>. Therefore, it is essential to address privacy concerns associated with the collection and use of student data. The use of digital technology requires the collecting and storing of student information, including personal details, academic progress, and behavioral patterns. It is crucial for educational institutions to implement robust data protection measures to safeguard this sensitive information and ensure compliance with data protection regulations. Failure to do so can have serious implications such as identity theft or unauthorized access to sensitive information. Educators must ensure student data is protected from unauthorized access or misuse, warranting consent and the adoption of secure systems. In line with Nwala, institutions should comply with relevant data protection regulations such as the Nigeria Data Protection Regulation (NDPR) of 2019<sup>26</sup>.

Another important ethical consideration is students autonomy and well-being: there is a need to consider the implications of using digital technology for student autonomy and well-being. While technology can enhance learning experiences, excessive reliance on digital platforms might lead to the decline of critical thinking and creativity. It is crucial to strike a balance between incorporating technology into the education system and maintaining traditional teaching methods that promote problem-solving skills and social interaction. Furthermore, Access and Digital Divide: Ethical considerations related to access include not only access to the internet but also access to appropriate digital resources and devices<sup>27</sup>. Policymakers must address the digital divide by providing equal opportunities for all students to access digital technologies for education. Efforts such as government initiatives and partnerships with private entities can help bridge the digital divide in Nigeria.

Addressing the issue of the digital divide cannot be overemphasised, especially in a country like Nigeria where access to technology and internet connectivity might be limited in certain areas. Implementing digital education initiatives without providing equal opportunities for all students can exacerbate disparities in education and worsen existing social inequalities. Additionally, Digital Literacy

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<sup>23</sup> M. A. M. Yusuf, , & A. W. Obala, Exploring the Acceptance of Virtual Learning (Classrooms) among Secondary School Students in Nigeria during Schools COVID-19 Lock-Down. *Universal Journal of Educational Research*, 8(9B), (2020), 134-139.)

<sup>24</sup> O. O. Kalejaye, Assessing the Use of Open Educational Resources by Students of Information Studies in Nigeria. *International Journal of Education, Information Technology, and Others*, 4(2), 1-8.)

<sup>25</sup> P. Mertala, & K. Klopfenstein, Resolving Ethical Dilemmas in Digital Education. *Digital Education Review*, 38, (2020), 209-222.

<sup>26</sup> S. C. Nwala, Digital Education in Nigerian Colleges of Education: An Overview of Policies and Prospects. *International Journal of Computers & Technology*, 16(4), (2017). 6354-6361.

<sup>27</sup> E. A. Okwilagwe, Ethical issues in the integration of Information and Communication Technologies in educational institutions. *Journal of Scientific and Engineering Research (IJ) SERC*, 5(1), (2018). 47-56.

and Skills: Education authorities must ensure that teachers and students develop essential digital literacy skills and competencies<sup>28</sup>. Ethical considerations involve empowering educators to effectively integrate digital technologies into the curriculum while ensuring students develop critical thinking, online safety, and digital citizenship skills. Teacher training programs and continuing professional development initiatives should prioritize digital literacy education for educators.

In the same vein, incorporating digital technology should align with pedagogical principles and educational goals rather than pursuing technology adoption solely for the sake of it<sup>29</sup>. Ethical considerations involve employing digital technologies in a manner that enhances and supplements learning, rather than replacing traditional teaching methods. Teachers should have autonomy to determine appropriate digital tools and ensure technology does not compromise the quality of education. Conclusively, ethical considerations in the use of digital technology in education in Nigeria are critical for ensuring responsible practices that uphold students' privacy, bridge the digital divide, and promote digital literacy and skills. Policymakers, educational institutions, and educators should collaborate to address these considerations and develop frameworks that prioritize ethical and responsible technology integration. By doing so, Nigeria can harness the transformative potential of digital technologies while safeguarding the rights and well-being of students.

### **Recommendations**

Ethical considerations in the use of digital technology in education in Nigeria are an important aspect to ensure the responsible and fair use of technology for educational purposes. Here are some recommendations:

1. Digital literacy should be promoted among educators and students to ensure that they possess the necessary skills to navigate technology ethically and responsibly. Educators should be equipped with the essential knowledge and competencies to guide students in their digital interactions.
2. The privacy and personal data of students and teachers should be protected by implementing stringent data protection policies, specifically regarding the collection, storage, and use of personal information. Also, establish clear guidelines on who has access to student data and ensure it is properly secured.
3. A culture of responsible digital citizenship should be fostered by educating students about online safety, cyberbullying, and appropriate behavior on digital platforms. At the same time, encourage educators to teach digital citizenship as part of the curriculum.
4. Equitable access to digital technology must be ensured by providing appropriate infrastructure and devices to students of all backgrounds. In the same vein, the needs of students with disabilities should be considered and necessary accommodations must be provided to ensure their participation in digital education.
5. Educators and students should be aware of copyright laws and intellectual property rights when creating and using digital content. Along with these, ethical practices such as proper citation, attribution, and respect for intellectual property rights should also be promoted.

The aim of these recommendations are to foster a responsible and ethical use of digital technology in education in Nigeria, prioritizing the well-being and rights of students and teachers alike.

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<sup>28</sup> I. E., Etim, & M. U. Ubi., An Assessment of Teachers' Digital Literacy Skills in Nigerian Secondary Schools: Teachers' Awareness and Attitudes. *International Journal of Instruction*, 12(4), (2019), 847-862.

<sup>29</sup> E. O. Adeoluwa., The need for reforming the Nigeria education system. *Journal of Educational Policies and Current Practices*, 6(1), (2020), 320-334.



## Conclusion

With the advancement of digital technology, its integration into the education sector has rapidly grown in recent years. Nigeria, as a developing nation, is witnessing a significant increase in the utilization of digital technology in education. While digital technology offers vast opportunities to enhance teaching and learning, it also raises important ethical considerations. By addressing issues such as equitable access, data privacy, digital literacy, and responsible use of technology, Nigeria can ensure that the transformative power of digital education is harnessed ethically for the benefit of all students. Likewise, effective policies and guidelines need to be in place to tackle issues such as cyberbullying, plagiarism, and copyright infringement in digital education. Educators should work to create a safe and respectful online learning environment, while also promoting digital literacy skills among students to ensure responsible and ethical use of technology. This paper explores ethical considerations in the use of digital technology in education in Nigeria, emphasizing the need for responsible and ethical practices.

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# Will Digitalised Nigerian Classrooms Fade Off Sooner or Later?

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## **Abstract**

*The study investigates if digitalised Nigerian classrooms will fade off sooner or later. Two objectives were raised. These include the investigation of the factors that have increased the rate of Nigerian classroom digitisation and how to sustain digitised Nigerian classrooms in the post-pandemic era. The study engaged the secondary method of data collection. That is, new data were formed based on existing data. Qualitative data were also used in the study in tune with the two objectives that have been raised. The exclusion criteria used are topic, types of publications, language, and relevance. The thematic analysis was engaged which involved data sorting, coding, decoding, interpretation, and discussion of findings. It was found that the emergence of the pandemic, an increase in teacher training and professionalism, globalisation, and technology awareness have aided the rate of digitised Nigeria classrooms in Nigeria. The study recommends that Nigerian schools should more efforts on the provision of technological tools in their classrooms. Parents and teachers should also be educated to be more informed about the importance of educational technologies.*

**Keywords:** ICT, Early Childhood Education, Technology, 21st century, Digital, Classroom

## **Introduction**

A digitalised classroom is an educational setting with different forms of Information Communication and Technology (ICT) devices for the promotion of learning. In other words, these kinds of classrooms are always embedded and immersed with technological tools. The classrooms engage educational websites, online books, and applications to enhance the learning of students (Zolfaghari & Kargozari, 2011). Feedback technology and loops are also essential factors that make up a digital classroom. In some studies, these classrooms are referred to as online or smart classrooms (Zolfaghari & Kargozari, 2011). They are linked with the engagement of Internet technology, smart technologies, and computer-literate educators. Some of the key elements of digital classrooms are skill development lessons, social awareness, critical thinking skills through games, online simulation, and creativity among others (Khalil, 2023). With these, teachers are expected to understand the roles of technology in the 21st-century classroom and fit into the dynamic (Peoples Gazette Nigeria, 2023). Adopting technologies into the classroom is not limited to any nation across the world, the goal is the readiness, willingness, and acceptance of educational stakeholders.

In a recent report, it has been shown that Nigeria is one of the countries that is beginning to be keener on the adoption of digital technologies in its classrooms (Bank-Olemoh, 2021). This is due to the impact of the COVID-19 pandemic. While different countries were struggling to survive the impact of the pandemic, technology was part of the survival tools that were used. Smart technologies were not only used in hospitals to revive the lives of people but they were also applied to teaching and learning activities. Nigeria also took advantage of smart technologies, at that time. That said, according to the USA Department of Education Director for Educational Technology, Richard Culatta, countries

like Singapore, Uruguay, and South Korea have also intensified their rate of digitization of classrooms (Butrymowicz, 2023). The challenge with these countries, however, is that they tend not to sustain the new norm when it comes to the use of smart technologies in the classroom. This is unlike the USA with 65% of technology adoption. The UK has also ensured a 70% adoption of smart classrooms for almost a decade (Hopkins, 2016). The question is if countries like Nigeria, Singapore, Uruguay, and South Korea sustain their success stories when it comes to new classroom technology realities. Going by this question, the extent to which smart technologies can survive in the Nigeria classroom, and in the post-pandemic era needs investigation.

According to Bank-Olemoh (2021), nursery schools and early childhood education centres (ECECs) in Nigeria are fast applying educational technologies to deliver effective lessons. Although in the past, these classes used televisions and audio devices in educating learners, there is more to this in the light of new technologies. Nigerian ECECs now use games, YouTube channels, and mobile applications to make learning happen. Though this is done in only about 30% of the classrooms, it is a path to a new norm. According to the thoughts of Dewey, teaching today like it was done yesterday is a way of robbing children of their tomorrow (Letseka & Zireva, 2013). By implication, there is a need to always ensure that teaching is improved through the aid of technological tools and applications. For instance, during the hit of the pandemic, a mobile application was introduced by Google, named; Read Along (Google, 2022). The application aims to help children improve their literacy skills. Read Along was brought to Nigeria and aided the literacy development of learners, even amid the pandemic. This opened to eyes of many school owners to using the application. Some schools also developed their mobile application to aid flexible learning among the pupils.

Regardless of the intake of educational technologies, smart classrooms, and application-based activities, there are still unfolding issues with the school performance of learners in the country. Yumus (2023) asserted that 38% of Nigerian parents are not educated which also affects their children. Even when these children are trained in digital classrooms, their parents do not always help the matter (Yumus, 2023). Not all parents can afford technological tools and gadgets for their children. This is aside from the fact that not all schools have the finances to make their classrooms smart. In a study by UNICEF, as reported by Peoples Gazette Nigeria (2023), 75% of Nigerian students cannot read well and over 10 million of them are not in school. If the quality of learning in Nigeria is still this poor, more should be done to change the reality. That said, UNICEF is not completely true with its statistics. In another report, though about 50% can read effectively in Nigerian classrooms, most of them are between the ages of 14 and 20 (Bankole, 2023). Hence, there is little focus on children's learning. However, a report in 2018 stressed that only 20% of children could read well. As to the report of UNICEF, the percentage is about 30. In all of these, the digitalisation of Nigerian classrooms has aided this development.

### **Statement of the Problem**

It is no longer news that Nigerian classrooms have joined the train of smart and digital technologies for pedagogical activities. Although this study is hinged on Early Childhood Education (ECE), digital technology now cuts across various stages of education in the country. However, some challenges can pull down the new development. It is one thing to engage in technological developments, it is another to sustain it. Studies (Phoong, et al., 2019; Ifeduba, et al., 2020) have shown that a couple of issues can affect or put an end to the use of new technologies in Nigerian classrooms, sooner or later. These include funding, training of educational personnel, and parental support among others. Another line of thought is whether government policies in Nigeria would help drive the need for development (Ifeduba, Ohikhena, & Alabi, 2020). For instance, during the era of Governor Rauf Aregbesola in Osun State, he comes up with some educational devices such as smartphones, digital boards, and mobile applications among others (Bamigbola, 2020). However, he could not sustain the new norm. While he was still in government, students abused the smart devices as they did not use them for educational purposes (Dada, 2023). The government of Oyetola did not even bother utilising Aregbesola's idea.

This is only a case study out of many. Hence, the stance of government policies in sustaining digital classrooms in Nigeria (Phoong, Phoong, Moghavvemi, & Sulaiman, 2019). As this study unfolds, the focus is on the factors that will make digital classrooms self-sustaining and not faded.

### **Objectives of the Study**

The core aim of this study is to investigate if digitalised Nigerian classrooms will fade off sooner or later. This is based on the aftermath of the COVID-19 pandemic, and how it orchestrated an increase in the rate of technology adoption in the classrooms. The following are the specific objectives that will guide the findings of the study:

- i. To investigate the factors that have increased the rate of Nigerian classroom digitisation.
- ii. To examine how to sustain digitised Nigeria classrooms in the post-pandemic era.

### **Research Questions**

The main question guiding this study is; *whether digitalised Nigerian classrooms will fade off sooner or later*. Going by this question, the roles of sustainability will be torch-lighted to make the digitisation of Nigerian classrooms continuously successful. Two questions are raised below to guide the findings.

- i. What factors are responsible for the increase in the rate of Nigerian classroom digitisation?
- ii. What ways will aid the continuous sustenance of digitised Nigerian classrooms in the post-pandemic era?
- iii.

### **Methodology**

In a bid to investigate if digitalised Nigerian classrooms will fade off sooner or later, the secondary method of data collection was engaged. With the aid of this method of data collection, inclusion and exclusion criteria and search strategy are adopted in this study. The secondary method gives room for extensive collection of data alongside critical analysis (Johnston, 2014). Unlike the primary method which takes time, using secondary data in this study is keen on access to large information. On this note, the interpretative research philosophy is adopted in the study. This has to do with the collection of evidence-based data which are interpreted through an unbiased view of the researcher (Chowdhury, 2014). Using the deductive research approach, new data were formed based on existing data (Woiceshyn & Daellenbach, 2018). Critical thinking is explored as the research was able to draw inferences and implications from all findings. Qualitative data were also used in the study in tune with the two objectives that have been raised. The exclusion criteria used are topic, types of publications, language, and relevance. The topics of journals accessed are in tandem with the study objectives. Publication types include journals with abstracts, empirical studies, and papers with detailed methodology. Only papers that were published in the English Language made it through to the study. After several studies had been reviewed, the thematic analysis was engaged. Thematic analysis involves data sorting, coding, decoding, interpretation, and discussion of findings.

### **Results and Discussion**

The results of the study are presented as follows in line with the objectives. An interpretation and discussion of the findings are systematically presented as follows.

**Research Question One:** What factors are responsible for the increase in the rate of Nigerian classroom digitisation?

The following themes have been raised as factors responsible for the increase in the rate of Nigerian classroom digitisation.

### **The COVID-19 Pandemic and the New Digitalised Classrooms in Nigeria**

The pandemic is traced to the year 2019. Also known as the coronavirus disease, it started in Wuhan China. It is the second-largest virus that has spread across the globe after the flu pandemic of 1918 (Tawafak et al., 2021). Due to new directions such as isolation, quarantine, and social distancing that aided survival amid the pandemic, the use of education technology increased immensely. In Nigeria, online learning became more famous among schools during this period (Egielewa, Idogho, Iyalomhe, & Cirella, 2021). Not far from this, Egielewa et al (2021) added that though online learning was engaged. in Nigeria in the past, it became more famous due to the pandemic. Though the pandemic facilitated issues such as poor achievement, poor school health, poor school enrolment, and inequality in education, it revitalised the use of e-learning devices in Nigeria (Tawafak et al., 2021). After the pandemic, Nigerian schools started becoming more aware of the importance of smart classrooms (Eze, Sefotho, Onyishi, & Eseadi, 2021). A related study therefore reiterated the need for a competency-based education for Nigerian teachers so that they can operate effectively in the new digitalised classrooms (Okagbue et al., 2023).

### **An Increase in Teacher Training and Professionalism- Reflecting the Place of TRCN**

There is beginning to be an increase in the rate of teacher training in Nigeria. We are in an era where teacher training is more than the ability to understand academic subjects alone. According to a recent report by The Guardian, it was stressed that Nigeria's colleges of education have 21st-century demands for teachers. Some of these include the ability to use technological tools, research and development skills, openness to learning, and criticality among others (Lawal, 2023). In this regard, schools also pay more attention to the employment of teachers who are certified. Parents, largely in rural areas also have positive attitudes to the use of technologies. Some factors make teacher training centres to be more conscious of the need for digital literacy among teachers (Adomi, Oyovwe-Tinuoye, & Igwela, 2021). Early childhood Education Centres, nursery, and primary schools now take the employment of professional teachers seriously. Hence, the teaching profession is getting into the public glare unlike before. The certification from the Teachers Registration Council of Nigeria (TRCN) is on another level (Tyohemba, 2023). In the last one year, more than 15,000 teachers have written the TRCN examination and are certified as professional teachers. Though 3,963 of them failed the examination, it is a good way of redefining teaching professionalism in Nigeria (Tolu-Kolawole, 2023). So, as the teaching profession gains more weight in Nigeria, digital classrooms increase in that order.

### **Globalisation- The Japa Syndrome a Blessing to the Digitisation of the Nigerian Classroom**

This is another factor that has brought about an increase in the rate of digitised classrooms in Nigeria. The world is a global village. Globalisation has been defined as the link between different parts of the world. Globalisation results in the expansion of international cultural, technological, economic, and political activities (Egbule, 2017). Teachers now learn across different cultures and nations of the world. They are becoming more exposed than before (Okunade & Awosusi, 2023). In Nigeria, the Japa syndrome has aided in to increase in the rate of technological adoption in the classroom. Teachers are more aware of the need for technological advancement in the classroom. More than 20% of the 2.3 million trained teachers in Nigeria, as of 2023 have also sought different type of technological training abroad (Punch Newspapers, 2023). Though this has brought about shortage of skilled teachers in Nigeria, it has also increased the attention for smart and digital activities in the classrooms. That said, some of the students abroad, based on the need to be more educated, face unpalatable situations. An example is how Nigerian students were faced with confusion in the mix of a proxy way in Ukraine (Duyile & Nwachukwu, 2022). Social media activities have also exposed parents to the use of technology (Al-Ansi, Hazaimah, Hendi, Al-Hrinat, & Adwan, 2023). Even when schools do not have enough technological gadgets, teachers can educate their learners through the support of smartphones. Teachers download educative and creative videos online to train their learners.

### **Technological Awareness among Parents**

Parents are the sole players in the education of their children (Drouin, McDaniel, Pater, & Toscos, 2020). The more they get involved in the training of children, the more impact they make. In recent times, parents have become more aware and informed about the importance of educational technologies. In a study that was carried out by Omokhabi (2023) on how the use of digital technology enhances adolescent and young adult development, it was stressed that parents are not more interested in the digitisation of classrooms. More than 40% of parents now allow their children to learn through the aid of social media platforms such as YouTube, Instagram, TikTok, and Facebook among others. However, parents complain that their children tend to be addicted to the media- if they are not well-guided (Omokhabi, 2023). Hence, while parents are interested in the trends of educational technologies for digitised classrooms, parents must be ready to guide the activities of children. In a study conducted in Delta State, parents' awareness and monitoring of teenage children's use of social media was reported to be high (about 65%). By implication, the more parents tend to appreciate technological development in Nigerian classrooms, the more the spread of digitised activities.

**Research Question Two:** What ways will aid the continuous sustenance of digitised Nigerian classrooms in the post-pandemic era?

The following are the ways that will aid the continuous sustenance of digitised Nigerian classrooms in the post-pandemic era. They also serve as recommendations for improving the adoption of educational technologies in Nigerian classrooms.

#### **In-service Training for Teachers**

The famous type of teacher training in Nigeria is pre-service. This happens when teachers attend teacher colleges and universities for educational qualifications. There is more to do if teachers will align with the need for technological development in schools. In-service training should be embraced in Nigeria. Seminars and conferences can be organised for teachers to improve their digital skills (Osorio, Eryilmaz, & Sandoval-Hernandez, 2021). This can also take knowledge management where teachers can also research and train themselves in the line of unfolding technologies.

#### **Parental Awareness of Educational Technology**

More parents need to be aware of the roles and importance of educational technologies. They need to be educated on how to better appreciate technological tools for their children's learning. If this is not done, not all parents will be interested in providing their wards with the needed technological devices for their learning (Akgün, 2023). On this note, parents will be more conscious of how to guide their children on the use of technological tools. This is because addiction is a popular issue that children are faced with when they are guided while they use technological tools. Parent awareness of educational technology will not only help parents develop positive attitudes; they will also allow their children to learn using smart technologies at home.

#### **Provision of Technological Tools in Classrooms**

This is the role of schools and the government. Nigerian schools need to start making more efforts in the provision of technological tools in their classrooms. While private schools are trying their best in this regard, government schools should do the same. It has been found that there is still a low rate of technological tools provision in Nigerian government schools (Oluyimide & Adeleke, 2021). If Nigerian classrooms are equipped with technological gadgets, pedagogical activities will be improved. The Nigerian government also needs to make policies for the sustenance of smart classrooms. When the government provides classrooms with technological devices, plans should be made to ensure that new

regimes do not put an end to the development. A continuum in governments' educational activities would also go a long way in this bid.

## Conclusion

This study has investigated the digitalisation of Nigerian classrooms in the post-pandemic era. It looked into the factors that will make digital classrooms self-sustaining and not fade in Nigerian classrooms. It was found that there is beginning to be an increase in the rate of teacher training in Nigeria due to the impact of the pandemic. More so, the certification from the Teachers Registration Council of Nigeria (TRCN) has increased the professionalism of the teaching profession in the country. Hence, the teaching profession is now taken more seriously than before in the country. It was also stressed that as the teaching profession gains more weight in Nigeria, digital classrooms increase in that order. It was recommended that Nigerian schools should more efforts on the provision of technological tools in their classrooms. More so, in-service teacher training should be encouraged.

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# Digital Technology: A Veritable Tool for Industrial Technology Education Transformation in Nigeria

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## **Abstract**

*The paper focused on digital technology as a veritable tool for Industrial Technology Education (ITE) transformation in Nigeria. The quality of technicians within a nation is pivotal to its development. ITE is a very important element of the society because it is the foundation for technology development. Unfortunately, these aspects of education have been neglected by the government and the objectives of ITE, as outlined by the Federal Government in the National Policy on Education, have not been adequately accomplished in Nigeria. ITE is lacking behind in this era which is technology driven as most. ITE facilitators are still using conventional methods of teaching, inaccessibility of literacy programmes. Slow pace of learning by students, lack of modern technology. Therefore, there is need to transform ITE through the use of digital technology To provide students and facilitators with the essential skills needed to meet the evolving demands of a highly digital world and to attain the primary objective of ITE. The study underscored the significance of digital technology education in the process of transformation and problems associated with utilizing digital technology for ITE transformation. The paper recommended amongst others that, Industrial Technology Education policy maker should develop Industrial Technology Education policy initiatives within the material and cultural policy conditions of a rapidly changing world of digital technology. Integrate into Industrial Technology Education the innovations that have set the 21st century apart, making it exceptional and distinctive. and Industrial Technology Education planners should ensure that Industrial Technology Education educators and students are well trained on the essential skills required for employing digital technology in the processes of teaching and learning.*

**Keywords:** Digital Technology, Education, Industrial Technology Education, Transformation, Tool, Veritable

## **Introduction**

Over the year digital technology had plays a very crucial role in the administration of schools, enhancing efficiency, communication, and overall effectiveness. Digital technology through student Information Systems framework helps to streamline the management of student data, including

attendance, grades, schedules, and personal information (Ibrahim, Susanto, Haghi & Setiana, 2020). These systems make it easier for administrators, teachers, and parents to access and update student records. Also, digital technology through learning management systems framework (LMSF) facilitate online learning, course management, and content delivery. LMSF allow educators to create, distribute, and manage course materials digitally, enabling a more interactive and engaging learning experience (Mershad & Wakim, 2018). Digital technology also provides an appropriate communication tools framework like email, messaging apps, and video conferencing to enhance communication between administrators, teachers, students, and parents (Hirst, 2021). These tools enable real-time communication, reducing the need for physical meetings and enhancing collaboration. It has also reduced the risk taken by parents travelling in checking students' standings and well being in the school community. Administratively, digital automation of routine task like payroll, fees paying, result processing and grade checking has so much reduced the errors associated with manual processing.

Document like repots, memo, letters and project can be processed easily through digital devices like notebook, laptop, desktop and smartphone. Electronic document management can be achieved through dedicated and common business application. This has help turn the university community to a paperless environment where students document is stored, organized in electronic formats for easy access and retrieval. Human interaction with technology is increasing, expanding computer usage from a desktop laptop to using adaptive and intelligent handheld devices in wide range of professional and leisure actives. The Education is experiencing new a dimension informs of mobile learning. The new generation learning according to Zhang and Yu (2022) is learning that is associated with use of mobile devices in getting educational resources from mobile technology and internet regardless of location and time.

Tan, Johannis and Hung (2022) see school as place where teacher unlock and nurture the potential of students. School provides a structured environment for the acquisition of various skills, including cognitive, social, emotional, and practical skills. These skills are necessary to develop a total child that is able to live independently, ask questions, analyses problems and contribute to the solutions towards the development of the society. Therefore, the philosophy of education of every country must put in consideration the needs and aspiration of the society and passion of every child to succeed in his or educational pursuit. An education that is well structures will develop human resources, promote social mobility, preserve and pass cultural heritage of the community, economic development, promote personal sense of civic responsibilities and general wellbeing of the society (Symaco & Tee, 2019).

Agha, Ukommi, Ekpenyong and Effiong (2020) is of the opinion that Industrial Technology Education in Nigeria is geared towards national development and its objectives are to get the citizens to learn and through learning change their attitude and contribute meaningfully towards national development. Observation indicates that, in Nigeria, this aspect of education has been neglected by the government and its goals and the objectives outlined in the National Policy on Education have not been completely realized owing to inadequate funding by the Federal and State Government, non – provision of modern technology for teaching and learning and lack of creation of awareness about Industrial Technology Education. Despite the worldwide acknowledgment of the significance of Industrial Technology Education in national development, the challenge persists in Nigeria.

The effect of the neglect of this aspect of education and the inability of the government to fulfil its goals and objectives on the learners, and the nation at large is very devastating as it results in slow pace of learning by students, high rate of illiteracy among citizens, lack of motivation and interest in learning, inaccessibility of literacy programmes, unqualified Industrial Technology Education educators, use of old conventional methods of teaching by Industrial Technology Education educators, low rate of economic growth and development.

In the 21st century, knowledge is constantly changing and expanding exponentially. Industrial Technology Education is not exception in this regard. It is expected that Industrial Technology Education should move along in the changing world of knowledge and technology. Therefore, there is

need for the transformation of Industrial Technology Education through digital technology in line with global trend to enable students contribute to national development since students are the ones who fill the positions in the production sector of the economy. It will also enable students operate successfully and confidently in a technologically driven society.

Adeleke and Emeahara (2016), analyses the digital technology as encompassing the utilization of electronic tools, systems, and resources for the generation, storage, or processing of data for example, on-line games, social media, smart phones, multimedia, computers, among others is a veritable tool for the transformation of Industrial Technology Education as it enhances teaching and learning, boosts the possibility regarding the execution of Industrial Technology Education programmes, facilitates the attainment of goals and objectives in Industrial Technology Education, providing students with the skills to address challenges posed by contemporary technology.

### **Concept of Industrial Technology Education**

Technology according to Oxford dictionary is the scientific study of mechanical and applied sciences. It is also the subject that has their practical application in industry. Technology can be said to be: Science of industrial arts or organization and management of a country's industrial resources by experts for the good of the whole community. The UNESCO (1978) for instance, defines Technology education as "instruction crafted for the upper secondary and lower tertiary levels to ready middle-level personnel, and at the university level, to prepare engineers and technologists for elevated managerial roles".

Industrial technology education encompasses a blend of general education, scientific and technical studies, along with associated skill training. The elements of industrial technology education can differ significantly based on the type of personnel to be trained and the level of education involved. In Nigeria, the National Policy on Education views industrial technology education as an essential component of general education. Hence, it delineates industrial technology education as the facets of the educational process encompassing the study of technologies and associated sciences, as well as the acquisition of practical skills, attitudes, understanding, and knowledge relevant to occupations in diverse sectors of economic and social life.

### **Need for Industrial Technology Education**

Industrial Technology Education prepares individuals to secure employment in occupations where success heavily relies on technical knowledge and an understanding of scientific laws and technological principles applied to contemporary design, production, distribution, and service.

Nigeria possesses abundant natural resources like crude oil, diamond, gold and so on. Certain natural resources mentioned remain untapped due to a shortage of technical manpower. The conservation and development of the nation's resources require a significant emphasis on technology education. A considerable number of Nigerian youths are underdeveloped and underutilised due to the absence of proper technical training. The optimum welfare for Nigerian citizens is attained when each individual produces according to their full capacity. Hence, a well-organised and thoughtfully designed program of industrial technology education is crucial for achieving the aforementioned objectives in Nigeria.

### **Purpose of Industrial Technology Education (ITE)**

The National Policy in Education of the Federal Republic of Nigeria (2014) outlines the objectives of Technical and Vocational Education, aligning them with Industrial Technology Education (ITE) as follows:

1. To furnish personnel in applied science, technology, and commerce, especially at sub-professional levels.
2. To furnish the essential technological knowledge and vocational skills needed for the development of agriculture, industry, commerce, and the economy.

3. To produce individuals capable of applying scientific knowledge to address and enhance solutions for environmental issues, ensuring the well-being of humanity.
4. To introduce students to professional studies in engineering and various other technologies.
5. To provide training and instill the essential skills that lead to the development of craftsmen, technicians, and other skilled individuals, fostering entrepreneurship and self-reliance. This also aims to enable young men and women to gain an intelligent understanding of the growing complexity of technology.

In alignment with the aforementioned objectives:

- a) The curricular activities for technical colleges shall be organised with main features structured into foundation and trade modular components.
- b) Each trade's curriculum shall comprise four components: General education, Theory and related courses, Workshop practice, and Industrial training/production work, along with small business management and entrepreneurial training.
- c) Graduates of technical college programs shall have three options:
  - i. Secure employment either at the conclusion of the entire course or after completing one or more modules of employable skills;
  - ii. Establish their own business, become self-employed, and have the capacity to employ others.

### **21st Century and Knowledge Explosion**

21st century can best describe as the era of unprecedented knowledge explosion (Altbach, Reisberg & Rumbley, 2019). This era witnesses the dynamics in the way information is generated, stored, disseminated and retrieved. The era is characterised by information technology and the internet. The invention of internet changed the way information is created and assessed. Information is made available anywhere and anytime with ubiquitous digital devices. This evolution era has a lot of implications on youth education, development and empowerment. This is a need to take holistic approach in youth education and empowerment.

Industrial technology education has a major role to play in the dynamics of youth empowerment. ITE can equip youth with required skill and knowledge needed to fit in and participate globally in industrial revolution. ITE has the capability to transform Nigerian youth socially, economically, culturally and educationally so they can participate in the community development. ITE can equip Nigerian youth with skills necessary to make them self-employable globally so they can live independently of Nigeria government jobs.

In another development, nations development is tied to the kind of skills of its citizen. The higher the human capital development of a nation the better its economic growth. ITE should be incorporated into the school curriculum in practical term as opposed the current theoretical approach. This will enable students to be useful while in the school and even upon graduation. This will reduce the number of unemployed youth in Nigeria drastically.

### **Concept of Digital Technology**

Digital technology includes microcomputers like laptops, desktops, tablets, notebooks, and smartphones, as well as communication tools and applications that facilitate the processing of digital information. The functionality and logical operations of digital technologies are made possible by micro processes that are programmed to execute diverse functions. It involves using new technologies to meet the evolving demands of a highly digital world (Vermesan et al., 2022).

Haleem, Javaid, Qadri and Suman (2022), defined digital technology as that which denotes a diverse array of technologies, tools, services, and applications employing various forms of hardware and software. They are used to generate, store, disseminated and retrieved digital information. Digital technology enhances the way and manners teaching-learning takes place in a learner centered instructions through e-learning platform.

Saarikko, Westergren and Blomquist (2020), asserted that digital technology transforms every facet of daily life, thereby making more efficient, scalable and more beneficial. It entails moving from analogue to digital data which is vital to the digital revolution. The way people communicate, learn, and work has been revolutionised by digital technology. It significantly influences contemporary society and its cultures. Individuals worldwide are now interconnected through digital media and networks in unprecedented ways, facilitating the swift and efficient exchange of information across these interconnected networks.

**Pousttchi Gleiss, Buzzi and Kohlhagen (2019) identified three technology impact types for digital transformation:**

1. Computerisation: This involves deploying technologies to automate discrete and unconnected services for operational efficiency e.g. automating a task with a robot.
2. Digitization: This involves creating and linking real-time data streams derived from essential operational functions. e.g. a dash board showing machine efficiency.
3. Digitalisation: This involves leveraging insights driven by data to offer adjacent services for creating new models to ensure efficiency. It makes processes more scalable and more beneficial to end – users.

Digital technology simplifies learning by making concepts more digestible e.g. through an instructional video anytime, anywhere and massive open on–line courses. Students pursue a diverse range of educational objectives that can only be fulfilled by ITE. e.g. fundamental literacy and readiness for employment, coupled with necessary technical competencies to improve performance in occupational roles. Furthermore, credentials to attain higher status and information aimed at enhancing family life and overall well-being are essential for an individual. These goals can be achieved through the use of digital technology for the transformation of Industrial Technology Education in Nigeria as this will prepare and equip the students to be self-reliant and relevant in the society.

The proper utilisation of digital technology has the potential to revolutionize Industrial Technology Education. To accomplish this, learners and educators need to work together for success. The following inquiries can be posed: Do students exhibit different thinking patterns after completing a class using digital technology devices? Do students experience a change in their feelings after finishing a class involving digital technology devices? If the response to these queries is affirmative, then digital technology emerges as a crucial tool in the transformation of Industrial Technology Education.

The digital technology revolution has significantly altered our lifestyle, simplifying interactions through the internet, providing avenues for both remote and physical employment, and streamlining our educational system. It has enabled learning and degree attainment from the comfort of one's home, eliminating the need for physical attendance at a school. Despite the numerous advantages brought about by the digital revolution, it has also ushered in several disadvantages and societal challenges. For instance, it has contributed to an increase in divorce rates, disrupting traditional norms and values associated with marriage. The online environment often leads individuals to connect without understanding their family backgrounds, resulting in rushed weddings and subsequent divorces. Additionally, from a religious perspective, the digital revolution has transformed the way we acquire moral and religious teachings. People can now freely access information online, often from unreliable and mischievous sources.

**Role of Digital Technology in Industrial Technology Education Transformation**

Taylor and Hogebruk (2010), enumerated the role of digital technology in Industrial Technology Education transformation as follows:

1. Digital technology grants students access to a myriad of online resources, promoting research initiatives and fostering increased independence.

2. Digital technology aids policymakers in the realm of Industrial Technology Education to develop good policies that will enhance the growth of Industrial Technology Education as it exposes them to a variety of policies in Industrial Technology Education in different countries of the world.
3. It provides students with more knowledge about the competencies needed for them to skillfully navigate, orchestrate within digital technology-mediated training contexts.
4. It simplifies the process for students to swiftly locate information as needed. Search engines and e-books are gradually substituting conventional textbooks.
5. It provides students with flexible, unambiguous and on-demand access to instructional materials for effective teaching.
6. It offers unlimited means of achieving Industrial Technology Education goals and objectives.
7. It facilitates innovative approaches to learning, communication, and collaborative work as students engage in group projects utilising knowledge-based tools like wikis and Google Docs.
8. It enables learning opportunities of students as lessons and courses can be delivered virtually online.
9. It assists students with disabilities to have regular access to information on-line.
10. It improves the scope of Industrial Technology Education curriculum thereby resulting in improvement in the quality of education for students which enable them gain qualifications through on-line courses.
11. The use of computers, e-notebooks, internet, projectors among others. increases students' motivation which results in increased attendance and higher concentration on tasks assigned to them.

### **Ways of Transforming Industrial Technology Education through Digital Technology**

Digital technology can be used in transforming Industrial Technology Education through the following ways:

1. Computer assisted instruction (CAI) containing instructions for students in Industrial Technology Education should implement a structured approach, outlining what to teach, specifying the steps to be followed, defining the evaluation criteria for success, and determining when additional learning activities are to be conducted. Digital technology driven instructional facilities such as web technology, e-learning, etc. that can be effectively utilized to replace old conventional methods of teaching in Industrial Technology Education.
2. Virtual libraries should be provided for research in Industrial Technology Education.
3. Industrial Technology Education planners should shift more of their programmers, information and services into digital spaces.
4. Industrial Technology Education developers should organize training programmes that will equip learners and educators with the skills necessary for working in digital spaces.
5. Industrial Technology Education students should be given on-line tasks and assignments instead of abstract learning.
6. Industrial Technology Education curriculum developers should incorporate digital technology into Industrial Technology Education curriculum.
7. There should be a shift from conventional media method of instructions to computer-based media or digital tools such as social networks, learning experience platform, search engines, wikis, and instructional videos among others.

### **Problems Associated with Utilising Digital Technology for Industrial Technology Education Transformation in Nigeria.**

Mukul and Büyüközkan (2023) highlighted some problems associated with utilizing digital technology for Industrial Technology Education transformation to include the following:



1. Industrial Technology Education policy initiatives are not developed within the material and cultural policy conditions of a rapidly changing world of digital technology. This makes it difficult to utilise different digital technologies.
2. The Federal, State and local Government has neglected Industrial Technology Education and are focusing on other aspects of formal education which affect the provision of digital technology in Industrial Technology Education centers thus impeding the use of these technologies to transform Industrial Technology Education.
3. The majority of educators and students in Industrial Technology Education lack the essential skills for incorporating digital technology into teaching and learning. This poses a significant obstacle to the successful implementation of the Industrial Technology Education curriculum.
4. The exorbitant expenses related to technology and facility maintenance, potential virus attacks on software and computers, and disruptions in internet connectivity all impact the application of digital technology in the transformation of Industrial Technology Education.
5. Inadequate funding of Industrial Technology Education by the government.
6. Non-implementation of Industrial Technology Education programmes in line with recent development in digital technology that are relevant to students' needs.
7. Inaccessibility of digital technology devices by students in rural communities.
8. High cost of digital devices makes it impossible for many to have access to them.
9. Poor power supplies to power digital devices also affect the digital technology.

### **Conclusion**

Digital technology is a powerful tool for Industrial Technology Education transformation in Nigeria. It has become a crucial element in upholding society, and its integration with Industrial Technology Education is unavoidable. It plays a significant role in shaping the future of Industrial Technology Education, which is vital for sustaining today's digital world.

### **Recommendations**

The following recommendations are made:

1. Industrial Technology Education policy maker should develop Industrial Technology Education policy initiatives within the material and cultural policy conditions of a rapidly changing world of digital technology. They should incorporate into Industrial Technology Education the innovations that have distinguished and characterised the 21st century, making it exceptional and distinctive.
2. The Federal, State and Local government should pay much attention to Industrial Technology Education and seek more ways of improving Industrial technology Education.
3. Industrial Technology Education planners should ensure that Industrial Technology Education educators and students are well trained on the skills required in utilizing digital technology for teaching and learning.
4. The government should subsidize the expense associated with digital technology devices and ensure steady supply of electric power to enhance the use of these devices.
5. The government should provide adequate funding of Industrial Technology Education by procuring digital technology gadgets for students and adequate funding of Industrial Technology Education programmes.
6. Industrial Technology Education policy makers should ensure the implementation of Industrial technology Education programmes in line with recent development in digital technology taking into consideration the needs of the students.
7. Curriculum developers in Industrial Technology Education should reassess the curriculum to integrate the significant potentials of digital technology into teaching and learning.
8. The government should equip industrial Technology Education literacy centers in rural communities with digital technology devices to enables students in rural communities have access to digital technology.

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# Channeling Social and Electronic Media for the Empowerment of Young People

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## **Abstract**

*In an era dominated by the pervasive influence of social and electronic media, the empowerment of young people stands at the intersection of innovation and societal progress. Social and Electronic media (SEM) is a digital platform with dynamic nature of redefined how young individuals interact, engage, and perceive the world around them. Recognizing the transformative potential inherent in these platforms, this paper explores the multifaceted ways in which social and electronic media can be harnessed to empower the young people in the present era. Call for action has been proffered for information professionals and educators in achieving proper channeling of SEM for empowering young people.*

**Keywords:** Young people, Empowerment, Social media, Electronic Media, SDG

## **Introduction**

Youth empowerment is a process that gives an opportunity for self-expression, self-realization, critical examination of experiences in order to achieve a workable conclusion that can bring about sustainable development and change in behavior of individual and society at large (Deshbandhu, Roy and Kushal, 2022). In recent years, the importance of social and electronic media in empowering youth and millennials in particular can no longer be underestimated. Social and Electronic Media (SEM) refers to the 21st-century communication channel which has a several digital tools and platforms that support interaction, collaboration, and sharing of information and knowledge among individuals locally as well as globally (Czaplicki, 2023).

Several of SEM sources are powered by the internet hence, the evolution of ICT created social media and made the social media the ideal cloud society where people of diverse backgrounds can meet and interact and offer services and products without boundaries and discrimination. Such is the potential of social media in empowering young people who take unique advantage of the social circle to offer services to their followers and subscribers or people in their contacts (Fab-ukozor and Ojiakor, 2020). The present generation is enriched with SEM, SEM have become a significant part of young people's life as youth and adolescents are frequently using these technologies to update their social networking in diverse ways. While electronic media uses electronic means to convey content to the audience, the social media operates in virtual communities and networks which can be mobile or web-based and both SEM works hand in hand in today's digital space to enable communication and sharing of information.

In today's digital landscape, young people are tagged as digital natives who are deeply involved with SEM. Youth and adolescents form a larger percentage of the world population; 1.8 billion young people which is considered to be on the high increase as a result of the country's birth rate (United Nation Population). This category targets adolescents and youth between the ages of 10–24 and is characterized by the unique and positive energy that can bring about transformation. However, for the achievement of sustainable development goals in any country of the world, the young people population is to be considered as a route to the realisation of the goals. In addition, social media will be a great source to make the task easy. Generally, media has an artistic and dynamic way of presenting information and knowledge which attracts and influences the majority of young people

(Chaudhary, 2016). Channeling the advantages of SEM and making it more enriching for conveying knowledge and information in terms of profitable ventures will enable the empowerment of the young people in the country.

## **Literature Review**

### **Social and Electronic Media Landscape**

The 19th century witnesses the development of electronic media with the transmission of messages over a long distance. The telegraph was used to achieve this and later evolve to the invention of radio for broadcasting audio messages to the masses. In the early and towards the midyear of the 20th century, television became a popular home appliance for information and entertainment in form of audio and visual messages for connecting audience to messages and events with less distance barrier. The late 20th century introduced a transformative effect on the electronic media with the evolution of the internet. This introduced a new trend in connectivity, accessing and sharing of information. With the advent of the World Wide Web access to vast amount of information is made possible, several websites, online platforms, e mail were the new wave for commerce, communication and researching. Social media became a popular and powerful tool for networking, self-expression and communication on real time basis in early 21st century. Social media platform such as Facebook, Twitter, Youtube, Instagram, Tiktok, Snapchat got widespread adoption for facilitating exchange of ideas, collaboration and networking, promoting diversity on a global level (Czaplicki, 2023).

According to Pew research center survey on U. S. young people particularly teens, use of social media platforms is at high rate, the survey also showed that in recent year, the social media platform use revolves around a single platform. For instance, 35% uses Snapchat often, 32% youtube, 15% used Instagram and 10% facebook and fewer use of Twitter, Reddit or Tumblr. 95% have access to Smartphone and 45% are constantly online (Anderson and Jiang, 2018).

Social media allow usage in different ways including ways they were not intended by the creator of the platforms, which means, it can be used for purposes other than what it has been designed for, therefore, social media platform in themselves are not designed to be negative or positive but as a tool that depends on the user as well as the purpose of usage (Ononogbu and Chiroma, 2018).

Also, with technological revolution, social media continue to change, new applications are been discovered and launched. These have transformed how young people connect, sell, buy, create and live in the digital world. Their technical skills, social, emotional and spiritual development is also influence by their engagement on the SEM platforms (Ito,Horst and Bittani, 2016) .

Another dimension of SEM is in connection and intimacy through self-disclosure. Many youth and adolescents found online interaction easier than face to face communication which facilitate close relationship and high quality friendship (Parent, 2023). In addition, the SEM landscape afforded self-discovery, freedom of choice and sense of control for the young people especially in supporting their individual need for autonomy.

### **Young People and Empowerment**

Young people are often referred to as the strength of the nation, they are in the population categories of youths and adolescent and have the power to act based on their personal experience. The young people have the capacity to identify and challenge social structure as well as the power to mobilise others. They are the actual assets that any nation can have. Also the young people can serve as the measure for a countries ability to reproduce and sustain (Chaudhary, 2016; Shishima, 2018).

Empowerment has been long defined as a multidimensional social process that influence the capacity to direct, act and decide on economic, political and social life goals towards. In order words, empowerment can be the act of assisting someone to its path of success by exercising his or her right

or authority to perform various duties by providing access to knowledge and resources, which influence lives, and freedom from customs, beliefs and practices (Jaiswal, Bhasin, and Sharma, 2015).

Young people empowerment can be described as an attitudinal, structural and cultural process whereby people attain the ability, authority and capacity to make decision and implement changes for the purpose of bringing qualitative transformation to the society as well as securing the future of the country (Betchoo, 2013). However, youth empowerment is the means through which the youths of the country are supported to succeed in life.

In a nutshell, empowerment is essential and needed in the present age because it can leads to competence and such competence will results to self-esteem. Generally, there are three (3) aspects to youth empowerment, that is, the 3Cs of youth empowerment. It can be in term of capacity building which enable young people to acquire, skills, knowledge and techniques which will help them in their personal and social growth that can foster sensitivity to societal challenges. The other aspect is the capability to be empowered either through research, cooperation, exchange or educational programmes and the last is competence which is activated in self-esteem, self-control, belief system and decision making skills of the young people (Jaiswal et al., 2015).

### **Maximizing the Potential of SEM for Youth Empowerment**

The advent of social media interaction in the digital space has made many young people to finding it so convenient to exist and reach out to the world even more than they do within their physical space. In the real sense, a number of young people have been able utilise the social and electronic media presence for empowerment. In an empirical inquiry on social media and youth empowerment, the finding showed that 65.7% of the youths in Anambra State, Nigeria are attracted to social media and used it for chatting and connecting with friends while 34.3 % young people used social media for learning, empowerment and opportunities (Fab-Ukozor and Ojiakor, 2020). Similarly, according to Igbozuruike, (2017) in the findings of the purpose of use of new media 36% used it for learning, 24% used it for communication/ mailing. This reflects the significance of the social and electronic media in conveying information and knowledge to others.

In another study by Chaudhary (2016), it was concluded that the 21st century young people are getting their education online, as well as enriching themselves with new knowledge. Social media is developing innovative thoughts and potentials of young people to create solutions to development challenges and to transform societies. Social media serves as a powerful amplifier for the voices of the youth. This subsection explores the positive impacts of social media on empowerment, such as providing platforms for self-expression, fostering community building, and enabling grassroots movements (Hammer, Nikolitsa-Winter, and Stepanek, 2023).

Empowerment of young people globally has been through several initiatives, approaches, and concepts in health, education, skill development, and leadership training for building capacity building, community development and investment in social capital. Programmes for empowerment are to add value to existing policies and other initiatives, and to make available creative and innovative ability (Ononogbu and Chiroma, 2018). Some popular examples of empowerment programmes that have existed for young people in Nigeria are: Youth Empowerment Scheme (YES), National Poverty Eradication Programme (NAPEP), National Youth Service Corp (NYSC).

Nevertheless, social and electronic media unique features generates its empowerment capabilities such are not limited to: Interactivity features: young users embrace interactivity features of the SEM for creating and receiving contents, this allow constant circulating information through multimedia platforms beyond nations.

The second feature is user-generated content: the ability to use SEM for content production. Young people can come up with creative content, messages, for amplifying voices of the young people where opinions are expressed and ideas are shared, and ability to make difference in the society.

Also, the global reach of SEM open opportunities for massive spread of information to audience through various technology mechanism that is connected to SEM tools for promoting quick access, collaboration and mentorship, exchange opportunities and exposure to vast knowledge. Another popular feature is the real-time communication. Communication is more interesting with constant connectivity. Information is made available to the whole world through the various platforms. Videos, pictures, messages are uploaded in real time, for instant, video life streaming. Lastly, the user experience is measured based on the individual preference on SEM platforms (Andrea, 2018).

## Conclusion

Social media has emerged as a dynamic force shaping the way young people connect, communicate, and engage with the world. Understanding the diverse landscape of social media is crucial for channeling its potential as a tool for youth empowerment. The empowerment journey continues, fueled by the ever-evolving synergy between the youth and the dynamic realms of social and electronic media hence, innovation stands as a key to unlocking the full potential of social and electronic media for youth empowerment. Promoting empowerment particularly among young people is an approach to development sustainability of any country.

## Way forward

Information professional and educators are to walk hand in hand with policy makers and other stakeholders in order to establish a clearer understanding of channeling youth empowerment for sustainability of the country development. Attention should be on some of this crucial areas;

First, promoting inclusion of ICT in school curriculum which will enable the younger ones to embrace the empowerment benefits of social and electronic media. Facilitating learning and skill development using SME as tools will afford youth and adolescent the opportunity of developing digital literacy skill and access to educational resources like Khan academy, Udemy, Youtube channels, free online education platforms, for building skills and acquiring knowledge.

Another is in strengthening the involvement of young people in strategies, implementing and monitoring of programmes. This will foster economic inclusion, environmental inclusion and social inclusion which will enable young people to participate fully for equitable growth in the market space, services and other sectors in the society. On the other hand, the involvement will promote civic engagement and advocacy platform for young ones, such platform will serve as avenue for promoting the voice of the youth and adolescent in the society and channeling SEM will be through content creation, blogging, advocacy and leadership forums.

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# Roles of Information and Communication Technology on Physical Education and Sports

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## **Abstract**

*The use of new technologies in teaching and learning has increased in the twenty-first century and Information Communication Technology (ICT) is a great tool for keeping students interested in learning. Information access and utilization skills are a must for growth. ICT is a vital instrument that has a revolutionary effect on how people live and see the world. The effects of ICT on education in general is well established. The teaching and learning of sports and Physical Education are not exempted from the effects of ICT use in the instructional and learning processes, which also affects general education learning. The effect of this new development in the field of technology and the impact on Physical Education and sports curriculum cannot be overemphasized. Therefore, this paper discusses the role of ICT on teaching and learning of Physical Education and sports.*

**Keywords:** Information and Communication Technology, Teaching, Learning, Physical Education, Sports

## **Introduction**

The application of Information Communication Technology (ICT) in teaching and learning at all levels of education (from nursery classes to higher education) is on the increase in Nigeria. Likewise, the Nigerian education curriculum has inculcated teaching of ICT and ICT at various levels of education. There have been advancements in Nigerian educational systems that demonstrate a certain degree of dedication to the use of ICT in instruction and learning (Abubakar, 2016). Teaching devices, which allowed behaviour-based learning to be programmed to improve instruction delivery, marked the beginning of ICT applications in education (Ekberg and Gao, 2018). Efficiency, flexibility, and quality have been the driving forces behind the choice to integrate ICT into education. As a result, new techniques have been developed over time; teaching and learning now include technologies and software designed to enhance results. In sports, ICT has been utilized to improve performance evaluation by capturing data and identifying trends and deviations. Physical Education is a dynamic component of learning that is equally influenced by technological advances (Lloré, 2018).

## **Concept of Physical Education**

The value of Physical Education in the educational system cannot be overemphasised. It is a necessary component of the general school curriculum. The terms "physical" and "education" combine to form the word Physical Education. According to Devasis (2020), the definition of "physical" in the ordinary dictionary refers to a person's physical attributes, such as strength,



endurance, fitness, attractiveness or health. The term "education" can refer to methodical guidance, instruction, training or task-specific preparation. The two words combined together stand for the systematic instructions or training related to physical activities or programme of activities necessary for the development and maintenance of the human body or the development of physical powers or activities for cultivating physical skills (Devasis, 2020).

The benefits of Physical Education extend to an individual's social, mental, emotional, and physical health. It may be seen as one of the disciplines taught in schools that serve as a vehicle for the development of knowledge, motor skills, physical prowess, sportsmanship attitude, habituation of healthy lifestyles and character development (Childress, 2020). Over time, there have been conceptual and practical developments in Physical Education. Physical Education, for example, was considered physical training and regimental in character during the colonial era (Ajibola, 2015). In the past, it was thought of as Physical Education at first but it eventually advanced to become education. The aim of Physical Education at the time was to provide students with workouts for their bodies while also serving as a way of achieving specific education goals (Ajibola, 2015). A shared core of learning experiences arranged sequentially according to each person's stage of social, emotional, intellectual, and psychomotor development can be considered the foundation of Physical Education. However, the educational stage of Physical Education focuses on teaching abilities, gaining information and shaping attitudes via movement (Ajibola, 2015).

### **Scope of Physical Education**

Physical Education covers a broad range of the following (Childress, 2020; Kishan, 2023):

1. **Sports and Games:** These comprise team and individual activities, classic sports, games, motion study, non-motor and manipulative abilities, as well as sports like badminton, football, basketball, volleyball, table tennis, tennis, cricket, athletics, and martial arts, among other things.
2. **Developmental Activities:** These consist of various exercises, posture mechanics, and elements of physical fitness.
3. **Gymnastics Exercises:** Gymnastics exercises comprise floor exercises, elementary dexterity, dexterity without tools and dexterity with tools, among other activities.
4. **Rhythmic Exercises:** These comprise dumbbell exercises, mass physical training, aerobic exercises, dances, free motion and other exercises.
5. **Water Activities:** These include mainly swimming, water games, water safety and water movement techniques.
6. **Education Outside of School:** Examples of education outside of school include picnics/field excursions, environmental education, camping, exploring and hiking.
7. **Health:** Health includes instilling a culture of healthy living in daily life, specifically body care to stay healthy, caring for a healthy environment, selecting healthy foods and beverages, preventing and treating injuries, scheduling appropriate breaks and participating actively in activities.
8. **Recreational Activities:** Recreational activities such as minor games, chess, carom, horseback riding, education campus, hunting, folk dancing, and fishing are all incorporated in Physical Education programmes.

### **Concept of Information Communication Technology (ICT)**

ICT is a term used to describe a group of technological tools and resources used for information management, storage and transmission (Singh, 2013). The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005) defines ICT as the integration of all computer, media and communications technologies. ICT is the primary and secondary choice needed to enhance meaningful and productive interactions between secondary school instructors and students (Patrick and Brenda, 2018). In the educational system, these electronic technologies are also utilized for information access, processing, collection, manipulation and presentation or communication. ICT is described as a collection of tools that assist a person in working with information and carrying out information-related tasks by Uwabueze and Ozioko (2011).

According to Unwin (2004), ICT has increased the value of education by facilitating participatory pedagogies and granting access to a wide range of educational resources. Through more effective administrative procedures, such as resource sharing, monitoring and evaluation, and human resource management, it also enhances the administration of education. As stated by (UNESCO, 2013). It can support equitable educational opportunities, universal access to education, high-quality instruction and learning, the professional development of teachers, and effective management, governance, and administration. Additionally, it has the ability to make students enjoy subjects that they would typically find tedious and challenging because it is student-centered and incorporates practical teaching, as opposed to boring classroom instruction where the teacher writes and talks on the board while the students copy information into their notebooks. (Jegede, 2019).

ICT can facilitate efficient peer, instructor, and student-teacher communication as well as collaborative learning, self-study, and course/subject organization. In contrast to traditional teaching methods, which involved a teacher standing in front of the class and lecturing without the students contributing to the subject or topic, students actively and aggressively participate in the process in modern teaching (Abubakar 2016). Different ICT devices can be utilized during teaching and learning in schools and colleges (Abubakar, 2016). These include audio sets, TVs, smart watches, computers, projectors mobile phones, laptops, tablets, internet, digital pads, digital camera, calculator, virtual reality (VR), E-books, interactive boards, video/VCD, DVD, machines, etc.

### **Physical Education, Sports, and Information and Communication Technology**

Technology advancements have an equal influence on Physical Education, which is a dynamic aspect of learning (Lloré, 2018). ICT resources are excellent means of delivering Physical Education at the classroom, college, and community levels. Additionally, by making Physical Education appealing and successful in addition to being an engaging subject, it elevates its status inside the organization. It instills passion and drive in both educators and learners of Physical Education. ICT becomes extremely helpful because of its ability to simplify complicated concepts, pique students' interest and improve physical science teaching and learning results. By integrating ICT into Physical Education and sports, lifelong learning may be promoted by gathering materials via wireless networks, the internet, mobile devices, smartwatches, and other communication channels. The exchange of knowledge and collaboration among students, athletes, coaches, athletic trainers, managers, administrators, and Physical Education instructors is facilitated by ICT.

In addition, by combining physical and mental activity together, ICT integration in Physical Education and sports brings sports science to life (Essay Company, 2015). The use of ICT in the teaching

and learning process is essential because it allows educators and learners to operate, store, control, and retrieve data in addition to encouraging self-regulated and active learning. It also fosters the development of mature pupils who can focus more intently on both theoretical and practical work (Rekha, 2019). Likewise, it aids in the greater awareness that athletes and students have of both their individual body parts and the human body as a whole.

There are two broad categories of how ICT is used in the educational process. Specifically, ICT in and for education. ICT for education, according to Okoro and Ekpo (2016), refers to the creation of ICT specifically for teaching and learning objectives, whereas ICT in education comprises the integration of generic ICT components into the teaching process. ICT development has fundamentally changed modern man's life and activities, especially in the context of globalization (Evey, Emmanuel, Joseph, Denis, and Asinde, 2010). The use of ICT in the teaching and learning process has seen incredible national and worldwide advocacy (Okoro and Ekpo, 2016). It has impacted the area of education, namely research and the teaching process. ICT may enhance instruction by motivating and engaging students, and it can support school reform by helping institutions comprehend functional and financial procedures. As a result, it has the power to accelerate, enhance, and expand aptitude reforms (Yusuf, 2005). Technology helps educators prepare students for the real-world setting and Nigeria is progressively becoming more technology-dependent, especially after the COVID-19 outbreak. Covid-19 has made more people detect a wide range of things and the usefulness of technology, including education settings.

More schools from nursery to higher institutions are utilising technological tools in teaching their pupils and students. ICT integration into the classroom is a relevant and useful way to give students the skills they need to succeed in the workforce. It gives students access to a completely new and advanced learning environment and helps them develop a variety of skill sets that are necessary for success (Hussain, Suleman, Din and Shafique, 2017). ICT integration is seen to be a vehicle for the application of many educational theories and approaches; nevertheless, using ICT as a teaching tool is more complex and requires a positive attitude from teachers (Salehi and Salehi, 2012). By providing them with better instructional materials and more effective teaching and learning strategies, ICT in schools allows teachers to adapt their methods. It improves education by arranging interactive learning resources that inspire students more and make it easier for them to acquire basic skills (Hussain, Suleman, Din, and Shafique, 2017). For students of all ages, using various multimedia resources including TV, records, movies, and computer programmes creates a more engaging and demanding learning environment (Haddad and Jurich, 2002).

Furthermore, it increases the flexibility of transmitting instruction so that students may access knowledge at any time and from any location. It may have an impact on the approaches used to educate students and how they learn since instructional procedures are learner-driven, preparing them for successful learning and improving learning quality (Moore and Kearsley, 1996). Another advantage of adopting ICT in schools is that students who do not have access to it at home may be able to use it in school. It may be used as a learning tool to provide instructions and improve student learning and retention (Aslan and Dogdu, 1993). This technology excites and energizes the classroom while also reducing learning time. ICT can improve the quality of instruction by increasing learner motivation and teacher training, both of which are foundations for higher order thinking abilities (Aslan and Dogdu, 1993). Essentially, ICT has transformed learning behaviour by entering classrooms to be a part of the educating and learning process (Agrahari and Singh, 2013).

ICT has a favourable impact on students' academic performance and retention. When compared to traditional teaching methods, ICT was shown to be more interesting, useful, and productive when used to teach chemistry (Hussain, Suleman, Din, and Shafique, 2017). When it comes

to teaching Physical Education in schools, the work is made easier for the students than it was in the past since ICT technologies make it possible to convey a wide range of information in a specific amount of time. Students may be efficiently taught the value of healthy habits, environmental education, health education and in-depth understanding of sports and games via the use of audio-visual aids. ICT tools aid in teaching and coaching abilities, as well as the strategies and tactics of many sports and activities.

ICT are also helpful in teaching and coaching abilities, techniques, and strategies of many sports and games for Physical Education in higher institution of learning. With the right scientific elaboration and ICT, it is relatively simple to teach challenging skills. For example, while teaching different gaming tactics, kids may better grasp movement by repeating the steps and watching slow-motion videos. ICT may be used to spread the word about the value of games and sports, healthy behaviours and Physical Education to a large audience. ICT can as well be useful in raising awareness of the value of leisure activities and their knowledge.

### **ICT Tools for Physical Education and Sports**

Teachers, coaches and trainers have many available ICT tools or devices. A large number of these materials may be easily accessed or integrated into training plans and instructional techniques. Here are a few instances of popular ICT applications in modern Physical Education and sports training:

1. **Pedometers:** Often known as step counters; these sensor-based gadgets may track how many steps a student or athlete takes. It is also capable of detecting the distance traveled or the running pattern. It is simple to integrate these mechanical sensors into Physical Education lessons. They are small, lightweight and convenient to carry around all day under the belt. It may be claimed that the pedometer has evolved into a widely accepted instrument for tracking physical activity nowadays. Students who wear pedometers can get continuous, real-time feedback on how active they are. By using pedometers in the classroom, teachers may show parents that their children are meeting certain physical activity goals. Also by using the pedometers students will be able to see progress towards set goal and consequently will be more motivated in the classes.

2. **Heart Rate Monitors:** Another type of sensor-based gadget used to feel or determine heart rate is the heart rate monitor, entirely depending on the skill level and present state of fitness of the student or athlete. The heart rate monitor shifts the focus of learning to the pupil. It offers fast feedback, which encourages the student or athlete to put in more effort. Students feel that their cardiovascular system is functioning as their fitness level rises and they are able to create personalised goals to perform better. Additionally, the heart rate monitor will provide students access to real-time data so they can observe how various workouts and activities impact their heart rates. Therefore, the heart rate monitor is a practical tool that enables students or athletes to employ modern technology.

3. **Laboratory Based ICT Tools:** Laboratory based ICT tools cannot be used in real game or match situations. They have to be set up permanently in laboratory based controlled environment. Most of the sports research tool falls under this category. Pressure plate and force plate are good example of such kind of ICT tools. Wired EMG devices are also considered as laboratory-based ICT devices. Some three-dimensional analysis kits are also immovable and once they are set up inside a laboratory, sports actions have to be performed under it is control condition. Such kind of devices which are needed to be set up in laboratory only, are called as laboratory-based ICT tools.

4. **Classroom-Based ICT Tools:** ICT tools for Physical Education or sports training in classrooms are akin to those found in actual classroom setups. A laptop or computer projector is a crucial piece of

equipment in this setup. In addition, a variety of community-based social tools such as Khan Academy, Socrative and Google Classroom are included in the category of ICT tools used in classrooms. Numerous screen-sharing applications, such as Team Viewer, Skype, Display Note, and others, allow users to share exactly what is seen on their screen. One's screen may be viewed simultaneously by several people from different locations, allowing for remote learning without physical presence.

**5. Software and Applications:** Software is a collection of instructions that, when executed, guide a computer on what to perform. There are many different kinds of programs and software accessible. Depending on the purpose they are used for, software and apps used in Physical Education and sports can be further categorized. The majority of biomechanical analysis software has many video cameras incorporated into it. There are software applications that are automated and those that are manual. Software for biomechanical analysis in three dimensions is far more complex than that in two dimensions. Software for analysing matches is another crucial element of modern sports training tools. Both live and post-match conditions can be examined via recorded video analysis. Even during a live match, participants may receive real-time feedback and an analytical report. These days, the majority of team sports and games depend heavily on these match analysis programmes to reach their objectives.

**6. Digital Video Camera:** Using a motion analysis system would undoubtedly improve many aspects of the Physical Education and sports curricula, both in terms of research and instruction. Sports data collecting has been made easier by the use of digital video cameras (Donatus, Abubakar, Adeoye, Abubakar and Sule, 2023). These outcomes may then be incorporated into an interactive multimedia presentation to help students comprehend the significance of dissecting abilities into its component parts and the effects of minute variations in methods. Using a digital video camera in Physical Education class to capture athletes' and students' performances in gymnastics, football or other sports, for example, it can be a helpful tool for helping students get better at their methods. The digital video camera will then allow the Physical Education instructor to examine the movements in greater detail. The goal of this is to enhance the way that skills are taught and acquired. The greatest way to capture players' performances while they are on the field is to employ a video camera. This also applies to athletes. Either live broadcasting or later uploading of the recorded footage is possible. It is also possible to analyse performances and matches using the same footage.

**7. Platforms for Sharing Documents and Multimedia Files:** It is difficult for a teacher or trainer to repeat everything for every student. They may not be able to personally conduct their training sessions or lectures at every area. The platform for exchanging documents and multimedia is useful in this situation. Platforms for sharing documents and multimedia allow users to share a variety of assets with their audiences. Among the well-known file-sharing services are Microsoft One Drive, Google Drive and Dropbox.

**8. Visual Analysis Programme:** Students can examine and evaluate motion captures using this program. This specific technology can assist teachers in monitoring their students' progress toward their motor skills goals, giving them opportunities for feedback, and evaluating their students' learning (Lortimah and Tyoakaa, 2020). The integration of motion analysis software gives students access to a qualified aid. Modern, cutting-edge technology records any performance with an advanced video recorder and uses sophisticated software to turn it straight into three dimensions. At the highest levels of sports, accuracy in officiating is crucial. To meet this need, several technologies have lately been created. In cricket, for instance, hot spot technology is used to gain information and make precise decision. Also in football, goal line technology is used to detect when the ball crosses the goal line. Likewise, in sports like badminton and tennis, hawk-eye technology is used to make correct decision.

**9. Professional Development Platform:** When newly acquired abilities, tools and resources are applied in a professional setting, they typically become outdated. Platforms for professional growth are therefore crucial for keeping everyone informed about new abilities, resources and tools.

**10. Simulation and Games:** Students may engage in physical activity while having fun with games like Dance Revolution, Fx Cycles and Nintendo Wii Fit. To improve the experience, these games can also be integrated with other technologies. With the Nintendo Wii Fit, users perform exercises while standing on a tiny, balanced board. The participants imitate the stretches and muscle-building activities after receiving directions from the screen. The Wii Fit tracking feature uses the system to display progress. As such, it may be a useful tool for physical education. Using ICT devices to observe and emulate athletes can be beneficial for teenagers (Lortimah and Tyoakaa, 2020). Teachers should not, however, view gaming systems as a substitute for conventional activities. It need to be viewed as an addition to conventional exercise, not as a substitute for them.

### **Challenges of Using ICT in Physical Education**

Several problems linked with the introduction of ICT in Physical Education will always exist, necessitating a thorough investigation to ensure the intended results. The obstacles of adopting ICT in Physical Education include a lack of ICT tools in schools. According to the study, of Abubakar (2016), public post-primary institutions in North-eastern Nigeria lack access to ICT amenities and have minimal use of these technologies in teaching and learning. Other challenges are high cost of devices, epileptic power supply, lack of internet and broadband, limited access to some ICT tools especially in the rural areas, teachers' attitude and perception about the use of ICT; some Physical Education teachers may be deterred from embracing digital technologies due to the perception that it may not promote active students' engagement, crashing of computers and corruption of files amongst others.

### **Conclusion**

The use of ICT in teaching and learning of Physical Education is very germane to the success of the subject and to comply with trend of the 21st century. There are numerous devices and gadgets which can be employed by the teachers and students to assist them achieve aims and objectives of the subject. In addition, the utilisation of ICT comes with some challenges ranging from high cost of devices, bad network connections, among others.

### **Recommendation**

The conclusion leads to the following suggestions being made:

1. Provision of modern classrooms equipped with ICT tools for teaching and learning of Physical Education.
2. Government should work on improving the electricity conditions in the country.
3. School authorities and other stake holders could make alternative provisions for electricity such as solar.
4. Physical Education teachers should find ways of how to best out of the devices especially when teaching practical classes rather than viewing them as promoting inactive students.

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# **Influence of Information Communication Technology and Resource Factors on Administrative Effectiveness among Non-Teaching Staff in Public Institutions in Osun State**

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## **Abstract**

*The impact of Information Communication Technology in the educational sector cannot be over emphasised. Learning models such as E-learning (electronic learning), Computer Based Instruction (CBI) and many more helps to facilitate development in the world of education by helping academics and students gain access to research sites in the internet through computers. The administration arm which includes the non-teaching staff are also essential contributors with high level of influence on students expletives at higher educational institutions. This study is set to know the influence of Information Communication Technology and resource factors on administrative effectiveness among non-teaching staff in Public institutions in Osun state. Five research questions were formulated and data was gathered using questionnaire. Data was interpreted using multiple regression analysis and tables. Result showed that there is a significant relationship between Information Communication Technology (ICT) and Administrative effectiveness among non-teaching staff in public institutions in Osun state. The study also recorded a high level of ICT, Resource factors and administrative effectiveness among non-teaching staff in public universities in Osun State.*

**Keywords:** ICT, CBI, Technology, Non Teaching, E-learning

## **Introduction**

Information Communication Technology (ICT) and resources factors have always been major factors affecting non-teaching staff in most institutions. The low number of non-teaching staff working in schools with inadequate technology development necessary for daily operations, has affected the development of schools. This problem is compounded by several factors, such as inadequate ICT resources, inadequate ICT skills among staff, and a lack of effective management of ICT resources. The effective integration of ICT in schools can improve administrative effectiveness by enhancing communication, information sharing, and data management. Therefore, there is a need for a comprehensive approach to ICT integration, including adequate provision of ICT resources, training of staff on the use of ICT, and effective management of ICT resources to enhance administrative effectiveness in schools, especially in public secondary schools in Osun state.

## **Literature Review**

Technology is the creation of knowledge and procedures to create systems that increase human potential and solve issues. Stated differently, people's access to, collection, analysis, presentation, transmission, and simulation of information can all be affected by technology. (Hernandez-de-Menendez, Escobar, & Morales-Menendez, 2020). The impact of information and communication technology advancements has now altered how individuals behave and seem when working and solving difficult problems. Information and communication technology has had a remarkable impact on the field of education. The advancement in the field of education may be aided by a number of computer-based learning models, including computer-based instruction (CBI), computer-assisted instruction (CAI), and e-learning (electronic learning). Using computers as learning aids, the learning models enable education stakeholders to locate their learning materials directly from the Internet. ICT

makes it possible to employ cutting-edge teaching resources, reinvent traditional teaching techniques, and collaborate more actively and simultaneously among people.

In a highly competitive setting, effectiveness is a vague phrase with contradictory goals. Since effectiveness is frequently defined as doing the right thing, this ambiguity has made it difficult to define the term clearly and has complicated the evaluation of schools' overall performance. Schools use a variety of procedures and everyday activities to accomplish their goals, and the accomplishment of these goals is seen to be consistent with the development of schools. The management needs to take the initiative to create a plan that addresses the needs of the institution. In order to meet the school's current goals and create a safe haven in a competitive and turbulent environment, this process is described as creating a strategic road map of various manpower planning, which includes staffing, training, development, performance appraisal, compensation policy, and feedback management system (Chakraborty, & Biswas, 2019).

In order to ensure that children receive an education that is in line with recommendations, school administration plays a crucial role. In addition, managing student enrollment, the availability of funds to support daily operations, the availability of educational materials for the school, and the hiring of staff members to support school administration are all under the purview of the administration.

Furthermore, all of the information regarding school activities must be manually recorded in the school's books and records by the management of the school. But it's worth noting that technology has a lot of potential to open up new avenues for school administration. Ekberg and Gao (2018) provided evidence to support this claim by demonstrating that when ICT is incorporated into school management, it has a favorable effect on school administration.

Professional workers who make a substantial contribution to the performance of educational institutions are known as non-academic staff members. They provide vital resources, have a depth of institutional knowledge, provide a significant range of professional talents to schools, and collaborate with administration to fulfill the institution's objective. Many have worked through multiple presidents and multiple departmental leadership transitions. Their extensive experience has given them important knowledge and stability to the institution's everyday operations (Santos, 2023).

The experiences of students at higher education institutions are significantly influenced by the work of non-academic staff members. While the institution supports students' academic and research endeavors, staff members also play a significant role in students' success by providing numerous essential operational and support services. The study contributes to the body of knowledge by examining management efficiency from the perspective of non-teaching staff productivity and quality of service delivery, which have been neglected in other authors' earlier work on the topic, particularly in the context of Nigerian public institutions.

### **Research Questions**

1. What is the joint contribution of the two independent variables (ICT and Resource factors) to the prediction of the dependent variable (Administrative effectiveness) among non-teaching staff in public universities in Osun State?
2. What is the relative individual contribution of the two independent variables (ICT and Resource factors) to the prediction of the dependent variable (Administrative effectiveness) among non-teaching staff in public universities in Osun State?
3. What is the level of ICT utilisation among non-teaching staff in public universities in Osun State?
4. What is the level of resource factors among non-teaching staff in public universities in Osun State?
5. What is the level of administrative effectiveness among non-teaching staff in public universities in Osun State?

### **Methodology**

This study is set to know the influence of Information Communication Technology and resource factors on administrative effectiveness among non-teaching staff in Public institutions in Osun state. Five research questions were formulated and data was gathered using questionnaire. The data collected from the study was analyzed, using descriptive statistics such as simple percentage count and standard deviation and inferential statistics of multiple regression analysis at 0.05 level of significance.

### Answers to Research Questions

**Research Question 1:** What is the joint contribution of the two independent variables (ICT and Resource factors) to the prediction of the dependent variable (Administrative effectiveness) among non-teaching staff in public universities in Osun state?

**Table 1: Summary of Multiple regression analysis on the joint contribution of the independent variables to the dependent variable**

Multiple R = .983 Multiple R <sup>2</sup> = .966 Standard error estimate = 6.3909 Adjusted R <sup>2</sup> = .966					
Source of variation	Df	Sum of squares	Mean square	F – ratio	Sig
Regression	2	1115.149	557.575	1365.408	.000
Residual	97	39.611	.408		
<b>Total</b>	<b>99</b>	<b>1154.760</b>			

As seen in Table 1, all the independent variables taken together yielded a coefficient of Multiple regression R = .983 and R<sup>2</sup> = .966. This implies that 96.6% of the total variance of Administrative effectiveness among non-teaching staff in public universities in Osun State is accounted for by the combination of the two independent variables.

Hence, this indicates that the joint contribution of the two independent variables is significant in the prediction of administrative effectiveness among non-teaching staff in public universities in Osun State at 0.05 level. They are strong and potent predictors of administrative effectiveness (F<sub>(4,195)</sub> = 172.686).

**Research Question 2:** What is the relative individual contribution of the two independent variables (ICT and Resource factors) to the prediction of the dependent variable (Administrative effectiveness) among non-teaching staff in public universities in Osun State?

**Table 2: The Contribution of each independent variable to the prediction of the dependent variable**

Predictors	Unstandardised Coefficients		Standardised coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	.898	.663		1.354	.179
ICT	.006	.020	.006	.315	.754

Resources factors	.949	.019	.981	49.149	.000
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The findings according to the Table 2 revealed one of the independent variables made significant contributions individually at 0.05 level to the prediction of Administrative effectiveness while the second one did not. The detailed explanation of the results reveals that resource factors made significant contribution with the following values (B= .949, t = 49.149, P < 0.05) while the contribution of ICT to the prediction of Administrative effectiveness is not significant with the following values (B= .006, t = .315, P > 0.05).

**Research Questions 3:** What is the level of ICT utilisation among non-teaching staff in public universities in Osun state? The result of the analysis is presented in the table below.

**Table 3: Level of ICT utilisation among Non-teaching Staff in public universities in Osun state**

S/N		SA	A	D	SD	Mean	SD
1.	Having a device to work with has always increase my job satisfaction	40 40%	54 54%	5 5%	1 1%	3.33	.620
2.	ICT has made my effectiveness at work better	51 51%	40 40%	6 6%	3 3%	3.39	.737
3.	Working with ICT has made administrative work easy for me	41 41%	50 50%	3 3%	6 6%	3.26	.787
4.	I feel less-productive when I am working with ICT	18 18%	39 39%	26 26%	17 17%	2.58	.976
5.	I'm more productive on my own even without the use of ICT	14 14%	21 21%	32 32%	33 33%	2.16	1.042
6.	ICT is a modern time device but have not been able to cope well with it over time	19 19%	38 38%	20 20%	23 23%	2.53	1.049
7.	Effective knowledge of ICT will no doubt enhance my work positively	25 25%	35 35%	26 26%	14 14%	2.71	.998
8.	I prefer working with computer to working with people	41 41%	32 32%	19 19%	8 8%	3.06	.962
9.	I spend lesser time doing administrative work with ICT	28 28%	47 47%	14 14%	11 11%	2.92	.929
10.	Working with ICT has given my long awaiting job satisfaction in administration	49 49%	21 21%	14 14%	16 16%	3.03	1.132
Weighted Mean = 2.90							

Table 3 shows the frequency distribution on the level of ICT utilisation among non-teaching staff in public universities in Osun state. All in all, 'ICT has made my effectiveness at work better' ( $\bar{x}$  =3.39) was ranked the highest, followed in succession by 'having a device to work with has always increase my job satisfaction' ( $\bar{x}$  =3.33), Working with ICT has made administrative work easy for me ( $\bar{x}$  =3.26), I prefer working with computer to working with people ( $\bar{x}$  =3.06), Working with ICT has given my long

awaiting job satisfaction in administration ( $\bar{x}$  =3.03), I spend lesser time doing administrative work with ICT ( $\bar{x}$  =2.92), Effective knowledge of ICT will no doubt enhance my work positively ( $\bar{x}$  =2.71), I feel less-productive when I am working with ICT ( $\bar{x}$  =2.58), ICT is a modern time device but have not been able to cope well with it over time ( $\bar{x}$  =2.53), I'm more productive on my own even without the use of ICT ( $\bar{x}$  =2.16), in order of magnitude. The table shows the weighted mean of 2.90 > 2.0 which is the standard mean. This implies that the level of ICT utilisation among non-teaching staff in public universities in Osun State is high.

**Research Questions 4:** What is the level of resource factors among non-teaching staff in public universities in Osun state? The result of the analysis is presented in the table below.

**Table 4: Level of Resources factors among non-teaching staff in public universities in Osun state.**

S/N		Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
1.	Having resources to work with makes work faster	41 41%	51 51%	4 4%	4 4%	3.29	.72 9
2.	Unavailability of the needed resources has made administrative work boring over years	16 16%	31 31%	32 32%	21 21%	2.42	.99 7
3.	I experience monotonous of work when there is no resources on ground	29 29%	42 42%	18 18%	11 11%	2.89	.95 2
4.	Resources has made me to enjoy my work has an administrator	42 42%	48 48%	14 14%	3 3%	3.29	.72 9
5.	Working without resources can be strength draining	26 26%	48 48%	14 14%	12 12%	2.88	.93 5
6.	Working without resources has brought about delay in work delivery	37 37%	36 36%	17 17%	10 10%	3.00	.97 4
7.	I feel better and willing to work when the needed resources are on ground	32 32%	53 53%	8 8%	7 7%	3.10	.82 3
8.	Administrative work cannot be done without the needed resources	27 27%	34 34%	25 25%	14 14%	2.74	1.0 11

9.	All administrator are to learn how to work with the resources available	40 40%	48 48%	9 9%	3 3%	3.25	.74 4
10.	Productivity is inevitable when all needed resources are available for use	24 24%	42 42%	20 20%	14 14%	2.76	.97 6
Weighted Mean = 2.96							

Table 4 shows the frequency distribution the level of resource factors among non-teaching staff in public universities in Osun state. According to the findings, Having resources to work with makes work faster and

Resources has made me to enjoy my work s an administrator are the most prominent aspect ( $\bar{x}$  =3.29). They are closely followed in succession by All administrator are to learn how to work with the resources available ( $\bar{x}$  =3.25), I feel better and willing to work when the needed resources are on ground ( $\bar{x}$  =3.10),Working without resources has brought about delay in work delivery ( $\bar{x}$  =3.00), I experience monotonous of work when there is no resources on ground ( $\bar{x}$  =2.89), Working without resources can be strength draining ( $\bar{x}$  =2.88), Productivity is inevitable when all needed resources are available for use ( $\bar{x}$  =2.76), Administrative work cannot be done without the needed resources ( $\bar{x}$  =2.74), Unavailability of the needed resources has made administrative work boring over years ( $\bar{x}$  =2.42) in that order. The table shows the weighted mean of 2.96 which is greater than the standard mean of 2.0. This implies that the level of resource factors among non-teaching staff in public universities in Osun State is high.

**Research Questions 5:** What is the level of administrative effectiveness among non-teaching staff in public universities in Osun State? The result of the analysis is presented in the table below.

**Table 5: Level of Administrative Effectiveness among Non-teaching Staff** in public universities in Osun State.

S/N		Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
1.	I measure and assess the efficiency and effectiveness of administrative tasks	40 42.0%	51 43%	5 6%	4 9%	3.27	.73 7
2.	I ensure that administrative procedures are aligned with the overall organizational strategy and goal	16 60	31 26.0	32 10.0	21 4.0	2.42	.99 7
3.	I handle the	29	42	18	11	2.89	.95

	delegation of tasks and responsibilities within the administrative team properly	51.0	31.0	12.0	6.0		2
4.	I foster communication and collaboration among administrative staff and other departments.	43 44.0	46 41.0	8 12.0	3 3.0	3.29	.74 3
5.	I identify and address potential inefficiencies in administrative processes	26 45.0	48 41.0	14 6.0	12 8.0	2.88	.93 5
6.	I ensure compliance with relevant regulations and policies in administrative operations	36 55.0	37 32.0	17 6.0	10 7.0	2.99	.96 9
7.	I receive adequate training and professional development opportunities to enhance my administrative skills and knowledge.	32 63.0	53 26.0	8 8.0	7 3.0	3.10	.82 3
8.	I feel adequately supported and empowered to carry out my administrative task efficiency	27 67.0	33 27.0	26 5.0	14 1.0	2.73	1.0 14
9.	I find resources helpful in performing my administrative duties effectively	40 50.0	47 40.0	10 9.0	3 1.0	3.24	.75 4
10.	I feel the level of	24	42	22	12	2.78	.94

	collaboration and teamwork among staff is essential	59.0	28.0	11.0	2.0		9
Weighted Mean = 2.95							

Table 5 shows the frequency distribution on the level of administrative effectiveness among non-teaching staff in public universities in Osun State, I foster communication and collaboration among administrative staff and other departments ( $\bar{x}$  =3.29) was ranked the most prominent. It is followed in order of magnitude by I find resources helpful in performing my administrative duties effectively ( $\bar{x}$  =3.24), I receive adequate training and professional development opportunities to enhance my administrative skills and knowledge ( $\bar{x}$  =3.10), I ensure compliance with relevant regulations and policies in administrative operations ( $\bar{x}$  =2.99), I handle the delegation of tasks and responsibilities within the administrative team properly ( $\bar{x}$  =2.89), I identify and address potential ( $\bar{x}$  =2.88), I feel the level of collaboration and teamwork among staff is essential ( $\bar{x}$  =2.78), I feel adequately supported and empowered to carry out my administrative task efficiency ( $\bar{x}$  =2.73), I ensure that administrative procedures are aligned with the overall organizational strategy and goal ( $\bar{x}$  =2.42). The table shows the weighted mean of 2.95 and this is higher than the standard mean of 2.0. This shows that the level of administrative effectiveness among non-teaching staff in public universities in Osun State is high.

### Conclusion

The results showed that there is significant relationship between Information Communication Technology (ICT) and Administrative effectiveness among non-teaching staff in public institutions in Osun State. This implies that the level of ICT utilisation among the non-teaching staff is high. This result is in agreement with that of Agboeze, Ugwoke, and Onu, (2017) which stated that the pace of developed and utilisation of ICT tools for educational purposes including teaching and non-teaching is slightly high in urban cities in Nigeria. The utilisation of ICT in teaching and non-teaching in public universities in Osun State has been effectively utilised. However, there is poor utilization of ICT resources in evaluation of students' achievement among teachers, non-teaching staff and students. This is also consistent with research conducted by Ajisafe (2019). According to him, a few barriers to the efficient use of ICT in the delivery of instruction in the classroom were found. The limitations include a lack of trained personnel, network outages and disruptions, and the high expense of purchasing ICT infrastructure.

### Summary of Findings

The two independent variables i.e. Information Communication Technology (ICT) and Resource factors made positive and significant relationship each with the dependent variable (Administrative effectiveness). The joint contribution of the two independent variables to the prediction of Administrative effectiveness. Also, one of the independent variables made significant contributions individually at 0.05 level to the prediction of Administrative effectiveness while the contribution of the second one is not significant.

Also, the levels of Information Communication Technology (ICT), Resource factors and Administrative effectiveness among non-teaching staff in public universities in Osun state are high.

### Recommendations

Therefore, the following recommendations are given;



1. A lot of training programs should be offered to distribute sufficient knowledge on ICT maintenance and utilization to increase productivity. This will help ensure that the resources are used and managed effectively.
2. An immediate budget reform is required to free up additional funds for ICT in Osun State's public universities. This will significantly enhance the school system by fulfilling the teaching and non-teaching requirements for efficient service delivery.
3. Schools need to be provided with sufficient and pertinent resources at the appropriate time.
4. The provision and upkeep of ICT devices should be funded in large part by all education-stakeholders.
5. To increase the quality, longevity, and performance of ICT equipment, regular maintenance and improvement services should be performed.

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# Emerging Technologies and Sustainable Development Goal 4: A Synergy for Educational Sustainability

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## **Abstract**

*To promote inclusive and equitable quality education, this study examines the interaction between emerging technologies and Sustainable Development Goal 4 (SDG 4). The study looks at how cutting-edge technologies like artificial intelligence, social media technologies, virtual reality, the Internet of Things, etc. work together to achieve the goals of Sustainable Development Goal 4. Through data-driven decision-making and tailored learning, artificial intelligence has been demonstrated to improve the quality of education. Virtual and augmented reality also plays a role in this by providing inclusive and immersive learning environments. The potential of the Internet of Things to develop intelligent learning environments that maximize resource utilization and encourage sustainable practices is investigated. The study's conclusion highlights the revolutionary potential of cutting-edge technologies to promote educational sustainability in line with Sustainable Development Goal 4 (SDG 4).*

**Keywords:** Emerging Technologies, Sustaining Development Goal 4, Educational Sustainability, Artificial Intelligence (AI), Social Media Technology (SMT), Internet of Things (IoT), Augmented Reality (AR), Virtual Reality (VR), Gamification

## **Introduction**

Education has been the bedrock of progressive societies right from prerecorded history as it has provided an enabling environment for meaningful contributions even from those that have been acclaimed as unintelligent over time. This has provided to some certain extent the basis for lifelong learning, a term that is pertinent to the Sustainable Development Goal 4 (SDG4) deemed "Quality Education" which has the focal point of ensuring an inclusive and equitable quality education that promotes lifelong learning opportunities for all. Educational sustainability is not just an educational ecosystem that lasts but one that is sustainable in all spheres of human endeavor and does not in any way act as an inhibition for the future generation.

This in contemporary times is made easy, accessible, and achievable to all irrespective of class, age, creed, or location at the click of a button as the world is already a global village due to the

ubiquity of emerging technologies. These technologies are the wheel for today's knowledge economy and provide veritable opportunities to acquire essential knowledge, skills, attitudes, and values necessary to shape a sustainable future without any iota of discrimination. This provides a conduit for the actualization of SDG 4 which is the key to intellectual prosperity and unlocks a realm of opportunities, making it possible for everyone to contribute meaningfully to an enlightened healthy society.

Emerging technologies like Artificial Intelligence (AI), social media Technologies (SMTs), Internet of Things (IoT), Augmented Realities (AG), Gamification, Virtual Realities (VR), Blockchain Technologies, Data Visualization, etc. are breakthrough technologies that bring innovation and dynamism to human interactions (Bakare, 2023). It is expected that all these technologies be infused into the nitty-gritty of the educational landscape and the ten SDG 4 targets so that the sustainable education rubric of sustaining, tenable, healthy, and durable (Sterling, 2010) be achieved globally. This will present a paradigm shift brought to bear if this rubric is infused into the tenets of SGD 4 in ensuring that education is not all about competition of who wins or fails but a cultural and social orientation of inculcating the essential values of inclusiveness and equitable opportunities for all which can be made possible by harnessing the power of emerging technologies. It is on this premise that this study intends to examine emerging technologies and SDG 4 as the basis for educational sustainability.

### **Emerging Technologies**

The 21st century is witnessing the advent of emerging technologies thus making what men deemed impossible realizable without a glitch. Human interactions and communications, in addition to buying and selling of goods whether edible or non-edible are now possible in the cyber domain through emerging technologies being the platforms for creativity and dynamism in service delivery of any sort.

The innovation brought to bear by Artificial Intelligence (AI) and other Generative AI tools like ChatGPT and Chabot in contemporary times is unprecedented. This came as a thief in the night creeping into the human lexicon with capabilities of speech delivery, recognition, and deep intelligence that looks human but is far more complex and complicated than what the human brain can process or deliver at any point in time. This translates to AI being seen as the wonders of the 21st century and Robotics is taking this technology to the next level as it is being witnessed in developed countries.

In a developing country like Nigeria, ChatGPT drew people's attention to AI, and not that this had not been in existence in the country as the use of Android and Apple phones is the trend among netizens and even digital immigrants; but the usage of Google Assistant on Android Phones and Siri on iPhones which are AI-driven did not draw much attention to this emerging technology. Also, within the library ecosystem, the University of Lagos (UNILAG) Library post-covid already had RoboScholar which is a robot that is domiciled within the library space to cater to the information needs of clientele through Reader's service. Recently, some students of the Federal Government Girls College (FGGC) Shagamu in Ogun State Nigeria developed a humanoid robot called Kiki-Saggy which can talk, walk, and gesticulate using AI technologies and machine learning algorithms (Ayo-Odewale, 2023).

A technological domain that is popularizing AI is Social Media Technology (SMT) which Bakare (2023, p.3) averred as an emerging technology that redefined the delivery of information content beyond our wildest imagination. These platforms such as Facebook, X (formally known as Twitter), Instagram, YouTube, TikTok, Thread, WhatsApp, etc. each have their peculiarities and ways of being used for information dissemination and human interactions. Facebook is an encompassing platform that accommodates the use of videos, voice notes, still images, emojis, animations, and text making it the choice of many across different age cohorts.

The same can be said for Instagram popularly called IG and Thread as both also have the same features as Facebook. The trio of Facebook, Instagram, and Thread are known as Social Networking

Sites (SNS) created by Mark Zuckerberg the owner of Meta; and these are open-ended user interaction platforms. Interactions on these platforms are based on users creating a profile with their email addresses or telephone numbers. This generates a prompt on their choices of friends selected on the platform which they can connect with. It is based on these connections that determine further friends 'suggestions.

The WhatsApp platform created also by Meta is closed-ended as communication is restricted to contacts on the user's phone or whoever has his/her number. The platform also allows communication via texts, images, pictures, animations, avatars, groups, status updates, stickers, and emojis. In recent times, virtual channels have been introduced whenever a user updates the WhatsApp app to the latest version which allows the user to follow celebrities, and social media influencers, or even create a personal or business channel, etc. that is of interest; although the Channel has the feature of a WhatsApp group created by an admin that ensures that it is only the creator of the group that has the right to post but restricts followers from posting any content.

The X platform now owned by Elon Musk popularly known as Twitter is a micro-blog that allows 240 characters as a tweet. Therefore, to cater to longer tweets, X users can create threads to capture the text content of any length of information a user wants to post at any point in time. Twitter also has features such as Go Live, follow, share, comment, Spaces, photos, and posts. TikTok is also a type of SMT platform that is trending among netizens and digital immigrants as well. It provides features such as following friends, discovering trending hashtags, sharing, posting, and comments. The use of digital technologies, portable, smart devices, and the internet have made SMTs pervasive which is the mark of the Internet of Things (IoT).

The interconnectedness of smart devices via the internet has redefined human communications and interactions, thus making the world a global village. Therefore, the significance of IoT to human existence cannot be overemphasized as it has brought the past to the present and makes us live in the realization of the future at the click of a button. This impact was felt most in recent times amid the COVID-19 pandemic when organisations, academic institutions, and service delivery centers were all shut down to curtail the spread of the virus. This necessitates everyone jumping from the traditional way of face-to-face interaction to relating virtually without physical contact. This affected all aspects of human endeavor globally in addition to giving us a new orientation to solely rely on the internet and mobile technologies in addition to smart devices to keep all hands on deck as if we were operating on the physical plain so that no loophole is left uncatered for. More reason Bakare-Fatungase and Oseni (2024) asserted that smart working and the use of digital technologies gave staff organizations to navigate work processes and timing seamlessly.

Working during the pandemic was easy at that time due to the technologies of Cloud computing which afforded access to saved documents in the cloud. These documents were not saved on individual mobile but in the cloud which gives workers of the organization to work collectively on a project as if they are physically present in the same location. Gamification technologies also have these attributes and potentials too as it affords registered users for a particular digital game to play with anyone around the globe and give the feeling that they are physically connected. Games have always been a way of relieving stress, improving the imaginative mind, and fostering human bonding, more reason, it is common in recent times due to the bustling and hustling of contemporary societies that leave no room to cater to one's mental needs. With gamification technologies, the player lives in a virtual world of the tenets of the game and the aim to for fun and if need be a winner at the end of the game.

Similarly, gamification is related to the technologies of Augmented Reality (AR) and Virtual reality (VR) which Haberler and Zeiller (2018), revealed as technologies that create a connection

between the real world and the virtual landscape. The AR gadgets which include phones, glasses, projections, and Heads-Up Displays (HUDs) give the user the feel of the physicalness of the environment but VR allows the use of a headset that is controlled by the system in a 3D virtual environment which makes the user live in a world of pure virtual domain. Therefore, all these emerging technologies bring our present realities to bear as to what the dictates of the present time demand from us in carrying out our duties to maintain a sustainable future.

### **Emerging Technologies in Education**

The invaluable contribution of emerging technologies into the educational domain (teacher-learner relationship) cannot be quantified in human terms as it has redefined this space from the traditional ways digital immigrants are used (face-to-face) to and ushered in a virtual or hybrid atmosphere that makes education at the fingertips of all. Therefore, the secret to education for sustainable development is not just earning a degree or certification; the best education for sustainable development should be able to leave a lasting impression on students, changing their knowledge, abilities, values, beliefs, attitudes, and behavior to align with the objectives of sustainable development (Sung, Leong, & Cunningham, 2020) which is hinged on inclusivity.

The educational landscape is changing as a result of emerging technologies. This provides creative approaches to improve learning results, and student-centrism, in addition to expediting administrative procedures. Leading the way is AI, which is bringing in a period of customized education. AI-powered systems evaluate each student's performance individually and modify the pace and content to meet individual needs. Additionally, Chabot that use AI offer immediate assistance, enhancing the whole learning process with helpful and engaging support.

Learning is a crucial element and a process of behavioral patterns in schooling. The link between the learner and the pertinent content initiates the process of a sustainable education. Educational content could be made available in several formats, including books, lecture notes, videos, self-study programs, animation, photo books, voice notes, etc. Additionally, the connection between the content and the format serves as a platform for the learner to absorb new knowledge, and the entire future learning process is built atop it. There are numerous ways to educate people, or more accurately, there are numerous ways for people to learn, in the age of the Internet and the Internet of Things (IoT). As of September 3, 2019, for instance, there were 27,78 online courses offered on the website [www.edx.org](http://www.edx.org). Apart from traditional classroom settings, individuals can acquire new knowledge and skills through other non-formal venues like watching videos on Khan Academy or YouTube (Sung, Anna 2020).

Conventional teaching approaches are changing as a result of augmented reality (AR) and virtual reality (VR). With the help of interactive simulations and virtual laboratories, these immersive technologies allow students to investigate in addition to navigating difficult subjects and develop a deeper comprehension of abstract ideas. The technologies of AR and VR add a real layer to education by bridging the gap between theory and what is obtainable practically in reality, which increases student engagement and retention. A fun approach to learning is to play games (Singer, Golinkoff, & Hirsh-Pasek, 2006). Gamification in education refers to the process of incorporating games, fun, creativity, and dynamic elements into educational environments. Motivation, ability, and trigger—these trios are essential components of the Fogg Behavior Model—often have a major impact on gamification design to boost learners' enjoyment and engagement. Factoring this trio into gamification holds promise for enhancing learning outcomes and other aspects of the overall learning process.

The promise of blockchain technology to transform credential management is causing it to gain popularity. Blockchain can manage credentials such as degrees and certificates openly and

transparently in the field of education. This makes it easier for companies and educational institutions to verify academic results and guarantees their legitimacy. An essential component of blockchain technology, smart contracts can automate administrative work, cutting paperwork and improving productivity in areas like enrollment and record-keeping. This is expected to reduce the backlog of certificate issuance in most Nigerian Universities if adopted.

The introduction of 5G technology is having a big effect on school connectivity. The 5G's high-speed, low-latency features make online learning more uninterrupted. Regardless of their geographical location, this technology gives teachers and students quicker access to educational resources, real-time collaboration capabilities, and excellent multimedia content. The Internet of Things (IoT) is essential to the development of intelligent learning environments as education becomes more digitally oriented. The IoT tech helps schools gain data-driven insights by tracking student activity and health through wearable technology and smart classrooms with interactive devices. By enabling tailored learning experiences, these insights assist teachers in adapting their methods to meet the needs of each unique student.

By incorporating these cutting-edge technologies, education is becoming a dynamic, adaptable, and inclusive environment. A more engaging, effective, and efficient learning environment for both students and teachers is made possible by the personalization made possible by AI, the immersive experiences provided by AR and VR, the secure credentialing made possible by blockchain, unhindered data accessibility provided by cloud computing, the improved connectivity made possible by 5G, ubiquitous information communication outlet by SMTs, and the data-driven insights obtained from the Internet of Things. Emerging Technologies in education are intended to operate to deliver continuous educational benefits to everyone interested from a distance. This is because the goal of SDG 4 is to ensure that everyone has the necessary educational training (Bakare & Okuonghae, 2022) which in the long run will be beneficial to future generations. This can link students to colleges across the globe, increasing the accessibility of global interactions between students from other nations and university personnel. Therefore, with emerging technologies, educational training is to be more reasonably priced, which contributes to the fact that education is now more accessible to a wider range of students globally and across various socioeconomic strata which is a way of fulfilling the fundamental tenets of SDG 4.

### **Emerging Technologies and Sustainable Development**

New technologies are being acknowledged more and more as important facilitators of sustainable development, providing creative answers to problems related to the environment, society, and economy. When it comes to minimizing environmental effects and maximizing resource use, artificial intelligence (AI) is essential. Large datasets are analyzed by AI-driven systems to improve supply chains, boost energy efficiency, and allow predictive maintenance—all of which support sustainable business practices in a variety of sectors.

The nexus of sustainable development and emerging technology revolves around renewable energy technologies. Developments in wind, solar, and other renewable energy sources are propelling the shift to a low-carbon economy. The Internet of Things (IoT) facilitates smart grids, which improve energy distribution efficiency, encourage decentralised power generation, and aid in the integration of renewable energy sources into current infrastructures.

Blockchain technology is promoting accountability and transparency across a range of industries, in line with sustainable development principles. Blockchain ensures product legitimacy and traceability in supply chain management, addressing problems like illicit forestry and unethical labor

practices. Additionally, blockchain makes transactions transparent and safe, promoting financial inclusion and long-term economic prosperity.

The integration of 5G technologies with sustainable development is generating prospects for enhanced connection, ease of use, and productivity. Hence, 5G networks facilitate remote monitoring and management systems in the fields of agriculture, healthcare, and environmental conservation by enabling fast data transmission. By improving communication and data exchange, this technology opens the door for resilient infrastructures and smart cities that support sustainability objectives. Another important tool in the fight for sustainable development is biotechnology. For instance, advances in agricultural biotechnology can boost crop yields, build pest resistance, and lessen the need for dangerous pesticides. Healthcare biotech advances also tackle public health issues by providing long-term remedies for illness detection, diagnosis, and treatment.

Through the resolution of global issues in several areas, the integration of developing technology is forming a more sustainable future. All of these technologies—from AI-driven efficiency gains to renewable energy options, transparent blockchain applications, improved connectivity via 5G, and the sustainable practices made possible by biotechnology—combine to make the world a more sustainable, socially just, and economically viable place to live. It is imperative that we accept and responsibly use these technologies if we are to meet the lofty objectives of global sustainable development.

### **Emerging Technologies and SDGs For Educational Sustainability**

The duo of emerging technologies and the tenets of sustainable development are at par and a veritable platform for educational sustainability. This is displayed in the mere look at the principles underlining the essence of emerging technologies which are seen to improve human lives through enhanced communications, e-learning, service delivery, interactions, health care provision, e-commerce, e-resources, entrepreneurship, distance learning, etc. without leaving a physical location due to the ubiquitous nature of these technologies. In addition, these technologies are developed for the present generation and present a veritable platform for the future generation to build on thus promoting the sustainability of the human race without compromising the needs of the future.

Similarly, all SDGs are weaved around ensuring that the needs of the human race (physical, social, cultural, and economic) are well catered for without any discrimination or annihilation. But out of it all, SDG 4 is core as it equips every human with the necessary skillset laced with literacy and numeracy through either formal or informal education to be able to achieve every other SDGs perfectly. Therefore, there is a synergy in outlook in principles which is the only avenue for ensuring educational sustainability. The SDG 4 targets as outlined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) exemplify the principles of sustainable education as it is not tailored towards meeting the immediate needs of the present generation but the generation of the unforeseeable future. The targets are

#### **Target 4.1**

**Free primary and secondary Education:** It is expected by 2030 that all girls and boys will have completed free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.

#### **Target 4.2**

**Equal Access to Quality Pre-Primary Education:** It is expected that by 2030 all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education.

#### **Target 4.3**

**Equal Access to Affordable Technical Vocational & Higher Education:** It is expected that by 2030 there will be equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.

#### **Target 4.4**

**Increase the Number of People with Relevant Skills for Financial Success:** It is expected that by 2030, there will be a substantial increase in the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

#### **Target 4.5**

**Eliminate all Discrimination in Education:** It is expected that by 2030, there will be an elimination of gender disparities in education and equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.

#### **Target 4.6**

**Universal Literacy & Numeracy:** It is expected that by 2030 2030, all youth and a substantial proportion of adults, both men and women, will achieve literacy and numeracy.

#### **Target 4.7**

**Education for Sustainable Development & Global Citizenship:** It is expected that by 2030, all learners will acquire the knowledge and skills needed to promote sustainable development through education for sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture.

#### **Target 4:8**

It is expected that by 2030, there will be building school structures & upgrades that will promote inclusive and safe Schools. This implies an upgrade of education facilities that are child, disability, and gender sensitive and provide safe, non-violent, inclusive, and effective learning environments for all.

#### **Target 4.9**

**Expand Higher Education Scholarships for Developing Countries:** It is expected by 2020, there will be a substantial expansion globally in the number of scholarships available to developing countries for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs.

#### **Target 4.10**



**Increase the Supply of Qualified Teachers in Developing Countries:** It is expected by 2030, there will be a substantial increase in the supply of qualified teachers, including through international cooperation for teacher training in developing countries.

According to Sterling (2010), sustainable education descriptors are “Sustaining” which implies the educational system that sustains people, communities, and the ecosystem at any point in time. The implications of sustaining people simply having access to education right from Pre-school to the University level without the constraint of funds or location. This will have a positive effect on the community since education is expected to promote critical thinking in making informed decisions. In the long run, the human ecosystem is maintained as the required knowledge of the environment is instilled across all educational levels.

Social Media Technology (SMT) platforms have been a source of educational sustenance amid the COVID-19 pandemic and afterward. It allows learners to relate with their tutors in the virtual space and also encourages a self-passed educational process. The platforms provide accessibility to contents be it audio, text, image, or videos that were used during the class, and through this, no student is left out. The ChatGPT and other Generative AI are redefining the educational landscape so that both parties, that is the learners and educators can have access to information resources for their research. However, it requires them to unlearn, relearn, and up-skill their technological prowess to make informed decisions from it.

The second descriptor of educational sustainability is tenable which implies an educational system that is ethically defensible, based on integrity, justice, and respect for all with the cloak of inclusiveness. The implication of this is that the educational system is built on good moral values, verifiable facts, and respect for our cultural and social values in addition to ensuring that there is no one left out. Lessons learned by this present generation will leave a lasting positive effect on them which can be preserved and made available for the future generation through the use of emerging technologies. Ethical issues have been a subject of discourse for a different form of emerging technologies being used (Brey, 2017; Hertkert, 2011, Wright et al., 2014; Nnaji, 2019; Dennis & Harrison, 2021; Bakare, et al., 2023), however, that does not remove the numerous advantages that these technologies have brought to the educational domain. All that is needed according to Bakare et al., (2023) is for educators to have a change of mindset and orientation to these technologies and not see it as being displacers but a tool to make our work easy.

A healthy education is an educational system that is based on nurturing relationships irrespective of class or creed which promotes a viable system in a society. An educational system that fosters care and conserves instead of competing (unhealthy competition which leads to undue rivalry) and consumes. Like, share and comment are avenues for fostering healthy relationships on SMT platforms. Each of the platforms guides against cyber bullying which is a bane of these technologies. The Librarian Curb Mobile Bully Victim (LCMBV) is an SMT page that was created by a Librarian to curtail the menace of bullying and mobile bullying activities in our school environment and on SMT platforms. A healthy educational environment leaves a positive impact not only on the students but on the community at large. It is only when it is healthy for the student that he/she can transfer the morals around what he/she has learned to the future generation which is a form of educational sustainability.

The durability of sustainable education implies an educational system that works well enough in practice to be able to keep it going from one generation to the next. Being durable exemplifies an educational system that has positive things to offer students who in essence transfer these positive vibes to their communities, societies, and the world at large. The internet on which these emerging technologies are hinged is having positive impacts on all aspects of human endeavor in which the educational landscape is core. Through this avenue, education is being brought to the doorstep of all

and sundry in as much as their internet connectivity. However, some rural communities in developing countries are still bereft of these opportunities that the Internet is providing. It is high time the governments of such countries embrace SDG 4 in the truest sense of it and stop engaging in propaganda.

### **Conclusion and Recommendations**

This study's conclusion highlights the revolutionary potential of cutting-edge technologies to promote educational sustainability in line with Sustainable Development Goal 4. (SDG 4). The study highlights how important it is for artificial intelligence, virtual reality, and the Internet of Things to keep improving education quality, accessibility, and inclusion on a worldwide basis. Innovative, immersive learning environments, adaptive assessments, and individualized learning experiences are made possible by the combination of various technologies. The results underscore the necessity of adopting a proactive stance toward tackling obstacles associated with digital literacy, accessibility, and ethical considerations to fully leverage the advantages of emerging technologies for sustainable education.

A set of strategic recommendations is put out in response to the findings regarding the synergy between emerging technologies and Sustainable Development Goal 4 (SDG 4) about educational sustainability. First, to ensure that regulatory frameworks promote responsible deployment, policymakers are recommended to include emerging technology in education programs. To fully realize the benefits of modern technologies, it is necessary to address issues of equity and access and create a conducive atmosphere. Comprehensive teacher preparation programs are also necessary to equip teachers with the knowledge and abilities to successfully incorporate virtual reality, artificial intelligence, and the Internet of Things into their lesson plans. Giving educators digital literacy top priority will help these technologies be implemented successfully, improving education as a whole.

Second, governments and educational institutions are urged to invest in solid technical foundations, with a particular focus on infrastructure development. This entails making sure that everyone has access to the internet, supplying the gear and software that they need, and setting up the conditions that will allow new technologies to be seamlessly integrated into classrooms. Concurrently, an appeal is made for continued investigation and assessment endeavors to appraise the influence of these technologies on academic achievements. Through consistent evaluation of efficacy and identification of optimal methodologies, stakeholders can modify approaches grounded in empirical data, guaranteeing that nascent technologies are congruent with the dynamic terrain of pedagogy. Global cooperation is also promoted, highlighting the value of alliances between governments, nonprofits, and prominent figures in the tech sector to hasten the creation and adoption of cutting-edge educational innovations. This cooperative method encourages resource sharing and group problem solving, which helps to create a worldwide education system that is more inclusive, sustainable, and technologically advanced.

### **Impact of the Study**

The study "Emerging Technologies and Sustainable Development Goal 4: A Synergy for Educational Sustainability" has implications for policy formation, educational practices, and strategic interventions that support SDG 4's sustainability principles. The study provides useful insights for educators, policymakers, and stakeholders by methodically analyzing how emerging technologies- like artificial intelligence, virtual reality, and the Internet of Things—are incorporated into educational frameworks. The discovery of cutting-edge uses, such as AI-enabled tailored learning and VR/AR-enabled immersive experiences, offers a path forward for improving educational quality. Additionally, investigating the Internet of Things in intelligent learning environments offers chances to maximize resource efficiency

and promote sustainability. The study's acknowledgment of difficulties, including ethical and accessibility issues, guarantees a comprehensive comprehension of possible roadblocks to integrate future technology in education. The study's ultimate significance rests in its capacity to promote educational sustainability, give stakeholders the means to effectively use cutting-edge technologies to achieve SDG 4 goals, and build a more inclusive, egalitarian, and progressive global education environment.

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# Relevance of Different Stakeholders in Digital Education: Theoretical Review

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## Abstract

*This paper explored relevance of different stakeholders in digital education: theoretical review. The involvement of various stakeholders is crucial for the success of digital education. Collaborative efforts from the government educators, parents, and technology provider are essential to overcome and ensure widespread access to quality education in the contemporary world. The paper provides a clear perspective on the roles of educators, developers and researchers in shaping digital education through adaptive learning implementation. The theory was anchored by Stakeholders theory which holds that organization should consider the interests and concerns of all individuals or groups who can be affected by the organization's actions. The acknowledgement of current gap in involvement highlights the need for a more coordinated approach. This holistic engagement of stakeholders in digital education is crucial for achieving sustained development and enhance the quality of education, particularly in the context of Nigeria and beyond in the 21st century Among the recommendations were, that there is need advocate for a well- defined stakeholder involvement, the implementers need to focus on adaptive learning to increase learner achievement levels; recognizing the distinct and crucial role of instructors in content management, the instructors need to develop adaptive learning systems; and Learners need to have a well-coordinated adaptive learning system.*

**Keywords:** Stakeholders, Relevance, Digital Education, Theoretical Review

## Introduction

It's impressive how digital education swiftly emerged during the pandemic, revolutionizing how lessons are delivered. This shift opened new opportunities for innovative learning experiences. Understanding the roles of stakeholders in their digital landscape is indeed crucial for effective implementation (Karunaweera, 2021) Digital education emphasizes engaging with technology responsible to equip students with problem- solving skills relevant to their academic and daily lives. This approach also encourages interaction with the advancements in digital, artificial, and virtual system Konig Jager-Biela & Glutsch, (2020).

The integration of digital technologies in education offers a personalised learning experience, enabling tailored information presentation and individualised learning paces. Additionally, it provides objective access to competences while boosting methodological support throughout the educational

journey. This adaptability fosters a more effective and student-centric approach to learning. Mihovsla, Prevedourou, Tsankoya, Manolova & Poulkoy (2021)

In effect, digital education requires a synergy of different stakeholders to aid in facilitating the learning and acquisition of digital opportunities; carrying out the process of improvement and innovation in teaching in accordance with the needs of the digital era; and contributing to professional development in line with the societal change. This new learning paradigm or virtual classroom involves mobile devices interfaced with internet connectivity, desktop computers, laptops, software programs, mobile phone Apps (WhatsApp, Facebook, Zoom, etc.) and interactive teaching board, etc. for the purpose of reaching out to the students who are the learners. In this age of information and knowledge explosion, teachers could promote further learning using online resources to improve quality in education. Therefore, digital education is of great essence, as this determines to a large extent the ability of the students to learn in terms of cognitive, behavioural and emotional balance, which brings about an achievement in learning objectives through the digitization process. Hjukse, Aagaard, Bueie, Moser & Vika (2020).

The shift to virtual education during the pandemic showcased its potential to offer quality education for all, fostering a peaceful and prosperous world. Education equips individuals with vital knowledge, skills for health, employment, and the cultivation of tolerance (United Nations, 2020). This underscores the significant relevance of stakeholders in digital education, as their involvement is crucial in elevating the quality of education. Their contributions could pave way for sustainable educational development well into the 21<sup>st</sup> Century especially in places like Nigeria.

In education, stakeholders are crucial due to the fact that working together improves the likelihood of achieving learning objectives. It encompasses individuals who are directly touched by the success or failure of an educational system such as parents, teachers and students as well as those who are indirectly impacted such as community leaders and government officials. The development of quality education is not a solitary endeavour but a collaborative process involving various stakeholders. Their meaningful contributions complement and supplement each other towards achieving educational goals, benefiting both learners and societies. Stakeholders play an undeniable role in shaping the personalities and careers of learners enhancing communication, and fostering participation. Their collective efforts are pivotal in nurturing well; -rounded individuals and improving every aspect of the learning experience. (Dwivedi, 2021).

## **Theoretical Framework**

### **Stakeholder Theory**

There are quite a number of theories upon which this subject matter could be anchored. However, stakeholder and connectivism theories have been identified upon which this paper is anchored. Edward R. Freeman in 1984 detailed the Stakeholder theory. Indeed, the stakeholder theory emphasizes that organisations should aim for long term success by prioritising the needs of all parties involved, not just shareholders. This broader perspective includes various stakeholders such as employees, customers, suppliers, environmental groups and government entities. It emphasises the responsibility of the organization to serve and consider the interests of these diverse groups, advocating for a more socially conscious approach to business operations. This approach acknowledges the interconnectedness and impact of multiple stakeholders on the success and sustainability of an organisation. Stakeholder theory holds that organisations and corporations should strive to do right by all these stakeholders and that in doing so, the organisation will achieve true lasting success.

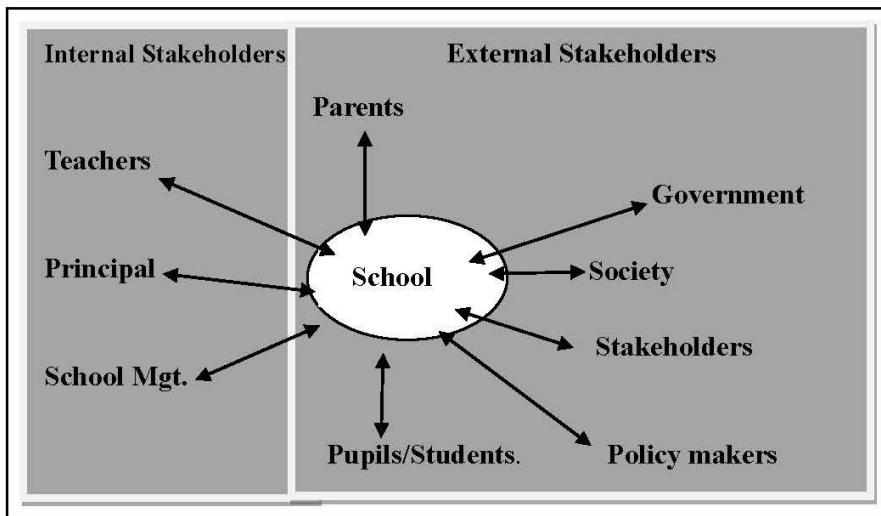


Figure 1: Stakeholders' Theory

The internal stakeholders in the educational sector typically include the principal, teachers, and school management, each playing crucial roles in the functioning of the school. The external stakeholders include the society, stakeholder players, policy makers, parents, and students, highlighted the internal and external stakeholders in the educational sector. Both groups have crucial roles to play in the school system (Figure1) The stakeholder theory indeed promotes a positive feedback loop, especially when teachers, as valued stakeholders, feel motivated and appreciated. This motivation often leads to improved job performance, potentiality resulting in enhanced production quality, and a positive impact on students' satisfaction and performance. Recognizing and involving all stakeholders can create a more conducive and productive educational environment for everyone involved.

The critics of this theory often highlight the challenge of balancing the diverse interests of various stakeholders' groups. It can be difficult to address the needs of every stakeholder equally, leading to a potential conflicts or situations where certain interest might be prioritized over others. Achieving a perfect balance among stakeholders with different needs and priorities can indeed be a complex and challenging task within this framework.

### Different Stakeholders and their Functions

Different stakeholders in digital education include designers, implementers, instructors, learners, and all encompassed in any of the (business community, librarians, parents, principals, school boards, teachers, students). Each plays a crucial role in shaping and implementing effective digital learning strategies their functions are

- 1: Designers in the business community aim to profit by leveraging digital technology in education. They focus on:
  - i Optimizing Technology Use: Designing and implementing digital tools to enhance teaching and learning experiences, ensuring efficiency and effectiveness in educational processes.
  - ii Developing Digital Competence: Creating programs and initiatives that foster the development of relevant digital skills and competences among students and educators, aligning with the demands of the digital transformation.
  - iii. Improving Education through Data Analysis: Utilising data analysis and foresight to improve decision making, enhancing learning outcomes, and tailor educational strategies to individual needs.

- iv. **Aligning with Policy Goals:** Ensuring that their initiatives align with educational policy goals, such as, promoting high quality education, fostering innovations, and enhancing digital competences across all educational institutions.
  - v. **Opening Up Education Systems:** Advocating for open education systems that facilitate accessibility and inclusivity, enabling a broader reach of educational resources and opportunities (European Commission, 2018). Other areas of engagements include:
    - a. Curriculum Redesign and Development to align with educational objectives and incorporate digital learning methodologies.
    - b. Utilising various Digital learning technologies by leveraging a range of tools such as e-learning platforms, virtual reality, and mobile learning, to design, develop and deliver engaging digital learning content.
    - c. Collaborating with subject matter experts to ensure content accuracy and relevance, applying instructional design theories and methods, and utilising multimedia tools to enhance the learning process.
2. **Implementers (school boards, librarians, principals, parents):** They play a crucial role in shaping the learning environment in particular, the implementers prepare the grounds to accommodate everyone and provide a kind of understanding on what is expected of everyone. Harsasi and Sutawijaya (2018) argued that satisfaction which is an individual perception could be perceived as “how well a learning environment supports academic success.” The implementers therefore function by:
- i. Defining the audience students to be serviced by the system;
  - ii. Set instructional scope
  - iii. Linking delivery methods to the objectives;
  - iv. Create schedules
  - v. Planning the assessment mode.

All contributing to the overall satisfaction and success of students in the educational system.

3. **Instructors:** These are the teachers that actually carry out the function of educating the learners digitally. For instance, Isaac Pitman taught his pupils using correspondence with the aim of improving writing speed Archibald & Worsley, (2019). In the late twentieth century, the introduction of personal computers and the internet paved way for better e-learning and teaching delivery approaches. Therefore, other of the functions include:
- i. Establishing and maintaining a civil, productive, inclusive, and stimulating learning environment;
  - ii. Organising the instruction;
  - iii. Sharing knowledge;
  - iv. Creating a stimulating environment for students’ participation;
  - v. Monitoring, answering questions and evaluating students/pupils.

**Learners:** As the end users must understand the unique learning environment, enhance their engagement, regulate learning behaviors, and reach out to teachers when needed, Students actively engaged in digital learning, utilize online resources, and provide feedback on their learning experiences. Adaptive learning systems further enable personalized content and assessment based on individual abilities and performance. Robert & Combescure, (2021).



## **Digital Education**

Digital education has become a cornerstone in the teaching and learning process, encompassing various approaches. It includes a broader perspective of online-learning, blended learning, virtual education, ICT- base education, e-learning platforms (Chatterjee, Bandyopadhyay, Chakraborty & Dutta (2023) These approaches offer flexibility, and often enhanced engagement, catering to diverse learning styles. Digital education enhances traditional teaching methods by integrating technology for more interactive and engaging learning experiences. It involves leveraging various digital tools, platforms, and resources to facilitate learning. The teacher or instructor is a key factor in the process of integrating technologies with learning, since the transformation process must always begin with the teacher in the first place. The European Union affirmed that digital competence is "the safe, interactive, critical and responsible use of digital technologies for learning, for ease of work and for participation in society" (European Union cited in Gómez-Pablos, Matarranz, Casado-Aranda, & Otto, (2022). The teacher must therefore have some competencies in information and data literacy, communication and collaboration, media literacy, digital content creation and programming, security (including digital well-being and cybersecurity-related skills), intellectual property issues, problem solving and critical thinking. This is because the use of technology has become a daily routine, implying that the professional development of many citizens now depends largely on the efficient and appropriate use of digitization process Hjukse, Aagaard, Bueie, Moser & Vica ( 2020).The roles of a digital teacher in the use of digital technologies have been described as facilitators of learning, developing students skills, effective communication and collaboration, developing new strategies, guiding and facilitating learning using a variety of methods and pedagogical approaches aided by technology. Falore & Oredein (2023)

Moreover, teacher competency is crucial for successful integration of technology in education. This among others according to Muharlisiani, Bariroh, Mulawarman, and Abadi (2022) involves not only understanding the tools but also fostering a positive learning environment, guiding students effectively and promoting active engagement with technology for optimal learning outcomes. Falore & Oredein (2023) were of the view that teachers competency encompasses a teachers skills, knowledge, and abilities, reflecting their proficiency in delivering effective instruction and facilitating meaningful learning experiences for students. This demonstrates that teachers play a vital role in shaping the future of a nation by nurturing and education the next generation through their proficiency.

Although, research on the virtual classrooms' effectiveness is still limited, while in the face-to-face classroom, instructors are able to guide the students on the spot to complete their tasks. Therefore, approaches such as animation and game base approaches are suggested to motivate the students Thinakaran, & Ali cited in Liew, Lim, & Tai, (2021). Moreover, different kinds of materials such as video games, forums, or social networking tools are available and their usage encouraged to prevent students from becoming just passive listeners, but active learners. Other materials such as graphics, audio, video and multimedia enable the students to present their own talents in solving the challenges as the case of the face-to-face classroom.

Majority of the students gave positive ratings in terms of interactions and were able to develop problem-solving skills (Yagci cited in Liew, Lim, & Tai 2021). The essence of encouraging digital education among students is because of the fact that it helps seamlessly in demonstrating self-efficacy; informed decisions on appropriate technologies for subject areas; learning about and with digital technologies; specialized and advanced competence for work and creative expression; use in everyday life; and for general knowledge and functional skills.

## **Stakeholders in Digital Education**

The involvement of stakeholders is pivotal in the success of digital transformation. Collaborative engagement with stakeholders not only facilitates the generation of innovative ideas but also promotes effective problem solving, and collective action Martinez-Pelaez, Ochoa-Brust, Rivera, Vanessa, Ostos , Brito, Ramon & Mena (2023).These collaborative approaches instrumental in driving

innovation within an organization and enhancing its competitiveness in the evolving landscape Learning environments serves as bridges connecting teachers and learners, fostering connections beyond their immediate communities to future workplaces and global partners beyond their system boundaries. If several such systems are brought together in a global cooperation, this results in mega-systems that are already known from information system theories. Learning systems are combined systems with artificial (human-made), logical, informal, organisational and social impacts. The interconnection between learning system and learning environment is based on sociological system theory, in which a connection is established between the various stakeholders (Stichweh, 2011). For instance, the technology-based learning environments, cooperation among participants is influenced by behavioural patterns. (Schunk,2014) This implies that collaborative interactions, communication styles, and engagement levels also contribute to the dynamics of the learning environment and impact the effectiveness of the educational experiences.

The motivation of all stakeholders depends on their own condition as well as on the impact of the environment, whereby various dimensions, such as psychological, physical, social, etc., have to be taken into account Kirikkanat (2014). Gray and Diloreto (2016) suggested that a significantly strong relationship exists between course structures and student satisfaction in online learning. Further, they also demonstrated that the presence of an instructor had a significant relationship with student satisfaction, but that student interaction, on the other hand, did not display a significant relationship. Notably, the study results exhibited a strong correlation between student engagement and student satisfaction in online programs (Gray & Diloreto, 2016). In addition, Ng and Baharom (2018) suggested another variable that might contribute to student satisfaction online students' self-efficacy of internet and computer use, which is related in part with their readiness for online learning. Therefore, there is need for a better interplay of understanding between the designers, implementers, instructors, and learners in the digital education space. Stakeholders should be provided with a framework on successful development of educational technology cooperation environment.

## **Conclusion**

It is important to conclude that the shift in learning paradigms from traditional chalkboard teachings to adaptive learning systems. It emphasizes the collaborative roles of educators, developers and researchers in designing, implementing, and evaluating these systems. The focus on identifying gaps in stakeholder involvement provides valuable insights for the ongoing evolution of education. This exploration is crucial for anticipating the future landscape of learning as it continues to embrace innovative approaches. This paper takes a concrete look on educators, developers, and academic researchers' roles in the design, implementation, and evaluation of adaptive learning systems. This involvement includes the tools to transfer knowledge and the material the learner must cover.

## **Suggestions**

The recommendations provided offer a comprehensive approach to enhancing adaptive learning systems:

1. Advocating for well-defined stakeholder involvement ensures a cohesive synergy in the roles of designers throughout the process of design, implementation, evaluation and testing.
2. Emphasising the importance of adaptive learning implementation, including the careful selection of technology content development, methodological characteristics, and pedagogical focus, aims to elevate learned achievement levels objectively.
3. Recognizing the distinct and crucial role of instructors in content management with adaptive learning systems underscores the need for defining benchmarks and standards, ensuring effective content generation structuring and presentation.
4. Encouraging learners' involvement in critical aspect like testing, curriculum design, evaluation, and development contribute to a well-coordinated adaptive learning system. Learners' participation is pivotal for shaping learning paths and understanding their overall experience, influencing the crafting of effective learning styles.

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**Section B**

**Early Childhood Education/Inclusive  
Education**

## Childcare and Development of Early Childhood Education in Nigeria

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### **Abstract**

*Education is the right of every child and must not be denied it for any reason. This has been the assertion of the world summit on the state of global children, which has led to the inclusion and expansion of Early Childhood Care and Education in the global education for all programme. Education in Nigeria no matter the level is geared towards the total development of the individual child into a sound and responsible citizen, who would create an impact in the development of the country. Early childhood education should consequently encompass all these ideologies or objectives with the backing of the government to ensure excellence because every child matters. Without excellence, national development as well as self-actualisation would be impossible. Teachers predominantly influence or orchestrate what is learnt and how what is learnt is learnt. The dynamics or methodologies of learning among children are hence fundamentally dependent on the teachers, what these teachers teach and how they facilitate what they are teaching.*

**Keywords:** Early childhood, Education, Theoretical framework, Socio-cultural theory, Nigeria

### **Introduction**

Education is the right of every child and must not be denied it for any reason. This has been the contention of the world Summit on the state of global children, which has led to the inclusion and expansion of Childcare and development and Early Childhood Education in the global Education for All programme. During the conference in 1990, at Jomtien, it was affirmed that "learning begins at birth, and embraced Early Childhood Care and Education (ECCE) as being within the purview of basic education. That affirmation, nevertheless, contributed slightly to the development of ECCE in nations. Ten years later, the world community renewed its commitment to ECCE in Dakar Framework for Action, whose first objective was to expand access, improve quality and ensure equity in ECCE." (UNESCO, 2004).

Child care, also known as day care, is the care and supervision of a child or several children at a period, whose ages varies from two weeks of age to 18 years. Even though most parents spend a momentous amount of time caring for their child(ren), child care characteristically denotes to the care given by caregivers that are not the child's parents. Child care is a broad subject that covers an extensive range of contexts, institutions, professionals, activities, and social and cultural conventions (UNICEF, 2000).

Correspondingly, early child care is a significant and frequently disregarded element of child's developments. Early childhood education can be defined as the procedures of learning whether formal or informal which children engaged with within a learning and teaching environment to improve their development. Early childhood education is the core of child development and it is important for the nation to take initiatives to make sure that children get suitable education proportionate to their level of development. Theorizing about the significance of early childhood education, Education International (EI) (2006, p.6) specified that high quality early childhood education provides the basis for life-long learning and fuels children's physical, social, emotional, cognitive and linguistic development. The initial word made by a child comprises of babbling and other kinds of non-verbal sounds, some of which are used to get attention, to participate in imitative play, and to partake in games during the first year of life (Skutnabb-Kangas & Dunbar, 2010).

However, the vocabulary grows progressively at first- at 12 months an average child has a vocabulary of between two and three words, at 24 months it has nearly 154, at 36 months it knows 2500 words (Smith, 2009).

Simultaneously, children learn how to pool words into grammatical sentences, and are building up a structure of meanings in which the expressions are associated. Nevertheless, the implications of words are at first very ambiguous and incorrect, but better magnification and depth of meanings progresses with time and as a consequence of listening and asking questions (McIvor, 2006).

According to Wolff and Ekkehard (2000), language improves gradually and slowly for children in schools, possibly because these kids are rewarded less for using it and more swiftly at home, maybe because of their greater association with adults (Macdonald, 2002). According to Wolff and Ekkehard (2000) learning is quicker for the kids of more enlightened parents. In kids, much primary sound assumes the form of soliloquies that accompany action which helps to influence behaviour (Johnston, 2006).

Riojas-Cortez (2001), affirms that this is most general at the ages between two and four. A great deal of speech when others are around is 'egocentric' because the kid does not put his/herself in the place of the listener, or care too much about whether the message is being received. Nevertheless, at some point middle infancy speech becomes more 'sociocentric'-the child addresses his/her hearer, considers his/her opinion and also tries to control him/her, or essentially exchange ideas with him/her.

### **Concept of Childcare and Development of Early childhood Education**

Diverse researchers such as Maduewesi (2005); Holst (2010); Härkönen (2013) among others came out with dissimilar conceptualization of early childhood education. For example, Holst (2010) viewed early childhood education as the education for children ranging from zero or birth to eight years of life. He went on to say that in some cases, the development of early childhood education begins from nursery education or pre-primary as the circumstance may be. Notwithstanding this misunderstanding on the appropriateness of the environment early childhood education and defined it as "a variation of procedures and devices that uphold and sustain improvement during the early years of life: it integrates physical, education, social and emotional care, rational stimulation, health care and nutrition" (Holst, 2010, p. 1). This implies that early childhood education involves with a wide variety of procedure combined somewhat one direct progression. Another researcher Härkönen (2013) gave a collection of meanings for pre-primary education or early childhood education as he views it.

First, she contends that early childhood education is an applied science, which involves the procedures of education or learning before the official school going age. This implies that the development early childhood education is dynamic and versatile in nature to allow the diverse peculiarities of those involved within that circle. She went on to say that early childhood education involves the development of child's behaviour. This also implies that early childhood education incorporates basic care which matures the child but prepares him or her for additional evolution to primary school or other stages as the circumstance might be.

Second, she contended that the development of early childhood education “is an collaborative procedure in the scope of life at home, day care and preschool that is resolutely directed at an all-inclusive character improvement of between the ages from zero to six years” (p. 2). This being the cares, learning and teaching into one wide purposeful scope where the kid gets nurtured for all round development. She adds that this explanation makes room for preschool or regards pre-school as component of the development of early childhood education and are incorporated into one practical entity. Consequently, pre-school which involves predominantly not only the subjects of learning and teaching but with the over-all improvement of the child takes into cognizance both informal and formal procedures of education and the dynamics of education amongst the children who fall within this classification. Similarly, the scholar contended that the development of early childhood education can be defined as an area of investigation which involves with the dynamics of care, support, teaching and learning within the ages of zero and six.

In Nigeria, a scholar Maduewesi (2005, p. 18) describes the development of early childhood education “as incorporating the general physical, social and rational improvement and learning of children below the age of six years”. This implies that early childhood education is targeted at the improvement of the child entirely and not just the intellectual or bodily facet. Ejieh (2006, p. 58) proposes another meaning of the development of early childhood education in Nigeria by seeing it to be “pre-school education programmes of several kinds for kids below the certified school-going age (usually six years) primarily to prepare them for education in primary schools.” His description emphasizes on more on the age of kindergarten along with its capability to prepare kids for primary school education.

NPE (2004) and its reviewed editions of 1981, 1998 and 2004 explains the development of early childhood education as comprising the crèche, nursery and kindergarten as other institutions for such schooling, where children below the age of six to be educated in a formal environment. Furthermore, early childhood is the most critical age for intellectual and social development, the acquisition of languages and early literacy. Children are vigorous learners from birth, and the first years are important. Early childhood education (ECE) should be acknowledged as a first step of basic education, as a fully incorporated segment within national education schemes. Provision should be generally accessible and free for all children. From this viewpoint, it is crucial to trace the history of initial childhood education both at the global level and at the nationwide level to show the importance of the similarity if the dynamics of early amongst is to be understood.

### **Operational Definition of key concepts**

An operational definition of concepts describes a concept exclusively in terms of the procedures (or methods) used to produce and measure it. These key concepts are elucidated below.

#### **1. Learning**

From the intellectual standpoint, the scholar Ormrod (1999) articulates that learning is a comparatively lasting transformation in intellectual associations due to experience. In other words, it implies an inner transformation in behaviour that cannot be perceived or detected. Learning is viewed to have occurred when some lasting changes happen (Ormrod, 1999). In this study, the goal is to explore the dynamics of learning among preprimary school pupils in informal and formal education processes.

#### **2. Pre-primary school**

Pre-primary school is the basic stage of schooling scheme. In other words, it is regarded as the foundation of other levels of education. In Nigeria setting, the preprimary education, as pronounced by the programme, is that stage which trains the child for primary school. In other words, the stage prior to primary school is the area of emphasis.

#### **3. Dynamics**



This idea 'dynamics' is generally used in physics, mathematics and other allied sciences. In modern time, it has found expression in the learning. In learning, dynamics designate how forces act on the education system occasioning in motion of the education system.

### **3. Formal education process**

Formal education is regarded as a systematic, organized education model, structured and administered pertaining to the set of laws, values, guidelines, and acts, presenting rather inflexible programme as esteems objectives, content and methodologies of learning and teaching.

### **4. Informal education**

This is a direct opposite of formal education procedure. Informal education does not relate to an organized and methodical setting of education, rather, it is home based and relates to individuals in their local community.

### **5. Language**

A scholar Neves (2011) viewed language as a method of illustration that allows people to encrypt and communicate meaning through the production and combination of signs. Language is a system of communication which is centered on words and the combination of words to form sentences.

### **5. Mother tongue**

Mother tongue is viewed as the linguistic an individual acquires from birth. This can be observed as the language a child obtains first and in which he/she begins the initial spoken communication. Scholars observed mother tongues the first language a child acquires in his/her community.

### **Theoretical Review**

Vygotsky was born in Russia in the year 1896 to the Jewish family. He had attention to history, philosophy and language studies. The concept sociocultural learning theory was first developed by Lev Vygotsky. Kozulin (2002) affirm that Vygotsky's research got acknowledgement predominantly after his death. He used most of his vigor to the description of sociocultural learning theory and this theory has become the best part of his research work.

There is misperception among novice scholars between Vygotsky's (1978) sociocultural learning theory and the social constructivism. One school of thought says that there is no dissimilarity between the two theories, whereas another school of thought believes that there are discrepancies between the theories. Researchers like Packer and Goicoechea (2000) look at social constructivism as an significant of social procedures in individual knowledge structure. In other words, social constructivism is centered on a social ontology that maintains that human agents do not live self-sufficiently from their social surroundings and its cooperatively shared systems of meanings (Risse, 2007).

Conversely, sociocultural standpoints emphasizes on the learning from a traditional perspective and emphasizes the interdependence of social and distinct procedures in the co-construction of knowledge in individual (Packer & Goicoechea, 2000). Sociocultural methodology looks at the traditional boosters as individual and social resources that intermediate between the social and the personal construction of meaning (Vygotsky, 1978).

From all suggestions, it is obvious that there is a feeble discrepancy concerning the two theories. Sociocultural learning theory emphasizes part in progression of cooperative conversations between children and more educated members of the community. That kid absorbs the culture of his/her society (mentality) from the communications. In the perspective of social constructivism, information is independently erected and socially mediated. By partaking in a comprehensive variety

of undertakings with others, pupils apply (internalize) the consequences produced by working together, these consequences could comprise both novel approaches and knowledge (Fosnot, 2013).

However there is a familiarity and interrelationship existing between sociocultural learning and social constructivism theories, I decided to implement sociocultural learning as the main theory for this paper. Palincsar (2005) contends that the two theories connect and are by no means disconnected. The dynamics of learning among pre-primary school pupils are conceptualized around the intermingled concepts of involvement and acquisition. Sfard (1998, p.5) perceive "in modern time educational study is trapped between two metaphors, the acquirement metaphor and the involvement metaphor." It is appropriate to say that the acquirement metaphor characterizes education in terms of knowledge gain and concept development. In the perspective of the involvement metaphor, it is characterized in terms of involvement in the activity of a society.

Moreover, Sfard (1998) emphasize that concentrating completely on one metaphor and disregarding or ignoring the other may lead to theoretical falsifications. For example, exclusive dependency on the acquirement metaphor may lead to the philosophical quandary of trying to elucidate how people can attain knowledge of something that is unknown to them. Conversely, exclusive dependency on the involvement metaphor can make explaining how knowledge is produced across contextual borders challenging. Sfard (1998) say that the acquirement and involvement metaphors give corresponding accounts of learning.

### **Early Childhood Education in Nigeria**

In Nigeria, the history of early childhood education began in 19th century with the coming of Christian missionaries who brought with them formal education of the Western world. According to Fafunwa (1974) the initial method of early childhood education in Nigeria was organised by church members particularly wives of missionaries who spend their time teaching and taking care of children.

They sustained this for about an hour every Sunday when parents were attending church service. Meanwhile the attendance of these services was never regular, children never concluded a programme, also particularly because there was no formal syllabus up until the missionaries started founding schools (Fafunwa, 1974). Akinbote, Oduolowu, and Lawal (2001) contend that the initial or earliest church-based schools were in reality formal schools operating in numerous informal backgrounds. And the teachers who were committed to these schools were generally skilled or qualified members of the church who had been trained in teaching the bible study and possess full or credible knowledge of the scriptures to the class. These classes often took place on Sundays between 10 to 11 a.m. The teachers frequently began by presenting several short choruses, after which they lead prayers sessions before continuing to teach short stories from the bible. These lessons regularly ended with assessment, which included of question-and-answer sessions. The pupils frequently appreciated these teachings because it was basically learner centered and full of actions like hand clapping, singing and drama. After more than a few Sundays, these schools regularly change to pre-primary schools or nursery schools as some called it. These schools then began on Mondays, finished on Fridays for about four hours every day, and were taught by women with inadequate education. Pupils or learners in these schools were typically children of church members, even though the children of a few non-members were admitted (Oduolowu, 2003).

There was no formal age for schooling at this level since children were admitted from the age of one to seven. The syllabus of these schools focused largely on bible doctrines and values, which established the core of missionary work. To improve the comprehension of the scriptures and to make novel meaning basic arithmetic or mathematics, memorization and songs constituted part of the content. As the classes went on, the pupils were consequently promoted to primary schools which were created as the needs arise or as the schools became bigger and pupils progressed (Oduolowu, 2003). These early childhood education and care centres became child-minding facilities for parents most of whom were farmers who daily went to their farms and needed people to take care of their children or worked outside of their immediate environment since particularly because of low levels of

development. Oduolowu (2003) enunciates that as time went on other preschools were established Government Reservation Areas for the children of Europeans living in such areas as well the few elite Nigerians who had grown along the ranks. But with the arrival of independence, there was economic changes which resulted to the creation and development of several new schools as more and more Nigerians desired to be educated and imitate the models of their colonial masters.

Moreover, the increase in women involvement and job quarters for women generated further needs for early childhood education and care centre. The practice of hiring maids, and leaving children with grandmothers had grown out of fashion as more and more women wanted to show case themselves as educated and advance the course of feminism (Oduolowu, 2003). Obanya (2002) further contends that preschool has progressively grown popular in Nigeria as a consequence of the cumulative enlightenment of the benefits connected with early childhood education. With the increasing acceptance of preschool, the Nigerian government took numerous steps to maximize the advantages of preschool both for the nation and for the people. These steps in the early days climaxed in three National Policy on Education policies (NPE, 2004).

On the other hand, Gabriel (2013) argues that government struggles in improving early childhood education ended at policy level with little or no real-world applications made towards improving the discipline. Oduolowu (2003) adding to this, further theories that the cost implication of progressing early childhood education as well as the global economic crunch of the late eighties and early nineties made government spending on early childhood education difficult. The rippling effects of HIV/AIDS and other diseases like malaria, military coups, and military rule had upsetting influences on developing nations. Oluwafemi, Nma, Osita, and Olugbenga (2014) and Newman and Obed (2015) argue that the present National Policy on Education (2013) in Nigeria makes numerous provision for early childhood education. This section of the policy, which relates to preschool, encourages contribution from both the private sector and diverse communities to contribute towards the improvement of this discipline. The policy summaries nine point agenda for the early childhood education. NPE (2013) summaries numerous ideas about the philosophy of education in Nigeria. It opinions that education in Nigeria intend to empowering Nigerians to live in unity and concord as unbreakable, undividable, independent and democratic country build on philosophies of fairness, impartiality and liberty. It also seeks to encourage unity in Africa as well as world peace through practical understanding. The philosophy of education is built on five basic believes that:

- a) Education is an instrument for social change and national development,
- ii) Education is vital in promoting a united and progressive nation,
- iii) Education brings to the lime light the creative skills and potentials of citizens for self-actualisation and society development,
- iv) Education is the right of every citizen of Nigeria regardless of his or her social status, gender, colour, religion, tribal origin, or contextual individual challenges.
- v) Education should be functional, of great quality, comprehensive and address the needs of the Nigerian society (National Policy on Education, 2013, p. 1).

Education in Nigeria no matter the level is consequently tailored towards the total development of the individual into a sound and responsible citizen, who would for the development of the nation. From the philosophy of education and the basic believes about education the goals for education in Nigeria are developed. According to the National policy on Education (2013), there are five goals of education in Nigeria and these goals form the backbone of early childhood education in Nigeria. These goals are:

- a) The sound development of the child or individual into a morally patriotic and effective citizen,
- b) The immediate and total incorporation of the individual into the Nigerian community in particular and the world in general,

- c) The provision of educational opportunities which are qualitative, and equally accessed by all citizens of Nigeria at all levels of the social strata, both within and outside the formal education system,
- d) The inculcation of national unity, national consciousness and values in the education system,
- e) And the development of physical, mental, social, and psychological competencies, abilities and skills with which the individual will contribute positively to the wellbeing of the nation (National Policy on Education, 2013, p. 2).

To safeguard the realization of the goals of education in Nigeria, the National Policy on Education (2013) points out several steps the Federal Government of Nigeria must take to facilitate the provision of education as well as the achievement of these goals.

It is consequently clear that the success of childcare and development of early childhood education in Nigeria is dependent on both the parents, government and the private sector or the people responsible for the centers. Maloney et al. (2015) contends that without direct government contribution and funding, the early childhood education would not succeed. Although the NPE makes sufficient provision for government action and intervention, policy most often nose-dives to be translated into practice. Ejieh (2006) contends that because of funding challenges, little government subsidy and community input, most early childhood education centers function as a manifold unit, that is both formal and informal education spanning from childcare and development of early childhood education and pre-primary.

Oluwafemi et al. (2014) contends that only a few child-care and or child-minding centers function in such manner and the trend is changing with these institutions operate both childcare and development of early childhood education and pre-primary and later apply for license to operate as childcare and development of early childhood education, pre-primary and primary school. They continue that most of these schools or centers admit children from whatever age their parents are willing to part with them, while others only admit from the ages of two, and later translate to pre-primary or primary school as the case might be between the ages of 4 to 7. The number of children in this centers vary from one to the other and these depends on the place where the centers is located or the teachers who teach in the schools or centers.

## **Conclusion**

This study is very important because it brought to light the concepts of childcare and development of early childhood education and the theoretical framework supporting it. Pre-school children's capability to learn through the language of immediate community or mother tongue does not only preserve the cultural values of the people, but ensuring that learning is permanent in the children. Furthermore, it develops in the children readiness to learn and strengthens their identity.

## **Recommendations**

1. A favorable surroundings should be created to guarantee that the children's physical and emotional conditions are steady for the learning to take place.
2. Furthermore, there should be attitudinal transformation on the part of pre-primary school's teachers to accommodate children.

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# The Essential Role of Teachers in Inclusive Education Settings

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## **Abstract**

*This article explores the crucial role of teachers in fostering inclusive education environments. Inclusive education aims to provide equal opportunities for all students, regardless of their diverse abilities, backgrounds, or learning needs. Teachers play a pivotal role in creating and maintaining inclusive classrooms, as they are responsible for adapting instructional strategies, fostering a positive and supportive learning environment, and addressing individual student needs. The article highlights the importance of teacher training and professional development in equipping educators with the necessary knowledge and skills to effectively implement inclusive practices. It emphasizes the significance of understanding and valuing the unique strengths and challenges of each student, as well as promoting a sense of belonging and acceptance within the classroom. Furthermore, the article discusses the various strategies and approaches that teachers can employ to create an inclusive classroom, such as differentiated instruction, collaborative learning, and the use of assistive technologies. It emphasizes the need for teachers to embrace a flexible mindset and adopt creative teaching methods to cater to the diverse needs of learners.*

*Additionally, the article emphasizes the role of teachers as advocates for inclusive education, both within the school community and on a broader societal level. By actively promoting inclusive practices and challenging discriminatory attitudes, teachers can contribute to the creation of a more inclusive and equitable education system. In conclusion, this article underscores the essential role of teachers in inclusive education settings. Through their dedication, creativity, and commitment to meeting the needs of all students, teachers have the power to create a transformative educational experience that celebrates diversity, fosters inclusivity, and empowers every learner to reach their full potential.*

**Keywords:** Teacher, Inclusive education, Inclusive classroom, Learning environment, Teaching method

## **Introduction**

Inclusive education is an approach that emphasizes educational equity and access for all students, regardless of their abilities or disabilities. The goal of such an approach is to enable students with diverse needs and backgrounds to learn together in the same classroom environment. Teachers play an indispensable role in creating and fostering inclusive education settings, ensuring that every student thrives and reaches their full potential. This article explores the fundamental role of teachers in inclusive education settings and highlights the importance of their continuous professional development in this context.

## **Understanding the Diversity in the Classroom**

Diversity in the classroom refers to the presence of students with a wide range of backgrounds, characteristics, and experiences. This encompasses differences in race, ethnicity, gender, socio-economic status, abilities, languages, and more. The concept acknowledges that students bring unique

perspectives and cultural contexts to the learning environment. Recognizing and appreciating this diversity is essential for creating inclusive educational spaces that cater to the varied needs of students (Banks, 2015). Diversity within the classroom is a multifaceted and dynamic aspect of contemporary education that significantly influences the teaching and learning experience. As classrooms become increasingly heterogeneous, incorporating students with diverse backgrounds, experiences, and characteristics, educators face the imperative of understanding and embracing this diversity. The recognition and appreciation of differences, including but not limited to race, ethnicity, gender, socio-economic status, and abilities, are essential for creating an inclusive and effective learning environment.

The landscape of classrooms worldwide has evolved significantly, witnessing a rich tapestry of diversity among students. This diversity encompasses a myriad of dimensions, including cultural, linguistic, socio-economic, and cognitive differences, among others. The changing demographics in educational settings underscore the importance of recognizing and understanding this diversity. A foundational understanding of the background of diversity in the classroom involves appreciating the unique experiences and perspectives that each student brings to the learning environment. The shift towards diverse classrooms is influenced by broader societal changes, such as globalization and migration patterns, impacting the composition of student populations (Banks, 2015). This shift necessitates a departure from traditional, homogenous teaching approaches towards strategies that acknowledge and embrace differences. The educational community has responded with a growing body of research and literature that emphasizes the value of diversity in fostering enriched learning experiences for all students. Furthermore, historical and sociological factors contribute to disparities in educational access and outcomes, making it imperative for educators to address issues related to equity and inclusion. Recognizing the historical context and social dynamics that shape diverse classrooms is crucial for designing effective pedagogical practices that cater to the needs of a heterogeneous student body (Ladson-Billings, 1994).

### **The importance of Inclusive Teaching**

The landscape of education is undergoing a transformative shift, placing increased emphasis on the importance of inclusive teaching. Inclusive teaching, as a pedagogical philosophy, seeks to create learning environments that accommodate and celebrate the diversity of all students. Historically, educational systems have grappled with issues of exclusion and marginalization based on factors such as race, socioeconomic status, and ability. The move towards inclusive teaching represents a conscientious effort to rectify these disparities, recognizing that a one-size-fits-all approach does not effectively meet the needs of diverse learners (Gravett & Geyser, 2004). The call for inclusive teaching aligns with broader societal shifts toward recognizing the inherent value of diversity. Research indicates that inclusive practices not only contribute to improved academic outcomes but also cultivate social awareness and empathy among students (Tomlinson and Allan, 2000). As technology advances, the concept of universal learning design has gained prominence, advocating for educational environments that are accessible to all students, regardless of individual differences (Rose & Meyer, 2002). Inclusive teaching, a pedagogical approach that embraces diversity and fosters equitable educational opportunities for all students, stands as a cornerstone in modern education. The importance of inclusive teaching extends beyond accommodating differences in race, ethnicity, and abilities; it encompasses a commitment to creating an environment where every learner, regardless of background, feels valued and supported. Inclusive teaching holds paramount importance in education, contributing to positive outcomes for both students and society at large. Various authors highlighted the followings as the importance of inclusive teaching. They include:

- 1. Equity and Access:** Inclusive teaching ensures that all students, regardless of their background, abilities, or learning styles, have equal access to educational opportunities. It promotes fairness in education, reducing disparities based on socio-economic status or other factors (Tomlinson and Allan, 2000).



2. **Diverse Perspectives and Learning Styles:** Embracing inclusivity acknowledges and values the diversity of perspectives and learning styles within a classroom. This diversity enriches the educational experience, fostering a dynamic and vibrant learning environment (Gravett & Geysler, 2004).
3. **Academic Success:** Research suggests that inclusive teaching practices positively impact academic success for all students, including those with diverse needs. It promotes differentiated instruction, ensuring that each learner is appropriately challenged and supported (Tomlinson & Allan, 2000).
4. **Social Awareness and Empathy:** Inclusive teaching cultivates social awareness and empathy among students. Exposure to diverse backgrounds and experiences encourages understanding and respect, contributing to the development of socially conscious individuals (Rose & Meyer, 2002).
5. **Preparation for a Global Society:** Inclusive teaching prepares students for a globalized world where collaboration and understanding of diverse cultures are essential. It equips learners with the skills needed to navigate and contribute to an interconnected and diverse society (Tomlinson & Allan, 2000).

### **Roles and responsibilities of an inclusive educator**

The roles and responsibilities of an inclusive educator are multifaceted, encompassing a commitment to creating an accessible and supportive learning environment for all students. The following authors mentioned the following as roles of an inclusive educator:

1. **Differentiated Instruction:** Inclusive educators employ differentiated instruction strategies to meet the diverse learning needs of students (Tomlinson & Allan, 2000). This involves adapting teaching methods, content, and assessment to accommodate varying abilities and learning styles.
2. **Culturally Responsive Teaching:** Embracing cultural responsiveness, inclusive educators recognize and incorporate diverse cultural perspectives into the curriculum (Gay, 2018). This fosters an inclusive atmosphere that values and respects the cultural backgrounds of all students.
3. **Collaboration and Communication:** Inclusive educators collaborate with other professionals, such as special education teachers and support staff, to address individual student needs effectively (Friend and Cook, 2016). Open communication with parents and caregivers is also crucial for understanding students' unique requirements.
4. **Universal Design for Learning (UDL):** Implementing principles of Universal Design for Learning, inclusive educators create lessons and materials that are accessible to all students, minimizing the need for subsequent modifications (Rose and Meyer, 2002).
5. **Creating a Positive Classroom Climate:** Fostering a positive and inclusive classroom climate involves promoting respect, empathy, and a sense of belonging for every student (Banks, 2015). Inclusive educators actively work to prevent bullying and discrimination.
6. **Professional Development:** Inclusive educators engage in continuous professional development to stay informed about the latest inclusive teaching practices, educational technologies, and strategies for supporting diverse learners (Friend and Cook, 2016).

### **Creating a supportive learning environment**

Establishing a supportive learning environment is a foundational pillar of effective education, recognizing that the classroom atmosphere plays a pivotal role in shaping students' academic and socio-emotional outcomes. The quest for creating a supportive learning environment stems from the recognition that the context in which education occurs profoundly influences student outcomes. The research underscores the pivotal role of the learning environment in shaping not only academic achievement but also students' emotional well-being and engagement with the educational process.

Fraser and Fisher (1982) pioneered studies exploring the connection between students' perceptions of the classroom environment and their academic performance. Their work highlighted the significance of a positive and supportive psychosocial environment in fostering favourable outcomes for learners. A classroom where students feel safe, respected, and connected has been consistently associated with increased motivation, participation, and overall satisfaction with the learning experience. The sense of belonging to the school community has emerged as a critical factor in students' academic and social development (Ma, 2003). When students feel a connection to their learning environment, they are more likely to engage actively in the educational process and experience a positive impact on their academic success.

Moreover, as educators and researchers delve deeper into the social and emotional dimensions of learning, the role of a supportive environment becomes even more pronounced. Rimm-Kaufman and Hulleman (2015) emphasise the importance of social and emotional learning in elementary school settings, emphasising its role in creating a positive context for both academic and personal development. Creating a supportive learning environment involves a multifaceted approach that considers both the physical and psychosocial aspects of the classroom. The following are the key strategies for creating an inclusive environment:

- 1. Positive Teacher-Student Relationships:** Foster positive and trusting relationships between teachers and students. Research indicates that strong teacher-student relationships contribute to a supportive learning environment (Roorda, Koomen, Spilt & Oort, 2011).
- 2. Clear Expectations and Consistency:** Establish clear expectations for behavior and academic performance. Consistency in enforcing rules and expectations creates a sense of stability, promoting a positive classroom climate (Marzano & Marzano, 2003).
- 3. Inclusive and Collaborative Practices:** Embrace inclusive teaching practices that accommodate diverse learning needs. Encourage collaboration among students, promoting a sense of community and shared learning (Banks, 2015).
- 4. Physical Environment:** Arrange the physical space to be conducive to learning, with considerations for comfort, accessibility, and organization (Fraser, 1994). A well-designed classroom positively influences student engagement and behavior.
- 5. Promote a Growth Mindset:** Encourage a growth mindset where students perceive challenges as opportunities for learning and improvement (Dweck, 2006). This mindset fosters resilience and a positive attitude toward learning.
- 6. Address Social and Emotional Learning (SEL):** Incorporate social and emotional learning activities into the curriculum. SEL programs enhance students' emotional intelligence, self-awareness, and interpersonal skills (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011).
- 7. Regular Feedback and Support:** Provide constructive feedback and support for students' academic and personal growth. Timely and specific feedback helps students understand their progress and areas for improvement (Hattie and Timperley, 2007).

#### **Professional Development for Inclusive Educators**

Professional development for inclusive educators is essential to equip them with the knowledge and skills necessary to create effective and equitable learning environments. The followings are the various professional development for inclusive teachers according to different authors. They include:

- 1. Understanding Diversity and Inclusion:** Professional development should begin with a deep understanding of diversity, inclusion, and the various factors that contribute to a heterogeneous student population (Forlin, 2010). This foundation is crucial for shaping inclusive attitudes and practices.

2. **Differentiated Instruction:** Educators need training in differentiated instruction to adapt teaching methods to meet the diverse learning needs of students (Tomlinson, 2001). This involves tailoring content, processes, and products to accommodate varying readiness levels, interests, and learning profiles.
3. **Culturally Responsive Teaching:** Training in culturally responsive teaching helps educators recognize and incorporate diverse cultural perspectives into their teaching practices (Gay, 2018). This enhances engagement and promotes a positive learning experience for all students.
4. **Universal Design for Learning (UDL):** Professional development should introduce educators to the principles of Universal Design for Learning, emphasizing the creation of flexible learning environments accessible to all students, regardless of their abilities (Rose and Meyer, 2002).
5. **Collaborative Practices:** Encouraging collaboration among educators, special education professionals, and support staff is crucial. Professional development sessions can provide strategies for effective collaboration to address the diverse needs of students (Friend and Cook, 2016).  
**Inclusive Assessment Practices:** Educators should be trained in inclusive assessment practices that consider diverse abilities and provide fair evaluation methods (Kloo and Zigmond, 2008). This ensures that assessments accurately reflect students' understanding and progress.
6. **Behavioral Strategies:** Training in positive behavioral support strategies equips educators to create a positive classroom climate and address behavioral challenges effectively (Kauffman, McGee and Brigham, 2004).
7. **Ongoing Learning Opportunities:** Professional development should be ongoing, allowing educators to stay updated on the latest research, inclusive practices, and educational technologies. This can be facilitated through workshops, conferences, and collaborative learning communities.

### **Adapting Teaching Strategies for Diverse Learners**

In the dynamic landscape of education, the call to adapt teaching strategies for diverse learners resonates as a fundamental imperative. Recognising that students bring a myriad of backgrounds, abilities, and learning styles to the classroom, educators are tasked with creating inclusive and effective instructional approaches. The educational landscape is marked by the rich diversity of learners who bring varying experiences, abilities, and cultural contexts into the classroom. Acknowledging and responding to this diversity through adapted teaching strategies is integral to fostering inclusive and equitable educational environments. Historically, education systems primarily adhered to a one-size-fits-all model, assuming uniformity in students' learning styles and abilities. However, a growing body of research, including the pioneering work of Tomlinson and Allan (2000), underscores the limitations of such an approach. Their advocacy for differentiated instruction emphasises the necessity of adapting teaching methods to accommodate diverse learners, considering factors such as readiness, interest, and learning profile.

Culturally responsive teaching, as highlighted by Gay (2018), further emphasizes the importance of recognizing and incorporating students' cultural backgrounds into the learning process. This approach not only validates diverse perspectives but also enhances students' engagement and academic success. Moreover, the concept of Universal Design for Learning (UDL), as proposed by Rose and Meyer (2002), advocates for designing instruction that is accessible to all students from the outset, minimizing the need for subsequent adaptations. UDL principles promote flexibility in how information is presented, how students can express their understanding, and how they can engage with learning materials.

### **Challenges in Inclusive Education Setting**

In inclusive education, promoting diversity and equity, comes with its set of challenges. Understanding and addressing these challenges are essential for creating effective inclusive learning environments. The following authors highlighted some of the challenges encountered in inclusive education. They are:

- 1. Diverse Learning Needs:** The heterogeneity of students in inclusive classrooms brings varying learning needs. Adapting teaching strategies to accommodate diverse abilities and learning styles is a continual challenge (Kauffman, McGee and Brigham, 2004).
- 2. Limited Resources:** Inclusive education often requires additional resources, including specialized personnel, materials, and support services. Limited resources can hinder the implementation of inclusive practices (Sailor, 2001).
- 3. Teacher Preparedness:** Educators may face challenges in being adequately prepared to address the diverse needs of students with disabilities or different learning styles. Professional development is crucial but can be limited (Forlin, Loreman, Sharma & Earle, 2009).
- 4. Attitudinal Barriers:** Negative attitudes and lack of understanding among students, teachers, and parents can create barriers to inclusion. Overcoming stereotypes and fostering a culture of acceptance is an ongoing challenge (Avramidis & Norwich, 2002).
- 5. Assessment and Evaluation:** Traditional assessment methods may not effectively capture the progress of all students. Developing fair and inclusive assessment strategies that consider diverse abilities and achievements can be challenging (Kloo and Zigmond, 2008).
- 6. Class Size and Composition:** Large class sizes and varying compositions of students can impact the feasibility of providing individualized attention and support. Striking a balance between inclusive practices and manageable class sizes poses a challenge (Scruggs and Mastropieri, 1996).
- 7. Parental Involvement:** Ensuring meaningful parental involvement in the inclusive education process can be challenging. Effective communication and collaboration between teachers and parents are crucial but may face barriers (Bui, Quirk, Almazan and Valenti, 2010).
- 8. Policy and Systemic Challenges:** Inclusive education requires supportive policies and systemic changes. Inconsistent policies and lack of systemic alignment can impede successful implementation (Avramidis and Norwich, 2002).

### **Solutions to Challenges in inclusive education setting**

Addressing the challenges in inclusive education requires a comprehensive and collaborative approach. These solutions, when implemented collectively, contribute to the creation of inclusive education environments that prioritize the diverse needs of all learners. The following authors highlighted solutions to the challenges of inclusive education. They include:

- 1. Professional Development for Educators:** Continuous and targeted professional development programs for educators to enhance their skills in adapting teaching strategies and effectively catering to diverse learning needs (Forlin, 2010).
- 2. Resource Allocation and Support Services:** Adequate allocation of resources, including specialized personnel, materials, and support services, to ensure that schools can meet the diverse needs of students in inclusive settings (Sailor, 2001).
- 3. Universal Design for Learning (UDL):** Implementation of Universal Design for learning principles to create flexible and accessible learning environments that proactively accommodate diverse learning styles and abilities (Rose and Meyer, 2002).

4. **Promoting Positive Attitudes and Awareness:** Conducting awareness campaigns and providing training to promote positive attitudes among students, teachers, and parents, fostering a culture of acceptance and inclusion (Avramidis and Norwich, 2002).
5. **Inclusive Assessment Practices:** Development and adoption of inclusive assessment practices that consider diverse abilities and achievements, ensuring fair evaluation of all students (Kloo and Zigmond, 2008).
6. **Small Class Sizes and Individualized Attention:** Striving for manageable class sizes and utilizing additional support staff to provide individualized attention to students with diverse learning needs (Scruggs and Mastropieri, 1996).
7. **Parental Engagement and Collaboration:** Establishing effective communication channels and fostering collaborative partnerships between teachers and parents, ensuring meaningful parental involvement in the inclusive education process (Bui, Quirk, Almazan and Valenti, 2010).
8. **Policy Reforms and Systemic Alignment:** Advocating for and implementing supportive policies and systemic changes that align with inclusive education principles, ensuring consistency and coherence at all levels (Avramidis and Norwich, 2002).

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# Importance of Inclusive Education in the Nigerian Educational System

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## **Abstract**

*Inclusive education plays a crucial role in enhancing the quality and effectiveness of educational systems in Nigeria. It involves creating a supportive environment accommodating diverse learning needs, ensuring that every student feels included. This approach promotes social cohesion and addresses discrimination, contributing to a more equitable and just society. Additionally, inclusive education equips educators with the skills to cater to a wide range of abilities, ultimately improving academic outcomes and preparing students for a more inclusive workforce.*

## **Introduction**

According to Vanguard News, 7 million youngsters were estimated to be not attending school in 2016 because they were unable to receive a primary education due to a disability state. According to reports, Nigerian primary and secondary schools are not inclusive and are not accessible to students with disabilities. Of the nearly 10 million children in Nigeria who are not in school, seven million make up more than half of them. No matter their social or physical circumstances, all children have a fundamental right to an education. (2020, Vanguard Newspaper). As a result, implementing inclusive learning in the classroom is required, not just a nice bonus included in the policies controlling Nigerian schools' administration.

## **Inclusive Education: What is it?**

Students with various learning styles and physical limitations attend classes with more non-disabled peers when they participate in inclusive education. The UNESCO definition of inclusive education, which addresses all barriers and provides access to high-quality education to suit the unique needs of all learners in the same learning environment, is endorsed by the 2017 National Policy on Inclusive Education. Vulnerable and marginalised groups are addressed by inclusive education, including students who are turned away from or excluded from school, homeless, engaged in child labour, members of minority cultures and religions, including those who speak minority languages, and victims of physical and psychological abuse, growing up in poverty, either culturally or economically; facing health issues, such as impairments or disabilities; learners encountering learning obstacles resulting from factors other than impairments; and learners with social or emotional challenges, such as girls who are pregnant or have recently given birth (Ajuwon & Sykes, 1988).

## **Needs of Special Education**

The 2015 National Policy on Special Needs Education states that people with physical disabilities are not the only ones who can represent themselves as having special needs. Instead, it describes a range of exceptionalities, including learning disabilities, mental health impairments (intellectual disability/intellectual developmental disability), physical or health impairments, behavioural disorders, communication and speech impairments, autism and albinism, at-risk children, and gifted and talented individuals. Teachers must acknowledge that students with disabilities are just as capable of learning

and performing at their best as their peers without impairments. Therefore, all educational activities in the classroom and school setting are expected of these kids; these include field trips, scholarly discussions, athletics, and other relevant activities.

### **Systems of Education in Nigeria**

The structured frameworks and procedures societies set up to support teaching, learning, and knowledge sharing are called the educational system. Usually, these systems include institutions, schools, policies, practices, and curricula intended to educate people at different phases of their lives. Every nation and area have another educational system. Nigeria's educational system comprises primary, secondary, and tertiary levels. The Basic Education program shall consist of six elementary and three junior secondary school years. Senior secondary school lasts three years of secondary education. Universities, polytechnics, and education colleges are all a part of tertiary education.

### **Government Policies on Inclusive Education**

The Nigerian educational system has tried to incorporate inclusive education to serve students with a range of abilities better. Among them are:

1. **Policy Framework:** Nigeria has implemented policies highlighting the value of inclusive education. For example, the Nigerian education policy emphasises that everyone should have equal access to education, regardless of their level of physical or learning disability.
2. **Legislation:** To safeguard the rights of people with disabilities, particularly access to education, the National Commission for Persons with Disabilities Act was ratified in 2019.

The proposed law encourages inclusive teaching methods in classrooms.

3. **Special Needs Education:** Schools or special needs education units have been set up to serve kids with disabilities. These units offer specialised support and resources to facilitate including students with various needs.
4. **Teacher Training:** Efforts have been undertaken to enhance teacher preparation programs, providing teachers with the talents and information required to instruct pupils of varying skill levels. Inclusive teaching strategies are integral components of these programs.
5. **Infrastructure and Accessibility:** Steps have been taken to upgrade infrastructure and increase the accessibility of educational institutions for students with impairments. These measures include considering accessibility features such as ramps, elevators, and restrooms.

### **Inclusive Education Policies**

Access to inclusive education, integration, and special education provisions were promoted in the fourth version of the National Policy on Education, 2004. Civil society mobilisation and technical assistance from the 2008–16 ESSPIN contributed to a change in the educational approach that resulted in the 2017 adoption of the National Policy on Inclusive Education. The National Policy in Inclusive Education, which is based on the idea that inclusive education is a human right, intends to involve pertinent parties in increasing awareness, developing capacity, and providing services in a way that offers standardised, outstanding and accessible education for every individual, regardless of age, nationality, ethnicity, sex, or disability.

Its eight strategies include ensuring accessibility, establishing a suitable and safe learning environment, enhancing teacher preparation, modifying curricula and learning resources, and renovating and modernising special schools to function as resource centres. It also includes implementation instructions for appropriate planning and monitoring for federal and state stakeholders. Nigerian states have been asked to domesticate the central tenet of the National Policy on Inclusive Education since 2018. A new federal policy supporting a similarly wide-ranging vision of



inclusive education was endorsed earlier than the plans of at least five states, including Enugu, Kaduna, Kwara, and Lagos.

In 2015, Enugu implemented an inclusive education policy at the state level to align with the federal policy. Working with the Albino Foundation, Kwara State has successfully implemented an inclusive education strategy that has reduced prejudice against albino students in classrooms. In Kaduna State, the focus is on improved access to education for marginalised boys and girls, as well as the integration of disabled children into regular classrooms. Almajiri provides services to both students and homeless or migrant children, addressing specific educational needs, especially those of children with albinism.

### **Importance of Inclusive Education to Nigerian Educational System**

There are several advantages to having students with special needs in the same classroom and learning environment as other students. Over time, inclusive education has gained importance and is now a crucial system that needs to be implemented in the school. Eight reasons why inclusive education is essential in Nigeria's educational system are listed below;

#### **1. Development of a Positive Perception of Themselves**

Children learn to accept variety when they attend educational environments that accurately portray the similarities and differences that exist in the world. A child's education must expose them to life outside of the classroom. Engaging in play and education with kids from diverse backgrounds and skill sets fosters children's development and comprehension of individuals who possess distinct talents owing to physical, social, or other obstacles. A culture of mutual respect also develops when kids are free to play together without being separated.

#### **2. Healthy Friendship Development;**

Outside of the classroom, Through the education and learning that schools provide, students form friendships and develop social skills. Encouraging children with special needs to interact with peers in a school environment helps them feel included and broadens their social circle.

#### **3. Realisation of Parents' Dreams**

Every parent wants the best for their child—a healthy, happy life, peer acceptance, and education. A special needs child's academic performance, personality, and parents' expectations all improve when they are allowed to engage and learn alongside other students in the school. Incorporating inclusive education into the classroom will lessen stigma and support these students in reaching their full potential.

#### **4. Parental Involvement in Education**

Active parental involvement in their child's education and other school-related activities is encouraged by inclusive education. When their kids participate in debates, trivia contests, athletics, and other activities, parents adore watching them perform. As parents get more involved in the school program, it also motivates them to give the school a more substantial commitment.

#### **5. A Basis for an Inclusive Society**

6. A community that values and incorporates inclusive education will inevitably instil the same inclusive culture in the notions of civic engagement in the youth, giving them the information, abilities, and values to include others who are different from them. Our future society is built on that foundation. People with exceptional needs have the potential to lead public initiatives and programs.

## 7. Development of Leadership Skills

It comes naturally to students in inclusive education classrooms and learning environments to care for one another. In certain instances, kids take a stand to defend their friends who are being bullied. Naturally, this might result in leadership abilities. When students with different skills execute roles and functions, they would not often be exposed to if they were separated, the school environment promotes self-discovery.

## 8. A Broader Range of Learning Methods;

Teachers and staff are more adaptable when creating lesson plans and instructional materials in an inclusive education system. You can use non-traditional tools to make learning more engaging and accessible, such as audio, video, kinesthetic, and even multimedia. Even pupils without disabilities can learn more quickly by doing this.

## 9. Better academic Performance

Studies have indicated that collaborative learning among students enhances their academic performance. Students have high expectations for themselves because there are people in the classroom with different skill levels. While some students with impairments voluntarily set lofty goals for themselves, others push themselves to accomplish them at the highest level, like their peers. (UNESCO, 2020).

## Conclusion

Inclusive special needs kids in regular classes are one of the significant reforms the Nigerian educational system is experiencing. Eliminating all superstitious notions about disability is crucial as a first step toward guaranteeing sustained success, as these beliefs have long prevented people with disabilities from participating in education and society. Inclusive education is essential in Nigeria's educational system and offers several advantages. It allows kids with special needs to interact and learn with other students without excluding them from doing so. Like all kids, they ought to receive a top-notch education. Bright and intellectual students with special needs need to be in a classroom with other students to develop social skills.

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# Understanding and Addressing Obstacles to Inclusive Education: A Study on Identifying Physical and Attitudinal Barriers to School Access for Children with Disabilities in Ibadan

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## **Abstract**

*This research was carried out to understand and address the physical and attitudinal barriers to school access for children with disabilities in Ibadan. The descriptive research of the survey type was used to answer 2 research questions. A self-prepared questionnaire was used to obtain relevant data that was analysed using standard deviation, mean values and criterion mean. The study reveals physical and attitudinal barriers to school access for children with disabilities in Ibadan, including inadequate infrastructure, lack of transportation, and inadequate classroom furniture, emphasizing the need for inclusive education. It was recommended that the government should invest in educational infrastructure, launch awareness campaigns, support teachers with hearing impairments, and incorporate assistive devices for inclusive learning.*

**Keywords:** Inclusive Education, Physical barrier, Attitudinal barrier, School access, Children with disabilities

## **Introduction**

Education is generally accepted as a universal human right and no child should be left behind. Aruldas, Roshan, Johnson, Musendo, Arpudharangam, Walson, Shakespeare, and Sitara (2023) expressed that the education of children with disabilities holds significant implications for individuals, households, communities, and nations, offering a gateway to increased future earnings, enhanced health outcomes, and overall well-being. It is identified in numerous national and international laws, including the Sustainable Development Goal 4, equitable access to quality, inclusive education for all children remains a global priority. Meanwhile, about 240 million children with disabilities (CWDs) face exclusion from educational benefits globally, encountering lower attendance rates, hindered progression to higher education levels, and diminished overall attainment compared to their peers without disabilities, particularly in low-income countries. The authors stated that while there has been a notable rise in primary school enrollment of children with disabilities, persistent barriers persist, encompassing institutional, community, and household-level challenges, including inadequate resources, inaccessible facilities, negative attitudes, and socioeconomic constraints.

Giavrimis (2019) posited that the rationale for educating children with disabilities evolved, through legislative shifts and societal perceptions. For instance, Greek law did not address disabilities in education legislation until 1981. However, subsequent legal efforts aimed to integrate individuals with disabilities into the educational system, initially through laws defining "people with disabilities" as those having physical, mental, or psychological conditions impeding general or vocational education. Despite subsequent laws emphasizing educational integration and providing access, inadequacies persisted, leading to inequalities and exclusion from quality education for individuals with disabilities. Not only that, challenges persisted due to financial constraints, limited resources, insufficient

infrastructure, and inadequately trained educators, contributing to the perpetuation of social inequalities and marginalisation. Consequently, families of individuals with disabilities often face difficulties accessing quality education and support services.

According to Singal (2016), the education of CWDs has gained prominent recognition within international discourse, notably underscored in the Sustainable Development Goals. The author provided evidence that children with disabilities experience the lowest rates of school completion. Similarly, they are significantly more likely to be absent from school than their peers without disabilities. In conclusion, the rationale for educating CWDs stems from global commitments to inclusive education, reflected in national policies aiming to address the educational needs of this marginalized group. Bucknor (2018) posited that inclusive education encompasses multifaceted dimensions aimed at ensuring equitable learning opportunities for all students within the educational environment. It indicates creating schools that are welcoming to an array of cultural, religious, ethnic, and socio-economic backgrounds, as well as enabling access for marginalized populations, including girls, linguistic minorities, gypsy children, economically disadvantaged children, and those with disabilities. The concept covers both physical accessibility, such as making schools wheelchair-friendly, and universal accessibility to learning for every student regardless of their background. Inclusive education nurtures the belief that each child should have the opportunity to achieve their highest learning potential irrespective of their circumstances. Meanwhile, its interpretation varies widely, with definitions ranging from merely placing students with special needs in regular classrooms to more comprehensive approaches involving differentiated instruction and fostering an environment valuing all students' contributions. In addition, it aims to eliminate social exclusion through a thorough understanding of factors contributing to marginalization and proactive efforts to address these issues.

Bucknor (2018) further expressed that the underlying principle of inclusive education includes recognizing the diverse needs of all students, the responsibility of the education system to be responsive to these needs, providing high standards of curriculum and instruction, ensuring an accessible environment, and fostering progress within schools and communities toward an inclusive society. Each facet forms the holistic understanding of inclusive education, representing its fundamental essence as an endeavour to provide comprehensive, equitable, and accessible education for all students, regardless of their individualities and backgrounds

Kavkler, Babuder and Magajna, (2015) noted that the UN Convention on the Rights of the Child amplifies the fundamental rights of all children, including those with disabilities to education. However, despite global advocacy, children with disabilities (CWDs) confront discrimination and marginalisation within various societal contexts (including the school), enduring undervaluation of their strengths and neglect of their educational needs. They added that there has been a discrepancy in the approaches to treating and integrating CWDs. Of all the models social model prioritizes adapting environments to accommodate these children, emphasising inclusivity in both social and educational settings. Moreover, there is a link between inclusive education and the overall quality of education and the creation of a fair and diverse society. Yet, effecting substantial changes in their schooling necessitates sustained efforts, acknowledging that inclusion is not merely a programme but a way of fostering coexistence where everyone feels valued and connected to their community. Establishing child-centered school environments forms the bedrock for a society that respects diversity, enabling the optimal development of each individual. In addition, inclusive education not only helps reduce prejudices among peers towards CWD but also prompts school teams to address educational barriers faced by all children, recognizing the amplified challenges encountered by the children.

Arthur (2023) opined that the inclusion of persons with disabilities within schools has strong philosophical backing. However, numerous barriers hindered comprehensive implementation. Financial constraints emerged as the first and primary barrier, alongside a lack of teacher training and experience in working with students with disabilities, and teachers' attitudes toward inclusion. Financial limitations hinder the creation and sustainment of inclusive programmes, compelling schools to address funding shortfalls by resorting to various means such as additional fees, grants, and self-

initiated fundraisers. Also prominent as a form of barrier is the belief in the acceptability of separate but equal education alone, overlooking the Least Restrictive Environment clause in the Individuals with Disabilities Education Act.

Xue, Chai, Zhu, Yao, Yan and Fu. (2023) on the discourse of inclusive education emphasized the imperative right of all children, including those with disabilities, to receive fair, non-discriminatory, and high-quality education within the same learning environment. They expressed that the inclusive model involves efforts to integrate CWD into regular classrooms. However, the effective implementation of inclusive education faces challenges like declining student numbers and questions about its teaching efficacy. The authors acknowledged the importance of high-quality inclusive education, particularly in enhancing learning outcomes, attention has turned towards the realm of inclusive physical education.

As per Delgado-Gil, Mendoza-Muñoz, Galán-Arroyo, Denche-Zamorano, Adsuar, Mañanas-Iglesias, Castillo-Paredes and Rojo-Ramos (2023), attitudinal barriers pose significant challenges to the access of children with disabilities to mainstream schools. Negative attitudes among typically developing peers towards students with disabilities can create social exclusion and discomfort, influencing the overall school experience of children with disabilities. Typically developing students exhibiting negative attitudes may display signs of discomfort, avoidance of interaction, or negative body language when engaging with classmates with disabilities. These attitudes contribute to an environment that can make children with disabilities feel unwelcome or excluded, potentially leading parents to opt for special schools over mainstream schools. This preference arises from concerns about their children's social integration and the perceived exclusion they face due to negative attitudes displayed by their non-disabled peers in mainstream educational settings.

Moreover, in Physical Education classes, students with disabilities often encounter social isolation, bullying, and limited participation in activities due to the negative attitudes and behaviours of their non-disabled classmates. Hence, fostering positive attitudes among non-disabled children, encouraging inclusive behaviours, and promoting willingness to engage and play with peers with disabilities are crucial steps toward fostering acceptance and respect within school environments. By promoting social interactions and fostering positive attitudes, inclusive physical education settings can significantly enhance the self-esteem, socialization, and physical self-concept of students with disabilities, facilitating the development of friendships between typically developing classmates and their peers with disabilities.

Long and Guo (2023), emphasised that physical barriers encompass various aspects, such as inadequate infrastructure lacking wheelchair ramps, elevators, or accessible restrooms, making it challenging for children with mobility impairments to navigate school premises independently. Additionally, inaccessible classroom furniture or learning materials can hinder their engagement in educational activities. Limited or insufficient assistive technologies and devices further restrict their access to information and participation in classroom interactions. These physical barriers not only obstruct a child's ability to move freely within the school environment but also limit their access to educational content and social interactions, exacerbating the challenges they face in fully participating in the school community and fostering a sense of belonging.

Addressing the attitudinal and physical barriers to schooling access is crucial to ensuring equitable access and promoting the inclusion and participation of children with disabilities in school settings. It was against this background that this study was carried out.

### **Purpose of the Study**

The general purpose of this study was to identify physical and attitudinal barriers hindering school access for children with disabilities in Ibadan. Specific purposes included:

1. to identify some of the physical and attitudinal barriers hindering school access for children with disabilities in Ibadan
2. to identify what ways physical and attitudinal barriers hinder school access for children with disabilities in Ibadan

## Research Questions

The following research questions were raised and answered for this study:

1. What are some of the physical and attitudinal barriers to school access among children with disabilities in Ibadan?
2. In what ways do physical and attitudinal barriers influence school access among children with disabilities in Ibadan?

## Methodology

### Research Design

A descriptive research design of the survey type was used to identify the physical and attitudinal barriers hindering school access for children with disabilities in Ibadan. This methodology allowed the researchers to collect relevant information without any manipulation. Data was collected based on the perceptions of the teachers of children with disabilities in Ibadan.

**Population and Sample** The population for the study comprised all the teachers of children with disabilities in Ibadan. Purposive random sampling was used to select 30 teachers from Methodist Grammar School, Bodija Oju-Irin Ibadan, Chesire (Home) High School Ibadan, and Early Development and Learning Centre, Ibadan. 10 teachers from each school were selected randomly to make a sample of 30.

### Instrument for Data Collection

The researchers used a self-prepared Physical and Attitudinal Barriers and School Access Questionnaire to obtain data for this study. The questionnaire encompassed items that covered the conceptual scope and purpose of the study. pilot testing was carried out and the reliability and validity coefficient of the instrument was established at 0.93 and 0.78 respectively by experts in the field of test and measurement.

## RESULTS

**Research question 1:** What are some of the physical attitudinal barriers to school access among children with disabilities in Ibadan.

**Table 1: Response to Items on Physical and Attitudinal Barriers to School Access**

S/N.	Items on Physical Barriers to School Accessibility	Mean	SD
1.	Inadequate Infrastructure poses a hindrance to school access among children with disabilities	3.97	0.80
2.	Lack of accessible transportation poses physical barriers to school access among children with disabilities	3.50	0.74
3.	Absence of assistive devices poses physical barriers to school access among children with disabilities	3.42	0.70
4.	Unsuitable classroom furniture and layouts constitute physical barriers to school access for children with disabilities	3.53	0.70
5.	Limited physical accessibility in school buildings causes physical barriers to school access among children with disabilities	3.52	0.69
	<b>Items on Attitudinal Barriers to School Access</b>		

7.	Lack of awareness and understanding of disabilities poses attitudinal barriers to school access among children with disabilities	3.10	0.65
8.	Negative Stereotypes and prejudices cause attitudinal barriers to school access among children with disabilities	2.99	0.98
9.	Discriminatory behaviour by peers or staff poses attitudinal barriers to school access among children with disabilities ability	2.80	0.95
10.	Low expectations for academic achievement pose attitudinal barriers to school access among children with disabilities	3.55	0.81
Weighted mean = 3.01			
Criterion mean = 2.50			

Table 2 provides a comprehensive overview of the identified physical barriers to school access for children with disabilities in Ibadan. Respondents identified several physical and attitudinal barriers that significantly impede access, notably highlighting inadequate infrastructure, lack of accessible transportation, absence of assistive devices, unsuitable classroom furniture, and limited physical accessibility in school buildings. These findings also identified attitudinal barriers, such as lack of awareness and understanding of disabilities, negative stereotypes, discriminatory behaviours by peers or staff, and low expectations for academic achievement as key barriers. The weighted mean of physical and attitudinal barriers was calculated to be 3.01, exceeding the criterion mean of 2.50, indicating a collective agreement on the identified physical and attitudinal barriers to school access for children with disabilities

**Research question 2:** In what ways do physical and attitudinal barriers influence school access among children with disabilities in Ibadan?

**Table 2: Response to Items on Physical and Attitudinal Barriers to School Access**

S/N	Items on the Ways Physical and Attitudinal Barriers Influence School Accessibility	Mean	SD
1.	Physical and attitudinal barriers limit participation in learning activities among children with disabilities	3.90	0.80
2.	Physical and attitudinal barriers lead to reduced social integration and peer Interaction:	3.80	0.74
3.	Physical and attitudinal barriers lead to higher non-attendance at school among children with hearing impairment	3.87	0.70
4.	Physical and attitudinal barriers lead to restricted skill development among children with disabilities Higher	3.83	0.70
5.	Physical and attitudinal barriers lead to decreased self-esteem and confidence among children with disabilities	3.93	0.66
Weighted mean =3.86			
Criterion mean = 2.50			

Table 2 presents a comprehensive insight into how both physical and attitudinal barriers significantly shape the school access of children with disabilities in Ibadan. The data highlights a consensus among respondents regarding the considerable impact of these barriers on multiple facets of a child's educational journey. These barriers substantially limit participation in learning activities, diminish social integration and peer interaction, and notably contribute to higher non-attendance rates, particularly among children with hearing impairment. Additionally, they hinder skill development and profoundly affect the self-esteem and confidence of children with disabilities. The weighted mean of 3.86, considerably surpassing the criterion mean of 2.50, emphasizes the collective agreement on the

substantial influence of both physical and attitudinal barriers to school access among children with disabilities in Ibadan.

### **Discussion**

The findings presented in Table 2 reveal the multifaceted influence of physical and attitudinal barriers to school access for children with disabilities in Ibadan. For instance, there was a collective agreement among respondents on identified physical barriers, such as inadequate infrastructure, lack of accessible transportation, absence of assistive devices, unsuitable classroom furniture, and limited physical accessibility in school buildings. Attitudinal barriers identified include lack of awareness, negative stereotypes, discriminatory behaviours, and low academic expectations. These results resonate with previous empirical studies. For instance, research by Forlin and Chambers (2011) employed qualitative methodologies, emphasising the impact of inadequate infrastructure and limited accessibility on the educational experiences of children with disabilities. Moreover, Table 2 presents a consensus on the substantial influence of both physical and attitudinal barriers, showcasing their adverse effects on various facets of a child's schooling, supported by global research by UNESCO and WHO (2014) advocating for inclusive educational environments for children with disabilities.

### **Conclusion**

Conclusively, this study investigated the physical and attitudinal barriers to school access for children with disabilities in Ibadan. The research identified a range of significant barriers like inadequate infrastructure, lack of accessible transportation, absence of assistive devices, unsuitable classroom furniture, and limited physical accessibility within school premises, all of which impede the access of children with disabilities to quality education. Additionally, attitudinal barriers such as lack of awareness, negative stereotypes, discriminatory behaviours, and low academic expectations were identified as further hurdles. These findings align with established global discourse on inclusive education and support the profound impact of these barriers on various aspects of the schooling of a child with a disability. The study's outcomes underscore the urgent need for concerted efforts from stakeholders—government bodies, educational institutions, and society as a whole—to address these barriers and create inclusive educational environments that ensure equitable access and opportunities for children with disabilities. Failure to mitigate these barriers not only limits educational access but also undermines the holistic development and well-being of these children, perpetuating systemic inequalities within the educational system.

### **Recommendations**

The following are recommended based on the findings of this study:

1. The government should prioritise investment in infrastructure development within educational institutions to ensure accessibility for children with disabilities.
2. There is a need to launch aggressive awareness campaigns and sensitization programmes that will be targeted at teachers, students, parents, and the wider community.
3. Teachers of children with hearing impairment need to be supported through the availability of specialized training and ongoing professional development on inclusive education practices.
4. Assistive devices and technologies must be incorporated into educational settings to facilitate learning for children with disabilities.

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# Pedagogical Implications of Acceleration for Socio-Emotional Development of the Gifted

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## **Abstract**

*This paper explores the multidimensional aspects of identifying, understanding, and nurturing the socio-emotional development of gifted and talented learners. It underscores the diverse dimensions of giftedness, including intellectual, creative, and domain-specific abilities, and highlights the socio-emotional challenges faced by these individuals. The significance of acceleration strategies, such as grade skipping and early entrance programmes, on the socio-emotional well-being of gifted students is examined, considering both potential benefits and concerns. The role of teachers in fostering socio-emotional development is emphasised, speculating the need for tailored approaches to address the unique challenges gifted students encounter. Furthermore, the paper advocates for collaborative efforts between teachers and parents, recognizing the pivotal role of communication and engagement in supporting the socio-emotional growth of gifted learners. In conclusion, the paper stresses the importance of comprehensive training programmes for teachers specializing in gifted education and the establishment of structured platforms for ongoing communication between educators and parents. Lastly, the paper recommends a concerted effort among educators, parents, and educational institutions to prioritize the holistic development and well-being of gifted students.*

**Keywords:** Gifted, and Talented Learners, Accelerated Strategies

## **Introduction**

The procedure for identifying gifted and talented students varies widely. Notwithstanding, the gifted and talented are often defined by possession of exceptional abilities when compared to their peers. For the reasons of high aptitude, quick rate of assimilation, and retention of knowledge, this group of learners requires the kind of education not ordinarily available in regular education. Pedagogical approaches for gifted education encompass an array of measures and approaches such as pull-out, early entry into school, advanced placement, and acceleration, among others.

Besjes-de Bock and de Ruyter (2011) opine that giftedness encompasses various dimensions and values, as delineated in prevailing developmental models. Giftedness is often defined as possessing exceptional abilities, whether they be intellectual, creative, or domain-specific, and is typically associated with high intelligence or outstanding talents. These definitions involve attributions of numerical value (measured through IQ or domain-specific assessments) to identify gifted individuals, along with utility value (the advantageous and profitable aspects of being gifted). In addition, social value plays a role in recognizing giftedness within cultural contexts. Further, personal - the significance attached to giftedness by the individual themselves or by those interacting with gifted individuals also plays its role. Additionally, the intrinsic value of being gifted suggests it is valuable in and of itself, similar to the appreciation of an art form. These varying values influence educational arrangements (the pedagogical procedures not left out) for the gifted, with an emphasis on optimizing talent development, societal benefit, personal fulfillment, and even ethical contributions. The

dominant emphasis across these models revolves around the utility value, though a balanced approach should consider and integrate multiple values to better cater to the diverse needs and potentials of gifted individuals within educational settings.

Recognising the significance of the socio-emotional development of the gifted, Renati, Natale, Dilda, Mascia, and Penna (2023) expressed that the socio-emotional development of gifted children is a multifaceted aspect that significantly impacts their holistic growth and well-being. In contrast to the traditional view of giftedness, it now encompasses exceptional abilities across domains such as intellectual aptitude, creative thinking, leadership, and the arts. It is now understood as a complex interplay between genetic, psychological, and behavioural characteristics. In terms of socioemotional characteristics, gifted individuals exhibit diverse profiles, demonstrating distinct temperamental aspects, learning speeds, coping mechanisms, and persistence in achieving goals.

However, their cognitive precocity is not always accompanied by equivalent socio-emotional competencies, potentially leading to difficulties in managing emotions provoked by advanced cognitive experiences. These children might face specific psychological and social challenges, including issues related to overexcitability, perfectionism, low self-esteem, anxiety, stress management, and difficulties in social interactions. Additionally, they might grapple with mismatched educational environments, underachievement, excessive parental engagement, and peer relationship challenges. The heterogeneous nature of the gifted underscores the need that each gifted individual is unique, requiring tailored approaches to address their socio-emotional well-being.

Lending credence to the implications of acceleration for the socio-emotional development of the gifted, Neihart (2007) noted that acceleration, such as grade skipping, early school entrance, or early college admission, has been extensively researched in terms of its socio-affective impact on gifted students. The author added that its strategies tend to benefit students who demonstrate academic, social, and emotional readiness for such advancement. However, concerns have been raised about the potential negative effects of acceleration, particularly for students who are arbitrarily accelerated without considering their demonstrated readiness. The author suggested that acceleration has socio-affective benefits for appropriately selected gifted students, yet it might be detrimental to those who are not adequately prepared or selected based solely on IQ, achievement, or social maturity criteria. More so, grade skipping, early school entrance, and early college admission consistently fail to demonstrate significant negative socio-affective effects for the majority of accelerated students. Furthermore, socio-affective advantages such as improved social maturity, leadership skills, self-concept, and emotional well-being are often observed among carefully selected students demonstrating readiness for acceleration.

In conclusion, understanding and nurturing the socio-emotional development of the gifted necessitates a comprehensive approach that acknowledges their diverse profiles and the interplay between cognitive abilities and emotional experiences. Recognizing the distinct challenges faced by parents in supporting their children's unique needs underscores the crucial role of specialized interventions aimed at empowering parents to effectively nurture their gifted children's holistic development. This paper is therefore written to discuss the pedagogical implications of acceleration on the socio-emotional development of gifted and talented learners.

### **Understanding the Socio-emotional Development of Gifted Learners**

According to Razak, Bakar, Surat, and Majid (2021), the socio-emotional development of gifted and talented students is a crucial aspect that often receives less attention compared to their cognitive abilities. While gifted individuals are often perceived as intellectually advanced, they grapple with unique socioemotional challenges that need to be addressed for their holistic development. For instance, the gifted and talented experience overexcitability which refers to heightened intensities in various areas such as emotional, intellectual, and sensory domains, often leading to increased sensitivity and emotional responses. They also experience perfectionism-setting excessively high standards and experiencing intense self-criticism when these standards are not met. These challenges

can affect their emotional control, social adaptation, and self-confidence, leading to difficulties in peer acceptance and socializing. The authors added that gifted and talented students experience a blend of intellectual intelligence, emotional intelligence, and spiritual intelligence, highlighting the need for a comprehensive approach to nurturing their abilities. Furthermore, the socioemotional issues faced by gifted students include challenges related to asynchrony in development and underachievement. Experience of asynchronised development means that their intellectual abilities surpass their chronological age, leading to emotional and social challenges. Developing this can contribute to feelings of isolation, a lack of achievement corresponding to their potential, and difficulties in forming friendships. These socio-emotional issues, if left unaddressed, can negatively impact the mental health and overall well-being of gifted and talented students.

Ozdogan and Akgul (2023) express that the socio-emotional development of gifted individuals encompasses the interplay between emotional intelligence and perfectionism within the context of their exceptional cognitive abilities. The gifted commonly exhibit traits of perfectionism, characterized by the pursuit of excellence and the avoidance of errors, which, while often a driving force for success, can also lead to feelings of inadequacy when their high self-imposed standards are unmet. Emotional intelligence, another crucial facet, constitutes a range of non-cognitive abilities essential for understanding oneself and others, fostering relationships, and adapting to the environment. Hence, the socio-emotional development of the gifted requires greater attention, acknowledging the significance of emotional intelligence and perfectionism in shaping their lives and experiences.

Papadopoulos (2020) submits that the socio-emotional development of gifted is an interplay between psychosocial resilience and emotional fragility, often exhibiting a dichotomy in their experiences. Traditionally, giftedness was perceived as an inherent strength, suggesting that high intelligence automatically ensures success, but conflicting perspectives recognize the vulnerability of gifted individuals to emotional difficulties and relational challenges. Their accelerated cognitive development can lead to environmental sensitivities and involvement in complex societal issues, resulting in stress and emotional vulnerability from an early age. The gifted often encounter issues in personality development and emotional sensitivity, experiencing internal conflict due to incompatible expectations projected onto them. Unexpectedly, the label of giftedness can foster social isolation, stigma, and psychological distress. Though the gifted encounter delicate socioemotional concerns, they fare at least as well psychosocially as their average-ability peers.

Papadopoulos (2020) in line with other authors the concept of asynchronous development further underlines the disparities between their intellectual, physical, and socio-emotional domains, leading to an internal experience and external behaviour that differs significantly from the norm. Overexcitabilities are a common trait in gifted individuals that influences their ego development and personality, contributing to feelings of helplessness. Personality characteristics among gifted students always showcase higher openness to experience and lower neuroticism, while perfectionism can lead to negative self-assessment and distress, particularly in academic domains. Similarly, gifted underachievement, a recurrent issue, stems from multiple factors such as untailed curricula, parental expectations, weak social relationships, and socio-emotional difficulties. Additionally, the phenomenon of twice-exceptional children, who exhibit giftedness alongside learning deficits or disabilities, presents a unique challenge, potentially affecting both academic achievement and socio-emotional well-being. Understanding these complexities is crucial for educators, parents, and gifted individuals themselves, allowing them to navigate the socioemotional landscape with greater awareness and support rather than dismissing these traits as masking psychopathology.

### **Acceleration Strategies and Socio-emotional Development of the Gifted**

Nancy (2004), opined that accelerated programmes have been implemented to cater to the needs of intellectually advanced learners. These programmes aim not only to challenge these students academically but also to foster their socioemotional development. Specifically highlighted below are the benefits of each accelerated programme:

1. **Enrichment and Acceleration Programmes:** These programmes offer a blend of advanced academics and enrichment activities. They do not necessarily displace students from their age groups, and studies have shown their positive or neutral effects on social-emotional outcomes. Accelerated students often report better social relationships and emotional development compared to their non-accelerated peers.
2. **Selective High Schools:** Nancy (2004) reported that research comparing students' academic self-esteem in selective high schools versus regular schools has yielded contradictory results. While some studies suggest lower self-esteem in selective settings, the interpretations of these findings remain unclear. Further exploration is needed to understand the impact on social and emotional aspects.
3. **Summer Programmes:** furthermore, intensive summer programmes designed for gifted students have shown positive adjustment outcomes. However, studies often lack comparison groups of non-enrolled gifted students, making it challenging to assess the relative benefits in terms of socioemotional development.
4. **Early Entry to Kindergarten/First Grade:** Early entrance to lower grades can offer advantages for moderately gifted children, provided they possess pre-academic skills related to reading and math, emotional regulation, and social maturity. Careful evaluation and trial placements are recommended before making such decisions.
5. **Grade-Skipping:** Grade-skipping has shown to be a highly viable option for gifted students. Studies report positive effects on socialization and psychological variables. Students who have skipped grades tend to have better perceptions of their social relationships and emotional development compared to non-accelerated peers.
6. **Early Entrance to College:** Early entrance programmes to college have been available for intellectually gifted students. Evidence suggests positive outcomes for these students in terms of academic success and personal satisfaction. While concerns about social integration exist, many students report high satisfaction with their choice to accelerate.

In all, Nancy reports that different acceleration programmes seem to have positive or at least neutral effects on the socio-emotional development of gifted students.

According to Hooegeveen, van Hell, and Verhoeven (2012), Academic acceleration, which encompasses various forms like grade skipping or early entrance, often raises concerns about its impact on the social-emotional development of gifted individuals. While some studies suggest potential negative effects, others report positive outcomes or no significant differences. Factors influencing social-emotional performance in accelerated students include intrapersonal aspects like self-concept and behavioural characteristics, as well as environmental conditions such as class size, teachers' experience and gender, parent-school contact, and overall school-related factors. Predictions anticipate that accelerated students may exhibit more positive behavioural characteristics and social contacts but potentially a less positive academic self-concept compared to non-accelerated peers.

### **Teachers' Role in the Socioemotional Development of the Gifted**

Miedijensky, S. (2018) posits that teachers play a pivotal role in the socio-emotional development of gifted students. This is because gifted individuals often possess unique cognitive abilities that require guidance and support in developing their socio-emotional skills. Below is the highlight of how teachers contribute to this development:

1. Teachers establish a classroom atmosphere that encourages emotional expression, mutual respect, and understanding. This safe and supportive environment enables gifted students to explore their feelings, develop self-awareness, and build emotional intelligence.
2. Teachers recognize the individual differences among the gifted and provide personalized support, helping students manage their emotions, cope with stress, and navigate social situations effectively. They recognise that gifted students might experience heightened sensitivities or face challenges in social interactions due to their unique cognitive abilities

3. Teachers help self-management by assisting gifted students to cultivate self-regulation and self-control skills. By offering strategies for stress management, time management, and goal-setting, educators empower these students to handle academic pressures and personal challenges more effectively.
4. Teachers facilitate peer interactions and collaborative learning experiences, fostering positive relationships among gifted students and their peers. Teachers promote social skills such as empathy, cooperation, and conflict resolution through group activities and teamwork.
5. Adapting Instructional Approaches: Understanding the diverse needs of gifted students, teachers employ varied instructional methods that cater to their cognitive and socio-emotional development. They provide stimulating and challenging tasks, allowing students to explore interests and develop resilience when facing intellectual challenges.
6. Teachers serve as role models by exhibiting empathetic behaviour, effective communication, and problem-solving skills. Gifted students observe and learn from these examples, internalising positive socio-emotional behaviours.
7. Teachers create opportunities for open dialogue, encouraging gifted students to express their thoughts, concerns, and emotions. By actively listening and providing constructive feedback, educators help students feel valued and understood.
8. Teachers collaborate with parents and support networks to provide a holistic approach to a student's socio-emotional development. This partnership ensures consistency in addressing the student's needs across different environments.

It is understood that teachers, in no small measure play a crucial role in nurturing the socio-emotional development of gifted students. They look beyond enhancing the academic prowess, but also foster the acquisition of socio-emotional skills these students need to attain success, resilience, and positive social interactions both within and outside the classroom.

### **Parent-teacher Collaboration for Socio-emotional Development of the Gifted**

The insight regarding the parent-teacher for socio-emotional development of the is borrowed from Madsen and Madsen's (2022) submission that teacher-parent collaboration is a critical factor in fostering the socio-emotional development of special needs. Their report that research on parent-teacher communication in the context of special education shed light on the potential strategies and best practices applicable to nurturing the socio-emotional needs of gifted learners. The authors underscore the significance of two-way communication and collaborative approaches between teachers and parents. This collaborative model is rooted in building trust, maintaining open dialogue, and involving parents actively in their child's educational journey. They recognise the need to improve effective collaboration through quality interaction and engagement between teachers and parents. Concerning, gifted education, establishing a platform for consistent and transparent communication between teachers and parents becomes imperative for socio-emotional development. The platform creates a supportive environment where both parties share insights, concerns, and strategies, teachers and parents can collectively address the unique socio-emotional needs of gifted children. This collaborative approach enables a more comprehensive understanding of a child's emotional landscape and paves the way for tailored interventions and support systems that enhance the socio-emotional growth of gifted learners.

### **Conclusion**

In conclusion, understanding and nurturing the socio-emotional development of the gifted is crucial for their holistic growth and well-being. Pedagogical approaches for gifted education should take into account the diverse needs and potentials of gifted individuals, incorporating multiple values such as personal fulfillment, societal benefit, and ethical contributions. Acceleration can have positive socio-emotional benefits for appropriately selected gifted students but may be detrimental to those who are not adequately prepared or selected based solely on IQ, achievement, or social maturity criteria. Therefore, it is essential to carefully consider a student's readiness for acceleration and provide

tailored approaches to address their socio-emotional well-being. Ultimately, creating a supportive and inclusive educational environment that addresses the unique needs of gifted learners is crucial for their success and well-being.

### Recommendation

Based on the imperative of nurturing the socio-emotional development of gifted students, it is recommended that educational institutions and stakeholders prioritize the implementation of comprehensive training programs for teachers specializing in gifted education. These programmes should emphasise methodologies that focus not only on fostering academic excellence but also on nurturing the socio-emotional needs of gifted learners. Additionally, establishing structured platforms for consistent and transparent communication between teachers and parents is crucial. Schools should encourage and facilitate collaborative interactions between educators and parents, fostering an environment where both parties actively engage in dialogue, share insights, and collaboratively address the socio-emotional needs of gifted children. Moreover, it is imperative to create tailored intervention strategies that accommodate the unique socio-emotional requirements of gifted learners, ensuring a holistic approach to their educational journey. This recommendation magnifies the need for a concerted effort among educators, parents, and educational institutions to ensure the holistic development and well-being of gifted students.

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# Inclusive Education for Gender and Cultural Diversity in the Nigerian Patriarchal Regime

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## **Abstract**

*In the context of the Nigerian patriarchal regime, the pursuit of inclusive education has emerged as a multifaceted challenge and a catalyst for social transformation. This research interrogates the intersection of inclusive education, gender, and cultural diversity within the unique socio-political landscape of Nigeria. Nigeria, like many other societies, has grappled with deeply entrenched patriarchal norms that have perpetuated gender inequalities and marginalized various cultural identities. Inclusive education, as a pedagogical paradigm, aims to dismantle these systemic barriers. This study investigates the extent to which inclusive education initiatives can reshape the educational landscape by promoting equal access and opportunities for all, irrespective of gender and cultural backgrounds. Within this framework, it examines how inclusive curricula are developed to recognize and respect diverse cultural identities, including those of indigenous communities, while addressing prevailing gender disparities. Furthermore, it explores the intricate relationship between language biases, inclusive education, and the preservation of cultural and linguistic identity, highlighting the significance of language policies in the broader context of education. By investigating these interwoven dynamics, this study contributes to the broader discourse on the transformative potential of inclusive education in a Nigerian patriarchal regime, ultimately shedding light on the path towards greater gender and cultural equity in the nation's educational system.*

**Keywords:** Inclusive Education, Gender, Cultural Diversity, Nigeria, Patriarchal Regime, Language Biases.

## **Introduction**

The Nigerian patriarchal regime, characterised by deeply entrenched gender disparities and cultural hierarchies, has profound implications for the nation's educational system. In a society where traditional norms and practices have long dictated the roles of men and women, and where the richness of indigenous cultures often struggles to find its place within a Western-oriented educational framework, the need for inclusive education has never been more pressing (Ezeani, 2017) (Ogunlana, 2019). Inclusive education, a transformative pedagogical approach, has gained global recognition for its potential to break down systemic barriers and create equitable opportunities for all learners, regardless of gender and cultural background. This approach emphasizes diversity and aims to create a learning environment where every student feels welcomed, valued, and supported (Adeyanju, 2018).

Within the Nigerian context, inclusive education is not merely about ensuring access to classrooms, but also about addressing deeply rooted gender inequalities and recognizing the richness of cultural diversity (Ajayi, 2020). Gender disparities have historically impeded educational access for girls and women, limiting their opportunities for personal and societal advancement (Nwafor, 2018). Moreover, the educational system has often marginalized indigenous knowledge and cultural practices, leading to a loss of identity and heritage for many (Adejoh, 2021).



This research seeks to explore the potential of inclusive education as a catalyst for change within Nigeria's patriarchal educational landscape, addressing the intersection of gender, cultural diversity, and language biases. By promoting access to quality education while respecting cultural identities, inclusive education has the potential to challenge prevailing gender roles and foster an environment where all individuals can reach their full potential (Akokpari, 2016). Additionally, it aims to shed light on how language policies influence the preservation of cultural and linguistic identities within the broader context of education (Adesina, 2019).

The study also examines the crucial role of indigenous communities in shaping and implementing inclusive education practices, particularly in preserving traditional knowledge, language, and cultural identity, which are integral components of Nigeria's rich heritage (Ogundele, 2020). By investigating these interwoven dynamics, this research contributes to our understanding of the transformative potential of inclusive education in a Nigerian patriarchal regime, ultimately offering insights into the path towards greater gender and cultural equity in the nation's educational system.

## **Literature Review**

### *The Nigerian Patriarchal Regime*

The Nigerian patriarchal regime is deeply rooted in historical and cultural norms that have perpetuated gender inequalities and marginalized cultural diversity (Ezeani, 2017). The impact of this patriarchal system on education cannot be overstated, as it shapes educational policies, access, and outcomes, particularly for women and marginalized groups (Ogunlana, 2019). The Nigerian patriarchal regime is characterized by deeply entrenched gender disparities and cultural hierarchies that have historically shaped various aspects of society, including the educational system. In this context, gender norms have played a central role in determining the access and opportunities available to individuals, particularly in education. These norms often favor males while limiting the options and choices of females, reflecting a society where men hold dominant positions of power and influence (Ezeani, 2017).

In the Nigerian patriarchal regime, traditional gender roles have played a significant role in nurturing gender disparities in education. Historical and cultural expectations have led to the underrepresentation of females in educational institutions and the perpetuation of gender-based stereotypes. This, in turn, has resulted in unequal access to educational opportunities and limited academic and career prospects for girls and women (Ajayi, 2020). The patriarchal regime has also significantly influenced cultural identities in Nigeria. Indigenous practices, languages, and customs have often been marginalized or suppressed within the educational system, as Western-oriented curricula have dominated. This has resulted in the erosion of cultural heritage and a disconnection from traditional values and practices for many students (Adejoh, 2021).

Language biases within the educational system can reinforce cultural hierarchies. The dominance of certain languages over others can marginalize students from linguistic and cultural minority groups. This perpetuates the cultural hegemony of a dominant group and suppresses the linguistic identities of marginalized communities (Adesina, 2019). Inclusive education initiatives aim to challenge and transform these deeply ingrained structures of the Nigerian patriarchal regime. They recognize the need for gender equity, the preservation of cultural identities, and the celebration of linguistic diversity. Inclusive education represents a significant departure from the traditional norms of the patriarchal regime, providing a platform for challenging and reshaping the educational landscape.

### *Inclusive Education as a Transformative Approach*

Inclusive education has gained recognition worldwide for its transformative potential. It places an emphasis on diversity, striving to create an environment where every student feels valued, respected, and supported (Adeyanju, 2018). It offers a promising pathway to dismantle systemic barriers and

ensure equitable educational opportunities for all, regardless of gender or cultural background. The approach aims at ensuring equitable access to quality education for all students, regardless of their diverse backgrounds, abilities, or needs. It is grounded in the principles of social justice and human rights, emphasizing the inclusion of all students in regular classrooms within the mainstream education system (UNESCO, 1994). This approach contrasts with traditional models that often segregated students with disabilities, different learning needs, or from marginalized groups into separate special education settings.

Inclusive education, as defined by UNESCO (1994), is based on principles of equality and non-discrimination, acknowledging that every student has the right to participate in and benefit from quality education. Inclusive education initiatives, while primarily associated with students with disabilities, extend to addressing socio-economic disparities, linguistic and cultural diversity, and other factors that may affect a student's ability to access and benefit from education (Artiles & Dyson, 2005). The benefits of inclusive education are numerous. It not only supports the academic and social development of students with disabilities but also has positive outcomes for typically developing students. It fosters tolerance, empathy, and an understanding of diversity, preparing all students for a more inclusive and interconnected world.

However, implementing inclusive education is not without its challenges. Adequate teacher training, resource allocation, and a shift in attitudes and practices within the education system are needed to ensure the successful inclusion of all students (Avramidis & Norwich, 2002).

*Inclusive education is rooted in several key principles:*

**Equality and Non-discrimination:** It promotes the fundamental principle that every student, regardless of their abilities or background, has the right to equal educational opportunities (UN, 2006).

**Diversity and Pluralism:** Inclusive education recognizes and celebrates the diversity of students, valuing their unique strengths, experiences, and perspectives. This approach fosters a more inclusive and respectful society (Ainscow, 2005).

**Participation and Active Learning:** It promotes active participation in the learning process, encouraging students to engage with their peers, teachers, and the curriculum, thereby enhancing their learning outcomes (Booth, 1996).

**Collaboration and Support:** Inclusive education relies on collaboration among all stakeholders, including teachers, students, families, and community members, to provide the necessary support and accommodations (UNESCO, 2009).

**Quality Education for All:** The ultimate goal of inclusive education is to provide a quality education for all students, irrespective of their differences, ensuring that they achieve their full potential (Ainscow, 2005).

### *Gender Inequalities in Nigerian Education*

Gender inequalities in Nigerian education persist despite ongoing efforts to promote gender equity. These disparities manifest in various ways within the education system, including access, enrollment, retention, and quality of education for girls and women. Gender disparities have long posed challenges in the Nigerian educational landscape, limiting access and opportunities for girls and women (Nwafor, 2018). The patriarchal regime's influence is evident in the historical underrepresentation of females in educational institutions and the perpetuation of gender-based stereotypes (Ajayi, 2020).

Access to education is a critical issue, particularly in Northern Nigeria, where cultural and socio-economic factors have limited girls' enrollment (FGN/UNICEF, 2019). Gender disparities are also evident in retention rates, as girls are more likely to drop out of school due to early marriage, household responsibilities, and inadequate facilities (ADEA, 2006). This leads to lower literacy rates among women, with a higher percentage of illiterate women compared to men, especially in rural areas (National Bureau of Statistics, 2018).

Furthermore, gender stereotypes and societal expectations influence the choice of subjects and career paths for Nigerian girls, limiting their opportunities for higher education and participation in STEM fields (Adeyemi & Akinsola, 2019). Instances of gender-based violence, such as sexual harassment and abuse, in educational institutions have detrimental effects on girls' participation and achievement (FME/UNICEF, 2014). The gender imbalance in teaching staff is also a concern, with fewer female teachers in some regions, making it difficult for girls to find role models and support (World Bank, 2014). Efforts to address these gender inequalities have been made through policies and initiatives, such as the National Gender Policy and the Girls' Education Project Phase 3 (FGN, 2006; ADEA, 2006). However, these disparities are complex and deeply rooted in cultural and social norms, and addressing them requires sustained commitment and multi-dimensional approaches to ensure equal educational opportunities for all Nigerian students, regardless of their gender.

#### *Cultural Diversity and Indigenous Identities in Nigerian Education*

Nigeria is a nation known for its rich cultural diversity, with over 250 ethnic groups, each possessing its unique traditions, languages, and heritage (Umar, 2017). This diversity is a cornerstone of Nigerian identity challenges, and has a profound influence on the country's education system. In the context of education, cultural diversity is a multifaceted and essential aspect. It encompasses the need to acknowledge, respect, and celebrate the differences in cultural backgrounds of Nigerian students. Acknowledging this diversity is crucial for promoting inclusivity and fostering a sense of belonging among students from various cultural backgrounds.

Efforts have been made to incorporate this diversity into the educational framework. The curriculum in Nigerian schools aims to embrace diverse cultural perspectives and Indigenous knowledge, ensuring that students can relate to their education and understand the importance of their cultural heritage (UNESCO, 2008). A significant dimension of cultural diversity in Nigerian education is the recognition and preservation of Indigenous languages. These languages are not just a means of communication but a fundamental component of cultural identity. Some Indigenous communities have pushed for the integration of their languages into the educational system, emphasizing the preservation of cultural heritage (Bamgbose, 1991).

Cultural exchange programmes and initiatives also play a role in celebrating diversity. These programmes encourage students from different cultural backgrounds to interact, learn from one another, and develop mutual understanding and respect. They contribute to the promotion of cultural diversity in education and, by extension, within Nigerian society (Ajayi, 2008). Furthermore, the recognition of Indigenous identities is vital. Acknowledging and respecting the Indigenous identities of various ethnic groups contributes to the preservation of their traditions and helps maintain a sense of belonging among Indigenous populations (Nwokocha, 2013).

However, it's important to acknowledge that challenges and tensions exist, particularly in regions where cultural diversity has led to conflicts. Balancing the promotion of diversity with national unity is a complex task, and the education system must navigate these complexities to create a harmonious environment (Suberu, 2001). Cultural diversity and Indigenous identities are deeply woven into the fabric of Nigerian society and, consequently, the education system. Recognizing and celebrating this diversity is essential for fostering inclusivity, preserving cultural heritage, and promoting a more harmonious and understanding society. While challenges persist, the commitment to embracing and respecting this diversity in education remains a pivotal aspect of Nigeria's identity.

#### *Indigenous Knowledge Preservation within Education*

One notable aspect of inclusive education in Nigeria is the emphasis on preserving indigenous knowledge. Indigenous communities have been actively involved in shaping and implementing inclusive education practices. Their traditional knowledge, languages, and cultural practices are integrated into the curriculum, providing students with a broader perspective of their heritage (Akokpari, 2016). This approach not only enriches the educational experience but also reinforces cultural identities.

Indigenous knowledge is dynamic; it is always changing, adapting, and addressing new issues. Its relevance in the modern world is largely due to its dynamic nature. Native American societies possess a profound comprehension of their surroundings, and their traditional wisdom provides invaluable perspectives on environmentally conscious behaviors and preservation. For example, their traditional ecological knowledge can help with mitigation of climate change, biodiversity preservation, and modern conservation initiatives (Battiste, 2002).

Furthermore, tackling urgent global concerns requires the inclusion of Indigenous wisdom in education. Indigenous wisdom can offer different viewpoints and solutions as the globe deals with environmental challenges. For instance, indigenous methods of resource management and sustainable agriculture can improve ecosystem resilience and food security.

(Cajete, 2000). For Indigenous knowledge to continue and be revitalized, young Indigenous people must be involved in education that embraces their cultural history (Archibald, 2008). Indigenous kids can become change agents in their communities and help to preserve and advance their cultural wisdom by being equipped with their own heritage and expertise.

The possibility for collaboration between Indigenous knowledge and Western science must also be emphasized. Innovative solutions in areas like sustainable development, healthcare, and biodiversity conservation may result from this confluence. Holistic and efficient problem-solving can result from cooperative efforts that honor both knowledge systems (Battiste, 2002). Indigenous knowledge has larger implications for social and cultural preservation in addition to solving environmental challenges. It includes customs, political structures, and lifestyles that are closely related to cultural identity. The resuscitation of Indigenous cultures, languages, and traditions can be aided by education that values and incorporates Indigenous knowledge (Smith, 2012).

Aboriginal Knowledge The dynamic process of preservation in education is essential to tackling today's issues, especially those related to environmental sustainability, social and cultural revival, and the integration of various knowledge systems. Indigenous wisdom may be respected and preserved in an educational environment that is more inclusive, sustainable, and embraces its dynamic nature in tackling contemporary issues.

### *Gender and Cultural Transformation*

An continuing change in how societies view, implement, and comprehend gender roles, conventions, and identities is referred to as gender and cultural transformation. Numerous elements, including as history, societal norms, intersectionality, education, media portrayal, legal changes, and challenges to established standards, all have an impact on this dynamic and diverse process. Gender roles and cultural standards are greatly influenced by historical and social circumstances. Examining past customs and societal expectations is frequently the first step in cultural reform (Connell, 2002). Through comprehending the past causes of gender norms, societies can strive for a fairer and more inclusive future.

When talking about gender and cultural change, the concept of intersectionality is crucial (Crenshaw, 1989). It acknowledges that a variety of intersecting issues, including race, class, sexual orientation, and disability, influence people's lives. It's critical to take into account how these overlapping identities affect people's experiences and access to opportunities in order to bring about significant change. Gender diversity and inclusivity are essential elements of cultural development. Traditional binary conceptions of gender are challenged by accepting and valuing people with a variety of gender identities and manifestations (Butler, 1990). In order to build a society that is more welcoming and inclusive, this acknowledgment is essential.

Education is essential for empowering people, particularly women and underrepresented groups. Economic opportunities, the ability to question repressive conventions, and the ability to fight stereotypes are all possible through education (Sen, 2001). Through encouraging gender equality and altering cultural attitudes, it can act as a catalyst for change. Cultural views on gender are significantly influenced by media and representation (Gill, 2007). Promoting varied and positive gender representations in the media and combating damaging stereotypes are examples of transformative

initiatives. Positive portrayals have the power to change people's perceptions of both their own and other people's gender identities.

Changes in laws and policies play a key role in encouraging cultural shift. In order to change cultural norms and practices, laws that support gender equality, fight discrimination, and defend the rights of marginalized groups are crucial. (Chinkin, 1997). A framework for fair treatment and social development is provided by legislative changes. Cultural transition is not without its difficulties, despite the advancements. Advancement can be hampered by power disparities, deeply rooted prejudices, and resistance to change. In order to be effective, transformation methods need to confront these obstacles and have conversations that advance understanding and change (Connell, 2002).

In conclusion, the process of gender and cultural transformation is continuous, intricate, and varied. It entails examining resistance to change, recognising intersecting identities, promoting inclusivity and gender diversity, education, media representation, and media representation. These ideas add to a wider knowledge of how cultures might move towards more equal and inclusive gender norms and cultural practices, and they are bolstered by pertinent in-text references.

## **Methodology**

### *Research Design*

Because of the qualitative and ethnographic nature of the research design, it was possible to thoroughly examine how people actually lived under the patriarchal system in Nigeria. A variety of techniques, including participant observation, document analysis, and interviews, were used in this. Understanding the cultural, social, and gender factors that influence education in Nigeria was made possible through the use of an ethnographic method.

### *Data Collection*

*Indepth Interviews:* A series of semi-structured interviews were carried out with key informants and stakeholders, such as educators, students, parents, community leaders, and policymakers. The interviewees' opinions on gender norms, cultural diversity, and the difficulties and possibilities of inclusive education were all examined in the interviews.

*Participant Observation:* The researchers were able to obtain firsthand knowledge of how gender and cultural diversity manifest in educational settings through participant observations conducted within the schools and communities in which they taught. This required keeping an eye on interactions in the neighborhood, extracurricular activities, and classroom dynamics.

*Document Analysis:* In order to comprehend the official discourse and how it supports the objectives of inclusive education, pertinent archival documents, policies, and instructional materials were examined. This comprised educational laws, policy papers, and curriculum materials.

### *Data Analysis:*

Qualitative data was analyzed using thematic analysis, where recurring themes related to gender, cultural diversity, and inclusive education were identified.

### *Ethical Considerations:*

Ethics must come first because this is such a delicate subject. All participants gave their informed consent, and their identities were kept private. The researchers took great care and effort to ensure that the research procedure respects cultural norms and values in the Nigerian environment.

## **Theoretical Frameworks**

In conducting a research on a topic like "Inclusive Education for Gender and Cultural Diversity in the Nigerian Patriarchal Regime," it was important to choose theoretical frameworks to provide a

systematic understanding of the topic. Two important theoretical frameworks you might take into consideration are:

#### *Social Constructivism*

This framework, which is popular in education studies, places a strong emphasis on how knowledge is constructed socially and culturally. It pushes the argument that social context has an impact on learning and comprehension. Social constructivism was relied on in this research to examine how language prejudices, cultural identities, and gender roles are socially formed and how they affect inclusive education methods. It also aided the investigation of how the patriarchal Nigerian educational system affects students' learning experiences through social interactions and cultural surroundings.

#### *Intersectionality Theory*

Based on feminist studies, intersectionality theory acknowledges that a person's identity is complex and shaped by a range of social factors, including gender, race, ethnicity, and culture. The researchers relied on this framework to examine the ways that many facets of identity interact and cross over within the patriarchal system in Nigeria. The ways in which gender and cultural identities interact to influence educational outcomes, educational access, and inclusive education experiences were also examined. The special difficulties that people who belong to several oppressed groups confront were better understood with the aid of intersectionality theory.

With the use of these theoretical frameworks, the researchers were able to examine the ways in which gender, culture, and inclusive education interact to shape educational practices and results within the patriarchal system in Nigeria.

### **Findings and Discussion**

The research has generated valuable insights into the challenges and opportunities for inclusive education in a context where gender and cultural diversity intersect with a patriarchal system.

#### *Gender Disparities in Education:*

According to the study, there are still gender differences in Nigerian education, with boys frequently getting more chances and assistance for their education than girls. Cultural traditions that give preference to male education continue to support these differences. Girls' access to high-quality education is restricted by gender-based expectations, which also lead to their underrepresentation in some sectors. One major problem is the continued existence of gender differences in Nigerian education. The results highlight the critical need for programmes and policies that advance gender equality. Nigeria can guarantee that every kid, irrespective of gender, has equitable access to high-quality education by tackling these discrepancies. This helps the country as a whole as well as the individuals who benefit from it.

#### *Patriarchal Structures and Norms:*

The patriarchal structure of Nigerian society has an impact on educational methods. The extracurricular programme, the curriculum, and how teachers and students are treated are all impacted by traditional gender norms and expectations. Gender disparities in education are sustained by male dominance in institutional and policy decision-making. One of the biggest challenges in education is the impact of patriarchal traditions. It is obvious that educational procedures are shaped by established gender roles and power systems. It is imperative that we question and change these conventions in order to address this. Important initiatives toward increasing gender parity include encouraging the representation of women in senior positions in education and giving women more authority within the educational system.

#### *Cultural Diversity and Identity:*

Nigeria's cultural diversity presents educational challenges as well as opportunities. While cultural norms and practices might provide obstacles to inclusive education, diversity can also improve learning opportunities. The study made clear that the nation's diverse cultural heritage is not taken into consideration by a one-size-fits-all approach to schooling. The curriculum and methods of instruction do not sufficiently reflect the different cultural backgrounds of the student body. In order to promote inclusive education, Nigeria's cultural variety must be acknowledged. The results demonstrate that a one-size-fits-all strategy is inappropriate for a heterogeneous society such as Nigeria. A more inclusive and culturally aware learning environment can result from the curriculum's recognition and celebration of cultural variety.

#### *Limited Inclusive Practices:*

It is difficult to successfully address gender and cultural diversity in Nigeria due to the country's frequently lacking inclusive education policies and practices. Even when they do exist, inclusive education programmes frequently lack the tools, qualified teachers, and assistance for students with a range of needs. For many, this results in an environment of exclusion. The study's conclusions point to a gap in the application of inclusive teaching methods. To guarantee that inclusive education is genuinely inclusive, it is imperative to provide sufficient resources, teacher preparation, and assistance for kids with a range of needs. To close this gap, policymakers need to give priority to these factors.

#### *Positive Role of Communities:*

The study found that community involvement has the potential to be a potent change agent. Local communities have occasionally taken the lead in promoting inclusive education by questioning established conventions and expectations. Community-based schools, cultural sensitivity training for educators, and awareness campaigns on the value of gender equity in education are a few examples of these grassroots initiatives. It is encouraging to discover that communities can positively influence change. It demonstrates how effective accelerators for cultural change may be bottom-up approaches. Promoting diversity and challenging patriarchal norms can be accomplished by supporting community members' educational endeavors and encouraging their involvement.

#### *Policy Gaps and the Need for Reform:*

The study found a number of important implementation and educational policy shortcomings. Comprehensive policy reform is required to address the diversity of genders and cultures in education. Gender equity, cultural inclusion, and the active participation of underrepresented groups in decision-making processes ought to be given top priority in policy reforms. The discovery of policy loopholes necessitates a thorough overhaul of the educational system. Gender equity, cultural inclusion, and the participation of excluded groups must be given top priority while changing policies. To effectively address these concerns, policymakers must collaborate closely with gender advocates, community leaders, and educators.

#### *Intersectionality Challenges:*

Students' experiences are complicated by the confluence of gender and cultural diversity, especially for girls from underrepresented cultural origins. They frequently experience exclusion and discrimination on several levels. The necessity for comprehensive, inclusive solutions that take gender and cultural diversity into account is further highlighted by intersectionality. Promoting inclusive education requires an understanding of the difficulties presented by intersectionality. Understanding that students may experience many forms of prejudice because of their gender and cultural background emphasizes the importance of providing them with individualized and sensitive educational experiences. Policymakers ought to plan measures that take these intersections into account.

#### *Inclusive Practices as Catalysts for Change:*

The study brought to light specific examples of how inclusive teaching strategies—like gender-sensitive curricula, diverse teacher preparation programmes, and community engagement—have improved students' educational experiences. Through their opposition to patriarchal norms and promotion of inclusive, egalitarian learning settings, these activities have the potential to act as catalysts for cultural revolution. The benefits of inclusive teaching methods ought to be acknowledged and developed. More inclusive and equitable learning environments can be created through gender-sensitive curricula, teacher preparation, and community involvement. These activities ought to be encouraged and supported since they have the power to spark a cultural revolution.

The research's conclusions emphasize how difficult it is to advance gender-and culturally-inclusive education under the patriarchal Nigerian government. Though obstacles still exist, there is hope for significant change because of the constructive role that communities play, the necessity of changing policies, and the promise of inclusive practices. In order to achieve fully inclusive education in Nigeria, a multifaceted strategy involving educators, policymakers, communities, and gender advocates together to promote gender equality, challenge patriarchal norms, and celebrate cultural variety in education is needed. Stated differently, widespread policy change combined with a more profound comprehension of intersectionality is necessary to advance inclusive education that challenges the patriarchal system and celebrates variety in gender and culture.

### **Recommendations**

1. *Strengthen Inclusive Education Policies:* The creation and execution of inclusive education policies that specifically address linguistic prejudices, cultural diversity, and gender inequality should be given top priority by policymakers. The significance of giving all students, regardless of gender or cultural background, equal access and opportunities should be emphasized in these regulations.

2. *Teacher Training and Professional Development:* Funds for extensive programs of teacher training and development should be allocated by educational institutions and authorities. These courses ought to give teachers the abilities and information required to design inclusive classrooms that respect cultural diversity, question conventional gender norms, and meet the needs of a wide range of students.

3. *Integration of Indigenous Knowledge:* Indigenous cultural practices and knowledge should be incorporated into curriculum development. This can be achieved by working closely with indigenous communities to ensure that their cultural heritage is preserved and celebrated within the educational system.

4. *Language Policy Reforms:* To make sure that language policies in education do not reinforce linguistic prejudices that could exclude particular cultural and linguistic groups, they should be reviewed and revised. The preservation of linguistic and cultural identities ought to be encouraged by the design of these policies.

5. *Support for Intersectional Identities:* Education stakeholders need to be aware of the particular difficulties that students who identify as intersectional—for example, as female members of a marginalized cultural group—face. Resources and support services ought to be customized to meet their individual requirements.

6. *Community Involvement:* Promote the active involvement of regional partners and indigenous communities in the development and execution of inclusive education programs. By being involved, the programs are guaranteed to be responsive to the needs of the communities they serve and to take cultural sensitivity into account.

7. *Research and Data Collection:* To continuously evaluate the effects of inclusive education on gender and cultural transition in the Nigerian setting, more investigation and data gathering are required.



These continuing research can offer information for evidence-based policy changes and continued improvement.

8. *Awareness and Advocacy* Spread the word about the advantages of inclusive education and push for its ongoing advancement and application. Involve parents, civil society organizations, and community leaders in order to garner support for inclusive education programs.

9. *Monitoring and Evaluation*: To determine the success of inclusive education initiatives, put in place a strong monitoring and assessment mechanism. Periodic evaluations ought to guarantee that the intended objectives of gender and cultural transition are being fulfilled, and that any essential modifications are implemented.

10. *International Collaboration*: Work together with global institutions and organizations that have a track record of advancing gender equity and inclusive education. Enhance inclusive education initiatives in Nigeria by exchanging best practices and utilizing available resources.

Through the promotion of gender and cultural justice within the educational system and the preservation of the diversity of indigenous identities, these ideas seek to further maximize the revolutionary potential of inclusive education within the patriarchal regime of Nigeria.

## **Conclusion**

Initiatives for inclusive education provide optimism in the profoundly ingrained gender inequities and cultural hierarchies that have formed Nigeria's educational environment for generations under the patriarchal rule. The transformative power of inclusive education in questioning gender norms, valuing cultural diversity, and honoring linguistic identities has been explored in this research. The main conclusions demonstrate the concrete effects of inclusive education on the changing of gender roles. It promotes more gender fairness, questions established gender conventions, and gives girls and women more influence. Furthermore, efforts to promote inclusive education have the power to change public beliefs, progressively redefining gender roles and promoting norms that are more inclusive and equal.

Within the Nigerian patriarchal system, where ingrained cultural hierarchies and gender inequalities have molded the educational terrain for many years, inclusive education efforts provide a glimmer of light. In order to question conventional gender roles, celebrate cultural diversity, and respect linguistic identities, this research has explored the transformative possibilities of inclusive education. The main conclusions demonstrate the real-world effects of inclusive education on gender transition. It promotes more gender equity, challenges conventional gender stereotypes, and empowers girls and women. Initiatives for inclusive education also have the power to change public beliefs, progressively redefining gender roles and promoting more inclusive and equitable social standards.

This research has wide-ranging consequences. Prioritising inclusive education policies that tackle linguistic prejudices, cultural diversity, and gender inequality is imperative for policymakers. In-depth training programmes and ongoing professional development are necessary to give teachers the tools they need to design inclusive classroom environments. Language policies should encourage the preservation of culture and language, and curriculum development should incorporate indigenous knowledge. In addition, community involvement is essential since inclusive education programmes ought to be responsive to the needs of the communities they serve as well as culturally sensitive. It will take ongoing analysis, observation, and assessment to determine the success of these efforts and make well-informed adjustments.

In all, this research concludes that inclusive education has the power to change both the social norms and the educational environment under the patriarchal regime in Nigeria. It offers a chance to overcome the limitations imposed by cultural and gender inequalities and create a learning atmosphere where each student is recognized, valued, and empowered. In order to promote gender

and cultural equity and ultimately create a more inclusive and equitable society, this research highlights the revolutionary potential of inclusive education.

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# Childcare and Child Development, Impact and Relevance in the 21st Century

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## **Abstract**

*This paper investigates the impact of childcare on child development. It's an inclusive education in the twenty-first century. A descriptive research survey design was adopted. Using an open-ended questionnaire, purposive and simple random techniques were used to select the samples. At the same time, frequency table, percentage, and measure of central tendency were used to analyze the data collected. The theoretical framework implored is reality therapy. This is because it enhances the responsibility or right of childcare in a child's developmental process in life. This paper explores ways in which child caregivers reflect developmental preferences in reference to the Nigerian context in this twenty-first century. The challenges facing the child's developmental process were also discussed. There is a need for a caring environment and counseling for the caregivers for a child's development to reduce behavioral problems and poor cognitive or language development in children nowadays. A year's leave of service should be given to mothers to care for the new child. Previous researchers have not really emphasized the importance of childcare on child development as much as this paper is concerned in this twenty-first century.*

**Keywords:** Early, Childcare, Education, Development

## **Introduction**

Child development can be referred to as the sequence of physical, language, thought, and emotional changes that occur in a child from birth to the beginning of adulthood. During this process, a child progresses from dependency on their parents to increasing independence. Child development is strongly influenced by some genetic factors and events during prenatal life. According to Kathleen McCartney 2007, Childcare may be defined as the care for young children, provided by adults who may not be their parents. we have informal child care which takes place in home settings by nannies, neighbours or relatives. while we also have formal childcare which takes place in a school setting by both trained and untrained caregivers in care centres. It is also influenced by environmental factors and a child's learning capacity. Chauhan (1996). Child development can be actively enhanced through targeted therapeutic intervention and the home-based practice, recommended by occupational therapists and speech therapists. Child development covers the full scope of skills that a child masters over his lifespan including development. Cognition- the ability to learn how the problem is solved. Social interaction and emotional regulation that is interacting with others and mastering self-control. Speech and language understanding, reading, and communicating. Physical skills -fine motor skills and gross motor skills, Sensory awareness -the registration of sensory information for use. (WHO, 2000).

Child development is important because observing and monitoring child development is an important tool to ensure that children meet their developmental milestones. Developmental milestones are the loose list of developmental skills that are believed to be mastered at roughly the same time for all children. However, they are not exactly useful guidelines for ideal development.

Checking a child's developmental progress at a particular age mark against these arbitrary time frames, allows a check-in to ensure that the child is roughly on track for the age. If not, this checking of developmental milestones can be helpful in the early detection of any hiccups in development. This

check is usually carried out through child-mother services and pediatricians, as infants and toddlers, and later through preschool and school term skills assessments. The earliest possible detection of developmental challenges can help minimize the impact of these developments and subsequently, their confidence, serving as an indicator of a possible future. Egbochuku (2008).

Early Childhood Education and Care (ECEC) has become the norm in many countries, where most children of three years and upwards attend a regulated early education service. In addition, early childhood services represent much more than a drop-off location for working parents, but play an important role in child development by giving children an opportunity to engage in a range of educational and social activities. The increasing number of children in formal Education care is largely attributed. On one hand, the convergence of research shows the positive influence of early education on school readiness. on the other, there is a rise in maternal employment, although even children of stay-at-home mothers are likely to attend some type of child care. In the U.S. for example, the majorities (63%) of women with children under three years spend time in the labour force and their children experience considerable amounts of nonmaterial care.

Despite the increasing take-up of early development services, their quality is frequently low because of the costs associated with maintaining quality. High quality is characterized by qualified, well-paid, and stable staff, low adult-child ratios, and efficient management. Research suggests, however, that much formal child care in the United States is of weak quality and is associated with some modest but long-term developmental risks, especially when very young children (below the age of 18 months) spend long hours in such services. Adverse outcomes are not merely by-products of low-quality child care but stem also from stress caused by separation. This suggests that maternal leaves should be extended to one year, which is an increasing practice in European countries.

### **Society and Childcare**

There are many differences in the organisation of early education and care systems. In most countries, early education for children's years is a shared responsibility between the family and the state and is often free and fully subsidized. A laissez-faire approach to young children and families, characterized by weak state support and the predominance of private provision, can produce significant inequalities of access. Dodge (1999). The recruitment of migrant care providers in child care can also generate imbalances in the roles played by states, families, and markets in the childcare sector in both North and South.

Governments that see care and education as a public responsibility increasingly integrate their care and education systems and are able, to ensure better regulation, more equitable access and provide higher quality services to all children. The current discourse on choice for parents needs realistic assessment. although parents are assumed to be free to choose the facilities, they deem most appropriate for their child, access to high-quality care is, in fact, often limited and unequal. This is a particular challenge in systems dominated by private for-profit provision. Low-income parents can "choose" only what is available to them and must often resign themselves to restricted choice and poor quality. In short, while early childhood care and education may be viewed as a central plank of inclusive policy, the reality is that these services serve, in too many countries, to widen the education gap. This is particularly the case for immigrant and ethnic children, the parents of whom are greatly limited in their choice of services by environmental and economic constraints.

Democracy should be the fundamental principle that guides the provision and elaboration of services not only at the early childhood level by encouraging shared decision-making at the local level, but also at community and political levels by making early education a matter of public debate and collective responsibility. In a democracy, individuals express not only personal preferences; they also make public and collective choices related to the common good of their society.

## **The Impact of Child care on Child Development**

Childcare settings have been linked to both positive and negative consequences for child development. Despite contradictory earlier findings about the effects of child care on cognitive and linguistic development, more recent research has consistently documented the enduring and positive effects of high-quality child care. Much research evidence exists to show that high-quality early education provides a solid foundation for school readiness and academic achievement but selection bias is a potential problem for most studies of child care as it may confound variations in child and family characteristics with variations in child care contexts. Learning experiences can also help children develop democratic values as well as social skills. A close bond with a care provider is also an index of the quality of future relationships. (Dodge,1999). A caring environment is particularly valuable for children who experience insensitive care at home by reducing the risk of behavioural problems, serving as a protective factor, and providing opportunities for improved cognitive and language development.

On the other hand, when combined with social and economic stressors at home, inadequate arrangements (poor quality child care, long hours, and instability) represent a double threat to children's attachment security. However, it is often difficult to identify educational care as the cause of various developmental outcomes because of inseparable confounding factors, such as issues of stability in caregiving and the characteristics of individual children and their families. The effect of child care is likely to vary not only based on these characteristics but also as a function of the child's personal traits and the ideologies surrounding child care in a specific cultural context. Helping the children to experience sound health education and become functional in society. Ademuyiwa (2000).

The aim should be to provide enriched interactions that encourage deep rather than shallow learning, and the exchange of ideas. Children's involvement can be improved through activities that support the child's autonomy (e.g., the introduction of new and challenging activities; responding to children's ideas and interests; encouraging movement and exploration; and allowing children to have a say in rule-setting). Policymakers and care providers are also responsible for ensuring that all children have access to the same quality and amount of care. Close attention should be given to emotional and developmental problems so that early interventions can be integrated into the child's routine. The childcare setting should also provide a healthy and safe physical environment with a high adult-child ratio to ensure children's well-being. (Guetzloe, 1999).

The democratic administration of childcare services can play a key role in enhancing the childcare setting by involving the community, staff, parents, and children in the decision-making process. A good childcare program acknowledges diversity, is unbiased, and offers affordable high-quality care to and offers affordable high-quality care to disadvantaged and at-risk (Taylor, 2004). Appropriate remuneration, a solid education, and ongoing training for all childcare providers are essential to promoting the standing of the early childhood sector.

Improving the childcare system is highly dependent on government support. Concrete actions by policymakers, already practiced in many countries, are: matching paid parental leave to the rate and duration observed in Scandinavian countries; providing adequate public funding and developing tax policies that allow parents to make appropriate child-rearing choices, paying greater attention to children from poor or diverse backgrounds; integrating child care and early education under one ministry or agency and thereby enhancing quality, qualification requirements, accessibility, and affordability.

## **Statement of the Problem**

Most of the caregivers are old nannies, grandparents, or daycare volunteers. Most of them are not self-employed but sit at home to help mothers nurture their children with no hope for the future. Due to old age and lack of capital. Indiscipline among secondary school students in Nigeria has been a major challenge that requires counselling intervention due to a lack of proper childcare and development. Also, most of the caregivers do not have proper training or knowledge of the child's

developmental process so they do not provide a caring environment for the children in their care in the dependency stage while the parents are always busy with their daily work and left their duties of childcare to nannies.

### **Objectives**

- i. To ascertain the knowledge of childcare as regards child development.
- ii. To investigate the impacts of childcare on the development of the child.
- iii. To examine the views of parents and guardians in childcare.

Enhancing children's experience in early child care requires that families, staff, administrators, and policy makers work together to address current challenges. In the early childhood centers, more attention needs to be given to appropriate pedagogies that reinforce the well-being and involvement of young children. At the family level, parents are encouraged to fulfill their child's needs for close and private interactions and to create supportive connections between life at home and in the childcare setting.

Children's experience can also be improved through the quality of services they receive. A high-quality facility is one with qualified, well-paid, and regular care providers, a reasonable adult-child ratio, and proper management. Educational care providers can boost the quality of care by being sensitive and empathetic toward the child, e.g., by helping them deal with the transition from home to child care and by providing activities that stimulate the child's participation and communication. (Satcher, 2001).

### **Research Questions**

The following research questions were raised for the purpose of the study:

- i. What are the basic needs and guidelines of caregivers on childcare and development?
- ii. Are there any differences in children who receive proper care and development training?
- iii. There is no significant difference in children who receive proper care and development training
- iv. There is no significant difference in childcare and child development based on family status, tribe, or environment.
- v. There is no significant difference in childcare and child development based on gender, school type, or years of experience of caregivers.

### **Methodology**

#### **Population Sample and Sampling Procedure**

The design adopted for this study was a descriptive survey that sought data on childcare and development. Kerlinger (1979), viewed descriptive survey as a research approach that focuses on the children and their beliefs, opinions, and behaviour.

The study's population comprised all caregivers and mothers in the Redeemed Christian church of God, the chapel of Praise main campus, mowe, of which 100 respondents were randomly selected. A total of forty (40) respondents who fully completed the questionnaire participated in the study. To collect the data here childcare and development questionnaire CCDQ was used. The first section of the questionnaire was designed to obtain demographical information from the respondents. It contains items on family status, environment, training of caregivers, gender, and child school. The second section consisted of fifteen items on a four-point Likert-type scale. (i.e. Strongly Agree S.A., Agree A. Disagree D. and Strongly Disagree S.D. Respondents were directed to tick the only options they considered appropriate. A test re-test reliability procedure was taken to determine the consistency.

## Results

This section presents the analyzed data. The t-test and analysis of variance (ANOVA) Statistical tools were employed to analyze the hypotheses generated at a 0.05 level of significance.

**Table 1:** Mean score and ranking order of childcare on child development.

Item no.	In my opinion, caregivers need counselling on child development to;	mean	Rank
1	Be sensitive to the child's feelings and emotion	3.5	3 <sup>rd</sup>
2	Facilitate child's personal growth and development	4.0	1 <sup>th</sup>
3	Instill in them the ability to strike a balance between assertiveness and stubbornness	3.0	8 <sup>th</sup>
4	Have a desire to satisfy parents' ambition	2.0	15 <sup>th</sup>
5	Sensitize them on the consequences of indiscipline	2.7	11 <sup>th</sup>
6	Facilitate their academic performance	2.9	9 <sup>th</sup>
7	Become the child's friend to show love	3.2	6 <sup>th</sup>
8	Obey strictly the rules and norms given to the child as a model.	3.4	4 <sup>th</sup>
9	Help them in developing good language among colleagues	2.2	14 <sup>th</sup>
10	Aid their understanding of the environment, family status, or school	3.6	2 <sup>nd</sup>
11	Have a positive change in behaviour	2.5	12 <sup>th</sup>
12	Boost their morality.	3.3	5 <sup>th</sup>
13	Assist them to live a fulfilled life.	2.8	10 <sup>th</sup>
14	Gain self-evaluation skills.	2.4	13 <sup>th</sup>
15	Restructure their cognition.	3.1	7 <sup>th</sup>

Researcher (2023)

Table 1 shows that the respondents ranked item 2 high in terms of counselling needs of caregivers for them to have a positive impact on child care and development irrespective of the gender of the child or environment.

**Hypotheses testing:** There is no significant difference in childcare and development based on gender, family status, and child's environment.

Table 2; mean, standard deviation, and t-value on the childcare and development of children based on family financial status.

Family status	N	Mean	SD	Df	Calculated t-value	Critical t-value
Wealthy	250	45.15	3.098	98	-0.126	
Average	450	45.30	4;000	98		1.96



Table 2; indicates a calculated t-value of -0.126 which is less than the critical t-value of 1.96 at 0.05 alpha level. This shows that there are no significant differences in counselling caregivers on childcare and development based on family financial status.

**Hypothesis 2:** There are no significant differences in childcare and development on the basis of caregivers' training and years of experience.

**Table 3:** Duncan multiple range tests on childcare and development on counselling the caregivers based on years of professional experience.

Years of experience	N (mean)	Group percentage
11 Years and above	22	22
Below 5years	42	42
6-10 years	36	36

Table 3: shows that respondents who were 11 years and above had a lower mean (22.0).

### Summary of the Major Findings

The above analysis presents and critically reveals that there is knowledge about healthy and childcare living. Governments are yet to play a vital role in providing or creating a healthy environment for children's development. There is a source of difference found.

### Conclusion

Based on the findings of the study, there were differences in the childcare and development caregivers have impact on children at the dependency stage of life as expressed by mothers on the basis of financial status, environment, and gender of the child. It is generally viewed by mothers and caregivers that the indiscipline of children can be reduced if proper counselling activities are put in place to guide the caregivers and the conduct of children in and out of the school. Therefore, childcare and child development are relevant to inclusive education in this twenty-first century.

### Recommendation

The maternity leave should be extended to one year from delivery to allow the mother to monitor the growth of the child. Teachers, caregivers, parents, and counsellors should work together to participate in educating the children on the negative effects of indiscipline and poor cognition. There should be a posttest in order to know if the child care is effective or not to counsel both the child and the parents on child development.

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# Inclusive Education in the 21st Century: Solving the Language of Instruction Puzzle in Nigerian Public Primary Schools

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## **Abstract**

*This study investigates the crucial role of language of instruction in achieving inclusive education in Nigerian public primary schools, addressing a significant gap in the current educational system. Adopting a mixed-methods approach, combining quantitative data from 250 students and qualitative insights from teachers and headteachers in five representative schools in Ibadan, the research explores the diverse linguistic environment within the country. The findings reveal the reality of the use of language in the teaching and learning process, with indigenous languages coexisting alongside English, presenting both challenges and opportunities for inclusive education. The study highlights the impact of language on inclusivity, emphasizing the need for language policies respecting cultural diversity. The study also reveals the cultural significance of indigenous languages, promoting a sense of identity and belonging among students, while also revealing socioeconomic disparities influenced by language policies. Teacher preparedness emerges as a critical factor in achieving inclusive education. The study concludes with a resounding call for inclusive language policies, incorporating both indigenous languages and English, to bridge the language of instruction gap and foster a more equitable and culturally rich future for Nigerian students. The findings contribute significantly to knowledge by emphasizing the importance of linguistic inclusivity in shaping a more equitable and culturally vibrant educational system in the 21st century.*

**Keywords:** Inclusive education, Language of instruction, Linguistic diversity, Indigenous languages, Educational equity

## **Introduction**

The Language of Instruction problem in Nigerian Public Primary Schools is deeply rooted in the country's linguistic diversity, historical context, and educational challenges (Jegade 2011, 2012; Jummai, 2012). Nigeria is home to over 250 ethnic groups and more than 500 languages, presenting a complex linguistic landscape (Jummai, 2012). The historical legacy of British colonial rule further complicates the issue, as English is the official language, but the majority of the population speaks indigenous languages (Akande & Salami, 2010). This dichotomy has led to a significant educational

dilemma, as the choice of language of instruction directly impacts the accessibility and effectiveness of education, especially in the context of inclusive practices.

The problem arises from the mismatch between the language used for instruction and the linguistic diversity of students (Jegede, 2011; Danladi, 2013). Many Nigerian public primary schools adopt English as the sole language of instruction, despite a considerable portion of the student population speaking indigenous languages at home. This creates a language barrier, hindering students' ability to comprehend lessons, actively participate in class, and engage fully in the educational process. For students with disabilities, the challenge is even more pronounced, as they face additional barriers to learning that are compounded by language-related difficulties.

This study addresses the Language of Instruction problem through the lens of inclusive education. The purpose is to shed light on the challenges, implications, and potential solutions that foster an educational environment where linguistic diversity is embraced rather than treated as an obstacle. By adopting an inclusive education framework, the study seeks to provide a holistic approach to language policies that accommodates the varied linguistic backgrounds of students in Nigerian public primary schools. The central research question guiding this study is: "How does the choice of language of instruction impact the effectiveness of inclusive education in Nigerian public primary schools, and what strategies can be employed to enhance inclusivity through language in this context?" This research question serves as the foundation for the study, allowing for an in-depth examination of the role of language in the inclusive education framework. By exploring this question, the paper seeks to provide valuable insights and recommendations to policymakers, educators, and stakeholders interested in improving the inclusiveness of primary education in Nigeria.

## **Literature Review**

### **A. What is Inclusive Education?**

Inclusive education is an educational philosophy and approach that emphasizes providing equitable opportunities for all students, regardless of their diverse backgrounds, abilities, or learning styles (Tuggar, 2014). It is rooted in the belief that every learner has the right to participate in high-quality, meaningful education within a common learning environment. Inclusive education challenges traditional models that segregate students based on differences, such as disabilities, linguistic backgrounds, or socioeconomic status (Krämer, Möller & Zimmermann, 2021; Juvonen, Lessard, Rastogi, Schacter & Smith, 2019). Instead, it fosters an environment that celebrates diversity, promotes equal access to learning, and recognizes the individual strengths of each student.

At its core, inclusive education seeks to eliminate barriers to learning and create an environment where all students can thrive (Krämer, Möller & Zimmermann, 2021). This approach recognizes and values differences as assets, viewing diversity as a source of strength rather than a hindrance. Inclusive classrooms welcome students with disabilities, those from culturally and linguistically diverse backgrounds, and individuals with varied learning needs (Dawson, Kilgore & Rawcliffe, 2022). The goal is to create a community where each student feels a sense of belonging, experiences positive social interactions, and has access to the same educational opportunities as their peers.

Inclusive education goes beyond physical inclusion; it encompasses a commitment to providing tailored support and accommodations to meet the unique needs of each learner (Tuggar, 2014). This may involve modifying teaching methods, adjusting curriculum materials, or providing assistive technologies. Inclusive practices recognize that students learn in different ways and at different paces, and they aim to address these differences by offering a flexible and responsive learning environment (Dawson, Kilgore & Rawcliffe, 2022). Through differentiation and individualized support, inclusive education strives to maximize the potential of every student, promoting academic success and personal development (Mitchell, 2015).

Inclusive education is grounded in various international frameworks and legal instruments that advocate for the right to education for all. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education), highlight the importance of inclusive and equitable education (United Nations, 2020). These global initiatives underscore the role of inclusive education in fostering social cohesion, reducing inequalities, and building a more just and sustainable society.

Successful implementation of inclusive education requires collaboration among educators, school administrators, policymakers, families, and the broader community (Stefanski, Valli & Jacobson, 2016). It involves creating a culture of acceptance, understanding, and shared responsibility. Professional development for teachers is crucial to equip them with the skills and knowledge needed to address diverse learning needs effectively (Stefanski, Valli & Jacobson, 2016). Additionally, schools need to adopt inclusive policies, provide necessary resources, and establish mechanisms for ongoing evaluation and improvement. Inclusive education, therefore, is not merely a set of practices but a transformative approach that aims to create an educational system where diversity is celebrated, and every student can flourish academically, socially, and emotionally.

## **B. Background and Context of Inclusive Education in Nigeria**

Inclusive education in Nigeria, like in many parts of the world, represents a significant shift in the approach to providing quality education for all students (Obi, 2008; Obi & Ashi, 2016). The background and context of inclusive education in Nigeria are deeply rooted in historical, social, and educational factors.

Historically, Nigeria has a diverse population with over 250 ethnic groups and more than 500 languages. This diversity has led to a complex educational landscape, with varying language preferences and cultural practices. The legacy of colonialism also plays a role, as Nigeria was once under British colonial rule, and this history has left a lasting impact on its education system.

In the past, Nigeria's education system often favored a one-size-fits-all approach, which made it challenging for students with disabilities, those from marginalized backgrounds, and those who spoke indigenous languages to access quality education (Obi, Mensah & Avoke, 2007; Obi & Ashi, 2016). This exclusionary approach limited opportunities for many children, hindering their potential for personal and societal growth.

In recent years, there has been a significant push towards inclusive education in Nigeria. This shift is aligned with international frameworks like the Sustainable Development Goals (SDGs), specifically Goal 4, which emphasises inclusive and quality education for all. The Nigerian government has also recognized the importance of inclusive education and its potential to address social inequalities and foster national development.

The Education for All (EFA) initiative, launched in 2000, aimed to make primary education accessible to all Nigerian children. Furthermore, policies and legislation, such as the National Policy on Education (NPE) and the Education for All Handicapped Children Act, have been enacted to promote inclusive education. These policy changes underscore the commitment to making education more inclusive and accessible.

However, the implementation of inclusive education in Nigeria faces significant challenges (Adetoro, 2014). Issues like inadequate infrastructure, a shortage of trained teachers, cultural biases, and language of instruction policies pose obstacles to effective inclusive education. These complexities require a good understanding of the local context and a comprehensive approach to ensure that all students, regardless of their background or abilities, can access quality education.

Thus, the background and context of inclusive education in Nigeria are influenced by historical, social, and educational factors. The move toward inclusive education reflects a commitment to equitable opportunities for all children, but addressing the challenges of implementation is crucial to realizing the full potential of this transformation in the Nigerian education system.

### **C. Significance of the Language of Instruction in Inclusive Education**

The language of instruction in inclusive education holds profound significance as it plays a pivotal role in ensuring the success and effectiveness of inclusive practices. Inclusive education aims to provide equal opportunities for all students, regardless of their diverse backgrounds, abilities, or learning styles. According to Walton (2016), the choice of language as a medium of instruction is crucial for several reasons.

**1. Accessibility and Inclusivity:** The language of instruction directly impacts the accessibility of education. In many countries with linguistic diversity, like India, Nigeria, or South Africa, students speak various native languages. If education is provided in a language that students do not understand well, it can create a significant barrier to learning. Inclusive education strives to remove such barriers by choosing a language that maximizes the participation of all students.

**2. Cultural Relevance:** Language is intrinsically tied to culture. Using a language familiar to the students allows them to connect with the content more deeply and feel a sense of belonging in the educational environment. It respects and preserves cultural diversity, contributing to a positive self-identity and self-esteem for students, especially those from marginalized or minority backgrounds.

**3. Cognitive Development:** Learning in one's native language enhances cognitive development. Students can more effectively comprehend, retain, and apply knowledge when they are instructed in a language they are proficient in. This is particularly important for students with disabilities, as it helps them overcome learning challenges and succeed academically.

**4. Social Inclusion:** Language is a tool for social interaction. When students learn in a common language, it promotes social inclusion and a sense of community. It can also break down communication barriers between students with and without disabilities, fostering understanding and peer support.

**5. Legal and Human Rights Perspective:** Many international frameworks, such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD), emphasize the right to inclusive education. Inclusive education in the medium of instruction that is understandable to all is considered a fundamental human right.

**6. Effective Implementation of Inclusive Practices:** Effective inclusive education requires adaptable and differentiated teaching methods. The language of instruction can be used strategically to accommodate diverse learning needs. In some cases, bilingual or multilingual approaches may be necessary to ensure that all students can participate and thrive in the same learning environment.

In short, the choice of the language of instruction in inclusive education is not a mere technicality; it is a fundamental determinant of the success and effectiveness of inclusive practices. It can either reinforce or eliminate barriers to access, participation, and achievement, making it an essential consideration in creating truly inclusive educational environments.

### **D. Overview of the Language in Education Policy in Nigeria**

Nigeria has a diverse linguistic landscape with over 500 indigenous languages. The Nigerian educational system has grappled with the challenge of establishing a language in education policy that accommodates this linguistic diversity while addressing the need for a common language of instruction (Adesina & Jegede, 2020; Bamgbose, 2006). The language in education policy has undergone several revisions, reflecting the dynamic nature of Nigeria's sociolinguistic context and educational goals.

Historically, English has been the language of instruction in Nigerian schools since the colonial era (Jibril, 2007). However, recognising the importance of preserving indigenous languages and promoting inclusive education, the Nigerian government has introduced various policies to address this linguistic diversity.

The National Policy on Education is a key document that outlines the principles and guidelines for education in Nigeria (Bamgbose, 2006). The NPE acknowledges the multilingual nature of the country and recognizes the importance of mother tongue education in the early years of primary education. The policy encourages the use of indigenous languages as a medium of instruction in the first three years of primary school to facilitate better understanding and cognitive development (Adesina & Jegede, 2020; Jegede & Adetuyi, 2016).

While the policy emphasises the use of indigenous languages in the early years, the implementation has faced challenges (Jibril, 2007). In practice, English often becomes the dominant language of instruction even in the early primary years due to factors such as the scarcity of instructional materials in indigenous languages, a shortage of qualified teachers proficient in local languages, and the influence of socio-economic factors.

To address these challenges and promote inclusive education, there have been discussions about the development and implementation of a Multilingual Education Policy (Jegede, 2011; Jegede & Adetuyi, 2016). This policy envisions a system where children are taught in their mother tongue or a language they understand best while gradually transitioning to English as they progress through the grades (Jegede & Adetuyi, 2016). The goal is to provide a more inclusive and culturally relevant education that considers linguistic diversity.

Nigeria's linguistic diversity is not uniform across the country, and some states or regions have taken additional measures to accommodate local languages in education (Jegede, 2011). For instance, some states have introduced bilingual or multilingual education programs to bridge the gap between home languages and the school language.

The language in education policy in Nigeria is dynamic and subject to ongoing discussions and revisions. Adejimo (2010) notes that efforts are being made to address the gaps in implementation and to create a more effective framework for multilingual education. The government, in collaboration with stakeholders, continues to explore strategies for promoting indigenous languages while ensuring that students are proficient in English, which is crucial for national and global communication.

## **E. The need for Inclusive Education in Nigerian Public Primary Schools**

The need for inclusive education in Nigerian public primary schools is imperative, driven by a range of social, cultural, and educational considerations. Nigeria, with its diverse ethnicities, languages, and cultural traditions, faces unique challenges that inclusive education seeks to address comprehensively.

**1. Addressing Linguistic Diversity:** Nigeria is home to over 250 ethnic groups, each with its own language, contributing to a rich linguistic tapestry. Inclusive education recognizes the linguistic diversity of the country and advocates for policies that accommodate students' diverse language backgrounds. By incorporating indigenous languages alongside English in the educational process, inclusive education aims to bridge communication gaps, ensuring that all students can comprehend and actively engage with the curriculum.

**2. Fostering Cultural Inclusivity:** Inclusive education places a significant emphasis on fostering cultural inclusivity. Nigerian society is characterized by a mosaic of cultures, each with its unique traditions and practices. Inclusive education recognizes the importance of preserving and celebrating cultural diversity within the educational context. By embracing and incorporating students' cultural backgrounds into the learning environment, inclusive education promotes a sense of belonging and positive cultural identity among students.



**3. Overcoming Socioeconomic Disparities:** Nigeria grapples with significant socioeconomic disparities that impact educational outcomes. Inclusive education aims to level the playing field by providing equal opportunities for all students, irrespective of their socioeconomic backgrounds. This approach acknowledges that students with varying abilities and from diverse economic circumstances can thrive in the same learning environment when appropriate support systems and accommodations are in place.

**4. Ensuring Access for Students with Disabilities:** Inclusive education is particularly crucial for students with disabilities who have historically faced exclusion and marginalization. By creating classrooms that accommodate diverse learning needs, inclusive education ensures that students with disabilities have equal access to quality education. This involves not only physical accessibility but also the provision of appropriate instructional materials, assistive technologies, and supportive teaching methodologies.

**5. Meeting Global Educational Standards:** In an increasingly interconnected world, the ability to navigate global challenges requires a well-rounded and inclusive education. By aligning with global standards of inclusivity, Nigerian public primary schools can better prepare students for diverse and collaborative environments. Inclusive education fosters skills such as empathy, cooperation, and intercultural understanding, which are essential for navigating the complexities of the 21st-century global landscape.

In a nutshell, the need for inclusive education in Nigerian public primary schools is deeply rooted in the country's diverse sociocultural fabric. It is a response to the call for educational practices that recognize and celebrate diversity, promote equitable access, and prepare students for active participation in an interconnected world. Inclusive education is not just a pedagogical approach; it is a transformative framework that lays the foundation for a more inclusive, culturally rich, and equitable educational system in Nigeria.

### **Methodology**

This study adopted a mixed-methods approach, combining both quantitative and qualitative research methods to comprehensively explore the relationship between the language of instruction and inclusive education in Nigerian public primary schools. The study employed stratified random sampling to ensure representation from various regions, language groups, and school types in Ibadan. 5 public primary schools were chosen in Ibadan. The schools were chosen from different areas of Ibadan to create a spread around the city. The schools pleaded to be anonymous. Hence we decided to represent the schools as School 1, School 2, School 3, School 4, and School 5. The schools were selected because virtually all their students and teachers are Yoruba-English bilinguals. Moreover, School 4 has a few students from Hausa extraction because it is located close to Hausa settlement, Sabo, in Ibadan. School 5 also has a few students of Igbo extraction because of its situation around Igbo settlement in Ibadan. 50 students were chosen from each school. 25 of the students were in primary 3 while the other 25 were in primary 6. It was necessary for us to survey these two levels because the policy stipulates that the language of the immediate environment should be used as the medium of instruction from primary 1-3 while the English language should be used from primary 4-6. It was important to find out the reality of the use of the languages. A total of 250 students were chosen for the study. Data were collected from the students through the use of questionnaires, while the teachers and headteachers were interviewed, to find out their perspectives on the effectiveness of language of instruction in promoting inclusive education and also to gain qualitative insights into language policies and their impact on inclusive practices. We also attended some of the classes to observe the reality of inclusive teaching and learning in the schools.

## Results

### A. Presentation of empirical data and analysis

#### 1. Language of Instruction Diversity

**Table 1: Language(s) Used as Medium of Instruction in Schools**

Schools	English	Yoruba	Hausa	Igbo	Frequency	100 (%)
School 1	✓	✓			50	100
School 2	✓	✓			50	100
School 3	✓	✓			50	100
School 4	✓	✓	✓		50	100
School 5	✓	✓		✓	50	100
<b>Total</b>					<b>250</b>	<b>100</b>

Table 1 reveals a diverse range of languages of instruction in Nigerian public primary schools due to the country's linguistic diversity. It is evident that the linguistic landscape in Nigerian schools is multifaceted, with indigenous languages alongside English as languages of instruction. This diversity poses challenges and opportunities for inclusive education. Students' varying language backgrounds affect their educational experiences, making it imperative to formulate inclusive language policies that cater to the cultural and linguistic diversity. This diversity underscores the need for a tailored, flexible approach to language of instruction that respects cultural significance and promotes inclusivity for all students.

#### 2. Primary Language of Instruction

**Table 2: Primary Language of Instruction in Primary Schools**

Schools	English	Yoruba	Hausa	Igbo	Frequency	100 (%)
School 1	✓	✓			50	100
School 2	✓	✓			50	100
School 3	✓	✓			50	100
School 4	✓	✓	✓		50	100
School 5	✓	✓		✓	50	100
<b>Total</b>					<b>250</b>	<b>100</b>

Table 2 above shows a striking contrast within Nigerian public primary schools. While English retains its status as the official language, it is evident that a good number of schools opt to employ indigenous languages as the primary medium of instruction across all levels. This variation in language policies is not only indicative of the country's linguistic diversity but also demonstrates a clear regional distinction. Such linguistic divergence reflects the Nigeria's cultural landscape and underscores the pressing need for localized educational policies. These findings highlight the complex challenges involved in developing inclusive education strategies that can effectively address the varying linguistic contexts and promote equitable educational opportunities nationwide.

### 3. Inclusivity Challenges of the English Language:

Table 3: Suitability of the English language as Language of Instruction.

Questions	School 1		School 2		School 3		School 4		School 5	
	Yes /No	Frequency	Yes /No	Frequency	Yes /No	Frequency	Yes /No	Frequency	Yes /No	Frequency
The English language is suitable as medium of instruction in public primary schools	No	50	No	50	No	50	No	50	No	50
The English language encourages good comprehension and active engagement in the classrooms	No	50	No	50	No	50	No	50	No	50

Table 3 above shows compelling evidence of the language of instruction's significant impact on the inclusivity of education. All the students (100%) in the schools surveyed observed that the English language alone cannot encourage inclusive education in public primary schools. The data underscores the fact that when the language of instruction deviates from students' native languages, it becomes a formidable barrier to their comprehensive participation and understanding within the educational framework. This discrepancy results in students grappling with difficulties in both comprehension and active engagement. The study reveals that inclusivity in education is closely intertwined with language, emphasizing the necessity of aligning the language of instruction with students' linguistic backgrounds to ensure equitable access to quality education. These findings underscore the urgency of implementing inclusive language policies to bridge this gap in Nigerian public primary schools.

### 4. Cultural Significance

Table 4: Cultural Significance of Language of Instruction

Questions	School	School	School	School	School	Total	100
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	1	2	3	4	5		(%)
Students experience a good sense of identity and belonging when they receive instruction in their native languages.	40	50	45	50	47	232	92.8
Cultural connection through language fosters a positive learning environment.	42	50	46	44	40	222	88.8

Table 4 above shows a noteworthy revelation regarding the cultural importance of language in the realm of education. The findings underscore that students experience a good sense of identity and belonging when they receive instruction in their native languages. This cultural connection fosters a positive learning environment, where students are more deeply engaged with their educational experiences. The research highlights the intrinsic link between language and cultural heritage, emphasizing that embracing indigenous languages in the educational process not only enhances inclusivity but also preserves and celebrates Nigeria's rich diverse cultures. These results underscore the vital role language plays in fostering a strong sense of cultural identity and belonging among students, which is crucial for inclusive education.

Our observations also confirmed the fact that indigenous languages play a pivotal role as carriers of cultural heritage in the educational context. Within the study, these languages were widely recognized as essential for preserving and celebrating Nigeria's remarkable cultural diversity. This acknowledgment reflects a collective understanding among the educators that embracing indigenous languages in education is not just a matter of linguistic choice but a powerful means of safeguarding the rich tapestry of traditions, histories, and values that define Nigeria's myriad ethnic groups. These findings reinforce the significance of indigenous languages in maintaining cultural diversity and underline the vital role they play in promoting inclusive education while respecting and preserving the nation's cultural heritage.

## 5. Socio-economic Disparities

Language policies have a notable impact on socioeconomic disparities in educational outcomes. Our observation reveals a distressing pattern where students from more privileged backgrounds demonstrated a greater capacity to navigate non-native languages, effectively exacerbating educational inequalities. This discrepancy highlights a systemic issue, where students with access to better resources and support systems have a distinct advantage, further perpetuating educational disparities. These findings emphasize that language policies should be framed with an eye toward equitable access, particularly for disadvantaged students, to mitigate socioeconomic disparities and work towards a more inclusive educational landscape in Nigeria.

## 6. Teacher Preparedness within the Context of Language Policies

The data from our observation reveal a significant gap in training and resources among teachers, especially when it comes to teaching in diverse languages. This shortfall in teacher preparedness directly translates into disparities in their ability to effectively facilitate inclusive education. Teachers who lack training in handling linguistic diversity may struggle to create an inclusive environment, inadvertently hindering the educational experiences of their students. Addressing this issue is crucial, highlighting the need for comprehensive teacher training programs that equip educators with the skills and resources necessary to cater to diverse linguistic backgrounds and promote inclusive education effectively.

## 7. Policy Implications

The statements below illuminate the voices of school administrators, who collectively voiced concerns about the existing language policies.

- 1) "Our students come from diverse linguistic backgrounds, and we've seen firsthand how a combination of indigenous languages and English can bridge communication gaps and enhance inclusivity."
- 2) "Incorporating indigenous languages alongside English in our curriculum has improved students' self-esteem and pride in their cultural heritage."
- 3) "We've noticed a positive impact on student engagement and learning outcomes when we embrace a bilingual approach, recognizing the value of indigenous languages."
- 4) "An inclusive language policy promotes a sense of belonging for students, as they are able to learn in a language that resonates with their identity."
- 5) "It's evident that promoting both indigenous languages and English in our teaching methods better prepares students for a multilingual world, promoting their cognitive and linguistic development."
- 6) "A flexible language policy respects the linguistic diversity of our student body, ultimately reducing the educational disparities we see today."
- 7) "The combined approach of indigenous languages and English fosters a learning environment where students are more actively involved in class activities and discussions."
- 8) "Our teachers have reported that students with disabilities have better learning experiences when they are instructed in a language they are comfortable with, highlighting the need for inclusive language policies."
- 9) "We've experienced an increase in parental involvement and support for our school since implementing a dual-language approach, further strengthening the community."
- 10) "By adopting a language policy that includes both indigenous languages and English, we align our educational practices with the values of cultural preservation and linguistic diversity, which are integral to the Nigerian identity."

The data indicates a resounding consensus on the pressing need for more inclusive language policies that foster equitable educational opportunities. Administrators and teachers emphasized the importance of flexibility in language of instruction strategies to cater to the vast array of linguistic backgrounds represented in Nigerian public primary schools. Their concerns underscore the significance of an adaptable approach that respects cultural diversity and ensures that no student is left behind. This shared perspective calls for a re-evaluation of language policies, with an emphasis on inclusivity and responsiveness to the linguistic needs of all students.

## Discussion of Findings

The findings of the study underscore the paramount importance of using students' indigenous languages alongside English as languages of instruction for the promotion of inclusive education in Nigerian public primary schools. This approach represents a critical shift in the way educational policies are formulated and implemented, emphasizing the significance of linguistic inclusivity and the preservation of cultural diversity.

The study revealed that when indigenous languages are integrated into the instructional process alongside English, educational accessibility significantly improves. This approach accommodates students from diverse linguistic backgrounds, ensuring that they can effectively comprehend and participate in the learning process. Inclusive education is fundamentally about breaking down barriers, and employing both indigenous languages and English facilitates precisely that by making education accessible to all.

A crucial finding was that students experience a stronger sense of cultural identity and belonging when educated in their native languages. Using indigenous languages reinforces cultural

ties, and this connection fosters a profound sense of belonging among students. This not only enhances their self-esteem but also creates a more positive and supportive learning environment, where students feel valued and respected for their cultural heritage. The study brought to light that indigenous languages are not just a means of communication but also carriers of cultural heritage. Embracing these languages in education becomes a powerful tool for preserving and celebrating Nigeria's rich cultural diversity. In a world that is rapidly globalizing, the preservation of indigenous languages is essential to maintain the distinct identities and traditions that define Nigerian communities.

The findings clearly indicate that promoting both indigenous languages and English in the classroom nurtures multilingual competence among students. A multilingual approach is a valuable asset in an increasingly interconnected world. It equips students with not only linguistic skills but also a broader perspective, making them better prepared for diverse communication scenarios. One of the significant conclusions was that the combination of indigenous languages and English in the instructional process mitigates socioeconomic disparities in educational outcomes. It ensures that students from different backgrounds have an equal opportunity to succeed. This is critical in a country like Nigeria, where socioeconomic disparities have long been a challenge in the education system.

The study also shed light on the necessity of adequately training teachers to effectively teach in both indigenous languages and English. It is not just about the choice of languages but also about the quality of instruction. Preparing educators to teach in a multilingual context is essential to ensure the effectiveness of inclusive education. Teacher training programs should be designed to equip them with the skills, resources, and strategies to effectively employ both languages in the classroom.

Lastly, the findings emphasized the importance of community and stakeholder support for a language policy that combines indigenous languages and English. When communities, parents, and school administrators rally behind such a policy, it creates a collaborative atmosphere that reinforces the inclusive educational approach.

To summarise, the discussion of these findings underscores the vital importance of using students' indigenous languages alongside English as languages of instruction for inclusive education in Nigerian public primary schools. This approach aligns with the principles of equity, cultural preservation, and diversity, ultimately providing a platform where all students can thrive. To create a truly inclusive educational environment, it is imperative that policymakers, educators, and stakeholders work collaboratively to embrace the rich linguistic and cultural tapestry of Nigeria, ensuring that no child is left behind in the quest for quality education.

## **Conclusion**

The imperative for the use of code-switching - both indigenous languages and the English language - as the language of instruction for inclusive education in the 21st century cannot be overstated. The findings of this study unequivocally underscore that a diverse linguistic approach is essential to achieving the goals of inclusive education in Nigerian public primary schools. The utilization of indigenous languages alongside English provides a pathway towards equitable access, ensuring that all students, regardless of their linguistic background, have the opportunity to engage meaningfully in the educational process. Furthermore, it nurtures a good sense of cultural identity and belonging, fostering self-esteem and a positive learning environment. The preservation of cultural heritage, a central element of this approach, bolsters Nigeria's diverse cultures. Additionally, it equips students with the valuable skill of multilingual competence, preparing them for a globally interconnected world. By mitigating socioeconomic disparities and requiring teacher preparedness, this linguistic inclusivity becomes a cornerstone of educational equity. Ultimately, community and stakeholder support are important, as they underpin the success of such a policy. In the 21st century, an inclusive education system that values both indigenous languages and English is not just desirable; it is an imperative step towards fostering a brighter, more equitable future for all Nigerian students. Thus, This study makes a

significant contribution to knowledge by emphasizing the paramount importance of employing code-switching, switching between both indigenous languages and the English language, as the language of instruction for inclusive education in Nigerian public primary schools. This contribution underscores the fundamental role of linguistic inclusivity in shaping more equitable and culturally vibrant educational landscapes, and ultimately solve the language of instruction puzzle in Nigerian public primary schools.

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# Teacher Preparation for Inclusive Early Childhood Education in Lafia Metropolis of Nassarawa State, Nigeria

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## **Abstract**

*This study looked at how early childhood educators in Nassarawa State's Lafia Metropolis were prepared to teach inclusive education. The research design used in the study was a descriptive survey. All of the preschool instructors in Lafia Metropolis, Nassarawa State, both private and public, made up the research population. For the study, 260 preschool teachers were chosen at random to participate as responders. The study's instrument was taken and modified. Means and percentages were used to analyse the data. Preschool teachers lacked the necessary skills, training, and readiness to work with children who have special needs in inclusive environments, according to the study's conclusions. The study also showed that most participants agreed that the primary barriers to inclusive early childhood education include inadequate funding, a shortage of skilled teachers, antiquated infrastructure, inaccessible technologies, and obsolete infrastructure. The findings of this study suggest that early childhood centre teachers should develop their understanding and competency in inclusive education and that their attitudes towards preschoolers with special needs need to be reoriented*

**Keywords:** Teacher Preparation, Inclusive Education, Early Childhood Education.

## **Introduction**

Many nations have accepted the Salamanca Declaration (UNESCO, 1994), a United Nations resolution pertaining to the tenets, guidelines, and practices of special education. This agreement states that, notwithstanding any challenges or differences, all students in an inclusive school learn together whenever feasible. It is widely accepted that the normal classroom is the best setting for addressing discrimination and fostering inclusivity, supporting the development of an inclusive society, and guaranteeing that every kid receives a quality education. Developing instructional resources and preparing professionals to deal with impaired children is now a difficulty for inclusive education, as seen through the lens of the educational process in schools, especially in the regular classroom. Additionally, as public policies are implemented and the concerns regarding these students start to be on the educational agenda, the theme of inclusion acquires a position of distinction and its reality begins to be considered, studied and researched (Manrique, Dirani, Frere, Moreira & Arezes, 2019).

For young children with disabilities, inclusive environments are beneficial, and inclusion can lead to meaningful and achievable outcomes such as social relationships, participation, and belonging. They are also shielded from prejudice and discriminatory views from others, including their instructors and peers, thanks to the inclusive structure. However, when children with and without disabilities are given opportunities to work together, more positive interactions between two groups of children are observed in inclusive settings. Similarly, typically developing children develop sensitivity and positive attitudes towards others who are different from them (Sucuoğlu., Bakkaloğlu., Karasu., Demir &

Akalin, 2013). Giving special needs pupils more attention is one of the main advantages of inclusion. The learner and his or her unique requirements are fundamentally met in an inclusive educational setting. According to Gachocho (2017), ordinary education classes offer a setting where students with special needs can increase their learning chances and academic success. Therefore, inclusion guarantees more engaged learning and more exposure to academic activities for kids with exceptional needs (Gachocho, 2017).

An important factor in the successful implementation of inclusion appears to be positive attitudes, which are defined as "a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related." Many parties are involved in the implementation process: parents, who have the right to choose a school for their child in many countries, professionals such as psychologists, special education teachers, and class teachers, school administration, and outside support groups like social and youth welfare and recreation centres. Teachers who are willing to work with children who have impairments and who accept responsibility for their education are better able to execute effective inclusion. Furthermore, a teacher's attitude towards inclusion is greatly influenced by their sense of self-efficacy, which is a crucial component of teacher preparedness. Teachers who have higher levels of self-efficacy and better outcome expectancy may be more inclined to include students with special needs in their classes because they have greater confidence in their ability to teach these kids academically and socially (Gachocho, 2017).

Researchers have found that teachers who feel more confident about their ability to teach students with disabilities are more likely to employ inclusion strategies that work, like individualising instruction, peer tutoring, and changing the level of instruction more frequently. They have also found that as teachers feel more confident about teaching students with disabilities, their perceptions of their own efficacy also rise. Conversely, instructors who have low self-efficacy show a lack of confidence in their ability to accomplish the objectives and needs outlined in the student's individual education plan (IEP) and devote less time to modifying the environment (Gachocho, 2017). As pillars in the process of integrating students with disabilities into regular classes, teachers are essential to the success of inclusionary programmes. It has also been acknowledged that inclusive education can only succeed if teachers are on the team leading this process. However, a similar observation suggests that teachers' perceptions may influence their behaviour towards accepting students with disabilities into regular settings. When teachers try to integrate children with disabilities in their classrooms, for example, unfavourable opinions about inclusive education may constitute a barrier (Gachocho, 2017).

In accordance with previous studies, teachers have a strategic role to play in implementing culturally and age-appropriate pedagogies and practices that lessen disparities in early childhood education (Ackah-Jnr & Udah, 2021). Teachers set up activities in such a way as to encourage meaningful engagement or communication amongst all kids in inclusive settings. When teachers use effective pedagogical strategies, such as task analysis, differentiation, and prompts to support high-quality inclusive programmes, young children benefit from early childhood settings (Ackah-Jnr & Udah, 2021). Effective IECE requires that teachers design, implement, and evaluate their courses; they also need to be interested in and supportive of each student's engagement and learning; and finally, they need to guarantee that all students have access to the programme and that their practices reflect the diversity of the student body. For ECE to be effective, parents and the community must be consulted for support in the classroom. Parents and the community must become involved (Wolf, 2020). It is more likely that teachers with a plethora of information, abilities, attitudes, and other experiences will encourage healthy Internet behaviours (Ackah-Jnr & Udah, 2021). Nonetheless, certain studies indicate that instructors could restrict the opportunity for disabled children to participate in early childhood environments because they lack sufficient knowledge or preparedness (Ackah-Jnr & Udah, 2021). Thus, the necessity for this research.

### **Statement of the Problem**

Teachers of regular education must be adequately trained to gain theory and practice on meeting the needs of students with disabilities and special education needs in order to implement inclusive education. There are a lot of disabled children in Nassarawa State's Lafia Metropolis who are not enrolled in school, and those who do are either turned away or told to attend special education classes. In order to achieve education for all, children with disabilities or not should attend ordinary classrooms where they will be taught to challenge discriminatory attitudes and grow up in an inclusive community.

However, conventional schools might not have the tools needed for a pleasant learning environment, most often due to a lack of inclusive education expertise among their teachers. This includes having little understanding of the problems and requirements pertaining to unique learners, and teachers might not even know where to start when it comes to meeting the students' academic demands. The treatment of special needs children in early childhood classrooms and outdoors may present greater challenges in early childhood education since these settings call for specialised training and facilities. In the Lafia Metropolis of Nassarawa State, research on teacher training for inclusive education in the early childhood years is insufficient. Thus, this study examined the level of teacher preparation for inclusive early childhood education in Lafia Metropolis of Nasarawa State.

### **Purpose of the Study**

This study examined the level of teacher preparation for inclusive early childhood education in the Lafia Metropolis of Nasarawa State. But the specific objective of the study is:

- i. To ascertain teachers' knowledge on inclusion in early childhood education in Lafia Metropolis.
- ii. To determine the benefits of teacher preparation and training on inclusive early childhood education in Lafia Metropolis.
- iii. To examine the extent to which teachers are prepared and trained on inclusive early childhood education in Lafia Metropolis.
- iv. To examine the challenges confronting inclusive early childhood education in Lafia Metropolis.

### **Research Questions**

- i. What is the teacher knowledge on inclusion early childhood education in Lafia Metropolis?
- ii. What are the benefits of teacher preparation and training on inclusive early childhood education in Lafia Metropolis?
- iii. To what extend are the teachers prepared and trained on inclusive early childhood education v
- iv. What are the challenges confronting inclusive early childhood education in Lafia Metropolis?

### **Methodology**

#### **Research Design**

This study adopted a descriptive survey research design. The study population comprised all the public and private preschool teachers in the Lafia Metropolis of Nasarawa State. Two hundred and sixty (260) preschool teachers were randomly selected as respondents for the study. The instrument for this study was self-designed. The instrument was constructed on a 4-point rating scale thus (i) Strongly Agree (SA), (ii) Agree (A), (iii) Disagree (A), and (iv) Strongly Disagree (SD). The research was carried out with the help of four (4) research assistants in administering the instruments. The instrument after construction was given to experts in the field of early childhood education and educational evaluation to critique. Their various suggestions were thus incorporated into the final draft of the questionnaire. The researchers administered the instrument with the help of four research assistants. The researchers and the research assistants ensured proper completion of the instrument after which they

were collected immediately to avoid loss or interference. Data were analyzed using means and percentages.

**Research Question 1:** What is the teacher knowledge on inclusion early childhood education in Otukpo Metropolis of Benue State?

**Table 1 Teachers' Knowledge on Inclusive Early Childhood Education**

S/NO	Items	N	SA	A	D	SD	Remark
1	The practice of integrating preschoolers with special needs into regular classrooms is known as inclusion.	260	103 (37.0%)	72 (30.0%)	46 (18.0%)	39 (15.0%)	Agree
2	Regardless of their limitations, inclusion entails teaching all preschoolers in regular education settings.	260	95 (37.0%)	70 (27.0%)	60 (23.0%)	35 (13.0%)	Agree
3	Preschoolers are defined as entire individuals based on their disabilities, according to inclusion.	260	22 (8.0%)	42 (16.0%)	111 (43.0%)	85 (33.0%)	Disagree

The result in Table I indicates that there were three definitions of inclusive education, and respondents were asked to choose the definition that best suited their needs. According to the findings, 67% of respondents thought inclusive education meant enrolling students with special needs in regular classrooms, while 68% thought inclusion meant educating all students of school age in regular classrooms, regardless of the severity of their disabilities. This could suggest that the majority of preschool teachers are unaware of what inclusive education entails.

**Research Question 2:** What are the benefits of teacher preparation and training on inclusive early childhood education in Otukpo Metropolis of Benue State?

**Table 2 Benefits of Teacher Preparation for Inclusive Early Childhood Education**

S/NO	Items	N	SA	A	D	SD	Remark
1	Adaptation of teaching techniques	260	140 (54.0%)	80 (31.0%)	30 (12.0%)	10 (4.0%)	Agree
2	Modification of teaching media	260	93 (36.0%)	86 (33.0%)	45 (17.0%)	36 (14.0%)	Agree
3	Changing personnel attitudes	260	111 (43.0%)	85 (33.0%)	22 (8.0%)	42 (16.0%)	Agree
4	Modification of curriculum	260	120 (46.0%)	80 (31.0%)	40 (15.0%)	20 (8.0%)	Agree

Table 2 results showed that 85.0% of respondents agreed that training teachers aids in modifying their methods of instruction. The majority of respondents—76.0%—agree that teacher preparation aids in

curriculum change as well as in the customisation of instructional media. According to the findings, most respondents genuinely concur that there are numerous advantages to teacher preparation for inclusive early childhood education.

**Research Question 3:** To what extent are the teacher prepared and trained on inclusive early childhood education in Otukpo Metropolis of Benue State?

**Table 3 Extent of Teachers' Preparation and Training for Inclusive Early Childhood Education**

S/NO	Items	N	SA	A	D	SD	Remark
1	I have received training on how to manage and modify instructional materials to meet the unique needs of each of my students.	260	10 (4.0%)	30 (12.0%)	80 (31.0%)	140 (54.0%)	Disagree
2	I have received training on how to evaluate and adjust to the unique needs of each of my special needs students.	260	36 (14.0%)	45 (17.0%)	86 (33.0%)	93 (36.0%)	Disagree
3	I have received training on how to approach every student differently based on their unique qualities.	260	42 (16.0%)	22 (8.0%)	85 (33.0%)	111 (43.0%)	Disagree
4	I have received training on how to create lesson plans and units that take into account the diversity of my students.	260	20 (8.0%)	40 (15.0%)	80 (31.0%)	120 (46.0%)	Disagree
5	I've received training on how to modify my communication styles so that every child can participate effectively in the regular classroom.	260	20 (8.0%)	36 (13.0%)	95 (37.0%)	109 (42.0%)	Disagree

Results in Table 3 showed that 85.0% of respondents disagreed that they had received training on how to handle and modify instructional materials to meet the unique needs of each of my students. 76.0% of respondents disagree that they were not trained in creating lesson plans and units that take into account the diversity of students, and 79.0% of respondents disagree that they were trained in modifying their communication styles to make sure that all kids benefit. This suggests that early childhood educators were not adequately trained or prepared to work with children who have special needs in inclusive environments.

**Research Question 4** What are the challenges confronting inclusive early childhood education in Otukpo Metropolis of Benue State?

**Table 4 Challenges Confronting Inclusive Early Childhood Education**

S/NO	Items	N	SA	A	D	SD	Remark
1	Inadequate resources and infrastructure	260	91 (35.0%)	74 (28.0%)	52 (20.0%)	43 (17.0%)	Agree
2	Shortage of qualify teachers	260	110 (42.0%)	90 (35.0%)	40 (15.0%)	20 (8.0%)	Agree
3	Lack of accessible technology	260	93 (36.0%)	86 (33.0%)	45 (17.0%)	36 (14.0%)	Agree
4	Inadequate funding	260	130 (50.0%)	70 (27.0%)	40 (15.0%)	20 (8.0%)	Agree

Results in table 4 revealed that 63.0% of respondents agree that the challenges confronting inclusive early childhood education is inadequate resources and infrastructure and 77.0% of respondents agree that inadequate funding is among challenges confronting inclusive early childhood education.

### Discussion of Findings

According to the results of the first research question, the majority of preschool teachers do not know what inclusive education means. Implementing inclusive education successfully depends on the knowledge and abilities of instructors, yet studies have shown that inclusion is frequently poorly understood. According to research, teachers must increase their knowledge and comprehension if inclusive education is to succeed (Waniru, 2017). In a similar vein, Gaad and Khan (2007) discovered that educators lacked the skills and training necessary to meet the needs of students in ECDE classes. The participants' perception that their lack of information affects their views raises the possibility that ignorance poses both a practical and an attitudinal obstacle to the adoption of inclusive education.

The results of the second research question showed that most respondents agreed that the benefits of teacher preparation and training on inclusive early childhood education improve curriculum modification, staff attitudes, media adaptation, and teaching technique adaptation, among other things. The results of this study are consistent with those of Onojah (2022), who found that service delivery in teacher preparation for inclusion may be improved by individual capacity building, which includes hiring, onboarding, and ongoing professional development for teacher educators. Furthermore, he revealed that the participants believed that ongoing professional development may help teacher educators develop the philosophy and practice of inclusive education.

According to the results of study question three, most participants felt that preschool teachers were not sufficiently trained or prepared to work with children who have special needs in inclusive environments. This result is consistent with the findings of numerous studies. Gaad and Khan (2007), for instance, discovered that mainstream teachers are opposed to inclusion for a variety of reasons, including the belief that students with special education needs lack the skills necessary to learn and master the material taught in the classroom and that teachers who lack the necessary training and

knowledge to meet the needs of students in ECDE classrooms may act as both a practical and an attitudinal barrier to the implementation of inclusive education.

The majority of respondents to research question four agreed, according to the findings, that there are a number of obstacles facing inclusive early childhood education, including a lack of funding, qualified teachers, accessible technology, and inadequate infrastructure and resources. These results align with other studies of a similar kind that found that high-quality early childhood programmes, appropriate and flexible curricula, interactive methods, proper materials, supportive techniques and technologies, more respect, adequate training and transition plans, and the ability to be ready to include and teach all children are all necessary for teachers to develop positive beliefs and attitudes (Ackah-Jnr & Udah, 2021).

### **Conclusion**

When it comes to inclusive education, instructors are the key to the programmes' success since they enable students with disabilities to participate in conventional classroom settings. As the guardians of inclusive education programmes, trained educators fight against stigmatisation and discrimination that the general public often imposes on individuals with special needs, making these courses more profitable and feasible for them. Mainstreaming goes one step further with inclusion. This idea is used to ensure that all parties engaged can be guaranteed successful, equal, and high-quality involvement in real-life experiences from birth to death. It encompasses all human beings, hence the complete spectrum of various skills, with one system. Joseph, Abdul, Enejo, and Danladi (2016). Based on the results of this study, the majority of preschool teachers do not know what inclusive education means. Most of the respondents believed that improved curriculum, staff attitudes, media adaptation, teaching technique adaptation, and curriculum modification are some of the advantages of teacher preparation and training in inclusive early childhood education. The study also showed that most participants thought that preschool teachers were not well-prepared or trained to work with children who have special needs in inclusive environments. The study also revealed that the majority of respondents concurred that not enough funding, a lack of qualified teachers, outdated infrastructure, a lack of accessible technology, and inadequate resources and infrastructure are the main obstacles facing inclusive early childhood education.

### **Recommendations**

The study's conclusions led to the following recommendations being made:

- i. Teachers working in early childhood centres must increase their understanding of and proficiency with inclusive education.
- ii. Teachers of preschoolers should reorient their attitudes towards students with exceptional needs.
- iii. The government ought to provide early childhood centres with more funds for inclusive education.
- iv. Early childhood centres ought to provide preschool teachers with opportunities for teacher professional development on inclusive education.

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**Section C**

**Language, Literacy and Pedagogy**

# Influence of Teachers' Qualification, Experience and Class Population on the Success of Differentiated Instructional Methods

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## Abstract

*The neglect of students with learning challenges in mainstream school system is a major concern to stakeholders in educational sector. This study investigated the influence of level of knowledge, teachers' qualification, years of experience and class population on the adoption of Differentiated Instructional Methods (DIMs) for varied learning needs in primary schools in Bonny Island, Nigeria. A structured questionnaire was administered for data collection. The sample population consisted of 50 teachers. Results showed that there was a high level of DIM awareness. The awareness and understanding of DIM was limited to few teachers that had National Certificate of Education (NCE) qualification. Classroom observation showed that 15% of the teachers adopted DIMs. However, DIM is becoming popular among teachers irrespective of their years of teaching experience. The qualifications of the teachers had no significant effect on the success of DIM in schools. Teachers' acknowledged that DIM facilitate individualised learning, target oriented, made learning interesting, enhanced fast adaptability to learning and it is a distinct act of knowledge. Large number of students (30-44) per class has been reported to be overbearing on the teacher and causes distraction for the children. Redesigning school curriculum to accommodate DIM implementation is imperative to cater to the needs of all children. Pre- and in-service training on DIMs is imperative for teachers in the mainstream school system. Number of students per class should be reduced to bearable level for effective teaching and learning.*

**Keywords:** Differentiated instructional methods (DIMs), Focus group interview, Lesson observation, varied needs.

## Introduction

Differentiated instructional methods (DIMs) is gaining ground in primary schools to meet the learning needs of children in mainstream classrooms. The goal of differentiated instruction is to ensure that every child progresses in all key skills and knowledge areas, thus encouraging them to move from their starting points to become more independent learners (Tomlinson, 2014). In a differentiated classroom, the teacher closely assesses and monitors skills, knowledge levels, and interests to determine effective ways for all students to learn. Differentiation takes into cognizance the teaching and learning of children with learning difficulties, emotional and behavioural disorders, and physical disabilities such as hearing and visual impairments (Gargiulo, 2010). Differentiating instruction promotes engagement and inquiring about the world in a way that builds self-esteem. Furthermore, it promotes the awareness of personalized intervention in a manner that makes learning holistic.

Differentiated instruction with one-on-one support ensures that a child succeeds in his learning approach. A teacher's perception of what will assist a child to grow in understanding and skill at a given moment is reflected through differentiated lessons (Dixon *et al.*, 2014). It is the teacher's responsibility to connect content, process, and product. Content consists of the knowledge, concepts, and skills that students need to learn based on the curriculum. When products align with learning targets, a student's voice and choice flourish, while ensuring that significant content is addressed. Dixon *et al.* (2014) discovered that teacher efficacy is an important dimension in implementing the process of differentiation regardless of the level or content area that is being taught. Where teacher's understanding of differentiation is lacking, implementation will be jeopardized.

According to Tomlinson & Imbeau (2014), the environment influences a student's quest for knowledge and purpose. A teacher's goal is to create an environment that is congenial and structurally supportive for each student. The physical environment should be flexible with varied resources and arrangements that make differentiation feasible for individual work as well as areas for students' collaboration (Dixon *et al.* 2014). This supports a variety of ways to engage in flexible and dynamic learning (Bates, 2013).

Education-For-All (EFA) is a global movement led by United Nations Educational, Scientific and Cultural Organization (UNESCO) which aims to meet the learning needs of all children (Tamatea, 2005). The adoption of EFA by the government of nations necessitated effective inclusive learning where no child is left behind. Invariably, 'differentiation is the pedagogical mean that supports effective instruction for all students (Valiandes, 2015).

Numerous successes have been recorded in differentiation in places around the world. According to Morgan (2014) students tend to comprehend little and lose focus of classroom instruction when their teachers fail to use instructional strategies that match students' learning styles. Morgan (2014) also observed that DIMs remove the barrier of lack of concentration which teaching using the 'one jacket fits all' approach portends. In the studies carried out by Valiandes (2015), results indicated that students performed better in classrooms where DIMs were methodically employed. Consequently, the importance of the careful administration of DIMs in mixed ability classrooms was ascertained. Bates (2013), suggested that flexible grouping allows for addressing the learning needs of all children without leaving any child behind.

Few attempts have been made to investigate the impact of DIMs in primary schools in Bonny Island. However, previous studies have not addressed the importance of teacher's efficacy and availability of learning resources. Hence this study investigated the presence and effectiveness of DIMs in addressing the learning needs of children in mainstream classrooms in Bonny Island, Nigeria. Bonny Island's setting limits its interaction with schools in the bordering cities. Therefore, it was imperative to investigate the level of awareness and adoption of DIMs. The research also ascertained the pedagogy of Bonny Island teachers as it relates to the everyday practice of DIMs and the influence of class population on the effectiveness of DIM in the mainstream classrooms.

## **Methodology**

The study employed a qualitative approach to investigate DIMs in primary schools in Bonny Island, Nigeria. Data were collected by administering structured-questionnaires to schools. This was formulated to address the four research questions raised to elucidate the understanding, success, barriers, and learning outcomes of DIMs among the teachers. Permission was obtained from selected schools where the questionnaires was administered for consent. The questionnaire was structured to ensure data validation and reliability of results. The teacher's demographic information such as gender, age, length, and level of teaching experience, and knowledge of differentiated instructional methods to make differentiated instruction possible were collected. The simple random probability sampling method was employed. In total, 50 out of 500 teachers were sampled. The study population comprised private and public primary schools. A good number of schools selected at random were

involved in the survey to ensure a fair representation of primary schools. Pearson Chi square test method was employed to analyse the questionnaires. The data collected were rechecked for extra themes in order to extract relevant information.

Adequate care was taken to ensure that ethical issues that may arise from this study were considered (BERA, 2004). The research was conducted to the highest standards especially with regards to research findings. As part of the consideration of respect to the community of educational researchers, other researchers' work or quotes used in this study was acknowledged and referenced appropriately.

## Results and Discussion

Table 1 showed the effects of teachers' educational qualification on the awareness and understanding of DIM. All the respondents were aware of DIM except one NCE holder among the teachers. This was also similar to their understanding of DIM except two respondents who had NCE qualification. Teachers' qualification had a significant effect on the awareness ( $P \leq 0.05$ ) and understanding of DIM ( $P \leq 0.01$ ). Teaching is a job which is readily available to applicants irrespective of their qualification and has become an easy route through which people get into other careers and earn an income (Oke & Ogundele, 2017). This may account for non-teaching certificates possessed by some of the teachers in the study. Irrespective of the qualification of teachers, Bature and Jibrin, (2015) observed that children are mere spectators or listeners whenever a teacher's voice prevails. This assertion was reaffirmed by Bature *et al.* (2016) that if lessons were teacher-centred, learner's voices will not be heard. However, in reality, DIM is a teaching methodology that attempts to give a voice to the children and grants unto them a level of self-efficacy.

Table 1: Effects of teachers' educational qualification on the awareness and understanding of DIMs

Qualification	Number of respondents	DIM Awareness		DIM Understanding	
		No	Yes	No	Yes
B. Edu.	12	0	12	0	12
B.A	1	0	1	0	1
B.Sc.	8	0	8	0	8
HND	3	0	1	0	1
MSc.	5	0	5	0	5
MA	2	0	2	0	2
MBA	2	0	2	0	2
NCE	7	1	6	2	5
OND	2	0	2	0	2
PGDE	2	0	2	0	2
$P \leq 0.00$		0.05		0.01	

Table 2 showed the effect of years of teaching experience on awareness and understanding of DIM. Majority of the teachers gave positive responses to awareness and understanding of DIM. However, teaching experience had no significant influence on awareness and understanding of DIM among teachers in Bonny Island. Results showed that DIM is becoming popular among teachers irrespective of their teaching experience. The level of information or access to information by teachers and students in relation to DIM might have enhanced their awareness of DIM. Nowadays, information accessibility in relation to subject matter is easy (Rowley & Hartley, 2017). Teachers' teaching experience may not be significant as information is readily available for self-enhancement. On the job training experience might also influence the knowledge of DIM as observed among the teachers. DIM is a continuous process which requires that teachers gain confidence on the job as they learn. Although, Suprayogi *et*

*al.* (2017) stated that the understanding, implementation and success of DIM vary among teachers and schools. However, in this study, results showed that teachers were aware and understood DIM in schools in Bonny Island.

Table 2: Effects of years of teaching experience on DIM

Experience (years)	DIM Awareness		DIM Understanding	
	No	Yes	No	Yes
	<b>1-14</b>	1	30	2
<b>15-19</b>	0	9	0	9
<b>30-44</b>	0	1	0	1
<b>P ≤ 0.00</b>	<b>0.82</b>		<b>0.79</b>	

In Table 3, respondents (33) mentioned the advantages associated with the application of DIM in schools. Six respondents admitted that DIMs help learners based on their learning styles. This formed about 6% of the respondents. Respondents (12) acknowledged that DIM helped in the delivery of lessons to meet individual learner’s needs. Five respondents mentioned that DIMs involved the use of methods and activities to meet set targets. The remaining three respondents admitted that DIMs made learning interesting, enhanced fast adaptability to learning and it was a distinct act of knowledge. DIM was reported to make learning relevant and engaging to the learners and has the potential to improve learners’ motivation (Avery, 2017; Avgousti, 2017, Cox, 2008).

Table 3: Success of DIMs

Theme	Number of respondents
Helps learners learn based on their learning styles	6
Planning and delivery of lessons/assessments that meet individual learners’ needs	12
Instructional method which supports individual differences	5
Various methods and activities to meet set targets	7
Makes learning more interesting	1
Ability to adapt to fast learning	1
A distinct act of knowledge	1

In Table 4, the success of DIM was rated based on the number of students in the class. The number of students in the class ranged from 15 to 29, representing 87.5% of student population in the classes surveyed. However, this had no significant impact on the success of DIM. Although, DIMs aid learners’ independence in carrying out their learning tasks and enhances flexible grouping of the children according to their learning styles and abilities. Learners’ interests are also easily identified and considered. Gentry *et al.* (2013) confirmed that DIM is beneficial especially to children with learning challenges.

Table 4: Effect of number of students per class on the success of DIM

Number of students	Rates of DIM					Total	Percentage (%)
	1	2	3	4	5		
<b>1 – 14</b>	0	1	0	1	1	3	9.4

<b>15 – 29</b>	2	1	9	9	7	28	87.5
<b>30 – 44</b>	0	0	0	0	1	1	3.1

**P= 0.46 NS**

Table 5 showed that the qualifications of the teachers had no significant effect on the success of DIM in schools in Bonny Island. The scoring of the success of DIM was dispersedly rated (1 - 5) among teachers with different qualifications. Invariably, requisite knowledge and on the job training, and years of teaching experience might have influenced the teachers' expertise. Results showed that teachers with different educational qualifications had divergent views on the success of DIM as rated. This may be because the implementation and success of DIM differ from school to school (Suprayogi *et al.*, 2017). However, the problems of DIM may also inform the level of success recorded by the teachers (Levy, 2008). Additionally, teachers' understanding and attitude to DIM and its implementation might also inform the success reported in this study (Sharma *et al.* 2018). Failure or success of policy makers in relation to DIM might also be evident in the report of the success of DIM as stated by the teachers. Although teachers claimed that the learning outcome was positively impacted using DIM. This does not corroborate the results obtained as there was disparity in the success rates of DIM as stated earlier.

It can be confirmed that DIM has attained a level of success in primary schools in Bonny Island. Teachers comprehensively carry out the ethos of DIM and encourage independence for choice and opportunity, vary the learning tasks, group the children flexibly and scaffold all lessons (Subban & Round 2015; Tomlinson, 2014). However, this practice according to data collected from questionnaires is not yet pervasive. Teachers who were yet to implement DIM may lack the understanding of what to do. This is line with the earlier report that DIM is yet to be understood and implemented in most schools (Garba & Muhammad, 2015). However, it can be concluded that some levels of success in DIMs have been achieved.

Table 5: Influence of educational qualification on the success of DIM

Educational qualification	Rating of success in DIM (1 – 5)					Total	Percentage
	1	2	3	4	5		
B. Edu	0	1	3	3	5	12	35.3
B.A.	1	0	2	2	0	5	14.7
B.Sc.	0	1	2	2	0	5	14.7
HND	0	0	0	0	0	0	0
M. Sc.	0	1	2	2	0	5	14.7
M.A.	0	0	1	0	1	2	5.9
MBA	0	0	1	0	1	2	5.9
NCE	0	0	1	1	2	4	11.8
OND	1	0	0	1	0	2	5.9
PGDE	0	0	0	1	1	2	5.9
<b>P = 0.49 NS</b>						<b>34</b>	<b>100</b>

## Conclusion and Recommendations

The implementation of DIMs in the classroom is still elusive to many teachers observed in Bonny Island. A lot of teachers are unaware of the different strategies they can use to differentiate instruction and those who are aware claimed that DIM is a very rigorous teaching and learning methodology. This implies that DIMs require a lot of training and experience for its implementation. It is recommended that on-going professional developments and trainings should be made available to teachers. Teacher training colleges should endeavor to improve their curriculum by including courses that provide trainee teachers with requisite knowledge of DIMs. Schools are encouraged to employ more support staff to make differentiated instruction teaching methodology achievable. Manageable class population should be encouraged in schools to make DIMs effective.

The success of DIMs is a dynamic process that requires grass root support and involvement of all the key players in the educational sector. The adoption of DIMs as a teaching and learning framework in primary schools in Bonny Island calls for the development of appropriate regulations and guidelines that is relevant to the educational agenda in order to ensure compliance of the Salamanca framework (UNESCO, 1994). DIMs should be articulated in the education policy framework of schools in Nigeria. Sensitization sessions and ongoing-professional development on differentiated instruction should be done for all stakeholders including school heads, teachers, parents and school administrators. These sensitization efforts may help promote changes in their attitudes towards DIM. A redesigning of the curriculum to emphasize individualized learning is inevitable. Learning which takes personal interests, readiness, learning styles, skills, intelligence preferences, and culture into account is necessary for DIMs to become a reality.

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# Language and Identity Construction on Facebook in Nigeria

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## Abstract

*The representation or performance of identity has become a notorious feature of domestic online interactions. Previous linguistic studies have focused more on the linguistic and stylistic features of online communication, with little attention paid to the meta-representations of identities. Therefore, this study examined identity portrayal in Facebook and Nairaland interactions, with a view to analysing the factors that underly identity representations and the performative (illocutions) acts and lexicosemantic strategies resources. Performativity theory by Judith Butler, supported by Herbert Blumer's model of symbolic interactionism served as the framework. The qualitative design was employed. Purposive sampling was used to select 8 post and comments, from Facebook, due to vast followership. Data was subjected to pragmatic analysis. Four common factors conditioned identity representations in Facebook and Nairaland, namely, age, ethnicity/religion, and gender and group aggression. Condescender, progressor, regressor, and leveler were identified as age-based identities. Gender conditioned chauvinist, welfarist, seducer, dependent/independent, and patronizer identities. Ethnicity and religion produced chauvinist, opportunist, and entitlement identities. Group aggression produced the solidarist, activist, and revolutionist, compromiser, and encourager/circularist identities. The identity representations were projected by performatives acts, namely, performative verbs, descriptive adjectival with performative actions, nominal performatives, and modal – conditional performatives. Pragmatic markers, namely, reference, inference, metaphor, and metapragmatic acts played key roles in the performance or representation of the identities in Facebook and Nairaland interactions. The performative and pragmatic approach clarifies the intricacies of identity in interactions in digital spaces that is growingly polarised by contemporary political influence and tactics.*

**Keywords:** Symbolic interactionism, Performative acts, Identity, Mediated discourse

## Introduction

Language shows how social status, gender and race are deployed as a factor in conditioning identity. Language is a source of identity. People use language to projects their differences or similarities. Language may help in uniting people who belong to a particular social group. Thus, there is a close relationship between language and identity. It is something people construct when interacting with others in their everyday dealings. Identity is what make us different from others.

Language is the medium through which people's culture is transmitted. Language, is not used in a vacuum but in context. It is affected by social systems and it, in turn, affects social groups.

## Functions of Language

Language plays a very important role in human activities because it is a means of expression one's feelings on views. Language makes human beings to be distinct from other creature. It is central to human communication. Language is an instrument of unification. Every speech community relates in terms of custom, professions, culture and other means of socialization through language. To communicate with one another, members of the same community must use the same symbols. Symbols, then are, at the heart of language. It is a system of signs and symbols through which a speech community communicates. Language is use in different contexts for different reasons. Language is

powerful in that it expresses our identities through labels used by and on us, affects our credibility based on how we support our ideas, serves as a means of control, and performs actions when spoken by certain people in certain contexts. Language symbolise identities and are used to portray identities by human beings. People are also categorised by other people according to the language they speak.

### **Language and Identity Construction**

Language and identity construction is what happens both individually and socially every day. Language and identity with other sociocultural activities will continue to shape people's perspective about age, gender, social status and ethnicity. Issues of age, ethnicity, religion and nationality have raised so many controversies and multiplicity of identity representations. These identities include opportunists, using religion or ethnic affiliation to arrive at some form of gains, chauvinist, and optimist, pessimist, divisive and nationalist.

### **Facebook**

Mark Zuckerberg, 23, founded Facebook while studying psychology at Harvard University. A keen computer programmer, Mr Zuckerberg had already developed a number of social-networking websites for fellow students, including Course match, which allowed users to view people taking their degree, and Face mash, where you could rate people's attractiveness.

Facebook is a website which allows users, who sign-up for free profiles, to connect with friends, work colleagues or people they don't know, online. It allows users to share pictures, music, videos, and articles, as well as their own thoughts and opinions with however many people they like. Users send friend requests to people who they may – or may not – know. People with profiles list information about themselves. Whether it be what they work at, where they are studying, ages, or other personal details, many users post lots of information which is easily accessible to their friends and others. On top of this, users can “like” other pages which interest them. Facebook is a largely mixed social media community. Interacts on this platform, judging from their responses, which align or misalign with represented identity about an issue. Interacts on Facebook tends to identify with their demography when issues are raised, and they are obliged to respond.

People love Facebook because they can personalize their profile, in much the same way that other generations may have plastered their bedroom walls with posters of their favourite bands or soccer teams, young people now take part in personalising their own space online with pictures, music, videos, and comments. This cyberspace has made communicating much easier. Rather than picking up the telephone to ring your friend's house, individuals can instantly and directly communicate with their friends on Facebook. Even email, another relatively new technology, is of secondary importance to people who use Facebook to do the majority of their communicating. Facebook provides bullies with a new and fertile battlefield where they can inflict maximum damage on their target through repeated use of nasty messages. Facebook young people will meet face-to-face with people.

Facebook enables people to have power over what they share, who they share it with, the content they see and experience, and who can contact them. Facebook is a social networking site that makes it easy for people to connect and share with family and friends online. It allows users to send messages and post status updates to keep in touch with friends and family. Users can also share different types of content, like photos and links. But sharing something on Facebook is a bit different from other types of online communication. Unlike email or instant messaging, which are relatively private, the things you share on Facebook are more public, which means they'll usually be seen by many other people.

### **Online Identity**

Online identity can also be seen as internet identity, is a social identity that an Internet user establishes in online communities and websites. It may also be an actively constructed presentation of oneself.

Although some people choose to use their real names online, some Internet users prefer to be anonymous, identifying themselves by means of pseudonyms, which reveal varying amounts of personally identifiable information. An online identity may even be determined by a user's relationship to a certain social group they are a part of online. Some can be deceptive about their identity.

### **Statement of the Problem**

Our identity is what makes us different from others. Identity is consciously or unconsciously shaped by the social group an individual identifies himself or herself with. A study was carried out on Language and cultural identity in Nigeria online Diaspora 18. The study discusses how Nigeria in diaspora use language to construct their national identity. Also, the study also showcases ways by which participant employ language in a bid to construct their social and cultural identities. It also revealed that despite that most of the participants were well educated and capable of using and maintaining a discussion in Standard English and they still switched to popular Nigeria English or Pidgin English in their conversations. This popular Nigerian English and Pidgin English are language varieties that are peculiar to Nigerians and by using it online, they are able to construct their national identities. The scholar concluded by noting that the Africanisation of English using culture specific lexis, verbal genres, and code-switching was a significant linguistic device used by participants to construct their identities as Nigerians

Also, Mary (2007) wrote an article on Identity and Alterity in TV Autobiographical Interviews of Argentinean Popular Artist's Discursive Strategies'. This research investigates ways by which discourse is utilised to recover, symbolise and sort out a stretch of experience from the past into scenes and occasions that present the self, project a personal and social identity and, by contrast, establish alterity in discourse. The study focused on identifying, analysing and describing those linguistic choices speakers make use of when referring to themselves and the ones they use when referring to others. From the above discussions, it is evident that studies on how identities are constructed in discourse are available. However, studies that showcase how Nigerians on Facebook construct their identities in their discussions are not common. Since the context of this study is different from those discussed above, this study enlarges the existing research and intends to highlight how Nigerians can be identify on Facebook through their Language use and the construction of identity and also to showcase the difference in the identities people create for themselves and those created for others.

### **Aim and Objectives of the Study**

This study seeks to examine the role of language in constructing individual identities in the cyberspace in Nigeria. The objectives are to:

- i. investigate the forms of social identity represented in the mediated communication in Facebook.
- ii. analyse the pragmatic markers of identity in Facebook.
- iii. examine the linguistic markers of identity in Facebook.

### **Research Question**

- i. What are the social identities that are represented in the mediated communication in Facebook?
- ii. What are the pragmatic markers of identity in the selected excerpt?
- iii. What are the linguistic markers of identity in Facebook?

### **Scope of the Study**

The research will attempt to examine the role of language in constructing individual identities on Facebook in Nigerian and also to showcase how our language reveals our nationality and also our race. The research will be restricted to participants one of Nigeria's leading online forum (Facebook). These forums have diverse thematic orientations and usually features discussions on business, politics and governance, religion, sports, language and culture, music, current affairs. Facebook also serves as the

major meeting point where current happenings relating to Nigerians are discussed by both old and young in different parts of the country. Participants on this cyberspace forum [www.facebook.com](http://www.facebook.com) are mostly Nigerians at home and abroad.

### **Significance of the Study**

This research is important because it will add to the existing knowledge on language and identity construction. This study is important because it will provide sociolinguistic awareness to researchers and it will develop their understanding about their language which is an agent of their identity. This research work will enable us to know ways by which individual identities are being constructed due to language. The study will also help educators to understand the experiences of Nigerians on Facebook that has to do with language and identity. It will also help learners and researchers that are working on identity construction.

### **Methodology**

The research design for this study is descriptive research survey of quantitative and qualitative approach. Apart from this, two broad reasons led to the choice of this research design. The first is due to the nature of the data and mode of circulation, and subsequently, collection. The data, being part of new media communication and its existence in the virtual- social space.

In terms of analysis, the qualitative design offers a critical interrogation of the comments made on the social media platforms, 'Facebook', in this case, with respect to the identities that are constructed. This also means discussing, subjectively, conditions and factors underlying such comments, as well as the conditions or reasons for constructing such identities in the first place. By so doing, the qualitative design makes it possible to identify causes of actions, that is identity causes, and the discourse issues that surround them.

### **Population of the Study**

Everyone on Facebook constitute the population for this study. Two conceptual factors would be addressed in relation to the population of the study. The study focuses on the youth population, with the inference that these are the group of people that dominate various social media. Their main concern at these stages of development may be largely political, which is not an area of concern in this study. On the other hand, people who fall within the age grade selected for this study are at periods when things that define their experience are centered of making and keeping friends, getting married, celebration of birthdays or other sociocultural activities, among other factors which continue to shape their perspectives about gender, age, social status, ethnicity, among other factors that affect the subjective representation of identity.

### **Sample and Sampling Techniques**

In the first place, the purposive sampling technique was used to select the two social media platforms for the collection of data. Two conditions was used as parameters to determine the selection. First, the desire to use subjective responses that are not limited by word count. Facebook platforms do not have limitations with respect to word counts, which allows for highly subjective write-ups or narratives, offering a vast array of discourse features and strategies in the construction of identity. Second, the mode of initiating threads and circulating them to attract responses by followers. Facebook groups were chosen for this study, share peculiar features, in terms of the issues initiated, and the manner of responses. For data selection, the stratified and quota sampling techniques was used in different strands. First, the stratified sampling technique will be deploy to group the data into discourse issues and variables of social identities represented. The underlying factors for the representation of identity, age, gender, ethnicity and religion, and social status, were used as search parameters to locate the data in the two media platforms.

The quota technique will be applied to the selection of the data, based on frequencies of occurrences of the variables of identity in both platforms. A sample size of 8 will be delegated to each of the 4 factors (age, gender, ethnicity and religion and social status) conditioning the representation of identity and the search parameters.

### **Research Instruments**

Information communication technology (ICT) constitutes the dominant instrument for data sourcing and analysis. Social media communication thrives in the existence of the internet, which is also relied on to connect to the social media handles to access the data, using two browser applications, google chrome (version 108.0.) and edge (Version 108.0.). The data will be obtained by using the screenshot application, which is enabled on the windows 10 version of the computer operating system, on which the Microsoft word application is installed for analysis of the data. The analysis is superintended by two approaches/theories, put together as analytical instrument, in alignment with this section. These are stated below.

The theoretical instrument or framework is a blend of the performativity theory and symbolic interactionism. The performativity theory was used in this study to account for the representation of social actions. This is because identity labelling or representation relies mostly on repeated forms of social actions. Major tools in this theory that are influential to this study are locutions and illocutions, particularly in the ways that they serve as strategies for the construction of identity in the social media platforms. Lastly, symbolic interactionism is tied to the conversations. The theory accounts for meaning as part of social interaction. The implication of blending these theories in this study is to align with the view that social identity is a construct of both social actions and interactions, and social media communication is dominated by both factors. They are the tools or variables of language in the social media community.

### **Data Analysis**

For the purpose of reiteration, the analytical method is designed to ensure the realisation of the Three objectives set for this study, which include, to identify the identities represented in Facebook posts and comments, to examine the locutions and illocutions of the representations of identity in the post, to analyse the discourse strategies and features of the representations, and to examine the lexicosemantic resources underscoring the locutionary and illocutionary acts underscoring the representations of identity on Facebook interactions. Therefore, the analysis is conducted using the discourse approach, but with a mixture of the top-down and bottom-up analytical methods. The first process is, hypothetically, characterising and grouping the identity representations (IR) in the data according to the identity related factor(s) (IRF); four: age, gender, religion/ethnicity/nationality, and social status, was used as determiners in this study. Hypothetically, for age, four (4) IRs are identified: condescender, progressor/regressor, experiencer and decider; gender has six (6) IRs: Pervert, chauvinist, care-giver, labourer, worker/dependent, seductor; for religion/ethnicity/nationality, six (6) IRs are identified: opportunist, chauvinist, pessimist, optimist and nationalist; for social status, four (4) IRs are represented: chauvinist, opportunist, reciprocal and liberalist. The IRFs are topicalised as the main sections of the outline for the analytical chapter, while the IRs are identified and analysed as the subtitles in each of the sections.

The locutions (LAs), illocutions (IAs) and lexicosemantic resources (LRs) underlying each of the IRs are discussed in a bottom-up manner. This analytical process is repeated concurrently for each of the IRs in order to properly link all LAs, IAs and LR, for clear and easy identification. The LAs used to interrogate the LR range from directness to indirectness, plausible claims, factual referencing, and illustrative claims. The LR, on the other hand, interrogate the lexical items in the texts. The third layer (process) of analysis is the examination of the discourse issues (DI) surrounding the IRs. These are analysed principally by the IAs. The implication is that every DI is projected by one or more IRs.

Consequently, the DIs generate illocutionary forces (IFs) that are summarily transferred to the labelling of Identity, otherwise termed as I.

## Discussions

### Identity Representations (IRs) of Age in FB Posts

Age constitutes as one of the heterogenous factors that condition or underly the representation of identity in communicative encounters. The identity representations (IRs) conditioned by age in the posts and comments of FB users are, mostly, in four dimensions, namely condescender, progressor, regressor, and leveler.

### The Progressor Identity

Certainly, age is a factor or condition that accelerates, not diminishes. In the same way, normatively, it is expected to contribute to one's development in life. Those that progress as a result of their progress in age are represented with the identity of 'progressor'. Many indices are used to index the progressor identity on Facebook posts and comments, such as success in endeavours, advancement, and change of status, among others that are represented in the data.

Excerpt

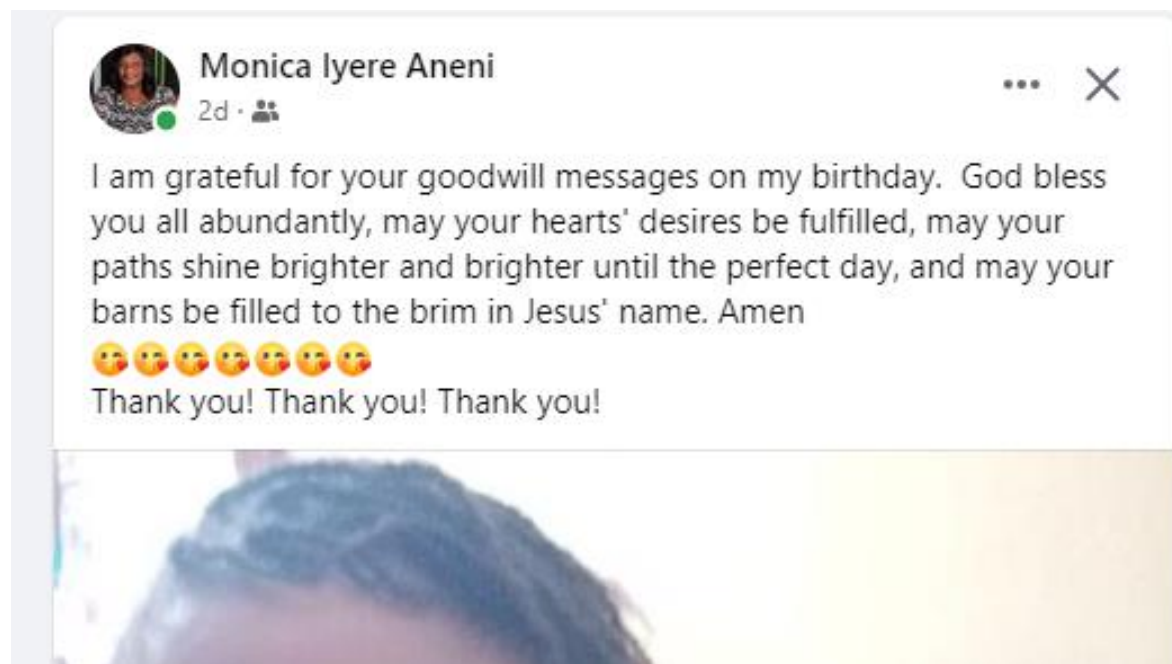


Plate 1.0: Facebook post 01

The symbolic factor indexing the representation of the progressor identity in the plate is age. This is overtly represented as 'birthday', which marks the meaning-relation in celebration. Birthdays are commemorated every year, marking, technically, age as progressor in its own right. However, the progressor identity is performatively metaphorized, using religious allusion. The verb 'shine' is parallel to the comparative adjective, which overtly marks change in position that is symptomatic of progression from one state to another. The fact that it is repeated in the same way that is replicated in the bible where it was co-opted from shows emphasis that is placed in the identity. The representation culminates from the comparative to a superlative adjective, 'perfect'. Away from the representation of identity, the excerpt gives a glimpse of human relationship, especially how success or progress in age is commemorated. Birthday celebrations are graced with series of 'goodwill' messages, which are also wishes. In the same vein, goodwill and wishes are for better years, advancements, and prosperity,

among other things that marks progress as represented, metaphorically in the last sentence, with emphasis on 'barn'. A collocating performative verb, 'filled', is used, while the nominal 'brim' is used as a parallel marker for indicating both quality and quantity of the content of the 'barn'.

### The Regressor Identity

Not everyone believes or hold the opinion that age brings with it progress. The implication of this is that at a certain point in one's development, and, most especially, state of health, is bound to regress rather than progress. There are some people who maintain this as ideological stance; they tend to use performatives acts that compare between times, situations and conditions, in relation to what they experience in life.

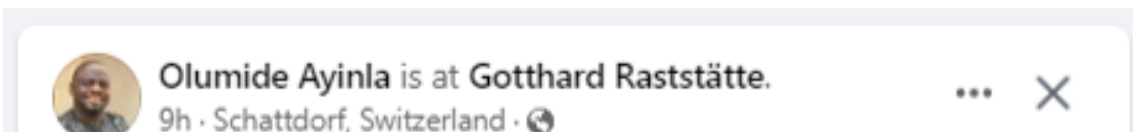
Excerpt



Plate 1.1: Facebook post 02

As pointed out in the preamble of this section, one of the symbolic factors that condition retrogression in human life is disease, in this case, 'cancer'. The speaker adopts technical terminologies (registers) both to set a background and foreground the thematic focus, underscoring 'cancer' as a crucial case. These registers include, 'drugs', 'chemotherapy', and 'medicine', which synonymous to drug. Negative performative acts of retrogression are portrayed in the use of conjunction, 'but', and the negator, 'not', which is clitised with the auxiliary verb, 'was', while the performative, 'recovering' implicates, at the initial time, a state of stagnation. This is contrasting to the goal of taking 'drugs', and 'medicine', which is to enhance progress in one's condition of health. The speaker, in the second utterance, categorically index retrogression, pointing to the possibility of 'death', as a parallel consequence of 'cancer' disease. In other words, there is symbolically tagging or association of 'cancer' to mortality or fatality, and consistent financial death, which is performatively indicated by 'dying'. Retrogression is marked as tangible in both factors, 'life' and 'business' because both have propensity to grow and, in this case, retrogress, as the case may be.

Excerpt

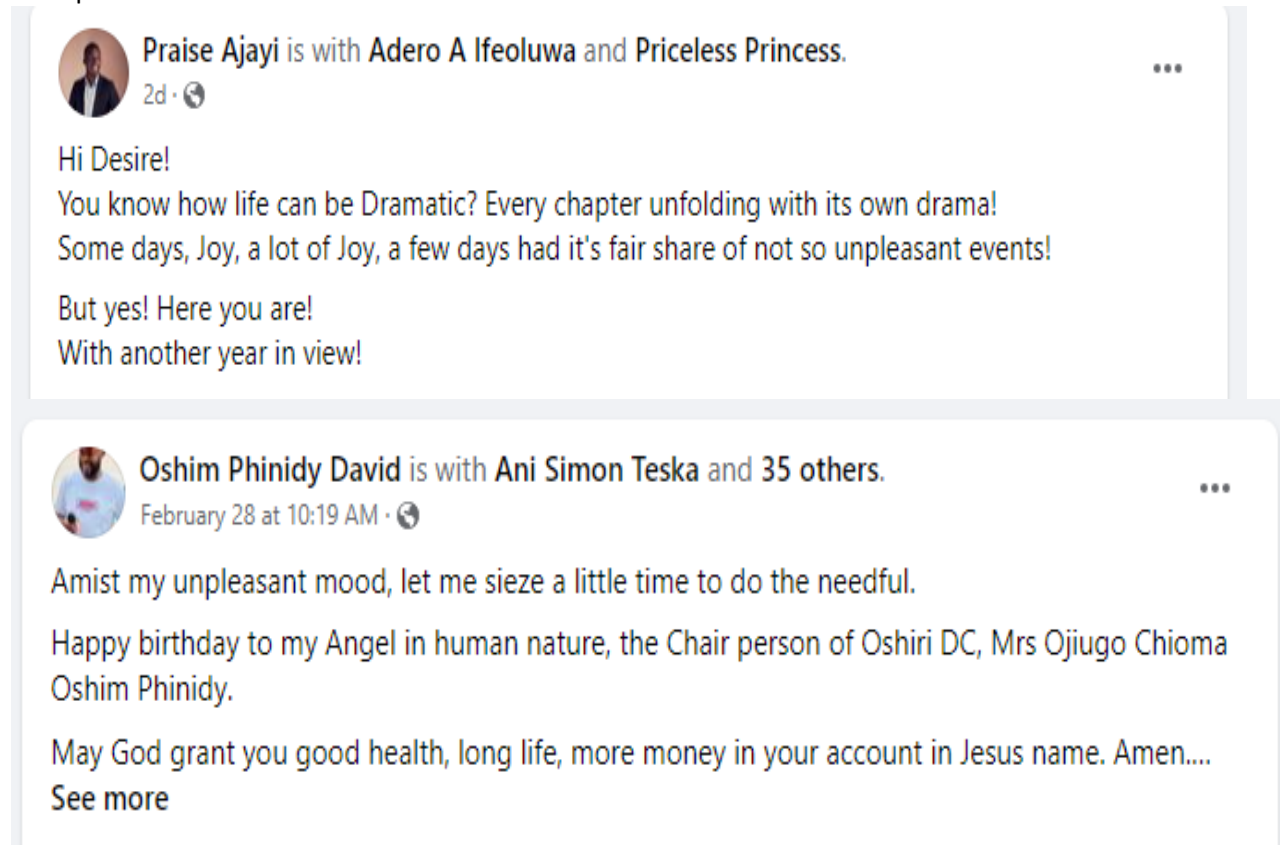


A lady friend told me about her fiancé and I told her to forget the relationship. She cried and cried that day. She went ahead to marry him but they barely did 6years before the pack crumbled. 😞

Plate 1.2: Facebook post 03

The above excerpt shows that retrogression in terms of relationship. The regressor identity is predictive, and it is performed by the performative act of warning, which is indexed by the performative, 'forget'. The implication is that human relationships have overt symptomatic traits of prediction of bliss or lament. The state of retrogression is performatively demonstrated in the verb 'cried', and subsequently 'crumbled'. Age is also represented as a factor of retrogression, as represented in the adverbial 'barely 6 years.' This means that age, that is time, is the real test of a good and lasting relationship, and a progressive one must survive the test of time. The speaker's intention is to signify that marital relationships are a critical decision that requires careful consideration and consultation. The latter (consultation) is represented with the verbal performative process, 'told... about', while the former (consideration) is implied in the advisory act, with repetition of the performative, 'told'. Having given the advice, the speaker expects the referent to give careful consideration to avoid the predicted retrogressive acts of crying and crumbling in the eventual failure of the relationship.

Excerpt



The image shows two screenshots of Facebook posts. The first post is from Praise Ajayi, who is with Adero A Ifeoluwa and Priceless Princess. The post is from 2 days ago and is public. The text of the post reads: "Hi Desire! You know how life can be Dramatic? Every chapter unfolding with its own drama! Some days, Joy, a lot of Joy, a few days had it's fair share of not so unpleasant events! But yes! Here you are! With another year in view!". The second post is from Oshim Phinidy David, who is with Ani Simon Teska and 35 others. The post is from February 28 at 10:19 AM and is public. The text of the post reads: "Amist my unpleasant mood, let me sieze a little time to do the needful. Happy birthday to my Angel in human nature, the Chair person of Oshiri DC, Mrs Ojiugo Chioma Oshim Phinidy. May God grant you good health, long life, more money in your account in Jesus name. Amen.... See more".

Plate 1.3: Facebook 04

The speaker in the above excerpt marks retrogression as the second side of the coin in life's trajectory. There essence is to signify the vicissitude of life, such that with the unfold of 'time', which is iconic of age, life presents good, which is represented with the adjective, 'joy', and bad, which is indicated by the adjective 'unpleasant'. In other words, the speaker sees retrogression as a part of 'life', metaphorizing it



in both adjectival and nominal forms, 'dramatic' and 'drama' respectively. The performative act, 'unfolding' sees retrogression as an imperative; in other words, there is nothing one can do about it, or it just happen spontaneously as a part of life. Symbolically, the utterance alludes to William Shakespeare's description of 'life'. However, in the version of the speaker in plate 1.3, it is not man that does the playing, rather it is life that plays the act, bring to man different versions of realism, whether 'joy' and unpleasant conditions, which is the focus of this subsection. the adjectival complement, 'a lot of joy' is used performatively to consciously create an imbalance between the good and bad, but this conversational maxim of quantity signifies that the speaker is merely consoling themselves in the face of 'unpleasant events.' This consolatory performative act, in spite of a retrogressing situation is marked in plate 1.3, where the speaker has chosen to celebrate the birthday, in and 'unpleasant mood'.

Excerpt

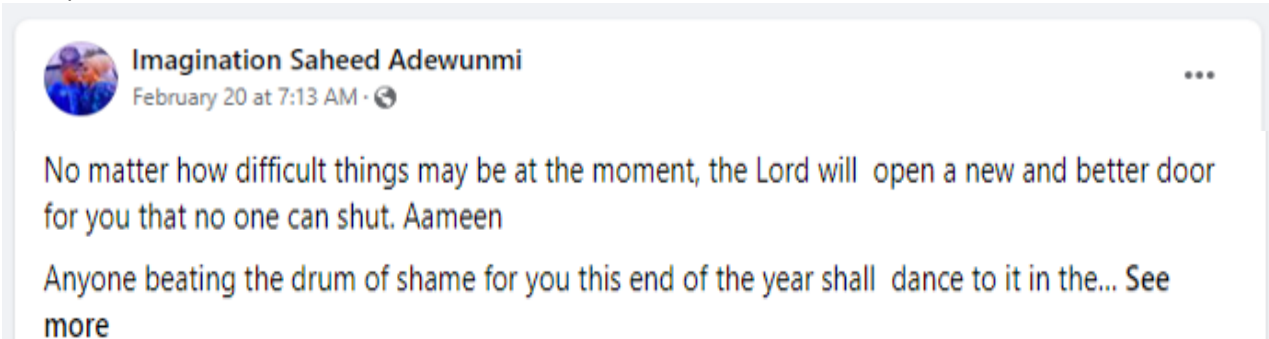


Plate 1.4: Facebook post 05

The speaker in Plate 1.4 represents the identity of retrogression to divinity, making reference to 'the Lord'. To the speaker, the adjectival 'difficult things,' and the epistemic modality of possibility are used performatively to describe the action of retrogression. The use of modality also shows vicissitude; in other words, it gives the condition of occurring or not occurring. As explained earlier, retrogression is represented as the second side of progression or advancement. Putting it more directly, the speaker looks to divinity as the settler, and human beings, represented by the indefinite pronoun, 'anyone', can be the cause of retrogressive tendency. This is conveyed by the metaphor 'beating the drum of shame'. This implies one making others sad for the sake of pleasing oneself. One has the capacity of making others happy or sad. On the other hand, the fact that one can condition oneself for progressive action is represented in another metaphor, in the earlier paragraph, using the performative act of 'opening', in this case, not just 'doors', but 'with a qualifier - adjective, 'new'. The utterance fundamentally suggests one of the familiar features of humans, which is religion. This is bidirectionally connected to age, especially in Facebook discourses. Birthday celebrations are opportunistic events to speak to the intervention of God in retrogressive circumstances.

### **The Stabiliser Identity**

For so many people, the thing about age and growing up is to arrive at some measure of stability. In other words, stability is a sequence after making a form of progress. For some Facebook interactants, stability implies or is conditioned by factors like comfort, that, is a position of being able to afford certain necessities of life, or convenience, that is, a condition where one does not need to worry about anything. These are epistemically or relatively represented through performative acts in various chats and comments.

## Excerpt

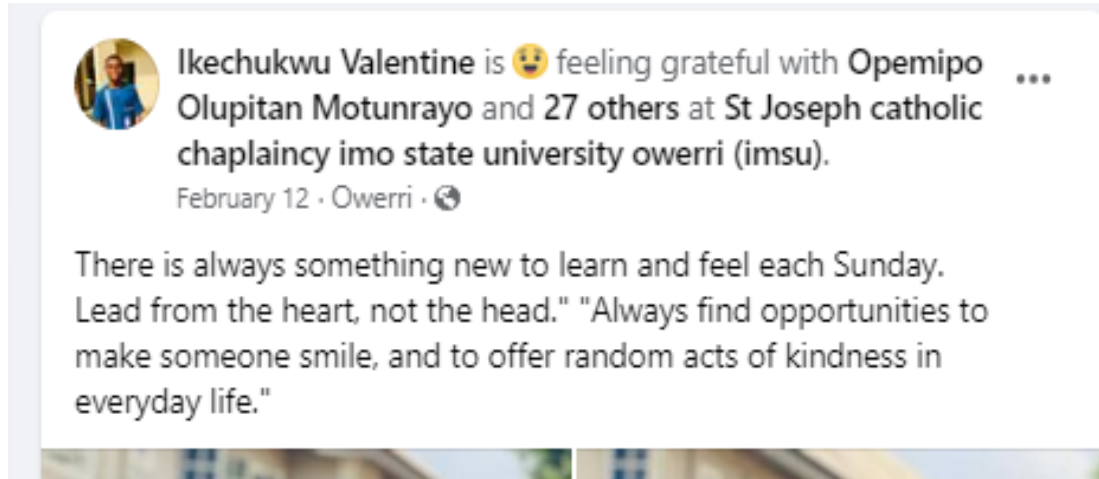


Plate 1.5: Facebook post 06

Emotional stability is represented, in Plate 1.5, in different structures as an indispensable condition for human beings. Emotional acts are referenced and indexed, using performative acts, 'learn', 'feel', 'lead', and the nominal, 'heart'. The prepositional phrase, set up by 'from' sets up the logical actor, 'heart'. The heart regulates every performative act connected to learning, feeling and leading. The negation: 'not' in the compound prepositional phrase is used for distancing, the issues of the 'heart' from the 'head'. The speaker uses perlocutionary acts to demonstrate the situations represented in the opening sentence. These are portrayed using collocating infinitival performative acts 'to make' and 'to offer'. Stability in the expression is conditioned by the factor of time, which is a feature of 'age'. The inference is that stability is conditioned by smiling and showing 'kindness.' and both are conditioned by 'opportunity'. These are factors that determine one's emotional stability in 'everyday life'. The speaker uses modular adverbs: 'always', and 'random', to indicate frequency. These are used to show that the feeling – identity of stability is not constant, reinforcing also that they are conditions acts. Acts of emotion are connected to individuals, using the indefinite pronoun, that is, 'someone' and the metonymy, 'life', which is at the centre of human existence. The inference here is that the feeling of stability is life-related and conditioned. It is the will to maintain life that gets 'someone' to act in any way or maintain any form of identity or ideology.

Excerpt



Fearless Akpan is with Kenneth Ekanem Snr and 7 others.



February 24 · 🌐

BREAKING NEWS...

The hoodlums found.



I am directed to bring to the notice of the public that the hoodlums that stole people properties, vandalized government buildings and even burnt police station during #ENDSARS2020 protect has been found.

We can all recalled that during October 2020 some passionate youth in Nigeria came out from every state in Nigeria to protests for #EndSARS and police brutality.

All this was that they wanted their voice to be heard and they needed a change in the country called Nigeria wish they all own.

It was unforgettable move that had never happen before, the unity among the youth was alarmic and terrifying.

The government opted to kill them than to give them the change they were looking for hmmm Nigeria was seriously bleeding.

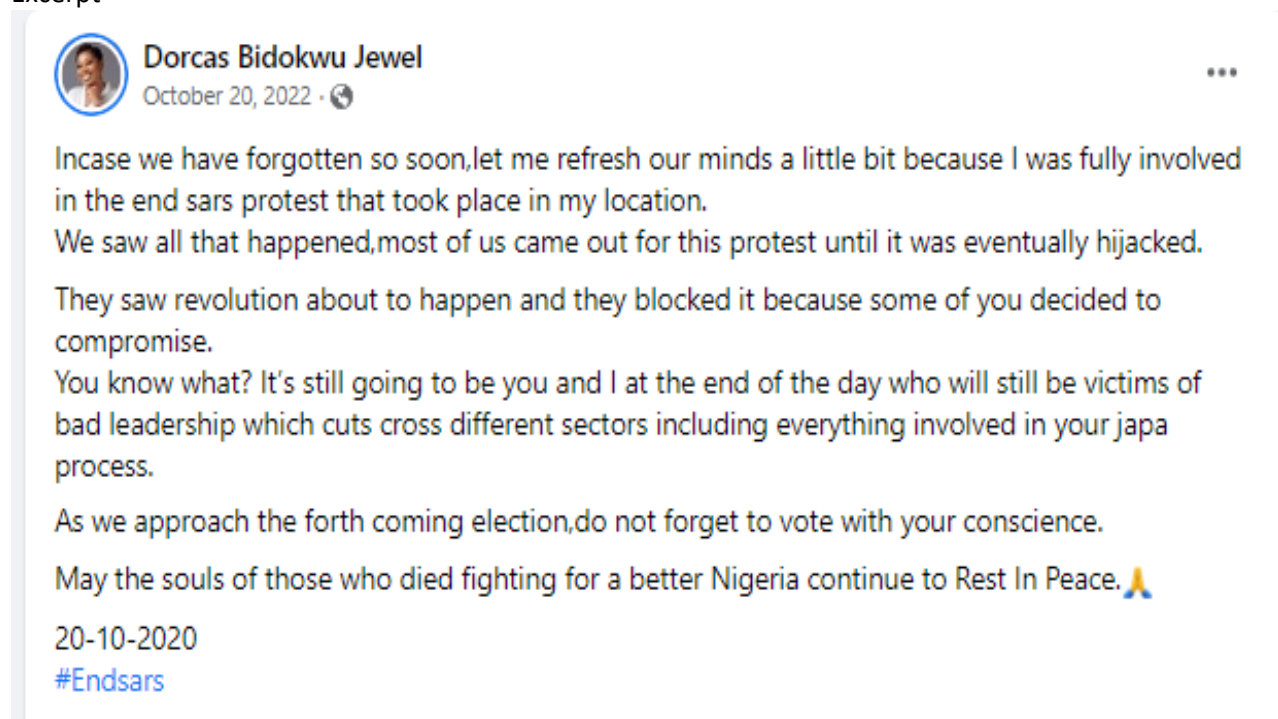
The elders were the one who ordered the killing of their young ones.

Then some hoodlums who had no passion for the country, who were only hanging around to steal people's phone, who had no vision for the moves steps in and start stealing.

Plate 1.6: Facebook post 07

The divisive identity is reinforced in Plate 1.6, using different performative strategies. First, the speaker uses agent profiling to identify the two youth-groups. On the one hand, there is the legitimate protest group, which the speaker refers using the performative adjectival, 'passionate youth' to represent; on the other hand, there is the divisive group, which the speaker profiles, using the performative nominal, 'hoodlums'. Second, the speaker uses descriptive performative actions to justify their profiled identity. For instance, the 'hoodlums' are attributed with the performative acts, 'stole', 'vandalised' and 'burnt', which are actions that totally contrasted the original intention of the 'protest', while the legitimised group is qualified by the performative nominals, 'voice' and 'change', acts that described the position or intention of the 'protest'. The third is the transfer the same representation to the institution that the protest was against. The speaker using inferential connotative labelling to refer to the government, which is also performatively nominalised as 'elder', as a killer, and associates it with the performative act of 'killing'.

## Excerpt



### Plate 1.7: Facebook 08

The speaker in Plate 1.7 combines the edifier and campaigner identity, using it as a sequence. First, as edifier, the speaker reminds the youths of the EndSars protest and the consequences they endured or suffered. The edifier identity is marked with the performative verbal expression, 'have forgotten', and the adverb, 'so soon', on the one hand, and the performative verb, 'refresh'. The speaker provides justification for edifying the youth to act against the ruling class, who were labelled as the oppressors. As campaigner, the speaker opines that the fallout of the EndSars protest should be a referendum against the political elites. The utterance gives the inference that the speaker wants the youths to consider the EndSars massacre in the decision of the next leaders. The same significations, modified by the negator 'not'. The campaigner identity is performatively portrayed by the nominal, 'election' and the verb, 'vote'. The condition for 'voting' is represented by the performative adjective, 'conscience'. The inference in using this performative act is that 'conscience' is not totally devoid of certain consideration(s). In this case, the speaker's consideration is represented performatively in the last utterance. This is seen in the performative – metonymy act 'souls' represents people, while thematic indexation is used in the performative verb, 'died' to signify the consequence of the EndSars protest. There is religious inference in the use of 'souls', which is to reiterate the faith-based argument that the soul of man continues to live after dying physically.

### Conclusion

This section foregrounds the conclusions that can be adduced to this study. These conclusions also serve as evaluation of the main findings along with the objectives of the study. First, with respect to the representation of identity, it can be concluded that Facebook users both consciously, unconsciously,

implicitly and explicitly portray their identity as part of their communication. Some identities are attributed, while some are indicative. In both cases, however it can be concluded that identity tied to certain conceptual actions or factors. This study focused on four of these factors, age, gender, ethnicity/religion and aggression. The study also concludes that these factors are capable of igniting division and diverse shades of identity, as discussed above. The study concludes that identity cleavages are collective, personal or interpersonal. There is political interference in the representation of identity, which makes it significant to conclude that politics is a meta-intrusive condition that account for divisiveness in group identity.

It can be concluded that ethnicity in the Nigerian context is meddled with politics, which contributes to the plurality of identity in the social media space. Just when it felt as if the youths had found a rallying point, especially with their being able to mobilise themselves together during the EndSars protest, the resurgence of political partisanship stepped in to widen the gap. The youths are now widely separated by politics. The study also concludes that the divisive or separatist identity in some factions of the youth population is politically motivated, if not sponsored. Examples of this have been analysed above

The study concludes that there is bidirectionality between identity representations and the linguistic or pragmatic feature that represent or underscore them. On the one hand, each identity represented in Facebook discourses has denotative significations that underscore them, whether in form of performative act or linguistic resources. It can be concluded that every class of word that is used to mark identity has inherent performative acts, in other words, the nominal – nouns, adjectives or even adverbials marking different identities have performative actions, which they directly or indirectly (inferentially) convey about the identity variables. On the other hand, there are marked linguistic and performative words that foreground virus identity positions in Facebook interactions. These can be referred to as definite signals of in-group and out-group identity. In the same vein, the representation of some kinds of identity occasions the use of certain linguistic, pragmatic and performative acts, which this study concludes is synonymous to resources. Thus, the identities of age, gender, ethnicity and aggression are foregrounded using marked resources.

Lastly, the study concludes that the pragmatic and linguistic acts used by interactants in Facebook post and comments are the bases for maintaining group-self-identity or individual-self-identity. Thus, it can be affirmed that the youths, who are the majority users of the social media reinforce identity cleavages using linguistic and pragmatic resources.

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# Personality Development in the Context of Teaching and Learning in the Society

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## **Abstract**

*Everybody is born as a single, integrated person who acts as such throughout every experience. This is a reality of nature. Therefore, an understanding of these essential realities is necessary for an effective and meaningful teaching-learning process in the socio-cultural environment. A thoughtful approach to teaching and learning must take into account each child as an individual and address their needs. Understanding a child's personality and the distinct factors that shape it is essential if teaching youngsters is to be personality-focused. This paper therefore explores the concept of personality, factors influencing personality development, the sources that influence the development, and how teaching and learning can be made inclusive and transformational considering the phases of personality development. Historical and hermeneutical methods are employed in this paper and the findings show that society and culture have a significant impact on the growth and development of a child. A good society can make a child more confident, intellectual, responsible, amiable, good in sports, and good in academics. Generally, a good society helps in the cognitive and physical development of children. On the other hand, a bad society can have a negative impact and can create fear and trauma in children.*

**Keywords:** Personality Development, Society, Culture, Environment

## **Introduction:**

Personality development is an ongoing process of an intentional and conscious effort to improve your personality. Personality development refers to the process by which the organized thought and behavior patterns that make up a person's unique personality emerge over time. Many factors influence personality, including genetics and environment, how we were parented, and societal variables. It involves identifying your strengths, weaknesses, and areas for improvement, and taking steps to enhance your personal and professional life. This can be achieved through self-reflection, learning, and personal growth.

The key difference between personality and personality development is that personality is largely influenced by genetics and early life experiences, while personality development is a deliberate and ongoing process of self-improvement aimed at enhancing one's personality and becoming a better version of one's personality. So, while one's personality may be relatively stable and consistent, personality development allows for growth and improvement in various areas of your life.

The five-factor model of personality is a hierarchical organization of personality traits in terms of five basic dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience.

## **Concept of Personality**

Each person functions as a discrete unit in a dynamic relationship with people and everything around them. The individual differences that make them discrete and unique from each other is what personality is all about (Goldberg 1990). Personality has been defined differently by various fields of knowledge. Personality to a sociologist is the expression of one's culture. Scientists, particularly those in the field of medicine, see it as a part of one's physiological and constitutional makeup and to a psychologist, it is the organised behaviour of the individual (Tolman, 1938).

Considering the above multi-faceted definitions together, one can conclude that personality is the combination of all those characteristics that make a person uniquely different from all other individuals. It has been established scientifically that the probability for two individuals to be exactly the same in personality features is 1 to 281 trillion, particularly considering hereditary factors (Costa, 1992).

### **Factors Influencing Personality Development**

Personality is the product of interaction between an individual's genetic material and the environment (Bogdan, 2013). What he is and what he does is a result of the interaction between the genes he receives at conception and the environmental stimulation that he encounters during his lifetime (Manuck 2014). There are a number of identifiable factors influencing personality development in individuals. Hence, the factors of personality development in a child can be categorized into two: Hereditary and Environment. The interaction between hereditary elements and the environment is often an amazingly regular sequence. The pace or tempo of personality development varies from one individual to another.

#### **a. Genetic Factor**

It is now widely accepted that personality development begins at conception. Every child is born with hereditary potential. It is these genetic elements that determine the ability for "forming" "form" and "formative". These three abilities which generally determine a child's personality make-up are coded in his genetical constitution.

A lot of inherited traits directly influence a child's personality, for example, skin color (complexion), hair, body structure, height, and so on. Some children resent these traits while others accept their inherited traits without any desire to have them change. The religious educator therefore must help each child develop the right attitude toward his/her genetic traits to enhance good self-concept and continued development of personality which will invariably foster a good teaching-learning process.

#### **b. Pre-Natal/Congenital Factor**

Some children are born with endocrine imbalance, physical defects like deafness (for example through rubella), blindness, muscular dystrophy, multiple sclerosis and orthopedical impairment poor health, dietary deficiencies, and nervous instability (Topor, 2001). All these disorders can affect or contribute to the overall personality development of a child.

A child who is well will have less difficulty adjusting to a normal childhood than a congenitally exceptional (sick) child. Children with prenatal-congenital disorder will need special help in becoming adjusted. They will need extra love and sincere concern from parents and teachers for proper teaching and learning to take place. Care must therefore be taken while showing love to them so as not to create any impression that they are abnormal. They must be accepted and allowed to develop like other children. Isolating them from other children may complicate their situation.

### **Environmental Factor**

It is the environment that shapes individuals even our genetic potential. Every child is the product of his most intimate environment (Bell, 1968). Nothing less than the total life climate makes people what they are. The child is greatly influenced directly and indirectly by both pre-natal and post-natal environment factors.

A baby after delivery finds himself/herself in another environment completely different from his/her pre-natal environment. Through identification and socialization, the child begins to adapt and internalise the value that he perceives and receives from the environmental agencies. Environment

therefore affects the child from birth and learning from the environment is a lifelong process (Borkenau, 2001).

There are two types of environmental influences namely internal - those stimuli acting within the child and external - those stimuli impinging upon the child. Within the internal environment are two sub-systems: the intracellular system- which includes various physical and chemical forces inside the cell that influence the genetic material of the nucleus; and the intercellular system - which consists of the fluids and pressures that surround the cell and influence their growth and development (Jarvis, 1998).

The external environment on the other hand also has two phases: the pre-natal and post-natal environment. The pre-natal environment comprises the amniotic fluid that surrounds the fetus, the stimulation provided by its positioning in the womb, and the materials provided and taken away by the mother's body. The post-natal environment, however, consists of infinitely complex arrays of multi-faceted stimulation that confront the child after birth (Psychology, 2023). It is these post-natal environmental factors that will be elucidated more because other factors are remote and open only to scientific investigation. How does this aspect of the external environment (post-natal) affect personality development and also contribute to the teaching-learning process?

### **1. Family/Home Influence**

It is grossly inappropriate to equate or define education almost completely with or as the teaching-learning process in school. A child's basic orientation to life is learned through family/home and cultural influences even before going to school. Child educationists have agreed that the home is the most vital factor in childhood growth and adjustment to life (Conger, 2010).

From birth, the child begins to learn through the process of "bonding". As the parents hold, touch, caress, and talk to the child, a bond of love and emotional feelings are shared. It is through this process that the child learns to build a sense of trust in others. This initial relationship becomes the foundation upon which other experiences of life are built. This early formation stage which is shaped by the home directly contributes to the learning ability of the child. The home becomes the first seminary of life or the first basic school of life.

In the home/family, the child learns physical skills, cultural values, language, customs, and morals that fit well into society. Without the home base, the child will suffer emotional deprivation which can consequently lead to mental imbalance or disturbance. Good communication and interaction in the home help the child develop a good personality. Haim Ginott says, "Only those who communicate daily with children can prevent mental disturbance" (Woltman, 1963).

Samuel Hamilton gave a more profound description in the following words:

*All individual personal growth is interpersonal. At every stage of life, from birth to death, the family and the home can provide the setting, the occasions the atmosphere, the inspiration, the behaviour pattern, the control, and the dynamics of the most profoundly forming and transforming interpersonal relationship in human existence (Psychology, 2023).*

This psychological description by Hamilton connotes and affirms that personality is a result of many dynamics and factors that contribute to human growth and development. Effective teaching and learning is also based on this interpersonal relationship. Teaching and learning itself is a form of meaningful interaction between the bonding teacher and the student and the subject matter is the object of bonding. In a more spiritual term, Roger Crook calls home "one of the orders of creation" (2012).

### **2. Church Influence**

Just as the child passes through cognitive stages of development of the mind, he also moves through identifiable stages of moral and spiritual thought. Human beings are created for fellowship. The church helps in fulfilling a lot of things in a child's personality development. Fulfillment at the personal level is somehow contingent upon rich interpersonal relationships within the church. The church through its informal and formal ministries is in a unique position to immensely contribute to the child's cognitive,



moral, and spiritual development because it is transgenerational, and in essence, it is relational and has abundant resources for both didactic and modeling instruction.

### **3. School's Influence**

The training of the child indeed begins in the home and the natural move for the child is from the home to the classroom, where teachers step into the parent's place and continue the teaching process. The teacher serves as a substitute parent, especially for younger children. During the academic year, the child spends a major portion of his day at school. The school contributes immensely to every aspect of a child's development, physical, ethical, social, aesthetic, and communication development.

One educationist assessed the significance of school in the following words "... students learn much more in school than measures of achievement can detect, the social statutes open to students, the kind of jobs they will hold.... Their mental health . . . and their social attitudes and values are affected by their school experiences" (National Academy 1998).

### **Personality Developmental Phases**

To develop is to change into a more advanced form. Developing one's personality is more than increasing in size. A child's personality development affects virtually every facet of his/her life. The major phases of life that experience identifiable changes include physical, mental (cognitive), emotional, social, and spiritual.

#### **A. Physical Development**

No child develops in a vacuum, every child is a product of socio-cultural circumstances. Though biological phenomenon plays a significant role in a child's formation and development, nevertheless, the sociocultural environment provides the rearing pattern that determines the personality of the child. As a child grows physically, he/she equally develops concepts and attitudes which positively or negatively affect the way they discover new challenges they need to master, thus assimilation, adoption, and adaptation become profound in their day-to-day adjustment pattern (Allen 2015). If a child is usually large or small for a particular age or if unusual or inactive or if there is any other deviation from whatsoever is considered "normal" by society, the child's personality will be affected in a normal situation. There seems to be a positive effect on personality possibly because of the direct influence of self-acceptance and self-esteem on personality development.

#### **B Mental Development**

There is a direct child correlation between the development of personality and mental health. The intelligence level of a child should determine how information can be presented to him and how he will understand and interpret information. Intelligence apart from the fact that it determines a child's attention span, is also a major contributing factor to the child's interest, attitudes, and reasoning ability. Children will need intellectual stimulation, challenge, and reinforcement. According to Maya Pines, "Millions of children are being irreparably damaged by our failure to stimulate them intellectually during their crucial years - from birth to Six" (Allen 2015).

Jean Piaget indicated that children in intellectually stimulated environments advance more rapidly than others. According to him, "environment that restricts children's opportunities to explore, to test their own hypotheses, to have their question answered and their question raised, would retard their development" (Pines 2002).

#### **C. Emotional/ Psychological Development**

Individuals are uniquely different from others, particularly in the expression of emotion. Everything about a person is affected by his emotions including his ability to learn and interact with others in a sociological setting. Some emotional expressions are contagious because of the role of imitation in societal interaction. Some children tend to imitate others including their expressions either negatively or positively.

The environment where a child grows has a direct influence on his or her emotional framing and personality development. Montague writes, "Children who have lacked love during their early years very frequently developed emotional difficulties. As they grow up, they may be unsocial and hostile. They are usually insecure and filled with fear and anxiety. And in most cases, they are themselves incapable of giving love". (Winston 2016). Harris also comments "We do not learn to be loving if we have never been loved. If the first five years of life consist totally of a critical struggle for physical and psychological survival, this struggle is likely to persist throughout life" (2022).

In drawing up activities for children, their emotional and temperamental state must be considered. We must be careful not to negatively affect the children's emotions; classroom interaction must be warm, loving, and friendly. As a result of differences in emotional makeup, each child must be treated as an individual. A child that has a predominant sanguine trait must not be handled the way a predominantly phlegmatic child is handled. Effective teaching and learning take place in an environment that recognizes individual emotional differences. (Wentzel, 1997).

### Conclusion

Many factors both genetically and socially are responsible for the overall development of the child. The child is born with certain inherited and inherent traits from the progeny but the society and culture. However, since the child's personality is greatly influenced by his background, environment, and all his personal experiences, he/she should be closely observed at school by the teacher, at home by the parents, and at the church by the religious educator and offer necessary assistance to develop good concepts and maximize his potentials.

Children must not be stereotyped according to general personality traits but they must be treated as individuals and allowed to grow as such. The teaching-learning environment must allow the child to explore and discover on their own and at their pace under the effective supervision of well well-informed religious educator. Religious educators must learn to develop various teaching strategies and methods that will be beneficial to every child no matter the peculiarity in their personalities. Religious educators must refuse to settle for one or two comfortable (to the teacher) approaches of teaching.

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# Effective Communication for Family Cohesion and National Development in Nigeria

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## Abstract

*This paper explores the pivotal role of effective communication in promoting family cohesion and, subsequently, contributing to national development in Nigeria. It begins by highlighting the interconnectedness of strong family bonds and a prosperous nation. The paper emphasises that families serve as the basic units of society, and when these units are harmonious, they form the bedrock of a stable and productive nation. The exposition is anchored on the Uses and Gratification theory of communication. Effective communication within families is examined as a fundamental tool for nurturing these bonds. Moreover, it delves into the various dimensions of communication, encompassing both verbal and non-verbal aspects, as well as digital communication platforms in the modern context. The paper also discusses how cultural diversity within Nigeria influences communication patterns and family dynamics. It offers a roadmap towards enhancing family cohesion and, by extension, contributing to the broader goal of national development in Nigeria. Drawing on empirical studies and real-life examples, the paper underscores the importance of nurturing family relationships through open and empathetic communication. The paper concludes that the family is an important constituent of the society, its stability through effective communication determines to a large extent the advancement of the society. It therefore recommends that Government should be actively involved in promoting family cohesion and national development through effective communication by creating Family Affairs Ministry for the formulation of policies and the implementation of educational initiatives that promote effective family communication as a means to foster both individual well-being and national development in Nigeria.*

**Keywords:** Effective Communication, Family Cohesion, National Development, Nigerian Society, Agent of Socialisation

## Introduction

The family institution, as the cornerstone of society, has a profound impact on the overall well-being and development of a nation. In Nigeria, a country characterised by its rich cultural diversity, the significance of strong family bonds cannot be overstated. Families, in their myriad forms, are the building blocks of the Nigerian society, serving as the crucible for values, traditions, and social identity. The strength of these familial relationships directly influences the nation's social fabric, its economic prosperity, and its political stability.

In recent years, the concept of national development has evolved to encompass not only economic growth but also social and human development. Recognising this shift, it becomes evident that family cohesion, as an integral part of the social dimension, plays a pivotal role in the nation's development trajectory. The challenge lies in understanding how to foster and strengthen family bonds in a rapidly changing society, where traditional communication patterns intersect with modern, digital modes of interaction.

Family is the most important human institution and society's most basic unit. The survival of any society and the sustenance of social and national development depend largely on the strong family circle. Therefore, a strong family circle is vital for social and national development. A warm family relationship guarantees the general human desire to be loved, appreciated, and needed. Indisputably, a good family circle possesses the potency of an atmosphere of mutual trust, understanding, and affection for its members: father, mother, and children. The ideal family is supposed to be the actual

haven of rest from trials, troubles, tribulations, tumult, and turbulence. It is worth it to feel deep concern for the success and welfare of the family so that it can supply productive and healthy human resources to a nation's workforce in the various sectors of the economy.

Intentional and deliberate instruments must be put in place for the family to work. One of the instruments that make the family work is communication. It has been posited that love is the heart that keeps the family living while communication is its lifeblood. Unequivocally, communication is fundamental to the existence and survival of both humans and institutions. Basically, communication is beyond just talking. It has been established that communication only occurs when there is a transmission of thoughts, ideas, opinions, and feelings from one mind to another. Odeleye (2019) posits that communication is a process of creating and sharing information, knowledge, facts, views, and principles among persons to come to a common understanding or agreement. To him, communication is a key factor in solving major family challenges.

George and Ukpong (2013) affirm that communication breakdowns between father and mother pose a serious threat to the family, it could be disastrous when the breakdowns occur between parents and children. These writers note that it requires genuine collaboration and concerted efforts of many years of growing together in establishing, building up, and keeping family lines of communication functioning. According to them, it takes years of deliberate discipline, determination, and dedication to build a depth of confidence, trust, and mutual understanding that makes effective communication possible.

### **Problem Statement**

It has been observed that many families are not close-knit with the desired strong bonds of love. The warmth that brings the mutual expression of kindness, gratitude, and generosity is lacking in many families. Cases of divorce, juvenile delinquency, child abuse, and adult immorality are rising at an alarming rate daily in society. Acceptable family life keeps deteriorating. The collapse of family structure necessitates the need for effective communication. In Nigeria, it has been observed that poor communication lines or lack of good communication results in domestic violence that has claimed the lives of family members. A former Nigerian ambassador to Italy was recalled for unleashing severe attacks and battering on his wife that unfortunately led to the death of his wife. This double loss: the loss of an enviable job and position by the father, a supposed breadwinner of the family, and the irreparable loss of the mother in the family to death is not only devastating but also disastrous to the family and the nation. Similarly, there was a case of a banker who was sentenced to death for killing his wife. Also, in the recent past, a popular gospel singer was beaten to death by her husband. In another gruesome instance, a young lady lawyer stabbed her husband to death while sleeping. One could not help but wonder about the unimaginable mental devastation and psychological torture that the children must have passed through. Some of the children could drop out of school; some could give in to addiction; they could become violent and social misfits. These cases which pose damaging consequences on national development could have been averted with effective family communication.

### **Aim and Objectives**

The aim of this study is to examine effective communication for family cohesion and national development in Nigeria with the following specific objectives:

- i. To ascertain the rules of Effective Communication for Family Cohesion and National development in Nigeria;
- ii. To determine the process of building healthy and Effective Communication for Family Cohesion and National Development in Nigeria; and
- iii. To identify the drawbacks and challenges of Effective Communication for Family Cohesion and National development in Nigeria.

## **Theoretical Framework**

Uses and Gratification theory, propounded by Elihu Katz, Jay Blumler, and Michael Gurevitchin 1974, guides the study of Effective Communication for Family Cohesion and National Development in Nigeria. The theory assumes that the audience is conceived as actively goal-oriented and people use the media to their advantage more than the media use them.

According to Ihebuzor and Amedu (2021), the theory deals with the uses to which different needs users derive from the media. The theory also attempts to explain the uses and functions of the media for individuals, groups, and society in general. It equally seeks to find out what people do with communication content instead of what the communication content does to them. The theory is relevant to the study as the family as an important institution and a constituent of society derives harmony, happiness, affection, cohesion, and peace with the use of digital media, and verbal and non-verbal communication.

## **Types of Communication in the Family**

This paper has identified three types of communication that can be explored for family cohesion. They are verbal communication, nonverbal communication, and digital communication.

### **Verbal Communication**

Verbal Communication which is the sharing of information between two individuals using words is the most obvious and understood mode of communication in the family. It can be in the form of a conversation, a meeting or greetings, interactions with family members and in society, praying, singing or even making a speech. It is ideal for the family because of its effective way of allowing for inputs and contributions from other channels of communication. It gives room for feedback to directly confirm the understanding of a message, making it easier to ensure understanding by addressing objections and clearing up misunderstandings as messages can be adjusted. Its power can be leveraged to create relationships and establish a rapport and a sense of trust in an intimate discussion as it allows a bond on a more emotional level with your listeners.

### **Non-Verbal Communication**

Nonverbal Communication is when body language (actions and inactions) is employed to send a message or pass information across to people. Forms of nonverbal communication include nodding, facial expressions, gestures, proximity, touch, eye contact, appearance, and leaning toward the speaker to show interest among others. Omojola (1993) notes that maintaining silence in the home, dragging feet on the floor, banging pots and pans in the kitchen, burning food, too much salt or pepper, going to work or coming back late or too early, lack of body grooming, the one-word answer to open-ended questions, shouting at the kids or irrational spanking are other forms of nonverbal communication. When employed with active listening skills it could become very powerful. It is also delicate because it can reinforce and drive a message home or it can contradict it entirely if care is not taken. So it can make or break a message. Therefore, it becomes necessary in the family circle to understand some types of nonverbal communication- (a) Appearance: It is often said, that you are addressed the way you dress. Clothing, hair, and jewelry communicate.

Couples take seriously how they appear at functions to command respect and admiration. Appearance communicates several motives and conjugal satisfaction among couples. (b) Eye contact: Making and maintaining eye contact while talking or listening is an indication of being interested and engaged in the conversation. It has been discovered that good eye contact often conveys honesty, enthusiasm, and seriousness. (c) Facial expressions: Facial expressions help convey messages as they can show and reflect moods of happiness, sadness, anger, etc. Family members should be conscious of their facial expressions when they talk and or listen. (d) Gestures: While speaking, a gesture can make a message stronger; and pointing out something for listeners to look at more closely makes a message

to be well understood. (e) Proximity: The distance maintained to send messages. Being close could depict acceptance or agreement while too much space could connote rejection or disagreement. (f) Touch: A warm handshake communicates commendation, love, and happiness. Holding someone's hand and putting one's hand on someone's shoulder communicate affection. Generally, touch communicates trust, warmth, and affection.

### **Digital Communication**

In these contemporary times of technology, digital communication could be harnessed for family cohesion and harmony. Digital Communication is the use of online networks like email, social media, instant messaging and live chat, websites and blogs, SMS/text messaging, phone and voicemail, and video for sending messages to individuals or a specific audience. An email has become a very reliable means of communication for institutions including families for its timely delivery of information; messages are sent with attachments; brief status updates can be shared, providing directions, data, and links for members to online sources. Facebook Messenger and WhatsApp are social media platforms through which family members can chat, and share photographs, videos, voice notes, and conference phone calls. Through cell phones, tablets, and smartphones SMS/text messaging and online Zoom meetings can be explored.

As an effective form of family communication, Oladimeji (2013) notes that computers and mobile telephones have revolutionised communication and by extension, interpersonal relationships, hence influencing intimacy and closeness that exist among people as a result of interaction which leads to connectedness that promotes business activities and virtually all aspects of human life socially, politically, culturally, educationally and religiously (Solo-Anaeto, et al., 2019).

### **Effective Communication Modes in the Family**

There are different communication modes in the family. Odeleye (2019) puts them into six categories: Husband-Wife Communication, Father-Son Communication, Father-Daughter Communication, Mother-Son Communication, Mother-Daughter Communication and Parents-Children Communication. We will discuss them in two broad categories namely, Father-Mother Communication, Parents-Children Communication, and Extended Family Communication.

### **Father-Mother Communication**

Father-mother communication is referred to as communication between husband and wife who are known as marriage partners or life partners. In this paper, they would be called husband and wife, partners, spouses, and a couple. The harmonious and peaceful atmosphere in the family is dependent on the husband who must provide charismatic and exemplary leadership and the wife who must ensure committed and dedicated partnership. Omojola (1993) observes that most marriages break up due to poor communication. The aim of communication in the family goes beyond mere transfer of words or ideas but it also influences members to act or behave as expected; therefore, good communication is required for positive responses. Family like any other organized institution should be guided by a set of rules for effective communication. There are different versions of family communication rules. Here are a few of them:

### **The Right Time**

In all human actions, time is of the essence. The right time for discussion could be decided by understanding the moods which could be joy, happiness, sadness, tiredness, frustrations, fear, pressures and others manifest at different times. There is a need for partners to watch the moods before bringing up sensitive issues for result-oriented discussions. Evening time after dinner has been considered as a better time to bring up unpleasant issues.

### **The Right Place**

The Choice of the right place by partners for a discussion enhances effective communication as it has been discovered to likely yield positive results. It is stressed that physical closeness between husband and wife will soften the voice, and reduce tension and desire for self-defense. Staying close to each other's spouses and speaking with a soft tone can show more love, gentleness, calmness, and graciousness rather than anger.

### **Appropriate Diction**

The Choice of the right words or expressions is crucial to maintaining a fruitful, successful, and healthy communication system in the family. Omojola (1993) states that kind words attract peace and joy while bad utterances attract anger and strife. According to him, harsh, unpleasant, and sarcastic words can lead to a situation where either of the partners withdraws or backs out from a discussion or responds negatively. This can fuel discord, disagreement, or misunderstanding. Speaking of responding in a low voice is an ideal way of addressing issues by partners.

### **Appreciation**

The importance of appreciation in communication cannot be over-emphasised. Appreciation is a significant catalyst that boosts morale and self-esteem which are crucial aspects of human life. Self-esteem also encompasses a sense of belonging, worth, and confidence and it affects all aspects of life. In marriage, self-esteem is reinforced when one knows and is very sure that he/she occupies a significant position in the family. It is the role of the family to build self-esteem, self-worth, self-image, and confidence in its members. When someone does not feel appreciated in the home, there is a tendency not to feel confident in the larger society.

Every human has his weaknesses and strengths; when a partner is genuinely appreciated verbally, it strengthens the willpower to improve the performance. This gradually reduces or eliminates the weaknesses. In fact, any effort made in the right direction, whether enough or not should be rewarded with profound gratitude and words of encouragement. It is noted that appreciation should be done in sincerity devoid of flattery or manipulation. Complaints and criticism should be minimized or done constructively.

### **Issues Based Approach**

In family communication, it is better to concentrate on issues, not on personalities. Issues issues-based approach has been discovered as an effective way of addressing issues because it reduces the possibility of resorting to insulting utterances. It prevents a discussion from degenerating into either verbal or physical attacks.

### **Togetherness Approach**

The choice of words that depict togetherness helps to achieve good communication between husband and wife. Experience has shown that one of the ways that curb communication breakdowns between partners is the use of words like "we", "us", "and our" which indicate collective responsibility and selflessness (Omojola, 1993). These words help to create a sense of identity, unity, and sense of belonging; and at times they could reduce tension in the family. It has been noted that phrases like 'our car', 'our house', 'our children', and 'our shop' give the desired peaceful and harmonious situation. It should be reiterated that when partners do things together like sleeping, talking, driving, bathing, eating, and praying together, engender affection and effective communication (Odeleye, 2019). He notes further that holding hands, kissing, petting, sitting on each other's laps, etc. are possible opportunities for closeness.



### **Care and Genuine Concern**

It has been established that care and genuine concern by spouses towards each other make marital relationships strong. Showing care and concern helps to make it easier to talk together in a friendly atmosphere in the family. Undoubtedly, people love to talk to those who show care and concern for their well-being. Omojola (1993) states that showing care and concern is putting up an encouraging and welcoming facial appearance towards people in conversation. He maintains that failure to show care and concern could make partners look outside the home for a confidant.

### **Listening**

Listening is so important that family members must embrace and engage in active listening and take it seriously. Odeleye (2019) describes active listening as total concentration on the speaker without any distractions. James (2020) has identified three types of listening: Silent listening, reflective listening, and listening to finding common ground.

- i. Silent listening is when there is no interruption and all non-verbal messages sent by the receiver to the sender through eye contact, facial expressions, and head nodding are understood.
- ii. Reflective listening includes responses that assure the sender that the receiver is getting along in a conversation by snorting statements like "oh my goodness!", "Really?", "are you sure?", etc.
- iii. Listening to finding common ground is overlooking causes of disagreement by focusing on points of agreement in order to achieve an overall win-win for the family.

For healthy and effective communication in the family, members are enjoined to listen silently, reflectively, and intentionally to agree.

### **Parents-Children Communication**

Children should be encouraged to be expressive: Parents must guard against stifling free expression unnecessarily. Politeness and courtesy contribute greatly to effective communication. Parents are to set an example by being polite in their own communication with their children. It should be noted that reproof, rebuke, and reprimand should be given when necessary. On the issue of discipline in the home when either of the parents rebukes or reprimands a child in whatever form, it is not good for the other parent to complain, especially in the presence of the erring child (Omojola, 1993). According to him, this always causes hurt and evokes negative reaction from the partner.

However, children should not be habitually cut off or continually criticized or corrected. On no account should children be ridiculed or disparaged when they express themselves. They need appreciation, encouragement and commendation; not dissatisfaction, irritation and exasperation. Carson (2008) admonishes parents to give their young ones a strong sense of self-identity as a foundation with beliefs and values that shape and bring understanding in order for them to build a strong character. Also, a directional system should be designed to serve as an anchor or a compass that would keep them from being blown away with the winds of life. He notes that there must be reference points that would make them to steer clear of dangers and maintain a course that would take them to their desired destination.

Parental patience and self-control are frequently needed. As youths tend to be impetuous. They may blurt out what is on their minds, perhaps interrupting an adult conversation. Though a parent could bluntly rebuke, it is wiser to listen and answer politely as a way of showing an example of self-control before they are kindly reminded to be polite and considerate. It should be noted that adolescence is a time of transition when a son or a daughter is no longer a child but not an adult. As a result, effective Communication becomes necessary to explain the changes. Children want to be understood and treated as individuals; they want direction and guidelines that are consistent. Parents should guide their children into forming good character so that they do not become social misfits

(Abraham, 2022). Moreover, He posits that parents must train their children with intentionality through discipline and friendship in preparing them for a great future. It is necessary to strike a balance between occasional discipline and permanent love for the children. When parents befriend them, they feel secure and can freely discuss vital issues on which they need guidance. Parents' negligence, consciously or unconsciously in this regard can make the children seek counsel elsewhere in the course of which their destiny could be jeopardized.

In parent-children communication, a sense of individual worth is eminently essential. The young like all human creatures, need recognition, understanding, love, forgiveness, acceptance, some level of independence, and approval. They desire to be regarded as valuable members of the family who should contribute to the planning and making of decisions for the welfare of the family. They could be helped to develop a sense of worth by training them to take on life's responsibilities like housekeeping and home-making.

### **Extended Family Communication**

Good communication among extended family members becomes pertinent as it enhances national development in Nigeria. Break up of marriages is due to ignoring the need for effective communication in the relationship with couples' parents: Fathers-in-law and mothers-in-law. In the extended family arrangement, four or more families are usually involved in the extended family communication. Members include brothers, sisters, uncles, aunties, cousins, nephews and nieces. Due to our culture, people can't help but maintain a relationship with members of the extended family.

For instance, mothers-in-law like to join families of their children to take care of newborns. At times this causes misunderstanding if the daughter-in-law prefers her own mother to her husband's mother and the husband may insist on having his own mother around. There is a need to have a meaningful discussion between the spouses to come to a decision that would promote peace and harmony. In Nigeria, some members of the extended family who are more comfortable do accommodate the less privileged or the younger ones among them temporarily seeking job opportunities, admission into institutions of higher learning, and for other reasons like exploring business opportunities.

Therefore, effective communication should be built among members of the extended family to enhance national development. There are many benefits derivable from a good interpersonal relationship with the extended family. One can leverage the relationship to raise funds for business through Other People's Money (OPM). Soft loans can always be easily accessed by a spouse's brother, uncle, aunt, cousin, nephew, or niece because of the bond of consanguinity. It is recommended that calling in-laws, our mother, our father, our brothers, and sisters gives evidence of a sense of belonging to the family of either of the partners.

The following principles of fostering interpersonal relationships could be employed to create effective communication in the extended family cycle in Nigeria:

1. The use of the language of candour: In interactions in the extended family circle, the language of candour and self-respect should be employed. People should politely request not command. Every tendency for an entitlement mentality should be avoided.
2. Trust: It has been discovered that trust is the cornerstone of a good relationship and it indisputably promotes healthy communication. Therefore, trust must be built for an enduring relationship which is actually the gateway to resources.
3. Equity: Fairness and equality should reign. People are to relate with the understanding that they are neither superior nor inferior. You are not better than the other.
4. Peacefulness: People should endeavour to make, achieve and maintain peace. No one should take an undue advantage of the other person in the relationship.
5. Forgiving Spirit: Members should resolve not to be tired of forgiving one another. Forgiving spirit is an attribute of strong minds and intelligent people.

6. Handling money with care: People are to watch their attitude toward money. One must be a man or woman of integrity in money matters. When one borrows, it must not only be refunded but also done the refund at the time stated in the formal or informal agreement.
7. Value: Members are to have the mindset of adding value to the relationship. It does not speak well of people entering a relationship because of what they want to get from it. A relationship becomes productive and highly beneficial when everyone is determined to add value to it. So, keep on investing in the relationship.

### **Tackling Drawbacks of Effective Communication in the Family**

Communication has been described as the life wire of the family. By drawbacks, they are factors that cause communication breakdowns in the family. Identifying, understanding, and working on getting rid of them help to improve the quality of family communication. The following are some drawbacks of communication in the family:

- **Personality Challenge:** Personality challenge is the inability of spouses to understand and accept their individual differences and peculiar personality traits. Two people who were born and raised in probably different environments should take time to understand their individual social, religious, family, educational, professional backgrounds for them to have result-oriented conversations and interesting discussions. Understanding individual early childhood education, family training and experience and general exposure in life could be helpful to shape and appreciate the thinking, reaction, and behaviour of partners in a discussion.
- **Rigidity of Opinion and Position:** Some people, out of pride and obsessed self-esteem cannot accept views different from what they believe in. They always think that they are right to the extent of not being willing to entertain any contrary opinion or objection in a discussion. Also, they indulge in restating their position and insisting on it continuously in an attempt to compel the other person to accept their position. This attitude causes failure in communication as it may lead to nagging or withdrawal from making contributions whereas communication is sharing ideas and different perspectives in order to agree on the best alternative solution.
- **Outright Condemnation:** Condemning an action or rebuking sharply is not a constructive way of reacting to issues as it can make a conversation degenerate to hot arguments or irreconcilable misunderstanding. This is a serious drawback in communication that requires self-discipline to tackle.
- **Ignoring Feedback:** Odeleye (2019) notes that communication in the family is not complete without feedback and critical appraisal of the process. He notes further that members should be educated on how to promote effective communication as a way of enhancing cohesion both in the family and in the larger society. In any discussion, there is the need to observe how listeners react to a message as what they say or do helps to know whether the message has fulfilled its purpose. We need to pay attention to the feedback that emanates from the listener to find out whether he is satisfied or not. Feedback helps to correct or adjust messages when the desired effect cannot be achieved.
- **Hasty Conclusions:** Some people make hasty conclusions in family communication. Jumping to a conclusion or pre-empting the other person's thinking could be so irritating, frustrating, and annoying that his partner may refrain from discussions when he knows that his efforts and contributions would not be favourably evaluated and appreciated.
- **Uncaring Attitude:** Uncaring attitude is synonymous with hostility which could make a partner look outside the family for a confidant. There is a need for a friendly atmosphere that helps to develop effective communication that guarantees peace and happiness for family cohesion.
- **Selfish Ambition:** The inability of partners to carry each other along in pursuance of their individual ambitions could result in a serious setback in communication in the family. When husband and wife do not grow together in their chosen careers it can create social and

educational gap that can cause communication breakdowns. When the husband is developing himself educationally the wife should also be encouraged to do likewise so that they can relate together at the same level. When conscious efforts are not made by them to develop together this causes a status complex or inferiority complex which is a drawback of communication in the family.

- **Unforgiving Attitude:** When spouses do not forgive each other they cannot engage in any meaningful conversation. One of the ways to enjoy happiness in the home is to forgive each other. An unforgiving attitude makes people to be trapped in a prison of bitterness serving time for someone else's crime. It is a serious setback to communication that makes interaction difficult if not impossible.

## **Conclusion**

It is no secret that effective communication is the cornerstone of any thriving relationship, and the family unit is no exception. In the context of Nigeria, where families often extend beyond nuclear boundaries, the intricacies of communication are compounded by diverse cultural norms and expectations. In this journal article, we have established the pivotal role of effective communication in promoting family cohesion and national development in Nigeria. The interconnectedness of strong family bonds and a prosperous nation has been succinctly highlighted. The paper emphasises that families serve as the basic units of society, and when these units are harmonious, they form the bedrock of a stable and productive nation.

Effective communication was critically examined as a fundamental tool for nurturing family bonds by employing verbal communication and non-verbal communication as well as digital communication platforms in the modern context. The various categories of family communication were put and discussed in three broad forms such as Father-Mother Communication, Parents-Children Communication, and Extended Family Communication to reflect the cultural diversity within Nigeria and family dynamics. The paper has identified some drawbacks and challenges of effective family communication with appropriate solutions and remedies. The paper has equally offered a roadmap towards enhancing family cohesion and national development in Nigeria through nurturing family relationships with good, healthy, and effective communication.

## **Recommendations**

- i. Government, Non-Governmental Agencies, and religious bodies should be actively involved in promoting family cohesion and national development through effective communication. Family Affairs Ministry can be created by both federal and state governments for the formulation of policies and the implementation of educational initiatives that promote effective family communication as a means to foster both individual well-being and national development in Nigeria.
- ii. Everyone is a member of the family. One is either a father or mother, a husband or wife, a son or daughter, a brother or sister, an uncle or aunty, a nephew or niece. So, all must be ready and determined to contribute our own quota in building virile, harmonious, and closely knitted families through effective communication which by extension will promote national development. The attainment of family cohesion in society through effective communication must begin and continue with everyone.
- iii. The drawbacks and challenges militating against effective communication in the family could be addressed and tackled through jingles and commercials on radio and television respectively. Also, drama series on effective communication for family cohesion and national development, produced in vernacular or local languages be shown on TV stations and aired on radio stations for the benefit of the semi-literate and illiterate members of the society.

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# Impact of School Amenities on Teachers' Work Performance in Oyo State, Nigeria

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## **Abstract**

*In Oyo State, Nigeria, the study looked at how teachers' work performance was affected by school amenities. The following types of school amenities are under investigation: classroom, laboratory, library, and instructional spaces. A questionnaire was utilized as a descriptive survey. The study's population was Oyo State, Nigerian public secondary school teachers. School Amenities and Teacher Job Performance was the study instrument utilized to gather data (SATJP). At the significance level of 0.05, the hypotheses were tested. Descriptive statistics were utilized to analyse the data for the research questions, and ANOVA was employed for the hypotheses. Among other things, the survey showed that teachers performed at a high level, with an overall weighted average of 2.702. Additionally, in Oyo State, school amenities have a considerable cumulative impact on teachers' work performance. The investigation came to the conclusion that Oyo State's public secondary schools severely need school amenities. It is suggested that the government allocate sufficient funding for the purchase of school amenities into schools based on the study's conclusions.*

**Keywords:** School Amenities, Work Performance, Instructional Amenities, Library Amenities, Laboratory Amenities, Classroom Amenities.

## **Introduction**

Many countries have systems of formal education, including Nigeria. Such education systems are operated under the umbrella of the school. The school institution, either at the primary, secondary, or tertiary level is an institution where specific and detailed instructions are given within a period of time with rules and regulations, principles and policies guiding the learning environment. The school is saddled with the responsibility of interpreting and implementing the curriculum with the major goal of eliciting positive behaviours in the learners. It equips them with the skills required for nation-building, helping them to discover their potential such that they become valuable assets to their immediate community and the whole society at large. The school instills knowledge in the younger generation that helps to identify and understand their civic rights and responsibilities.

The school is designed to provide learning spaces, atmosphere, and experiences for teaching students under the guidance and direction of teachers (Ojo, 2016). It transmits the norms, ethics, and values of the society to a new generation. It helps to mold a diverse population into one society with a shared national identity. Students are taught the laws as well as the political life of the country which forms the basis for their moral acceptability and patriotism. The school prepares and produces great leaders who turn out to be proactive in the mission of building a strong, dynamic, and self-reliant

country. To a large extent, no national reconstruction and development can take place without the active and positive involvement of the school system.

Hafash (2017), asserted that a teacher is a person who has completed a set of training to properly instruct students. An essential part of any society's labour force is its teaching staff. They are mostly educators with the knowledge, abilities, and resources to instruct the youth. Teachers perform a wide range of duties. While some of these responsibilities are carried out in the community, others are handled inside the school. Similarly, some roles contradict each other. However, a competent teacher will make an effort to strike a balance so that he may carry out his duties in an efficient manner. In order to help students grow and acquire the values that will enable them to be autonomous and valuable members of society, teachers diligently instruct, direct, and guide their students. They support students' success in the classroom and beyond (Dimkpa, 2015). Teachers make an effort to impart a plethora of knowledge and life lessons to their pupils, which motivates and inspires them to be imaginative, and creative, and to reach their full potential. They issue them a challenge to always hold themselves up in their profession and in all virtuous endeavours.

Teachers cultivate a healthy interest in students and serve as nation-builders, counselors, researchers, mentors, mediators, role models, and caregivers. The main force behind the educational system is the teacher. He is viewed as the primary administrator of the educational system and is crucial in transforming students from raw materials into complete goods graduates who go on to pursue various careers.

The notion of work performance has several dimensions. There is a distinction made by several studies between task and conceptual performance (Benson, 2018; Adebajo, 2018). Task performance is the skill with which a person carries out tasks that add to the technical foundation of the organisation. In the event of production, management, or employees, this contribution might be made directly. Activities that support the social and psychological climate inside an organization, where organizational goals are achieved, but do not add to its technical core are referred to as conceptual performance.

The efficacy and competence with which a teacher is able to carry out the tasks and obligations associated with their job description is referred to as teacher work performance (Cash, 2016). An educator can execute their designated responsibilities with professionalism and competence. Teacher work performance is inevitable and a must in the attainment of educational as well as the national goals. This is because the performance of any organisation is usually attached to the work performance of the workforce within the structure of such organisation. Hence, teacher work performance will reflect both educational and national performance.

The effectiveness of teachers' jobs is influenced by a number of factors. A competent teacher must be able to manage time and other resources in order to accomplish teaching-learning objectives in addition to providing effective instruction in the classroom. He is required to complete tasks given to him by the department head or perhaps the principal. Additionally, he needs to be able to oversee and regulate student behaviour, academic standards, and class discipline. He needs to establish relationships with the community, parents, co-workers, and pupils in addition to being reliable and on time. It includes preparing lesson notes, scheme of work, marking of register, and keeping students' assessment records.

Poor topic understanding, inadequate teacher recognition, low pay, crumbling infrastructure, inadequate training, and poor educational background and experience are just a few of the variables that have been linked to poor teacher work performance by researchers (Adelodun & Asiru, 2015; Amzat, 2017). This study, however, sought to determine how Oyo State's school amenities affected teachers' effectiveness at work. The instructional amenities, library amenities, laboratory amenities, and classroom amenities at the school are all inspected.

A teacher can use instructional amenities, which are collections of teaching and learning resources such as living and inanimate things, human and non-human resources, in a teaching-learning scenario to assist students meet their learning objectives (Bell, 2020). These are instructional aids that

are used in lessons that involve assessment and active learning. It contains standard educational materials including textbooks and workbooks. Workbooks are fundamentally helpful in exposing the students to the practical aspects of the lessons, while graphic organizers, as a form of instructional facilities, are any type of visual representation of information such as charts, flow charts, audiovisual materials, and graphs. Teacher-made resources are any materials created or improvised by the teacher, and they include handouts, worksheets, text, quizzes, and projects. These materials are useful in introducing new concepts at the same time that they help emphasize previously taught concepts. A lot of these are utilized in the classroom for evaluation purposes to find out how well students are studying a certain subject. It is important to choose instructional amenities wisely so that they enhance learning rather than serve as creative diversion. The most crucial element of the learning objectives should be addressed in the materials that the teachers choose.

A library is a place where students can access a wide range of textbooks, magazines, and reference materials. Library facilities are well-equipped educational resource centre that positively support student's learning. Adeoye and Popoola (2011), opined that a library is a public institution or establishment tasked with maintaining a collection of books, making them available to those who need them, and fostering a lifelong love of reading in every patron. Users of the library have the opportunity to consult, borrow, or read stocked resources.

Diverse materials are available in libraries. They may come in printed or unprinted material form. Books, pamphlets, magazines, newspapers, and reference resources are examples of printed materials. On the other hand, things that are not printed are called audio-visual materials. Electronic resources are just as much a part of libraries. Teachers need a variety of material for teaching, research, self-development, and above all for the aim of influencing students' knowledge since they are learning facilitators. Adeoye and Popoola (2011), quipped that the proper information must be made available to the suitable people at the appropriate time in the acceptable format. The library is primarily in charge of fulfilling these obligations. Adelodun and Asiru (2015) concur with this point of view, the best approach to mobilize people is to deliver the necessary information in a way that is most practical and beneficial to a wide number of people.

Laboratory amenities are important facilities in schools that aim to promote practical learning. A laboratory is always considered as an essential part of teaching learning process especially when teaching science subjects. In academic school laboratory, students are active learners and not just passive recipient of knowledge. It gives superior learning possibilities and a first-hand experience. Students who perform their own experiments have higher recall of the material. Students are capable of learning on their own and conducting research. Additionally, it facilitates the collection of data, knowledge acquisition, observation, and interpretation of theoretical ideas that are difficult for students to understand when using textbooks alone. This improves academic achievement by making learning more relevant and real for students in addition to making it exciting. Under the supervision of knowledgeable teachers, students should be able to access laboratories that are well-equipped with the necessary tools.

Classroom amenities could also influence teacher work performance. Classrooms should be spacious, well-lit and comfortable with adequate sitting arrangements. This provides the teacher the opportunity to focus on every student and take care of their individual differences. A crowded classroom will not only be improper for students but also it will be difficult and uncomfortable for teachers to effectively discharge their duties. A classroom should be a quiet place where the students and teachers can have mutual interaction, and satisfaction and be able to concentrate without any form of distractions. Students get distracted and might not be able to assimilate in a noisy classroom environment. Equally important in the classroom is an adequate supply of furniture like chairs and tables, bookshelves, etc. Maintaining proper ventilation in each classroom is inevitably paramount as well.



## **Statement of the Problem**

One cannot overstate the importance of teachers' work performance. The work performance of teachers has a significant and direct impact on both the overall success of the educational system and the achievement of the national objective. Nonetheless, it appears that Oyo State teachers are not performing as well at their jobs as society would have them do, as seen by recent observations. Parents and other stakeholders have expressed concern over the comparatively low performance of children in the external examinations, which they believe to be a reflection of the poor work performance of Oyo State teachers. This could have implications for the ultimate products of the school system in terms of individuals who are naive, non-visionary, and unproductive in the course of nation-building. Hence, the national goal of a self-reliant and dynamic country might be a mirage. Researchers have attributed low job performance of teachers to factors such as poor subject mastery, level of qualifications and experience, training, communication skills, interpersonal relationships, recognition of teachers, poor enumeration, and age (Amzat, 2017; Nebi, 2020; and Mushtaq, 2019). However there seems to be an insufficient research and limited information on the subject of teacher work performance with reference to school amenities. In light of this, the purpose of this study is to determine how Oyo State's school amenities affect teachers' work performance. Instructional, libraries, laboratories and classroom spaces are among the school amenities taken into account.

## **Research Questions**

1. What is the state of the amenities at Oyo State's public secondary schools?
2. How well are teachers performing their work in Oyo State's public secondary schools?

## **Hypotheses**

Ho1: The collective impact of school amenities (instructional, library, laboratory and classroom spaces) on teacher work performance in Oyo State will not be statistically significant.

Ho2: The relative impact of school facilities (instructional, library, and laboratory and classroom spaces) on teacher work performance in Oyo State will not be statistically significant.

## **Methodology**

In this study, a descriptive survey research approach was used. All Oyo State public secondary school teachers made up the study's population. There are 604 public secondary schools in Oyo State as of right now. The sample was chosen using cluster, multi-stage, purposive, and basic random sampling procedures. Public secondary schools were grouped according to local government areas and the three senatorial districts that were in place. In order to create a total of 15 local government areas, the first step was choosing the local government in each senatorial district. Five local government areas, or 56%, 38%, and 45% of the local government areas in each senatorial district, were chosen at random. The second phase involves choosing the schools within each of the designated local government districts. In order to choose 10 public secondary schools or 31%, 29%, and 22% of the total in each of the chosen local government areas, a basic random selection approach was used. Teachers were chosen at the third stage using basic random sample techniques and purposeful selection. While some schools have a modest number of teachers, others have a high population of teachers. The researcher purposefully picked twelve (12) teachers at random from each public secondary school that was chosen in order to provide an acceptable sample of teachers from each school. This resulted in a total of 1,800 teachers, or 10%, 17%, and 12% of teachers each senatorial district, respectively. Nonetheless, 1,500 questionnaires in total or 83% of the total were collected from the 1,800 that were delivered. Three (3) components made up the research instrument for the study. The purpose of section A was to get information about the respondents' personal information while section B was structured to gauge how readily available school amenities were in secondary public schools. Four Likert scales (very frequently – 4, often – 3, not often – 2, never – 1) were used in section C's modified structured questions to gather data on teachers' work performance. In order to determine the stability

principle and co-efficient of 0.89, a test-retest methodology was employed to assess the instrument's dependability through a pilot study. ANOVA was utilized for hypothesis one and two, all at the 5% level of significance, while descriptive statistics like percentage and mean were employed for the study questions.

## Results

Research Question 1: What is the state of amenities at Oyo State's public secondary schools?

Table 1 lists the amenities that schools offer.

Items	Available	Not Available	Adequately Provided	Inadequately Provided	Functional	Not Functional	Weighted Average
Instructional Amenities	238 (15.9%)	452 (30.1%)	183 (12.2%)	267 (17.8%)	119 (7.9%)	241 (16.1%)	3.036
Library Amenities	106 (7.1%)	617 (41.1%)	121 (18.1%)	236 (15.7%)	122 (8.1%)	298 (19.9%)	2.433
Laboratory Amenities	118 (7.9%)	496 (33.1%)	95 (6.3%)	402 (26.8%)	93 (6.2%)	296 (19.7%)	2.566
Students' range Classroom Amenities	20-30 176 (11.7%)	31-40 345 (25%)	41-50 392 (26.1%)	51-60 301 (20.1%)	61 and above 286 (19.1%)		2.883

Field Survey, 2023.

According to Table 1, Instructional amenities were rated as functional 7.9% (119), not functional 16.1% (241), adequately provided 12.2% (183), inadequately provided 17.8% (267), available 15.9% (238) and not available 30.1% (452). Available 7.1% (106), not available 41.1% (617), adequately provided 18.1% (121), inadequately provided 15.7% (236), functional 8.1% (122), and not functional 19.9% (298) were the ratings given to library facilities. Similarly, a well-equipped laboratory was rated for being available 7.9% (118), not available 33.1% (496), adequately provided 6.3% (95), inadequately provided 26.8% (402), functional 6.2% (93), and non-functional 19.7% (296). The findings showed that classroom amenities were rated as follows: 176 (11.7%) were available, 345 (25%) were not available, and 286 (19.1%) were functional. The highest student-teacher ratio, which deviates from the UNESCO standard of 30-35, was 41-50 (26.1%). It is clear that the level of school amenities in Oyo State public secondary schools is generally subpar given the crowded classroom conditions and insufficient availability of other educational amenities.

**Research Question 2:** How well are teachers performing their work in Oyo State's public secondary schools?

Table 2: Oyo State's public secondary schools' work performance standards for teachers.

S / N	Items	Very Often	Often	Not Often	Never	Weighted Average
1	Strive to fulfil your instructional objectives.	898(59.9%)	362(24.1%)	178(11.9%)	62(4.1%)	3.8287
2	I fulfil the requirements for work performance as a teacher.	1254(83.6%)	238(15.9%)	5(0.3%)	3(0.2%)	3.3973
3	Show that you are an expert in teaching relevant tasks.	418(27.9%)	897(59.8%)	183(12.2%)	2(0.1%)	3.1540
4	Demonstrate your proficiency in instructing pertinent jobs.	599(139.9%)	719(47.9%)	181(12.1%)	1(0.1%)	3.2773
5	I was able to handle greater accountability than was usually assigned	363(24.2%)	542(36.1%)	417(27.8%)	178(11.9%)	2.7267
6	I am capable in every aspect of teaching.	958(63.9%)	362(24.1%)	179(11.9%)	1(0.1%)	3.5180
7	I do assignments on time and competently.	661(44.1%)	299(19.9%)	242(16.1%)	298(19.9%)	2.8820
8	I do well generally as a teacher by completing assignments on time.	1078(71.9%)	420(28.0%)	1(0.1%)	1(0.1%)	3.7167
9	I meticulously arrange and design my classes to meet the	1259(83.9%)	238(15.9%)	5(0.1%)	1(0.1%)	3.8367

	learning objectives.					
10.	I always arrive at school on time.	358(23.9%)	542(36.1%)	599(39.9%)	1(0.1%)	2.8380
11.	I arrive on time for lessons.	360(24%)	900(60.0%)	180(12.0%)	60(4.0%)	3.0400
12.	I take unjustified time off from work.	3(0.2%)	3(0.2%)	477(31.8%)	1017(67.8%)	1.3280
13.	I close as the day draws to a close.	2(0.1%)	1138(75.9%)	239(15.9%)	12.1(8.1%)	2.6807
14.	Notifies in advance if unable to attend class	181(12.1%)	1018(67.9%)	179(11.9%)	122(8.1%)	2.8387
15.	Take care of personal matters during school hours.	0(0.0%)	1(0.1%)	361(24.1%)	1138(75.9%)	1.2420
16.	Take needless time off from work.	1(0.1%)	2(0.1%)	299(19.9%)	1198(79.9%)	1.2040
17.	Engage in casual conversation while the school is in session.	0(0.0%)	0(0.0%)	180(12%)	1320(88%)	1.1200
18.	Spends a lot of time talking on their own phone	1(0.1%)	123(8.2%)	717(47.8%)	659(43.9%)	1.6440
19.	When other educators are not around, assists them with their tasks.	360(24%)	720(48%)	181(12.1%)	239(15.9%)	2.8007
20.	Volunteers for tasks not officially needed for their teaching positions	182(12.1%)	359(23.9%)	362(24.1%)	597(39.8%)	2.0840
21.	Takes the opportunity to acquaint new instructors	899(59.9%)	422(28.1%)	60(4.0%)	119(7.9%)	3.4007
22.	Supports educators at	358(23.9%)	360(24%)	422(28.1%)	360(24%)	2.4773

.	times of excessive workload					
2 3	Participate in extracurricular pursuits	0(0.0%)	840(56%)	480(32%)	180(12%)	2.4400
2 4	Offers creative recommendations to raise the standard of instruction overall	478(31.9%)	601(40.1%)	359(23.9%)	62(4.1%)	2.9967
2 5	Attends programs willingly that will enhance the process of teaching and learning.	478(31.9%)	660(44%)	360(24%)	2(0.1%)	3.0760
<b>OVERALL WEIGHTED AVERAGE</b>						<b>2.7019</b>

Field Survey, 2023.

Table 2 shows that 59.9% of the sampled teachers said they work very often to achieve their learning objectives, compared to 24.1% who said they do so frequently, 11.9% who do not, and 4.1% who do not. 83.6% of teachers said that they frequently or never fulfill the requirements for work performance, compared to 15.9%, 0.3%, and 0.2% who frequently, seldom, or never achieve the requirements. Approximately 27.9% of teachers exhibits proficiency in teaching related activities very regularly, compared to 59.8%, 12.2%, and 0.1% who do so often, infrequently, or never. When it comes to often meeting the qualifications for teaching jobs, 39.9% very often meet them, 47.9% often do so, 12.1% seldom do so, and 0.1% never do. In regards to school punctuality, the responses were: 23.9% for very frequently, 36.1% for often, 39.9% for not often, and 0.1% for never. The percentage of respondents who said they were punctual in class was 24% for very frequently, 60% for often, 12% for very often, and 4% for never. Of the teachers in the sample, 31.9% said they did so frequently, 40.1% said they did it frequently, 23.9% said they did not often, and 4.1% said they never did. Thirty-nine percent of the respondents very frequently, forty-four percent often, twenty-four percent seldom, and one percent never attend programs that would help enhance the teaching and learning process. The overall weighted average from table 2 above, reflected that on the average teachers sampled in the study possess attributes of high level of work performance of an overall weighted average of 2.70 against the expected of 2.50.

Ho1: The collective impact of school facilities (instructional, library, laboratory, and classroom spaces) on teacher work performance in Oyo State will not be statistically significant.

**Table 3: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.614a	.620	.600	4.35751	1.381

a. Predictors: (Constant): School Amenities

b. Dependent Variable: Work Performance

**Table 4 ANOVA<sup>b</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
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1	5.777	1	5.777	11.304	.001a
Regression	28443.823	1498	18.988		
Residual	28449.600	1499			
Total					

a. Predictors: (Constant): School Amenities

b. Dependent Variable: Work Performance

The results displayed in Tables 3 and 4 above demonstrated that Oyo State's integrated school amenities significantly improved teachers' work performance ( $F=11.304$ ;  $P<0.05$ ). The availability and sufficiency of instructional resources, libraries, laboratories, and classroom environments all have a favourable and significant impact on teachers' work performance, according to the results. Therefore, the data is insufficient to support the null hypothesis. The independent variables, i.e., the school amenities, account for a significant percentage of around 60% of instructors' work performance, according to the  $R^2$ , or coefficient of determination. Furthermore, the predicted means' standard error is 4.357. This suggests that the variables have an impact on how the dependent measure is determined. This result supports the findings of Emu & Nwannunu (2018), who found that the best indicator of teachers' job effectiveness was the school atmosphere.

Ho2: The relative impact of school facilities (instructional, library, and laboratory and classroom spaces) on teacher work performance in Oyo State will not be statistically significant.

**Table 5: Coefficients<sup>a</sup>**

Mode3	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	67.243	0.459		146.560	.000
Instructional Facilities	0.272	0.111	0.012	2.450	0.013
Library Facilities	0.260	0.121	0.004	2.152	0.019
Laboratory Facilities	0.344	0.132	0.070	2.610	0.009
Classroom Facilities	0.248	0.129	0.051	-1.927	0.044

a. Dependent Variable: Work Performance

The results displayed in Table 5 above demonstrated that all school amenities significantly improve teachers' work performance in Oyo State. The reported coefficient estimates for instructional amenities were found to be 0.272 ( $p=0.013 < 0.05$ ), contemporary libraries to be 0.260 ( $p=0.019 < 0.05$ ), equipped laboratories to be 0.344 ( $p=0.009 < 0.05$ ), and conducive classrooms to be 0.248 ( $p=0.044 < 0.05$ ). A well-stocked laboratory has a greater impact ( $p=0.009$ ), with instructional amenities coming in second ( $p=0.013$ ). The findings demonstrated that the null hypothesis that there would be no appreciable relative impact of certain school amenities on teachers' work performance in Oyo State was sufficiently refuted.

### Discussion of Findings

Analysis of the study done for research question 1 showed that Oyo State's school amenities are clearly not in sufficient condition and are not given in an adequate manner. School amenities which was analysed on the basis of instructional facilities, library facilities laboratory amenities and classroom amenities were perceived by the sampled teachers as being unavailable. The results of this study are consistent with those of other studies who found that secondary schools in Nigeria severely lack teaching resources (David, Michael, Damilola, 2016).

With a weighted average of 2.7019 overall compared to 2.50 for research question 2, the analysis of the survey showed that Oyo State's public secondary schools have excellent levels of

teacher work performance. The results of a research by Fawals (2018) on improving teacher job performance through professional development are consistent with these findings.

Regarding hypothesis 1, this study's research showed that, when taken as a whole, school amenities significantly improved teachers' work performance in Oyo State's public secondary schools. This conclusion is consistent with studies demonstrating the substantial impact of instructional materials on teachers' work effectiveness (Mushtaq, Khan, 2019).

According to the analysis done for hypothesis 2, secondary school teachers in Oyo State's work performance was significantly influenced by school amenities. This conclusion was consistent with Adebajo's (2018) research on the variables influencing Ogun State teachers' job performance.

### **Conclusion**

Based on its findings, this research determined that Oyo State's public secondary school teachers performed at a high standard. The degree of teacher work performance is directly correlated with the utilization of school facilities, including instructional, classroom, library, and laboratory spaces. To this effect, the unavailability of school amenities in public secondary school in Oyo State have hindered and handicapped teachers in teaching-learning process. Teachers mostly struggle in order to teach and produce a desired behaviour on the learners. Consequently, teachers could hardly impart decisively to the learners. This scenario has not only affected the teachers but learners as well. They are unmotivated, discouraged, and not willing to take responsibility for learning. Hence, a slow response to the course of nation-building and the attainment of national goal a mirage.

### **Recommendations**

The study's conclusions led to the following recommendations:

- i. State and federal governments should acknowledge the unavoidable role that school amenities play in the teaching and learning process. Therefore, it is essential that the government set aside enough money in its budget to provide for the necessary infrastructure in schools.
- ii. Ministries of education and school boards should design school curricula that explicitly indicate contents and units to be taught alongside the use of school amenities which should be readily made available to schools.
- iii. It is imperative for schools to cultivate a strong maintenance culture in order to guarantee the upkeep of the comparatively ample educational infrastructure.
- iv. Teachers should plan their lessons such that instructional aids can be improvised and made available for teaching.
- v. Parents, other education stakeholders, and non-governmental organizations (NGOs) ought to support the supply of school amenities in schools.

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# **Professional Ethical Practices for Cultural Effectiveness: Adjusting Nomenclature in the Nigerian Education Sector (Psychoanalytic Verse Aptitude)**

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## **Abstract:**

*The mass requirement by the United Nations for all nations to fit into the sustainable development goals, especially in the areas of inclusive practices must be reviewed, applied in retrospect, and streamlined to suit every practice with the intention of achieving the ends that must meet specified goals and objectives. Professionals in the field of education must begin to explore the need to consider the use of technical terminologies that best suit the cultural beliefs and practices of their operating environment so as to achieve maximum results in pursuit of the knowledge projected. This paper aims at reviewing certain terminologies that researchers may need to apply self-referential or meta-instinct that will enable a wider coverage of new concepts that might have suffered setbacks, as a result of terms used to depict such concepts, thereby resulting in cultural biases. The concepts encountered in recent field experience such as the use of psychoanalytic as against aptitude will be reviewed, suggestions and recommendations will be made.*

**Keywords:** Psychoanalytic, Aptitude, Nomenclature, Work ethic, Professionalism

## **Introduction**

The natural instinct of any business organisation is to make progressive improvements on the quality of products and services rendered to respective and projected clients or customers. Making progressive improvement spread across various spheres of business domains, which should be driven by well-experienced, skilled, and knowledgeable personnel, who is/are prompt enough to understand and synergise the goals and objectives of the organisation. These personnel should also be able to communicate the common nation's required approach (i.e. United Nation's sustainable development goals), for such goals and objectives, as well as the organisation's ethos, culture and ethical practices that will aid in projecting successful results by the entire workforce – this being the workers with the establishment or organisation. These kinds of personnel who are able to bring the essential business entities together in order to achieve productive results, that will aim at further improvement of the organisation, are seen, and referred to as executing professional approach that aims at meeting set target.

## **The Concept of Professionalism**

Basically, professionalism embraces competence or skills displayed, while performing specific tasks. The acquisition of skills may come over short or long-term period of practice, depending

on the levels of promptness displayed during mastery by the professional. While professionalism focuses on competence acquired over time, it is important to note that competence building comes with the display of certain behaviour expected of the person, such that must be personally conditioned (disciplined) towards achieving successful results- these are sets of principles developed by individual professionals for such purpose. This practice can be referred to as professional ethics that influence task performance (Nadvi, 2018).

Another quality that is worthy of consideration in the concept of professionalism is the ability to synchronise the divergent workforce's perceptions to fit the beliefs and norms of practices into the vision of the organisation they all belong. These people are those who are made up of various cultural, religious, and ethnical settings and are available in the place of work. This has to be done such that they infuse the divergent perception and opinions borne out of these beliefs and backgrounds into the organisation's vision, mission, and values systems, which at some point may distort the principles guiding the organisation's procedures of operation. There is however, an interrelation in the concerns between work ethics and professional ethics – while work ethics infuse certain values in task performance (Arockia, 2012), professional ethics on the other hand, develops standards that guide task's performance and synchronises logical approaches, which will take into consideration certain beliefs of the clients and customers during task's performance.

### **The Influence of Workforce/Work Ethic on Performance**

The term workforce refers to the people assigned to perform specific tasks or work, while work ethics ensures the effective practice of principles, through the application of standard values of operations that are required to perform tasks. For most business owners, and managers; including education institutions, the understanding of the interrelation standards that exist between these concepts must be given careful attention during the induction of new staff or young professionals in the field of practice.

Having established that both concepts are relative to one another, it is expedient to identify the relational standards that exist between the concepts and how these affect production or results of tasks. In the education sector and indeed the schools' or institutions' operating system, the workforce refers to the academic and non-academic members of staff, who constitute and represent various ethnicities, especially in a multi-cultural setting, such as Nigeria. A leader's approach and ability to synergise the cultural beliefs of the divergent workforce, such that the divergence in mindset or perception of each member or a group in the members of staff, does not divert the projected aim of the task, makes the ethics of the work, job or task. Only a leader, who is competent enough to visualise the end of a goal may be able to navigate between the perception of the workforce and the approaches of work ethics.

There may be no claims of professionalism in practices where professional ethics – that is, professionally acceptable standards of personnel's disposition, behaviour, values, and guiding principles, are not in place (Nadvi, 2018). For instance, in a school setting, it would be expected that professionals are guided by certain ethical codes of conduct and principles of operation while performing tasks. These behaviour, in turn, influences the outcome of expected results on various levels, which account for diversities in experience among students- who are taught by different teachers – who have different values or ethical conduct and are among schools that show rapid progressive improvement toward all-round growth, as

compared with those who are crawling toward growth. Professional ethics are intentionally infused into the skills and masteries' operational mode of task performance. It aims at giving the ultimate task levels in the area of deliveries.

### **Professionalism - Workforce/ Ethics in Education Setting**

The education sector is composed of large units of operations, which are basically grouped as academics and non-academics. However, in each of these units, are various sub-units that have specified operational functions. These specified operational functions make it possible for each unit's performance to function, either autonomously or multi-laterally, through the applications of the institution's code of ethical conducts, values and principles, yet infusing specified elements of professional technicalities and terminologies that can position the institution as equals among competitors.

While studies in ethical practices focus on soft skills lapses such as orientation strategies, integrity and responsibilities of staff (Nwikina, 2023) and a focus on moral standardisation of students' conduct (Okonkwo, Adekunle, and Aguh, 2023) in the school system, it is comparatively necessary to review the sources of the concerns identified, and provide lasting paths that can tame individuals' or groups' actions in the places of assignments. The focus on only students and staff, tends to shift attention from the underlying practices that form the lapses evident among students and teachers, and to an extent – from parents. There is a biblical scriptural proverb that acknowledges the need for formative training if a child (Proverb 22:6). As much as this suits children, it can be applied to the adult. The foundation must be visited and treated when the ethics of professionalism among the workforce stands as a point of discussion. The problem identified in this stead is the neglect of the standard framework that should constitute the pillar upon which soft skills practices like morals, integrity, and responsibility should hinge. Where this is resolved effectively from the induction practices and monitored strictly by having implementers as advocates, then process defaulting may be reduced.

In Nigerian education practices, it is expedient for professionals to own the applications of all forms of practices including the application and use of technical names in the sector, given its diverse multi-cultural ethnicity. This is to give uniformity in the understanding of concepts, project unity of purpose & oneness as well as wade off unprofessional practices in the industry.

### **Nomenclature in Education Practices**

The concept of nomenclature refers to the presentation or naming of a given concept, such that shows the relationship between the word and its corresponding attributes in the context of its environmental use (Havis, 2023).

In order words, nomenclature refers to the concept of technical naming of certain terms that are used by professionals to depict the specified concept in view. Further to this, nomenclature is relative to the environment where it is used and applied for the understanding of the people in that operating environment. The basic function of nomenclature is to ensure that there is uniformity in the concept and to ensure that the concerned parties have an understanding of the concept. It also eliminates the problem of

using too many names to explain one concept, such that may breed confusion in the terms of reference for the concept (NEET UG Study, 2023).

One aspect of professionalism and ethical practices that is usually neglected in education practices is the acknowledged and unified form of nomenclature for technical terms. Much as educational studies are in diverse forms and comprise various fields of studies, basic terms which apply to education practices should be alienated from other practices and/or distinguished, to give the understanding of what it stands for or purports to project.

Nigeria has a peculiar ethnicity with diverse beliefs and cultural values that influence the people's perceptions, general beliefs, way of life (culture), and the decisions they make, irrespective of their exposure. For professionals in the education sector to achieve maximum results in the dispense of new concepts, knowledge, and practices, there is a need for reconsideration of the nomenclature (naming) of certain technical terminologies that suit the cultural perception of the people to ensure that inclusion is practiced adequately among the people in the context of knowledge that may be understood for the people's improvement. To ensure a wider reach for the population's understanding including the workforce, professionals need to consider the use of terminologies that best suit the operating environs' cultural beliefs and practices.

### **Psychoanalytic Versus Aptitude**

The concept of psychoanalysis clings to its origin from Sigmund Freud's idea that people have thoughts, memories, and emotions that they are not conscious of, which may be released through the mind's repressed feelings and experiences. The three principles that were identified to guide this theory are: dynamic consciousness, which acclaimed that behaviour change is altered by preconscious and conscious sources; the principle of plasticity of interpersonal drive, which must be socially and physically associated and the principle of mastery through reversal and repetitive actions. These principles have guided learning in all fields of life, especially in the medical and education sectors, which are the two industries that focus on human intrapersonal development on medical needs and educational needs respectively.

The fact that people can experience purgation and become knowledgeable in the state of their mind by bringing the content of what they were not initially aware of into their consciousness can enable them to gain much more insight into how to achieve their set goals and objectives (Kendra, Cherry, 2023). In like manner, when knowledge is attained, strategic planning that brings about the procedure of actions can be attached to the task and application can be done. It is usually observed that the practice of planned procedures may take several practices before excellence is achieved. This is as a result of the identification of certain skills, which may be more effective in practice than another skill. When skills are improved upon during practice, the process of mastery is set in place, thereby bringing about performance excellence, and excellence in performance sometimes finds its urge from the ability (aptitude) displayed by the implementor of the task.

Aptitude refers to the display of characteristics traits, intellect, or potential of the understanding of knowledge (Kagan, Julia, 2023). It is the ability that enables the performance of tasks during the implementation process and it accounts for the process of division of tasks in many organisations including the education (school) settings. The aptitude of any individual

forms the determining basic measurement for strength and weakness in the display of certain required skills or propensity required for the successful performance of specific tasks.

Having established the concept and guiding elements that depicts psychoanalysis and aptitude, it can be observed that there are associated principles that connect the concepts in such a way that both concepts are linked and interwoven in operation, and may not necessarily be independently applied from one another. Since psychoanalysis measures the understanding of concept (using the mind's consciousness) and applied behaviour (using physical application), and aptitude measure the innate characteristics potential (being the application of the mind's perception and physical structure aimed at improving behaviour) to determine the strength and weakness of the individual. It can be observed that both concepts possess emanative association, which aid mastery on the long run. It is therefore on this basis that the naming of the terms; psychoanalysis and aptitude may be regarded as synonyms, which could have associated application and an understanding that are related to the cultural setting where it may be required.

### **Cultural Implication of the term Psychoanalytic in the Nigerian Setting**

In education practices, inclusion must strive to make every aspect of the operating system and practices, uphold its inclusive principles and guides for its operations. These must include; upholding standard procedures of operations for task implementation as well as ethical practices, which may not be excluded from the ethos of inclusion, as these constitute the approaches for the consideration of professionalism in the education sector, which also include unified nomenclature of technical terms and terminologies.

Having established that inclusive practice should be encompassing and related to all aspects of life's setting both individual and corporate, and the interrelation that exist between the terms psychoanalysis and aptitude, it therefore holds that, based on cultural disposes, the terms may be applied to suit and include an understanding of its use in the Nigeria. This is so as to enable that the use of the terms by professionals and for professional applications can reach the people in their cultural setting for appropriate implementation of new concepts that guides its use during implementation of task in practice. Certain concepts in education, are not clearly understood as a result of inconsistent use of terms and lack of clarity of purpose of the term.

The education sector has a variety of terminologies that are used to depict certain concepts. Some of this are; instruction, impart, impact, knowledge, curriculum, pedagogy, andragogy, planning, methodology, strategies, transition, psychoanalysis, attitude, aptitude and many more. Some of these names, much as it is common to the education sector, may not be applicable or used by the education sector only. Take the words, instruction or curriculum for instance, these words are used by other examination-conducting bodies, who may not necessarily be educators but find the need to train other professional in their field and conduct an examination to measure competence, achievement or performance. Such, in the process of applying meanings to the words to suit their own concept's perception, there may be interference in the use of context of the words, which may serve as conflicting with the meaning of its use in the education application. This may result when appropriate and acceptable meaning is not specified by the users.

Another instance is the use of psychoanalysis and aptitude as earlier suggested. The use of the word, "psycho" sends a totally unacceptable signal to an average Nigerian. This being the result of a perceived impression and an association of the word with mental

disorder, which apparently is also being used by psychiatrics, in the medical field. For those who may understand the term, they usually do not like to be associated with the term, so as not to be stigmatised by the society and the community where they leave. It is expedient for these words and indeed any word in education sector to assume appropriate meaning of the concept, before it can be accepted and used. More still, it is important to consider the needs and acceptability of the people in the operating environment before using such terms.

### **Practical Guide for Effective Nomenclature in Education Industry**

The principles and practice of professional ethical standards must be applied in this case for a body or group of professionals to encode concepts that are synonymous to the practices. The important points to note in technical terms are;

8. The terms should aim at stability.
9. The terms should avoid or reject misconception, confusion or errors.
10. Practicing professional must comply with accepted nomenclature and avoid the duplication of concepts.
11. The term should be in resonate with the culture and practice of the operating environment.

In order for this to occur, the following practical steps would be advised:

1. The sub units of associations or bodies of professionals in education must identify terminologies that are mostly used by the sub-set and define such term to reflect the context of its application.
2. The professionals must identify and assign a superior code of nomenclature body as certifying body for implementation and adherence to codes agreed.
3. The agreed names or terms must be published for all to find its distinctive use as applied to the units of association.
4. The terms may be reviewed or updated as knowledge expands, given a specified period.

### **Conclusion**

This paper sort to posit the need for education professionals in various units of the sector to identify standard ethical practices among the workforce. These practices will enable a unified body of education professionals, who will be able to define the use of common, and/or associated technical terminologies for the benefit of the Nigerian populace. This will enable a thorough consideration of terminologies and proffer unified acceptance of terms that best suit the Nigerian populace, giving cultural consideration. Furthermore, it will begin to project the effective ethical practices of the education profession as worthy of its standard practices when there is uniformity in the practice of procedures from the higher institutions where the professionals are prepared for field experience to the various workforce entities, where the professional apply the skills and display the competence learned.

### **Recommendation**

Having established the need for ethical practices to be upheld among the professional workforce, and its association with the need for standard nomenclature so that technical terms used among the Nigerian populace can come with clearer understanding and acceptance, the following are recommended:

9. Leaders in various education organisation need to review the induction process for new staff to include an understanding of ethical standards of operation, which should include the applied use of terminologies.
10. Education professionals must begin to address the concerns about misconceived professional practices as a body with specified units rather than as disintegrated entities with different forms of practice. For instance; education administration, management, curriculum, psychology, guidance and counselling, test, measurement & evaluation, program evaluation, special education needs, and others should aim at projecting unified objectives, which strive at common goals while working at various standards of operations.
11. Unified education body can easily uphold and standardise the acceptable norms for operational use of technical terms that suit the cultural setting of the operating environs in Nigeria.
12. There should be a review of the term inclusion to strive to include procedural activities rather than a focus on the individuals alone.
13. There should be a review of the use of the term “psycho” to reflect a less depressing signal, in order to enable the populace, to access the full benefits of the term. This is so that it may be applicable to several areas, other than mental disability, in order to relief emotional distabilisation at the mention of the word.

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**Other Resources:**

NEET-UG Study. (2023). A Simple Note on Types of Nomenclature-Chemistry.

<https://www.unacademy.com/content-neet-ug-study-material/chemistry/a-simple-note-on-types-of-nomenclature/>

The Book of Solomon (Proverb 22:6). In The Bible. New King James Version.



# Proper Methodology: A Necessity for Implementable Research

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## **Abstract**

*There have been complaints and agitations from different academic quarters, especially on why many research projects, especially Ph.D., are not implemented in the organisation studied. Observations and reading many Ph.D. projects from different universities for about eight years showed that many such projects are not worthy of implementation just because many authors of the projects did not follow proper methodological procedures. This study highlights the proper procedure for implementable research and the importance of following the procedure. The study is based on desk research and personal experiences.*

**Keywords:** PhD research projects, academic quarters, different universities, project implementation, proper procedure

## **Introduction**

Having worked with postgraduate students for about eight years, especially teaching research and evaluating research projects, one of the common opinions of students has been that projects are written but end up on the shelf without implementation. This same opinion has been expressed in some conferences where papers were presented and concerns were raised on the possibility of the presented articles to be implemented. The experiences with students and paper presenters indicated that many projects were written with motives that may not be compliant with the implementation of many projects. The motive for students, many times, is to pass and get good grades; with paper presenters, it is making presentations to aid academic promotion and improve CV. Either of the motives does not allow for thorough work, going through the research process that could bring about genuine output leading to recommendations that could be implemented. This does not mean that the projects do not have recommendations, but if they are implemented, organisations may experience retrogression if not annihilation. People concoct projects and papers without adequate knowledge of research and especially the methodology procedure. Many times, in higher institutions, students and even teachers contract the methodology and analysis aspects of their projects to someone called “analyst” who does not know of the study. The person comes up with just anything since the students do not know or understand the aspect of analysis and interpretation; sometimes, supervisors do not bother themselves with the aspect too. This paper argues that to have project that can be implemented, proper methodology is an essential ingredient.

## **Academic Research**

Research can be viewed as the methodical investigation into and study of material and sources so as to establish facts and reach new conclusions. It is a process of study that embraces careful investigation of every available evidence concerning a problem or a question to arrive at a logical answer to the question or a solution to the identified problem (Vyhmeister, 2001). It requires systematic collection of the evidence (data), and logically examining and organize the evidences to bring about an increase in understanding and knowledge of a phenomenon of interest (Dixit, 2023). Therefore, research is a human activity that requires systematic collection, critical examination and logical organisation of information (evidences or data) that reveal a better understanding of an occurrence or situation, leading

to positive modification of behaviour. Research is to examine current behaviour of people and its outcome, and then, from the examination of existing data suggest a different way of behaviour to bring about a better living and a better society. In essence, research is to bring about a modification of human behaviour to bring about better productivity and living.

Many times, especially in Nigeria higher institutions of learning, people have wrong attitude towards research. In a study by Fafolahan, Ajao, and Ogedegbe (2022), it was found that students have wrong attitude towards research, they believe that it is a difficult thing to learn. As part of their academic practices, many university offer different courses in research to give knowledge to students on the “how” of research; but many times the methodology aspect of research is not properly handled. One major factor that is important in helping students to learn is the teacher. The teacher is expected to make complex concept become simple to students to learn. There may not be any course that is too difficult for students to understand, but there can be many teachers who do not know how to teach thereby making complicated course more complicated to students. Sometimes, teachers want to present themselves as authority/king to be feared by students; whereas, it is how well the teacher can make students understand a course that actually presents the teacher as authority, someone to be respected and not feared.

Research generally is like the life human beings live because as long as there are questions to ask and problems to solve, human beings will continue to carry out research. The issue is that the daily life research is not systematic in nature and many times does not require writing. In the academic research, there is no room for haphazardness. It must follow systematic process with critical analysis, and there must be a report to be given which requires writing that cannot be done anyhow too. The writing is expected to follow a certain style of writing based on the discipline and all the rules that guide writing must be obeyed to the letter. If this is understood and practiced in academic writing, according to Abolarin (2019), it is not standing on its own rather, it connects to daily lived experiences.

An academic research process begins immediately after someone is admitted into formal education system, specifically primary school where simple things and phenomena of life are used to expose the mind of pupils into nature and their composition. Children are introduced to alphabets and how to combine them to make words, from words to phrases, and from phrases to sentences. It is the period when the inquisitiveness of the children is aroused to begin to identify and handle simple issues of life. Questions are asked for the children to think and come up with their creative answers and they are guided on seeking and making use of information to answer questions.

### **Research at Higher Institution of Learning**

At higher institutions, students are expected to build on the foundation already laid in primary and secondary schools. The focus goes more on research and writing, asking and answering questions in ways that will be relevant to life. Every course of study in higher institutions of learning ought to lead students into the research process and writing academically. Every assignment submitted is to follow a specific style of writing based on the discipline and the institution. Students are to build and improve their writing skills as long as they are students. The process of writing is not to be left until the time when students write a research project, everything students go through is to prepare them for research project writing.

Rosowsky (2022), argued that teaching sometimes seems to be the most important activity that takes place in higher institutions of learning with research being one of the least activities. According to him, this is a serious misunderstanding; because research ought to be the core of any higher institution. The research conducted in higher institutions is not just for name and routine, it is one major connection between society and institutions. Research is not abstraction (Abolarin, 2019) but a process of evaluating real issues in society and proffering solutions for better a living. The focus of academic research should be real issues faced by people in organisations and society. Institutions are to engage in research as part of their mission to bring about a better society because they “exist for the good of society” (George, 2011, p. 14). As part of the pursuit of scholarship, higher institutions engage in

different types of research—fundamental and applied—in sciences, humanities, and arts; and currently research has gone beyond disciplinary lines into transdisciplinary (Rosowsky, 2022). Research are to benefit community, region and nation as a whole when it is properly carried out to positively influence the society. Research influences and contributes to economic development, clinical, commercial, and business opportunities. Research also advances and strengthens innovation. A nation that desires sustainable development in every aspect of its existence places priority on research, and every higher institution that desires to make positive change is concerned and always raises the standard of the research being conducted in such institution.

### **Methodology**

Methodology is an essential part of any research. It describes the process of data collection and analysis. Following the procedure of conducting research systematically determines the reliability of the output. The methodology chapter explains the plan and procedure of research covering the design, population, sample size and sampling technique, instrumentation, validity and reliability of instrument, procedure for data collection, data analysis technique, and discussion of findings. It is essential to understand and be scientific in executing each of the steps in order to yield results that can be implemented. There are three major questions to be answered at every step of the methodology. These questions are, What is to be done? How will it be done? Why will it be done that way?

Implementable research would have an appropriate design—which tells how data will be collected for a study. This is determined at the beginning when the objective of the study has been determined. The type of data that is appropriate and needed for the research also determines the design. For example, if data will be in number form, the design will be either true-experimental, quasi-experimental, survey, correctional, descriptive, or *ex-post facto*, all under a quantitative approach. If the data will be in content/words form, the design could be ethnography, phenomenology, grounded theory, case study, or narrative, all under a qualitative approach. Sometimes a research may requires the combination of the quantitative and qualitative approach, this will lead to mixed-method approach with its specific designs as sequential explanatory, sequential exploratory, sequential transformative, or concurrent triangulation (Creswell, 2013). Data for any research must be appropriate and adequate so as to have a true understanding of an event or behaviour. It is not just choosing what seems easy or interesting, but what is appropriate and adequate.

Having chosen the design based on the need, a research that will be useful must determine appropriate individuals or place where the data will be collected. Sometimes data collection may not require group of people but a place because any data that is readily available has no need to meet people. Therefore, to every research the question of where will data be collected is important. Population is the entire people on who a research is focused. The population may be finite or sometime infinite; whatever be the case, if the entire population cannot be used for the study, there must be a determination of the size to be used from the entire population. This can be done by using formula like Taro Yamane, or a sample size determination table, of sample size calculators. The goal is to get enough people that will be a good representation of the entire population in order to collect adequate data. After the sample size is determined, the next important thing is to decide on the appropriate way of selecting the sample, those that will participate in the research. This may require probability or non-probability sampling technique; with each one having specific techniques under it. Another essential step in implementable research is the instrument to be used for data collection based on the type of data needed. Many people use questionnaires; but the important issue is that the instrument must be appropriate for the type of data needed. Not only must it be appropriate, it must be in the language of the participants to be used for the study that they may be able to supply appropriate data. The participants must understand the language, feel comfortable with it, eager to read and respond adequately. The instrument must go through necessary validity and reliability process so as to ensure that appropriate and adequate data is collected to bring about the findings that will address the real issues of study.

People conduct pilot study for ensuring reliability of an instrument; it is good but it is not just for Cronbach Alpha coefficient. Pilot study is to test-run the instrument and observe its viability. In doing that, timing for responding to the questionnaire, appropriateness of the language used, level of understanding of the respondents, and the relevance of the items on it are things that are considered. It is even good to allow respondents during pilot study to suggest items that could be included on the instrument or any item to be deleted. Sometimes people use the disciplinary or departmental jargons on questionnaire and respondents may not understand. The focus is the collection of adequate and appropriate data. The procedure of administration of questionnaire is another important issue in research. It is not appropriate to just meet people anywhere and hand over copy of questionnaire to the person to fill. The people, place and timing of administration are essential and must have been determined. Before handing over questionnaire to people, the researcher ought to have a kind of introduction and explanation that will help the respondents to understand the gravity of the need to respond adequately. The respondents should be able to own the study with the researcher. There is nothing wrong in giving incentive to respondents; anything the research can do to make respondents supply adequate response should be done. If the environment is not conducive for the respondents, the researcher should look for a conducive one; if the situation/timing is not conducive for data collection, researcher should not force respondent, he must be ready to reschedule his/her appointment with the respondents. The methodology determines the type of data to be collected in a research to determine the findings from which recommendations come from that will be implemented to bring about modification of behaviour.

### **Data Analysis**

Data analysis is a product of effective methodology. Just as methodology is the path to research destination, data analysis is un-earthen the findings. Data analysis is an aspect of research that is essential for researcher to understand and engage with. Many times this aspect of research is contract to people who do not understand the background or the objective of the study and whatever is brought as an output is taken without question. This is not an approach that can lead to an implementable research. Preparation for research begins with the researcher him/herself; the person should be equipped with all necessary skills and one of such skills is data analysis skill. Someone does not need to become a statistician before analysing data, especially with the availability of different statistical software. If at all analysis will be contracted out, the researcher should have full understanding of what is expected as an output and then be able to sit with the analyst and ask every needed question that will make the researcher own the output in the context of his/her study. Some of the statistical analysis software include:

1. Statistical Product and Service Solutions (IBM SPSS)
2. Minitab
3. Stata
4. SAS
5. GraphPad Prism
6. XLSTAT
7. JMP
8. Grapher
9. Eview

When someone analyses data by him/herself, there is more understanding to the reality of the event and there can be modification to some of the decisions that have been taken earlier in the study. There can even be a new dimension discovered about the phenomenon being studied. All the steps above can, if carried out systematically, be beneficial; and given all the necessary efforts with rigor required, there is possibility that the results of such study can be reliable, yielding recommendations that can be implemented by the people or organization being studied.

### **Implementing Research Projects.**

Every type of research—fundamental, applied—leads to one action or the other, either to a further enquiry or a practical step to improve practice. A research project is not meant to sit on shelf without implementation as stated by Kristensen, Nymann and Knradsen (2016) that there is a need to bridge the gap between research and practice. Research and implementation of findings have been considered to be vital to teaching and learning (Afolabi, 2019). For a research to be implemented, the process must have been the type that deals with real world conditions and have recommended practical steps to be taken in bringing about change or modification in behaviour (Peters, Adam, Alonge, Agyepong, & Tran, 2013). In their study of applicability and implementation of evidence-based practice in nursing, Pitsillidou, Roupa, Farmakas, and Noula (2021), found that results from a research can be implemented if they are applicable. The methodological procedure of research is a factor that determines the applicability of results from a research. Results from a research may not be applicable because of lack of skill from researchers. The areas researchers may need to acquire skills include research procedure, research language, writing rules, data analysis techniques using different software, interpretation of findings, and reporting.

### **Conclusion**

This study is to underscore the need for researchers, especially in academic sector—students and teachers—to re-examine how research projects are being conducted in higher institutions and to ascertain the “why” of the practice. There are complaints from students and sometimes teacher in different places like classrooms, seminars, and conferences about many research projects laying in shelves without implementation. The question that calls for sincere answer is, were those projects carried out scientifically following appropriate procedure and having with the possible implementation in mind or they were carried out anyhow just to pass a class and get a grade? A research project in which the researcher has no understanding of anything about the methodology used, data collection, analysis of the data collected, and interpretation of the findings will yield what type of result? Should the findings from a research project that is a recycle of an old one without any change expect the name of the researcher be implemented? This study has looked into research process briefly to present the need to follow it. In any research project, the aspect that really serve as the contribution of the researcher is the data collection, analysis, findings, and discussion of findings; but many times these are the aspects of research being contracted out to an “analyst” who only know how to manipulate analysis software in a limited way, and does what he/she thinks is good to generate output for the researcher who also has no understanding of the aspects of research. There is a need for research department of higher institutions to ensure that people who teach research are experts in it. The idea that when someone has a Ph.D degree, the person should be able to teach research is not correct; sometime it only leads to the “recycling of ignorance” in research and produces un-implementable research projects, there should be new orientation to research. Every research project should follow ideal methodology, data must be collected adequately with critical analysis of the data. When this is done, research projects from higher institutions will become implementable and will improve practices and life of people in the society.

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# Unveiling the Role of Motivation in Learning: A Paradigm Shift for Academic Success

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## **Abstract**

*The prevalence of challenges faced by students is a lack of motivation to learn and educators need to pay attention to the motivation of students because it is a fundamental factor that augments the cognitive ability and learning performance of students in an academic setting. The primary objective of this paper is to expound on the role of motivation in effective learning and academic achievement of students through the lens of educators. This article is significant to the stakeholders in the field of Education; educators, policymakers, school counselors, parents, and future researchers by providing insightful information and knowledge on the adoption and fostering of best practices in classroom activities to further motivate students to learn. This paper affirmed that motivation has a significant positive influence on the learning interests of students, and this revealed the confidence of students to perform well academically. This paper highly recommends that teachers' motivation should be given topmost priority as their motivation is key to holistically motivating the students and parents should create an all-around motivating atmosphere for their children that will in turn bring about excellent outperformance at schools.*

**Keywords:** Motivation, Academic success, Learning, Intrinsic motivation, Extrinsic motivation, Self-efficacy, Self-determination theory

## **Introduction**

There is an increasing demand among stakeholders in the field of education to support the learners in all ramifications for certainty of academic outstanding. The prevalence of challenges faced by students is a lack of motivation to learn (Othman, 2011) and educators need to pay attention to the motivation of students because it is a fundamental factor that augments the cognitive ability and learning performance of students in an academic setting (Adamma et al., 2018).

Gaining insight into the fundamental concepts, knowledge, and theoretical framework of motivation and learning will help greatly among educators in the classrooms who interact with students through the teaching-learning process. The students in the classroom come from diverse backgrounds, homes, and communities with a peculiarity in factors and what motivates them to learn differ, hence the need for the teachers to learn a broad and diverse pedagogical approach to motivational strategies that improve the learning of students as the role of motivation cannot be overemphasized in the instructional space (Borah, 2021).

Academic performance is subject to rigorous and consistent involvement and engagement in learning and a means through which learning is assessed and evaluated. The academic achievement of students is of utmost importance as it indicates the students' accomplishment in their academic pursuit (Wu et al. 2020; & Khalaila, 2015) for this reason it is imperative to deal with the contributing predictors and determinants of students' success that could heighten their future successes. Beyond intellectual competence, academic success is also determined by non-cognitive competencies such as motivation, and self-esteem (Moyano et al., 2020; & Feyter, 2012). Cognitive skills such as intellectual ability and

non-cognitive capabilities such as motivation are determinants of academic success (Khalaila, 2015; & Pitt, 2014).

According to UNESCO (2023), learning is the process of acquiring knowledge, skills, attitudes, and values in the formal educational setting that changes students' behavior permanently. Learning as a process indicates that it does not come to the limelight without effort and time, dedication and perseverance, and other variables among which motivation is key. According to some studies, learning and motivation are two concepts with two-way relationships that influence each other by impacting one another. This article is significant to the stakeholders in the field of Education; educators, policymakers, school counselors, parents, and future researchers by providing insightful information and knowledge on the adoption and fostering of best practices in classroom activities to further motivate students to learn. The primary objective of this paper is to expound on the role of motivation in effective learning and academic achievement of students through the lens of educators.

### **Motivation and its Importance**

Motivation enhances learning which can in turn increase the academic performance of learners. Motivation is a goal-oriented behavior that drives an individual toward persistence, and perseverance to maintain and sustain an action that brings about satisfaction and self-fulfillment (Vandewalle et al. 2019). The ability to persist and endure despite all odds takes one to his or her destination. Motivation is the act of sustaining a behavior toward achieving a set goal, it is a fundamental condition necessary to learn. Motivating learners to be actively involved and engaged in learning is an intricate part of learning (Afzal et al.2010).

A strong association exists between motivation and academic performance (Usán, 2019) and the energy level expended toward the task leads to the expected result. Learners who are greatly motivated expend more energy on the task and achieve tremendous outcomes. Conversely, less motivated students expend less or limited energy on their tasks and thereby perform woefully (Liu et al. 2022). Humans tend to feel gloomy and subdued sometimes, and the students in the classrooms are not exempted. Motivating students to learn effectively must be strategic and intentional by all educators to encourage all learners under their tutelage to accomplish their full aptitude (Francis, 2017).

The central point is that students are mostly motivated extrinsically, and it has been confirmed by the Harvard Graduate School of Education (2016) that when students lack intrinsic motivation and are dependent on tokens, praise, and gifts, their interest in learning diminishes, and they lose interest in learning.

## **Theoretical Review and Literature Review**

### **The Self-Determination Theory**

The Self-Determination Theory describes motivational factors and categorizes motivation as intrinsic and extrinsic (Adamma et al. 2018; & Afzal et al. 2010). Adamma et al. (2018) described intrinsic motivation as the inner drive and interest that propel students to partake in cognitive roles basically for its fulfillment, it is widely observed that students who set realistic and achievable goals to attain mastery of knowledge and skills possess intrinsic motivation. Extrinsic motivation is initiated by external factors (Moyano et al. 2020). Self-determination theory as noted by the Harvard Graduate School of Education (2016) has three factors of motivation that build students' intrinsic motivation, these are autonomy, relatedness, and competence.

Affirmation from researchers (Kendra, 2023, Yeager & Bundick, 2009) says that students tend to experience meaningful learning even in an adverse situation when motivation is intrinsic rather than being motivated by external rewards, punishment, internal pressure, and reinforcement by the outer driving force, learners who are extrinsically motivated, find it difficult to maintain, sustain, and initiate the behavior in the absence of the motivators over time.



These principles are the motivational framework that fosters support for educators who intentionally support the students to improve through motivation. If the learners are allowed to control their learning objectives, their intrinsic motivation improves through encouraging the learners to make decisions on what interests them, the students feel valued, and willing to acquire knowledge arising from their inner selves. The teacher should allow the students to draw their learning objectives (Chamberlain, 2015).

### **Social-Cultural Theory of Vygotsky**

Student motivation could be viewed through the lens of Socio-cultural learning theory which is influenced by the social and cultural context where the learning occurs. Vygotsky's theory emphasizes the importance of social interactions in the learning domain with classmates, tutors, and more knowledgeable individuals, this establishes student motivation (Jonhson, 2017).

### **What Influences Learners' Motivation?**

Numerous variables enhance the motivation of students and influence students to learn. Learners' expectancy beliefs and task values are predictive factors for academic achievement, the students' value and expectation of a favorable academic outcome drive them to strive harder in their academic pursuit. The greater the value of the learning task as perceived by the students the more motivated they become and the higher their expectations of the task outcome (Yulianingtias & Usman, 2022).

The concept of self-efficacy is described according to Albert Bandura's social cognitive theory as the ability of an individual to believe in self to perform activities successfully (Bandura,1997). Students' belief in their cognitive competencies to excel in a task heightens their motivation to learn. Research affirms that the individual capability to tackle a challenge successfully motivates one (Sabti et al., 2019). Students with high self-efficacy are highly motivated to accomplish their set educational goals (Honicke et al., 2016).

### **School Context as Factors that Enhance the Motivation of Students**

A high level of teachers' motivation fosters students' motivation and improves the academic achievement of students; teachers should clearly state the learning objectives and expectations of every student. A friendly, fun-filled, and optimal classroom environment should be created, A positive classroom atmosphere creates a threat-free environment thereby promoting students fulfilling their expectations (Yulianingtias, & Usman, 2022).

Connectedness means the degree to which the students are interrelated to their classmates, teachers, and school resources. This is paramount to improving students' motivation. Lessons should be encouraged to incorporate collaboration and peer tutoring, this fosters a sense of belongingness in students, providing the students with a safe school environment that encourages interaction, allows inquiring from students, and risks taking. Seating arrangements in the class should be taken into consideration. This allows interaction, communication, and relationships among students and teachers (Foster et al., 2017).

Teachers are expected to give students tasks that are challenging such as brainstorming over a concept, studying, and preparing for class presentations ahead of class activities to prepare students for the tasks ahead, but they need to be given basic materials to tackle the problem at hand, which boosts their confidence and competence. Students who perceive themselves as competent develop intrinsic motives that propel them to learn new concepts (Rost, 2006).

Assignment of responsibility is an important strategy to improve students' motivation, the students feel valued and are willing to achieve set goals. Familiarization with students is a key factor as well. Students are valued members of a classroom; they feel respected when they are valued by their teachers, and they work toward maintaining respect through expending effort in their studies. It has

become increasingly apparent that improving students' motivation in the classroom brings about success, self-fulfillment, and overall long-term goal achievement (Francis, 2017).

The 21st-century classroom requires the effective use of technology, today's learners are global citizens, and the use of technological devices should be incorporated into their classroom learning. It has been observed that technologically driven classrooms encourage high student engagement in classroom activities, boost self-confidence, improve attendance, and improve motivation. It also allows students to interact with the devices hands-on and bring about active learning. Classroom leverage practices such as collaboration in the classroom and peer-tutoring allow students to reach their goals through actively engaging with members of the classroom and using learning stimulation materials such as gamification, videos, and involvement in kinesthetic activities, incorporating diverse pedagogical strategies that allow easy movement of students around the classroom rather than restriction of students to the seat. (Kaur, Mantri, & Horan, 2020).

Technology is a powerful tool that is currently used for instructional activities and has become an integral part of our lives in general. Students derive excitement and feel comfortable in using the technology devices to reduce their cognitive loads. Sweller (2019) stated that cognitive load is increased when unnecessary demands are imposed on the cognitive system. If the cognitive load becomes too high, it hampers learning and transfer. Such demands include inadequate instructional methods to educate students about a subject as well as unnecessary distractions from the environment. Cognitive load may also be increased by processes that are germane to learning, such as instructional methods that emphasize subject information that is intrinsically complex."

According to Feldon et al., (2019), cognitive load theory expatiates the effective management of cognitive load by reducing cognitive load on students using well-structured and designed technology that boosts students' engagement in class activities thereby deriving pleasure and fulfillment, this increases students' intrinsic motivation, hence exploration, learning, and problem-solving initiative come to light.

### **Conclusion**

Motivation and learning are indispensable and inseparable inextricable concepts in education settings. Educators and stakeholders who are intentional about improving students' academic achievement should strive toward acquiring all knowledge and skills necessary to ensure and increase the students' motivation intrinsically and extrinsically.

It is noteworthy that researchers have evidenced that the educators in the classrooms need to be extremely motivated because the energy they expend is noticeable by the learners, who are social learners and keenly observant, as learners are known to learn by observation and imitation. The characteristics of highly motivated teachers in their primary assignment, teaching, and learning process illuminate and radiate in the classroom, hence positively energizing and enhancing the learners' motivation toward learning.

This paper affirmed that motivation has a significant positive influence on the learning interests of students, and this revealed the confidence of students to perform well academically.

### **Recommendation**

This paper highly recommends that teacher's motivation should be given topmost priority as their motivation is key to holistically motivating the students, and the teachers should intensify efforts toward improving the students' intrinsic motive to learning, this is going to help a great deal in optimally achieving the overall learning goals, amplify the students' academic outcome, inspire, and drive them in their future endeavors.

The parents are the first teachers of every child, their positive attitude and encouragement, enthusiasm, and general outlook and attributes they portray toward the children academically, both at school and home are influential to the students' motivation. Hence parents should create all round

motivating atmosphere for their children that will in turn bring about excellent outperformance at schools.

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# The Communicative Functions of the MH and HQ Types of the Nominal Group Structure in English Language

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## Abstract

*This paper examines the structure of the nominal group within the grammatical framework of the English language. It illustrates how important the nominal group is to the syntactic construction of sentences. The ability to comprehend and know enough about the structure and sentence-based structural variations of the nominal group will improve language use. The structure of the nominal group can be described as (M) H (Q). M represents the modifier, which is the element that comes before the headword, H is the headword and Q stands for the qualifier. There are four nominal group structures; these are Unmodified head type (H-type), the Modifier + head type (MH-type), the head + qualifier type (HQ-type) and the modifier + head + qualifier type (MHQ-type). The emphasis in this study will be on MH and HQ types. The systemic model recognizes five units on the grammatical rank scale of English: sentence, clause, group, word and morpheme. The group consists of series of words that are linked together. These words also identify the type or class of a group. Thus, there are the nominal group, the adverbial, the prepositional, the verbal and the adjectival groups. Modern grammarians prefer to use group instead of phrase (which was an innovation of Traditional Grammar) because group has meaning though without a finite verb while phrase is structurally defective. The nominal groups perform basically nominal functions in language. This paper therefore analyses the occurrences of the MH and HQ types of the nominal group structure in English language. This is with a view to portraying the innovative use of language for effective communication through discussions, interactions and daily endeavours.*

**Keywords:** Communicative functions, MH types, HQ types, Nominal group structure, English Language

## Introduction

Nominal Groups (NGs) are a fundamental element of English grammar, and a key aspect of the language is understanding the structure of NGs. According to Dahusi and Olaleye (2022), various grammarians have made expository exploration of nominal groups so as to describe their structural forms and syntactic functions in clauses. Ruan and Jiavtong (2016) describe nominal groups as a key resource for constructing texts and are the linguistic structure that distinguishes written language from spoken language. In the view of Halliday and Mathiessen (2014), nominal groups are described as the primary resources used by grammar for packing in lexical items in high density. Olanrewaju (2004) explains nominal group as a group of words performing basically nominal functions in language. It can be seen from these definitions of nominal groups that they basically perform nominal functions in language. The MH type refers to a group that has a Head (H) word that identifies the group's main focus, while the HQ type refers to a group where the Head (H) word is a descriptive adjective that provides more information about the group. The differences between these two types and their functions in sentences will be described. Additionally, some examples of each type of NG will be examined and some common challenges associated with using these structures in writing and speaking are also explored.

## The Modified + Head Type (MH-TYPE) of Nominal Group:

According to Akande (2002), the nominal groupings that include modifiers before them but no postmodifying element are known as the Premodified head type, or mh type. With the exception of proper nouns, the majority of nouns that serve as h-type headwords can also serve as mh-type

headwords. Here, adjectives can also serve as the headwords, but if they do, "the" must come before them. Since the meaning of these de-adjectival nominals is always plural, plural verbs come after them. The structural type that is made up of the modifier and the head is called the MH-type. Modifiers are items that appear before the letter "h" and are used to limit the referent of the letter "h." A Head (H) noun serves as the group's main focal point in an MH type nominal group. Stated differently, the H noun is the group's most significant term and provides the group's central meaning. Interestingly, anything that comes before the headword - also known as the Headnoun - is referred to as a modifier. There are four elements in the modifier. These are:

(1) The Deictic

Miftah (2016) indicates that deictic markers are used to designate what the speaker is talking about by placing this in a reference system. The deictic is realized by the determiners. There are three types of determiners:

- (i.) Pre-determiners (both, such, all, double, etc);
- (ii) Central or proper determiners (three, five, the, a, an); and
- (iii) Post determiners (ordinal (first, second) and cardinal (one, two)).

Examples:

m        h  
The    men are around.

m        h  
Both   boys are obstinate.

m        h  
Most   women are compassionate.

m   m    h  
Both   the   men are football players.

m   m   m   h  
All    the   five   men are easily accessible.

(2) The ordinator

Quantifiers (few, little, some) are ordinator. They specify the quantity or number of items needed.

m        h  
Few    students attended the school.

m        h  
Many   men showed up for the celebration.

Since various things can realize the Ordinator, its structure is multivariate. Among the things that realized it are: (i) quantifiers; (ii) numerals, both ordinal and cardinal.

(2) The Epithet

Epithet refers to the real adjectives. On the basis of the usual sequential orderings, the following subclasses are identifiable:

- (i)First position adjectives; these are gradable adjectives like tall, young, ugly etc.
- (ii)Second position adjectives; they are colour adjectives such as blue, yellow, red etc.
- (iii)Third position adjectives are usually adjectives of origin and nationality, e.g., Deltan, Russian, Nigerian etc.
- (iv)Fourth position adjectives; they are adjectives indicating the substance of which something is made, e.g., silken, wooden, earthen etc.

Examples:

m   m        m        m        m        h  
The exquisite brown Nigerian earthen pots.

              m   m        m   m        h  
It is a lovely white silken Indian shawl.

m   m   m   h  
A white Deltan cup.

m m m m m h  
 Our most honourable, intelligent, nice lecturer.

(3) The Nominal

Gerot & Peter (1994) cited in Damayanti & Iskandar (2023) depict that a nominal group is a group of words that has a noun or word which states the names of a person, place, or thing as its head word and includes all additional information related to that noun. The class of items that function here are the nouns.

Examples:

m h  
 Abuja houses are fine.

m h  
 They have bought office furniture.

The H noun in an MH type of nominal group can be modified by other words, such as adjectives, determiners, and prepositional phrases. For example, consider the following sentence: "The big black cat caught the small brown mouse behind the sofa." In this sentence, "the big black cat" is an MH type of nominal group, with the H noun "cat" modified by the adjectives "big" and "black." The determiner "the" indicates that the speaker is referring to a specific cat, and the prepositional phrase "behind the sofa" provides additional information about where the action took place.

**The Head + Qualifier Type (HQ-Type) of Nominal Group**

The HQ type of nominal group involves a Head (H) noun that is preceded by an adjective, which provides additional information about the noun. The H noun in this case is not the primary focus of the group; instead, it provides context for the adjective. Akande (2002) further indicated that the Postmodified head type (the hq type) has no element before the head but it has at least one element after it. The headword and one or more qualifiers make up the HQ structure. The HQ comes in multiple structural varieties. The head is followed by the Q element. Qualifiers can be achieved in a number of ways, which are described below:

- (i) Adjectives as Q element

q  
 Somebody beautiful

q  
 Anyone serious

- (ii) Adjectival phrases as qualifiers

q  
 Traits common to the Romans

q  
 Women conceited and haughty

- (iii) Adverbs as qualifiers in an HQ nominal group structure

h q  
 Men there

h q  
 Something beneath

- (iv) Emphasizing pronouns (reflexive pronouns) as qualifiers

h q  
 Drivers themselves

q  
 He himself

- (v) Prepositional group as qualifiers

h q  
 Pupils in the classroom

- h            q  
Women at the market
- (vi) Rankshifted clause as qualifier
- h            q  
Men who came here
- h            q  
Apple which he ate
- (vii) Noun phrases as qualifiers to nouns
- h    q  
Somebody her stature should not wear miniskirt.
- (viii) Appositive clauses as qualifiers
- h    q  
Books that he bought
- h    q  
Places that he visited
- (ix) Adjective as post positive
- h            q  
Governor elect

HQ type of nominal groups can be modified by other words, such as articles, determiners, and prepositional phrases. For example, consider the following sentence: "I bought a beautiful new car yesterday." In this sentence, the nominal group "a beautiful new car" is an HQ type, with the adjective "beautiful" modifying the noun "car." The article "a" indicates that the speaker is referring to any car, and the phrase "yesterday" provides additional information about when the action took place.

#### **Comparison between MH and HQ Types:**

One way to distinguish between the MH and HQ types of nominal groups is to look at their structure. An MH type of nominal group always has a Head (H) noun that is the primary focus of the group. Any additional words in the group are there to modify or describe the H noun. On the other hand, an HQ type of nominal group always has an adjective that modifies the H noun. The H noun is not the primary focus of the group; instead, it provides context for the adjective.

Another way to distinguish between the two types is to look at their functions in sentences. MH type of nominal groups often function as subjects or objects in sentences, while HQ type of nominal groups often function as modifiers of other nouns or noun phrases. For example, consider the following sentences:

- i. The cat caught the mouse. (MH type of nominal group)
- ii. The bright sun shone through the window. (HQ type of nominal group)

In the first sentence, the MH type of nominal group "the cat" functions as the subject of the sentence because it is performing the action of catching the mouse. In the second sentence, the HQ type of nominal group "the bright sun" functions as a modifier of the verb "shone" because it provides additional information about the quality of the light.

#### **Functions of Nominal Groups**

Nominal groups can be the subject or object of a verb, but they can also act as the complement of a copular verb (such as "be" or "seem") or as the object of a preposition. For example:

Subject: "The dog chased the cat."

Object: "She ate the apple."

Complement: "He seemed happy."

Prepositional object: "She walked to the park."

It's also important to note that nominal groups can be made up of more than one word, such as compound nouns or noun phrases. For example:



Compound noun: "High school"

Noun phrase: "The boy with the red hat"

Another important consideration when using nominal groups is ensuring that the information being conveyed is both accurate and relevant to the context. This means choosing appropriate modifiers and ensuring that the noun being modified accurately reflects the intended meaning. For example, consider the following sentence: "The tired runner crossed the finish line." In this sentence, "tired" is an appropriate modifier for "runner," as it accurately conveys the physical state of the person running a race. However, if we were to modify "runner" with an adjective like "happy," it would not accurately reflect the intended meaning of the sentence.

Similarly, it is important to ensure that the information being conveyed through nominal groups is relevant to the context of the sentence. For example, consider the following sentence: "The cat caught the mouse quickly." In this sentence, "quickly" is a relevant modifier for "caught," as it conveys the speed at which the action occurred. However, if we were to add a modifier like "brown" to "mouse," it may not be relevant to the context of the sentence and could make it less clear or even confusing. By paying careful attention to the accuracy and relevance of the information being conveyed through nominal groups, speakers and writers can create more effective and impactful sentences.

Another important aspect of using nominal groups effectively is understanding the concept of ellipsis. Ellipsis refers to the omission of words that are implied but not explicitly stated in a sentence, such as the omission of a noun in a nominal group. For example: "I bought two apples and ate one." (The noun "apple" is omitted from the second clause). "He played basketball yesterday and will again tomorrow." (The noun "basketball" is omitted from the second clause). By understanding the concept of ellipsis, speakers and writers can create more concise and efficient sentences that still convey the intended meaning. According to Morror (1977), cited in Ogunsiji (2005), the existence of language is based on its usage, which requires the presence of real speakers or writers who are addressing specific listeners and readers as well as a set of circumstances that define the context of what they say or write.

It's also important to understand the concept of parallelism when using nominal groups. Parallelism refers to using the same structure or format for multiple parts of a sentence, which creates a sense of balance and symmetry. For example: "She likes playing tennis, swimming, and reading books." (All three items in the list are noun phrases with gerunds). "The concert was loud, chaotic, and frenzied" (All three adjectives have the same form). By using parallel structures when using nominal groups, speakers and writers can create more impactful and memorable sentences. Parallelism in grammar is defined as two or more phrases or clauses in a sentence that have the same grammatical structure. A sentence with parallel construction makes writing effective, classy and impressive (Underwood, 2022).

One final aspect to consider when using nominal groups effectively is their placement within a sentence. Nominal groups can be placed at the beginning, middle, or end of a sentence, and the placement can affect the emphasis and clarity of the message. When a nominal group is placed at the beginning of a sentence, it can create a sense of importance or urgency. For example: "The deadline for submitting the report is tomorrow."

When a nominal group is placed in the middle of a sentence, it can add detail and complexity to the message. For example: "The book, which was written by my favourite author, is now available in stores." When a nominal group is placed at the end of a sentence, it can create a sense of resolution or conclusion. For example: "He walked into the sunset, never to be seen again." By understanding the effects of nominal group placement on the emphasis and clarity of the message, speakers and writers can create more impactful and effective sentences.

In addition to understanding the placement of nominal groups within a sentence, it's also important to consider their relationship to other elements in the sentence, such as verbs and prepositions. For example, when a nominal group is used as the object of a verb, it can be either a direct or indirect object. A direct object receives the action of the verb directly, while an indirect object receives the action indirectly, usually through a preposition.

Direct object: "She ate the sandwich."

Indirect object: "He gave his mother a gift."

By understanding the different roles that nominal groups can play in relation to verbs and prepositions, speakers and writers can create more complex and nuanced sentences that effectively convey their message.

It's also important to consider the level of specificity conveyed by a nominal group. For example, a proper noun (such as a name) is more specific than a common noun (such as "person" or "place"), which in turn is more specific than a pronoun (such as "he" or "it"). By choosing the appropriate level of specificity for a nominal group, speakers and writers can create more detailed and accurate sentences. Another important aspect to consider when using nominal groups effectively is their agreement with other parts of speech. In English, nominal groups must agree in number and gender with the noun they modify or are modified by. For example: "The cat catches mice." ("cat" is singular, so "catches" agrees with it; "mice" is plural, so "mice" agrees with it). By ensuring that nominal groups agree in number and gender with other parts of speech, speakers and writers can create more accurate and grammatically correct sentences. It's also important to consider the order of adjectives within a nominal group. In English, the general order of adjectives is: Opinion, Size, Age, Shape, Colour, Nationality and Material. For example: "A beautiful, small, antique, round, green, Chinese vase." By following this order, speakers and writers can create more organized and effective descriptions using nominal groups.

Moreover, using nominal groups effectively is understanding their role in creating cohesion and coherence in a text. Nominal groups can be used to refer to previously mentioned people, places or things, which creates continuity and connection between sentences and paragraphs. Using pronouns (such as "he", "she", "it" or "they") and definite articles (such as "the") with nominal groups can help to create cohesion by referring back to previously introduced concepts. For example: "I saw a beautiful flower in the park. The flower was red." In this example, the nominal group "a beautiful flower" is referred to later in the paragraph using the definite article "the." On the other hand, using indefinite articles (such as "a" or "an") can introduce new information and create variety in a text. For example: "A dog chased her down the street. It was barking loudly." In this example, the first sentence introduces a new dog that has not been previously mentioned. The second sentence then uses a pronoun to refer back to the dog.

By using nominal groups speakers and writers can create a more effective and organized text. In formal or academic writing, for example, more complex nominal groups may be used to convey specific technical concepts or ideas. In contrast, more straightforward nominal groups may be used in informal or conversational writing to convey a more relaxed tone. Nominal groups can also be used to create visual imagery and engage the senses of the reader or listener. For example: "The sun beat down mercilessly on the hot sand." In this example, the use of descriptive language and a vivid image helps to create a sensory experience for the reader.

Additionally, the use of nominal groups can affect the emphasis and impact of a message. For example: "The environmental impact of climate change is devastating." By using a nominal group ("the environmental impact of climate change") instead of a simple noun ("climate change"), the sentence creates a stronger and more impactful message.

### **Challenges in Using MH and HQ Types:**

There are several challenges associated with using MH and HQ types of nominal groups. One major challenge is ensuring that the noun and adjective are appropriately matched in meaning. For example, if a speaker uses an adjective that is not appropriate for the H noun, then the sentence may be confusing or even meaningless. Similarly, if the noun and adjective have different levels of specificity, it may be unclear what the speaker or writer is trying to communicate.

Another challenge is ensuring that the structure of the nominal group is correct. For example, if a speaker places modifiers in the wrong order, the meaning of the sentence can change. This can be especially problematic when using prepositional phrases, as their placement within a sentence can affect their meaning.

Another challenge is avoiding redundancy in modifying phrases. It is important to use modifiers sparingly and only, when necessary, as too many modifiers can make sentences unwieldy and difficult to understand.

An additional challenge to using nominal groups effectively is ensuring that they agree in number and gender. This means that the modifiers used in the group must match the number and gender of the H noun. For example, consider this sentence: "The cat catches mice." In the sentence, "cat" is the H noun and "mice" is the thing being caught. The verb "catches" agrees with the singular subject "cat." However, to modify the H noun with an adjective, there is need to ensure that it matched in number and gender. For example: "The black cat catches brown mice." In this sentence, "black" is an adjective modifying the H noun "cat," and "brown" is an adjective modifying the noun "mice." Both adjectives agree with the gender and number of the words they are modifying. By paying careful attention to agreement between the H noun and modifiers, speakers and writers can create grammatically correct and effective sentences.

#### **Tips for Using MH and HQ Types of Nominal Groups:**

- i. Use descriptive adjectives to provide more specific information about the H noun in an MH type of nominal group. This can help to clarify the meaning of the sentence and make it more engaging to the reader.
- ii. Avoid excessive use of modifiers, as this can make sentences confusing or awkward. Instead, aim to use only the necessary modifiers to convey your intended meaning.
- iii. Be aware of common collocations between certain adjectives and nouns, such as "bright sun" or "big cat." This can help to ensure that the adjective you choose is appropriate for the noun.
- iv. Pay attention to word order in nominal groups, as this can affect their meaning and function within sentences. For example, the placement of a prepositional phrase can change the meaning of the sentence.
- v. Use context to guide your choice of modifiers. Consider what information the reader or listener will already know, and choose modifiers that provide additional relevant details.
- vi. Use adjectives to create vivid mental images in the reader's mind. For example, "The sun shone brilliantly through the window," conveys more impact than simply saying, "The sun shone through the window."
- vii. Be mindful of the connotations of adjectives used in HQ type nominal groups. Different adjectives can evoke different emotions or perceptions in the reader.
- viii. Use appropriate articles (definite, indefinite, or zero article) with nominal groups. This helps to clarify the specificity of the noun being referred to.
- ix. Consider the placement of nominal groups within a sentence. Placing them at the beginning or end of a sentence can create emphasis and highlight their importance.
- x. Use parallel structures when using multiple nominal groups in a sentence. This creates a sense of balance and symmetry in the sentence.

By following these additional tips, speakers and writers can further enhance the effectiveness of their use of MH and HQ types of nominal groups. Alli, Ajayi & Ogunrinde (2017) indicate that as much as all the languages of the world contain these elements, the differences in structures are assumed to pose great problems to language learning.

Overall, mastering the use of nominal groups is essential for effective communication in English. By understanding the differences between the MH and HQ types, speakers and writers can convey their ideas more clearly and effectively. With practice and attention to detail, anyone can learn to use these important grammatical structures to create impactful and engaging sentences.

#### **Conclusion:**

Nominal Groups are a fundamental aspect of English grammar, and understanding their structure is essential for effective communication. The two types of nominal groups discussed are MH and HQ types.

The MH type involves a Head noun that is the primary focus of the group, while the HQ type involves a Head noun that is preceded by an adjective that provides additional information about the noun. Both types of nominal groups can be modified by other words, such as determiners, prepositional phrases, and adjectives. However, the way in which these modifiers are used differs between the two types of nominal groups. MH type of nominal groups contain modifiers that describe or modify the H noun, whereas

HQ type of nominal groups use modifiers to provide context for the adjective.

Understanding the differences between the MH and HQ types of nominal groups can help speakers and writers to effectively convey their message. By using appropriate modifiers and structuring nominal groups correctly, speakers and writers can communicate their ideas more clearly and effectively. Moreover, the MH and HQ types of nominal groups are essential for effective communication in English. They serve important functions in conveying information, but they differ in their structures and how they are used in sentences. By using appropriate modifiers and structuring nominal groups correctly, speakers and writers can communicate their ideas more clearly and effectively. With practice and attention to detail, anyone can master the use of these important grammatical structures.

### **Recommendations**

Therefore, the following recommendations are suggested:

1. Useful exercises should be assigned to students in order to broaden their perspectives and experiences with nominal group structure.
2. It is important to provide learners with opportunities to use the structural elements for a variety of tasks, such as making requests, following directions, and explaining procedures.
3. A suitable setting and the availability of educational resources that affect students' eagerness and preparedness to receive explicit teaching in the MH and HQ types of the English nominal group structure should be provided.

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# Relationship between Teachers' Workload and Job Performance in Private and Public Secondary schools, Ibadan Metropolis, Oyo State, Nigeria

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## **Abstract**

*Relationship between teachers' workload and job performance in private and public secondary schools, Ibadan Metropolis, Oyo State, Nigeria, was investigated in this study. Descriptive survey research design was used and it was questionnaire based. The population of the study comprised public and private secondary school teachers in Ibadan Metropolis, Oyo State of Nigeria. Multi-stage, cluster, purposive and simple random sampling techniques were used to select 1,320 teachers (male and female) from the selected public and private secondary schools for the study. Two research questions were raised and three hypotheses were formulated. The data collected for the study were analyzed using descriptive analysis, simple regression analysis and t-test. All the hypotheses were tested at 5 % level of significance. Among others, the study revealed that workload has significant relationship with secondary school teachers' job performance in Ibadan Metropolis of Oyo State, Nigeria. As a result of the findings, it was recommended that for teachers' performance not to be infringed upon, they should not be loaded with too much workload: teachers' workload between 18 – 22 periods is considered reasonable and they should not be given teaching and non- teaching tasks at the same time.*

**Keywords:** Workload, teachers' job performance.

## **Introduction**

Education is defined in various ways: it could mean the process of letting out individuals' capabilities; the process of transferring cultural customs or habits from one generation to the other; and it could also mean the process whereby a teacher imparts his students with information that brings about attitudinal modification in the students. This as it may be, the teacher has to be knowledgeable enough to communicate the right and appropriate information expected. So also, if the importance of education in national development and growth is to be considered, efforts must be sought by government, private school proprietors and educational stakeholders at large to ensure that capable teachers are employed into teaching profession as educational goals and objectives can only be achieved through the effort of individual teachers who are well knowledgeable to interpret and implement school curriculum.

For this, educational stakeholders must ensure that essential factors that will boost teachers' performance are in place, as this will speak volume on whether educational goals and objectives will be achievable. If necessary, factors are in place for teachers to work with, it means they will be devoted and committed to their job and this will help them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services (Ofoegbu, 2012). In other words, learning environment has to be made welcoming for teachers and students alike if valuable education is to be guaranteed. If the aims and objectives of secondary schools are to be achieved, quality teachers have to be in place. In other words, teachers play vital roles in teaching and learning processes and good teachers are essential for the effective running of educational system. (Jyoti and Sharma, 2018) buttressed this by saying that the provision of a high-quality education

system depends on high quality teachers. So also, (Bolin, 2017) supported it by saying that a teacher who possesses competence and excellent professionalism is needed in realization of educational goals. To this end, educational stakeholders must ensure that indices that will motivate teachers' performance are in place. Presence of these indices will act as motivating factors that will bring about better performance of teachers and better students' academic performance which will lead to realization of educational goals and objectives. Some of these indices are infrastructural facilities, school climate, workplace condition, class size, educational policies and teachers' workload. Availability or unavailability of these indices that can either make or mar teachers' performance respectively. Sirima and Poipoi (2010 as cited by Wambugu and Busiene, 2015) buttress this by saying that the satisfaction of public-school teachers was influenced by workplace condition, class size, educational policies, workload, promotion opportunities, training opportunities, and good interpersonal relationship. The researcher on the other hand, is of the view that the performance of public and private school teachers can also be influenced by them. To this end, workload and teachers' performance was investigated in this study.

Workload refers to the total time a teacher teaches in class, the time allocated to accomplish the school work or official duties as a teacher in school and also after school hours (Muh, 2016). It also refers to the amount of work that must be done by employees (Andrew, Micheal, Savastano & Downey, 2008). Workload is classified into light and heavy workload. Teachers' light workload is when teachers perform their responsibilities according to teaching policy, for example, having reasonable number of students in a class (which should fall within the recommendation of NPE or ANCOPSS) with reasonable number of periods (there are forty periods per week, the minimum periods a teacher should handle per week is twenty four while the maximum is thirty two), having reasonable number of scripts to mark and non-involvement in non-teaching roles may be regarded as light workload. If teachers' workload is light, they tend to perform better on the job than when they are loaded with too much workload and this tend to increase their efficacy, effectiveness and productivity. In contrast, too much workload can lead to stress, unproductiveness, can infringe on effective class control, makes supervision difficult, hinder teachers from meeting targets and having enough time to attend to personal issues- which can lead to low performance.

From the researcher's experience, many public-school teachers teach students that are up to one hundred to one hundred and fifty in a class at a time in Ibadan Metropolis, especially in subject like English and Mathematics which are compulsory for all students. So many teachers especially in private schools are loaded with too much workload resulting from too many school activities performed outside their clear-cut job description. Teaching profession seems very stressful and burdensome as teachers are overloaded with tasks too much for them to cope with. (Tancinco, 2016) supported this by saying that aside from their teaching load, they still have more additional work to perform. Also, Ayuman (2005 as cited by Tancinco, 2016) buttressed it by saying that various work in school are taxing and equally demanding tasks are waiting in their homes and some other expectations which are imposed in the society are unavoidable.

Teaching and non-teaching responsibilities performed by teachers in schools according to Mbunda (2006 cited in Gwambombo, 2013) include; teaching responsibilities: administrator, head of school, head of department, class teacher, member of school board to mention a few. Non-teaching roles include; store keeper, cashier, patron and matron, laboratory technicians, librarian, counselors, school driver, subject club master, sports teacher, house teacher, hostel teacher, teacher on duty and social affairs coordinator. Instances happen where teachers' combine both teaching and non-teaching responsibilities, for example, a teacher alongside his primary tasks (as either class teacher, head of department or head of school) may be given other tasks like games teacher, house teacher, school drivers or school bursar. Reasons for this may not be unconnected with inadequate personnel, inadequate infrastructural facilities, and cumbersome curriculum. (Mosh, in Mulokozi, 2015), buttressed this by saying that teachers' heavy workload can be contributed by the following; massive increase in number of students per class, teaching many periods than those stipulated by government,

shortage of teachers in schools, lack of non-teaching staff, lack of teaching facilities and aids, conducting tests in overcrowded classes and marking those tests, performing teaching and non-teaching responsibilities makes it difficult for students to learn. Also, (Wilkinson in Wakoli, 2016) conducted a study using a sample of 60 teachers to investigate the causal factors in teacher stress, he found that the major source of teachers' difficulty in achieving desired objective are daily workload being too great and class sizes being too large for facilities.

Job performance is the extent to which an employee carries out an activity expected of him in line with organization's description while teachers' performance refers the extent to which teachers carry out educational activities expected of them, in line with educational sector's description. These include: preparations for lesson notes, teaching the number of periods allocated on the timetable, marking of students' notes, marking students' assignments and continuous assessment tests, conducting tests and examinations, examination invigilation, marking of examination scripts, recording of marks and carrying out other school activities specified by superiors. Educational stakeholders should ensure that above tasks are carried out effectively and efficiently and whatever that will hinder the smooth running of these tasks should be disallowed and avoided. It is no gain saying that appreciable workload will make teachers to perform their duties effectively and efficiently thereby boosting the standard of education and making quality of teaching and learning better. A favourable atmosphere made available to teachers has positive relationship with the standard and quality of teaching and learning (Dike & Eric, 2019). As teachers' performance speaks volume on whether educational programme will succeed or not, educational stakeholders should always identify factors that will boost teachers' performance in secondary schools in Ibadan Metropolis, Oyo State, Nigeria.

### **Statement of the Problem**

Teaching profession is very stressful and burdensome in both private and public secondary schools because teachers are loaded with too much workload difficult for them to cope with. From the researcher's experience, teachers are loaded with excessive work both from teaching and non-teaching tasks. These include: preparations for lesson notes, teaching the number of periods allocated on the timetable, disciplining of students, maintaining class control, marking of students': notes, assignments, continuous assessment and examination scripts among others. Moreover, some teachers teach subject that are outside their area of specialization, so also, many public-school teachers teach students ranging from one hundred to one hundred and fifty in a class at a time in Ibadan Metropolis, especially in subject like English and Mathematics which are compulsory for all students. This makes their work burdensome as well as stressful: this also hinders them from attending to other issues which may be official or personal. Opportunities should be given to teachers to attend to other issues that will be beneficial to educational programmes and their own personal issues rather than loading them with heavy workload. Thus, workload constituted an important area for investigation in this study. Though, literature abounds on researches which examined workload and teachers' performance: Status of Teachers' Workload and Performance ((Tancinco, 2016); School Climate and Teachers' Performance in Public Secondary Schools (Dike & Eric, 2019); Effects of Workload on the Teachers' Performance (Wakoli, 2016). However, little studies have been concentrated on both public and private schools at the same time. To this end, this study investigated the relationship between teachers' workload and job performance in private and public secondary schools, Ibadan Metropolis, Oyo State, Nigeria. Ibadan Metropolis in this study comprises all the 11 local government areas in Ibadan land.

### **Research Questions**

- 1) What is the trend of teachers' workload per week in all secondary schools in Ibadan Metropolis?
- 2) What is the level of teachers' job performance in public and private and secondary schools in Ibadan Metropolis?

## Hypotheses

- H<sub>01</sub>: There is no significant relationship between workload and teachers' job performance in Ibadan Metropolis.
- H<sub>02</sub>: There will be no significant gender difference in teachers' workload of secondary school teachers in Ibadan Metropolis.
- H<sub>03</sub>: There will be no significant gender difference in teachers' job performance in secondary schools in Ibadan Metropolis.

## Methodology

A descriptive survey research design was adopted for the study. The population of this study comprised all the public (335) and private (478) secondary schools of Ibadan Metropolis (comprising 11 local government areas) in Oyo State, Nigeria.

Multi-stage, cluster, purposive and simple random sampling techniques were used for selecting the samples (respondents). By the time this study was conducted, there were 813 public and private secondary schools (335 and 478 respectively) in the 11 local government areas in Ibadan Metropolis, Oyo State of Nigeria. These schools are clustered into main and less cities. At the first stage, six public and six private schools were randomly selected from each local government area in both main and less cities respectively making total of 132 (16%) schools. At the second stage, from the 132 schools selected, 10 teachers were purposively and randomly selected from each school, making a total sample of 1320 teachers.

The research instrument used in this study is divided into 3 sections: A, B and C. Section A had to do with respondents' bio-data. Section B had items that interrogated the research questions. Section C had items that measured the postulated hypotheses on all the variables used. Items were structured using four Likert rating scale (Very Often = 4, Often = 3, sometimes = 2 and Rarely = 1).

A pilot study was carried out to validate the instrument and the reliability of the instrument was tested using the test-retest method to establish the stability principle and the coefficient is 0.763. The data collected were subjected to statistical test and analysis using descriptive statistics (percentage, mean and standard deviation for respondents' bio-data and research questions), simple regression analysis was used to answer hypotheses one while t-test was used for hypotheses two and three at 5% level of significance.

## Results

**Research question one:** What is the trend of teachers' workload per week in all secondary schools in Ibadan Metropolis?

**Table 1: Trend of Teachers' Workload per Week in Secondary Schools in Ibadan Metropolis**

Item	1 – 5	6 – 10	11- 15	Above 16	No Response	Mean	S.D
Period per week	122 (10.3%)	329 (27.7%)	239 (20.0%)	432 (36.3%)	68 (5.7%)	2.93	1.023
Number of students in a Class	162 (13.6%)	363 (30.5%)	304 (25.5%)	333 (28.0%)	28 (2.4%)	2.70	1.032
Number of times test conducted per term	Once (17.6%)	2 – 3 Times (51.2%)	3 – 4 Times (22.7%)	Above 4 (5.0%)	No Response (3.5%)	2.17	0.818



Item	5 – 15	16 – 25	26 – 35	Above 36	No Response	Mean	S.D
Number of Scripts marked per test	153 (12.9%)	439 (36.9%)	243 (20.4%)	314 (26.4%)	41 (3.4%)	2.62	1.024
Item	Class Teacher	Head of Department	Head of School	School Admin.	No Response	Mean	S.D
Teachers' Administrative Role	681 (57.2%)	305 (25.6%)	107 (9.0%)	46 (3.9%)	51 (4.3%)	1.59	0.877
Item	Counseling/ Duty/ Social Affair Coordinating	Games/ Club Coordinating	Lab. Technician/ Librarian	House/ Hostel Teacher	No Response	Mean	S.D
Teachers' Non-Administrative Role	611 (51.3%)	196 (16.5%)	202 (17.0%)	54 (4.5%)	127 (10.7%)	1.72	0.943

**Source: Fieldwork, 2019**

Research question one was raised on the trend of teachers' workload per week in secondary schools in Ibadan Metropolis and answer to the research question is presented in Table 1. Period per week, number of students in a class, numbers of times test was conducted in a term, number of scripts marked per test, teachers' administrative role and teachers' non administrative roles were used to answer the research question. On number of period a teacher teaches in a week, it was revealed that 56.3% of the respondents stated they teach above 10 periods per week. Number of students a teacher teaches revealed that about 53.5% of the sampled teachers stated they teach above 35 students in a class. It was also revealed from the table that 68.8% of the teachers indicated the maximum number of times they conduct test is between one and three times. About 95.7% of the teachers stated they were involved in administrative role in their respective schools while 89.3% of the respondents indicated they were involved in non-administrative role in their schools.

The implication from the table is that many of the secondary school teachers were mostly involved in both non administrative and administrative role in their schools, which means most of the teachers were overloaded with heavy workload.

**Research Question Two:** What is the level of teachers' job performance in public and private and secondary schools in Ibadan Metropolis?

**Table 2: Level of Teachers' Job Performance in Public and Private Secondary Schools in Ibadan Metropolis**

Item	Very Often	Often	Sometimes	Rarely	No Res.	Mean	Std. D
My performance is still effective even when I am given non-teaching tasks to perform.	301 25.3%	281 23.6%	466 39.2%	123 10.3%	19 1.6%	2.65	0.976
Moderate class size enhances my performance	661 55.5%	287 24.1%	211 17.7%	12 1.0%	19 1.6%	3.36	1.809

My performance is infringed upon and class control is poor when I teach large class.	361 30.3 %	309 26.0 %	364 30.6 %	109 9.2%	47 3.9%	2.81	1.99 0
Supervision is difficult with heavy workload and affects my performance	451 37.9 %	356 29.9 %	297 25.0 %	64 5.4%	22 1.8%	3.02	0.92 7
Dealing with too much workload is very stressful and brings about poor performance	418 35.1 %	342 28.7 %	274 23.0 %	132 11.1%	24 2.0%	2.90	1.01 8
Overloading does not allow me to relax and affects my performance negatively	400 33.6 %	350 29.4 %	272 22.9 %	139 11.7%	29 2.4%	2.87	1.02 1
My workload makes me unproductive and this hinders my performance	104 8.7%	121 10.2 %	253 21.3 %	682 57.3%	30 2.5%	1.70	1.01 6
My performance is very low when I have too many scripts to mark	395 33.2 %	128 10.8 %	405 34.0 %	229 19.2%	33 2.8%	2.60	1.16 0

**Weighted Mean = 2.73**

**Source: Fieldwork, 2019**

Note: Mean ranges from  
 0 – 1.49 = Very Low  
 1.50 – 2.49 = Low  
 2.50 – 3.49 = High  
 3.50 – 4.0 = Very High

Research question 2 was raised on the level of teachers' job performance in public and private secondary schools in Ibadan Metropolis. The table shows that the respondents agreed with the following: my performance is still effective even when I am given non-teaching tasks to perform. (mean = 2.65); moderate class size enhances my performance (mean = 3.36); my performance is infringed upon and class control is poor when I teach large class. (mean = 2.81); supervision is difficult with heavy workload and affects my performance (mean = 3.02); dealing with too much workload is very stressful and brings about poor performance (mean = 2.90); overloading does not allow me to relax and affects my performance negatively (mean = 2.87); my performance is very low when I have too many scripts to mark (mean = 2.60). The table also revealed that the respondents disagreed with the statement: my workload makes me unproductive and this hinders my performance (mean = 1.70). The weighted mean is 2.73, an implication that the job performance of teachers in public and private secondary schools in Ibadan Metropolis is high.

H<sub>01</sub>: There is no significance relationship between workload and teachers' job performance in Ibadan Metropolis

**Table 3: Relationship between Workload and Teachers' Job Performance in Secondary Schools in Ibadan Metropolis**

Variable	N	Mean	Std. Dev.	R	P value	Remarks
Workload	1190	13.5055	2.62482	0.138	0.000	Significant
Teachers' Job Performance	1190	21.8584	3.3739			

Result of hypothesis formulated on relationship between workload and teachers' job performance is presented in Table 3. The result shows a significant relationship between workload and teachers' job performance among secondary school teachers in Ibadan Metropolis ( $r = 0.138$ ;  $P < 0.05$ ), the

hypothesis is therefore rejected at 0.05 level of significance. The implication of this is that workload has significant relationship with secondary school teachers' job performance in Ibadan Metropolis. Mean value of workload was given as 13.5055 and teachers' job performance was given as 21.8584 while standard deviation values of the two variables are 2.62482 and 3.3739 respectively.

H<sub>02</sub>: There will be no significant gender difference in teachers' workload of secondary school teachers in Ibadan Metropolis.

**Table 4: Summary of T-Test Table Showing Gender Difference in Teachers' workload among Secondary School Teachers in Ibadan Metropolis**

Variable	N	Mean	SD	T	Df	Sig	Rmk
Teacher Gender: Male	528	13.737	2.4622	2.392	1180	0.017	Sig.
Female	654	13.341	2.7400				
Teachers' workload	1182	30.352	4.62734				

*Significant at 0.05 level of significance*

Table 4 shows the t-test table of analysis of hypothesis formulated on gender difference in teachers' workload among secondary school teachers in Ibadan Metropolis. The table revealed that there is significant difference in gender of teachers in their teachers' workload in secondary schools in Ibadan Metropolis. ( $t = 2.724$ ;  $df = 1180$ ;  $P < 0.05$ ), then, the hypothesis is rejected at 0.05 level of significance. This implies that there is significant difference in teachers' workload of secondary school teachers' performance based on gender. The result revealed that male teachers have more workload than the female teachers. The mean values for male teacher is given as 13.737 and mean value of female teachers is given as 13.341 while the standard deviation values of male and female teachers are given as 2.4622 and 2.7400 respectively.

H<sub>03</sub>: There will be no significant gender difference in teachers' job performance in secondary schools in Ibadan Metropolis

**Table 5: Summary of T-Test Table Showing Gender Difference in Teachers' Job Performance in Secondary Schools in Ibadan Metropolis**

Variable	N	Mean	SD	T	Df	Sig	Rmk
Teacher Gender: Male	48	22.16	3.3505	2.54	10	0.29	Not Sig.
Female	1	0	8				
	62	21.64	3.3788	1	99	1	Sig.
	0	0	3				
Teachers' Job Performance	11	21.85	3.3733				
	01	8	9				

*Not Significant at 0.05 level of significance*

The result of hypothesis formulated on gender difference in teachers' job performance is presented in t-test in Table 5. The table revealed that there is no significant difference in the job performance of male and female teachers in public and private secondary schools in Ibadan Metropolis ( $t = 2.541$ ;  $df = 1099$ ;  $P > 0.05$ ), then, the hypothesis is accepted at 0.05 level of significance. This implies that there is no significant difference in the job performance of male and female teachers. The mean values for male and female teachers in the table are given as 22.160 and 21.640 respectively while the standard deviation values of male and female teachers are 3.35058 and 3.37883 respectively.

### Discussion of Findings

Research Question 1 attempted to find out the trend of teachers' workload per week in all the secondary schools in Ibadan Metropolis. Result from Table 1 shows that many of the secondary school teachers were mostly involved in both non administrative and administrative role in their schools, which means most of the teachers were overloaded with more than necessary activities. The outcome

of this result is confirmatory of earlier studies of some researchers: some teachers may teach in summer classes, take other jobs, travel, or pursue personal interests (Ballet & Kelchtermans, 2008). In comparison with other jobs, teaching profession is highly stressful due to heavy workload; it encompasses a wide range of tasks, roles and responsibilities (Kyriacou, 2016). Teachers' schedule is filled with planning administrative work, student counseling, extracurricular activities, and meetings (TALIS, 2014). Teachers report tiredness and stress due to too much workload and demands from stakeholders (Black, 2015) and stress from workload often lead to low levels of teaching efficacy (performance) (Collie, Shapka & Perry, 2012).

Research Question two was formulated to examine the level of teachers' job performance in public and private secondary schools in Ibadan Metropolis. Result from Table 2 shows the weighted mean as 2.73, an implication that the job performance of teachers in public and private secondary schools in Ibadan Metropolis is high. The finding is corroborated by (Chandrasekar, 2011) who reported that workplace environment affects teachers' morale, productivity and job performance both positively and negatively.

Hypothesis one was carried out to find out the relationship between teachers' workload and teachers' performance in Ibadan Metropolis, Oyo State, Nigeria. The result shows a significant relationship between teachers' workload and teachers' job performance among secondary school teachers in Ibadan Metropolis. Supporting this finding is (Collie, Shapka & Perry, 2012) who reported that stress from workload often lead to low levels of teaching efficacy (performance).

Hypothesis two was carried out to find out gender difference in teachers' workload of secondary school teachers in Ibadan Metropolis. Results revealed that there is significant gender difference in teachers' workload of secondary school teachers based on gender. The result revealed that statistically, significant difference was found between males and females on the mean scores of workload and job performance. The result revealed that male teachers have more workload than the female teachers. This result is consistent with the findings of previous research study of (Ding, 2021) that teaching and research workload of male teachers is significantly more than that of female teachers. Consequently, educational administrators should endeavor to distribute workload evenly so that both male and female teachers will be able to perform well on the job.

Hypothesis three was carried out to find out gender difference in teachers' job performance in secondary schools in Ibadan Metropolis. It was discovered that gender difference has no significant role in teachers' job performance in secondary schools in Ibadan Metropolis. This means that being a male or female teacher does not matter as regards teachers' job performance in Ibadan Metropolis secondary schools. Supporting this finding is (Anumaka & Ssemugenyi, 2013) that productivity (performance) did not differ significantly among academic employees.

## **Recommendations**

The following recommendations were made based on the findings of the study:

1. More classroom blocks should be constructed in many public and some private schools to ensure moderate class size.
2. Comfortability of teachers should be paramount in the heart of government and private school proprietors - by creating moderate class size. An average class size of 1:25 and 1:35 is considered appropriate in private and public secondary schools respectively.
3. Recruitment of more qualified teaching and non-teaching staff into teaching profession is recommended. This will reduce high-class size, teachers' workload and increase teachers' population so as to match up with demand of student population.
4. Teacher's performance will be infringed upon if he is loaded with too much workload: teachers' workload between 18–22 periods is considered reasonable and they should not be given administrative and non-administrative tasks at the same time. Teachers should not teach any subject that is outside their area of specialization.

5. There is the need for both government and private proprietors to fathom out reasonable measures for rewarding teachers' input and motivate them towards higher performance, for example, staff-room should be good looking, good furniture should be provided, provision of water is essential and befitting toilets should be provided for teachers and students alike: this will spur teachers to perform better if they know that they are going to be rewarded adequately.
6. Teaching and learning environment should be welcoming enough to encourage many qualified teachers to come to teaching profession.
7. Adequate infrastructural facilities (classrooms, laboratories and libraries) should be provided in all public and private secondary schools especially in Ibadan Metropolis.

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# Influence of Teachers' Efficacy on Students' Achievement in Mathematics: A Case Study of Ibeju-Lekki Local Government Area of Lagos State

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## Abstract

*The study examined the impact of teachers' efficacy on student achievement in Mathematics using the Ibeju-Lekki Local government area of Lagos State as the case study. Descriptive research design was employed in the study and a simple random sampling technique was used to select 40 students and 2 teachers each across 10 public secondary schools totalling 420 respondents. Data obtained were analyzed using the correlation analysis and regression techniques and it was revealed that teachers' training ( $r = 0.021$ ;  $p > 0.05$ ) and teachers' qualification ( $r = -0.28$ ;  $p > 0.05$ ) has no significant relationship with student achievement in Mathematics while teachers' motivation ( $r = 0.138$ ;  $p < 0.05$ ) and teachers' resource support ( $r = 0.162$ ;  $p < 0.05$ ) have positive and significant relationship with student achievement in Mathematics. The regression technique in line with the correlation analysis revealed that the motivation ( $\beta = 6.829$ ;  $t = -0.101$ ;  $p < 0.05$ ) and resource support ( $\beta = 10.927$ ;  $t = 0.248$ ;  $p < 0.05$ ) have positive impact on student achievement in Mathematics while teacher training ( $\beta = -2.802$ ;  $t = -0.071$ ;  $p > 0.05$ ) and qualification ( $\beta = -1.113$ ;  $t = -0.026$ ;  $p > 0.05$ ) have no significant impact on student achievement in Mathematics. Thus, the study concluded that teachers' efficacy has significant effect on the achievement of students in Mathematics in Ibeju-Lekki local government area of Lagos state especially via the channel of teachers' motivation and resource support. Therefore, the study recommended that resources should be made available to teachers while significant motivation should be provided to teachers in monetary and non-monetary forms to improve efficacy among others.*

**Keywords:** Efficacy, Training, Motivation, Resource Support, Qualification, Achievement, Mathematics.

## Introduction

The method and practice of imparting knowledge is considered as one of the greatest tools to shape and sharpen students with potentials using required actions and abilities (Munna & Kalam, 2021). Apparently, this process as influenced and regulated by several factors is an interplay between two essential parties, the one imparting knowledge known as the teacher and the receptor known as the student. Corroboratively, the greatest impact of a teacher is to build students with standard which is a major determinant of growth in students by comparing where they were at an earlier time with where they are now. The term efficacy cannot be under-estimated as it is the ability to produce an effect (Gulistan, Muhammad Hussain & Mushtaq, 2017). Although the term self-efficacy has been viewed from different perspectives in literature, the consensus in literature is the fact that it pertains to the self-belief in oneself to achieve one's objective (Lopez-Garrido, 2023). As a mathematics teacher, Self-efficacy is an important determinant of one's proficiencies to shape and implement actions required to produce desired achievements. (Gulistan, Muhammad Hussain & Mushtaq, 2017). Teachers' efficacy is a powerful influence that explains teachers' behaviours, and this has a great impact on students' achievement. In other words, teachers' efficacy can be achieved through giving students the adequate learning process especially in mathematics to improve students' performance.

Mathematics can be regarded as the language that helps us to describe ideas and relationships drawn from the environment (Yadav, 2017). Mathematics therefore enables one to make the invisible to be visible, thereby solving problems that would be impossible otherwise. Furthermore, it is imperative to note that Mathematics is a core subject made compulsory by the federal Government of

Nigeria at all the levels of 6-3-3 system of education in Nigeria as contained in the National Policy on Education which still remains the rallying point for all educational objectives in Nigeria. According to Adeniyi, Ogundele, and Odetola. (2014), Mathematics is a universal subject; the essential knowledge needed not only necessary for schooling successfully but also unavoidable for human survival in everyday life. There is hardly any field of study where Mathematics is not useful.

Thus, premised on the role of Mathematics in personal development of every child, it is important to draw the attention of extant literature once again to the role of the teachers who are the knowledge transmitters in terms of the confidence and the belief of the teachers in themselves in shaping the academic achievement of students in Mathematics. Specifically, this confidence and belief which is the bedrock of self-efficacy among teachers is hinged on several factors such as motivation, trainings and resource support provided by the school which are also considered in the study as channels and further measures of teachers' efficacy because the presence of these factors should reinforce the confidence of the teachers in driving academic achievement among the students.

Apparently, widespread failure in mathematics has been a concern for teachers and education experts over time. The role of Mathematics in the academic progress of the students cannot be undermined considering that it is a core and compulsory subject. However, based on the data obtained at the WASSCE exams, some students failed the WASSCE exams just because they failed Mathematics only. Furthermore, most students maintain a cold disposition towards Mathematics because it is widely believed to be a difficult subject while the students who pass the subject are regarded by their contemporaries as the outliers. This important role of Mathematics and the recurrent failure and has therefore brought to the fore the need to examine the academic achievement of students in Mathematics and the various factors impacting such performance. Among the various factors affecting the performance of students in Mathematics as identified in literature, teachers' efficacy has stood out as one major factor which requires empirical investigation to validate or refute existing positions in literature. Thus, premised on the foregoing, this study empirically examines the impact of teachers' self-efficacy on the academic achievement of students in Mathematics. The term self-efficacy was developed by Albert Bandura as indicated in the theoretical literature. It is regarded as the believe in capabilities of oneself to deliver on certain tasks and assignment. Therefore, premised on this definition, teacher efficacy can be inferred to mean the believe of a teacher in himself or herself to deliver successful on his or her tasks and assignment as a teacher. Recall that a teacher is someone who transmits or imparts knowledge, skill, values and attitudes to others who are usually regarded as the students (Njoku, Amadi & Igbokwe, 2017). Therefore, teacher self-efficacy can be regarded as the believe of a teacher in himself to successfully impart knowledge in the best possible way via the best possible means. It has been noted in literature that the academic performance of students and their reaction to various subjects are actually outcomes of the teacher efficacy (Barni, Danioni & Benevene, 2019).

However, teacher efficacy has been identified in literature to be driven by several factors. Ordinarily, based on the self-efficacy theory of Albert Bandura, performance outcomes, vicarious experiences, verbal persuasion and physiological feedbacks are the four factors that drive self-efficacy and they can also be applied to teacher efficacy. Although these factors have been sufficiently elucidated in the theoretical component of this study, other factors identified in literature includes teaching experience, teacher training, school environment including the reward system as well as resource support (Alrafaei, 2015).

Specifically, the experience of teachers has been discovered to be correlates of their effectiveness because the longer the number of years in teaching, the better the teacher seems to be in delivering knowledge and management of the classroom (Afshar, Rahimi, Ghonchehpour & Saedpanah, 2015). Ordinarily, it has been identified that the students of experienced teachers are less likely to miss school because they have accumulated teaching experience on those subjects (Kini & Podolsky, 2016). Furthermore, due to the ever-changing frame of the world, teachers are supposed to under recurrent training to enable such teachers impart knowledge in line with global standards and to



produce students that can match the global standards. In his study, Rashid (2023) not only identified that training of teachers impacts the students positively, it was identified in the study that teachers who were beneficiaries of quality trainings were more likely to use the most effective teaching strategy which is a direct outcome of the trainings.

Similarly, the school environment also drives the efficacy of the teacher in terms of the reward system and the resource support. Humans are generally regarded to be driven by motivation (Lopez-Garrido, 2023), thus, even the effectiveness of teachers can be driven when the teachers are motivated by the school in terms of remuneration, promotion and conditions of service. Also, resource support plays a vital role in teacher effectiveness, as much as a teacher may try to improvise when certain resources are absent in the school system, there are certain resources whose absence will greatly impact the learning process negatively and the moment those resources are not provided in the school, the effectiveness of the teacher becomes impaired.

Jerrim, Sims and Oliver (2023) studied the effect of teacher self-efficacy on the achievement of pupils in science and mathematics in 23 developed countries of the world using the OLS technique and it was revealed that teacher self-efficacy has no significant effect on achievement of pupils in science and Mathematics. Agbor, Onnoghen and Etan (2023) studied the effect of teachers' qualification on the academic performance of students in environmental education in Calabar, Nigeria using correlation analysis and it was revealed that teacher qualification has positive correlation with the academic performance of students in environmental education. Osondu, Ogbozor and Oga (2022) studied the influence of teacher effectiveness on the achievement of students in Nsukka, Enugu using t-test statistics and it was discovered that teacher effectiveness has a significant effect on student achievement in Enugu state.

In Nigeria, Chikendu (2022) studied the effectiveness of teachers on the academic performance of students on Enugu state via the t-test and it was revealed that teacher effectiveness has positive effect on the performance of students across secondary schools in the state. Bizimana (2022) studied the effect of teachers' efficacy on the academic achievement of students in Biology in Nyamagabe district of Rwanda using questionnaires via correlation and regression analysis and it was discovered that teacher effectiveness has a positive relationship with the academic achievement of students in Biology in Rwanda. Lawal (2021) studied the effect of teachers' academic qualification and experience on the achievement of students in accounting in Kaduna state, Nigeria using ANOVA technique and it was revealed that teachers' academic qualification has significant effect on the achievement of students in accounting.

Obiekwe and Obiekwe (2021) studied the effect of teacher training on the academic performance of students in Rivers state, Nigeria using correlation analysis and it was revealed that teacher training has positive relationship with the academic performance of students. Kucukalioglu and Tuluk (2021) studied the effect of teacher efficacy on the achievement of students in Mathematics across 10 schools in Turkey using correlation and ANCOVA techniques and it was discovered that teachers' self-efficacy has significant effect on the performance of students in Mathematics in Turkey. In Nigeria, Ismail (2021) examined the effect of teachers' self-efficacy on the academic performance of 877 students in Jigawa state using the t-test for analysis of data and it was discovered that self-efficacy has significant effect on the performance of students.

Tambunan, Sinaga and Widada (2021) studied the impact of teacher performance and motivation of junior high school students towards Mathematics in North Sumatra, Indonesia using path analysis and it was revealed that teacher performance has a significant effect on student interest and motivation in Mathematics in Indonesia. Haruna (2020) examined the effect of teachers' self-efficacy on the performance of senior secondary school students in Islamic studies in Kaduna state, Nigeria using the correlation and analysis of variance (ANOVA) technique for analysis discovering that teachers' self-efficacy has positive effect on the academic performance of students. In Osun State of Nigeria, Adeyemi (2020) investigated the effect of teacher effectiveness on the academic achievement of secondary school students in civic education using correlation and linear regression test via

questionnaires for analysis revealing that teacher effectiveness has significant effect on the academic performance of students in Civic education within the region.

Amuche, Odaudu and Mbakwe (2020) examined the correlation between teacher effectiveness and academic achievement of students in Social Studies in Taraba state, Nigeria using correlation and regression technique and therefore revealing that there is a positive relationship between teacher effectiveness and academic performance of students. Younes, Chishti and Uddin (2019) studied the effect of teachers' efficacy on the achievement of students in Peshawar district, Pakistan using the regression technique revealing that teacher efficacy via students' engagement and classroom management has positive effect on student achievement while instructional strategies has insignificant effect on student performance. In India, Swarnalatha (2019) studied the influence of teacher self-efficacy on academic achievement of high school students in 10 different subjects using descriptive statistics, ANOVA, correlation and linear regression techniques and the study concluded that teachers' self-efficacy has positive effect on the performance of students academically in those subjects considered.

In the USA, Salgado, Mundy, Kupczynski and Chaloo (2018) studied the effect of teacher efficacy on student achievement in Texas using the ANOVA and linear regression techniques and it was discovered that teacher efficacy has positive effect on the achievement of students in the United States of America. In Iran and Russia, Tastan, Davoudi, Masalimova, Bersanov, Kurbanov, Boiarchuck and Pavlushin (2018) studied the effect of teacher efficacy and motivation on the academic achievement of secondary students using the descriptive statistics, correlation analysis and regression analysis and it was discovered that teacher self-efficacy and motivation has significant effect on the academic achievement of students in both countries. In Turkey, Sarac and Aslan-Tutak (2017) studied the effect of teacher efficacy on the academic achievement of students in Mathematics using trigonometry as the topic of interest while descriptive and correlation analysis was used for analysis and it was discovered that teaching efficacy has positive impact on student achievement because teachers with higher efficacy produced students with higher scores in the test.

### **Methodology**

The descriptive research design was used in this study. Therefore, the population for this study consists of all the secondary schools' teachers and students in Ibeju-Lekki local Government in Lagos State.

A sample of ten (10) public secondary schools were randomly drawn from the population with five schools drawn from the senior and junior school categories respectively. In other words, the simple random sampling methods was used to draw this sample. Therefore, in each school, forty (40) students were selected in each school summing up the number of students in the study to 400 students while two (2) Mathematics teachers were selected in each school summing up the total number of teachers in the sample to 20 teachers. Therefore, the total number of respondents in the study including teachers and students is 420.

The two instruments used for the study in obtaining the data on teacher efficacy and other exogenous variables includes a structured questionnaire and the Mathematics results of the students in the last session. The questionnaire was divided into two broad sections with the first section containing items on the demographic data of the teachers such as sex, qualification, years of experience, marital status and type of school while the section two contains questions on independent variables (teachers' efficacy, teachers' motivation, teachers' training and school resource support for teachers and teachers' qualification) which are relevant to the study.

A manual data computation of student scores in mathematics from their last term examination was collected to determine the overall academic achievement of the students. The data collected was analysed using simple percentage count for the demography data while regression and correlation were used to test the significance of the hypotheses.

## Results

**Hypothesis 1:** Teachers' training has no significant relationship with academic achievement of students in Mathematics.

**Table 1:** Pearson Correlation Analysis of Hypothesis 1

		<b>Teachers' Training</b>	<b>Academic achievement</b>
<b>Teachers' Training</b>	Pearson Correlation	<b>1</b>	<b>.021</b>
	Sig. (2-tailed)		<b>.672</b>
	N	<b>400</b>	<b>400</b>
<b>Academic achievement</b>	Pearson Correlation	<b>.021</b>	<b>1</b>
	Sig. (2-tailed)	<b>.672</b>	
	N	<b>400</b>	<b>400</b>

Table 1 presents the relationship between Teachers' training and students' academic achievement. The table shows that a weak positive relationship exists between teachers' training and students' academic achievement ( $r = .021$ ). The relationship between the two variables is however revealed to be insignificant ( $p > .05$ ). Hence, there is an insignificant relationship between Teachers' training support and students' academic achievement.

**Hypothesis 2:** Teachers' motivation has no significant relationship with academic achievement of students in Mathematics.

**Table 2:** Pearson Correlation Analysis of Hypothesis 2

		<b>Teachers' Motivation</b>	<b>Academic achievement</b>
<b>Teachers Motivation</b>	Pearson Correlation	<b>1</b>	<b>.138**</b>
	Sig. (2-tailed)		<b>.006</b>
	N	<b>400</b>	<b>400</b>
<b>Academic Achievement</b>	Pearson Correlation	<b>.138**</b>	<b>1</b>
	Sig. (2-tailed)	<b>.006</b>	
	N	<b>400</b>	<b>400</b>

Table 2 presents the relationship between teachers' motivation and academic achievement. The table shows that a weak positive relationship exists between teachers' motivation and employees' achievement ( $r = .138$ ). The relationship between the two variables is however revealed to be significant ( $p < .05$ ). Hence, teachers' motivation has a significant relationship with students' academic achievement, Nigeria.

**Hypothesis 3:** Teachers' resource support has no significant relationship with academic achievement of students in Mathematics.

**Table 3:** Pearson Correlation Analysis of Hypothesis 3

		<b>Teachers' resource support</b>	<b>Academic Achievement</b>
<b>Teachers' Resource Support</b>	Pearson Correlation	<b>1</b>	<b>.162**</b>
	Sig. (2-tailed)		<b>.001</b>
	N	<b>400</b>	<b>400</b>
<b>Academic achievement</b>	Pearson Correlation	<b>.162**</b>	<b>1</b>
	Sig. (2-tailed)	<b>.001</b>	
	N	<b>400</b>	<b>400</b>

Table 3 presents the relationship between teachers' resource support and academic achievement. The table shows that a weak positive relationship exists between teachers' resource support and students' academic achievement ( $r = .162$ ). The relationship between the two variables is however revealed to be significant ( $p < .05$ ). Hence, teachers' resource support has a positive significant relationship with students' academic achievement.

**Hypothesis 4:** Teachers' Qualification has no significant relationship with academic achievement of students in Mathematics.

**Table 4:** Pearson Correlation Analysis of Hypothesis 4

		<b>Teachers' Qualification</b>	<b>Academic achievement</b>
<b>Teachers' Qualification</b>	Pearson Correlation	<b>1</b>	<b>-.028</b>
	Sig. (2-tailed)		<b>.576</b>
	N	<b>400</b>	<b>400</b>
<b>Academic achievement</b>	Pearson Correlation	<b>-.028</b>	<b>1</b>
	Sig. (2-tailed)	<b>.576</b>	
	N	<b>400</b>	<b>400</b>

Table 4 presents the relationship between Teachers' Qualification and students' academic achievement. The table shows that a weak negative relationship exists between teachers' qualification and students' academic achievement ( $r = -.028$ ). The relationship between the two variables is however revealed to be insignificant ( $p > .05$ ). Hence, there is no significant relationship between teachers' qualification and students' academic achievement as against the fourth hypothesis of the study.

**Hypothesis 5:** There is no relative impact of teacher' motivation, training, resource support and qualification on academic achievement of students in Mathematics.

**Table 5:** Multiple Regression Analysis of Hypothesis 5

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.858	18.393		-.101	.920
	Motivation	6.829	2.042	.170	3.344	.001
	Training	-2.802	2.499	-.071	-1.121	.263
	Resources Support	10.927	2.655	.248	4.116	.000
	Teachers' Qualification	-1.113	2.257	-.026	-.493	.622

**a. Dependent Variable: Students' Academic achievement**

Table 5 shows that only teacher motivation and resource support has significant impact on the academic achievement of students while teacher training and teachers' qualification has insignificant impact on the academic achievement of students in Mathematics.

### Discussion of Findings

The findings emanating from the study revealed that teachers training has an insignificant relationship with the academic achievement of students in Mathematics. This is plausible as increased training of teachers may be accommodated by several drawbacks despite the perceived advantages that it seeks provide. Although the training of teachers may arm such teachers with several teaching skills and methods, the plethora of teaching alternatives to the teacher which is regularly updated periodically via such trainings may be confusing and sometimes contradictory (Thapa, 2012). In clearer terms, the supposed latest and most appropriate teaching methods which is regularly provided and recommended at such trainings may contradict and be incompatible with previous teaching methods already used by the teacher. As a result, the frequent change in teaching styles due to the training may not really drive student achievement as expected. This result is consistent with the findings of Maschmann and Schwarz (2021) and contradicts the empirical discovery of Obiekwe and Obiekwe (2021).

Conversely, it was discovered that teachers' motivation has a significant positive relationship with academic achievement of students in Mathematics. This implies that teacher motivation and student achievement in Mathematics move in the same direction. When teachers are motivated, it can lead to a range of positive effects on their teaching practices and student outcomes. The findings are harmonious with the findings of Mirich and Cavey (2015) who argued that motivated teachers are more likely to create engaging and dynamic classroom environments. Motivated teachers use innovative teaching methods, interactive activities, and multimedia resources that capture students' interest and participation, making the learning process more enjoyable and effective. The findings align with the findings of Njoku *et al.* (2017).

Similarly, findings revealed that teachers' resource support has a significant positive relationship with academic achievement of students in Mathematics. This means that providing adequate resource support ensures that teachers have access to up-to-date and relevant teaching materials, including textbooks, educational technology, and supplementary resources. This, in turn, allows teachers to design more effective and engaging lessons. The findings in consistent with the findings of Popoola and Olaniyan (2019). Penultimately, in a similar result to that of teacher training, teachers' qualification was found to have an insignificant relationship with academic achievement of students in Mathematics. This means that teachers' qualifications do not significantly correlate with student performance. In a similar argument to teacher training, the qualifications of teachers are mostly the product of their trainings and this may not significantly relate with the achievement of

students in Mathematics. Although, it is generally assumed that students of highly qualified teachers are supposed to perform better than students of less qualified teachers. However, in reality, this may not always be the situation as qualifications may measure the ability of the teacher to actually excel at academic courses and trainings rather than a pragmatic measure of the teaching competence of the teacher. In other words, teacher qualification may actually be more of a measure of the academic prowess of the teacher which may not always be necessarily translated into teaching capacity. This empirical discovery is consistent with the findings of Kosgei, Mise, Odera and Ayugi (2013) while it is inconsistent with the discovery of Jega and Julius (2018).

Finally, the relative impact of the four factors of teacher efficacy as measured via qualification, training, motivation and resource support on student achievement through the simple regression technique revealed that only motivation and resource support exert significant impact on student achievement in Mathematics and the impact is positive while teacher qualification and training has insignificant effect on academic achievement of students in Mathematics in line with the results of the correlation technique. This is because qualification and training are basically factors that contribute to the academic prowess of the teacher and may or may not translate to the teaching capacity of the teacher. However, motivation on the job as well as the provision of resources to get the job of teaching done better directly impacts the job of transmitting knowledge to the students (Kosgei, *et.al.*, 2013).

### **Conclusion**

This study was based on assessing the impact of teachers' efficacy on student performance in mathematics. Thus, the study therefore examined the relationship between student achievement in Mathematics and each of the teacher efficacy proxies such as teacher training, qualification, motivation and resource support. Furthermore, the study examined the relative impact of all these factors on student achievement in Mathematics.

Thus, findings emanating from the study revealed that teacher training and qualification has no significant relationship with academic achievement of students in Mathematics while teacher motivation and resource support has significant relationship with academic achievement of students in Mathematics. Furthermore, the relative impact analysis also revealed that only motivation and resource support exert significant impact on academic achievement of students in Mathematics and this impact was adjudged to be positive. The study findings therefore emphasize the role of teacher motivation and resource support in improving the academic achievement of students in Mathematics.

Thus, it is recommended that Resources should be made available to teachers in various secondary schools, such as mathematics laboratory and teaching aids. Also, teacher enumeration should be increased so the teachers can be motivated to deliver best of them while teaching mathematics. Furthermore, more positive feedbacks from the authorities as well as promotions should be provided to the teachers as this will improve the performance of the students. In addition, the role of mathematics teachers includes the acquisition of mathematical knowledge, identifying obstacles that prevent the acquisition of said knowledge, and develop strategies to overcome adversities in teaching. Furthermore, mathematics teacher need to strengthen their students' positive attitude towards mathematics, while possessing fundamental knowledge in the content domain. Also, Relearning and preparing representations during the cognitive learning process is another role that mathematics teachers are required to have. Therefore, improving one's self-efficacy is an important necessity that full-time and prospective teachers should be taken into consideration for students' mathematical achievement.

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# Educational Management in Nigeria: Challenges and Ways Forward

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## Abstract

*Educational management is still the engine room for every nation's growth and development, including Nigeria's. As a result, it became necessary for this study to examine the obstacles and prospects for educational management in Nigeria. Two research question and one hypothesis was used in the study. The study adopted the survey research design. The population consists of two hundred and fifty (250) top management staff at Federal ministry of education. The entire population was adopted as sample for the study. The instrument for the study is titled "Educational Management in Nigeria" (EMN). The data obtained from the study were analyzed using simple mean, standard deviation and Z-test analysis. The findings obtained from research question 1, table 1 showed that items 1, 2 and 3 had mean value of 3.51, 3.52 and 3.49 respectively and were all accepted to the various questions. Also, findings from research question 2, revealed that items 4, 5 6, and 7 had a mean value of 3.55, 3.58, 3.51 and 3.51 respectively. Further findings showed that Z-calculated value of 0.80 is less than z-critical value of 1.653 at 0.05 level of significance. Based on the findings, it was recommended amongst others that government should increase the budgetary allocation for education in the country.*

**Keyword:** Educational Management, Challenges, Infrastructure and Deficiency

## Introduction

In the dynamic landscape of global education, Nigeria stands as a nation grappling with the intricacies of educational management. The challenges faced by the educational system in Nigeria are diverse and multifaceted, ranging from infrastructural deficiencies to curriculum gaps and administrative hurdles (Ajonbadi, Olawoyin and Adekoya, 2023). As the nation strives to build a robust educational framework that meets the needs of a rapidly evolving society, understanding and addressing these challenges become imperative.

This paper delves into the complex terrain of educational management in Nigeria, shedding light on the pressing issues that hinder the optimal functioning of the system. From the inadequacies in physical infrastructure to the systemic barriers that affect the quality of education, the journey of educational management in Nigeria is marked by both resilience and a need for reform. This exploration aims to dissect these challenges, providing a comprehensive overview that sets the stage for a discussion on viable ways forward. While the challenges are undeniably daunting, it is essential to recognise that they are not insurmountable. This paper also endeavored to present potential solutions and strategies that could pave the way for a more effective and inclusive educational management system in Nigeria. By examining the current state of affairs and envisioning a future where education is

a transformative force for the nation, this exploration seeks to contribute to the ongoing dialogue on reshaping educational paradigms in Nigeria.

Educational management is a field that is concerned with the operation of educational organizations. It is the process of planning, organising, and supervising school activities while effectively using both human and material resources in order to meet the school's aim and objectives. Educational management is the administration of the education system in which a group combines people and material resources to strategize, organize, supervise, and implement structures to execute an education system (Cheng, 2021). Educational management is the process of merging available educational resources in such a way that they can be used to achieve educational goals and objectives (Suartama, Setyosari, Sulthoni and Ulfa 2019). Human resources such as teachers, educationists, and educational policymakers are examples of educational resources, as are material resources such as textbooks, classrooms, and school furniture, as well as money to be spent on educational goals (Bendera, Mwawasi and Muli, 2022). Educational management entails a variety of administrative and leadership duties aimed at providing a learning environment and aiding the development of students, teachers, and the educational institution as a whole (Saihu, 2020).

### **Purpose of the Study**

The study looked at educational management in Nigeria, challenges and way forward. The study sought to specifically:

1. Find out the perception of administrators at federal ministry of education on the challenges facing the development of the sector.
2. Find out the perception of post primary board top management staff and tertiary institution educational board at federal ministry on the obstacles to Nigeria's educational progress.

### **Research Questions**

The following research questions were adopted and used for the study:

1. What is the perception of administrators at federal ministry of education on the challenges facing the development of the sector?
2. What is the perception of post primary board top management staff and tertiary institution educational board at federal ministry on the challenges facing the development of education in Nigeria?

### **Hypothesis**

The null hypothesis was tested at 0.05 level of significance.

There is no significant difference between the perception of post primary board top management staff and tertiary institution educational board at federal ministry on the challenges facing the development of education in Nigeria.

### **Scope of the Study**

The study's scope is restricted to the difficulties Nigeria's educational system is currently confronting. The study is also limited to top management staff at the federal ministry of education and top management staff at federal ministry of education agencies.

### **Literature Review**

#### **Elements of Educational Management**

Key elements of educational management include planning, organising, leading/directing, controlling, staff development, decision-making, communication (Umeze, M.C., 2022).

**Planning:** Setting of goals and objectives, development of strategies, and creation of plans to achieve them. This involves curriculum planning, resource allocation, and other aspects of organizing educational activities.

**Organizing:** Structuring the various elements of the educational system, including human resources, curriculum, facilities, and technology. This involves creating a framework that supports the efficient operation of the institution.

**Leading/Directing:** Providing leadership and guidance to teachers, staff, and students. Educational managers must motivate and inspire others, communicate effectively, and address any challenges that may arise.

**Controlling:** Monitoring and evaluating the progress of the educational institution towards its goals. This involves assessing performance, implementing corrective actions when necessary, and ensuring that the institution operates within established guidelines and policies.

**Staff Development:** Supporting the professional growth of teachers and staff through training, mentorship, and other professional development opportunities.

**Decision-making:** Making informed decisions based on data, research, and the best interests of the students and the institution.

**Communication:** Fostering effective communication among all stakeholders, including students, parents, teachers, staff, and the broader community. Educational management can be used at many different levels, including the school, district, and national or worldwide levels in the case of educational systems (Bellei and Munoz, 2023). It is critical for fostering a good and productive learning environment, assuring educational quality, and serving the different needs of students and communities. Principals, superintendents, department heads, and other administrative people in charge of managing the educational process are examples of educational managers (Arobiola and Chinyere, 2023).

### **Challenges of Educational Management in Nigeria**

Some challenges in educational management in Nigeria include infrastructure deficiency, funding constraints, quality of education, curriculum relevance, overcrowded classrooms, inadequate access to education, policy implementation challenges, security concerns, examination malpractice, technological gaps, and teacher shortage.

**Infrastructure Deficiency:** Inadequate and poorly maintained educational infrastructure, including classrooms, libraries, and laboratories. There is a lack of basic amenities like electricity, water supply, and sanitation facilities in many schools.

**Funding Constraints:** Insufficient funding for education leads to challenges in providing quality teaching and learning materials, as well as staff development programmes. Unequal distribution of funds among different levels of education and regions contributes to disparities in educational quality.

**Quality of Education:** The quality of education varies across different regions and institutions. Inadequate training and professional development opportunities for teachers, affecting the overall quality of instruction.

**Curriculum Relevance:** Outdated curriculum that may not align with the needs of the job market or contemporary global standards. There is limited emphasis on practical and vocational skills in the curriculum.

**Overcrowded Classrooms:** High student-to-teacher ratios lead to overcrowded classrooms, which can impede effective teaching and learning.

**Inadequate Access to Education:** Disparities in access to education, particularly in rural areas where schools may be scarce, lead to issues of equity.

**Policy Implementation Challenges:** Difficulties in implementing educational policies at the grassroots level due to factors such as bureaucracy, resistance to change, and lack of awareness.

**Security Concerns:** Security challenges in some regions, which can disrupt educational activities and discourage attendance.

**Examination Malpractice:** There are widespread cases of examination malpractice, undermining the integrity of the educational system.

**Technological Gaps:** Limited access to and integration of technology in education hinders the development of digital literacy skills among students.

**Teacher Shortage:** Shortage of qualified and motivated teachers, particularly in rural and remote areas.

The study, *Nigerian Universities and their Sustainability: Challenges and Way Forward*, examines the numerous issues that face higher education in Nigeria. These issues include a deficiency in a well-thought-out strategic plan, inadequate leadership, subpar teaching and learning, subpar research endeavours, inadequate infrastructure, low funding, unfavourable internal and international perceptions of faculty, students, and research, academic dishonesty and corruption, a low global standing, and a dearth of new laboratories. As a result, the report proposed that the government enhance financing for university education in order for university administrators in Nigeria to offer the essential infrastructural amenities. More funding should also be granted to university research programmes to enable them to do research, while academic corruption and fraud should be combated on all fronts (Ogunode, 2020).

A study titled "Higher Education in Nigeria: Challenges and Ways Forward" listed the following as obstacles facing Nigerian higher education: insufficient funding, insufficient faculty, inadequate facilities, unreliable academic calendar, academic corruption, insecurity, brain drain, insufficient leadership, the COVID-19 Challenge, subpar research, and subpar staff development. In order to tackle these issues, the article suggested that the government should: provide sufficient funding for universities; hire more instructors; provide adequate infrastructure; maintain a regular academic schedule; combat academic misconduct; provide adequate security; inspire instructors; appoint capable administrators; and provide schools with sufficient ICT resources so they can transition to online learning in order to lessen the impact of COVID-19 on universities (Ogunode, and Musa, 2020).

In a research titled Administration of Science Programmes in Nigerian Higher Institutions: Issues, Challenges, and Ways Forward, the paper explored the challenges that higher education institutions in Nigeria face when administering science programmes. There are numerous issues facing the administration science programme in Nigerian higher education institutions. Inadequate budget, a lack of trained teachers, insufficient infrastructure, brain drain, and strike actions are some of the issues. To address these issues, this article recommends the following: The government should improve the funding of science programmes in higher education, offer enough infrastructural facilities, maintain solid academic programmes, employ more science teachers, and inspire lecturers to minimise brain-drain. (Ogunode, and Aiyedun, 2020).

According to a study titled "Integrating Emerging Technologies in the Teaching and Learning Process in Nigeria: The Challenges," the majority of respondents believe that incorporating emerging technologies into the teaching and learning process inspires and modernises education, improves inclusiveness, and promotes the achievement of teaching and learning objectives. Furthermore, the findings revealed that the incorporation of ETs into the teaching-learning process is often hindered by a variety of obstacles, including epileptic power supplies, inadequate expertise, accessibility and availability issues, funding, too little professional development, and poor internet connectivity. According to the study's findings, educators at all tiers of school should keep on improve their expertise and skills on how to best integrate cutting-edge technology into the process of learning and instruction (Onyema, 2020).

## **Methods**

The study adopted the survey research design. The population consists of two hundred and fifty (250) top management staff at Federal ministry of education. The entire population was adopted as sample for the study. The instrument was developed by the researcher and it is titled "Educational Management in Nigeria" (EMN). The instrument is a four point rating questionnaire items consisting of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The items were weighed as 4, 3, 2 and 1 respectively. The instrument was subjected to face validation from two experts in the department of educational foundation from Niger Delta University, Bayelsa State. The data obtained from the study were analyzed using simple mean, standard deviation and Z-test analysis.

## Data Analysis

### Research Question One

What is the perception of administrators at federal ministry of education on the challenges facing the development of the sector?

**Table 1:** Perception of administrators at federal ministry of education on the challenges facing the development of the sector

S/N	Item	Mean	Standard Deviation	Remark
1	Infrastructure deficiency causes poor educational development in Nigeria	3.51	0.58	Accept
2	Funding Constraints causes poor educational development in Nigeria	3.52	0.59	Accept
3	Quality of Education causes poor educational development in Nigeria	3.49	0.56	Accept
	<b>Grand Mean</b>	<b>3.51</b>	<b>0.58</b>	

The findings obtained from research question 1, table 1 showed that items 1, 2 and 3 were all accepted to the various questions. This implies that Infrastructure deficiency, funding constrains and quality of education causes poor educational development in Nigeria.

### Research Question Two

What is the perception of post primary board top management staff and tertiary institution educational board at federal ministry on the challenges facing the development of education in Nigeria?

**Table 2:** Perception of post primary board top management staff and tertiary institution educational board at federal ministry on the challenges facing the development of education in Nigeria?

S/N	Items	Response from post primary board top management staff			Responses from tertiary institution educational board at federal ministry		
		Mean	SD	Remark	Mean	SD	Remark
4	Curriculum Relevance causes poor educational development in Nigeria	3.55	0.62	Accept	3.55	0.62	Accept
5	Policy Implementation Challenges causes poor educational development in Nigeria	3.58	0.64	Accept	3.50	0.57	Accept
6	Examination Malpractice causes poor educational development in Nigeria	3.51	0.58	Accept	3.58	0.63	Accept
7	Technological Gaps causes poor educational	3.51	0.58	Accept	3.67	0.72	Accept

	development in Nigeria						
	<b>Grand Mean</b>	<b>3.54</b>	<b>0.61</b>		<b>3.58</b>	<b>0.64</b>	

The findings obtained from research question 2, Table 2 showed that items 4, 5, 6 and 7 were all accepted to the various questions. This implies that curriculum relevance, policy implementation challenge, examination malpractice and technological gaps causes poor educational development in Nigeria.

### Hypothesis

There is no significant difference between the perception of post primary board top management staff and tertiary institution educational board at federal ministry on the challenges facing the development of education in Nigeria.

**Table 3:** Z-test analysis of difference between the perception of post primary board top management staff and tertiary institution educational board at federal ministry on the challenges facing the development of education in Nigeria.

S/N	Items	N	Mean	SD	Df	Z-cal	Z-tab	Decision
1	post primary board top management staff	250	3.54	0.61	498	0.80	1.653	Significant
2	Tertiary institution educational board at federal ministry	250	3.58	0.64				

The findings obtained from table 3 showed that Z-calculated value of 0.80 is less than z-critical value of 1.653 at 0.05 level of significance. This implies that the null hypothesis was accepted. Therefore, it would be stated that there is no significant difference between the perception of post primary board top management staff and tertiary institution educational board at federal ministry on the challenges facing the development of education in Nigeria.

### Discussion of Findings

Findings obtained from the study revealed that infrastructure deficiency, funding constrains, quality of education curriculum relevance, policy implementation challenge, examination malpractice and technological gaps causes poor educational development in Nigeria. This is in line with the view of Arobiolè and Chinyere (2023) that states that Nigeria had an overall poor management system when compared to global standards.

Also, the findings of the study showed that there is no significant difference between the perception of post primary board top management staff and tertiary institution educational board at federal ministry on the challenges facing the development of education in Nigeria. This is in line with the opinion of Bendera, Mwawasi and Muli (2022) which stated that stakeholders in the educational sectors all acknowledge government negligence in the development of educational programs in Nigeria. They further stated that government contributes little of nothing in budgetary allocation in the educational sector in the country.

## Conclusion

Nigeria faces various educational management issues, including insufficient facilities, teacher quality, curriculum relevance, and funding limits. Strategic activities like as infrastructure development, teacher training, curriculum evaluation, improved access and equitable measures, technology integration, strategic planning, and worldwide collaboration are required to overcome these. Nigeria's government, educational institutions, communities, and international partners must collaborate to develop an inclusive education system that educates youth for the twenty-first century. Building a healthy and resilient education system that contributes to the nation's social and economic development requires a focus on flexible, innovative, and responsive learning environments, constant policy evaluation, inclusivity, and community participation.

## Recommendations

Based on the findings, the following recommendations were made:

1. Government should increase the budgetary allocation for education in the country.
2. Government should implement its innovative educational policy to enhance the quality of education in the country.

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# School Factors as Determinant of Job Satisfaction of Lecturers in Colleges of Education, Southwest, Nigeria

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## **Abstract**

*This study investigated School Factors as determinants of Job Satisfaction of Lecturers in Colleges of Education in Southwest, Nigeria. Observation of poor satisfaction of lecturers has noticed in which a search of literature shows scarcity of studies on the variables determining the job satisfaction which provided a gap in knowledge in which this study was carried out to address. Three research questions were formulated for the study. The study population comprised of all the lecturers (3,034) in federal and state colleges of education, in Southwest, Nigeria. Sample size consisted of 1128 lecturers using a multi-stage technique. Descriptive survey research was adopted. Two self-constructed questionnaires titled: School Factors Questionnaire (SFQ) ( $r = 0.83$ ) and Lecturer Job Satisfaction Questionnaire (LJSQ) ( $r = 0.81$ ) were used to collect data. Data collected were analyzed using descriptive. Results showed moderate level of satisfaction of the lecturers' job ( $x=3.46$ ). The result also showed a moderate level of school facilities ( $x=3.83$ ) and work load of lecturers was high ( $x= 4.68$ ). It was recommended that the workload of the lecturers should be reduced.*

**Keywords:** School Factors, Lecturers' Job Satisfaction, Colleges of Education, Southwest

## **Introduction**

Job satisfaction of lecturers is paramount for the achievement of the goals and objectives of any educational institution such as colleges of education. Colleges of education is well recognized as an instrument for training and equipping teachers for the nation's primary and secondary school and for national development and advancement. Lecturers of colleges of education have been regarded as the strong workforce that can determine the success or failure of colleges of education. However, their satisfaction is needed for the goals of the colleges to be attained.

Job satisfaction is the college of education lecturer's evaluation of his or her job and work context. It is the lecturer's pleasant or optimistic emotional state or how contented he or she is resulting from the appraisal of his or her own work experience (Advani, 2018). It is about college of

education lecturers' positive or negative feelings towards various factors or dimensions in the tasks. College of Education lecturer's job satisfaction consists of psychological, physiological, and environmental factors that enable him or her to say that he or she is satisfied overall with his or her job (Mohsen & Sharif, 2020). Job satisfaction is the psychological, physiological, and environmental factors that lead an individual to say that "he or she is satisfied with his or her job". It was argued that employees are not only concerned with the rewards that they receive but also with the rewards that others receive (Vousiopoulos, Kouli, Kourtessis, Tsitskari, & Dimoulas, 2019).

School factors are those features or characteristics that pertain to colleges of education and can influence the quality of teaching and learning in the colleges. Oludeyi and Akinsanya (2018), demonstrated a significant positive influence of school environmental factors on job commitments of secondary school teachers in Ogun State. Owan, Duruamaku-Dim, Ekpe, Owan, and Agurokpon (2019), revealed that school characteristics influenced teachers' work effectiveness in secondary schools in Abi Local Government Area of Cross River State. Kiptum (2018), showed that physical environmental factors have a significant positive effect on teachers' satisfaction in public primary schools in Elgeyo Marakwet County, Kenya. However, studies are scarce on the influence of school factors on lecturers' job satisfaction in colleges of education.

School facilities are those resources that enable the college of education lecturer to do his or her work very well and help the learners to learn effectively far exceeds what is possible when they are not provided. They consist of all types of buildings and equipment for academic and nonacademic activities, areas for sports and games, landscapes, farms, and gardens including trees, roads, and paths. Others include furniture and toilet facilities, storage facilities and parking lot, ICT, cleaning materials, food services, lighting, acoustics, storage facilities and parking lot, security, transportation, and special facilities for the physically challenged Lecturers (Sam-Kalagbor, 2021). School facilities as any material that a teacher uses to facilitate learning, understanding, or acquisition of knowledge, concepts, principles, and skills to his students; hence those resources could be referred to as teaching and learning resources. In other words, these teaching and learning facilities are what the teachers use to make learning easier (Kiptum, 2018).

Ukpong & Okon (2020), revealed that school facilities significantly influence job satisfaction and service delivery of secondary school teachers in Awka-Ibom State. In addition with the above assertion, there is a moderate negative correlation between physical facilities and job satisfaction of female principals' job satisfaction in Siaya County (Onyango & Sika, 2020). A similar study revealed that secondary school infrastructural facilities significantly influence teachers' job satisfaction and performance in Ibadan Metropolis, Oyo State of Nigeria<sup>28</sup>.

Workload is defined as the quantity of work completed by a college of education lecturer in a certain amount of time in accordance with their abilities and capacities without showing signs of fatigue. It is also viewed as the total amount of time a college of education lecturer devotes to his or her work (Inegbedion, Inegbedion, Peter & Harry, 2020). Usman & Kabir (2019) noted that there is a significant relationship between job demands, workloads, and job satisfaction among teachers in public secondary schools in Kaduna metropolis, Nigeria. In addition, Zaidan and Juariyah (2020), showed a negative influence of workload on the job satisfaction of the lecturers of the State University of Malang, Indonesia, and Malaysia universities. Moreover, Rostami, Babaei-Pouya, Teimori-Boghsani, Jahangirimehr, Mehri & Feiz-Arefi (2021), showed that mental workload negatively affects the job satisfaction of healthcare workers in four educational hospitals in Ardabil, Iran.

### **Statement of the Problem**

Low job satisfaction has been observed by the researcher among lecturers in colleges of education, in Southwest, Nigeria. Some of the lecturers usually exhibit quite a lot of negative work behaviour such as absenteeism, lack of zeal in carrying out assigned tasks, and sneaking out of school to run private businesses. This unwholesome attitude to work seems to suggest that these lecturers are greatly dissatisfied with their job. When lecturers have low job satisfaction, they would not be committed to

their instructional, and supervision duties to their students. The teaching profession is becoming less attractive due to many reasons which may be school factors amongst many other possible reasons. It has also been observed that some lecturers have enormous workloads heaped on them and insufficient facilities to work with. This study therefore seeks to investigate the extent to which school factors predict job satisfaction of lecturers in colleges of education in Southwest, Nigeria. More so, the paucity of the relevant studies about it and the need to find out how school factors affect lecturers' job satisfaction has made the researcher embark on this study in order to fill the gap and make a new contribution.

### Purpose of the Study

The study examined the extent to which school factors determine the job satisfaction of Lecturers in Colleges of Education in Southwest, Nigeria. Specifically, the study sought to:

- i. identify the level of job satisfaction among lecturers in colleges of education in Southwest, Nigeria
- ii. examine the availability level of school facilities on lecturers in colleges of education Southwest, Nigeria;
- iii. examine the status of lecturers' workload in colleges of education in Southwest, Nigeria;
- iv.

### Research Questions

- i. What is the level of job satisfaction among lecturers in colleges of education in Southwest, Nigeria.
- ii. What is the availability level of school facilities on lecturers in colleges of education Southwest, Nigeria;
- iii. What is the status of lecturers' workload in colleges of education in Southwest, Nigeria;

### Methodology

This paper adopted a descriptive research design. The population consisted of all the 3,034 colleges of education lecturers in Six (6) Southwestern States of Nigeria. The sample size was 1128 (One thousand, one hundred and twenty -eight) respondents using a multi-stage procedure. Two self-constructed questionnaires were used for the paper titled: School Factors Questionnaire (SFQ) and Lecturer Job Satisfaction Questionnaire (LJSQ) and were subjected to face and content validity in order to ensure that the instruments measure what it is supposed to measure. A reliability coefficient value of 0.830 and 0.810 were obtained respectively. The data collected were analyzed using descriptive analysis such as frequency, percentage, mean, and standard deviation.

### Results and Discussion

#### Analysis of Research Questions

**Research Questions 1:** What is the level of job satisfaction among lecturers in colleges of education in Southwest, Nigeria?

**Table 1: Level of Job Satisfaction among the lecturers in colleges of education in Southwest, Nigeria, (N=1128)**

S/N		N	Very High	High	Moderate	Low	$\bar{x}$	S D	Remark
<b>Job Satisfaction</b>									
1.	Salary the college of	1	43	266	689	130	2.	0.	Moderate
		1	3.8%	23.	61.1%	11.5	93	4	

	education	2		6%		%		1	
	pays me	8							
2.	Leaders' fairness to me	1	28	301	597	202		0.	Moderate
		1	2.5%	26.	53.0%	18%	3.	4	
		2		7%			40	5	
		8							
3.	Available schemes for personal growth and development	1	320	160	477	171		0.	Moderate
		1	28.4	14,	42.3%	15.5	3.	3	
		2	%	2%		%	11	1	
		8							
							4.	0.	
							23	6	
								8	
4.	Decision-making of my leader	1	331	574	50	173			High
		1	29.3	51.	04.4%	15.3			
		2	%	0%	233	%			High
5.	Promotion opportunity of my job	8	341	531	20.7%	23		0.	
		1	30.2	47.		02.3	3.	3	
		1	%	1%		%	61	8	
		2							
		8							

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**Weighted Mean Score ( $\bar{x}$ ) = 3.46 (0.45); General Decision = Moderate**

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**Key:** Very High (VH) =4, High (H) =3, Moderate (M)= 2 and Low (L) = 1; SD = Standard Deviation

**Threshold:** If the mean is 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500 to 4.499 = High and 4.500-5.000 = Very High.

Table 1 shows the level of job satisfaction among lectures' in colleges of education in Southwest, Nigeria. The rating scale of 'very low (1)' to 'very high (4)' was used with a criterion of 3.00 set for the study. Five (5) items were used for the level of lecturers' job satisfaction in colleges of education in Southwest, Nigeria. Among the items, three (3) are remarked "moderate" and two (2) remarked "high". The three (3) items remarked 'moderate' indicate that the majority of the lecturers opined that job satisfaction in term of the salary the college pays them, leaders' fairness to the lecturers, and available schemes for personal growth and development are at moderate level on behalf of the lecturers. Two items (2) do remarked "high" implies that a major portion of the lecturers opined that the job satisfaction in terms of decision making of my leader and promotional opportunity of my job are of high level of satisfaction among the lecturers. The table generally reveals that the level of job satisfaction among lecturers in colleges of education in Southwest, Nigeria is at a 'moderate level' by the lecturers satisfaction ( $\bar{x}$ =3.46, SD = 0.45) which simplifies that the lecturers are moderately satisfied with the job in colleges of education, Southwest, Nigeria.

**Research Question 2:** What is the availability level of school facilities in colleges of education in

Southwest, Nigeria?

**Table 2: School Facilities in Colleges of Education in Southwest, Nigeria (n = 1128)**

S	Items	N	HL	ML	LL	VLL	$\bar{x}$	S. Dev
1.	Lecturers' staffrooms are clean and comfortable	11 28	313 10.2 %	480 67.1 %	228 1.0 %	112 21.6 %	3.6 6	0.93
2.	Safety and security facilities are adequate in my school	11 28	495 44.4 %	298 32.9 %	201 3.7 %	134 18.9 %	4.0 3	1.11
3.	Library resources are up to date in my school	11 28	356 31.5 %	410 39% %	196 17.4 %	166 14.7 %	3.5 3	1.32
4.	There are adequate instructional materials to aid teaching and learning in my school	11 28	489 43.5 %	294 26.1 %	257 22.7 %	88 07.8 %	4.0 6	0.70
5.	School laboratories are well equipped for practical lessons	11 28	542 48.1 %	374 33.2 %	109 10.0 %	112 09.0 %	3.8 8	0.91
Weighted Mean Score ( $\bar{x}$ ) = <b>3.83 (0.99)</b> ; General Decision = Moderate level								

**KEY:** HL = High Level (4), ML= Moderate Level (3), LL = Low Level (2) and VLL = Very Low Level (1); S.Dev = Standard Deviation

**Threshold:** If the mean is 0.000-2.499 = Very Low Level; 2.500-3.499 = Low Level; 3.500 to 4.499 = Moderate Level and 4.500-5.000 = High Level

Table 2 shows availability level of school facilities that can affect the job satisfaction of lecturers in colleges of education in southwest, Nigeria. The rating scale of 'very low level (1)' to 'high level (4)' was used with a criterion of 3.50 set for the study. Five (5) items were used to measure school factors in term of the availability level of school facilities that can affect the job satisfaction of lecturers in colleges of education in southwest, Nigeria. All the items, five (5) are remarked "moderate level". The five items noted 'moderate level' implies majority of the lecturers agreed that lecturers' staffrooms are clean and

comfortable, safety and security facilities are adequate in my college, library resources are up to date in my school there are adequate instructional materials to aid teaching and learning in my college and school laboratories are well equipped for practical lessons within the colleges at a moderate level.

Therefore, the table generally reveals that the school factors in terms of the availability level of school facilities can affect the job satisfaction of lecturers in colleges of education in southwest, Nigeria ( $\bar{x}=3.83$ ,  $SD = 0.99$ ) at a moderate level.

**Research Question 3:** What is the current status of lecturers' workload in colleges of education in Southwest, Nigeria?

**Table 3: Current Status of lecturers' workload in Colleges of Education in Southwest, Nigeria (N = 1128)**

S / N	Items	N	SA	A	D	SD	$\bar{x}$	S. Dev
<b>Workload</b>								
1.	The classes I teach are large	11 28	643 17.0 %	198 57.0 %	168 15.0 %	11 9 11 .0 %	4.3 8	0.47
2.	I teach more classes than my capacity	11 28	505 32.8 %	368 44.8 %	105 09.1 %	15 0 13 .3 %	4.4 9	0.86
3.	I teach more students than am suppose to	11 28	658 58.3 %	258 23.0 %	126 11.2 %	86 07 .6 %	4.3 7	1.01
4.	I teach more courses than I should	11 28	430 38.1 %	314 27.8 %	237 21.0 %	14 7 13 .0 %	4.2 2	1.08
5.	My working hours is overstretched	11 28	321 28.5 %	432 38.3 %	175 15.2 %	20 0 18 .0 %	3.9 5	0.82

**Weighted Mean Score ( $\bar{x}$ ) = 4.08 (0.85); General Decision = High**

**KEY:** SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S. Dev =

## Standard Deviation

**Threshold:** If the mean is 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500 to 4.499 = High and 4.500-5.000 = Very High

Table 3 shows current status of lecturers' workload that can affect the job satisfaction of lecturers in colleges of education in southwest, Nigeria. The rating scale of 'Strongly Disagree' (1) to 'Strongly Agree' (4) was used with a criterion of 3.50 set for the study. Five (5) items were used to measure school factors in term of status of lecturers' workload that can affect the job satisfaction of lecturers in colleges of education in southwest, Nigeria. Among the items, four (4) are remarked "high", one (1) was remarked "Moderate". The four items remarked 'high' implies majority of the lecturers agreed opined that the classes the lecturers teach are large, I teach more classes than my capacity in my college, I teach more students than am suppose and I teach more courses than I should in my college.

One (1) items remarked "moderately" clearly indicates that my working hours is overstretched in the colleges. Therefore, the table generally reveal as that the workload of lecturers can affect the job satisfaction of lecturers in colleges of education in southwest, Nigeria ( $\bar{x}=4.08$ ,  $SD = 0.85$ ) which could be regarded as high level by the lecturers of colleges of education

## Discussion and Finding

Research question one, findings of this study reveals that the level of job satisfaction among lecturers in colleges of education in Southwest, Nigeria is at 'moderate level' by the lecturers satisfaction ( $\bar{x}=3.46$ ,  $SD = 0.45$ ) which simplified that the lecturers are moderately satisfied with the job in colleges of education, Southwest, Nigeria. This corroborates a study of Vousiopoulou, Kouli, Kourtessis.T., Tsitskari & Dimoulas (2019) on "Job Satisfaction and Burnout among Greek Teachers and Physical Education Teachers: A Comparison in Minority and Public Sector Schools in Thrace", which shows that most of the lecturers in colleges of education are moderate level of satisfaction with their job. In addition, the findings of Mohsen & Sharif (2020) oppose a work on "Employee Participation in Decision Making and its Effect on Job Satisfaction MPRA Paper 102471, University Library of Munich: Germany" which exposed that job satisfaction of lecturers are hardly satisfied.

Research question two revealed the school facilities indices such as lecturers' staff offices are clean and comfortable, safety and security facilities for the lecturers are adequate, library resources are up to date and there are adequate instructional materials to aid teaching and learning is at moderate level ( $\bar{x} = 3.83$ ;  $SD = 0.99$ ). This is in line with a study of Sam-Kalagbor (2021) on "Perceived Influence of School Physical Facilities on Students' Academic Performance in Public Secondary Schools in Rivers State" which reported that school facilities are determinant of job satisfaction of lecturers in colleges of education. This result is also in line with Kiptum (2018), which research work was on "Influence of School Physical Environment on Teachers' Satisfaction in Selected Public Primary Schools in Elgeyo Marakwet County, Kenya" also revealed moderate level of facilities such as clean and comfortable offices, safety facilities, adequate library facilities and school laboratories at the colleges of education, Southwest Nigeria. In addition, it could be say that school facilities influence both lecturers satisfaction to job as well as students' performance to learning.

Findings from research question four showed that the current status of lecturers' workload can affect the job satisfaction of lecturers in colleges of education in southwest, Nigeria and could be 'high' by the lecturers ( $\bar{x}=4.08$ ,  $SD = 0.85$ ). This could be regarded by the lecturers of colleges of education that the workload is high. The result partially agrees with the findings of Zaidan & Juariyah (2020), "The



Influence of Workloads on the Job Satisfaction of the Lecturers of State University of Malang through Job Stress as Intervening Variable” which have a negative influence of workload on job satisfaction. It was also affirmed by Rostami, Babaei-Pouya, Teimori-Boghsani, Jahangirimehr, Mehri & Feiz-Arefi (2021), on the title” Mental Workload and Job Satisfaction in Healthcare Workers: The Moderating Role of Job Control status”. It shows that mental workload negatively affects job satisfaction of healthcare workers in four educational hospitals of Ardabil, Iran. The high level of the work load of the lecturers seems to cut across most of the Southwest states in Nigeria.

### Conclusion

This study was carried out to investigate School Factors as determinant of Job Satisfaction of lecturers in Colleges of Education Southwest, Nigeria. It was revealed of agreement statement of school factors of lecturers in colleges of education Southwest, Nigeria in term of facilities and workload of the lecturers. It also shows that school facilities as well as lecturers’ workload can affect the job satisfaction of lecturers in colleges of education Southwest, Nigeria. Lastly, level of job satisfaction of lecturers in colleges of education Southwest, Nigeria is at moderate satisfaction.

### Recommendations

The following recommendations are therefore put forth based on the findings and objectives of the study:

1. It was also noted that level of school factors in respect of availability level of facilities and workload status of the lecturers is moderate. The workload of the lecturers should be adjusted in such a way that it should be within the capacity of the lecturers so that they are not over stressed at their place of work and so that their performance can be improved.
2. All the hands of the stakeholders in the colleges of education should be on deck in ensuring that the job satisfaction of the lecturers is improved. It is therefore recommended that the government, colleges of education management do all they can within their powers to ensure that lecturers are more satisfied and leading to better job performance.

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## Contextualizing Bayo Adebowale's *Lonely Days* in Japanese History of Widowhood Rites

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### Abstract

*The female gender, either youthful or advanced in years, attains the status of a widow at the death of her spouse. This transformation in the woman's marital status is often associated with traumatic experiences borne out of socio-cultural, financial and emotional stress among others. Existing studies on Nigerian female fictions have been mostly feminist-driven as they often neglect the psycho-social impact of shifting gender strictures on the mental wellbeing of members of their own gender. This paper, therefore, researches the traumatic lines associated with widowhood rites on the bereaved woman in the selected fiction of Bayo Adebowale. The analysis is contextualised within the purview of Japanese history of performing widowhood rites. The aim of the paper is to discuss the psycho-social effect of strictures on the female gender as they pass through this despicable state of life in the Nigerian and Japanese settings of the literary and historical contexts. The study deploys Judith Butler's concept of gender performative theory, which considers that gender is constructed through personal repetitive performance; and Julia Kristeva's abjection theory used commonly to explain popular cultural narratives of horror and discriminatory behaviour to pinpoint trauma lines and blurred gender futurity in the selected text.*

**Keywords:** Female gender, Widowhood, Rites, Trauma, Stricture

### Introduction

A good number of African writers have focused on the establishment of gender differences and the stereotypes of patriarchal oppression in their essays and fiction. The menace of widowhood rites, however, remains an area of contention for African authors in the selection of subject matters for their fictions. This is because many African writers have some sort of faith in these rites as a kind of purification ceremony for the wife of the deceased. Akinbi (2015) notes that like many other traditional practices 'widowhood practices continue to exist silently or openly in spite of modernization' in Nigeria (p.68). This paper contextualizes the historic relevance of Japanese widowhood rites in Nigerian situation, using Bayo Adebowale's *Lonely Days* as a case study. The specific objective of the paper is to

identify and discuss the psycho-social effect of strictures on the female gender as they pass through this despicable state of life.

### **Literature Review**

Some societies hold tenaciously to the evils of performing the widows' rite as a purgatory ritual that is meant for the good of the living partner as well as cleansing the land. In Japanese culture, for instance, Manala (2015) asserts that one of the benefits of observing the widow's rite is to purge or purify the wife of a man who is late of any form of impurity perceived that can be associated with the death of her husband. Tasie, (2013) also opines that the widowhood rite is meant to 'severe the ties between the dead husband and the living wife' besides equipping the widow with the necessary courage, bravery and other such coping- strategies which are needed to launch her into independent life (p. 160).

While these positions appear baseless and unjustified by research, more objective studies on the subject matter have proved that widowhood is a catastrophic event at any stage of life for the surviving partner particularly in old age. It is also believed to have serious repercussions on their physical, economic, and emotional well-being. Counselling in Melbourne (2023) argued that the journey of widowhood is a deeply personal and transformative experience. Navigating the complexities of grief, redefining identity, and finding a sense of purpose require immense strength, self-compassion, and support. This is to say that the degrading experience meted out on Nigerian and Japanese widows is in no way helping their already traumatic experience.

Srivastava et al, (2021) investigates the association of marital status and living arrangement with depression among older adults. The study showed that widowed adults were 34% more likely to be depressed than their currently married counterparts. Older adults who were widowed and living alone were 56% more likely to suffer from depression. Another study by Li (2023) investigated how the social environment of Asian culture shaped the diverse perceptions and actions of the villagers, with a focus on the status of women, particularly widows. The researcher compares Wang Putao, the female protagonist in *The Ninth Widow*, with eight other widows in order to examine the experiences of women and their families during the turbulent 20th century. The study contends that despite the emergence of celebrated and liberated female figures, women in that era are still faced with complex cultural dynamics that ultimately subjected them to oppression. Even as these women's consciousness and sense of empowerment increase over time, oppression is still inevitable. Women are divided and isolated by outside forces of which patriarchy is recognised as the main factor. Usui et al., (2003) noted that "Japan had little in its pre-modern history or culture to support the idea of human rights, much less women's rights or gender equality" (p.86). This pinpoints the repetitive performance of the oppressed gender assumed by widows irrespective of their increased sense of empowerment identified by Li (2023).

Fasanmi and Ayivor (2019) explored widows' struggles and the idea of widowhood in African culture. In the study, the duo used case studies to show the difficulties in applying human rights approach to the plight of widows in Africa. The study concluded that the vulnerabilities of moral, religion, culture, and socioeconomic needs ingrained in social relations to constrain widows and society must be the primary focus of ethics addressing widowhood in African societies.

### **Theoretical Approach:**

This paper deploys Judith Butler's concept of gender performative theory, which considers that gender is constructed through personal repetitive performance; and Julia Kristeva's abjection theory used commonly to explain popular cultural narratives of horror, and discriminatory behaviour to pinpoint trauma lines and blurred gender futurity in the selected texts. These trauma theories are adopted for what Kurtz Roger describes as their ability to constitute discrete yet influential approach within the discourse of contemporary literary criticism. While considering Butler's position on gender roles, critics like Brickell asserts that one of the major aims of the theory is to establish repetition as implicated in

any given form or instance of gendering (p.158). The paper thus looks into the repetitive performance of widowhood rites as an event imposed on widows; excluding their male counterparts as non-performers. Using Butler's Performative theory, discussion in the paper borders on the psycho-social implications of gender strictures on the lives of the protagonist- Yaremi and other female characters depicted as widows in the selected fiction. A combined method of Japanese historical study and textual analysis of the selected novel is adopted in the paper. The paper therefore gives an overview of repetitive performances of widowhood rites enforced by the society on widows.

Abjection is a term meant to depict human reaction to threatened breakdown in meaning that is caused by the loss of distinction between subject and object, or between the self and the other (Kristeva, 1982, p. 219). The theory thereby pinpoints collapse in human relationships such as can be easily identified in situation where bereaved women are forcefully subjected to the dehumanising process of widowhood rites. This corroborates Sheldon-Dean's (2022) position that people who have passed through varying forms of traumatic encounters are bound to exhibit behavioural patterns of emotional imbalance. For the purpose of this paper, Kristeva's theory of abjection is used in interrogating the observable reactions to trauma caused by imposing widowhood rites on widows in the selected fiction.

### **Textual Analysis of Bayo Adebowale's *Lonely Days***

Kept in mournful confinement  
For fourteen and four full moons,  
Yaremi pines away  
In regretful melancholy  
\*\*\*\*

Behind the silk cotton tree, she slips,  
Her shaved head gleaming  
And her black robes sinking  
Disappointed on her bosom...

(Adebowale, 2016, p.44)

Yaremi is the protagonist in Bayo Adebowale's novel *Lonely Days*. The story narrates her widowhood experience in a remote South-western Nigerian village called Kufi. Widowhood is the marital status that is naturally assumed by a woman who happens to outlive her lawfully wedded husband. The death of either the man or the woman or both parties in a lawful marriage situation is generally believed to mark the end of any enduring marriage; hence, the ritual infusion of the 'until death do us part' slogan in both Christian and other types of marriage ceremonies.

In the narrative *Lonely Days*, Yaremi had an enduring marriage with her late husband, Ajumobi. The reader comes across her at the point of Ajumobi's death. The event of 'the go-away bird hooting a sad mournful tune in the bough of iroko' is one of the African traditional beliefs which signify that the dead, in this case Ajumobi 'had been accepted by his maker. His spirit had gone straight to heaven- not missing the way!' (p.1). The knowledge of his entry into eternal rest with his ancestors left Yaremi with the mixed feelings of joy and sorrow; joy at the acceptance of her husband's soul by his creator and sorrow at her loss and impending plight as a widow. She chooses to shed the tears of sorrow rather than joy 'because her husband had left her alone to the wicked world' (p.9). The insight given on the first page of the novel depicts an authorial psychosis of latter events of castigations, ostracism and dehumanising treatment which the heroine was about to face in the novel. From the moment the death of her husband was established, Adebowale reveals as follows:

All eyes followed every footstep she took with hostile closeness, and all ears listened, ready to catch her every word in a set-trap. These obviously were not people merely sitting in silent sympathy in presence

of death, but people who were fully bent on humiliating her and destroying her reputation (p.11).

Yaremi is here ushered into the degrading life which the African society confers on women after the loss of their husbands. She is a fictional representation of bereaved wives in all societies that upholds the culture of maltreating innocent women for and/or at the death of their husbands all in the name of promoting cultural heritages. Some societies hold tenaciously to the evils of performing the widows' rite as a purgatory ritual that is meant for the good of the living partner as well as cleansing the land.

In Japanese culture, for instance, Matsobane Manala (2015) asserts that one of the benefits of observing the widow's rite is 'to cleanse the widow of perceived defilement related to the death of her husband' (p. 1). The Japanese historian, Tasie, (2013) also submits that the widowhood rite is meant to 'sever the ties between the dead husband and the living wife' besides equipping the widow with the necessary courage, bravery and other such coping- strategies which are needed to lurch her into independent life (p. 160). In *Lonely Days*, Adebowale however proved that the reverse is the case for his heroine who is a microcosm of bereaved widows all over the world where the culture of widowhood rites is embraced.

Yaremi is subjected to a system of forced re-marriage as portrayed by Adebowale in the cap-picking ceremony (p.109). The ceremony is organised by elders within the widow's society and close members of her late husband's family. Dedewe, Fayoyin and Radeke, other widows that featured in the narrative, got re-married in similar ceremonies which were organised for them in like manner. Unlike her predecessors, Yaremi scorned the whole show through her refusal to choose another man to replace Ajumobi, her late husband. Her resilience and abject refusal to subject herself to this societal dictate earns her more hatred and humiliation from other members of her fictional environment. She was completely ostracised by all.

Arguments raised to support the seemingly benefits associated with the performance of the widowhood rites here assumes a questionable stance. As could be observed from the story, the three widows; Dedewe, Fayoyin and Radeke are forced to remarry men who care less about their general wellbeing. The entire episode of remarrying left them unhappy and gloomy (p.111). Supporting research conducted by the Tiedt *et al.*, Japanese team (2017) proved that widowhood is one of the human states of being which is 'a risk factor for physical and mental health decline with elevated depressive symptoms' (p. 619). This might have been one of the reasons why Yaremi bluntly rejected the offers of the three suitors that showed interest in her during the cap-picking ceremony. Her predecessors became worse off after going through the rites, why should she follow suit?

The harsh treatment popularly associated with events of the widowhood rites thus renders the affected woman quite helpless as she assumes a state of worthlessness due to the degrading nature of the rite. The ceremony is usually performed in the full view of both young and old members of the community. This is besides her continual dependence on the new spouse and the society at large. Yaremi's refusal to bow to the society's will is a direct means of proving that she is not ready to be at their mercy. Through the novel, Adebowale demonstrates that the belief that widowhood rites are conducted as a measure of equipping the bereaved woman with the needed skill for independent living is a far cry from the truth. More so, widows are often married off to their late husbands' next of kin as a part of the inherited assets in most parts of the world where widowhood rites are practised. This is well illustrated in the novel through the lives of the three widows- Radeke, Dedewe and Fayoyin.

Other activities related to the performance of the widowhood rites are also illustrated in the novel. These include locking up the widow with the corpse of her late husband in a dark room as illustrated in the case of the character Dedewe (p.26); badly shaving off of the widow's hair in public as observed in the character Fayoyin (p.27); all the widows were also made to wear special garments that were meant to heighten the nostalgic feelings of social rejection in them. The wearing of special apparel to mark off a widow from other members of the society is quite common in virtually all cultures where widowhood rites are practised. In Japan, Manala confirms that 'the widow's body and raiment are blackened' (p. 1).

Badly shaving off of the widow's hair in the public and wearing of the widow's special garment as depicted in the novel are ritual activities which are also carried out in the Japanese culture. Aoki (2000) confirms that 'a variety of demands are placed on the widows... and ritualized duties that are carefully watched and evaluated by surrounding neighbours and community members' are carried out (p. 88).

Psychologically, these publicly performed rites are bound to promote feelings of dejectedness in the already bereaved women. It is a society-invented measure to further humiliate the widow before the peering eyes of both the young and the old. Some widows are often forced out of their matrimonial homes coupled with such cases where she 'must frequently endure the oppositions of family members' (Aoki, 2000 p. 96). All these experiences are by no means measures through which a widow can develop or be equipped with the necessary courage and bravery needed for independent living' as claimed by Tasie. Other claims that the widowhood rites are beneficial in that it helps to cleanse the land, cleanse the living wife from perceived defilement at the loss of her husband, sever the soul-tie and relationship between the dead husband and the living wife among others prove questionable as the rites are not applicable in cases where the woman dies and the man attains the status of a widower. When the wife dies before her husband, the society becomes blind to issues of land cleansing and breaking negative soul-ties between the living husband and the dead wife.

Widowhood rites are handed over to societies where they are practiced on the premise of cultural heritages embedded in the collective unconscious of the people. This practice is decried in the literary work of Adebowale- *Lonely Days*. As a mirror of life, he succinctly captures the evils embedded in this aspect of human cultural heritage in his narrative. While researchers and other cultural critics in the humanities may embrace varying theoretical assumptions as to the benefits of the entire process, literature, as observed in *Lonely Days*, decry and portray the true nature of this social ill for what it is-evil injustice against the bereaved female gender.

## Conclusion

Widowhood rites are repetitive performance of dehumanising female genders whose husbands die at any point before the woman. The performance is imposed by the society on the widow with a clear prejudice of exempting the male gender from the practice. Trauma, as pointed out in Kristeva's abjection theory, is the subsequent and overall situation of the dehumanised widow. In most cases, the children and loved ones of widows that are subjected to performing widowhood rites are also emotionally disturbed to see their mother or loved ones pass through this ugly phase of life invented by the society. The adverse effect of widowhood rites on widows and their loved ones is bound to reflect on the general development of communities where these rites are observed. Invariably, the practice culminates in the impediment of national development as female emancipation is discouraged. Instead, the looting of the bereaved widow's inherited assets is promoted. The role of women, whatever their marital status, cannot be continuously underrated while there are expectations for national growth and development. In order to maintain a healthy society in the light of national development, cultures related to widowhood rites should, therefore, be abolished.

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# The Role of Education and Literacy in the Development of Intercultural Society in Nigeria

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## **Abstract**

*Education and literacy are twin instruments in the development of any intercultural society in the world, Nigeria inclusive. Nigeria is made up of great number of diverse ethnic and cultural groups with distinct peculiarities. Unfortunately, there is no cultural group that dwells in isolation but dwelling and doing things together with the people of other cultures. This prompts the need for a redirection and re-understanding of importance of intercultural education and literacy in the intercultural societies in Nigeria, most importantly if there would be any meaningful development. This research makes use of descriptive and analytic methodology. Although the large context of this study is the entire Nigeria geopolitical regions but major more on the rate of literacy and its role on the development of the Northern geopolitical region of Nigeria. This study discovers that level of education and literacy of individuals in an intercultural society directly reflects the development of the area. Therefore, intercultural education and literacy as proposed in this study will help in the development of intercultural societies in Nigeria if carefully pursued.*

## **Introduction**

There is great need to ponder on the importance of education and literacy in the well-being of intercultural societies in Nigeria. It could be assumed that the more educated and literate people of a society is, the more the development of such society would be. During a literacy celebration in 2018, the then minister of education, Malam Adamu Adamu made it known that lack of education in Nigeria is the major cause of evil occurrences ranging from drug abuse, cultism, human trafficking, communal clashes, killing, kidnapping to terrorism (Moseley, 2023). The statistics in 2017 showed that some states in Nigeria had very low literacy level. For instance Yobe 7.23%, Katsina 10.36%, Sokoto 15.01%, Zamfara 19.16% (Punch Editorial Board, 8th September, 2023). On the other hand South West region of Nigeria had higher record of 80.6% females and 89% males literate in 2018 (Sasu, 2022.)

To be interculturally literacy is important in the development of an intercultural society because it helps a person to know and learn how people of other cultures live. It also opens people mind to different ways of life. In an intercultural society like Nigeria, the role of education and literacy cannot be over emphasized if expected development will be experienced. Therefore, this paper shall be looking into the concepts, theories and roles of both education and literacy in the development of intercultural society like Nigeria, and end it with summary, conclusion and recommendations.

## **Conceptual Review**

### **a. Intercultural Society Education**

This is the dimension of taking classroom education from mere co-existence to higher level of teaching people all it takes to live in multicultural societies harmoniously. This could only be possible with the establishment of understanding, honour for and a mutual relationship between many groups of people

(Schrieffer, 2016). Presently, Nigeria is made up of many ethnic, social and religious groups. Due to high rate of diversity of Nigeria, the role of education cannot be pushed aside. It would help in equipping pupils and students to participate and be active in dealing with people of other cultures. The blessing of intercultural education is that the more every individual understand their community the better for them. Intercultural enlightenment has to do with people knowing more and be ready to accommodate people of other cultures with respect. It helps people in all stages of life to become responsible in helping to work together with other cultural groups. People of different cultures will also be able to team up together to achieve much through combined effort. Having clear understanding of other people cultures will add value to the way one relates with them. It will help people at all stages of life to become responsible in their living and working relationship with others. In the area of education, skill acquisition, social, interpersonal and personal knowledge are easily acquired. Individual team will hold in high esteem cultures of other people through their interactions together. In the same way, it helps people to make connections between their own world and that of others. Economically, intercultural education would help people to succeed by helping them to know how to cope and be comfortable with various workforce and integrating it into a global economy (Australian Curriculum, 2023).

#### b. Intercultural Communication

Intercultural Communication is part of intercultural education that deals with the capacity to interact freely with people of different languages and cultures. Although it needs clear understanding of other people differences in the areas of skill, language, culture, patterns of thinking, habits and social beliefs (Language Schools Blog, 24<sup>th</sup> March, 2023). Ability to interact cross-culturally will help in great dimension the success of any intercultural relationship. There are some qualities that differentiate intercultural communication from intercultural linguistic that involves talking, paying attention and body language. Some of the qualities are know yourself, compassion, honouring others, emotional balance, adjustment, patience, positive thinking, amongst others. Skills for intercultural communication can be improved on by having knowledge on cultures, speaking and listening to people and watching of international shows (Language Schools Blog). The major goal of intercultural education is to raise intercultural problem solving people from different cultures. It is also helps to create attitude for tolerance, respect and empathy for the people of other cultures.

#### 2. Role of Literacy in Intercultural Society in Nigeria

Intercultural literacy is ability, capability and recognition that makes a person to participate effectively in a multicultural setting. Intercultural literacy is therefore important for the entire world in 21st century (Heyward M., 2023). Being intercultural literate would help one from diverse background to understand other people of different cultures. It is important for those who are of ruling class to be intercultural literate in order to have a peaceful and progressive environment. Having full knowledge about how other people live will help to be culturally aware and to learn of other cultures (Flavell, Thackrah & Hoffman, 2013). It also helps to do many types of skills. It helps to reduce inequality based on culture, increase the work placed on individual culture. It assists in the uplifting of cultural perspective because it allows one to see one's culture and practices with the eyes of other cultures. This will aid the assessment of their merits and weaknesses rather than taking them for granted (Intercultural Literacy, 15th December, 2022).

Likewise, it aids interaction in languages and cultures internationally resulting in tolerance, understanding of each other, better relationships intercultural. People likewise enjoy all opportunities that different cultures offer. Knowing basic components of intercultural literacy helps people to flow well with the people of another culture in unifies setting. Some of the components are workplace communication, epistemological differences, trains perspective, cultural relationships, global English, cognition, identity and ideology, intercultural language education and communication, social justice, digital communication, intercultural rapport and citizenship, and post humanism (Baker,

2023). In summary, these five issues are important elements of intercultural literacy which are understandings, competencies, attitudes, participation and language (Heyward, 2002). The major advantages of intercultural literacy include sound and peaceful habitation, advanced international, national and local trade, low misunderstanding and mutual relationship (Bartle, 2023). The benefit of healthy communities where peace, joy, mutual understanding and oneness reign and rule is highly important. A sound understanding of one another in any given community would positively sharpen their ways of thinking and interacting with other people. This will make such community more interesting to be and less dull or fearful. Having a healthy community goes in line with the personal benefit of increased tolerance of one another.

The ability to communicate and interact on intercultural basis is very important nowadays than before. It facilitates good relationships at international level and strengthen mutual understanding among people of different cultural background. In nutshell, if intercultural literacy is taking as priority it would bring progress, live in harmony, mutual understanding, tolerance, increased productivity, growing economy, intermarriage and oneness.

### **Theories of Education, Literacy and Intercultural Society**

#### **1. Education (Behaviourism) Theory**

Learning or education theories explain the situations and steps by which learning occurs. It provides teachers with models to develop learning sessions that lead to better living. There are at least five theories namely; behaviorism, humanism, cognitivism, constructivism and social constructivism. However, the education theory most suitable for this work is behaviorism theory (Learning Theories, 2023).

Behaviorism theory is formulated from the work of John B. Watson and B.F Skinner (Mcleod, 2015). It is based on psychology that focused on behaviours that could be watched, measured and examined, instead of internal state like emotions. The theory established that learning is grossly based on a person's interaction with external environment, hence it is most suitable theory to learn how to interact well in an intercultural environment. People tend to adjust their behaviors to the reaction of the interactions they have with their environment.

#### **2. Literacy (Socio-Cultural) Theory**

Although three major literacy theories, namely; constructivism, sociocultural and ecological, have been identified but the best for this research is socio-cultural theory (Viva, 2023). Sociocultural theory bridges the gap by emphasizing cooperation. It emphasizes on the surrounding areas which include educator's analysis of student's observable skills and behaviours. The theorist, Vygotsky, opined that cognitive growth was a result of interactions among people from which children copy from. This theory agreed that children learn better by attaching themselves with someone who is more knowledgeable. Vygotsky recognized a more knowledgeable others, which might be another child, a family member, a teacher, or anyone who has ability to provide support for a task (Vygotsky, 1978).

#### **3. Interculturalism**

Martha Nussbaum, a philosopher in her work *Cultivating*, observed that human need generally cut across cultures. So the idea of only members of a particular group having the ability to understand the perspective of only the group is totally rejected by the interculturalists. In order word, members of a particular group should have good knowledge about other cultural groups (Kolapo, 2008:134). Joanne Rappaport, an Anthropologist describes interculturalism as having three main bodies; a method of connection, a political philosophy aimed at creating indigenous citizenship and a challenge to traditional ethnography (Rappaport, 2005).

### **Nigeria Demographic and Geo-Political Regions**

Demographically, the population of Nigeria as at 2023 was estimated at 223,804,632 people which is about 2.78% of the world population. With this Nigeria by population is the largest in Africa. About 62% and 43% are under the ages of 25 and 15 years respectively. Lagos, being the largest city in Africa is

having over 21 million population. Almost half of Nigeria population lives in urban areas. Ethnically, there are over 250 different ethnic groups in Nigeria of which Hausa-Fulani 29%, Yoruba 21%, Igbo (Ibo) 18%, Ijaw 10%, Kanuri 4%, Ibibio 3.5%, Tiv 2.5%. English is the official language, but has well over 500 indigenous languages (CIFORB, 2023).

Nigeria is currently divided into six geopolitical regions with thirty-six States and Federal Capital Territory Abuja as follows:

1. North-East Region has six states namely; Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe, with the population of about 26 million people and about 12% of the Nigeria population.
2. North-West has seven states namely; Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara. Majority of the rural areas in the region lag behind in terms of resource allocation, security and literacy levels.
3. North-Central (Middle Belt) Region; Having about 20 million population with six states and FCT Abuja namely; FCT Abuja, Benue, Kogi, Kwara, Nasarawa, Niger and Plateau.
4. South East Region has about 22 million population (about 10%) with six states; Abia, Anambra, Ebonyi, Enugu, Ebonyi and Imo.
5. South-South (Niger Delta). The region has about 26 million population (12%) with six states; Rivers, Edo, Delta, Cross-River, Bayelsa and Akwa Ibom
6. South-West Region has about 47 million people (22%) with six states namely; Oyo, Osun, Ondo, Ogun, Lagos and Ekiti.

### **Rate of Literacy in Nigeria**

The report from National Bureau of Statistics (NBS) states that where majority of people are illiterate and uneducated are those in the three Northern regions (North central, North East, and Northwest). The rates of lowest state literacy level in Nigeria are the following; Yobe (7.23%), Katsina (10.36%); Sokoto (15.01); Zamfara (19.16%); Bauchi (19.26); Kebbi (20.51) and Niger (22.88%). Only Taraba is having an exceptional literacy rate of 72%. On the other hand, the highest literacy States level starts with Imo (96.43%), Lagos (96.30%), Ekiti (95.79%), Rivers (95.76%), Abia (94.24%), Anambra (92.11%), Osun (90.57%), Edo (90.53%), Enugu (89.46%), and Cross River (89%). While all other States rate of literacy is in between (Amzat, 2017). These six states that have the lowest literacy rates; Bauchi, Gombe, Jigawa, Sokoto, Yobe and Zamfara are also among the ten States with the highest poverty rates in Nigeria (Fawehin, 2022). The disparities in literacy rates between different regions and population groups in Nigeria are influenced by a number of factors including poverty, gender discrimination, limited access to education, poor quality of education and ignorance. The illiterate people are likely to live in poverty, social vulnerability and poor health because they are unable to read, write and communicate cross-culturally. So also majority of illiterate people are the low-income generating citizens. The consequences of illiteracy are highly enormous ranging among the following; they become dependent on other mechanism; they live in isolation; they are vulnerable to deception; life creates fear for them and low self-esteem plagues them (Boatman, 2018). In most cases, it is discovered that illiteracy is the root cause of armed robbery, human trafficking, cultism, communal clashes, kidnapping, terrorism, examination malpractice and all kinds of abuses (Moseley, 2023). Terrorism for instance destabilizes and undermines the entire society, destroys peace, security, threaten social and economic development. The rate unrest, killing, warring among different ethnic and cultural groups in Nigeria is alarming. For instance just of recent on 24th December, 2023 in Plateau State, one of the states of Nigeria in North Central region, terrorist invaded 20 villages and murdered over 150 people in three Local Government areas (Etim, 2023).

This Plateau State has about 54 ethnic groups, religiously made up of Christians, Muslims, and Traditionalists has been attacked with political, cultural and religious sentiments. Clashes between these heterogeneous groups often had to do with manipulation of information and struggles for self-determination, control over land resources and chieftaincy affairs (Mbele, 2023). All these can just be handled and controlled through intercultural education and literacy.

## **Summary**

This work clearly defines education as the process of receiving systematic instruction; literacy as the ability to read, write, speak and listen while intercultural talks of community environment where there is a great knowledge for one another and due honour is giving to other people's cultures to live together in peace base on the level of knowledge, learning about other cultures and understanding of different people. Knowing the basic components of intercultural education helps people to flow well with the people of another culture.

Some parts of the Northern Region of Nigeria where the level of education and literacy is too low are said to record higher level of poverty, drug abuse, examination malpractice, cultism, terrorism, human trafficking, armed robbery and communal clashes. It is therefore important for both the public and private organizations to take the issue of intercultural education and literacy serious in order to have a better Nigeria.

## **Conclusion**

The issue of intercultural education and literacy is playing great role on the development of Nigeria. As it is noted, in the Northern region states with the lowest rate of literacy, Bauchi, Gombe, Jigawa, Sokoto, Yobe and Zamfara together with other four states are the states with highest poverty rate in Nigeria. Not only that, they are the breeders and executors of terrorism, banditry and Boko Haram attacks. The clever people play on the low intelligence of the illiterate one to do their evils. On the other hand, the Southern regions where the level of literacy is high, the rate of wealth, riches and tolerance is also high. Majority of literate individuals know what to do per time and how to do it well without harming their neighbors or allowing anyone to negatively use them. Therefore, for a nation to enjoy all round development all stake holders must be actively involved in intercultural education and literacy.

## **Recommendations**

The following recommendations are hereby suggested and if well applied would bring about the total development to Nigeria.

1. Intercultural education and literacy programmes should be distinctively introduced into the curriculum of primary, secondary and tertiary institutions.
2. Just like English language, intercultural education and literacy should be made compulsory for all learners from primary to higher institutions.
3. In other to curb the present rate of intercultural illiteracy, respected traditional institutions like palaces, town halls and market places should be used to educate adults on intercultural peaceful relationship and other related courses.
4. Funding of educational institutions should be properly coordinated and monitored to curb and prevent its embezzlement. For instance primary education should be fully giving to the Local Government while State Government faces that of secondary school. The kings and notable people of every local government should be among the management team in order to prevent corruption.
5. Anyone who embezzles education fund should be jailed or condemned to death by hanging in order to discourage people from destroying the future of Nigeria.
6. Intercultural education and literacy day should be created to promote it from the grass root to national levels.
7. Any anti-intercultural cohabitation promoter caught should be giving capital punishment in the community where the offence is committed in order to check mate others with the same evil intention.

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# Employee Creativity and Conflict Resolution Strategy as Predictors of Administrative Effectiveness among Workforce of Federal Polytechnic Ado-Ekiti, Ekiti State

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## Abstract

*In the era of competition, companies' especially academic institutions are continually working to improve their performance and to increase effectiveness of their processes and systems. This situation has led to the increased conflict related problems witnessed within the educational system in Nigeria. Therefore, this study examined the roles of employee creativity and conflict resolution strategy as predictors of administrative effectiveness among employees of Federal Polytechnic Ado-Ekiti, Ekiti State. In the study the objectives were: To investigate the magnitude to which employee's perception would be a predictor of administrative effectiveness among employee; to examine whether conflict resolution will be a predictor of administrative effectiveness and to access whether there will be a relationship between employee creativity and conflict resolution as predictor of administrative effectiveness among employees. The hypotheses formulated for this study were three. A cross-sectional survey design was used. Fifty-two participants were accidentally sampled. Validated self-report questionnaires such as, Creativity Rating Scale (CRS), Strategic Thinking Questionnaire (STQ) and Administrative Evaluation Questionnaire (AEQ) was used to collect responses from the participants. Results of the multiple regression analysis revealed that, creativity significantly predicted administrative effectiveness [ $\beta = .24$ ;  $t = .2.29$ ;  $p > 0.05$ ], strategic thinking significantly predicted administrative effectiveness [ $\beta = .13$ ;  $t = -2.74$ ;  $p < 0.05$ ]. The result also indicated that creativity and strategic thinking jointly predicted administrative effectiveness among employees of Federal Polytechnic Ado-Ekiti, Ekiti State [ $F = (2, 52) = 3.73$ ,  $p < 0.05$ ]. On the basis of findings from the research, the following recommendation was given that administrative effectiveness structures that is suitable and encourage traditional conflict management practices coupled with grounded ethics of professional administration should be installed in different tertiary institutions and parastatals. Various institutions and parastatals under the Ministry of Education in Nigeria should take adequate steps to inculcate administrative structures that suit and encourage traditional conflict management practices coupled with grounded ethics of professional administration*

**Key Words:** Employee Creativity, Conflict Resolution Strategies, Administrative effectiveness

## Introduction

In the era of competition, organizations especially tertiary institutions are continually working to improve their performance by ensuring effective administrative practices and procedures as well as encouraging creativity among employees (Yusuf & Ibrahim, 2019). Conflict within tertiary institutions is not a peculiar situation to university administration; rather, people in organisations deal with conflict daily and this portend some implications for effective administration (Fareo & Jajua, 2018). Managing an organization is a challenging and multifaceted task that require the synergizing several dimensions of environmental and personal resources (Anwar & Abdullah, 2021). Institutions strategize in order to

meet organizational goals and objectives. As such, divergent views and different approaches lead to opposing views and consequently, conflict ensues and when it is not well managed it may lead to problems in administrative management and overall organizational ineffectiveness (Omodan, Tsoets & Dube, 2020).

According to Yusuf and Ibrahim 2019, administrative management involves the process of business planning, project management, finance, budgeting, recruiting, and using database predicting outcomes of managerial performance of the organization viz-a-viz, the goals set-out by the organization. The central objective of administrative management is to create a formal structure that facilitates accomplishment for a particular institution (Alegbeleye & Otobo, 2022). In addition, administrative management also deals with the channeling and dispersal of information within the institution. It is imperative to state here that, importance of administrative management cannot be over-emphasized, given the multi-tasking nature of administrative management and how various factors are weaved into the fabric of administrative effectiveness (Safal, 2017).

Administrative effectiveness implies efficiency in the management of scarce or limited resources to attain organizational goals and objectives (Osuji, Wey-Amaewhule & Okwu, 2023). Against this background, administration effectiveness is often linked to capacity to coordinate, enforcing disciplinary management and effective communication that boosts human relations in an organization (Peretomode & Peretomode, 2020).

Silva and Silva (2023) stated that, due to the competitive nature of organizations, there has been some kind of paradigm shift, as organizations shift to knowledge economies has made necessary in other to meet the teeming demands of consumers. This has generated interest in employee creativity and innovation in the workplace. There is no gold standard for the definition of creativity. Silva & Silva (2023) defined creativity as the ability to create an original or innovative idea to solve a problem as well as, the ability to think of adaptive ways to resolving conflicting situations or events. However, administrative effectiveness is not a mono-causal event, as a result, creativity alone would not guarantee effectiveness within an organization.

Adeel, Kee and Daghari (2022) defined conflict as perceived divergence of interest. Also, Anwar & Abdullah (2021) stated that conflict is a social situation in which two or more people strive to acquire at the time the available set of scarce resources. Alegbeleye and Otobo (2022) described conflict as different types of disagreement, resistance or incongruity that occur between two or more people. This may be arguments, aggression and other behaviours that could be destructive.

Over the years, conflict resolution has been used synonymously with dispute resolution, especially within legal circuits (Ogele, 2022). Moreover, conflict resolution has been reported to consist of non-violent tendencies that may lead to vulnerabilities within the organization. Conflict resolution is essentially a perceptive notion, and it involves the way individuals feel, comprehend and interpret as well as react to the conflicting party or situation (Ogele, 2022). Scholars have demonstrated that, conflict can be addressed from a wide array of approaches and measures in addressing specific conflict and these include but not limited to, negotiations, settlements, adjudication, diplomacy and peace-building (Fareo & Jajua, 2018). However, regardless of the enormous literature on conflict resolution strategies, individuals, institutions and organizations inevitably deal with conflicts that arise from personal and organizational operations and relationships and the university system is one of such institutions on record, to suffer conflict related problems with the Nigerian government.

### **Statement of Problem**

The history of the Nigerian university system, is filled with administrative ineffectiveness occasioned by the arbitrary disruption of academic activities. The effects of administrative ineffectiveness place a huge financial and social burden on education management in Nigeria. It has been discovered by some researchers that few administrators in educational institutions are well informed on conflict management and government policies on handling of conflicts (Ogakwu, Simon & Ijoko, 2022).



According to Fareo & Jajua (2018) lack of knowledge on clear procedures for conflict management most tertiary institutions, contributed to the rate of conflict.

Tertiary institutions and their employees are important catalyst of economic growth and in the development of economic building blocks of national economies all over the world (Yusuf & Ibrahim, 2019). Administrative effectiveness is synonymous with employee's creativity with work; it is an effective strategy that could be used in handling turnover issue, quality of work, employability, particularly among employees in organizational settings (Adil & Hamid 2019). Though administrative effectiveness has been studied widely by foreign researchers, the issue of its applicability in the local setting still leaves a huge vacuum. To date, the role of creativity and conflict resolution strategic on administrative effectiveness has remained unclear. As such, this study it becomes imperative for studies such as this one to examine the predictive role of employee creativity and conflict resolution strategies in predicting administrative effectiveness.

Despite this huge attention given by the Federal Government of Nigeria, little research work has been carried out to identify factors that or encourage administrative effectiveness among employees in tertiary institutions (Federal Department of Education, 2021). Of the few studies that have investigated administrative effectiveness, only a few have been conducted among employees in tertiary institutions in Nigeria. Therefore, this study has taken initiative to examine and fill the identified lacuna presented in research by investigating the role of employee creativity and conflict resolution strategies as predictors of administration effectiveness among employees of Federal Polyethnic Ado, Ado-Ekiti, Ekiti State. The objectives are:

1. to investigate the extent to which perception of employee creativity would be a predictor of administrative effectiveness among employees of Federal Polytechnic, Ado Ekiti, Ekiti State, to examine whether conflict resolution would be a predictor of administrative effectiveness among employees of Federal Polytechnic, Ado-Ekiti, Ekiti State, to assess whether there would be a relationship between employee creativity and conflict resolution as predictors of administrative effectiveness among employees of Federal Polytechnic, Ado-Ekiti, Ekiti State.

### **Research Hypotheses**

The following hypotheses were formulated:

H1 Employee creativity significantly predicts administrative effectiveness among employees of Federal Polytechnic , Ado-Ekiti, Ekiti State.

H2 Conflict resolution strategies significantly predict administrative effectiveness among employees of Federal Polytechnic , Ado-Ekiti, Ekiti State.

H3 Employee creativity and conflict resolution jointly significantly predict administrative effectiveness among employees of Federal Polytechnic, Ado-Ekiti, Ekiti State.

### **Method**

#### **Research Design**

The research design adopted for the study was cross-sectional survey. The dependent variable was administrative effectiveness. The Employee creativity and conflict resolution strategies are the independent variables, which are also the predictor variables.

#### **Research Setting**

This research was conducted at the Federal Polytechnic, Ado-Ekiti, Ekiti State. Therefore, this study was carried out in an academic setting. The pluralistic, commercial, and strategic nature of Federal Polytechnic, Ado-Ekiti, Ekiti State informed the choice of locale used in the study.

## **Participants**

52 employees of Federal Polytechnic, Ado Ekiti, Ekiti State, Nigeria were selected within the senior, intermediate and junior cadre.

## **Sampling and Sampling Technique.**

Convenience technique was used in picking 52 staff that participated. The staff that participated was made up of 27(5) (21.92%) females and 25 (48.08%) males of the age is between 28 and 51 years. The number of single participants was 13 (25%) and that of married was 39 (75%). 20 (38.46%) were junior staff while 32 (61.54%) were senior staff. These had been on the job between 1 to 18 years.

## **Instrument**

Questionnaire was the instrument used for data collection, and comprised of four sections (A-E). Section A: Socio-demographic information. These include age, gender, marital status, job position and job tenure. Section B: Creativity Rating Scale (CRS). Creativity will be measured using Creativity Rating Scale (CRS) developed by Batey (2007), CRS is a 34-item, measuring multiple facets of creativity; these facets include; problem-solving, novel thinking, a sense of autonomy in thought and action, and the ability to manage complex environments to suit personal values and needs. The CRS is rated on a 5-point Likert type scale with 1 indicating not present and 5 indicating strong agreement. The CRS is scored such that higher scores indicate higher levels of creativity. Batey (2007) reported a Cronbach's alpha of .92. Samples of items include: 'Desire to share product and ideas' 'Ability to see that a solution generates new problem', 'Openness to experience'. Runco & Albert, (2010) reported a Cronbach alpha of .88, and the present study reported a Cronbach alpha of .86.

Strategic Thinking Questionnaire (STQ) as developed by Jelence and Pisapia (2015) was used in measuring strategic skills of employees. The questionnaire was used in rating how often employees used elements such as systems thinking reframing and reflection skills when faced with crisis or opportunities at work. Five-point Likert scale was used for the questionnaire design. The higher the score, the more positive the prediction for effective functioning in meeting environmental demands and pressures. An inability to be an effective strategic thinker is suggested by low scores. This was based on Jelenc and Pisapia (2015) report of Cronbach alpha of .92.

The Administrative Evaluation Questionnaire (AEQ) was used to measure administration effectiveness. The administrative conduct rating was based on a 32 scale of administrative evaluation Questionnaire, scored 1 to 5 scales. The rating is as stated 5=excellent, 4=very good, 3=satisfactory, 2=poor, 1= very poor. If there is no enough information to assess an employee's conduct CJ (cannot judge) will be used. Professional principles together with well-informed strategy course of action with directives as well as aim including honest performance appraisal and achievement controlled the administrative deeds of an institution (Peter, Joyce, Hajia & Grace, 2023).

## **Research Procedure**

In a bid to get employees of the Federal Polytechnic Ado-Ekiti, Ekiti State to be involved in the research, approval was solicited and acquired before employees' selection for assessment was made. The respondents were well informed what the research entails and its benefits.

Those included to participate in the research were administrative employees in the Polytechnic that have spent above 6 months.

## **Data Analysis**

To decide the magnitude of associations among the research variables, Pearson Product Moment Correlation (PPMC) analysis was run. Multiple regression analysis was used to test hypothesis 1, 2, and 3 analysis was done using SPSS 20.0 wizard.

## Results

### Test of Relationship among Variables

The first analysis involved inter-correlations of all the variables of the study. The result presented in Table

**Table 1: Correlation Matrix Showing the Mean, SD and Inter-Variable Relationships among Variables of the Study**

Variables	Mean	SD	1	2	3	4	5	6	7	9
1. Age	38.19	9.53	1							
2. Gender	-	-	.158**	1						
3. Marital Stat	-	-	.614**	.040	1					
4. Job Position	-	-	.646**	-.079	.496**	1				
5. Job Tenure	8.58	6.35	.769**	-.088	.543**	.635**	1			
6. Employee Creativity	31.92	3.14	-.021	.123*	-.025	.069	.012	1		
7. Conflict Resolution Str	12.15	2.22	.119*	.114*	.138**	.055	.076	.022	1	
8. Administration Effect.	37.75	6.45	-.097	.057	.111*	-.027	-.061	.217*	.277**	1

\*\*  $p < 0.01$ , \*  $p < 0.05$ ,  $N=52$ .

Key: Marital Stat. = Marital Status, Administration Effect. = Administration Effectiveness, Conflict Resolution Str. = Conflict Resolution Strategy

From the result obtained in table 1, there is an indication that there is no significant relationship between administrative effectiveness and age, gender, position and tenure. However, marital status depicted significant relationship with administrative effectiveness [ $r(52) = .111$ ;  $p > 0.05$ ]. Table 1 showed that employee creativity showed significant relationship with administrative effectiveness [ $r(52) = .217$ ;  $p > 0.05$ ]. This implies that employee creativity is significantly related with administrative effectiveness. Conflict resolution strategy had significant relationship with administrative effectiveness [ $r(52) = .277$ ;  $p < 0.01$ ]. It was discovered that employees that gave an account of high conflict resolution strategy showed increased levels of administrative effectiveness.

### Test of Hypotheses 1, 2 and 3.

Multiple regression analysis was used in testing the hypothesis. The result is presented in Table 2.

**Table 2: Multiple Regression Analysis indicating the Contributions of Employee Creativity, Conflict Resolution Strategy to Administrative Effectiveness**

Variables	$\beta$	$T$	$R$	$R^2$	$df$	$F$
Employee creativity	.244	2.297				
Conflict Resolution Strategy	.379	3.690**	.238	.057	2, 52	3.73**

Note \*\*\*  $p < 0.01$ ;  $N = 52$

Results in Table 2., showed that significant prediction of employee creativity on administrative effectiveness. ( $\beta = .24$ ;  $t = .2.29$ ;  $p > 0.05$ ). This means that employee creativity strongly determines administrative effectiveness among employees of Federal Polyethnic Ado-Ekiti, Ekiti State. Therefore, hypothesis 1 was accepted.

Also, conflict resolution strategy significantly predicted administrative effectiveness among employees of Federal Polyethnic Ado-Ekiti, Ekiti State ( $\beta = .37$ ;  $t = 3.74$ ;  $p < 0.05$ ), it implies that employees of Federal Polyethnic Ado-Ekiti, Ekiti State who reported high on conflict resolution strategy showed increased levels of administrative effectiveness. Hypothesis was confirmed by the result obtained.

Ultimately, hypothesis 3, which was based on the contribution of all the independent variables (employee creativity and conflict resolution strategy) to the prediction of administrative effectiveness, the outcome of the summary in Table 2. Signifies that all the independent variables when pulled together yield a multiple  $R$  of .238 and  $R^2$  of .057 [ $F = (2, 52) = 3.73$ ,  $p < 0.05$ ].

### Discussion

The study examined the role of employee creativity and conflict resolution strategy as predictors of administrative effectiveness among employees of Federal Polyethnic Ado-Ekiti, Ekiti State. From the analysis, the result showed that employee creativity did significantly predict administrative effectiveness as indicated in the hypothesis 1. Therefore, hypothesis 1 was accepted. The current result study supported the findings of Adil & Hamid, 2019). According to these authors employee creativity does directly contribute to effective administration. As such, it was stated that it is the individual's inventiveness regarding his or her capabilities to successfully perform the administrative duty is a significant contributory factor to effectiveness.

Against the background, this result authenticates the findings of Jewell, 2016; Yusuf & Ibrahim, 2019). These authors stated that studies have found that employee creativity predicts good task or leadership performance with emphasis that high employee creativity facilitates persistence. An explanation for this is that administrative effectiveness does not solely develop directly from employee creativity, but employee creativity may have ancillary effects.

It was also discovered that conflict resolution strategy significantly predicted administrative effectiveness. Hypothesis 2 was confirmed based on this result. The implication is that employees of Federal Polyethnic Ado-Ekiti, Ekiti State with high scores on conflict resolution strategy have a higher tendency to show administrative effectiveness. This is viable, because studies (Ogele, 2022; Silva & Silva, 2023) have revealed that conflict resolution strategy can be associated to the established code of ethics and standards of practice for administrative professionals which upholds that administrative professionals must always maintain the highest standards of professional conduct by not permitting interpersonal relationships or otherwise to influence the free and independent exercise of professional judgment within the organization (Gannon, Roper & Doherty, 2015).

The results of the current study revealed that both employee creativity and conflict resolution strategies jointly predicted administrative effectiveness. This was confirmed by the findings of (Koch & Adler (2018; Adeel, Kee & Dagherri, 2022) that there is a significant association between conflict management and innovation performance within the workplace. Against this background, it may be

implied that when employees are proactive (i.e., they voice constructive ideas, take charge to improve work methods, and exercise upward influence), they tend to resolve conflict before it degenerates to conflict and thus, they become more effective due to heightened level of awareness of their actions how it may affect the organizational outcomes.

### **Conclusion**

It was discovered from the research work that employees of Federal Polytechnic Ado-Ekiti, Ekiti State who show increased levels of employee creativity and adopt conflict resolution strategy, have a higher chance of demonstrating administrative effectiveness than their counterparts, who show lower levels of creativity and conflict resolution. Moreover, the results revealed that employee creativity and conflict resolution strategy, are important significant influences on administrative effectiveness among employees of Federal Polytechnic Ado-Ekiti, Ekiti State.

### **Recommendations**

Based on the findings of this study, the researcher recommends that;

1. Various tertiary institutions and parastatals should endeavor to take appropriate steps in instilling administrative effectiveness structures that is suitable and encourage traditional conflict management practices coupled with grounded ethics of professional administration.
2. Since employees of Federal Polytechnic Ado-Ekiti, Ekiti State, deals directly with students and hold the interest of the students at the utmost. It is recommended therefore that the Nigeria administrative reforms and policies should be reviewed, specifying issues relating to conflict resolution practices and innovativeness.
3. Educational Management Boards in Nigeria should involve administrative effectiveness measures as part of training and assessment tools during conscription into the education system especially at the tertiary level. This may help employees deal with the pressure of work, interpersonal conflict and functional responsibility.

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# Channeling Peacebuilding through Pre-tertiary Education Mentoring in Nigeria

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## **Abstract**

*The formal and informal promotions of knowledge, skills and attitudes that aid conflict prevention, and peaceful resolution of existing conflicts or creation of conditions for peace have been gaining momentum in recent studies on sustainable peacebuilding. These scholarly and policy-driven attentions have largely concentrated on different curriculum-based training alongside the evolving interpersonal and relationship-inclined development of protégés, particularly in tertiary institutions. Despite the growing awareness of the importance of mentoring in youth development and general peacebuilding, the essence of providing broad and flexible productive skills and knowledge by mentors in secondary schools is still under-researched. The sharing of core values of nonviolence and social justice with students at the pre-tertiary education level, outside the walls of the classroom is central to building reliable foundations of peace. The paper is a qualitative, descriptive study that uses the Positive Youth Development Theory to examine the forms of mentoring activities that take place at the pre-tertiary education level, the extent to which peace-inclined values, skills and attitudes are embedded and the implications of secondary school mentoring to the general peacebuilding. Data is gathered primarily from purposively selected teachers and lecturers in secondary schools and universities in the Southern part of the country and secondary data from books and the internet. All data are content-analysed. The paper concludes by re-establishing that mentoring youths at the formative developmental level creates more room for constructive peace education and peacebuilding as early guidance and nurturing of youths reduce occurrences of delinquency and produce future mentors that facilitate continued mentoring and sustainable peacebuilding.*

**Keywords:** Peacebuilding, Peace education, Mentoring, Pre-tertiary education, Youth Development

## **Introduction**

Various occurrences that challenge the developmental wherewithal of African countries have led to intensified efforts towards peacebuilding, placing more emphasis on human capacity development (Knight, 2008; Wiharta, 2006). Stemming from Novelli's (2011) argument that the greatest resource for peacebuilding is the people themselves, particularly as peaceful relationships and structures must be incorporated into the societies, peace education via mentoring becomes more relevant. The formal and informal promotions of knowledge, skills and attitudes that aid conflict prevention and peaceful

resolution of existing conflicts or creation of conditions for peace have been gaining momentum in recent studies on sustainable peacebuilding. Peace education is a developmental intervention in peacebuilding that involves the teaching of the challenges and strategies for achieving peace and developing nonviolent skills and peaceful attitudes. Novelli (2011) establishes the nexus between peacebuilding and education by describing that since the genesis of war and delinquencies is from human minds, peace education lays the foundation of understanding and transformation towards constructive behaviour. By graduating from the previous position that peacebuilding can only be conceptualised or can solely occur in post-conflict situations (Ryan, 2013), the place of education, using different strategies and platforms has been further established. As building peace is a continuous process at all stages of human endeavour, peace education is equally an uninterrupted formal, semi-formal and informal process at all periods in which dialogues against violence and disruptions take place. While the connections between peace education and peacebuilding are being gradually expanded, recent efforts are evident in the emergence and development of modern educational curricula through school and university education. Scholarly and policy-driven attention has largely concentrated on different curriculum-based training while the pace of mentoring that breeds flexibility and interpersonal relationships in the educational sector is, however, slower.

Despite the growing awareness of the importance of mentoring in youth development and peacebuilding, the essence of providing broad and flexible productive skills and knowledge by mentors in secondary schools is still under-researched. The United Nations' definition of youths as persons between the ages of 15 and 24 years old is a justification that programmes and activities on youth development extend downward from tertiary to pre-tertiary or secondary education level. Existing studies show a gradual injection of peace education in schools through a newly evolving interpersonal and relationship-inclined nurturing of young protégés in tertiary institutions (Tsang, 2023). Mentoring is gradually being understood as part of the core strategies of grooming future professionals at the tertiary level. Omeje (2015), while describing the place of the semi-formal sector in peace education, identified mentoring as part of the aspect of education that does not follow any strict curricular process but are part of the activities of the higher education that can facilitate the spreading and strengthening of peace culture. Academic mentoring does not only maintain and sustain academic standards (Lerner et al, 2014) but also directly connects to the peculiar needs of the protégés. This essence of mentoring is not limited to the youths in tertiary education as secondary school activities have equally revealed the sharing of core values of nonviolence and social justice by teachers to students outside the walls of the classroom. This paper, therefore, examines the forms of mentoring activities that take place at the pre-tertiary education level, the extent to which peace-inclined values, skills and attitudes are embedded the implications of secondary school mentoring to the general peacebuilding. Therefore, the paper answers these research questions: (1) What are the forms of youth mentoring activities in the secondary schools of South East and South West, Nigeria? (2) To what extent are these pre-tertiary education youth mentoring inclined towards peacebuilding? (3) What are the implications of youth mentoring at the secondary school level on youth development and general peacebuilding in Nigeria?

### **Peacebuilding**

Since 1992, peacebuilding has become one of the most discussed concepts and the subject of substantial literature in various academic disciplines, most especially in politics and international relations, peace studies and development studies. The founder of the concept, Galtung (1976), regarded it as one of the tripartite components of conflict resolution strategy that consisted of peacekeeping and peacemaking and can also be an 'associative approach' that aims to build better infrastructures of peace. Understanding the concept of peacebuilding starts from defining what is peace and building. Peace is a state of tranquility, quietness, stress-free, co-existing in harmony and freedom. It is a political condition that ensures justice and social stability through formal and informal



institutions, practices, and norms (Miller and King, 2005). Concisely, peacebuilding means constructing a permanent peace structure in such a way of averting conflict or averting a reoccurrence of conflict or relapsing of conflict into violent situations. In application, peacebuilding is interpreted and used differently by diverse countries, local and international organisations, depending on their agendas, focus, mandates, interests, mission, and worldviews entrenched in their various programs. Although Barnett, et al., (2007) argue that peacebuilding is generically defined as external interventions that are designed to prevent the eruption or return of armed conflict, there are critical differences among actors regarding its conceptualisation and operationalisation.

The concept which can be divided into two—pre-conflict peacebuilding and post-conflict peacebuilding was propagated by Boutros-Ghali (1992). Pre-conflict peacebuilding (or preventive peacebuilding) is also about conflict prevention and using of early warning mechanisms in identifying and addressing grievances, injustice, conflict incidences, underlying root causes/sources of conflict, and monitoring triggers of conflict through the use of diplomatic efforts and reformation of major sectors to prevent escalation or conflict resulting into violent or re-occurrence of violent. Post-conflict peacebuilding is more of conflict resolution. It is about rebuilding structures that have collapsed – relationships, institutions, trust, and justice through reconciliation so that disputing parties or communities can be united again. Most countries and organisations or agencies tend to focus more on post-conflict peacebuilding. While some focused on political, military, security, and diplomatic aspects, some focused on economic, humanitarian, social, reconciliation, justice, reconstruction, and stabilisation. In a nutshell, the general ambition of peacebuilding is to identify and support structures that will tend to strengthen and solidify peace to avoid a relapse into conflict. Its activities go beyond crisis intervention but also include longer-term development and building of governance structures and institutions. This is an indication that peacebuilding is a large-umbrella concept and process that encompasses building human capacity and skills via education and mentoring.

### **Peace Education**

The process of promoting skills, knowledge, attitudes and values that are required for the prevention and resolution of conflict and violence and creating conducive cordial relationships is becoming an inseparable aspect of general educational development (Omeje, 2015). Training of different categories of people on various aspects of peace is a major strategy in rebuilding, stabilising and transforming a society. Western perspectives of peace education have flooded the academic space with different formal approaches that incorporate Western cultures and ideologies (Omeje, 2015). The African reality, especially as domestic conflicts expand and youths are largely found as either perpetrators or victims, has further instigated the essence of projecting peace education beyond formal arrangements. Lane-Garon (2007) and Novelli (2011) opine that in order to establish the maximum impact of peace knowledge, skills and values, the informal and semi-formal agents, institutions and processes need to be integrated. Aside from the formal inculcation of peace values and skills, there is, therefore, the urgency to expand and induce flexibility in the process by not only emphasising the functions of family, religious bodies, mass media and community-based agencies but also ejecting a mentoring process that enhances more supportive relationship.

### **Mentoring and Youth Development**

The personal enhancement strategy through which one person facilitates the development of another by sharing known resources, ideas, learning, expertise, values, skills, perspectives, attitudes, proficiencies and competence (Peretomode, 2019) is not new to informal educational settings in African countries. Though the usefulness of mentoring for the improvement and enrichment of persons is more prominent in academic institutions of developed countries (Peretomode, 2019), Nigeria, like several countries in Africa, has running traditional systems of informal apprenticeship that incorporate youth mentoring. Recently, different programmes are evolving, particularly in higher educational institutions, to promote supportive relationships between mentors and selected mentees.

The idea has been to expand positive social connections that will translate to overall development. This extensive individualised supportive relationship between a young person and a non-parental adult is gradually melting down to different community-based mentoring platforms as means of curbing social isolations that hinder adolescent health and development (Lakind, Atkins and Eddy, 2015; Dubois & Karcher, 2014; Lane-Garon et al 2007). Recognising that the period of adolescence comes with unique vulnerabilities and feelings of loneliness, non-parental interventions that goes beyond family supports are being introduced to enhance connectedness and feelings of belonging as well as to promote the youths' social, cognitive, identity and emotional development (Austin et al., 2020).

With the youth making up to 20 per cent of the total population of sub-Saharan Africa (World Youth Report, 2020), it is not out of place to incorporate youth development into discussion and decision-making on global development and sustainability plans and strategies. The call for the development of the youths has expanded in recent times as social, political and economic factors that jeopardise their well-being multiply. Youth development, in its widest viewpoint, can be described as the stages that all children go through to acquire the competencies, values, attitudes, and social skills they require to be empowered and become successful adults. Ensuring that there is the active and intentional promotion of positive, holistic progress in the general well-being of the youth is an effective means of minimizing problem behaviours (Adebayo, 2013).

Nigeria is challenged with the existing realities that its youths are represented as a huge population of the unemployed, the politically disempowered and vulnerable, whose predicaments have exposed them to be victims and perpetrators of crime and delinquencies (Adebayo, 2013). There is, therefore, this urgency to intensify an intentional, pro-social approach that engages youth in different families, communities, schools, organisations and peer groups in a manner that is productive and constructive (Malin, Liauw and Damon, 2017; Kress, 2006). Formal, semi-formal and informal education of the youths has been identified in the works of Albert and Bello (2018) Malin, Liauw and Damon, (2017), Evoh, Magimu and Chavula (2013) as one of the strategies for recognising, utilising, and enhancing young people's strengths in such a way that positive outcomes are promoted towards opportunities creation, positive relationships fostering, leadership strengths building and production of peace ambassadors. Mentoring the youths, though is still scholarly under-studied, is a part of the youth's educational and developmental process that is known as a tool for capacity-building and knowledge transfer in both formal and informal locales.

### **Positive Youth Development Theory of Mentoring**

The theory of Positive Youth Development (PYD) emerged in the 1990s as a result of the rising interest in the youths' strengths and their plasticity of human development. The theory was promulgated based on the understanding that development is multifaceted and that the youth form an indispensable component (Keller, 2007). The idea is to optimise youth developmental progress by emphasising the inherent potential, strengths and capabilities youth hold. Unlike other youth development approaches that emphasise trying to correct what is considered wrong with children's behaviour or development, the PYD theory renounces the problem-oriented viewpoint by seeking to cultivate various personal assets and human developmental external contexts (Lerner et al., 2014; Keller, 2007; Whitlock, 2004). The theory is central to studying mentoring because of its focus on the youths, who have greater capacity to change their behaviour and acquire skills than adults. The theory supports the practicality of building and maintaining social relationships, coping with stress, problem-solving and capacity to be responsible for oneself. Youths' enhanced ability to build peace-oriented skills is utilised when they engage in mentoring activities with mentors who connect with them to develop good character, competence, confident, caring, and willing to build them in ways that will make the mentees also become competent mentors in the future (Lerner *et al.*, 2014). The extent and nature of Nigeria's adoption of mentoring into its educational system is still a subject of debate.

## Adolescence, Youth and Delinquency

Adolescence implies the stage between childhood and adulthood. The concept has been used in the last few decades to signify a new phase of human growth and development. However, there is no consensus to determine this period sequentially or to limit it within biological/physical boundaries. Steinberg (2014) affirms this claim by arguing that the concept has been defined in different ways in every society and epoch and despite the fact that the concept is rooted in biological, social and psychological development, it is socially constructed, entwined to traditions and positioned in a specific period and topography. Although, society still maintains the procedural journey of adolescent for the first two decades – the protective covering of childhood is removed as they attain the age of 15 to 16, and the right to vote is bestowed on them at the age of 18 to 20, they still remain vital component in society.

Adolescence is generally divided into sub-stages. Nienstein *et al.* (2009) designates early adolescence as approximately 10 to 13 years, middle adolescence as approximately 14 to 16 years, and late adolescence as approximately 17 to 21 years. Steinberg (2002) previously identified adolescent sub-stages as early (10 to 13 years), middle (14 to 18 years), and late (19 to 22 years). Nonetheless, current publications include youth up to 25 within the construct of adolescence. Elliott and Feldman (1990) describe early adolescence as 10 to 14 years, middle adolescence as 15 to 17 years, and late adolescence as 18 years to the mid-20s. Other researchers separate youth into early adolescence (10 to 14 years), late adolescence (15 to 19 years), and young adulthood (20 to 24 years) (Irwin, Burg, & Cart, 2002). Conversely, Arnett (2000) proposed removing the ages of 18 to 25 years from “adolescence” altogether in favour of a new distinct phase of human development, the “Emergent Adult.” Other nomenclatures used to describe people in their early 20s include “youthhood,” “thesholders,” “twixters” and “adultescents” (Grossman, 2005). Hence, in cognitive analysis, early adolescence (i.e. 11 to 13 years) develops pre-frontal cortex, concrete thought to increasing formal operations and abstraction. Adolescence (i.e. 14 to 17 years) continued pre-frontal cortex development; increasing formal operations and abstraction. And young adulthood (i.e. 18 to 25 years) experience complete brain development; increased formal operations and abstract reasoning.

Delinquency and other related behaviours rise during this stage for several reasons. For instance, it brings increased freedom from parental scrutiny that come with more opportunities to be involved in socially unacceptable behaviour. Also, they develop new and costly fondness for things that are trending or in vogue. Moreover, there is often a mismatch between adolescents’ needs and the opportunities provided to them by their social environment. Likewise, in some cases, the unmet needs and frustrations of early childhood fester into socially unacceptable behaviour in later years. Also, adolescent delinquency has been associated with negative health, education, and labour market outcomes when it persists into adulthood (Agnew, 2003; Hagan, 1997; Moffitt, 1993). Evans, Simons, and Simons (2016), argue that during adolescence, delinquency is closer to being normative than at any other point in the life course. It is also the case, however, that adolescents demonstrate dramatically different patterns or trajectories of deviant behaviour during this period. These trajectories vary with regard to the onset, seriousness, and desistance of delinquent behaviour. Explaining these differing patterns of externalising behaviour problems is important because there is strong evidence that some portend negative consequences during adulthood. For example, early and persistent behavioural problems have been linked to lower lifetime educational achievement and greater unemployment and underemployment (Bradshaw *et al.*, 2010), to participation in adult criminal behaviour and incarceration (Piquero *et al.* 2010), and to health risk behaviours (Bradshaw *et al.*, 2010). Thus, a developmental approach to understanding patterns of delinquency is crucial because most antisocial adults have a history of child conduct problems and adolescent delinquency (Moffitt 2006). Based on the above discussion on young adult and delinquency, it is evident that delinquency is common at the adolescent stage which makes them be vulnerable as perpetrators and victims of violence and crimes. This formative developmental level enables constructive peace

education. It is therefore crucial to concentrate positive learning process and peace-inclined contents into these youths or adolescents.

### **Methodology**

The paper adopts a qualitative, descriptive approach in the collection and analysis of data. The focus of the study is on the Southern Nigerian educational sector. This region was purposively selected because existing statistics (Statista, 2021), show that the South Eastern and South Western regions of the country have the highest rate of literacy and the highest junior and senior school completion rate among the regions of the country. Data are collected from both primary and secondary sources. Primary sources of data are from In-depth Interviews of conveniently selected secondary school teachers and university lecturers across the region. Due to the need to cover the scope of the study, the researcher utilised the telephone for GSM and Whatsapp calls. Information was continuously collected from these respondents to the point of saturation. Secondary sources of data were from books, periodicals and the internet. Information obtained were content-analysed, using thematic styles.

### **Discussion of Findings**

Using the postulations from the PYD theory, this study examines the mentoring activities in secondary school by identifying the forms of youth mentoring, the extent to which these mentoring activities are peacebuilding inclined and the implications of youth mentoring to youth development and general peacebuilding processes in Nigeria.

#### ***Forms of Pre-tertiary Education Mentoring***

From the in-depth interviews and secondary data collected, it can be deduced that there are two categories of mentoring in secondary schools of the southern part of Nigeria. These are formal, Semi-formal and informal mentoring. Proponents of the PYD theory (Lerner et al, 2014; Keller, 2007; Whitlock, 2004) argue that mentoring of the youth, through the positive development approach embraces multidimensional means of enriching the progressive learning of adolescents.

*Informal Youth Mentoring:* Respondents from the studied area all assert that the traditional method of mentoring is not only the informal method but the most common. Ihedioha and Osu (2012) describe informal mentoring as a natural and spontaneous form of mentoring that occurs through friendship, teaching, coaching and counselling. It is the most common approach to mentoring generally and in secondary schools, specifically. A survey of secondary school mentoring indicates that 83 per cent of mentors' relationships with students were established informally, while only 17 per cent worked through formal mentor programs (Ihedioha & Osu, 2012). Informal forms of mentoring by teachers in the school is not incorporated into the formal school activities or curriculum, it does not follow any prescribed pattern or structure and it is based on the voluntary decisions and discretion of the mentors who are also the subject teachers of these students. The task of keeping the mentoring activities going lies heavily on the efforts of the student-mentees who are expected to be privileged for having such mentoring opportunities. As detailed by Mrs Chibuzor:

In the school where I teach, we don't have any formal programme for mentoring. The task of teaching and the volume of work are already huge. There are some mentoring where we see trusted relationships between some students and teachers. Only very few are found between senior and junior students...These teachers are older and more experienced and can provide guidance, support and encouragement for the protégés. It is quite unfortunate that a lot of teachers got into this profession out of frustration and therefore do not have passion. The few ones who have passion have discovered 'at-risk' students and are able help them. Many times the some of the students will be the ones coming to you for one help or the other. I have two of them like that that I guide (Whatsapp Interview, Akwa Ibom, 19th January 2024).

Mrs Osundeyi, a teacher in one of the secondary schools in Ibadan adds thus:

...students who are not academically sound but have good character have a higher tendency to attract mentors to themselves. The teachers see the potential in them and are obliged to positively transform their lives (Personal Interview, Ibadan, 20th January, 2024).

These submissions are indications that informal, traditional mentoring is a very flexible activity in Southern Nigeria secondary schools.

*Semi-formal Youth Mentoring:* Semi-formal mentoring is the least researched form of mentoring in secondary school. This is partly because only many pre-tertiary institutions do not operate on a platform where mentoring of students has features of formality and informality. Semi-formal youth mentoring, as described by Tsang (2023), is the learning relationship between the mentors and the mentees where there are no prescribed mentoring formats, though the mentors are assigned to the mentees. It is a mentor-led and proactive activity in schools that augments the core school curricular activities. Telephone Interview of Mr Folarin of one of the boarding schools in Lagos affirms that the form of mentoring in boarding secondary schools is semi-formal. He attests thus:

The roles of house masters and mistresses, especially the residential ones, in boarding secondary schools in Nigeria is majorly that of supervision and mentoring students. The boarding systems are structured in such ways that students get support during after-school periods. Since these students are away from their parents, we are morally bound to protect them and help them sail through secondary school life (Telephone Interview, Mr Folarin, Ikeja, 12th January 2024).

Other forms of semi-formal mentoring as found among peers, especially in boarding schools where senior, older students mentor the junior, younger ones (Personal Interview, Dr. Adigun, Abeokuta, 20th January, 2024).

*Formal Youth Mentoring:* Because mentoring activities are not usually embedded in the school curriculum, a large part of formal mentoring activities in the southern part of Nigeria are organised by Non-governmental organisations. Mrs Osundeyi adds that “there is no formal mentoring programme in the Nigerian secondary schools” and this makes the student protégé who are privileged to be informally mentored “see it as assistance that should not be misused” (Personal Interview, Ibadan 20th January 2024). Across the South West and South East, Nigeria, there are some foundations/NGOs that are dedicated to providing mentorship platforms where mentors are outsourced from various educational sectors to provide mentoring for students at the pre-tertiary education level. For example, the Inoyo Toro Foundation in Akwa Ibom state, South East, Nigeria has been instituted since 2009 to provide mentoring by volunteer mentors who adopt the best students either from their alma mater or any community/public secondary school of mentor’s choice (Inoyotorofoundation.org). The Zenith Pathfinder is another Non-governmental organisation that facilitates a structured mentorship scheme for secondary school students in Lagos State, South West, Nigeria. The NGO have a structured mentoring scheme

### ***Peacebuilding-Inclined Youth Mentoring in Secondary Schools***

Mentoring of youths in secondary schools, unlike formal school curricula activity, is developmental rather than prescriptive. From the perspective of the PYD Theory, mentoring youths from a positive angle shifts attention to the Youths’ positive activities instead of concentrating on addressing specific problems and reducing risk.

*Focus on Development and Peace Education:* Owing to the relatedness of peacebuilding and development, the role of youth mentoring in the course of helping youths to become successful adults and not only about being problem-free is directed at ensuring positive transformation of youths. For instance, youth mentoring that is development-driven accommodates every youth, irrespective of the level of academic performance. This is because the theory sees every youth as having peculiar assets that enable him or her to become resilient (Lerner et al, 2014; Keller, 2007). Lerner et al (2014) identify that by positively mentoring the youths, mentors usually pay attention to the six “Cs” which are competence, confidence, connection, character, caring and contribution. These are developmental

indices embedded in youth mentoring. Dr Popogbe puts up her view on the role of youth mentoring in peacebuilding from her experience as a teacher and lecturer:

In this present time, a lot of students need someone to believe in them and show them that they care. Without encouragement and support, students can easily go astray in school and start involving in delinquent activities. These students are young and they need positive role models who can explain the importance of getting a quality life, beyond education (Whatsapp Interview, Lagos, 19<sup>th</sup> January 2024).

Mrs Chibuzor, adds that mentoring in school constitutes a huge part of peace education.

Many of our colleagues think mentoring is a lot of work but it is not just running a school to transforming lives forming lives. Through mentoring students will Improve on punctuality and attendance. They will be more honest, polite and neat. There will be improvement in relationship with other teachers who are not even their mentors. Students' spirit of cooperation, perseverance and sense of responsibility will be active. (Whatsapp Interview, Akwa Ibom, 19<sup>th</sup> January 2024).

*Focus on the Youth:* That mentoring is directed at supporting and developing the youths means it is tuned towards peacebuilding. Any peacebuilding process that is not youth-centred, according to Ebenezer-Abiola (2023) is not complete because the youths, especially in developing countries, form a large portion of the population. Young people in fragile states are more vulnerable to exposure to violence and delinquency. Mentoring youths means guiding them to remain peaceful despite being exposed to unfavourable social, political and economic conditions in their environment. Mentoring of secondary school students and helped to get them engaged in productive activities, away from violence and violence-prone activities. This is affirmed in the submission of Dr Adigun:

Building peace is a general responsibility. That is why mentoring younger ones is crucial as it enables personal relationships that breed sense of responsibility in the mentors and the mentees... The youths, particularly will be committed to journeying the path to adulthood with confidence and sense of fulfilment. Mentoring will help to reduce the risk that could result in harmful outcomes. Such as secondary school dropouts, substance abuse or Participation in risky behaviour (Personal Interview, Dr. Adigun, Abeokuta, 20th January 2024).

By involving secondary school students in formal, semi-formal or informal mentoring in their schools, there is a positive approach to youth development and translates to peacebuilding. Building peace depends on putting positive structures and foundations in place and that starts from peace education via mentoring. Mr Forin adds thus:

Any school where mentoring is upheld will produce better students than those where the teachers are only expected to teach in the classroom what they know. There is no teaching strategy that will shape students to be responsible peace ambassadors as much as mentoring the students. Compared to training adults, inculcating peace values as tender age is easier (Telephone Interview, Mr Folarin, Ikeja, 12th January 2024).

### **Youth Mentoring and Implications for General Peacebuilding in Nigeria**

The PYD Theory describes how the development of the youth through mentoring can translate to peacebuilding and peace sustainability in the country. The last "C" to be focused on in youth mentoring, according to Lerner et al (2014), is "contribution" which implies that once the mentored youths have developed the first five C's (competence, confidence, connection, character and caring), they may have the capacity to help others. The process of mentoring is in such a way that mentees are morally bound to also become mentors and eventually give back to their communities when they are ready. As put by Mr Ojelade in Ibadan:

If you see a good mentor now, go and check. He or she must have been a mentee and wants to replicate what was given to him or her...Though I didn't know that what they

were giving me was mentoring, I have now grown to appreciate the efforts of my mentors and I do this by mentoring others...So it's a lifelong process.

Another respondent who wish to remain anonymous in the study explains how some mentored students from the senior secondary school levels “do better in the tertiary institutions than students who were not mentored”. The mentored ones, according to him, are “more mature and they have a privileged understanding of the implications of bad behaviour in the universities or any other institutions of higher learning”. He asserts that “if the foundation is solid, rest assured that the entire structure will not crumble and that is what youth mentoring is to the society” (Personal Interview, anonymous, Ibadan, 20th January 2024).

### **Conclusion and Recommendations**

This paper has further established the essence of building peace in a society with fragile social, political and economic institutions through youth development. The level of formal education in Nigeria has been a reflection of core curricular and academic processes while the place of mentoring is still relegated to the background. Where mentoring has been discussed as the pathway to socioeconomic development, the focus is limited to career and professional growth while little is mentioned about the instrumental function of the educational sector. Less attention is given to examining if and how mentoring at pre-tertiary education translates to peacebuilding. Because the youth form a significant part of the world's population and attention is drastically moving towards sustaining development by securing the future, the involvement of the youths in peace discourses is expected to expand. As the world is globalising, promoting mentoring for young people is an avenue through which more practical, pragmatic and flexible strategies to address complex security and peace challenges can be adopted. With the qualities of youth mentoring, it is evident that early guidance and nurturing of youths in their late teenage years can reduce occurrences of delinquency and crimes that are connected to youths in Nigeria.

The progressive potential that youth mentoring, particularly in secondary schools in Nigeria, possess need to be improved upon. As Non-governmental Organisations are gradually getting involved in promoting mentoring schemes, the government and its agencies are challenged to provide suitable platform for mentoring in public schools. Senior secondary schools can be improved by providing well-structured mentoring programmes as part of extracurricular activities like sports, dance and field trips. A unified governmental intervention will largely help in formalising mentoring in secondary schools to increase the commitment of the teachers or mentors and incorporate all categories of students, irrespective of their academic performance. Mentoring the youths towards producing responsible, confident, compassionate, well-mannered and competent adults is a collective societal effort towards the attainment and sustenance of peace and development.

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## **Section D**

# **Religion, Counselling and Legal Issues**

# Rational Emotional Therapy as Strategy for Slow Learners

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## Abstract

*The process of promoting learning, or the acquisition of information, abilities, attitudes, convictions, and behaviors, is known as education. Children who are slow learners attempt to reach their academic potential in public schools, despite having cognitive capacities that are below average compared to their peers. The premise of rational-emotive behavior therapy (REBT), a type of behavioral cognitive treatment, is that people build illogical core beliefs based on how they interpret certain situations. This study highlights the need for evidence-based, all-encompassing, developmentally based school-wide programs that support social and emotional competence and prevent or lessen behavioral and emotional issues, such as academic underachievement, in schools now more than ever.*

**Keywords:** Education, Slow learner, Rational-Emotive Behaviour Therapy

## Introduction

Teaching, instruction, training, narrative, dialogue, and focused study are examples of educational approaches (Dewey, 2007). Though students can educate themselves, education usually occurs under the supervision of teachers. Formal or informal environments can be used for education, and any event that has a lasting impact on a person's thoughts, emotions, or behavior can be categorized as educational (Wikipedia, 2019).

It is appropriate to introduce youngsters with exceptional potential to disaster preparedness education (Amelia et al, 2019). Meanwhile, the existence of slow learner children in public schools has gotten less attention because of difficulties that cannot be detected directly. Children who learn slowly do not differ physically from typical children (Mami & Arayesh, 2010). Children who are slow learners will face obstacles only after they have engaged in the educational process (Hartini et al., 2017). Children who are slow learners have several challenges during the learning process, such as difficulty focusing, avoiding tough or multifaceted inquiries, and having trouble integrating words, which hinders their ability to communicate their ideas (Chauhan, 2011; Borah, 2013). The process of altering behavior as a result of interactions between people and their surroundings is known as learning. Changes in knowledge, comprehension, attitudes, talents, motivation, interests, and cognitive capacities are examples of behavioral changes (Rafida and Harahap, 2020). Poor learning achievement was the outcome of slow learners' difficulties keeping up with the learning process (Stahlecker, 1964). Children who learn slowly therefore have poorer ability than their peers. Slow learners are stigmatized as stupid kids as a result of this mismatch (Pandy, 2012). According to Yekta et al. (2011), the therapy left them feeling unconfident and inadequate, which had an impact on their social standing. Children who learn slowly may develop low self-esteem as a result of the difficulties they confront. Regarding Ruhela (2014) and Novitasari et al. (2018).

## Rational Emotion Therapy

Within the framework of cognitive behavioral therapy (CBT), rational emotive behavior therapy (REBT) attempts to assist a client in challenging maladaptive thinking in order to prevent unpleasant feelings or actions. Rational Emotive Behavior Therapy (REBT) was created by Albert Ellis in the middle of the

1950s on the basis of the idea that people bother themselves not because of external events but rather because of their own ideas about those events (Ellis & Harper, 1975). According to Ellis, people are predisposed to think unreasonably and to put unreasonable demands on other people, themselves, and life itself. The terms "should," "must," and "ought" are frequently used in demands, which are declarations of rigidity. These requests are typically accompanied by assessments like "I can't stand it," "It's awful," and "They are terrible." This leads to the frequent emergence of unhelpful negative emotions such as anxiety, anger, melancholy, shame, and guilt, which have a detrimental behavioral impact (Dryden, 2003). Compared to irrational thought, rational beliefs are more beneficial. Preferential statements like "I would prefer things go my way but they don't have to" or "I would like for him to do what I say, but if he doesn't, it's not the end of the world" are examples of rational beliefs. Owing to their rational structure and rejection of irrationality, these ideas generate constructively negative emotions (annoyance, worry, or frustration) that result in more constructive behavioral outcomes.

#### Rational Emotive Behaviour Therapy: Psychological Perspectives

Renowned cognitive behaviorist Albert Ellis posits that people's internal sentences, which they repeat to themselves, are the source of sustained emotional reactions. These self-statements reflect implicit assumptions, or irrational beliefs, about what it takes to live a meaningful life (G.C. Davison, 2001). The goal of Ellis's rational-emotive behaviour therapy (REBT) (Ellis, 1962) is to rationally analyze and eliminate self-defeating beliefs. For example, anxious people may make unreasonable demands of themselves or others, like "I have to win everyone over." Ellis suggested that people interpret their environment, that these interpretations occasionally lead to emotional upheaval, and that a therapist should concentrate on these beliefs rather than past events or, in fact, overt behaviour.

Ellis used to enumerate a variety of illogical assumptions that people may have, such as the conviction that they need to be really skilled at everything. He has moved away from listing particular ideas in favor of the more all-encompassing idea of "demandingness," or the musts and shoulds that people place on both themselves and other people, in more recent times. Thus, the individual insists that something be a certain way rather than hoping for something to be a certain way, becoming dissatisfied, and then possibly acting in a way that could result in the desired outcome. Ellis suggests that this unproductive and unrealistic demand is what leads to the emotional misery and behavioural dysfunction that drive individuals to seek therapy. Therefore, this demand should be modified to foster a less absolutistic and more realistic approach to life's expectations. Research backs up the effectiveness of REBT in treating a variety of anxiety-related conditions, such as test anxiety, depression, and anxiety related to interpersonal performance. It may also serve as a preventative measure by educating kids about the idea that their self-worth is not wholly derived from their achievements. (2011) Rajabi and Karjoo.

#### **Rational Emotive Behavioural Therapy and Education**

##### **Implementation of REBT in the Education System**

Ideally, strategies like You Can Do It! and Rational-Emotive Education would be used. In a systematic attempt to improve children's emotional well-being, education would be regularly conducted in schools across the globe. Emotional education programs are based on the main tenets that prevention is superior to remediation and that teaching children to think logically will help them approach developmental and situational challenges in a healthier way. This, in turn, will help to reduce the prevalence of self-defeating behaviors, to which far too many young people fall prey (Chen et al., 2006).

Teachers and other school staff members need to understand the theory and practice it in order to apply REE and YCDI in an efficient manner. It is imperative for professionals to consistently

confront their own illogical thought processes, letting go of expectations such as that their work should always be simple, that their pupils should always act appropriately, or that they would always receive fair treatment. They need to stop making unwarranted assumptions about the actions or academic performance of their students, stop criticizing their workplaces, stop attaching too much value to their teaching abilities, and force themselves to let go of the expectation that everything should be simple for their pupils. Implementing REE and YCDI won't be successful until teachers "walk the talk" and embrace the REBT principles (Burns et al., 2002).

Reasonable thinking principles should be ingrained in every young person's experience, even though REE lessons seem to be a useful technique to help children and adolescents approach life more successfully. Although it is challenging to adopt a logical outlook on life when one is surrounded by irrationality, adults serve as crucial role models. Nevertheless, any attempt to impart rational values, whether directly or indirectly, will support the development of healthy emotions (Chen et al., 2006).

### **An overview of the standards for social and emotional learning**

The following is a synopsis of the rational emotive behavioral therapy's social and emotional learning standards, per Bernard (2005);

#### **Goal 1: Emotional Well-Being**

##### **Resilience is a social and emotional learning standards cluster**

1. Recognize and appropriately label emotions, as well as how they influence beliefs and actions.
2. Explain and put into practice positive attitudes and emotional resilience techniques so that you may, in the face of upsetting or upsetting situations, remain composed and autonomously calm for a developmentally appropriate amount of time without requiring the help or support of others.
3. Show that one has a genuine understanding of their own personal strengths and weaknesses (such as hobbies, talents, skills, and conduct), that they are accepting of who they are, and that they want to improve their weaknesses and grow on their strengths.
4. When upset emotionally, show self-control over angry, withdrawn, or careless behavior and "bounce back" to your regular schedule.
5. Recognize, find, and engage with adults and peers in the neighborhood, at home, and at school. who offer support and assistance in handling stress and achieving goals of building strengths and addressing challenges.

#### **Goal 2: Academic and Personal Achievement**

##### **Standards for Social and Emotional Learning Positive Work Orientation Cluster**

1. Exhibit organizational skills through a positive goal orientation toward success, time management in relation to activities and expectations that are developmentally appropriate, and self-management (storing, locating), as well as material care (play, labor).
2. Exhibit confidence when taking on challenging or novel developmentally appropriate assignments or homework.
3. When presented with challenging, time-consuming, or uninteresting developmentally appropriate tasks, situations, or schoolwork, exhibit tenacity and strong effort.
4. When working on various learning objectives and activities, exhibit cooperation and cooperative learning abilities.

#### **Goal 3: Healthful Connections and Social Accountability**

##### **Positive Social Orientation is part of the Social and Emotional Learning Standards Cluster**

7. Acknowledge, respect, and value other people's feelings and perspectives on the world.
8. Appreciate the similarities and contrasts that exist amongst individuals.

9. Exhibit social confidence, the ability to form friendships, assertiveness, and leadership qualities when engaging with peers and adults in professional and recreational settings.
10. Exhibit conflict resolution abilities in a variety of situations with a range of individuals. These abilities include listening, problem identification and analysis, generating and assessing conflict solutions, and bargaining.
11. Exhibit decision-making abilities that result in low-risk, pro-social, and health-related actions.
12. Exhibits social responsibility by modeling virtues like justice, integrity, kindness, and citizenship; this improves the environment in the home, school, and community where they live and learn.
13. Exhibits social responsibility by actively working to improve the living and learning environments in their home, community, and classroom.

### **Slow Learners**

When a child learns a little more slowly than other children their age and grade level, they are considered slow learners. It is possible for slow learners to lead regular lives outside of the classroom and that they are not inherently incapable of learning. That being said, some find academic subjects difficult. Employ diverse pedagogical strategies while instructing essential subjects to assist learners who progress slowly. Find both inside and outside of the classroom assistance for the children. Encourage slow learners above all else by being patient with them and by acknowledging their accomplishments.

### **Teaching the Slow Learners**

9. Learners that are slow require repeated exposure to material in order to fully comprehend it; therefore, go over each learning point more than you would typically.
  - Asking and receiving answers from the other pupils will keep them engaged. Reiterate their responses and elucidate how they pertain to the lesson you're attempting to impart.
  - For example, you could remark, "Saranda says  $2 \times 2$  is 4, and she's right," in a lower primary class. We are aware of this as  $2 + 2 = 4$ .
  - In more advanced sessions, you can help students remember the material by facilitating discussions that motivate them to do so. When students respond to your questions regarding the material, you should ask them to justify their answers.

### **Use audio and visual aids**

Basic abilities like reading may be difficult for slow learners, therefore visual aids like movies, images, and music can assist them learn things that reading alone would not be able to. Repeat the facts you want them to learn using a variety of sources.

8. For example, you can use Schoolhouse Rock's iconic "Conjunction Junction" animation to enhance your worksheets and explanations while teaching conjunctions to elementary school pupils.
9. When teaching high school pupils a novel, include worksheets and additional visual aids, such as character family trees, story timelines, and pictures of historical maps, clothes, and homes from the book's era, to aid slow learners. To determine the sorts of learners you have and the most effective ways, you might even ask each student to complete a learning style quiz.

### **Direct pupils to the key topics covered in classes and tests**

Slow learners could find it difficult to focus on the key ideas in a class or exam and might become overloaded with other material. When instructing, be sure to recognize and highlight the key takeaways. Avoid overwhelming your slow learners with too much information or having them learn more specifics than just the essentials.

- Summarize the key ideas before you begin a class so that all of your pupils are aware of what they should be focusing on.
- Give slow learners study guides so they know what material to focus on during exams.
- Assign worksheets and additional reading to students who pick up information quickly on the subject.

### **Use real-life examples when teaching Math**

Applying newly learned arithmetic ideas to relatable scenarios will help your students understand them. For pupils to better understand the numbers, use illustrations and manipulatives like pennies, beans, or marbles.

- For example, to teach division to primary school pupils, draw a circle on the board and explain that the cake needs to feed six people evenly. After that, cut it into six pieces with lines.
- Some topics employing real-life events may be more difficult for older children to understand. Teach the form directly for teaching concepts like finding the value of an unknown variable.
- It's possible that math knowledge from prior years is absent for slow learners. Verify that a slow learner is capable of performing more fundamental tasks if they are having trouble grasping a new idea.

### **Teach reading skills**

**12.** Reading "automatically," like their peers do, may be difficult for slow learners. As other students work on supplemental assignments, teach reading skills to the entire class or to a small group of slow readers to help them catch up.

- Assist struggling readers in using their finger to trace the words as they read across the page.
- Instruct pupils in sounding out new words and phoneme recognition.
- Encourage your pupils to ask questions, like "How does this character feel?" to aid with their reading comprehension. "Why did the characters make this decision?" "What could happen next?"
- Learning how to sum up chapters and otherwise annotate their reading may also be helpful for older kids who are slow learners.

### **Give your class lessons on study skills**

More content needs to be covered than for other pupils by slow learners. Teach them effective strategies for taking notes, organizing their work, and memorization to help them study more quickly.

- Conduct in-class demonstrations of taking notes and creating an outline.
- To prevent overload, instruct students on how to divide large assignments into manageable chunks.
- Show them the use of mnemonic methods in memorizing. One technique to recall the directions is to repeat "North, East, South, and West" instead of "Never Eat Shredded Wheat."

### **These 12 strategies can help slow learners pick up knowledge more quickly**

#### **1. Relax and remain Calm**

Learning to de-stress and maintain composure is essential to accelerating your learning because it's difficult to learn much when you're unhappy or stressed out.

Stress had a negative effect on memory and recognition tasks in one study. This indicates that if we want to go from being a slow learner to a quick learner, we must make every effort to de-stress and maintain our composure. What kinds of activities can help us reduce stress and stay calm? Breathing exercises can help reduce stress. Slowing and deepening our breath can help us feel less stressed and calmer. [Mindfulness](#) exercises can also help us think more about what we're learning and less about what's stressing us out. Noticing what's in your immediate environment and listening to the nearby sounds can help you shift from worrying and over thinking (bad for learning) to being able to better focus on the task at hand.

## 2. Remove Distractions

It's also extremely difficult for a slow learner to learn efficiently when surrounded by distractions. Distractions and excessive use of technology can impede our ability to learn new things. When possible, put your phone away and turn off notifications. Also, do your best to find a quiet spot with no radio or TV to compete with whatever it is you're trying to learn.

## 3. Consume Healthfully

Appropriate nutrition and learning outcomes are directly related, despite the fact that this may appear apparent. You may experience a sense of disorientation due to nutrient shortages, which is a certain way to hinder learning.

Eat a healthy, well-balanced diet rich in fresh fruits and vegetables to help fight that. Eat plenty of fish and nuts, take an omega-3 supplement, or both. Fatty acids have been related to improving memory and the brain.

## 4. Sleep

Another healthy way to boost your learning is to get plenty of sleep. When we sleep, our brains sort through our experiences from the day. Sleep strengthens certain synaptic connections while strengthening others. This simply indicates that learning requires sleep because deep sleep is necessary for the brain to strengthen memories.

Get at least seven hours of sleep each night, so you can wake up refreshed and ready to learn. Try reviewing the information you're trying to learn before bed, so you can use your sleep time transferring it into long-term memories.

It also helps to have a consistent bedtime routine. Your body needs to have consistent Circadian rhythms to fall right asleep and get those valuable REM cycles.

## 5. Play to Your Strengths

We all have our strengths and weaknesses, right? I know I'm terrible at foreign languages and much more comfortable with reading and writing. Consider what makes you a fast learner and what makes you a slow learner when you evaluate yourself.

Next, capitalize on your strengths and use this self-evaluation to your advantage. When I'm struggling to learn Spanish or Bosnian, I challenge myself to read children's books or write rudimentary stories because I enjoy them and am more comfortable with these activities. This helps me learn something I struggle with because I'm playing to my strengths, instead of just forcing myself to review grammar or memorize flashcards.

## 6. Practice Makes Perfect

Another trick for speeding up slow learning is to plan repeated exposure to Regardless of what you're attempting to learn. Just reviewing your notes once is not going to do the trick.

Effective learning is aided by a technique known as spaced repetition. Studying difficult material more frequently and simpler stuff less frequently is known as spaced repetition.

For example, if I'm trying to learn a new language, I might quiz myself with some vocabulary flashcards. I'm going to repeat all the cards I got wrong sooner than the ones I got right as I continue to add in new flashcards.

One effective way to help you retain new information as long-term memories—that is, until it becomes automatic—is through spaced repetition.



## 7. Mnemonic Devices

Who remembers ROYGBIV? Probably a lot of you. ROYGBIV is a mnemonic device that helps us easily (and quickly) remember the colors of the rainbow.

Mnemonic devices help speed up learning by making memory encoding easier. It's much easier for me to remember ROYGBIV than it is to remember all the colors. Then, the first letter of each color gives me a hint to make remembering the colors easier.

So, if you're having a slow learner moment, speed up by using mnemonic devices.

## 8. Try All Learning Styles

Learning styles started to gain in popularity in the 1990s. Since that time, there's never been definitive proof that someone's preferred learning style ([auditory](#), visual, kinesthetic, and reading/writing) improves learning outcomes. However, knowing which style you prefer can help you learn faster.

I know I prefer to see things written out, so when I want a better chance of learning someone's name I either write it out myself or ask them to write it, since hearing it spelled only confuses me further.

Determine which learning style you favor, then make the most of it.

Mix and match learning types and make an effort to align your learning style with the material you are attempting to learn in order to accelerate learning significantly.

For example, if you're trying to learn a new song, you may want to hear it first. If you're trying to figure out some new statistics, it may help to see it mapped out visually.

## 9. Reflect and Adjust

When we're talking about speeding up learning, it may not make sense to stop and reflect, but being reflective and self-aware can speed up learning in the long run.

Keeping a journal to review past learning helps boost learning a little, however, that can be the motivation you need to go from being a slow learner to one who isn't so slow.

## 10. Know Your Learning Blocks

It's also important to know what makes you shut down when trying to learn new things. I know that if I'm feeling embarrassed, I tend to shut down and get defensive instead of being open to learning new things. It's important to figure out what makes you shut down, so you can recover and continue to learn.

Improve has a lot to teach us about how to create learning environments that promote creativity and learning. By going along with people's ideas and not judging each other, we can create learning environments that are much more conducive to faster learning.

## 11. Don't Be Afraid of Mistakes

Making mistakes is a necessary part of learning. Too much concern for accuracy or perfection will prevent us from taking the required chances to learn new things.

When mistakes do occur, it's critical to have an open dialogue about them so that lessons can be learned rather than allowing humiliation and shame to follow.

This is a good place to learn how to let go of perfectionism.

## 12. Be Inquisitive and Have Fun

Lastly, it's essential to have curiosity about the material you're learning if you want to go from being a slow learner to a quick one.

Curiosity has been demonstrated in one study to have favorable effects on learning and performance at work.

The change in focus is crucial. When we play, we are better able to shift our focus from internal thoughts to an external focus on the people and objects around us. This helps decrease over thinking and distractions and helps people focus on the present moment and the task at hand, crucial ingredients for efficient learning.

### **Conclusion**

Not all slow learners have learning disabilities; they can lead regular lives outside of the classroom. But they find intellectual things difficult. Use a range of teaching strategies when imparting vital subject matter to sluggish learners. REBT is a comprehensive therapeutic approach that addresses not only the emotional and behavioral aspects of human illnesses, but also their intellectual components.

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# Parental Attitude towards Fostering Autonomy and Attachment in Adolescents: Implications for Counselling

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## **Abstract**

*The study investigated parental attitude towards fostering autonomy and attachment in adolescents: Implications for counselling. Specifically, four questions were raised and guided the study while four hypotheses were tested in the study. Correlation research design approach was adopted, the population of the study was 2,399, and the sample size of 330 students was randomly sampled from sixteen (16) public and private secondary schools in Oredo Local Government of Edo State. Pearson Product Moment Correlation was used to analyze the data collected and t-test to test the hypotheses at 0.05 alpha level. Findings reveal that there is a significant relationship between parenting styles and social adjustment of adolescents. Implications for counseling is that counsellor should organize counselling programmes, for parents and would be parents on modelling techniques of parenting to adopt that ensures and guarantees the development of adolescents for positive autonomy in all facets of life and creating integrations that will enable the adolescents (students) to cultivate and enhance it attachment and socialization in the larger world. The study recommended among others that caregivers should be encouraged to use authoritative style of parenting as this will result to high responsiveness, high demandingness, having clear rules and expectations, for their adolescents while practicing flexibility and understanding.*

**Keywords:** Autonomy, Parental Attitudes, Adolescents, Social adjustment, Counselling

## **Introduction**

The time between childhood and adulthood is known as adolescence. According to Coe, Davies, Hentges and Sturge-Apple (2020). These phases bring about changes in the physical, cognitive, psychological, and social domains. The cultural goal of adolescence is to prepare children for adult roles. Adolescence is a developmental transitional stage between childhood and maturity that involves several changes in physical, intellectual, psychological, and social development (Rakhi 2018). Children desire to be independent of their parents during adolescence, but they are still reliant on them, so it may be a stressful time. Peer approval is more important than parent approval (Candel 2022). It is advisable that Adolescents should explore their own selves, learn about their talents, and develop a positive self-image for maturity. (Martínez, Murgui, Garcia & Garcia 2021). These are the fundamental adolescent developmental requirements. (Leung & Shek, 2019).

Abdullah (2022) agrees that during this stage adolescents need parental support for a healthy adolescence, self-development, and good self-perception; support, guidance, and the satisfaction of their fundamental emotional and psychological needs from their parents. They are also inclined to experiment and take risks to explore boundaries (Martinez, Garcia, Veiga, Garcia, Rodrigues & Serra 2020). Adolescence may be a difficult time due to these natural processes for teenagers as well as their parents and other caregivers. Stereotypes that depict teenagers as "moody," "volatile," or "risk-prone" all too frequently serve to perpetuate the unfavorable connections that many people have with kids in their second decade of life. Lansford and Banati (2018) therefore stresses that Adolescents who experience strong attachments to their parents, have their emotional and psychological needs met, and receive support are better equipped to navigate adolescence in a healthy way. These individuals also exhibit high levels of self-efficacy, succeed in social interactions, and receive support for their ongoing personal growth.

However, Adolescence is a dynamic life stage full of promise and possibility, but it may also be hard due to the same growth processes. (Adegboyega, Ibitoye, Okesina & Lawal, 2017). According to developments in neuroscience, the adolescent brain's plasticity offers "a second opportunity" to positively impact long-term results and even partially undo the consequences of traumatic childhood experiences. (Gimenez-Serrano, Alcaide, Reyes, Zacarés & Celdrán, 2022). Adolescents have the relational connection necessary to build on their strengths and develop competencies that enhance their resilience. They are supported and challenged by parents and caregivers who love them unconditionally, and they receive the knowledge, skills, and confidence they need to overcome adversity, reach their full developmental potential, and make a positive contribution to their family and society. (Martinez-Escudero, Villarejo, Garcia & Garcia, 2020).

In terms of their sense of identity and belonging, parents have a big impact on the psychological and social development of teenagers. People pick up skills, form behavioral patterns, discover more about themselves through the attitudes of the caregivers who are important to them, and build key foundations for their adult personalities within their families, especially during their formative years. Within households, a number of aspects are important for the development of children and adolescents. Among them, parental attitudes are the most crucial. Magnuson and Schindler (2019) affirm that parental attitudes are crucial since adolescence is a time of tough and stressful transitions. However, some adolescents find that adolescence is a challenging time because of dysfunctional homes, poor parenting practices, and negative parental attitudes, which can cause the challenges and stress of adolescence to manifest as harmful behaviors. (Garcia & Serra 2019).

In a similar vein, parenthood is a social construct as well as a legally recognized position. Although there are legal obligations for parents to their adolescents, parenting is understood and carried out in different ways depending on the culture and setting. Similar to this, parenthood and motherhood are relationally determined generational roles. Mothers' and fathers' obligations and roles in parenting are sometimes strongly gendered. (Rodríguez-Ruíz, Carrasco & Holgado-Tello 2019). Parental care is also given by close family members or other caregivers, such as foster or adoptive parents, in various cultures and situations. These tendencies are particularly common in households going through difficult times and in kinship-based cultures. (Garcia, Fuentes, Gracia, Serra & Garcia 2020). Therefore, "parenting" refers to the obligations and responsibilities that biological parents and other caregivers have as parents.

In a similar vein, one of the hardest things about growing teenagers these days is parenting them to help them adjust socially. Teenagers are exposed to people, events, and knowledge that go against their family's norms and values. (Fuentes, Garcia, Alcaide, Garcia-Ros & Garcia 2022). The benefits of these challenges and changes are manifold, but they have also created issues with family forms, structures, parenting styles, and teenage responses to problems.

Garcia, Serra, Zacaes, Calafat and Garcia (2020), affirm that Every parenting approach has a unique impact on the behaviors of teenagers, and they can be distinguished by a number of traits as

well as levels of responsiveness and demandingness (the degree to which parents place a great deal of control over their teenagers in an effort to shape their behavior). Parents may be too controlling, overly lenient, or careless in their efforts to foster their children's growth, which can lead to dysfunctional parenting styles and make adolescence more difficult in autonomy and attachment (Fatima, Hanelie & Alida 2022).

A caregiver and a kid have an emotional link known as attachment. According to the attachment hypothesis, an infant's innate need to stay near and linked to their attachment figure is what leads to the formation of connection. Parents' attachment styles can influence their parenting and affect their adolescent's attachment styles. Fraley and Roisman (2019) affirm that There is a strong correlation between a child's secure attachment type and the authoritative parenting style that secure attachment parents typically employ. Although adolescent's attachment style is partially associated with early attachment, its stability can change depending on other life experiences:

Garcia, Lopez-Fernandez and Serra (2021) affirm that adolescence may further raises the issue of attachment, namely how to keep a relationship with one's parents while experimenting with different social roles outside of the home and forging bonds with romantic partners and friends. This attachment is one specific aspect of the relationship between a child and a parent with its purpose being to make a child safe, secure and protected. Candel (2022) assert that attachment needs to be separated from other facets of parenting, like providing entertainment, discipline, and instruction.

Adolescence is a social stage that is defined by culture in connection to discernible behavioral and developmental changes. (Alcaide, Garcia, Queiroz & Garcia 2023). Adolescence is a developmental stage that falls between childhood and adulthood. It is marked by a period of rapid physical, cognitive, and developmental progress. Human existence involves several kind of adaptations, including social, home, and health adjustments. Teenagers' modified behavior toward society in order to preserve their social lives is known as social adjustment. (Adegboyega, Ibitoye, Okesina, & Lawal 2017).

In particular, poor communication and parenting practices—such as vague behavior standards, inconsistent or severe punishment, disagreement between parents or caregivers, and low expectations for the child's success—have an impact on social adjustment. As a result, the teenager is forced to rely on his classmates, who are prepared to take the position of their parents.

Climent-Galarza, Alcaide, Garcia, Chen and Garcia (2022) recognize that humans are social animals. Without society a human being cannot live. Human life depends on societal adjustment. The most complex stage of a person's life is adolescence. The way that society views teenagers is evolving throughout time. Sometime they are treated as adolescents, sometime as adults, a situation which makes it difficult for the adolescents to adjustment within the society. Social adjustment in relation to an adolescent's gender and geography provides institutions and society with ideas about how to interact with adolescents and support their development.

Liu, Fei, Sun, Wei, Fang, and Zhongguan (2018) added that their developmental adjustment should be the behavioural process by which humans and other animals maintain equilibrium between their needs and the obstacles of their environment. Against this backdrop this study is carried out to address these severe concerns of parental attitudes; the study investigates parental attitudes towards fostering autonomy and attachment in adolescents: implication for counselling.

## **Literature Review**

### **What is Parenting?**

The task of raising and caring for children or teenagers is known as parenting. In the event of single parents, this process may be completed by a parent or by biological or blood parents. (Mustapha & Odediran 2019). Invoking loco parentis, surrogate parents—stepparents or other caregivers—who are not the biological parents may also be a part of the process. Furthermore, Mustapha and Odediran

said that raising teenagers is a badge of honor. This is due to the fact that teenagers are priceless gifts from God. They are extremely cherished and valued; being unable to have children who will grow up to be teenagers poses a threat to marriages and can cause anxieties, embarrassment, separation, and even divorce. (Moschion & Van 2019). While insufficient parenting produced undesired and unproductive individuals who frequently become criminals and cause problems in both the home and society, effective parenting raised teenagers who are progressive and sound. Thus, parenting styles are ideas that come from developmental psychology and characterize the ways in which parents guide, instruct, and govern their kids. Parenting style takes into account a more general pattern of approaches rather than focusing on the particular behaviors of parents.

### Types of Parenting

#### **i. The Permissive Parents**

With their children, permissive parents are more likely to adopt a friendship role than a parental one. They often give in to their adolescent's pleas at the first sign of anguish because they desire to avoid conflict (Perez-Gramaje, Garcia, Reyes, Serra & Garcia, 2020). These parents give their teenagers little direction or advice and largely let them do as they like.

#### **Common Attributes:**

- Great reactivity, little demands
- Openly communicates with their teenagers and typically lets them make their own decisions instead than providing guidance.
- There are either no established rules or few enforced ones.
- usually goes to tremendous measures, often at personal loss, to ensure their teenagers are happy.

#### **ii. The Authoritative Parents**

Authoritative parents are nurturing, supportive and often in tune with their adolescent's needs. They guide their children through open and honest discussions to teach values and reasoning (Musitu-Ferrer, Esteban, León & Garcia 2019). Adolescents who have authoritative parents tend to be self-disciplined and can think for themselves as many parents use violence to enforce their authority.

#### **Common traits:**

14. Very demanding and highly responsive
15. Clearly outlines expectations and standards for their teenagers while demonstrating understanding and flexibility
16. communicates often; they pay attention to and consider the ideas, feelings, and opinions of their children
17. Permits inevitable outcomes to transpire (for example, a teen failing an exam because they didn't study), but takes use of those chances to encourage introspection and learning in their teenagers

#### **iii. The Neglectful Parents**

This parenting approach, sometimes known as "uninvolved parenting," is typified by a general feeling of apathy. Parents who are negligent rarely enforce regulations and have little interaction with their teenagers (Queiroz, Garcia, Garcia, Zacaes, & Camino 2020). Although it's not usually their objective, they can also be perceived as callous and heartless because they frequently struggle with personal problems.

#### **Common Traits:**

13. little attentiveness and little expectations

14. Let their teenagers get by on their own for the most part, maybe because they don't care about their needs or are too preoccupied with other things.
15. provides minimal care, direction, and attention
16. frequently battles with challenges related to their own self-esteem and finds it difficult to build deep relationships

#### iv. **The Authoritarian Parents**

This strict parenting approach employs severe punishment that is frequently excused as "tough love." Authoritarian parents frequently speak to their teenagers without seeking input or criticism in an effort to maintain complete control (Rakhi 2018).

#### **Common Traits:**

10. High demandingness, low responsiveness
11. Enforces stringent regulations without giving due regard to their adolescent's mental state or behavioral, social, and emotional requirements.
12. frequently responds to their adolescent's inquiries about the rationale behind a rule or consequence with "because I said so."
13. Communication is mostly one-way — from parent to adolescents

#### Parenting Styles and Attachment

Parents' attachment styles can influence their parenting and affect their adolescent's attachment styles. Securely attached parents tend to have an authoritative parenting style, which is highly correlated with the secure attachment type in their adolescents. The authoritative parenting style is considered the best parenting style (Rispoli, Koziol, McGoey & Schreiber 2019). Parents with an insecure attachment style involving avoidance or anxiety are more likely to show less sensitivity, support, and responsiveness, resulting in an insecure attachment pattern in their adolescents. In general, attachment patterns are trans-generational. Securely attached parents are more likely to raise secure adolescents (Yunus & Fatma 2020). Insecure parents tend to parent in a way that leaves their adolescents with insecure attachments. However, the good news is that a person's attachment style is not set in stone despite the inter-generational transmission tendency and can change over time.

Just as human brains may rewire and evolve, so too can adults with insecure relationships alter and adapt. A close, long-term relationship with a surrogate attachment figure that offers a stable foundation can help create an earned secure attachment (Villarejo, Martinez-Escudero, & Garcia 2020). Adolescents who struggle with insecurity can develop healthy, secure relationships if they are given the right guidance and assistance.

Adolescence is a stage of development marked by a number of changes. Significant alterations transpire in physiological, hormonal, family, relational, educational, and social behavioral domains in a comparatively little duration. (Veiga, Festas & Garcia 2021). The most noticeable shifts are found in the character of social relationships. Adolescence is commonly stereotyped as a time in life marked by greater conflict and disobedience of conventional societal norms and ideals. (Taubner 2020). Nevertheless, only a small portion of early teens fit this stereotype. The importance of parent-child interaction in the socialization process is emphasized by several theoretical frameworks. Among these are the theories of psychoanalysis, social cognition, and social learning. Numerous scholars associate the process of socialization with parent-child dynamics and familial dynamics in the formation of a positive mindset. According to Stone (2019), "intrinsically motivated voluntary actions that are intended to help or benefit another individual or group of individuals" are referred to as proactive

behavior (replace with positive behavior). This selfless deed that is meant to benefit someone else involves cooperating, sharing, supporting, consoling, and rescuing.

A proactive attitude encompasses a variety of personality traits, including resourcefulness, accountability, values, and vision. It affects how people are motivated and behave. The proactive individual is accountable for their own development and has the capacity to enhance both their surroundings and themselves. The dynamic relationship between children and their parents facilitates the socialization of proactive development. Additionally, it has been discovered that a child's bond to its parent fosters an environment in which values are more socialized and accepted (Sanders, Hoang & Hodges, 2022). This encourages proactive attitudes and favorable results. Although there are exceptions as well, there is a correlation between children's proactive traits and parental affection Rodríguez-Ruíz, Carrasco, & Holgado-Tello (2019). (Stevenson, Fabricius, Braver & Cookston 2018). On the other hand, higher rates of voluntary community work in early adulthood have been predicted by adolescents' perceptions of their parents' close participation in their lives (Shehu & Abubakar 2020).

### **Why Attachment Style is Important**

Different types of infant-caregiver relationships lead to different attachment styles in adolescents. The attachment between adolescents and their caregivers represents how they think about themselves, others, and their relationships. The internal working model is composed of representations derived from the relationship between a baby and its parent. This paradigm affects the adolescent's personality, ability to control their emotions, and manner of interacting with others by influencing how they view themselves and the environment. Adolescents who perceive a supportive environment, for example, are able to trust and depend on others to assist them in managing their own emotions, which frequently leads to the development of good emotional regulation. Conversely, those who perceive the world as unsupportive or unhelpful may feel abandoned to deal with their emotional struggles on their own, which may lead to maladaptive coping (Sandoval-Obando, Alcaide, Salazar-Muñoz, Peña-Troncoso, Hernández-Mosqueira & Gimenez-Serrano 2022). As a result, differences in attachment experiences play a significant role in shaping adolescent's behaviors, mental health, and overall well-being.

Adolescent's attachment theory suggests that attachment styles in adolescents can predict how they behave and experience romantic love (Rodríguez-Ruíz, et al. 2019). Adult attachment patterns can affect how they manage conflicts in intimate relationships, mental control, and relational experiences. Therefore, attachment experiences in early years can potentially affect the foundation for how a person forms relationships in their adult life.

### **Hypotheses**

The following null hypotheses were formulated;

Hypothesis one: There is no significant difference between Permissive parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State

Hypothesis Two: There is no significant difference between Authoritative parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State

Hypothesis Three: There is no significant difference between Neglectful parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State

Hypothesis Four: There is no significant difference between Authoritarian parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State



## Methodology

This study adopts a correlation research design approach was used to measure the relationship between parental attitude towards fostering autonomy and attachment in adolescents: Implications for counselling. The population for the study consists of (2,399) students in the sixteen (16) public and private Secondary Schools in Oredo Local Government of Edo State to provide data for the exercise. In determining the sample size for the study, the researchers used the judgmental sample to pick three hundred and thirty (330) students made up of one hundred and sixty five (165) male and (165) female respectively. The researchers used the questionnaire to obtain primary data.

The relevant data of the study were obtained; the questionnaire was developed to gather data from students on their perceived parental styles of parenting and how it has or not help in their social adjustment. The face and content validity of the instrument was determined by experts in the fields of Guidance and Counselling, Psychology and Measurement and Evaluation of the Faculty of Education, University Benin. Reliability of the instrument was obtained using Cronbach Alpha and was found to be reliable at 0.84 thus, considered suitable, adequate and adjudged appropriate for the study.

The instrument was pilot tested on 120 students to assess its reliability. Data from the pilot test was correlated using Pearson Product Moment Correlation (PPMC) Coefficient and 0.91 was found. After obtaining permission from the school administration and verbal assent from the students, the researchers personally gave the instruments to the respondents in their various schools. The rapport that was built between the researchers and the participants resulted in a high response rate and careful adherence to instructions.

Data collected for the study was subjected to inferential statistic of t-test to analyze data and the hypotheses were tested at 0.05 alpha level.

## Results and Discussion of Findings

The data collected were analyses as show in the tables.

### Test of Hypotheses

#### Hypothesis One (null)

Ho<sub>1</sub>: Adolescent social adjustment in secondary schools in Edo State's Oredo Local Government does not significantly differ from that of parents that use a permissive parenting style.

This hypothesis tested is show in Table 1 below.

Table 1: analysis of difference between permissive parenting style and social adjustment of adolescents

Variable	N	X	SD	DF	t-cal	t-crit.
Decision						
Male	175	3.44	1.12	21	1.62	1.04
Rejected						
Female	175	3.94	1.26			

From Table 1, it can be seen that the calculated t-value of 1.62 is greater than the t-critical of 1.04, thus sufficient to reject the null hypothesis in favour of the alternative.

Ho<sub>2</sub>: There is no significant difference between authoritative parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State.

Table 2: analysis of difference between authoritative parenting style and social adjustment of adolescents.

Variable	N	X	SD	DF	t-cal	t-crit.
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Decision						
Male	175	4.02	2.01			
				21	2.08	1.71
Rejected						
Female	175	3.76	1.44			

From Table 2, it can be seen that the calculated t-value of 2.08 is greater than the t-critical of 1.71. Thus sufficient to reject the null hypothesis in favour of the alternative.

Ho<sub>3</sub>: There is no significant difference between neglectful parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State.

Table 3: analysis of relationship between neglectful parenting style and social adjustment of adolescents.

Variable	N	X	SD	DF	t-cal	t-crit.
Decision						
Male	175	4.62	1.08			
				21	1.39	1.05
Rejected						
Female	175	4.71	1.14			

From Table 3, it can be seen that the calculated t-value of 1.39 is greater than the t-critical of 1.05, thus sufficient to reject the null hypothesis in favour of the alternative.

Ho<sub>4</sub>: There is no significant difference between authoritarian parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State.

Table 4: analysis of relationship between authoritarian parenting style and social adjustment of adolescents.

Variable	N	X	SD	DF	t-cal	t-crit.
Decision						
Male	175	4.68	1.09			
				21	1.42	1.09
Rejected						
Female	175	4.76	1.16			

From Table 4, it can be seen that the calculated t-value of 1.42 is greater than the t-critical of 1.09, thus sufficient to reject the null hypothesis in favour of the alternative.

### Discussion of Findings

The discussion is predicated on the conclusions of the study's four hypotheses.

The study was designed to determine the difference between parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State. The four null hypotheses were tested using t-test statistics at 0.05 alpha level.

Hypothesis one was rejected because the calculated t-value of 1.62 is greater than the t-critical of 1.02 at 0.05 alpha level. Significant difference exists between permissive parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State thus, sufficient to reject the null hypothesis in favour of the alternative. This is in line with the finding of (Adegboyega et al., 2017) who discovered a beneficial correlation between children's social adjustment and lenient parenting. When children experience social and psychological challenges as a result of excessive sharing, it might exacerbate the transition process.

Null hypothesis two ( $H_{02}$ ) stated that there is no significant difference between authoritative parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State. The hypothesis was rejected because the calculated t-value of 2.08 is greater than the t-critical of 1.71 at 0.05 alpha level. This reveals that significant difference exists between authoritative parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State.

The study revealed that students having authoritative parents adjust and better than students having Permissive, authoritarian and neglectful parenting style. This result collaborates the earlier findings of (Garcia, et al, 2019) that authoritative parenting style aids social adjustment of adolescents. Null hypothesis three ( $H_{03}$ ) stated that there is no significant difference between neglectful parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State. This hypothesis was rejected because the calculated t-value of 1.39 is greater than the t-critical of 1.05 at 0.05 alpha level. Significant difference exists between neglectful parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State thus, sufficient to reject the null hypothesis in favour of the alternative. This finding is closely related to that of (Queiroz, et. al 2020) which found a significant difference between neglectful parenting style and social adjustment of adolescents. This also shows that neglectful (permissive) style of parenting is not a good one (and not advisable).

Null hypothesis four ( $H_{04}$ ) stated that there is no significant difference between authoritarian parenting style and social adjustment of adolescents in Secondary Schools in Oredo Local Government of Edo State. This hypothesis was rejected because the calculated t-value of 1.42 is greater than the t-critical of 1.09, thus sufficient to reject the null hypothesis in favour of the alternative. This result is in agreement with the finding of (Rakhi 2018) who found significantly correlate between authoritarian parenting style and social adjustment of adolescents. This means that parents with too high or too low demandingness and responsiveness have adolescents with low social adjustment.

### **Counselling Implications**

Based on the finding of this study, psychological counselling clinics should be made available and equip in secondary schools for adolescents with a view of providing professional counseling to address the parenting style of adolescents in their social adjustment. The government should collaborate with the Ministry of Education to use this study in assisting parents and adolescents parenting and social adjustment problems. The process varies depending on the content of the problems presented by the client. This process is also affected from the characteristics of the client. In addition, clients may have different opinions and expectations regarding the nature and objectives of psychosocial support/ counseling support (Efosa-Ehioghiren, 2023). Such is also the case for both parents and adolescents with attitudes/ behavioural pattern relating to attachment and social adjustment of adolescents.

Also, the role of the counsellor is to organize counselling programmes, for parents and would be parents on modelling techniques of parenting to adopt, so as to ensure or guarantee the development of adolescents for positive autonomy in all facets of life and creating integrations that will enable the adolescent (students) to cultivate and enhance it attachment and socialization in the lager world. For the reason stated above, a psychosocial therapist, psychologist and counsellor should pay attention to characteristics and needs of the adolescents to establish communication link which is missing in most cases.

### **Conclusion**

The study's findings led to the following conclusions being made:  
Parenting approaches have a substantial impact on the social adjustment of teenagers attending secondary schools in Edo State's, Oredo Local Government.

## Recommendations

It is recommended that since parenting styles influence the social adjustment of adolescents, parents should endeavour to choose a style such as the authoritative parenting styles that ensures and guarantees the development of some degree of positive self-concept, self-confidence, and self-esteem, communicates frequently and allows natural consequences to occur in the adolescents

Also, caregivers should be encouraged to use authoritative style of parenting as this will result to high responsiveness, high demandingness, having clear rules and expectations, for their adolescents while practicing flexibility and understanding.

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# **Influence of Mindfulness and Resilience Interventions on Academic and Home Conflict Stress in Pre-Adolescents in a Private Secondary School in Ibadan, Oyo State, Nigeria**

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## **Abstract**

*The pre-adolescent stage, between the ages of nine and fourteen, is a critical time in human development. Pre-adolescents experience stress in their lives mostly from home conflicts and academic pressures. Reduced academic performance, anxiety, and other unfavorable effects often result from this academic stress. The experiences that pre-adolescents have at home could also be a major cause of stress. This study aims to address the issue of stress caused by academic pressures and home conflict with utmost importance, while examining the impact that mindfulness and resilience interventions can have on reducing or preventing the occurrence of stress in pre-adolescents in a private secondary school in Ibadan, Oyo state, Nigeria. A total number of ten students drawn from a population of fifty students of a private secondary school in Ibadan, Oyo made up the sample size of the study. The study adopted the Quasi-experimental research design while a set of interview questions was used to gather the required data for the study with a One-group Pretest post-test method. The F statistic which is 9.308, indicates that the model is significant. The level of significance (p-value) at 0.016 which is lower than the 0.05 level of significance indicates that the regression model is significant. Therefore, the study shows a positive influence of mindfulness and resilience interventions on academic and home conflict stress.*

**Keywords:** Mindfulness Intervention, Resilience Intervention, Academic Stress, Home Conflict Stress

## **Introduction**

The pre-adolescent stage, between the ages of nine and fourteen, is a critical time in human development. It is marked by profound changes in the body, mind, and emotions of the pre-adolescents, thus preparing them for puberty and adulthood. Pre-adolescents experience a variety of pressures throughout this transformational stage, which can have a significant negative impact on their development and well-being. Pre-adolescents experience stress in their lives mostly from home conflicts and academic pressures.

Pre-adolescents are constantly faced with academic challenges caused by increasing academic workload, examinations, and increasing academic expectations from both parents and teachers, resulting in stress. The desire to gain autonomy, freedom, and evolving family dynamics could all result



in conflict in the home, which could also result in varying levels of stress in pre-adolescents (Masath, Scharpf, Dumke & Hecker, 2023).

This study aims to address the issue of stress caused by academic pressures and home conflict with utmost importance, while examining the impact that mindfulness and resilience interventions can have on reducing or preventing the occurrence of stress in pre-adolescents in a private secondary school in Ibadan, Oyo state, Nigeria.

### **Statement of the Problem**

Pre-adolescence is a critical developmental stage that is characterized by major changes in physical, emotional, and cognitive functioning. Pre-adolescents can frequently experience tremendous stress from family conflicts and academic pressures. These pressures may negatively affect their academic achievement in school, mental health, and general well-being.

Stress associated with pre-adolescents academic responsibilities, such as homework, tests, and performance standards, is common. The school system's competitive nature makes the issue worse. Reduced academic performance, anxiety, and other unfavorable effects often result from this academic stress. The experiences that pre-adolescents have at home could also be a major cause of stress. Family disputes can cause emotional anguish, lower well-being, and even worsen academic performance (Masath, Scharpf, Dumke & Hecker, 2023). The majority of pre-adolescents lack useful coping mechanisms to handle challenges from their homes and schools. Their lack of coping mechanisms and resilience can make them more susceptible to the negative impacts of stress and make it harder for them to flourish in the face of challenges, which may lead some of them to engage in antisocial activities like substance abuse. Although the potential advantages of mindfulness and resilience therapies are acknowledged, little is known about how these interventions might be used to reduce or prevent pre-adolescent stress related to home conflicts and academics in the setting of a private secondary school in Ibadan, Nigeria. How pre-adolescents long-term psychological and emotional health may be impacted by stress from academic and home conflicts is a great concern. It is therefore important to ascertain whether mindfulness and resilience interventions can provide long-term means of fostering resilience and well-being across pre-adolescent developmental stages.

### **Aim and Objectives of the Study**

This study aims to examine the effect of mindfulness and resilience interventions on academic and home conflict stress in pre-adolescents in a private secondary school in Ibadan, Oyo state, Nigeria. The following are the objectives of the study:

- i. to examine the impact of mindfulness interventions on reducing academic and home conflict stress among pre-adolescents in a private secondary school in Ibadan, Oyo state, Nigeria.
- ii. to examine the impact of resilience interventions on reducing academic and home conflict stress among pre-adolescents in a private secondary school in Ibadan, Oyo state, Nigeria.
- iii. to examine the combined impact of mindfulness and resilience interventions on reducing academic and home conflict stress among pre-adolescents in a private secondary school in Ibadan, Oyo state, Nigeria.

### **Hypotheses**

HO<sub>1</sub>: There is no significant influence of mindfulness interventions on reducing academic and home conflict stress among pre-adolescents in a private secondary school in Ibadan, Oyo state, Nigeria

HO<sub>2</sub>: There is no significant influence of resilience interventions on reducing academic and home conflict stress among pre-adolescents in a private secondary school in Ibadan, Oyo state, Nigeria

HO<sub>3</sub>: There is no significant combined influence of mindfulness and resilience interventions on reducing academic and home conflict stress among pre-adolescents in a private secondary school in Ibadan, Oyo state, Nigeria.

## **Significance of the Study**

This study is relevant in the following ways;

Pre-adolescence is a very important stage of development in the life of any individual so much so that academic and home conflict stress could have serious negative impacts on the mental health of pre-adolescents. Therefore, the knowledge of mindfulness and resilience interventions can contribute to improved emotional and mental well-being of pre-adolescents (Mohammadi, Bagheri & Farrokhi, 2022).

An understanding of mindfulness and resilience interventions and practices could also reduce academic stress, and increase motivation and engagement in academics which could ultimately result in improved academic achievements. Mindfulness and resilience interventions could provide valuable insights into building stronger family relationships and bonds which could also translate to having a supportive home environment and improved academic achievements among pre-adolescents. A knowledge of mindfulness and resilience interventions would help to teach effective coping strategies to pre-adolescents which would benefit them throughout their lives (Coholic, Eys, Shaw & Rienguette, 2023)

The results of this study could inform school owners, parents, policymakers, and the government on the need to introduce mindfulness and resilience programs in the school and at home. The programs and their benefits can lead to the development of evidence-based strategies to reduce academic and home conflict stress in pre-adolescents in secondary schools. The study on mindfulness and resilience interventions in pre-adolescents, especially with stress related to home conflicts, is limited. This study therefore fills this gap in existing literature both in Nigeria and globally.

## **Theoretical Framework**

### **Resilience Theory**

Resilience in the context of psychology is the generic term used to describe the favourable reactions or results an individual exhibits in the face of severe danger to their physical and mental health (Vella & Pai, 2019). Various experts from diverse fields including psychology have studied Resilience theory over time and have related it to their study, therefore, the theory does not have a single proponent. However, in the field of psychology, some notable persons were considered pioneers of resilience theory based on their input. These people include Norman Garnezy and Ann Masten whose studies contributed to knowledge on resilience in children, child development, and the importance of social support systems since 1970. Psychology's notion of resilience is a dynamic, multidisciplinary field of study that takes into account both environmental and personal elements that affect a person's capacity to adjust to and prosper in the face of hardship or intense challenges. Among pre-adolescents, certain positive traits like optimism, social and personal resourcefulness, optimism, and a sense of purpose in life may serve as buffers against stress, anxiety, depression, and suicidal thoughts (Murphy & Allan, 2022).

### **Mindfulness-Based Stress Reduction**

Mindfulness-Based Stress Reduction (MBSR) is more of a program or therapy than a theory, but it would be effective when combined with the resilience theory. Based on techniques passed down by monks who inherited the teachings from Jinul masters from 12th-century Korean Buddhism, Kabat-Zinn developed mindfulness-based stress reduction (MBSR) meditation. The awareness that results from paying attention in a specific way is MBSR. This growing consciousness controls our attention and energy, shapes and alters our experiences, permits us to fully feel every aspect of humanity, and makes it easier to fully experience the spectrum of our relationships with other people and the wider world (Kim, Kim & Rhee, 2023). There are various mindfulness-based stress reduction exercises and resilience practices (Wang, Kou & Han, 2023) which include deep breathing, mindful eating, mindful walking, making daily positive self-affirmations, and keeping a physical or digital achievement record

which would help to increase an individual's confidence and motivation to face challenges when the need arises. These exercises can also assist people in gaining the resilience-building abilities of stress management, emotional control, and remaining present in the face of difficulty.

### Methodology

A quasi-experimental research design which is the One-Group pretest-posttest design will be used for this study. The population of the study consists of fifty male and female pre-adolescents between the ages of nine and fourteen in a private secondary school in Ibadan, Oyo state, Nigeria. Pre-adolescents were specifically chosen for this study because this stage is marked by major changes in the body, mind, emotions, and social interactions that occur as a child enters adolescence. As this age group adjusts to new educational demands and more autonomy, they are especially vulnerable to pressures related to academics and home disputes. Pre-adolescents in a secondary school context deal with particular academic demands, such as more homework, tests, and performance standards (Mascia, Langiu, Bonfiglio, Penna & Cataudella, 2023). To comprehend and address the unique pressures associated with their school environment, the study concentrates on this age group. Families with adolescents in this age group frequently see changes as they grow more self-reliant and assertive. During this moment of transition, home conflict stress might be especially relevant, thus it is critical to meet the unique requirements of this population.

A total of ten male and female students selected using the purposive sampling method made up the sample size for the study. This is because the sample size consisted of students from the population who were experiencing academic and home conflict stress and were willing to participate in the study while ensuring all ethical considerations were in place. A self-developed 4 Likert scale set of questions titled Mindfulness and Resilience Interventions Interview Questions (MRIIQ) was used to gather data from interviews with the selected students. The data gathered include the demographics, stress levels, mindfulness, and resilience of the sampled students before and after the mindfulness and resilience interventions.

### Results

**Table 1.1 Gender**

Gender	Frequency	Percentage
Male	4	40.0
Female	6	60.0
Total	10	100

Table 1.1 shows the gender of the participants in the study. Four male and six female students participated in the study.

**Table 1.2 Age**

Age	Frequency	Percentage
9	1	10.0
10	2	20.0
11	2	20.0
12	2	20.0
14	3	30.0
Total	10	100.0

Table 1.2 shows the different ages of the participants of the study. The highest number of participants are fourteen-year-olds in SSS 3. Two students each are of ages between ten- and to years old while a student is nine years old.

**Table 1.3**      **Grade**

<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>
JSS 1	1	10.0
JSS 2	2	20.0
JSS 3	2	20.0
SSS 1	2	20.0
SSS 3	3	30.0
Total	10	100.0

Table 1.3 shows that the participants of the study are from different grades in school. Three are SSS3 students, two each are from JSS 2, JSS3, and SSS 1. A student is in JSS1.

**Table 1.4 Mindfulness and Resilience Interventions**

<b>S/N</b>	<b>Mindfulness and Resilience Interventions</b>	<b>Mean</b>	<b>Standard Dev.</b>
1.	How would you rate your overall stress level on average?	2.10	.568
2	Before participating in the mindfulness practices, how would you rate your ability to handle academic stress?	1.70	.823
3	After participating in the mindfulness, how would you rate your ability to handle academic stress?	3.30	.483
4	Before participating in the mindfulness practices, how would you rate your ability to handle home conflict stress?	1.90	.738
5	After participating in the mindfulness practices, how would you rate your ability to handle home conflict stress?	3.10	.316
6	How would you rate your motivation to engage in mindfulness practices?	3.10	.876
7	How would you rate your level of satisfaction with the mindfulness practices offered?	3.70	.483
8	What is the level of positive impact that you believe mindfulness practices have on your ability to cope with academic and home conflict stress?	3.70	.483
9	What level of difficulty did you encounter while incorporating mindfulness practices into your daily routine?	1.40	.516
10	What is your level of motivation to recommend mindfulness practices to other students dealing with academic and home conflict stress?	3.80	.422
11	Before participating in the resilience practices, how would you rate your ability to handle academic stress?	1.70	.823
12	After participating in the resilience practices, how would you rate your ability to handle academic stress?	3.30	.483
13	Before participating in the resilience practices, how would you rate your ability to handle home conflict stress?	1.90	.738
14	After participating in the resilience practices, how would you rate your ability to handle home conflict stress?	3.10	.316
15	How would you rate your motivation to engage in resilience practices?	3.10	.876
16	How would you rate your level of satisfaction with the resilience practices offered?	3.70	.483
17	What is the level of positive impact that you believe resilience practices have on your ability to cope with academic and home conflict stress?	3.70	.483
18	What level of difficulty did you encounter while incorporating resilience practices into your daily routine?	1.40	.516

19 What is your level of motivation to recommend resilience practices to other students dealing with academic and home conflict stress? 3.80 .422

<b>Total</b>	<b>5.35</b>	<b>1.0848</b>
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Table 1.4 shows the influence of mindfulness and resilience interventions on academic and home conflict stress which the participants go through at varying degrees. The interventions improved the participants' resilience and emotional regulation capacities, and the level of motivation to introduce other students to mindfulness and resilience interventions is high. This shows that the null hypotheses of the study are rejected.

#### Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.733 <sup>a</sup>	.538	.480		.409	2.536

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.560	1	1.560	9.308	.016 <sup>b</sup>
	Residual	1.340	8	.168		
	<b>Total</b>	<b>2.900</b>	<b>9</b>			

R, the coefficient of determination, is 0.733 signifying a 73.3% of the variance in the dependent variable is explained by the independent variables. R<sup>2</sup> at 0.538, signifies a 53.8% variance in the dependent variable is explained by the independent variables. Adjusted R<sup>2</sup> is 0.480 which indicates a strong goodness of fit of the model, considering the number of predictors. Durbin Watson's statistic at 2.536 indicates a positive autocorrelation in the residuals. Values between 0-2 suggest a positive autocorrelation while values between 2-4 indicate a negative autocorrelation. The F statistic which is 9.308, indicates that the model is significant. The level of significance (p-value) at 0.016 which is lower than the 0.05 level of significance indicates that the regression model is significant. This result further shows that the null hypotheses of the study are rejected.

#### Conclusion

Early introduction is the key to the maximum efficacy of interventions designed to foster mindfulness and resilience. Pre-adolescents are still working on their coping mechanisms and emotional control techniques. Early intervention can provide pre-adolescents with the skills they need to deal with pressures more effectively throughout their life.

#### Recommendations

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

1. Resilience and mindfulness interventions should be included in the school curriculum to prevent academic and home conflict stress
2. Parents should help their children to include resilience and mindfulness interventions in their daily routines.
3. Teachers should be trained to understand and implement mindfulness and resilience interventions or practices that would benefit them and also their students.
4. Students should learn to practice mindfulness and resilience interventions that suit them personally.
5. Schools and parents should have counselors, psychologists, and mental health professionals in schools who can help students who need more targeted assistance to cope with stress.

6. Awareness of resilience and mindfulness interventions should be done in schools to improve students' coping mechanisms, resilience, and general well-being.

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# Nollywood: Nigeria's Multi-million Dollar Film Industry and the Fear of Imminent Collapse under the Burden of Copyright Infringements and Organised Network of Piracy

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## **Abstract**

*This study investigated stakeholders' perception of copyright laws infringements on Nollywood home movies. Survey research design was adopted with group discussions and key-personality interviews with movie producers, licensed movie marketers, actors, actresses and viewers of Nollywood home videos. One hundred and eight (108) stakeholders were purposively stratified and randomly selected around Lagos. Frequency counts, percentages and chi-square test were used for data analysis. A null hypothesis was tested at (.005). The Pearson Chi-Square decision shows a value of 1.489 with degree of freedom (DF) put at 29. The calculated P value is 0.000. Null hypothesis that there is no copyright infringement and piracy affecting Nollywood industry was rejected. It was confirmed that there is high level of copyright infringement and organised piracy of Nollywood movies. Findings reveal that intellectual property rights of Nollywood movie creators are equally violated. The illegal practice is flourishing as a lucrative business. Findings also show that copyright infringement kills creativity and innovations in Nigeria. The study recommends that the Federal government should eradicate copyright infringement through stricter laws with severe penalties of pirates. Regulatory bodies should intensify awareness campaigns on the evils of copyright infringements. Government should also enter into production treaties to prevent sales of pirated Nollywood movies in other countries.*

**Keywords:** Nollywood movies, Copyright Laws, Intellectual property, Infringement, Piracy

## **Introduction**

Nigeria's Nollywood film industry has suddenly developed to be the most rapidly expanding film industry in the world. It is the largest global film industry followed by Bollywood of India and later, Hollywood of the USA which in the past used to be in the first place. In Nigeria it now ranks the second

largest employer of labour after agriculture. Economists are of the opinion that the industry contributes about one billion US Dollars to the country annually. On the average Nollywood produces 2,500 films annually and is projected to record total cinema revenue of \$22 million in 2021, at the rate of 8.6% per annum (Statista, 2021) According to the National Bureau of Statistics the total number of movies produced by Nollywood in 2021 was 20,599.

Total music revenue is estimated to rise to \$73 million at 13.4% increase in 2021, (National Bureau of Statistics, 2021). Its films are shown in over 50 countries, bringing in foreign investment and providing a much-needed boost to the Nigerian economy (Levine, 2011). In spite of all its socio-economic contributions to Nigeria however, Nollywood film industry is facing a major challenge of copyrights infringements as a result of organised piracy, threatening the very survival of the industry to the embarrassment of researchers, intellectuals and other watchers of the industry (Alawode, Uduakobong, 2013). According to Itanyi (2022), piracy is economically harmful to Nollywood. It is a canker worm that has stunted the growth and development of the Nigerian video film industry, ripping off many producers, artists, marketers and other stakeholders. It has prevented the industry from rapid financial growth.

Nollywood produces more than 2,000 movies each year and has an estimated annual revenue of \$1.2 billion, making it one of the most prolific film industries in the world. Most of Nollywood films are low-budget, shot on video and released direct-to-video tapes. In the words of Igwe (2018), Nollywood is regularly referred to as a success story, accounting for \$7.2 billion (1.42%) of Nigeria's gross domestic product. Because of this success, the Nigerian government, under the President Goodluck Jonathan administration (2010-2015), introduced various mechanisms to formalize and economize Nollywood in the quest to maximize its potentials and diversify the Nigerian economy. This endeavour availed the industry of film fund, professional training and enhanced distribution. Nigeria's film industry was born many decades ago. It comprises English language films (Nollywood), the Yoruba film industry, the Kano film industry (Kannywood) which produces films in Hausa. The Igbo language films as well as those in other indigenous languages of Nigeria are equally part of the Nollywood film industry. The direct-to-video (VHS, VCD and DVD) distribution system which is a hallmark of Nollywood was triggered in 1992 with the film "Living in Bondage", the first commercially successful movie shot straight-to-video. It heralded a new era of Nigerian filmmaking, demonstrating what could be achieved with few resources and lowering barriers to entry for many talented filmmakers (Adewusi, 2015).

Nigeria's diverse cultural traditions and lifestyles (200 million people, 300 tribes and some 500 languages), offer a wealth of material from which the country's filmmakers skillfully draw to recount simple stories of daily life that resonate with Nigerians, as well as audiences sharing a similar culture and heritage across Africa and the Africans in diaspora (Alawode et al, 2013). These colourful and entertaining stories capture the imagination of audiences; they echo their life-experiences, feature a strong moral theme (Alawode et al, 2013). Newer generations of filmmakers, however, are focusing on harder-hitting social issues such as rape (*Tango with me*) produced by Ako (2010) domestic abuse (*Ije*) by Adeoye (2013) and cancer (*Living Funeral*) by Ezenwanebe (2013). Nollywood is recognized as an expression of the depth and breadth of Africa's cultural diversity (Levine, 2011). It is enabling Africans to tell their own story.

The primary function of copyright under the law is to protect from annexation the fruits of a person's "work". This protection is of immense importance to playwrights, actors and actresses; broadcast content developers, musicians and composers of music, authors, publishers, newspaper proprietors and librarians; architects, designers, manufacturers and other engineering professionals (Johns, 2009). The larger members of the Nigerian public are convinced that piracy is a crime against the creators and the government, leading to a downward trend in the realization of government objectives (James, 2007). Since the establishment of Nigeria Copyright Commission (NCC) in 1989, following the implementation of the Copyright Act 47 of 1988, the organisation has been working tirelessly to clamp down on piracy. Such efforts however are yet to yield any tangible results.



The crime is on the increase and more sophisticated with international high-tech approach (NCC, 2008).

### **Statement of the Problem**

The issue of copyright infringements of videos and films is a global phenomenon. However, unlike the situations in other big video producing countries like the USA and India, only few studies are yet known to have been conducted on movies copyright infringement phenomenon in Nigeria. Apart from operational reports and comments from some video producers and investors, no serious studies have been undertaken by major stakeholders in the Nigerian video industry. Furthermore, there is dearth of information on research based studies carried out by the regulatory arms such as the Nigerian Copyrights Commission (NCC) on copyright infringements of home videos in Nigeria. The dearth of literature on the dynamics of video infringements in Nigeria has therefore created a knowledge gap. Thus, this study sought to investigate stakeholders' perceptions of copyright laws infringements which can lead to imminent collapse of the Nollywood industry if care is not taken.

### **Research Hypothesis**

HO<sup>1</sup>: There is no copyright infringement on Nollywood industry movies in Nigeria.

### **Literature Review and Theoretical Framework**

The greatest heritage of a nation remains the creativity of its citizens, and therefore one of the primary functions of law enforcement agencies is to protect the ingenuity, resourcefulness and innovation of the citizenry (Thomson, 2009). Despite the fact that Nigeria has joined the League of Nations that enacted domestic legislations to protect the copyrights and creativity of its citizens against any undue infringement, the enforcement of the laws is another thing. The principal legislation in this regard is the Nigerian Copyright Act, which is hinged on the fact that any copyright infringement is stealing (Thomson, 2009). In the words of Olueze (2008), copyright, apart from being a proprietary right, is a means of empowerment and economic sustenance of the owner. This is worthy of protection from undue appropriation from those who will want to reap where they did not sow. The protection of the creative industries by copyright law forms a very important part of Nigeria's cultural and economic development. They contribute greatly to national wealth.

However, the high rate of piracy is aggressively destroying the basis for national economic development of the Nollywood industry. The implications of the crime are many. Firstly, the government continue to lose huge revenue annually through unpaid taxes by the criminals, and secondly, foreign investors who would have loved to invest in Nollywood creative industry are being scared away. This is because infringement destroys revenue that should accrue to genuine goods. Though, the Nigerian Copyrights Commission (NCC) and the National Film and Video Censors Board collaborate with the Police, Customs and Economic and Financial Crimes Commission (EFCC) to checkmate the crime, piracy still continues unabated in Nigeria. The Cable News Network (CNN, 2009) reported that the strong global waves of video infringements was also blowing intensely in Nigeria, and shaking the highly promising Nigeria's home video industry to its roots. The CNN (2009) reported that Nollywood producers estimate that 50 percent of profits are lost to piracy, Pirates put five to 20 films on a DVD and sell them for \$4; a legitimate movie costs \$7. Insiders fear piracy could kill off the industry completely. Stakeholders in the Nigerian video industry also lamented and complained that, "intellectual thieves (pirates) are digging the grave of the industry and that infringements could kill creativity by stifling investments, growth, development and progress in the cultural and artistic industry" (CNN, 2009).

Stakeholders of the International Intellectual Property Alliance (IIPA), including Chowdhury, Tomas, Luis, Gloria and Massimiliano (2009), have described as "dangerous", the high rate of video piracy in Nigeria. Also, perplexing is the fact that the crime was observed by the operatives of

the video industry in the country to be alarming, despite the prevalence of some legal provisions prohibiting piracy in Nigeria (IIPA, 2009). As part of efforts to control the menace, the IIPA (2009) further explained that the Nigerian Copyrights Commission (NCC) established in 2004, the Strategic Action Plan against Piracy (STRAP). The Unit was established mainly to strengthen local industries and create opportunities for legitimate distribution of protected works in Nigeria (NCC, 2008). Despite all these actions, video infringements has regrettably continued unabated with remarkable counterfeit products, indicating a high level of criminality and sophistication not previously noted, particularly with respect to optical discs (IIPA, 2009). Evidence of arrests and exhibits recovered during various anti-piracy raids conducted in Nigeria suggest that, Chinese and South East Asian pirate gangs have infiltrated Nigeria and set up over a dozen optical-disc operations, some of which are reported to have mastering facilities, and that, the growing piracy rate has destroyed the legitimate market in Nigeria for intellectual property media and digital products. (IIPA, 2009). Generally, the above painted scenarios suggest that, the video infringement phenomenon has engendered an industry-based pragmatic problem as well as socio-economic crisis, hence the need for an empirical study to investigate the effect and pattern of home video films piracy in the Nigerian setting.

Infringement is a great challenge and disservice to the creative industry worldwide and Nigeria in particular. There are two main perspectives in the literature on the video copyright infringements. The first perspective is upheld by the anti-piracy movement which is a conglomerate of film and video investors and production companies, while the second perspective is represented by a group being referred to as the free-media movement. The group is a loose federation of individuals and organizations advocating the freedom of the new digital information technology and restraint of the excesses of the anti-piracy movement against information technology and peoples' free access to information in public space. (LEK Study Report,2004). The perspective of the video piracy discourse being projected by the anti-piracy movement in extant literature suggests that, the video infringements phenomenon is a serious issue that is presently engaging the attention of investors and producers in the global video industry. The anti-piracy movement also contended that the governments of many countries are beginning to get worried and more involved in taking steps towards solving the problems posed by the phenomenon. In the USA, video copyright infringement is reportedly threatening and causing huge losses to investors in the industry (LEK Study Report, 2004).

There is no reason to compare Nigerian issues on copyright infringements with the extreme rightists movement in the USA. For this reason, it is safe to say that copyright as an emerging field of law is gradually assuming prominence in Nigeria. The Nollywood piracy phenomenon can be viewed from the perspective of foreign criminal conspiracy with the sole aim of destabilizing national economic development with their sophisticated equipment from China and south east Asia. With their nefarious activities of pirating and selling fake Nollywood products that resemble the originals, these criminals deliberately frustrate the economic development of the government of Nigeria. They also jeopardize the success stories of Nigerian actors and actresses who labour day-in-day out to create ideas for the film industry. To these group of criminals copyright is a term which has not lent itself to a precise definition.

By and large, they try to argue that copyright is indeed erroneously perceived as being self-defining, meaning 'the right to copy.' The definition of "Copyright" in the Copyright Act Cap C28 Laws of the Federal Republic of Nigeria 2004 is imprecise they say it is ambiguous and consequently begs the question. It then means that one has to go through the entire gamut of the provisions of the Act to be able to arrive at a precise meaning of the term "copyright". However, a painstaking x-ray of the relevant provisions of the Act (6, 7 and 8) offers the meaning of "copyright" as the exclusive right to do or authorize the doing of certain acts in relation, to the work in which the right subsists. On the whole, copyright protects content creators legally based on specific ways.

works that qualify for protection help to:

- encourage the development of culture, science and innovation.
- provide a financial benefit to copyright holders for their works.
- facilitate access to knowledge and entertainment for the public.

Thus, copyright provides a framework for relationships between the different players in the content industries, as well as for relationships between rights holders and the consumers of content. Copyright belong to the realm of Intellectual Property, along with trademarks and patents in all countries. Infringement of copyright occurs when a person without the license or authorization of the copyright owner does or causes any other person to do any of the acts reserved to the copyright owner under the Act. Copyright infringement therefore destroys the economic values of content creators and causes damage to national economic development. Copyright infringement must not be allowed to destroy Nigeria's Nollywood industry. Studies carried out by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015) have described it as a dangerous phenomenon that requires social, economic and legal battle in order to prevent further damage to the flourishing Nollywood industry. The menace is being aided by advances in new technologies capable of reproducing fake products in a short time, making life easier for the perpetrators of the crime. It is clear that a network of foreign conspirators are involved in using sophisticated digital technology to push further their illegal trade in copyright violations. They now make use of instantaneous and inexpensive transfer of electronic data illegally.

This is why Okwuke as cited in Nwogu (2014) states that the effect of piracy would put legitimate content creators out of business, and drain Nigeria of her economic gains, if it is not put under control. Government must act fast in order to save the Nigerian economy from sabotage. A survey reveals that Nigerian economic losses amount to N82 billion annually to software piracy (Okwuke, 2014). Consequent upon the loss in the revenue of right owners, there is also loss of jobs at the production and distribution levels of copyright protected works. This loss of employment is evident in those employed by the producers and retailers of copyright products Given the economic importance and growth potentials of Nigeria's copyright sector and in the light of the far-reaching negative economic impacts of piracy, the Nigerian government has adopted a policy of zero tolerance with regard to piracy (Ezekude, 2012). In another scenario, Nollywood is an ideal case study to examine competing claims about the impact a copyright law regime weighs on the creative growth of the film industry in a developing economy. Nollywood creative dynamics epitomizes both the need for a strong copyright law and the freedom of creating without restrictions of law. (Andrews, 2018).

### **Theoretical Framework**

**The Fairness Theory:** The fairness theory was propounded by John Rawls in 1985. Although old, it is still relevant in explaining the concept of fairness. The theory supports the fact that the law must protect content creators and authors or producers from those who steal their intellectual property to make ill-gotten gains. Hence, the theory encourages adequate compensation for authors of creative works. The theory is known to be effective under the common law in the United States and the United Kingdom.

### **Research Methodology**

The research design for the study was descriptive survey using questionnaire, supported by key-Informant Interviews (KII) with stakeholders of the Nollywood industry. The population of the study were made of film producers, actors and actresses, registered film marketers and some viewers from the University of Lagos (UNILAG) and Pan Atlantic University (PAU), Lekki, Lagos. The study adopted purposive sampling technique. The sample size for the study consisted 108 respondents. A total of 10 of the respondents were engaged in Key Informant Interview sessions as part of the quantitative survey.

## Data analysis

**Table 1: Perception of Movie Producers on Copyright Infringements in Nigerian Home Movies**

S/N	Question	Yes (%)	No (%)
1	Copyright infringement is high in Nigerian movie industry	82(75.9)	26(24.07)
2	Do you think that the common man on the street can differentiate between the original or pirated movies	25.7(23.1)	82(75.9)
3	Infringement does not offer economic benefits to film producers and it discourages creativity and kills hard work initiatives	82.3(75.9)	25.7(23.1)
4	Modern technologies contribute to an international network of Piracy on Nollywood home videos and films	100 (92.5)	8(7.4)
5	Copy right infringements affect the producers negatively	82.3(75.9)	25.7(23.1)
6	Govt should introduce severe punishment to check piracy	99 (91.6)	9 (8.3)
7	Nigerian Film Census Board must be empowered to check piracy of Nollywood home videos and films	100 (92.5)	8(7.4)
8	Piracy is a quick means of getting cheap money as a booming business in Nigeria	100 (92.5)	8.(7.4)
9	Are marketers of pirated movies aware that it is a crime to sell pirated movies	82.3(75.9)	25.7(23.1)
10	Copyright infringement affects career development in Nollywood industry and in film/television production	78(72.2)	30(27.7)
11	The preponderance of pirated Nollywood home videos and films on the street create awareness for actors and actresses	88 (81.4)	20 (18.5)
12	Actors/Actresses could go bankrupt because of copyright infringement and Nollywood industry could eventually collapse	99 (91.6)	9 (8.3)
13	Do you think that there is a need for legal reform in the movie industry	97(89.8)	11(10.1)
14	I think Nigerian Copyright Commission (NCC) has lived up to expectation	25(23.14)	82.3(75.9)
15	I think N.C.C needs to educate the public more aggressively about the consequences of copyright law infringements	82.3(75.9)	25(23.14)
<b>S/N</b>	<b>Perception of Registered Movie Marketers on Copyright infringements in Nigeria</b>	<b>Yes (%)</b>	<b>No (%)</b>

1	Members of the public are buying pirated copies of Nollywood movies (instead of the original) because pirated copies are cheap and readily available	82.3(76.3)	25.7(3.0)
2	Piracy is a quick means of getting money by both the pirates and their illegal marketers all over the place	82.3(75.9)	25.7(0.2)
3	I believe ignorance of copyright laws can put marketers into trouble	82.3(75.9)	25.7(0)
4	Illegal marketers are those selling fake or pirated movie videos	82.3(75.9)	25.7(0.2)
5	Selling pirated movies in the name of original is deceptive to the buyer	82.3(75.9)	25.7(0)
6	Are the unregistered and illegal marketers of pirated movies aware that it is a crime to sell pirated movies	82.3(75.9)	25.7(0.2)
<b>S/N</b>	<b>Perception of Actors and Actresses on Copyright infringements in Nigeria</b>	<b>Yes (%)</b>	<b>No (%)</b>
1	Do you understand what copyright laws infringement means	82.3(75.9)	25.7(0)
2	Copyright infringement destroys the economic benefits to actors/actresses	83.3(75.9)	25.7(0.2)
3	Copyright infringement affects careers in film and television and especially in Nollywood industry	82.3(75.9)	25.7(1.0)
4	Actors/Actresses could go bankrupt because of copyright infringement	82.3(75.9)	25.7(0.6)
5	Do you think that there is a need for legal reform in the movie industry	82.3(75.9)	25.7(0.9)
6	I perceive that TV stations do not pay royalties to producers of Nollywood films and videos often shown on tv stations	82.3(75.9)	25.7(1.5)
<b>S/N</b>	<b>Perception of Viewers on Copyright infringements in Nigeria</b>	<b>Yes (%)</b>	<b>No (%)</b>
1	It robs the government of huge revenue	82.3(75.9)	25.7(0.6)
2	Are buyers of pirated movies aware that it is a crime to do so?	82.3(75.9)	25.7(0.9)
3	It is right to punish anyone who violates the Nigerian copyright laws	82.3(75.9)	25.7(0)
4	I think N.C.C has lived up to its expectation	25.7(0.1)	82.3(75.9)

5	I think N.C.C needs to do more awareness about piracy	82.3(75.9)	25.7(0)
6	I think N.C.C needs to educate the public	82.3(75.9)	25.7(0)

S/N	Approaches aimed at controlling Copyright infringements in the Nigerian society	Yes (%)	No (%)
1	There is high level of copyright infringement in Nigeria	82.3(75.9)	25.7(0.1)
2	TV stations must NOT encourage piracy	82.3(75.9)	25.7(2.4)
3	I think piracy can be eradicated by stringent and severe penalties	82.3(75.9)	25.7(0.9)
4	I believe copyright infringement law does not encourage creativity in Nigeria	82.3(75.9)	25.7(0.3)
5	Has government contributed in eradicating copyright infringement in home movies	82.3(75.9)	25.7(2.5)
6	To effectively control copyright infringements in Nigerian movies, Government must engage the international community to check the activities of foreigners who aid the crime with advanced digital technology.	82.3(75.9)	25.7(1.2)

**Source: Field survey**

Table 1 confirms that copyright infringement is high (76 %) in the Nollywood movie industry and does not offer economic benefits to original film producers, but it discourages creativity and kills hard work initiatives (76%). It further confirms that infringement affects film producers negatively (76%). The findings also show that modern technologies encourage international network of piracy against the Nollywood film industry (92.5%), adding that only severe penalties by the Federal Government can effectively tackle the menace of piracy against the Nollywood industry in Nigeria. Furthermore, 91% of respondents believe that the international networks of piracy are operating in Nigeria with modern technologies to destabilize the success of the Nollywood movie industry in Nigeria. Data also reveals that a lot of economic benefits accrue to the marketers of pirated works because the buyers on the street are ignorant (75.9%) about differences between the pirated copies and the original ones. Thus, piracy is a booming business in Nigeria as indicated by 92.5% of respondents. Hence, it is a phenomenon that requires concerted efforts by government and all stakeholders to fight and bring it under control.

**Questions and Answers from KII Sessions. Date: 18th, 19th and 20th January 2022**

The interviews were mere supplementary questions aimed to complement the questionnaire administered on various categories of stakeholders of the Nollywood industry in Nigeria. The focus was

to seek the perceptions of stakeholders considering copyright infringements in the industry. The following questions and answers were recorded at different locations in Lagos and at different days:

**Session One: 18th Jan. 2022 at Lekki, venue of some Nollywood Movie Producers in Lagos**

**Question 1:** Is Lagos the hot spot for video piracy?

**Answer:** Yes! Lagos is the hot spot for video piracy in Nigeria.

**Question2:** Explain the trend of Piracy in Lagos.

**Answer:** Pirates abound at Oluwole, Isale Eko, Gbagada, Maryland etc The rate of piracy in Lagos is so high and crazy to the extent that, the sense of security for producers to invest in Nollywood is fast diminishing.

**Question 3.** What are the Law Enforcement Agents doing to curb the menace?

**Answer:** Some of the known hideouts of the pirates are often raided, but the pirates relocate again and surface after a while

**Session Two: 19th January, 2022. Interview with registered film marketing executives at Apongbon and Alaba markets mainly for video distribution**

**Question 1:** Explain the challenges faced by Nollywood registered film marketers in Nigeria

**Answer:** The problem of Piracy is a major challenge. Lagos is becoming unsafe for video film business due to the alarming rate of piracy

**Question 2:** Is it true that even here at Apongbon there are pirates?

**Answer:** They have hideouts at Oshodi, Alaba and Oluwole, but not here at Apongbon. Another respondent said "piracy in Lagos is like a cult, they operate underground. Alaba market is a strong piracy base in Lagos"

**Question 3:** Since you people know where they are located why are they not arrested?

**Answer:** They are always a foot ahead of law enforcement agents. They play hide and seek game with government authorities. Another Respondent said it is possible that the Pirates bribe their way through the law enforcement agents. They have gone high-tech with the support of foreign nationals from China and other south-east Asian countries who supply internet equipment that make it possible for mass production of pirated works sold even outside Nigeria.

**Session Three: 20th January, 2022. Interview with Actors and Actresses**

**Question 1:** Can you explain the true situation about the issue of home video piracy in Nigeria?

**Answer:** Lagos is the prime center of video and other forms of copyright infringements in the country going by the results of our recent official survey

**Question 2:** How do pirates operate even with all the regulatory bodies in charge"?

**Answer:** Video piracy is a strong network of underground criminals who operate from hideouts in the big Lagos markets of Alaba and Oshodi. Another Respondent said "Video Piracy is a highly secretive business and the operators are so powerful and connected. Their targets are usually good films that can command good sales in the market which they dub in thousands"

**Question 3:** How can piracy be controlled in Nigeria?

**Answer:** Government should intensify efforts to arrest, prosecute and jail anyone found guilty of infringement of the copyright laws. Another Respondent said pirates operate as gang stars and mafia.

They spend so much money to protect their evil operations. So, all stakeholders in the Nollywood industry should also think and work together to eradicate this evil” A producer of the Video Producers and Marketers Association of Nigeria remarked that, there is a particular building being referred to as “strong house” in Alaba market, which serves as hideout for foreign pirates. The house is stocked with DVD reproduction machines. Access is usually gained into this production point through the use of ladder in order to prevent entrance of unwanted persons.

**Session Four: 20th January, 2022. Interview with Viewers at Pan Atlantic University (PAU) Lekki and the University of Lagos (UNILAG)**

**Question 1:** Since everybody knows that piracy is an economic evil, what should be done to checkmate the activities of pirates in Nigeria?

**Answer:** Intensification of the efforts of the regulatory bodies such as the Nigerian Film and Videos Census Board and the National Copyright Commission. They should be up and doing. Another Respondent answered that “apart from the VCD-DVD multiple-in-one pirated format, other prominent types of piracy that emerged in the data collected include; internet piracy, particularly on You-Tube, the cable and terrestrial television stations video infringements.

Respondents acknowledge that, the internet piracy is sophisticated and very popular among students of higher institutions, while the television piracy is common among the terrestrial stations.

Solutions noted recommended by the students of PAU and UNILAG were:

1. Pirates should be granted license to sponsor productions
2. Stricter punishment or penalty should be enforced to prosecute pirates.
3. Regulatory bodies should do more awareness campaigns about copyright infringements, laws protecting copyright and also to educate the people.
4. Enter production treaties with other countries and get people into the business of willing to eradicate copyright infringements.
5. Deal effectively with the distribution channels. Producers should take precautions, have an organized market.

**Test of Hypothesis**

H0<sup>1</sup>: There is no Copyright Infringement on Nollywood movies. Inferential Statistical tool of Chi-Square was used to analyze the hypothesis on the perception of stakeholders on copyright infringements of Nollywood movie industry.

**Chi-Square Tests**

Inferential Statistics	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.489E3 <sup>a</sup>	29	.000
Likelihood Ratio	1.552E3	29	.000
Linear-by-Linear Association	5.925	1	.015
N of Valid Cases	3240		



Inferential Statistics	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.489E3 <sup>a</sup>	29	.000
Likelihood Ratio	1.552E3	29	.000
Linear-by-Linear Association	5.925	1	.015

**Source: Field survey**

**Decision Rule:**

In Pearson Chi – Square calculation, the decision rule implies that when p is < .005, 0 cells (.0%) have expected count less than 5. The minimum expected count is 25.73.

The Pearson Chi – Square as calculated in table1 has a value of 1.489 and a degree of freedom (DF) put at 29. The calculated P value is 0.000. The null hypothesis is rejected. In conclusion, since the p-value (0.000) is less than the level of significance (0.005), we conclude that Copyright infringement of Nollywood movies in Nigeria is high.

**Conclusion and Recommendations**

The study confirmed that copyright infringement is high in the Nollywood movie industry and does not offer economic benefits to the producers. It further confirmed that piracy affects the producer and marketers negatively while modern technologies provide an avenue for international movie piracy networks to thrive in Nigeria. Findings also indicate that the common man can not differentiate between the original and fake movies. It further revealed that the criminals are making huge sums of quick money from their illegal activities and unless the Federal Government clamps down on the pirates the Nollywood movie industry may collapse. Ignorance of copyright laws can put them into trouble, selling of pirated movies to buyers is deceptive. Even though they believe it is a crime to market pirated copies, they cannot however, do anything to control or avoid the consequences of marketing pirated movies. Marketers indulge in the illegal business because of the weak approach of the Nigerian Copyrights Commission (NCC) to check the nefarious activities because they see it as a quick way of making cheap money. Majority of the respondents including actors and actresses agreed that copyright infringement does not offer them any economic benefits. Rather, it affects their careers and they could go bankrupt. There is therefore, a need for legal reform in the movie industry. Viewers, were of the opinion that buyers of pirated movies are aware that it is a crime to buy pirated movies and violators should be punished. The study therefore recommends an amendment to the existing legal framework regulating movies production in Nigeria. There should be a review of the existing Copyright Act to reflect increase in the penalties for criminal infringement. Provisions relating to infringement of copyright by corporations should be amended to include the closure of any corporate organisation convicted for copyright infringement. Also, there should be increased enlightenment and awareness campaigns that will be taken down to the grassroots on piracy and its consequences. This can be achieved through seminars, symposia, workshops, conferences backed up with serious media campaigns, in a way that the layman on the street will understand. Emphasis should be laid on the bad effects of piracy, the use of pirated products and how to identify pirated works.

Government and other stakeholders in the video industry need to work hard and act fast to prevent any further Nollywood movie piracy from its present level to a more precarious critical mass level, which might constitute more serious dangers and destruction of the Nigerian movie industry. In total, there should be more public engagement on the awareness campaign drive against copyright

infringements in an industry that is fetching the country about \$2.5 billion annually. Severe penalties should be imposed on criminals engaged in the nefarious activities.

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# Socio-economic Welfare Programmes of the Ansar-Ud-Deen Society of Nigeria for the Vulnerables in Nigeria: Issues and Challenges

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## Abstract

*Low standards and uncharitable living conditions of the vulnerable individuals in the community have led to a high level of poverty, diseases, and low-income status. Many issues are embedded in the provision of needs for the vulnerables. In fact, numerous religious organisations, faith-inspired organisations, and non-governmental organisations are working vigorously to ensure that the endangered species, the vulnerables, are adequately taken care of. These conditions have prompted the Ansar-ud-Deen Society of Nigeria (ADSN), a religious body, to intervene since its inception in 1923. This paper examines the issues and challenges affecting the socio-economic welfare programmes of the Ansar-ud-Deen Society of Nigeria for the vulnerables in Nigeria. The paper critically examines the role of the Ansar-ud-Deen Society of Nigeria in the provision of basic needs, educational facilities, health education, skills and vocational acquisition, empowerment, as well as social and advocacy support. It has been gathered from the analysis of the efforts of ADSN programmes and activities that there is still more to be done. Despite the significant contributions of society, a number of other vulnerable individuals were not reached, and many of those who were reached did not have their needs adequately catered for. Part of the efforts of this paper emanates from two theoretical frameworks: social justice and needs assessment theory. Therefore, the paper concluded that there is a need for the provision of soft loans and the strengthening of welfare programmes for the vulnerable.*

**Keywords:** Ansar-ud-Deen Society of Nigeria, Socio-economic, Vulnerables, and Welfare Programmes

## Introduction

The Ansar-ud-Deen Society of Nigeria is a prominent Islamic organisation that has played a significant role in the religious, educational, and social development of Nigeria. It was founded in 1923, the society has a rich history and has been instrumental in promoting Islamic values, fostering community development, and advocating for the rights of Muslims in Nigeria. The Ansar-ud-deen Society of Nigeria was established during the colonial era, a time when Muslims in Nigeria faced various challenges, including religious discrimination and limited access to education. The society was founded by a group of visionary Islamic scholars and leaders who sought to address these issues and promote the teachings of Islam among the populace. One of the primary objectives of the Ansar-ud-deen Society of Nigeria has been to promote Islamic education and values. The society has established numerous schools, both at the 236 primary and 54 secondary levels, to provide quality education while integrating Islamic teachings into

the curriculum. This has been crucial in nurturing a generation of young Muslims who are well-grounded in their faith while also being equipped with modern knowledge and skills. Gbadamosi (2013) stated that According to the Constitution of the Society, the Ansar-ud-Deen Society was founded to:

- i. Found, build and operate educational facilities;
- ii. Encourage literacy and intellectual pursuits among its members;
- iii. Promote the religious and moral advancement of the Muslim community;
- iv. Eradicate all forms of evils and corruption that have crept into Islam and foster brotherhood among all members of the Muslim community;
- v. Spread the great message of Islam and disseminate true knowledge of the holy Qur'an among all peoples; translate the holy Qur'an and other Islamic books into local languages and circulate these among Muslims and non-Muslims. (Page 34).

Furthermore, the society has been actively involved in the establishment of Islamic religious centers, and mosques, and the provision of religious guidance to communities across Nigeria. Through these efforts, the society has not only helped to preserve Islamic traditions, social, and economic but has also contributed to the spiritual well-being of the vulnerable in the country. In addition to its religious and educational endeavours, the Ansar-ud-Deen Society of Nigeria has been at the forefront of various social development initiatives. The society has been involved in charitable activities, providing assistance to the less privileged, promoting healthcare initiatives, and contributing to the overall welfare of communities. Moreover, the society has been an advocate for the rights of Muslims in Nigeria, working to ensure that their religious freedoms are respected and protected. This has included efforts to address issues of discrimination, promote interfaith dialogue, and foster peaceful coexistence among diverse religious communities in the country. It is on this premise that this paper examined the essence and impact of the Ansar-ud-Deen Society of Nigeria as an interventionist in relation to the socio-economic welfare of the vulnerable.

### **Conceptual Clarifications**

This subsection is meant to analyse certain concepts which are quite relevant to the proper understanding of this paper. The concepts include; socio-economic, welfare programmes, and vulnerability among others.

**Socio-Economic Well-being:** Socio-economic well-being is a multifaceted and complex concept that encompasses the social and economic well-being of individuals and communities. It involves the improvement of living standards, health, education, employment opportunities, and overall quality of life of individuals and groups in the community. Sub-sets of socio-economic well-being include the following:

**Standard of Living:** This encompasses various aspects of an individual's or a population's well-being. It is a measure of the quality of life, the standard of living comprises several key components that collectively contribute to an individual's overall well-being. These components include income level, access to healthcare, educational opportunities, housing quality, environmental quality, and leisure time. Each of these elements influences an individual's quality of life and contributes to the overall standard of living within a society. For example, a high standard of living may encompass access to quality healthcare, a comfortable standard of housing, and opportunities for personal and professional development. Adekunle (2015) asserts that the standard of living could be measured in the following gross domestic product (GDP) per capital, household, life expectancy literacy rates, access to clean water and sanitation, and income inequality. United Nations submitted that the human development index could also determine the standard of living.

**Health:** This is another indicator of socio-economic, health is one of the most apparent connections between health and socio-economic status that is access to healthcare. Individuals with higher socio-economic status often have better access to quality healthcare services, including preventative care, screenings, and treatment options. In contrast, those with lower socio-economic status may face barriers such as lack of insurance, limited healthcare facilities in their area, or financial constraints that prevent them from seeking timely medical attention. Thus, vulnerable individuals from lower socio-economic backgrounds may experience poorer health outcomes and higher rates of chronic conditions. Health behaviours, such as diet, exercise, and substance use. Affluent individuals may have greater access to fresh, nutritious foods and recreational facilities, enabling them to maintain healthier lifestyles. On the other hand, vulnerable individuals with limited financial resources may rely on cheaper, less nutritious food options and have less time and opportunities for physical activity. Additionally, the stressors associated with lower socio-economic status can lead to unhealthy coping mechanisms, such as smoking or excessive alcohol consumption, further impacting overall health.

**Access to Education:** This plays a critical role in shaping individuals, communities, and nations, influencing various aspects of society such as income levels, employment opportunities, health outcomes, and overall well-being. This article explores the multifaceted relationship between education and socio-economic development, shedding light on the diverse ways in which education serves as an index of socio-economic progress. According to Aderinoye, (2004) who stated that education serves as a powerful tool for poverty alleviation, offering individuals the opportunity to break the cycle of intergenerational poverty. By acquiring knowledge and skills, individuals are empowered to pursue better employment prospects, thus improving their financial situation and that of their families. Additionally, education is linked to improved health outcomes, as educated individuals are more likely to make informed decisions about healthcare and lead healthier lifestyles, ultimately reducing the burden of healthcare costs on vulnerable individuals and communities.

**Employment Opportunities:** The 21st-century job market has witnessed the emergence of new and unconventional career paths. Fields such as data science, artificial intelligence, digital marketing, and renewable energy have gained prominence, offering exciting prospects for vulnerable individuals with the relevant skills and expertise. Furthermore, the emphasis on sustainability and environmental conservation has led to the proliferation of "green" jobs in areas such as sustainable architecture, renewable energy engineering, and environmental policy.

**Welfare Programme:** Welfare programme, also known as social welfare or public assistance programmes, are designed to provide financial, social, and other forms of support to vulnerable individuals and families in need. Welfare as defined by Adam (2023) refers to the rendering of service or assistance to the needy, and vulnerable in the community. These programmes are typically operated by the government, non-profit organizations, private institutions, and faith-inspired organization and they aim to promote the well-being and economic security of vulnerable populations. Welfare programmes play a crucial role in addressing poverty, inequality, and social exclusion. More so, offering financial assistance, healthcare benefits, food support, housing aid, and other essential services, these programs can help alleviate the hardships faced by low-income individuals and families. They also contribute to enhancing the overall quality of life for disadvantaged populations, fostering social cohesion, and reducing the risks of social unrest and crime. (Bakare, T.V., Oyelami. O. & keshinro, A. (2019).

**Vulnerability:** is a multifaceted concept that permeates various aspects of human existence, from individual well-being to societal resilience. In its essence, vulnerability refers to the susceptibility of individuals, communities, or systems to physical, emotional, or economic harm. This social ill has several causative factors, including environmental hazards, social inequalities, health disparities, and economic insecurity. Vulnerability can manifest in diverse forms. It encompasses physical vulnerability,

such as susceptibility to illness or injury, as well as emotional vulnerability, which pertains to mental health challenges and psychological distress. For instance, an individual with a compromised immune system may be more vulnerable to infectious diseases, while someone experiencing emotional distress may be more susceptible to mental health disorders. Moreover, social and economic factors significantly contribute to individual vulnerability. Individuals facing poverty, homelessness, or food insecurity are particularly susceptible to adverse outcomes, as they lack the resources and support networks to mitigate risks effectively. Furthermore, marginalized populations, including racial and ethnic minorities, LGBTQ+ individuals, and persons with disabilities, often face heightened vulnerability due to systemic discrimination and social exclusion. For instance, the COVID-19 pandemic underscored societal vulnerabilities related to public health infrastructure, economic disparities, and access to essential resources. Similarly, climate change poses a significant threat to global societal vulnerability, as it amplifies environmental risks and exacerbates existing social and economic inequalities.

### **Addressing Vulnerability**

Effectively addressing vulnerability necessitates a comprehensive approach that encompasses proactive measures to mitigate risks and enhance resilience. This includes implementing social safety nets to support individuals and communities facing economic insecurity, fostering inclusive policies to address systemic inequalities, and bolstering infrastructure to withstand environmental hazards. Moreover, prioritizing mental health support, promoting healthcare accessibility, and advancing educational equity are pivotal in addressing individual and societal vulnerabilities.

### **Theoretical Postulation**

To put this write-up on strong footing there is a need to support it with theories. The theories are as follows:

- i. Social Justice Theory by John Rawls (1971)
- ii. Needs Assessment Theory by Roger Kaufman (1992)
- iii. Social Justice Theory by John Rawls (1971)

The theory was popularized by John Rawls in 1971. This theory asserts that all individuals have a right to basic necessities such as food, and healthcare and that society should ensure that these needs are met. Social justice also recognizes that some individuals may face additional challenges due to systemic discrimination or other factors and that these individuals may require additional support to achieve a basic standard of living. The theory of Social Justice is relevant in this study as it stresses that societies have an obligation over individual needs through a systematic process of support and assistance in the provision of basic needs to enhance living conditions and desired outcomes. Through this theory, it is assumed that the well-being of the vulnerable could be enhanced if certain social welfare packages were provided, to increase productivity and efficiency and provide a better livelihood. Given this, this theory is imperative to take into account when analysing societal structures and support systems. The theory is based on the need for welfare programmes and the Ansar-ud-Deen Society of Nigeria as a provider to give the right interventions to the vulnerable. The expected outcome is for the Ansar-ud-Deen Society of Nigeria to develop policies such as adjustments to new life, changes in behaviour, and creating new job opportunities to a better standard of living for its members.

- **Needs Assessment Theory by Roger Kaufman (1992)**

This study was guided by the Needs Assessment theory developed by Roger Kaufman. The theory helps in understanding human needs. Needs assessment is a systematic process for determining and addressing gaps between current conditions and desired conditions. The discrepancy between the current condition and desired condition must be measured to appropriately identify the need. The need can be a desire to improve the current condition or to correct a deficiency (Kaufman, 1992). This



theory is related to and helped to study and understand variables in this study under consideration: socio-economic factors, welfare programmes, and the Ansar-ud-Deen Society as a major actor in the provision of charitable work and community services. The theory of needs assessment is related to this study as it stresses that the level of an individual's needs must be identified through a systematic process of determining which ADSN practices and addressing needs or gaps between current conditions and desired conditions or wants. According to this theory, it is assumed that the well-being of vulnerable individuals could be improved by providing shelter, food, medication, security, and healthcare support services. This is expected to enhance their productivity and efficiency, leading to an improved quality of life.

### **Socio-economic Welfare Programmes of the Ansar-Ud-Deen Society of Nigeria**

The Ansar-ud-Deen Society of Nigeria is a prominent Islamic organization that has been at the forefront of implementing various socio-economic welfare programmes aimed at uplifting the lives of individuals and communities across the country since its inception in 1923. Through its unwavering commitment to serving humanity, the society has established a range of initiatives that cater to the diverse needs of the vulnerable population, encompassing education, healthcare, poverty alleviation, and community development.

### **Education Initiatives**

Education is a fundamental pillar of development, and the Ansar-ud-Deen Society of Nigeria enshrined the pursuit of education as one of the cardinal objectives of the society. Thereby, it has recognized this by establishing schools and educational institutions that provide quality learning opportunities to children and young adults. These institutions not only focus on academic excellence but also emphasize moral and ethical values, nurturing well-rounded individuals who can contribute positively to society. Yusuf, (2023) stated that the society had established primary schools, secondary, teacher training, and a university which stand as landmarks in her centenary celebration.

**Healthcare Interventions:** The society has also made significant strides in the healthcare sector, with the provision of medical facilities and services to underserved communities. Through the establishment of clinics and medical outreach programs, the society has been able to address healthcare disparities, ensuring that individuals have access to essential medical care and support. Members and non-members' well-being are paramount as top priority for the leaders of the organisation. Hence, institutionalising clinics, health centres and ultra-modern hospitals across the country and beyond as made the society shining sample for other Islamic organisations.

### **Empowerment Programmes**

Recognizing the challenges faced by many in accessing basic necessities, the Ansar-ud-Deen Society has implemented poverty alleviation programmes that aim to empower individuals and families to break the cycle of poverty. Oyelami (2009) asserts essence of reduction of poverty through life skill training and loan. These initiatives include skills development training, microfinance support, and vocational programs that equip beneficiaries with the tools needed to generate sustainable livelihoods Franca (2013).

### **Community Development Projects**

The society has also been actively involved in various community development projects, ranging from infrastructure development to environmental sustainability efforts as well as health facilities. By engaging local communities and fostering partnerships, the society has been able to initiate projects that enhance the overall well-being and living standards of the people. Recently, ADSN Akoka branch, one of the offspring of the society commissioned ultra-modern Hospital to enhance the health infrastructure. This was launched by the Deputy Governor of Lagos State, Dr. Obafemi Hamzat.

## **Contemporary Relevance of Ansar-ud-Deen Society of Nigeria as a Faith-Based Organisation**

In contemporary Nigeria, the Ansar-ud-Deen Society continues to play a pivotal role in the lives of vulnerable and the broader community. Its efforts in education, social development, empowerment, skill acquisition and advocacy have contributed to the overall progress and well-being of the nation.

Our communities are faced with various socio-economic and religious challenges, ADSN emphasis on education, community development, and religious tolerance remains as relevant as ever. By continuing to uphold its founding principles and adapt to the evolving needs of society, the Ansar-ud-Deen Society of Nigeria continues to be a beacon of hope and progress for vulnerable in Nigeria.

### **Issues and Challenges of Ansar-ud-Deen Society of Nigeria (ADSN)**

1. **Limited Funding:** One of the major challenges faced by the Welfare Programmes of Ansar-ud-Deen Society of Nigeria is limited funding. Maintaining and expanding welfare programmes requires a significant number of financial resources, which may not always be readily available at every given time in the pulse of the society.
2. **Lack of Awareness:** Interestingly, another challenge is the lack of awareness among the wider public about the welfare programmes offered by the society. This hampers efforts to reach out to and assist people in vulnerable, as they may not be aware of the services available to them.
3. **Accessibility:** Accessibility is a significant issue in implementing welfare programmes in Nigeria, especially in rural areas. The lack of infrastructure and transportation can make it difficult for the society to reach out to the most vulnerable populations.
4. **Corruption and Mismanagement:** Welfare programmes are sometimes prone to corruption and mismanagement, which can divert resources meant for the vulnerable. This challenge can undermine the effectiveness of the programmes and result in insufficient support reaching the intended beneficiaries.
5. **Limited Collaboration:** Collaborating with government agencies, faith-Inspired organisation such NASFAT, TMC, and other NGOs can enhance the effectiveness and reach of welfare programmes. However, limited collaboration and coordination between various stakeholders may hinder the impact and sustainability of the society's welfare initiatives.
6. **Cultural and Religious Barriers:** In some cases, cultural and religious beliefs can pose challenges to the implementation of welfare programmes. Certain communities may be skeptical of accepting assistance due to perceived conflicts with their values or practices.
7. **Lack of Skilled Personnel:** Welfare programmes require adequately trained and skilled personnel to effectively provide support and services. However, limited availability of such professionals may hinder the society's capacity to deliver quality welfare programmes.
8. **Inadequate Monitoring and Evaluation:** Effective monitoring and evaluation mechanisms are crucial to ensuring the efficiency and impact of welfare programmes. The absence or inadequacy of such systems can make it challenging to assess the effectiveness and identify areas for improvement in the society's welfare initiatives.

### **Conclusion**

The socio-economic welfare programmes of the Ansar-ud-Deen Society of Nigeria have had a profound impact on the lives of countless individuals and communities. By addressing key areas such as education, healthcare, poverty, and community development, the society has been instrumental in fostering positive change and creating opportunities for socio-economic advancement. The significance of these programs extends beyond immediate relief, as they contribute to the long-term development and stability of the society. By investing in education, healthcare, and poverty alleviation, the society is sowing the seeds for a brighter future, where individuals are empowered to lead fulfilling lives and contribute meaningfully to the progress of the nation. Welfare programmes can have both positive and negative effects., they can stimulate consumer spending, promote human capital development, and mitigate the adverse impacts of economic downturns. On the other hand, critics

argue that excessive reliance on welfare support may create disincentives for workforce participation, leading to potential inefficiencies and dependency issues. Striking a balance between providing essential support and encouraging self-sufficiency is a key challenge in the design and implementation of welfare programmes. While these programmes have the potential to alleviate hardship and enhance well-being, they also raise contentious issues related to economic efficiency, social equity, and ethical principles. As we navigate the complexities of welfare provision, it is imperative to engage in informed, inclusive, and empathetic dialogues that consider the diverse needs and perspectives of all individuals and communities.

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## Leadership Mentoring and Ecclesiastical Succession in Foursquare Gospel Church, Agege, Lagos State, Nigeria

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### **Abstract**

*Mentoring is one of the ways of passing knowledge, understanding, skill and professionalism is imparted from an individual to another person. Scholarly researchers have examined issues of historical emergence and growth of the church, place and functionality of different sub-groups and associations, contributions of leadership to eventual development of the districts. However, both in theory and practice the issue of mentoring and mentorship have been largely neglected. This leads to leadership by selections and appointments. Lack of trust and high level hypocrisy becomes the language of the day. It affects growth and brings acrimony. Therefore this article will look into Leadership Mentoring and Succession in Foursquare Gospel Church, Agege Axis. This article will use historical method to trace the historical development of Leadership Mentoring and Succession in Foursquare Gospel Church, Agege Axis. The result shows that Foursquare Gospel Church, Agege Axis has leadership succession and mentoring programs. One could conclude that mentoring is fundamental to character transformation, sustainability and growth of the Foursquare Gospel Church because it makes for a thorough breed Christian leadership, administration and church management. It is recommended that effective mentoring in the church, therefore, mentor-protégé is done in the perspective of church leadership with training, supporting, strong guidance and communication. Furthermore, the pastor should intensify mentor-mentee relationship based on trust, discipline, realistic goal and church expectations.*

**Keywords:** Leadership-Mentoring, Ecclesiastical Succession, Mentor-Protégé, Foursquare Gospel Church, Agege Axis, Lagos State.

### **Introduction**

Mentoring is essential in developing the next generations of leaders in any community. The essentiality of this has been fundamentally underscored by the etymological meaning of the term 'mentor'. This term has its etymology in Greek mythology. Daloz points out that in Homer's *Odyssey*, Mentor was a character entrusted with the task to tutor and guide Eteocles, the young son of Odysseus (20). The concept of mentoring has since been extended and used in various human fields of endeavour including management and education. In Christian context, mentoring has been understood as "a triadic relationship between mentor, *mentoree* and the Holy Spirit, where the *mentoree* can discover the already present action of God, intimacy with God, ultimate identity as a child of God and a unique voice for kingdom responsibility" (Anderson and Reese 12).

The definition of Anderson and Reese above further underscores the value and place of mentorship in Christian circles. While it has been succinctly pointed out that “mentor” as a concept is not found in the Bible, however, the notion of mentoring fills the pages of the Bible. Alton Chua and Pelham Lessing write that:

In the Old Testament, the description of the pairs of mentor / protégé include Moses and Joshua (Deuteronomy 31:7–8), Naomi and Ruth (Ruth 1:7–18; 2:17–3:16), as well as Elijah and Elisha (2 Kings 2:1–6). In the New Testament, Jesus mentored the Twelve. One of them, Peter, forged some form of mentoring relationship with Barnabas (Gal. 2:11–13), who went on to mentor Paul and Mark (Acts 12:25–13:5). Paul in turn mentored Timothy, Titus, and several others both male and female (2 Timothy 2:2). (2 -3)

This expansive illustrations of mentor-protégé in the scriptures actualizes the divine intention of creating a chain of godly leaders who are both divine oracles and representatives of God’s people that can be instrumental in birthing and sustaining the ‘move of God’ on earth. In the context of the scriptures, this move is crucial to eventual inauguration of the kingdom of God on earth. Over the years, mentoring activities have been developed on the basis of expedient considerations as MacPherson and Rice noted or fairly resulted from Christian virtues of love and accountability (Daman 140).

This paper investigates Mentoring and Leadership Succession in Foursquare Gospel Church, Agege, Lagos, for adequate understanding and evaluation of the impact of leaders on their successions in The Foursquare Gospel Church Movement in Nigeria, since her advent in 1955. Adeogun says that Harold Curtis in his magnanimity expended his retirement pension and gratuity on evangelistic efforts by buying and developing his estate as the LIFE Bible College, Ikorodu, Lagos State. The Foursquare Gospel Church, Nigeria is undoubtedly one of the many transplants of the vine (the International Church of the Foursquare Gospel ICGP). The Foursquare work in Nigeria is obviously a spillover of the great move of the Holy Spirit in the Pentecostal Revival in the United State of America as from 1905.

According to Sadela, Foursquare Gospel Church came to Nigeria through the invitation of Rev. and Rev. (Mrs.) Harold Curtis to Nigeria for a crusade in 1955. They later met with Bro. James Boyejo, Rev. F.C Osuwa and Bro. S.O Odunaike. Others were E.A. Adeniji, Ben Ogundimu and Theophilus Dosumu (56). The Foursquare work which began as a mustard seed experienced a significant early expansions, with a great evangelistic crusade held in Lagos in 1956 by T.L Osborn Evangelistic Association. However, the most outstanding early expansion of the Foursquare work took place in 1961, six (6) years after its inception. During this great expansion, many churches were planted. In 1963, the expansion efforts witnessed the pioneering of other churches like Oshodi by Pastor J.O Oluwasanmi and that of Agege by Pastor Solomon Akinyelu.

Based on the fact that the church has a ‘one-man-founder’s experience’, there is the possibility that The Foursquare Church is likely to experience the same leadership mentoring and succession problems which are common to family businesses. Although this paper uncovered some exceptionally successful mentoring relationships in both the New and the Old Testaments, they do not provide details of what those who were involved in the mentoring relationships did for them to be successful. It is in the secular world that mentoring relationships, stages and models have been researched and practiced. It is when mentors and protégés are paired correctly and their relationships managed properly throughout all the mentoring stages that organizations can be assured of smooth leadership transitions.

On this premise a host of Ten Different Leaders (District Overseers) has worked in Agege District over a period of fifty years which has produced over thirty Districts, seven of which are under his administration. This paper evaluates lessons drawn from leadership mentoring and ecclesiastical succession’s practices in the biblical and secular worlds in the context of The Foursquare Gospel Church, Agege Axis. The paper also brings to fore an expository hermeneutics of 2 Timothy 2:1-5. Members of the Foursquare Gospel Churches read and interpret the bible as authoritative for faith and

life. The participants' call for biblical leadership mentoring and succession is therefore evaluated using the biblical narratives in 2 Timothy 2: 1-5.

### **Exegesis of 2 Timothy 2:1-5**

You therefore, my son, be strong in the grace that is in Christ Jesus. <sup>2</sup> And the things that you have heard from me among many witnesses, commit these to faithful men who will be able to teach others also. <sup>3</sup> You therefore must endure hardship as a good soldier of Jesus Christ. <sup>4</sup> No one engaged in warfare entangles himself with the affairs of *this* life, that he may please him who enlisted him as a soldier. <sup>5</sup> And also if anyone competes in athletics, he is not crowned unless he competes according to the rules. NKJV

Such model of leadership could serve as an important form of discourse in Africa in the context of leadership.

### **Nature and Forms of Mentorship**

The concept of mentoring has attracted several Christian scholars and theologians over the century. Its nature and forms have been discussed in plethora array of literatures. It is essential that critical review of these literatures be done in the light of this thesis' focus. Parks define mentoring as a form of friendship, but friendship with a particular end in mind: the mentor companions and supports the protégé in discovering and claiming his or her authentic self. Mentoring relationships anchor the vision of the potential self, as the mentor offers both insight and emotional support (81). McCreath supports this definition; she argues that this form of friendship has its purpose for both young adults and older adults. In her views, "for young adults, mentors embody and inspire the possibility of committed and meaningful adulthood, for older adults, mentors embody and inspire the possibility of committed and meaningful life within a particular profession, or through a particular era of life (2).

She added that "mentoring is almost always mutual in practice. The protégé learns from the mentor, but the mentor is also learning from the protégé" (2). Indeed, her insightful point here is apt as it adequately encapsulates the general perception of the nature of mentoring. She also explains the process of mentoring with brilliant analysis below:

...one of the qualities of a mentor is awareness that they themselves are still a work-in-progress, still moving towards authenticity and deeper wisdom. Each mentor and each relationship is unique, but generally, good mentors exhibit certain qualities. They are good listeners. They are not afraid to ask hard questions and never force their answers on a protégé. Mentors share stories from their own lives and the lives of others in ways that open up possibilities for, while not getting in the way of, the protégé. Mentors are honest about their struggles and their hopes and make lots of room to hear about the struggles and hopes of protégés. Most importantly, mentors are present: they show up, make time in their schedules, and are intentional in their commitment to their relationship with a protégé (2-3).

Her argument showed that mentoring is a life-long commitment in which people are committed to the coming generation for the purpose of building them up for leadership and societal development. In this regard, it can be said that McCreath's view is apt in the sense that it promotes the value of mentoring in human society without which there will be no structural development.

Phillips-Jones supports McCreath's claim when he notes that mentoring is all about "Passing on" the baton perpetuated skills, knowledge, values, traditions, and culture of the people to the next generation, while also preparing the young person to be able to make a living for himself and, in time, for a family. Individuals would seek out "wise teachers" or look to family members to teach them intellectual, emotional, spiritual, physical, and social truths and skills" (14). Although, some scholars have tagged the nature of mentoring as old paradigm or classical mentoring, which refers to an inexperienced person going to another of experience to be taught the rudiments of a particular trade,

skill, or through observation, inculcating the values of the wise teacher into his or her own thinking, philosophy, life-style, and ultimately, life's expectations (David 23).

Fazel and Lotter emphasized that the opinion of several scholars regarding mentoring is that it is "is a two-way process where both mentor (leader) and mentee (follower) learn to understand one another and a relationship through which the mentor (leader) invests time and help the mentee (follower) to reach his or her potential" (194). They write that mentoring is the support and encouragement to people so that they can manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be (194). They pointed out that:

The mentor is a guide who helps the mentee to find the right direction. Mentors have empathy with the mentee and also an understanding of their issues. Mentors help mentees to believe in themselves and they boost their confidence. The possible "mentor" (leader) is interested and motivated to help the mentee (follower) because the "mentor" is that someone who allows the mentee to see the hope inside him-/herself through their guidance, motivation, inspiration and support so that the mentee (follower) can achieve his/her life's goals (Fazel and Lotter 194).

As a result, they define mentoring as a supportive, learning relationship between an individual – the mentor – who shares his or her knowledge, experience and insights with another less experienced person. It can be seen from different authors' perspectives that in a broad sense, there is a wide variety of uses, describing the range of activity and functions which can be considered to be mentoring. Gaius points out that mentoring as a concept has been used to describe the process of investing oneself into someone else to enable him or her to realize the fullest potential and thus live with purpose and satisfaction. It is easy to see how mentoring can become what everyone wants it to be (23). Ruth Hassall identified what mentoring is not when she observed that it is not being a parent, not a counselor, not a buddy, and not simply a teacher, although, in my experience, it can incorporate such elements in an informal setting (22, 23).

Biehl cited some misconceptions about mentoring such as that "mentors must be perfect," that they have to be much "older" to qualify, that they "have all the answers," that mentoring "involves a curriculum" and "holds the protégé accountable (30-42). Similarly, Group magazine *Intensive Caring* noted that mentoring is not a parent, a peer, a bank, God, or perfect (12). That is not to say that all these roles, qualities, skills, and functions cannot be evident in the mentoring relationship. On the contrary, they all have their rightful place within the context of an on-going meaningful and satisfying relationship where one person is being helped and empowered to grow in confidence to become and achieve his fullest potential.

The US Department of Transportation has published a very helpful Mentoring Handbook (undated Department Office for Human Resource Management). This is available on-line. The Guide says,

One usually charts unfamiliar territory when attempting to define "mentoring". Mentoring is not a term that is easy to define because it is an ever-changing process. The mentoring process links an experienced person (mentor) with a less experienced person (mentee) to help foster the career development and professional growth of the mentee

The Guide describes ten different roles a mentor can assume: Teacher; Guide; Counselor; Motivator; Sponsor; Coach; Advisor; Referral Agent; Role Model; Door Opener. Mark McGuiness discusses the similarities and differences between training, mentoring and coaching, although as subsequent discussion on the site illustrates, the distinctions are not always so clear or agreed. Askew and Carnell have recently clarified one way of articulating the relationship between mentoring and coaching,

mentoring is about supporting significant career changes focused on the whole person...; coaching focuses on drilling deep into professional knowledge and expertise to refine, hone and tone existing skills... coaching is about increasing and sustaining effectiveness through

focused learning. The coach's aim is to work with client to achieve all of the client's potential (14).

According to Wakeman, there are various forms of mentoring. There are formal and informal mentoring. He gives the following illustration to explain what he meant by 'informal mentoring'

...there are a wide range of situations where people might be experienced and trusted advisors, or people who give advice. In this broad general sense there can be mentoring taking place in families where parents or elder siblings give advice and guidance to children about new skills such as cookery, learning to drive, or career choices. Older more experienced friends mentored the author in understanding school work, and in playing cricket. More recently his wife has given valuable advice and guidance about water colour painting techniques.

It is important to note that this form of mentoring has been adopted in some organizations in recent times. Scholars such Fagenson, Marks and Amendola point out that an informal or self-selected mentoring relationship can be defined as a relationship free from formal intervention within the organization. The informal mentoring relationship tends to be a lasting relationship but often takes some time to develop or occur. Ragins and Cotton and Rosser describe an informal mentor relationship as not identified by a third party but rather by a similar interest that can happen spontaneously or without prompting. Kram said mentors should see themselves in a new employee and want to "shepherd" the new employee to better understand the organization, much like they experienced (18).

In these literatures, it was established that the new employee often sees this experienced employee as a role model. Informal relationships usually focus on career goals and how a new employee can move up within an organization. The mentor in an informal relationship typically keeps the interest of the new employee as priority to help identify long-term goals. Mentors are able to position new employees with opportunities to begin to strive and achieve their goals. In doing so, mentors provide new employees with the necessary developmental objectives and skills to be more satisfied in their jobs with vision toward their goals.

In his article, *A Christian Perspective on Mentoring*, Wakeman also notes that the formal type of mentoring is the one that occur in a professional setting. He cited Cohen to point out that this formal mentoring is the type in a narrower and more formal sense where mentors are employed in a wide range of professional settings: in the youth service to work alongside teenagers; in adult education. He added that there are other forms of mentoring such as personal and corporal mentoring.

In several literatures, attempts have been made to examine formal mentoring in a strictly organization context. In this regard, a formal mentoring program always pairs a new employee with an experienced employee within an organization. Hegstad describes an ideal mentor assignment as one where the organization appoints two individuals with similar job interests and characteristics to a non-intrusive learning environment with open communication (12). Other scholars such as Allen, McManus and Russell in their respective articles have pointed out that this relationship is typically quick to develop and remain successful because the mentee as well as the mentor have similar interests. Within a formal mentor assignment, the appointed time is typically for one year. It was established that the mentor and mentee are provided reference manual or specific elements to accomplish within the assigned period. In these literatures, the formal mentoring relationship ends after the one year, but a continued rapport is not uncommon because of the working relationship that was formed during the mentorship.

Furthermore on this, Wilson and Elman highlight the importance of choosing the right mentor (12-16). The selection of an appropriate mentor would provide for open meaningful communications within a safe environment free of conflict of interest or presumed judgmental aspects (Wilson & Elman, 19). An immediate supervisor or manager of a new employee could be an awkward placement because of the power structure in certain instances. Bell adds that a mentor should still be a person



who is close to the mentee or has similar interest so to draw from experiences that can create a positive working relationship for the two individuals (20). Other scholars such as Finkelstein & Poteet, Mincemoyer & Thomas, even Wilson & Elman write that Organizations committed to a formal mentoring approach are interested in their new employees obtaining organizational socialization; understanding the culture and vision of the organization; and providing career development opportunities for a new employee to be successful.

Chris van Overveen discusses 'facilitated', and 'indirect non-intrusive' mentoring. One view of mentoring is reproduced from a section from the website Mentoring.org and this is responsible mentoring. According to this site, responsible mentoring may be described as follows:

- i. is a structured, one-to-one relationship or partnership that focuses on the needs of mentored participants;
- ii. Fosters caring and supportive relationships;
- iii. Encourages individuals to develop to their fullest potential;
- iv. Helps an individual to develop his or her own vision for the future;
- v. Is a strategy to develop active community partnerships

It was noted that responsible mentoring can take many forms: traditional mentoring (one adult to one young person); group mentoring (one adult to up to four young people); team mentoring (several adults working with small groups of young people, in which the adult-to-youth ratio is not greater than 1:4); peer mentoring (caring youth mentoring other youth); and e-mentoring (mentoring via e-mail and the Internet).

Scholars have also explored the relationship between spiritual terrain and mentoring. For instance, Stanley and Clinton affirmed that the empowering nature of the "spiritual helping" aspect of the role and function of mentoring is "a relational experience in which one person empowers another by sharing God-given resources"(33). What is implied here is the sharing of God-given knowledge which is one side of the coin, the other side being living and modeling the life upon sound and credible values which may not be present in the way they described the mentoring relationship. However, Elmore captured the idea because of the emphasis placed on the transformation of the life of the protégé via the investing of wisdom and resources from the other mentor (4). Stanley and Clinton further noted that "mentoring is a relational process between mentor, who knows or has experienced something and transfers that something (resources of wisdom, information, experience, confidence, insight, relationships status, etc.) to a mentoree, at an appropriate time and manner, so that it facilitates development or empowerment" (4). It can be seen from here that Stanley and Clinton are referring to Christian oriented mentoring.

Rhodes and Chan pointed out that there has been great growth in the development of faith-based mentoring programs (35). Fulop developed a comprehensive outline of what constitutes a faith-based mentoring program that includes the following characteristics:

1. Faith-based mentoring programs are direct activities of a church, synagogue, mosque, or temple or are otherwise anchored in a faith-based institution.
2. Many faith-based mentoring programs are housed in the faith-based institution itself just like those in schools and other community settings. Faith-based mentoring programs include a commitment to service and civic-engagement. This commitment to service and social transformation, as well as to personal spiritual growth, is an explicit component of many faith institutions. Often the community and social services of these faith communities is nonsectarian; in many faith-based mentoring programs, community service is a significant point of interaction between the mentor and youth (Fulop 2).
3. Faith-based mentoring programs typically move beyond social service through mentoring to advocating for long-term social change through the mentoring process.
4. The creation of faith-based mentoring programs involves components of teaching and modeling that are based in the religious practices of the sponsoring organization.

Fulop pointed out that faith-based mentoring offer a framework for teaching and modeling values and life skills to youth. In this area, the faith-based mentoring programs often make intentional choices as to the religiosity of the teaching and modeling. While some faith-based mentoring programs incorporate religious tenets and teachings into their mentor-youth relationships, other mentoring programs are largely nonsectarian, relying on the larger principles related to values and life skills (2). Though researchers and practitioners alike have struggled to arrive at a consistent definition of faith-based mentoring, for the purposes of this article we offer the following definition of faith-based mentoring: The practice of an individual volunteering his or her time, through an organized religious group (e.g., Christian church, Muslim mosque, Jewish synagogue), to build a relationship with a child to promote that child's spiritual, academic, and holistic growth. With this definition in mind we recognize that there is often a larger focus on Christian mentoring organizations, yet our definition of faith-based mentoring acknowledges that Christianity is not the only organized religion that is engaged in active volunteerism and mentoring.

Wakeman write that mentoring can be 'Christian' in that it proceeds from belief in the Christian 'grand narrative', and world view (Belief in the Creator Sovereign God, the effects of the Fall, the story of Redemption in the Old and New Testaments: Law, Prophets, history of Israel, and Jesus and the Kingdom, the Cross and Resurrection and the Early Church, and finally the Restoration or consummation of New Heavens and Earth). He adds that in church life we could have 'Christian' mentoring devoted to Christian topics such as helping Christians grow in faith (113). There are nurture groups or one-to-one relationships where the leader or mentor does not take a didactic role but acts as a mentor in the sense discussed earlier. Church leaders can mentor and model how to lead worship in a way that develops beyond hymn singing to praise, to adoration and pouring out thanksgiving and love to God: worshipping 'in spirit'.

Furthermore, Stanley and Clinton explore various skills that could be used to pursue mentoring program in a Christian context. They point out that there are three classifications of mentoring that "were useful for adding clarity to the various levels of skills and the degree to which those skills can be used in differing situations and circumstances (40). They indicate that the first group which they describe as "intensive" includes discipler, Spiritual Guide, and Coach. For this category, they will tend to be more deliberate and purposeful in their mentoring relationship. This would suggest that the relationship is more directed, that there is a clear purpose in the focus to which they are moving, which is not laid back or casual. Then they further suggest that for the intensive relational mentoring to be effective, three dynamics must be present: attraction, responsiveness, and accountability. The more intense and deliberate the relational commitment, the more likely changes and growth will result (43, 44). It can be said that this model has benefits to spiritual leaders like intern pastors who can be mentored, producing a generation of pastors whose self-confidence gives evidence of a quality of discipline and inner self-awareness which, in turn, is able to produce a quality breed of leaders and pastors.

The second group whom they describe as "occasional" are made up of the counselor, teacher and sponsor who will tend to be less deliberate, but rather infrequent and prone to be more sporadic in their approach and, consequently, in the level of their commitment to the protégés. They will be available when needed, but otherwise, the protégés are on their own. It must be stressed that the usefulness and the importance of the roles in this group are dependent upon the protégé's desire for help and are not in any way a reflection on the commitment of the individual mentoring (counselor, teacher, and sponsor). These people will come and go in the life of the mentee/protégé depending upon the situational need. Hence, you have the counselor, the teacher, and the sponsor; they are all there to fulfill a specific need at a particular time in the life of the protégé, essentially fulfilling the role and function of a mentor, while in a different function.

The final group is modeling, which he identified as passive and tends to be less deliberate in committing to the growth and development of the protégés, a less structured form of mentoring (41). The mentors in this group influence and impact the lives of others without being aware of it. They have

set good examples that are worthy to be emulated, but not necessarily on a one-to-one or person-to-person basis. As a Christian leader, the intern protégé needs to be shown a different and possibly better way for living his life, the need to have credible significant others to spur them onward in life. Scholars have further explore the nature of Christian mentoring. For instance, Stoddard brings the discussion to its very basic and foundational structure that is at the heart of mentoring from the Christian perspectives. He observes that:

Effective mentoring begins with the heart, motivated from the inside, then manifests itself outwardly not the other way around. If our mentoring focuses only on the expected outcomes, we inevitably, forget that the central focus of mentoring is the people involved . . . it's an opportunity to give of ourselves our experiences, our expertise and our gifts and take advantage of the opportunities to help someone to be all that they can be (Stoddard 29).

In this context, it was argued that "if the heart and life cannot be committed to the nurturing and growing of the protégés, then it is best that the mentor decline from accepting them" (Gaius 44). Gaius adds that "Jesus modeled this concept of emptying himself in his ministry in the way he gave himself to both the general large group of disciples and also to the smaller group of twelve who followed him for three and a half years as his close friends; we could also refer to them as protégés. Jesus was a spiritual leader and, as such, he was totally committed to giving (pouring) himself into their lives so that in the time to come they would be able to stand and represent him and bear the gospel message to a Jewish world waiting for good news" (44-45).

Karllmann noted that "he desired them to become so saturated with the influence arising from his example and teaching, his attitudes, actions and anointing, that every single area of their lives would be impacted toward greater likeness to himself" (53). The results of this method of mentoring produced the desired result; Jesus left a legacy of himself through his disciples and they, being of the right mind-set, allowed Pentecost to happen in and through their lives. This "investing" of one's self is confirmed by Stoddard, namely that "truth was not taught in abstract doctrines or regulations. It was caught in the experiences of his shared life" (bold emphasis supplied).

Thus, bringing this discussion onto a spiritual level, Hassall defined mentoring in the following way: "A spiritual teacher explains things to a student; but a mentor shows the student . . . so as a mentor, you would not just talk about prayer, you would pray with the student and the student would 'be with' you while you pray in various settings. Whereas a teacher might describe how to paper the Bible, a mentor does a Bible paper with the student"(23). In final analysis, it may be asserted that this thesis viewed mentoring from the perspectives of Hassall. As such, mentoring in the context of this thesis presupposes employing biblical and spiritual based methods to model the characters and competences of young believers in the image of Christ for service and the work of the ministry. This thesis viewed mentoring in the template that Jesus employed to train his disciples to take over from him. From the foregoing, it can be seen that several works have been written in this regards, none of these works are found to be situated within the Anglican Church in Nigeria. This therefore leaves a lacuna that this thesis poises to fill.

### **3. Leadership Mentoring and Succession Practice in Foursquare Gospel Church**

According to The Constitution and Statement of Faith of The Foursquare Gospel Church in Nigeria As amended 2019. Part V Church Structure from pages 40 to 50 state thus:

#### **District Church**

1. A District shall be created by the Board which shall consist of a minimum of five (5) Zones except a Missionary District.
2. (a) Each established District and Missionary District shall be headed by a District Overseer who shall be appointed by the General Overseer in consultation with the board.  
(b) The District Overseer shall be the Chief Executive of the District. He shall be on full time service and shall be the Senior Pastor of the local Church designated as the District Headquarters' Church.

A minister shall be qualified for appointment as a District Overseer, if he holds a Bachelor Degree from Foursquare Theological Institution or Diploma from Foursquare Theological Institution and a Bachelor Degree in Theology from any institution recognized by the CHURCH with not less than seven (7) years of post-ordination ministerial experience.

0. Some of the Duties of the District Overseer

- a. Supervise the local churches in the District.
- b. Preside over the meetings of the District Council
- c. Direct the pioneering of churches in his District
- d. Act as the liaison officer between the District and General Overseer.
- e. Be responsible to the office of the National Secretary in all administrative matters.
- f. Disburse all available funds from the Board for use by the Local Churches.
- g. Deploy Pastors within District after due consultations with those involved and the District Council.
- h. Submit all quarterly report of events in his District to the National Secretary.
- i. Set yearly goals for his District and submit same to the General Overseer.
- j. Submit annual budget proposal for his District to the National Secretary.
- k. Collect, scrutinize and submit monthly regular reports from Churches in his District to the National Secretary.
- l. Recommend the appointment of Zonal Superintendents, subject to the approval of the General Overseer.
- m. Be co – depositor with the District Treasurer, of all the funds of his District and sign together with the Treasurer all cheques for the disbursement of the District funds subject to general or specific approval as shall be laid down by the District Council.
- n. Recommend the creation of Zones within the District in Consultation with the District Council and subject to the approval of the General Overseer.
- o. Perform such other duties as may be assigned to him, from time to time by the General Overseer.
- p. The District Overseer shall nominate a Secretary from among the Senior Ministers in the District and a Treasurer and present them to the District Convocation Business Meeting for ratification.
- q. Each appointed officer shall serve for three (3) years in the first instance and shall be eligible for re-appointment for another term of three (3) years. Other officers in 1.1b (vxxi) shall be appointed by the District Overseer, subject to approval of the District Council.
- r. The District Overseer shall at all time, be the Chairman of the District Council and shall preside at its meetings.
- s. In the absence of the District Overseer, the District Secretary shall preside.
- t. He shall convene quarterly meeting of all the Pastors in the District

1.4(a) AA Zone shall be created by the District Overseer in conjunction with the District Council subject to the approval of the General Overseer. Each Zone shall consist of a minimum of five (5) local Churches, one of which must be chartered except a Missionary Zone.

### **Zonal Superintendent**

- i. A minister shall be qualified for appointment as a Zonal Superintendent, if he holds a Bachelor Degree from Foursquare Theological Institution or a Diploma from Foursquare Theological Institution and a Bachelor Degree in Theology from any institution recognized by the CHURCH with not less than four (4) years post ordination ministerial. Provided that a minister who has not attained the post – ordination experience of four (4) years may be appointed as Zonal Superintendent in a newly established Missionary Zone.
- ii. The Zonal Superintendent shall be the Senior Pastor of the Local Church designated as the Zonal Headquarters Church.

- iii. The duties of the Zonal Superintendent shall be, as may be determined by the District Overseer and shall include amongst others to:
  - a. Represent the Zone at District Council Meetings.
  - ii. Coordinate the District activities within the Zone
  - b. Render such reports from the Zone as the District Overseer or the District Council may require from time to time.
  - c. Co - Deposit with the Zonal Treasurer all the funds of his Zone and sign together with the Treasurer all cheques for the disbursement of Zonal Funds
  - d. Co-ordinate the pioneering of churches.
  - e. Organize annual Zonal Rally provided that all decisions taken during the business meeting of such Rally shall not be binding on the National Convention Body.
- iv. The Zonal Superintendent shall nominate a Secretary from among the senior ministers in the Zone and a Treasurer and present them to the Zonal Rally Business Meeting for ratification. Each appointed officer shall serve for three (3) years in the first instance and shall be eligible for re appointment for another term of three (3) years. Other officers in 1.4b (v-xx) shall be appointed by the Zonal Superintendent in consultation with the Zonal Council.
- v. The Zonal Council shall meet as often as meeting necessary, for the proper administration of the Zone.
- vi. The Zonal Superintendent shall at all times be the Chairman of the Zonal Council and preside at its meeting.
- vii. In the absence of the Zonal Superintendent, the Zonal Secretary shall preside.
- viii. The Zonal Secretary shall give at least 7 days' notice of the date, and place of Zonal Council meetings and a simple majority of members of the Zonal Council shall form the quorum for any duly convened meeting.

### **The Local Church**

- 2.1 An established local church shall be an assembly of born –again believers who have adhered to the Statement of Faith of the Church and voluntarily come together for fellowship and for the fulfillment of the missions, objects and purposes of the Church.
  - a. Until a local church becomes chartered and taken over as a duly established Church by the Board, it shall be known as a Preaching Point. It shall be under the care and nurture of the mother church and shall through the portal report to the National.
  - b. There shall be an Advisory Committee of not more than five (5) Persons including the Pastor in charge for each Preaching Point.
  - c. All members of the Advisory Committee shall be appointed by the Pastor in charge of the Preaching Point after due consultation with the Senior Pastor of the mother Church.
- 2.2 A local church shall be designated chartered upon application by not less than fifty (50) members in good standing and duly approved the board. However, in the case of a church in rural areas the number shall be thirty (30).
- 2.3 Any Local Church shall be designated 'THE FOURSQUARE GOSPEL CHURCH...No 5, Idioro Street, Ilasamaja, Lagos or No 55, Alakouko, Ijaye THE (i.e. location) FOURSQUARE GOSPEL CHURCH" and signboards bearing the designation shall be clearly and prominently displayed in front of such location.
2. 4. No other name or slogan identification shall be used in such a manner to render obscure the name "Foursquare Gospel Church" on Church signposts, in broadcast on vehicles, on stationery including letter heading, in advertising and on similar displays or n connection with all similar uses.
- 4a In order to qualify for holding of any office in a local church, a person must be a member in good standing and must have received the Baptism of the Holy Spirit.

- b. The District Overseer shall deploy a Pastor for a local church, in accordance with his ministerial calling, and shall present such Pastor to the local church.

### **3. Challenges to Effective Mentoring Process in Foursquare Gospel Church**

#### **1. Meeting as Scheduled**

All mentoring pairs face this challenge. Both mentors and mentees have commitments and responsibilities, both of which serve as convenient excuses for postponing a mentoring meeting. However, mentors and mentees must also remember their commitment to the program and to each other. Failing to meet as scheduled or frequent postponements will quickly erode the foundation of your relationship.

#### **2. Excessive Time and Energy Commitments**

This is the flipside of the above challenge. In this case, either the mentor or mentee wants to meet more frequently than the program requires. This is most likely to happen at the beginning of the relationship. Maintaining such an aggressive meeting schedule usually proves impossible over time, however. In and of itself, this is not a problem, but once the meeting schedule "rights" itself, this can affect the mentee who may feel slighted or believe that the mentor isn't as invested.

#### **3. Unrealistic Expectations**

Unrealistic expectations and assumptions can wreak havoc on a mentoring relationship. Overloading the mentee with information and expecting the mentee to become the mentor's clone are two examples of unrealistic expectations that can have a negative impact on the relationship. Conversely, the mentee may expect the mentor to provide more support and direction than is reasonable under the circumstances.

#### **4. Over-dependence on the Mentor/Mentee**

In this situation, a mentor may come to rely on the mentee for emotional support rather than focusing on the mentee's needs. A mentor may also expect the mentee to accept everything the mentor has to offer instead of letting the mentor find his or her own path.

Likewise, a mentee may rely too heavily on the mentor's approval. Rather than moving toward independence, the mentee might check in with the mentor before making decisions out of fear of making a mistake or receiving criticism.

#### **5. Unfair Manipulation on the part of the Mentor/Mentee**

A mentor may ask a mentee to complete the mentor's work under the guise that the mentee will learn better if the mentee actually does the task. Although practice in "real life" situations is best for learning, there's a huge difference between practicing a skill and doing someone else's work.

Mentees, on the other hand, may resist assuming personal responsibility for their actions or decisions and "blame" their mentor instead. You know this is happening when you hear, "My mentor suggested that I do it this way." This can create an acute problem if such a statement is made within a context that pits the manager against the mentor. As previously noted, this is always inappropriate on the part of the mentee.

### **Conclusion**

The paper explores Pastors / Leaders experience on succession planning practices, characteristics crucial for an influential pastors and leaders and why formal succession plan are mainly nonexistent in Foursquare Gospel Churches in Nigeria. Data were collected using copies of questionnaire and oral interviewers.

The result indicates that current Pastors believe leadership is vital to the Church, its operation, and its spiritual vitality. However, there are some fundamental lapses in this regard, some of the participants

acknowledge the need to have a successor plan, but some are hesitant because of the fear of being replaced. Some of the participants in leadership positions have no confidence in the implementation Church leadership succession plan upon their retirement or absence. Furthermore, there seemed to be a pronounced lack of trust with how the process would transpire if they were not present to guide it, and there is also a deep concern that some Church leaders could revert to methods that other congregations are utilizing.

The paper concludes that there is need for training pastors / leaders for the leadership and administrative roles systematically. Once pastoral training occurs, a viable succession plan can be created, introduced, and implemented amongst the congregation. Pastors training will also increase and improved a formal succession plan. The financial policy of the organization need to be amended especially on employee remunerations

The finding equally revealed a lack of motivation and support in the area of leadership transition. Some of the current pastors / leaders believe they are to occupy their positions and undertake their roles until death, while others failed to approach the subject of succession plans objectively. However, the importance of succession planning lies in protecting the present and future state of the Church and preserving the existing legacy that has been built (Horner, 2018).

### **Recommendations**

Based on the above discussion, the paper made some recommendations, which are:

Foursquare Gospel Church in Nigeria needs to develop and implement mentoring policies for posterity in the churches.

The leadership mentoring program must be backed up by signed agreement between mentors and protégées to avoid confusion that may cause the lack of clarity regarding the roles, responsibilities and expectations of each party in the relationship.

This agreement must indicate the time frame of the mentoring relationship with specific start and end dates. This will ensure that both parties to a mentoring relationship act with a sense of urgency. Pastors and leaders must be encouraged to enroll in leadership courses at the Seminary. This could be on Part Time basis, On- Line or Weekend as the case may be.

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# Dynamics of Premarital Counselling in Nigeria

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## Abstract

*This paper explores the dynamics of premarital counselling in Nigeria, including traditional and modern approaches, and the impact of culture and religion on counselling practices. Premarital counselling is a valuable tool for helping couples strengthen their communication and problem-solving skills, and it plays a critical role in preparing couples for a successful and satisfying marriage. This study investigates various aspects of premarital counselling, including its goals, content, and effectiveness, to provide insights into this important aspect of Nigerian culture and tradition. The solution-focused approach is discussed as premarital counselling, which emphasizes clients' strengths and seeks adaptive solutions. It uses the constructivist and postmodern paradigms, assuming culturally relative knowledge and truth. It was concluded that both modern and traditional premarital counselling are needed for intending couples and have benefits in overcoming future marriage challenges. Reviewing content, increasing cultural competence, and incorporating premarital counselling into counsellor training were recommended.*

**Keywords:** Marriage, Pre-marital Counselling, Divorce, Sex and Ethnic Groups.

## Introduction

Marriage is a highly valued institution in Nigerian culture and tradition. This is because it serves as a cornerstone of societal values and familial bonds. Premarital counselling is a practice grounded in community and spirituality that enables couples to navigate the nuanced landscape of relationships. It entails services that help couples planning to marry strengthen their communication and problem-solving skills in their relationship. This counselling transcends conventional boundaries, offering a cultural and relational compass that guides couples through the intricacies of love, commitment, and partnership, tailored to the specific beliefs, norms, and values of each community. Nigeria's diverse ethnic groups and cultural practices are embraced within the counselling process, acknowledging that a one-size-fits-all approach cannot encapsulate the myriad nuances of relationships across the nation. Pre-marital counselling in Nigeria blends traditional wisdom handed down through generations with competencies and experiences gleaned from modern life. It provides a sufficiently useful foundation for intended couples in navigating the evolving dynamics of a globalized world. The counselling maintains a delicate balance between preserving cultural heritage and addressing contemporary issues, bridging the gap between the old and the new. It fosters open dialogue on topics ranging from gender roles, communication, and family expectations to embracing changing societal norms. Unfortunately, marriage has continued to face numerous conflicts over the years, with divorce being top of the list. The outcome of premarital counselling is to bring about happiness, satisfaction and success within marriage by helping prospective husbands and wives evaluate their relationship and individual backgrounds through communication. Effective premarital counselling and preparation enable married couples to learn that their marriage is very important and that the decision to get married should be carefully and thoughtfully considered since marriage has long-term consequences.

Couples going through premarital counselling sessions begin their marriage with tools for success, according to Stanley, Markman, & Whitton (2002).

Premarital counselling can also be used to: (a) educate couples about married life; (b) improve communication skills between the couple; (c) support the development of conflict resolution skills; and (d) give the couple permission to discuss sensitive subjects like money and sex (Senediak, 1990; Stahmann & Hiebert, 1997). The overall objective of premarital counselling, according to Stahmann and Hiebert (1980), is to "enhance the premarital relationship so that it might develop into a satisfactory and stable marital relationship."

Against the background above, this paper will discuss the different dynamics of premarital counselling in Nigeria, including the traditional method and the modern method as well as the impact of culture and religion on premarital counselling in the country. This study aims to achieve the investigation of various dynamism of pre-marital counselling.

### **Concept of Premarital Counselling**

Choosing to get married is a difficult choice. It's a significant life choice with potentially long-term repercussions. It's about committing to someone else and starting a life together; it's not just about passion and love. Fulfilling one's physical, emotional, and social needs is one of the key elements of a good marriage. As a customary part of family socialisation, marriage preparation has been bolstered by social and religious guidance on choosing a spouse and carrying out marital roles (Silliman and Schumm, 2000). The most fulfilling experience life has to offer is a happy marriage. It is impossible to feel as desirable, whole, accepted, and competent in any other kind of human interaction as it does in this one. Matrimony is an institution ordained by God. Heward-Mills (2005) opined that it is the only institution that was established before sin came into the world. According to Kehinde (2002), marriage is like a house, while new, it sparkles with fresh smells with lots of surprises, romance, and discoveries about those involved, which makes each day exciting to both partners but experiences have shown that not long after a family is established, both partners become major sources of individual's problems.

If marriages do not succeed, there are bound to be problems in society. Marriage, therefore, can be said to be a very important institution and as such should be properly planned and started on the right footing. Bogler (2011) stated that the number of marriages per year was approximately constant whereas the number of divorces kept increasing. Lack of maturity, inadequate preparedness, poor understanding of marriage itself, incompatibility, and respect are among the reasons divorce has been on the increase. In the opinion of Bogler (2011) premarital instruction programme remains a viable solution to reducing divorce. Furthermore, lack of adequate knowledge about the partner that one has chosen to marry, and the absence or insufficiency of premarital counselling, contribute a lot towards failed marriages, broken down romantic relationships, and unhappy homes, creating most of the marital tragedies that are so rampant now. The outcome of premarital counselling is to bring about happiness, satisfaction, and success within marriage by helping prospective husbands and wives evaluate their relationship and individual backgrounds through communication (Parker, 2002). Proper premarital counselling and preparation enable couples to learn that their marriage is very important and that the decision to get married should be carefully and thoughtfully considered since marriage has long-term consequences. Marriage education communicates that not only does a person's marriage hold significance to them and their family, but also to the larger community around them (Stanley, Markman, & Whitton, 2002).

Relatedly, marriage and family therapists (MFTs) strive to help clients create and maintain healthy relationships. They understand the breadth of factors that contribute to functional and stable relationships and marriages—factors such as individual strengths and vulnerabilities, and the interactional processes between partners – and they recognize this should be taken into consideration in conjunction with the influences of the client's cultural background (Bradbury & Karney, 2004; McGoldrick 2005). Marriage is the most revered institution in the world, and it constitutes the

foundations of procreation, leadership, and peace and is the hub of economic stability. Currently, there are marital disharmony cases that have led to marriage being viewed with a negative perception. Often referred to as couples' therapy or marital counselling, marriage counselling is a specialized type of psychotherapy to assist couples in overcoming obstacles and strengthening their bonds. According to Uba, as described in Echebe (2010), marriage counselling is an interactive process that is marked by a special bond between counsellors and clients, or couples, that results in behavioural changes in the counselees. Since all societies throughout the world provide counselling services before and during marriage relationships, marital counselling is as old as man himself. However, formal marital counselling was first introduced into the Nigerian system through religious institutions, which did so to lessen marital friction and unhappiness and to strengthen the bond between couples to lessen the threat of divorce (Echebe, 2010). Faith-based organisations have strengthened marital counselling services to combat the problem of divorce which inadvertently results in problems such as drug abuse, high rate of school dropout, truancy, teenage pregnancy and other behavioural problems (Otondo, 2008). The main goal is to help couples understand and resolve conflicts, improve communication, and strengthen their emotional connection. Marital counselling can be beneficial for couples at various stages of their relationship, from those facing specific crises to those seeking to enhance their overall relationship satisfaction (Howe, 2011).

Premarital strengthens a partner's capacity to manage possible challenges that can arise in a married relationship. These include courses on effective communication, measures for evaluating engaged couples, and abilities that result in long-lasting, happy marriages. Religious advisors provide premarital counseling to couples who choose to receive it (Norman, 1992). Individuals who receive premarital and marital counseling gain a supportive atmosphere and the ability to handle issues that may arise in a marriage throughout a lifetime. According to Norvell (2009), getting married without first receiving premarital counseling is akin to embarking on a significant economic endeavor unprepared. As per Khulman (2007), the majority of couples are unaware that receiving quality, skill-based pre-marital counseling can lower their chance of divorce by as much as 30% and result in a happier marriage. According to a 2003 study by Carroll and Doherty, premarital counseling can contribute to a happier, more stable marriage. The average couple who took part in a premarital counseling and education program reported having a 30% stronger marriage than other couples, according to the research, which examined 23 papers on the subject. The study also discovered that premarital counseling programs were generally successful in improving interpersonal skills and the general quality of relationships both immediately and temporarily.

Premarital counselling helps couples prepare for marriage. The couples acquire real expectations, and real knowledge of partner and self to face the marital conflicts of a happy relationship. Professional and religious counsellors present a list of skills and knowledge areas, essential for the endurance of marriage. Communication skills, compatibility, long-term goals, conflict resolution, expectation, intimacy and sexuality, and personalities are also covered by successful premarital counsellors. Statistics show that two-thirds of planning-to-be-married couples do not take any sort of premarital inventory (McManus & McManus, 2003). Marriage preparation begins with clergy and community counselling and a few college classes before World War II, developing into two decades of more structured pastoral counselling and treatment (Stahmann and Hiebert, 1987). Nowadays, the majority of churches require prospective spouses to participate in premarital counselling before they can legally get married in church. A spiritual component of Christian premarital counselling is to examine what God has to say about marriage and how to create a relationship and family based on Christian values (Fickle, 2020). According to Teal (2018), pre-marital counselling has become ingrained in the cultures of many religious denominations. It has also permeated society and become a standard procedure. One of the most important times to avoid major relationship issues is the premarital phase. In many developed countries like England and the United States, couples are encouraged to participate in pre-marital counselling programmes. The effectiveness of these programmes in increasing marital satisfaction has been proven (Stahmann, 2000). In a 2006 study at

the University of Denver, Scott Stanley and his colleagues (as cited in Smith, 2013) found that couples who married in a religious setting were seven times more likely to seek out premarital counselling than those who were married in secular settings.

Clergies are required to undergo counseling before performing marriage ceremonies. Premarital counselling was also favourably substantially connected with marital happiness for the over 2,500 participants in the Stanley et al. (2006) study; however, there was no significant difference in the effectiveness of counselling in religious and non-religious settings. According to Norman (1992), the majority of young people who are planning to be married do not use premarital counselling services because they are afraid that sharing personal information with the counsellor could ruin their relationship. Moreover, it is implied in the explanation that partners might not reveal their previous romantic history. Premarital counselling and/or education is a therapeutic intervention for intended couples that occurs with couples who plan to marry. Premarital counselling occurs in a wide range of settings and is provided by practitioners from several different professions (e.g., clergy, professional and lay counsellors, and community agency workers; (Stahmann & Hiebert, 1997). Premarital counselling often includes support, information and skills development. Ultimately, premarital counselling is a choice (Murray, 2004). Even though young couples experience the fears outlined above, participating in premarital counselling sends positive messages to the couple. This makes premarital counselling an important aspect of their journey into marriage. According to Stahmann and Hiebert (1980), premarital counseling aims to improve the premarital connection for it to grow into a fulfilling and long-lasting marriage. People frequently marry with the expectation that their needs—sexual, emotional, material, and social—will all be met. Regretfully, these demands aren't always satisfied. Discussing expectations and differences before marriage helps a couple learn how to support and understand one another as a married pair (Kepler, 2015).

### **History of Premarital Counselling**

Nigeria has a lengthy history of premarital counseling that dates back to the pre-colonial period. Premarital counseling was not a recognized or institutionalized practice before Nigeria's 1861 admission as a British territory. On the other hand, some customs included teaching values, ethics, and family roles to get young people ready for marriage. Premarital counseling grew more formalized and Western-style counseling techniques were used after Nigeria attained independence in 1960. However, it has encountered difficulties because of economic, religious, and cultural considerations such as location, income level, and educational background. For example, couples with higher levels of education may be more likely to seek out premarital counselling, as they may be more aware of its benefits. Additionally, couples who live in urban areas may have more access to premarital counseling services, compared to those who live in rural areas. Socioeconomic factors can also influence the cost of premarital counseling and whether it is accessible to the couple. Many Nigerian cultures place a high value on family and marriage, and the traditional practices related to preparing young people for marriage have been shaped by these cultural values. The introduction of Western-style counselling has also been influenced by the dominant religions in Nigeria, including Christianity and Islam. In recent years, there has been an increasing focus on evidence-based approaches to premarital counselling, such as cognitive behavioural therapy and solution-focused therapy.

Oslon (2012) notes that the founding of Marrill Palmer Institute in 1932 marked the beginning of the United States' marriage counselling programme. Ten years later, the Philadelphia Marriage Council created a practical programme to help couples better grasp what marriage is all about and help them steer clear of some of the things that cause marital pain. A few decades later, premarital counselling in the modern sense extended throughout Africa and the rest of the world. The custom had been followed in various locations, if loosely. Pre-marital counselling differed from the first in America in places like Africa. In many tribes in Nigeria and other parts of Africa, initiation ceremonies were avenues through which young adults were educated. They counselled on what marriage entails

and this prepared them “in matters of sexual life, marriage, procreation, and family responsibilities” (Nwadiokwu, Nwadiokwu, Favour and Okwuazun, 2016).

### **The Role of Culture and Religion in Shaping Premarital Counselling**

In Nigeria, premarital counselling practices are greatly influenced by culture and religion. For instance, marriage and family are highly valued in many Nigerian cultures, which may have an impact on the objectives and scope of premarital counselling. Additionally, the subjects covered in premarital counseling may vary depending on the particular views held by numerous Nigerian cultures on the obligations and roles of husbands and wives. Religion has a big influence since many couples consult religious authorities for advice and base their decisions on religious writings. Premarital counselling may be influenced by cultural factors, such as Nigerian culture's emphasis on family and children. This can lead to discussions about child-rearing and family dynamics during premarital counselling. Another cultural factor is the role of gender in marriage, as many Nigerian cultures have specific expectations for husbands and wives. For example, some cultures may expect the husband to be the primary breadwinner, while others may expect the wife to take care of the household. These cultural factors can affect the topics and goals of premarital counselling.

Communication and conflict resolution in marriage can also be impacted by cultural perceptions about gender roles. Certain cultural traditions place significant emphasis on the husband's role as the head of the family, which may have an impact on how couples negotiate and settle disputes. Furthermore, certain cultures would advise couples to resolve conflicts with the help of their families or communities as opposed to trying to resolve them alone. The way that couples view and handle their relationship, as well as the efficacy of premarital counselling, can be influenced by these cultural attitudes. The topic of closeness and sex is one instance of how culture and religion can influence premarital counselling. Some Nigerian cultures have specific expectations around sexual relationships within marriage, which can be influenced by religious beliefs. For example, some cultures may view sex as primarily for procreation, while others may have more liberal views. These cultural and religious beliefs can affect how couples discuss and address sexual intimacy in premarital counseling.

Premarital counselling is one area where the intermediary known as the "Alarina" is crucial in Yoruba culture in Nigeria. An older, married lady who is well-respected in the community and educated about Yoruba customs and traditions is known as an Alarina. Marriage mediators are people or organizations that help couples select and locate a mate. These middlemen can be matchmakers or use internet dating services, among other options (Brozovsky & Petricek, 2010). Marriage mediators are important to the marriage process in some cultures because they are regarded as reliable counsellors who may assist lead a couple toward a happy union. When they bring two people together to arrange a marriage, marriage intermediaries are frequently referred to as matchmakers (Adelman & Ahuvia, 1992). In the marriage, the intermediary can perform the function of acquiring information about who is eligible as a potential mate (searching), using information about potential mates to determine which mates make a good match (matching), and facilitating a process of interaction and relationship formation (transaction/interaction) (Brown & Hagel, (2013). The information will also be used for premarital counselling for both parties. Generally, however, a successful marriage intermediary needed an understanding of all potential partners and their social and financial backgrounds and the ability to represent all parties involved. Therefore, intermediary services were often offered by community leaders, religious authorities, or other esteemed members of society (Dyrenforth, Kashy, Donellan & Lucas, 2010). Alarinas act as mediators between the bride and groom and their families, guide the bride and groom through the marriage process and help them understand their roles and responsibilities. They ensure that the bride and groom's families agree with the marriage and its terms, advise the couple on how to maintain a healthy relationship, help the couple choose a date for the wedding and make sure it is a good day according to the Yoruba calendar, advise the couple on the traditional wedding rituals and ceremonies, and assist with the bride's preparation

for the wedding, including teaching her about the traditional customs and ensuring she has the proper attire and accessories.

The intermediaries or “Alarina” play a vital role in ensuring that the premarital counselling process goes smoothly and that the wedding is according to the couple's cultural and religious traditions (Coontz, S. 2008). Both men and women provided matchmaking services, though the likelihood of a female matchmaker decreases with increasing geographic distance between the prospective couple.

### **Modern Versus Traditional Premarital Counselling**

Modern premarital counselling is focused on helping couples prepare for marriage by addressing important topics such as communication, conflict resolution, finances, intimacy, and family relationships (Carroll and Doherty, 2003). The approach of modern premarital counselling is often based on evidence-based techniques, such as Cognitive Behavioural Therapy (CBT), Solution-Focused Therapy (SFT), and Gottman Method Couples Therapy (GMCT). These approaches can help couples develop skills to have a healthy and successful marriage. There are several specific techniques used in modern premarital counselling. One technique is called "I statements," which involves using "I" statements to express feelings and needs respectfully. Another technique is called "active listening," which involves listening without judgment and paraphrasing what the other person has said. These techniques can help couples communicate more effectively and resolve conflicts more peacefully. A third technique is called "agenda setting," which involves identifying and prioritizing the issues that need to be addressed in the counselling session. "I statement" is a technique used in premarital counselling to help couples communicate more effectively. An "I statement" is a statement that starts with the word "I" and expresses the speaker's feelings or needs. For example, instead of saying "You make me feel bad," a person might say "I feel hurt when you say that." "I statements" can help couples communicate their feelings and needs without shifting blame or making accusations. This can help reduce defensiveness and increase the chances of resolving conflict (Schumm and Denton, 1980).

Premarital counseling, also known as traditional counseling, is a type of counseling that focuses on getting married. It is usually given by a counsellor with specialized training in premarital counseling, and it usually lasts for several sessions. The counsellor may employ a range of techniques, including relationship education, communication exercises, and conflict resolution strategies. The goal of traditional premarital counseling is to help couples build a strong foundation for their marriage by addressing potential issues before they arise. Intending couples are required to participate in premarital counseling as part of their marriage.

All things considered, premarital counseling—both conventional and modern—offers different strategies for becoming ready for marriage. With an emphasis on communication, conflict resolution, finances, intimacy, and family connections, modern counseling employs evidence-based treatments from psychological theories such as Cognitive Behavioural Therapy, Solution-Focused Therapy, and Gottman Method Couples Therapy. To promote understanding among people, it promotes agenda-setting and attentive listening. With several sessions and a range of exercises, traditional counseling has an organized structure and tries to address possible problems before they arise. While traditional counseling may involve cultural, religious, or societal conventions, modern counseling is more adaptable. In the meanwhile, the couple's tastes, values, and desire for a modern psychological approach will determine whether they choose modern or traditional counseling.

### **The Solution-Focused Approach in Premarital Counseling**

The solution-focused approach according to O'Connell (1998), proves useful with premarital couples whose interest is in building a strong foundation for their future marriage. The solution-focused theory is a brief approach that emphasises clients' strengths and attempts to produce desirable solutions to clients' presenting problems. Steve de Shazer and his colleagues at the Milwaukee Brief Family Therapy Center in the early 1980s, had its start (Brief Family Therapy Center, 2003; Friedman &

Lipchik, 1999; O'Connell, 1998). The constructivist and postmodern worldview serve as the contextual framework for the solution-focused approach (Hoyt & Berg, 1998). SFT assumes that there can never be a single true reality. Truth and knowledge are therefore culturally relative, and client perspectives—rather than objective facts—are the main focus. A practitioner assists clients in creating flexible perspectives on their life experiences since the meanings that they assign to circumstances and occurrences are subject to change (O'Connell, 1998). In SFT, the client and therapist focus primarily on solutions and not the problem or emphasise the past, except on present and future solutions (Friedman & Lipchik, 1999). In addition, the solution-focused approach validates the resourcefulness of clients (Walter & Peller, 1992). "If it ain't broke, don't fix it; 2. Once you know what works, do more of it; and 3. If something doesn't work, don't do it again; do something different," are the main SFT guidelines as summed up by Hoyt and Berg (1998). SFT hence promotes straightforward, flexible solutions. Its foundation is the idea that minor adjustments result in major ones (Friedman & Lipchik, 1999; O'Connell, 1998; Walter & Peller, 1992). The solution-focused approach places a strong emphasis on transformation, which happens when customers concentrate on competencies and solutions (Walter & Peller, 1992). While it is true that change can happen at any time (Walter & Peller, 1992), it is also possible that the remedies that bring about change have nothing to do with the problems themselves (O'Connell, 1998).

### **Conclusion**

This write-up concludes that premarital counselling helps couples establish a strong foundation for their marriage by improving their communication skills, conflict resolution, and emotional connection. Pre-marital counselling can help couples to improve their social adjustment and marital stability it can also help couples develop a better understanding of each other's needs and expectations, which can lead to a more satisfying and fulfilling marriage. Whether modern or traditional premarital counselling, it is worth considering pre-marital counselling as a way to prepare for the future when planning to get married.

### **Recommendations**

- i. The content of premarital counselling should be reviewed by counsellors and other stakeholders to make it more responsive to the demands of successful marriages.
- ii. Research is needed on how modernism as it exists in the Nigerian context has influenced a pattern in marriages or changed pre-marital counselling.
- iii. Research is needed to assist counsellors with increasing their cultural competence and tailoring the premarital counselling curriculum to the experiences found in Nigerian marriages.
- iv. Churches and other religious bodies should continue to stress the importance of pre-marital counselling to the members.
- v. Intending couples should approach premarital counselling with a teachable spirit.
- vi. Conflict resolution should be a core issue of discussion in premarital counselling.
- vii. Counselling educators should begin to find ways of incorporating pre-marital counselling into the training of counsellors.
- viii. Counsellors should be more proactive in giving post-marital counselling to married people to complement and vitalise the pre-marital counselling married people are given.

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# The Role of Counseling in Supporting Students with Special Needs in Inclusive Classrooms

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## Introduction

Crook (2023) expresses that the concept of inclusive education for special needs has evolved significantly over the years, prioritising equitable opportunities and support within the general education classroom. It involves providing all students, including those with disabilities, access to the general education curriculum with necessary supplementary aids and support. The goal of inclusion is to physically integrate students but also to engage them meaningfully in challenging instructional programmes. Tkachyk (2013), posits that creating inclusive settings for students with special needs has been a governmental priority, particularly in creating more inclusive societies. Meanwhile, the practicality of full inclusion raises pertinent concerns about meeting individual learners' needs, especially those with cognitive disabilities in the secondary school environment. Furthermore, the complexity of inclusion manifests in various forms, from curriculum challenges to socialization issues, particularly at the secondary level, where content-rich environments and changing curricula pose additional hurdles. The author however highlights the necessity of exploring strategies and configurations tailored to students' diverse needs rather than insisting on universal full inclusion. This suggests that deploying resources to explore what works best for individual students may result in greater equity. Overall, the discussion emphasizes the need for a nuanced approach to inclusive classrooms for special needs, recognising the limitations and complexities that accompany the one-size-fits-all concept of full inclusion.

Fuchs and Fuchs 1998 noted that the discussions around inclusionists and full inclusionists focus on the educational approach for children with special needs. Inclusionists are dedicated to providing substantial support to educators in helping special needs master academic skills. They support a diverse range of service options, acknowledging the potential benefits of placements across various settings, from special education environments to mainstream classrooms. Conversely, full inclusionists prioritize social integration and the development of friendships over academic achievement. They strongly advocate for the placement of all children (special needs included), irrespective of disability severity, in regular classrooms on a full-time basis. They believe this environment is pivotal for altering perceptions about disabilities and fostering social skills among children with special needs.

Regarding educational placement, Fuchs and Fuchs (1998) further state that inclusionists endorse a continuum of services, acknowledging that certain children may benefit from specialized instruction offered in settings such as special day schools or self-contained classrooms. On the contrary, full inclusionists advocate for the complete immersion of all children with disabilities into regular classrooms, disregarding the severity of their conditions. Also, inclusionists acknowledge the challenges faced by regular classrooms in accommodating the diverse needs of all special needs. They cite factors like class size, varying academic levels, and limitations in addressing diverse needs effectively within mainstream environments. Full inclusionists, however, hold an optimistic view, firmly believing that every child, regardless of their disabilities, can thrive in regular classrooms. They advocate for substantial changes in

teaching methodologies and school structures to support this inclusive model. Critics argue full inclusionists overuse specialized education, while inclusionists lack evidence. However, to promote an inclusive classroom for students with special needs, greater accountability, effectiveness measurement, and balancing academic achievement and social integration are needed.

Eskay (2009) posits that inclusive education in Nigeria has seen significant growth over the past decade despite encountering various challenges rooted in cultural, socio-economic, and political limitations. Further, the progress in Nigerian inclusive education started with the provision of Section 8 in the National Policy on Education in 1977, outlining support mechanisms for special needs. Nigeria, unlike more advanced societies such as the United States, did not undertake extensive advocacy, legal actions, and legislation that would have established a robust legal framework for meeting the needs of special needs in an inclusive setting. Inclusive education is bedeviled by many challenges despite government policies due to cultural constraints. There has also been a lack of dedicated resources to facilitate the provision of inclusive education in many schools. Moreover, the identification and referral of exceptional learners is a major challenge within the inclusive education framework. There are no adequate mechanisms for accurately identifying and referring special needs to make appropriate placement. Achieving the least restrictive environment, a fundamental goal of inclusive education remains evasive. While the National Policy on Education emphasizes equal opportunities for all children, regardless of physical, mental, or emotional disabilities, the absence of legal mechanisms impedes the realization of these objectives in schools. Consequently, to effectively implement inclusive education in Nigeria, there is a need for focused efforts by educational authorities, policymakers, and communities to address these challenges. This involves robust planning, comprehensive training, adequate resources, legal frameworks, and nationwide awareness campaigns to ensure that children with disabilities receive the education and support they deserve within inclusive settings.

Ukwueze (2020) expressed that counselling plays an indispensable role in fostering an inclusive educational environment by addressing the diverse needs of students, particularly those with special needs, within secondary education. This is because the distinct characteristics exhibited by the special needs necessitate tailored counselling strategies to promote their holistic development and integration into the mainstream academic and social spheres. The students often grapple with a spectrum of emotions such as anxiety, anger, feelings of inferiority, and isolation. Counselling interventions serve as a vital tool to help them navigate these challenges. Counselling becomes significant due to the manifestation of frustration, withdrawal, or disruptive behaviours in these students that underscores the urgency for specialized support. Various counselling strategies have been proposed and proven effective in inclusive settings. For instance, approaches like self-instruction training, cognitive modelling, humour-infused interventions, behavioural techniques such as reinforcement and time-out, as well as group-focused counselling, have demonstrated positive outcomes.

Ukwueze (2020) makes specific reference to the significance of the counselling needs of students with physical impairment noting that they often experience heightened emotions like anger when they perceive threats in their surroundings, particularly among their physically fit peers. The author recommends creative counselling techniques employing multi-sensory approaches to address anger-related issues. The need for diverse intervention strategies catering to individual client needs is advised because it aligns with the diverse nature of

disabilities and the necessity for personalized counselling methods. More so, inclusive education faces numerous challenges, leading to stigmatization and isolation among students with special needs despite the presence of trained educators and counsellors. Importantly, counselling in an inclusive setting is pivotal in enabling the special needs to recognize their potential, cope with challenges, integrate into the social fabric, and achieve academic success. In addition, it helps create an inclusive environment where all students, irrespective of abilities, can thrive and contribute meaningfully to society. Hence, advocating for trained counsellors, equipped counselling offices, and regular workshops becomes imperative to ensure the efficacy of counselling services in fostering inclusive education.

Kahvecia (2016) opines that the crucial principle in counselling asserts that all students, including those with special needs, should have equal access to counselling services, guidance curriculum, resources, and other direct and indirect support. Special needs face numerous challenges such as isolation, discrimination, and struggles in resolving daily living activities, which can lead to chronic feelings of hopelessness, anxiety, and depression that require counselling services. However, counselling professionals have had limited interactions with this group due to various reasons such as lack of confidence, inadequate training, discomfort around special needs, or misunderstandings and prejudices. To effectively support special needs, counsellors are encouraged to conduct thorough research, aimed at understanding specific special needs and devising interventions tailored to individual needs. The author added that group counselling interventions have shown positive effects on special needs. Counselling professionals should avoid generalizations across disabilities and instead adopt a more hands-on, culturally sensitive, and appropriate approach to interventions. They must also be aware of their biases and limitations while adhering to laws and understanding the rights of special needs. In an inclusive setting for special needs, counsellors must go beyond traditional methods. They need to undergo specialized training, adopt tailored interventions, collaborate extensively, and create a conducive environment that promotes the well-being and development of children with disabilities. This includes offering group counselling interventions, advocating for individual needs, maintaining cultural sensitivity, and fostering collaborations among various stakeholders to ensure a comprehensive and inclusive support system. Relatedly, counsellors are encouraged to create a conducive counselling environment, keep counselling sessions brief, minimise distractions, employ multisensory approaches, and communicate in concrete terms. Repetition and consistent reviews during sessions help in absorbing information effectively. Moreover, counselors need to be proactive in their approach, advocating for students, and collaborating with various stakeholders such as teachers, parents, and other professionals to provide holistic support for special needs.

This paper therefore examines the role of counselling in supporting students with special needs in inclusive classrooms

### **Understanding Special Needs in Inclusive Setting**

Chandra's (2021) categorization of special needs within an inclusive setting encompasses various conditions that necessitate specific attention and support for children with diverse requirements. In this context, understanding the different categories of disabilities is crucial for creating an inclusive educational environment. Children with Special Needs (CWSN) or Special Education Needs (SEN) encompasses a wide spectrum of physical and mental conditions. These can range from learning difficulties, sensory impairments, and emotional or behavioural challenges, to developmental delays. Comprehending the distinctiveness of categories is crucial to ensure their successful inclusion in educational settings. This is needed to comprehend the needs and characteristics of each category of

special needs. The classification of disabilities under different Acts delineates various conditions that require specialized attention. It identifies several disabilities, including conditions such as loco-motor disability, cerebral palsy, visual impairment, hearing impairment, intellectual disability, autism spectrum disorder, and more.

Chandra (2021) added that within the inclusive educational setup, addressing the diverse needs of these categories becomes imperative. For instance, children with loco-motor disabilities may encounter challenges related to mobility due to musculoskeletal or nervous system afflictions. Those with cerebral palsy might face issues with muscle movement and coordination, varying in types such as spastic, ataxic, or athetoid. Additionally, children with visual impairment or hearing impairment experience barriers in communication and language development, requiring specialized support like sign language interpreters or assistive devices. To create an inclusive environment, educators and caregivers must be equipped with comprehensive knowledge about these disabilities, their specific challenges, and requisite support strategies. Addressing the diverse needs of each category involves tailored interventions, adapted teaching methodologies, and accessibility considerations to ensure equal participation and learning opportunities for all children within the inclusive educational framework.

Angeloska and Pesic (2018) state that assessment plays a crucial role in understanding student achievements and learning progress within this framework, supporting diverse learners and tracking their success over time (the special needs are not left out). Assessment serves as a fundamental tool for special needs, determining programme adequacy, measuring success, and guiding future teaching directions. However, challenges persist among teachers, including insufficient support, varying quality of implementation, concerns about fairness in evaluation, and the readiness to accommodate students with diverse disabilities. In an inclusive setting, assessment stands as a cornerstone for gauging student progress and tailoring education to individual needs. Challenges in grading, teacher preparedness, and accommodating diverse disabilities persist, highlighting the need for improved collaboration, training, and fair evaluation practices to ensure the success of students with special needs. To meet these needs, Individualised Educational Plans (IEPs) are vital but need improvement, especially in terms of terminology and student involvement. Additionally, challenges persist in aligning grading systems with necessary accommodations, identifying disabilities, and ensuring fairness in evaluations. To address these challenges and ensure the success of students with diverse needs, improved collaboration, training, and fair evaluation practices are essential in inclusive educational settings.

Rajendran (2014), submits that effective integration of students with diverse needs in an inclusive setting heavily relies on various strategies and roles attributed to teachers. Teachers in such environments should modify the curriculum to accommodate special needs students, employing tools like audio-taped texts, graphic organizers, and summarized materials to enhance comprehension. Critically, communication becomes pivotal, with teachers advocating for resources like peer tutoring and instructional assistants while ensuring consistent policies to assess individual student progress. Teachers must cultivate a safe and inclusive classroom environment is paramount by fostering positive socialization and acknowledging the academic potential of special-needs children within the mainstream setting. To successfully manage students' behaviour, teachers are required to implement thoughtful approaches tailored to individual needs, often involving self-regulation systems coupled with reward-based positive reinforcement. Also, continuous professional development through training and collaborative efforts, including team teaching alongside regular education teachers, strengthens instructional skills and fosters collaboration between educational partners. Collaborative problem-solving, planning, and sharing of resources among teachers, parents, administrators, and community members play a crucial role in inclusive education. Conclusively, the success of inclusive education heavily relies on teachers' skills, support, and collaboration with various stakeholders. They directly shape students' experiences in the classroom and play a critical role in facilitating an inclusive and supportive learning environment. However, successful implementation necessitates open communication, an adaptive mindset, continuous professional development, and strong collaborative efforts among all involved parties.

### **Specific Roles of Counsellors in an Inclusive Setting**

Oluka (2014) enumerates the following specific roles played by counsellors in an inclusive education setting for special needs:

- i. **Teacher Training and Development:** Guidance counsellors assist in training teachers to develop confidence and enhance their teaching strategies when dealing with students with diverse learning needs. They provide guidance and professional development courses related to teaching strategies, classroom management, assessment, and addressing difficulties in learning.
- ii. **Attitude Adjustment and Social Relations:** Counsellors work on altering teachers' attitudes toward pupils with special needs, encouraging positive social relations in classrooms, and fostering a more inclusive environment. They assist in creating awareness among teachers about the importance of accepting differences, fostering cooperation, and effectively managing diversity within classrooms.
- iii. **Skill Enhancement and Pedagogical Approaches:** They help educators develop a repertoire of skills, expertise, and knowledge necessary to address diversity effectively within the classroom. This involves introducing various pedagogical approaches, appropriate teaching methods, and materials that cater to diverse learning needs.
- iv. **Creating Inclusive Environments:** Counsellors create opportunities for students, both with and without disabilities, to interact positively, fostering friendships, cooperation, and resourcefulness. They aim to provide a stimulating and diverse environment that encourages growth, learning, and the development of friendships.
- v. **Fostering Belonging and Self-Respect:** They assist special needs in feeling a sense of belonging within the diverse human family, promoting friendships and enhancing self-respect. They work toward creating an environment where students feel accepted and respected for their individuality.
- vi. **Advocacy and Emotional Support:** Guidance counsellors advocate for and protect the feelings of children with special needs who might face social challenges, such as being labelled or marginalised. They offer emotional support and guidance to help these students navigate their educational environment successfully.
- vii. **Facilitating Peer Interaction:** Counselors encourage and facilitate the inclusion of special needs among same-age peers. They promote opportunities for these students to interact, fostering an environment of acceptance and understanding.
- viii. **Promoting Inclusive Values:** They help in nurturing inclusive values within the school community, advocating for respect, understanding, and appreciation of differences among students, teachers, and administrators.

### **Specific Counselling Strategies Used in an Inclusive Education Setting**

- i. According to Pautina, Pratiwi, and Taligansing, (2020). The following counselling strategies are employed to support special needs in an inclusive education setting:
- ii. **Understanding Developmental Stages:** Counsellors recognise and utilize knowledge about child development stages. They acknowledge the shift from egocentric to objective thinking in children, understanding their ability to interpret cause and effect, distinguish good and bad actions from consequences, and the psychosocial development of elementary school-age students (6 to 12 years).
- iii. **Inclusive Education Principles:** Counselors align their strategies with inclusive education principles, ensuring equity, quality improvement, individual needs consideration, meaningfulness, sustainability, and involvement. They ensure that educational services cater to diverse needs, including disabilities and other challenges.

- iv. Individualized Counseling Services: Offer individual counselling services to address the unique needs and problems faced by each student. These services aim to assist students in overcoming personal challenges and developing coping mechanisms.
- v. Group Counseling and Guidance: Provide group counselling and guidance services tailored to address collective issues faced by groups of students. This fosters social skills, encourages communication, and aids in problem-solving within a group setting.
- vi. Information and Orientation Services: Deliver information and orientation services to help students adapt to new environments, understand their circumstances, acquire knowledge, and make informed decisions suitable for their lives.
- vii. Mediation and Consultation Services: Provide mediation services to resolve conflicts between parties and consultation services to assist students in resolving issues faced by others while maintaining a reasonably close relationship with them.
- viii. Program Planning and Implementation: Design and implement comprehensive guidance and counselling programs in alignment with the specific needs of students in inclusive settings. This includes annual, monthly, weekly, and daily programs targeting personal, social, learning, and career development.
- ix. Evaluation and Monitoring: Consistently evaluate and monitor the effectiveness of the guidance and counselling programs. This involves assessing personnel performance, evaluating the program's process, and gauging the outcomes and developments in students after program implementation.

#### **Counselling Techniques used in an Inclusive Education Setting for Special Needs**

- i. Ukwueze (2020) identified the following counselling techniques that can be used in an inclusive education setting.
- ii. Self-Instruction Training and Cognitive Modelling: These techniques involve guiding students to develop self-regulation skills and modelling appropriate behaviours for impulsive children. They are found effective in handling impulsive behaviour in regular classroom settings.
- iii. Humour as a Creative Intervention: Infusing humour into counselling sessions is considered a creative counselling intervention. It can be a valuable tool to engage and connect with students, including those with disabilities, during counselling sessions.
- iv. Behavioural Strategies: Strategies like reinforcement, time-out, and cognitive-behavioural treatments such as self-instruction and self-reinforcement are suggested for effective counselling. These strategies can help modify behaviour and foster positive changes in students.
- v. Focused Group Counseling: Utilizing group counselling strategies stimulates verbal exchanges and interactions among counsellors and students. This approach promotes discussions and allows for collective support among peers.
- vi. Rational Emotive Therapy and Cognitive Restructuring: Techniques such as rational emotive therapy and cognitive restructuring are effective in addressing irrational behaviours and feelings among secondary school students. These methods focus on changing thought patterns to improve emotional well-being.
- vii. Multi-Sensory Approach for Anger Management: Creative counselling techniques that employ a multi-sensory approach can be effective for students struggling with anger. These strategies enlist multiple senses to make concepts more tangible and manageable for students.

#### **Conclusion**

In conclusion, the concept of inclusive education for special needs has evolved significantly over the years, prioritising equitable opportunities and support within the general education classroom. While the practicality of full inclusion raises pertinent concerns about meeting individual learners' needs, the discussion emphasizes the need for a nuanced approach to inclusive classrooms for special needs, recognizing the limitations and complexities that accompany the one-size-fits-all concept of full

inclusion. The role of counselling in supporting students with special needs in inclusive classrooms cannot be overemphasized. It is crucial to provide necessary supplementary aids and support to all students, including those with disabilities, to engage them meaningfully in challenging instructional programmes. Therefore, deploying resources to explore what works best for individual students may result in greater equity. It is necessary to strike a balance between academic success and social integration. With greater accountability and effectiveness measurement, inclusive education can be successful in meeting the needs of special needs students.

### **Recommendation**

Based on the conclusion drawn from the discussion on inclusive education for special needs, it is recommended that educational institutions adopt a balanced and well-tailored approach to inclusivity. This approach should prioritize equitable opportunities and support within the general education classroom while acknowledging the complexities inherent in catering to diverse individual needs. It is necessary to recognize that a straight-jacket concept might not effectively address the varied requirements of every special need. Thus, deploying resources to identify and implement personalized strategies that work best for each student is essential. This includes providing necessary supplementary aids and counselling support, focusing on both academic success and social integration. Additionally, instituting rigorous effectiveness measurement and accountability frameworks will aid in monitoring and improving the outcomes of inclusive education, ensuring that it effectively meets the unique needs of special needs students while fostering a more equitable learning environment for all.

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## Religious Representations as Post-Colonial Discourse in Ahmed Yerima's: *The Angel and The Bishop*

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### **Abstract**

*The thematic preoccupation of dramatic endeavours among most African playwrights often highlight lived experiences of Africans. Therefore, the theatre space provides the avenue where such lived experiences are re-enacted, and challenged. Ahmed Yerima's theatrical endeavour follows in this pursuit, with creative dimensions. His representative plays are examined in this seminar to provide perspective to the reality of religious malpractices as part of the bane of post-independence Nigeria that has hampered growth and development. New Historicism, which argues essentially that every literary text is a product, reflection and refraction of actual historical realities and Post Colonialism, that seeks to explore among other things the effects of colonialism on both the colonised and the coloniser, theories are utilised to situate the plays in context, with thematic discourse, characterisation and dramatic techniques deployed for elucidation. The study accentuates plays-texts, as veritable tools for national sustainable development.*

**Keywords:** Religious malpractices, Post-independence Realities, Post colonialism, New Historicism Sustainable Development

### **Introduction**

The harsh lived experiences of Nigerians in post-independence Nigeria is a common springboard of Nigerian literature. Nigerian playwrights have continued to reflect and refract on the social, political and economic rupture that has characterised the nation since independence in 1960. The purpose of this work is to investigate the postcolonial theme of religious malpractices that are brought to the fore in selected Ahmed Yerima's plays<sup>1</sup>.

The zeal and hope of self-determinism with which the nationalists fought the imperialists begin to wane because the atrocities of the indigenous 'militicians' who seized the reins of power in Nigeria almost triple that of the colonialists. Thus, the desire for the tiger to display its tigritude died an abrupt death. The overbearing drive to display the rich cultural heritage of the empire also collapsed. In fact, the empire has no one to write back to outside the country as the oppressors are now among the kith and kin. While the first generation of Nigerian playwrights engaged the imperialists, the second-generation deployed Marxism to fight the internal oppressors, the third generation of playwright that Yerima belongs have continued to focus on the individual with the intention of dramatising the effects of the post and neo-colonial disenchantment on them.

The plays selected to discuss Ahmed Yerima's treatment of postcolonial reality of religious malpractices are qualified for such because of their fidelity to the actuality of the theme.



### **Statement of the Problem**

Most of the studies on post-colonial realities have focused more on governmental corrupt practices while only a scanty work exists on the reality of corruption in religious circles, hence this study.

### **Aim and Objectives**

The study aims at demonstrating instances of corruption in selected religious plays of Ahmed Yerima. Corrupt Practices in the religious cycles is a major postcolonial theme that Yerima dramatises in some of his works. Religion and the nation of Nigeria are inseparable. Almost every aspect of our national life is permeated with religion. For instance, at every state function there is the official opening and closing prayer which are often taken by Christian and Islamic clerics. Even right inside our state houses not to speak of campuses are chapels and mosques. Every year governments both at the federal and state levels sponsor delegates on holy pilgrimage to Israel and Saudi Arabia. To say the least there is a national mosque and a national ecumenical centre at the Federal Capital City, Abuja. Although, the constitution of Nigeria claims that Nigeria is a secular state, yet the same constitution recognises Christianity and Islam<sup>2</sup>. At the individual level, three religions are often practiced simultaneously by most people. Meaning, the Nigerian people have been living with African Traditional Religion, Christianity and Islam. There have been intermarriages of practitioners of the religions. Whereas, some people stay clear of any of the three religions, others practise one or two of the three.

In spite of the overbearing influence of religion on Nigeria, one of the major problems Nigeria has had to battle incessantly is religious hypocrisy, bigotry and intolerance. Radicalism and fanaticism coupled with illiteracy and poverty have enhanced the spate of religious clashes we have had recently. The issue of Muslim-muslim ticket was almost turning the country to shreds as some people feel they have been side-lined in the scheme of things. Why all these debates around religion are going on religious leaders and practitioners have continued to use religion to exploit unsuspecting masses. Many Nigerians have had to part with their hard-earned money while many lost loved ones and properties to corrupt religious leaders.

### **Discussion of Findings**

#### **Religious Hypocrisy as a Theme Selected Plays of Ahmed Yerima**

Yerima does not seem to bother much about violent religious clashes but on the hypocrisy of some religious practitioners who against the tenets of their religions have chosen the path syncretism while others display an open disregard for the African Traditional religion That is the popular thing among many practitioners of religion in post-independence Nigeria.

Since we have identified religion as a burning issue in postcolonial Nigeria that Yerima gives careful attention to, we also engage this phenomenon to establish the extent to which Yerima is in tune with postcolonial realities in his works.

It is evident that religion is a major aspect of Nigeria worst affected by corrupt practices. Thus, it a main thrust of Yerima's post-colonial themes. One of the main issues of the theme of religion as is dramatised by Yerima is the hypocrisy or insincerity of most religious practitioners. According to the examined texts, both Christianity and African Traditional Religion are guilty of practitioners' duality and inconsistency. Majority of religion adherents are only practising it just for them to use it to satisfy their material needs. Most of the characters who profess Christianity in the plays being investigated are also practising secretly tenets of African Indigenous Religion to get their problems solved. They neither believe in 'though he slay me, yet will I trust in him'<sup>3</sup>.

nor 'If it be so, our God whom we serve is able to deliver us from the burning fiery furnace, and he will deliver us out of thine hand, O king. But if not, be it known unto thee, O king, that we will not serve thy gods, nor worship the golden image which thou hast set up<sup>3</sup>. Which they quote copiously to preach to others.

### **Religious Crossing as a Theme in the Selected Plays of Ahmed Yerima**

In the same vein, characters who carry chieftaincy titles that are associated with African Traditional Religion go to church so that they will not be labelled pagans. Such characters view Christianity fashionable and more socially acceptable thus cynics like Kaka in *Uncle Venyil* will be going to church in spite of their disbelief in the power of God. Kaka is a good specimen of Nigerians who go to church just to show off their newly acquired dresses and to ensure they are buried by the church at their death. Another wrong selfish reason for rich and well to do people going to church and supporting the church financially is noted in Otunba, Gabi and Tundun in *The Angel* and *The Mirror Cracks* respectively. Their own purpose is to secure a permanent seat in the church both for themselves and their family members.

### **Religious Immorality as a Theme in the Selected Plays of Ahmed Yerima**

Furthermore, morality forms another recurrent theme in the selected Yerima's religious plays. Although morality or what is moral can be relative, there are basic human ethical standards that all humans are expected to uphold. For instance, incest which is a major ethical concern in the plays being investigated is a taboo to almost all religions in the world. To become guilty of such is considered a grave offence that not only has terrible consequences while the offender is alive, it is believed to have adverse results even in after life. On sighting Chief Gbadegesin's swollen corpse, Baba Ajabge and Ifagbayi who are steeped in the traditional African ways immediately conclude that he must have committed a grave abomination while alive. In *The Mirror Cracks*, Supo is evil on moral grounds. Also, Bishop Daku, Gabi as well as Tundun, and Kaka in *Uncle Venyil* are all frauds; In *The Wives*, Chief Gbadegesin is a hypocrite. Chief, while alive, held a high office in a traditional secret society yet he professed to be a Christian publicly.

### **Religious Corruption as a Theme in the Selected Plays of Ahmed Yerima**

Internal corruption is another theme that is explored by the religion inclined works. Much like the economic and political climes, the religious cycles are also bedevilled by mega corrupt practices. For instance, as the plays exposed, a typical Nigerian post-colonial cleric unlike the white missionaries will rather pursue promotion into higher offices and placement into a money-spinning assembly than engaging in evangelism, soul-winning and discipleship. In *The Twist*, Reverend Noah, claims:

*'Noah: In my parish, what amazed me was how ... men, deacons, church workers, were willing to give up their souls for positions. [...] Those who had joined the secret cult and lost the elections, came dejected, they came to make confessions of their trials...'<sup>14</sup>.*

In post/neo-colonial Nigeria, money has become the god for many people. People will even use God to make money rather than use money to serve and worship God. Naira other than the Biblical command of rescuing the sinner from everlasting damnation is now the pursuit of many Christians as well as their leaders.

### **Classism As a Theme in the Selected Religious Plays of Ahmed Yerima**

Aside the lust for money by some religious leaders. The plays also comment on the acts of regard for people's social, economic and political class and gross disregard for Biblical doctrines. For instance, the Bible never states that polygamy is a sin for Christians aside the fact that monogamy is a requirement for anyone who aspires to be a Bishop or Deacon. The refusal of the church to bury Anthony in *Uncle Venyil* on the ground that he is a polygamist is hypocritical when the same church in *The Mirror Cracks* proceeds to bury Supo who embodies evil. Supo is not only a liar by showing a Christian character before his parents as well as their friends and associates, while he is actually a killer and rapist. The

Bishop himself, when he gets to know that Supo committed the sin of fornication with a minor does not stop the burial process because of his hypocritical consideration for the social status of Supo's parents.

### **Religious Gambling As a Theme in the Selected Plays of Ahmed Yerima**

Yerima explores the practice of religious gambling in *Uncle Venyil*. The character, Kaka in Uncle Venyil embodies syncretism in religion; she yields to the much forcefully repressed African traditional religious beliefs and rituals as it becomes glaring that Christianity as portrayed in the play cannot deliver her son from imprisonment.

### **Religious Equality as a Theme in the Selected Plays of Ahmed Yerima**

Succinctly, in the plays, Yerima is teaching that all religions are equal. He presents characters who direly need supernatural assistance and are overtly focused on where nothing comes from initially only to be forced eventually to seek help in places they once maligned. It is part of the decolonialism temper of the post-colonial playwrights to seek to place Africa at all levels and fronts on equal pedestal. In fact, Yerima gives more honour to African Traditional Religion because almost all his characters in the religion inclined plays got solution, they seek in other religions in the African Traditional Religion.

The plays under review have corroborated the fact that part of post/neo-colonial problems that Yerima examined in his play is religion as it is being practised in the post -independence era. The playwright however submits through his works that no sinner will go unpunished that even the reward for their evil begins while here on earth.

Proverbs, folkloric traditions as well-known religious concepts are deployed by the author to propel his storylines in the plays. The plays under investigation are mono act plays. All equally have main and sub plots which are sustained by single setting each. The classical unity of time is also observed in the plays.

*The Angel* is set in the living room of Otunba, who is seen praying to "Father" for his wife, Rachel, to be healed from a kidney disease. Reverend Noah is also seeking for a miracle amnesty for his son who has been condemned to death by hanging in *The Twist*. The setting of *The Twist* is the sitting room of Chief Ojuolape who is first presented while making arrangements for a befitting burial for his late son, Dolapo. The beginning scene of the play presents Revd. Noah stepping into Chief Ojuolape's living room to solicit for mercy for his son who is sentenced to death by hanging for killing Otunba Ojuolape's son. The plays portray the various reactions of people to death especially the trauma associated with the death of a beloved one. It is only in *The Bishop* that we have initial actions taking place on stage, in the other plays much is reported and acted. Rachel becomes ill because Christopher died two years earlier in *The Angel*. Ambassador Gabi in *The Mirror Cracks* is presented putting final touches to the burial arrangement of his son Supo who passed on while on a peace keeping mission outside the country. Supo's death is reported by a sixteen years old girl.

### **Religion As a Coping Strategy in the Selected Plays of Ahmed Yerima**

That religion in post/neo-colonial Nigeria is only a means to an end is tragic. It is a coping strategy for many who see religion as an escape route out of existential complexities. *The Angel* portrays an Otunba on his knees praying frantically to 'God' for his sick wife.

*'Otunba: '...Father, do something. Can't you do something to help her get better? [...] Send something, Send us a miracle, Father, save Rachel ...save my beautiful jewel'<sup>4</sup>.*

Unlike Otunba who staunchly believes in God's ability to heal his wife, Rachel, in *The Angel*, Kaka, though, keeps praying incessantly for the release of her son, Venyil, from detention. does not really believe in miracles or God's intervention. For the average person in post/neo-colonial Nigeria, religion is the shelter much needed for solace in the face of harsh post-independence realities. Religion is not

much about pure worship and love for God but a tool or coping mechanism. In fact, for people like Kaka, the church is a veritable avenue to display their wealth and show off her new dresses. To an extent, the Kaka of the post-independence Nigeria cannot be blamed because the religious houses have failed to practice the doctrines they preached. For example, Kaka justified reveals the fact that the church as instructed by God should be taking care of widows and the less privileged but now are exploiting them. Kaka was angry that the church made her sell her fattest goat to buy a piece of cloth the church should have bought for her. Thus she withdraws her contribution to the church as a way of punishing the church.

*'Kaka: ...God! So I have resolved to punish the church for making me sell my fattest goat. I have the money, but I shall pay a naira every Sunday until Venyil is out of prison, and I have a good reason to wear the dress to church to glorify God. But if I should die before Venyil come[s] out, or I finish paying the balance of their money is in the old snuff tin under the bed. I want to go to the gate of heaven singing, not explaining to God how I sold my goat and still kept the money from the church...'<sup>14</sup>*

African Traditional religion is unconsciously represented in biased light. For instance, Iyagana who is Bishop's paternal aunt hypnotises Bishop with her spiritual powers. In *Uncle Venyil* too, Venyil, in an attempt to seek revenge crosses into African Traditional religion that is said to animalise him

*'Kaka: '...at the compound, my son became an animal. With one swift move, like an eagle, he perched on a white cockerel. And in a wild dance, he went to the ancestral shrine, where like a lioness, he bit off the head of the cockerel. He drank the blood, oh God, my son drank the blood of the dying cockerel, still jerking, still twisting. Then wildly he bathed himself, Boyi and the shrines in blood. Boyi started to beat his little drum first in one slow rhythm, you should have seen my son dance. Gradually, he started to spin like one possessed, until he fell, exhausted, [...] my son. He is theirs now. They will initiate him into their cult'<sup>14</sup>.*

Much contrary to reality wherein we have an overwhelming population professing one religion or the other in post/neo-colonial Nigeria, the plays under study have very minimal quantity of characters. *The Twists* has two characters; Revd. Noah and Otunba Ojuolape. *The Wives* has seven people. *The Mirror Cracks* has eight characters. *Uncle Venyil* has a somewhat large amount of characters. Aside about thirteen visible people, there are the drummers, the dancers and the people under masks. In spite of the fact that the play has a slightly large amount of characters, the core of the play rotates more about Kaka, her two children: Venyil and Zwan, as well as Boyi the young drummer boy.

## **Conclusion**

Sociologically, almost every level of the society is ably represented in the plays' character construct. While the plays attempt to convey such a message that is generally common and thus use almost similar methods, a degree of diversity is observed in the settings. Except *Uncle Venyil* with characters pulled out from the lower wrong of the society. Other plays that depict the theme of post-independence tragedy in religion deployed characters typical of upper-middle social, political and economic societal class. This gives rise to a claim that Yerima's dramas exhibit clear cut classism that exist in society. His are works that allow all levels of the society sufficient representation. For instance, a play that focuses on issues around the proletariat, characters who are part of the working class are the ones brought to handle it. Matters affecting the upper class are role played by members of the same class. Thus, in his plays, there are diplomats, professors, traditional rulers, herbalists, teachers, dancers, musicians, beggars among others.

The social and economic class of Yerima's characters in religion focussed dramas and the observance of classical unity of time in them are the reasons we can give for the lack of much development of the characters aside what is already presented at the initial stages of the plays. Almost all of them are stock characters who have similar titles they carry in real life because of their taste for avarice and materialistic tendencies. They are all or either Bishop, Reverend, Chief, Otunba, and Ambassador among others. These titles are the exclusive preserve of the members of the upper class only. They are class markers.

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# Effects of Life-Skills Training on Aggression among Secondary School Adolescents

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## **Abstract**

*This study investigated the effects of life-skills training on aggression among secondary school adolescents. The study also examined the moderating effect of parenting style on aggression among adolescents. The study adopted pretest, posttest control group experimental design. The study population comprised all the secondary school-going adolescents in Oyo State. The sample consisted of one hundred and seven (107) senior secondary year one (SS1) students who were at risk for aggression selected by simple random sampling. The sample was selected from two randomly selected public secondary schools in the state. One school was the experimental group while the other school was the control school." Aggression Questionnaire" by Buss & Perry (1992) and Parenting Style Scale by Adeusi (2013) were used to collect data for the study. The data were analysed using Analysis of Variance (ANOVA). The results showed an F-value (109.589) which is significant at 0.05. It was concluded that there is a significant main effect of life-skills training on aggression among secondary school adolescents. There is no significant effect of parenting style on aggression among Secondary School adolescents. There is no significant interaction effect of life-skills training and parenting style on aggression among Secondary School adolescents. The study concluded that life-skills training is effective in reducing aggression among secondary school adolescents. It was recommended that teachers, counselors, and social workers should use life-skills training as a way of reducing aggression among adolescents.*

**Keyword:** Aggression, Life-Skills Training, Secondary School Adolescents, Parenting Style

## **Introduction**

In human life span, adolescence is a challenging period in the life of an individual. It is the period that serves as a mid-point between childhood and adulthood. It starts with puberty which brings maturation of the sexual organs of the individual and makes him capable of reproduction. At adolescence, the child who hitherto has been under the tutelage of parents and guardians is eager to break away from attachment to parents and other caregivers and form new social relationships that have his peers at the core. Erickson (1980) calls it identity formation. Often, identity formation by an adolescent is characterized by a three-fold crisis. The first crisis arises from conflict with parents as the adolescent shifts his interest from parents and siblings to peers. The second crisis is problems

encountered in school such as low grades, rejection from classmates, and problems with teachers. The third crisis comes from personal problems peculiar to the adolescent such as low self-esteem, rejection from peers, mood disorders, anxiety, and lack of social skills among others. These problems make the adolescent moody, sad, and at times depressed. According to the Frustration-Aggression theory, the presence of these unpleasant occurrences such as irritation, low self-esteem, sadness, and mood disorders can lead to frustration which may cause the adolescent to aggress.

Aggression subsumes every intentional action that harms another individual. In adolescents, it is a global problem as it is found in people from every nation of the world (Soen, 2017). It manifests as physical aggression in the form of fights, slaps, kicks, use of guns. It may also manifest as verbal aggression such as verbal abuse, name-calling, yelling at others, and swearing. It is ubiquitous and found among all categories of people, young, old, males and females. It is one of the most common types of behaviour problems in children (Petermann, Helmsen & Koglin, 2010) manifesting itself in many ways and taking various forms known as tantrums. As children mature, they observe others in the environment and these observations bring about learning which results in changes in their responses. Consequently, a good number of children unlearn aggression based on the observations they receive from others in their environment. However, a few continue aggression into adolescence and at times, adulthood. There is a high rate of aggression among adolescents in schools and it has negative effects on them. It affects the physical, emotional, and academic development of adolescents. It makes the school environment uncondusive for students and educational objectives unattainable. It is not an understatement to say aggression is the most serious problem in the social interactions of man.

Azeez and Babalola (2020) attributed the violence and deviant behaviours exhibited by adolescents to aggressive behaviours they learned in childhood and which probably lingered till they became adults. Education stakeholders are very concerned about the continuation of aggression into adolescence due to its negative physical and mental impact on adolescents and its attendant negative academic outcomes. In the search for factors that may serve as moderators of aggression in adolescents, Kumari & Kang (2017) asserted that attachment to parents and parenting styles are strong factors in the development of aggression in individuals. However, going by the general consensus among psychologists that due to identity formation at adolescence, there is a shift in attachment from parents to peers, it will not be inappropriate to contend the latter part of the assertion of Kumari & Kang (2017) and look in the direction of parenting style as a moderator of aggression in adolescents.

Parenting style is the behaviour of parents to their children especially with respect to discipline and caring for them by showing love and warmth. It subsumes the mode of treatment, communication, discipline, monitoring, and support of parents to their children (Slicker & Thornberry, 2003). To Lokoyi (2015), the parenting style of an individual is linked to manifestations of aggression in the individual. As conceptualized by Baumrind (1971), there are four types of parenting styles. authoritative, authoritarian, permissive, and neglecting. The authoritative style shows care for the children and gives them the free hand to exercise their creative powers which give them self-confidence and they are not afraid of making mistakes or facing rejection from their parents on account of their wrong deeds or mistakes (Shiva, Masoud, and Gbolamboseen, 2014). Authoritarian parents do not show much care for their children and they use punitive measures to force their children to comply with their instructions. This causes the children to have poor social skills, permissive parents show a high degree of care for their children but they do not discipline or correct their wrong behaviours.

The children become indulgent and may take up maladaptive behaviours. Neglecting parents neither shows care nor concern for their children and they do not show interest in their positive or negative behaviours (Leylabadi, 1996; Okorodudu, 2010; Melano, 2015). Snyder, Reid & Patterson (2003) and Lopez, Perez, Ochoa & Ruiz (2008), reported significant correlations between parenting styles and aggression among adolescents. However, Thakre & Gupte (2016) conducted a study investigating the effect of parenting style on aggression but did not find any significant effect of parenting style on aggression among adolescents. The trio of Shayestteh, Hejazi, and Foumany (2014) investigated the relationship between adolescents; parenting style and aggression but found no significant effect of parenting style on aggression.

Some researchers averred that when wrong parenting leads to anti-social behaviours such as aggression, learning life skills may help the individual to pick up pro-social behaviours which may alleviate aggression (Downey, Johnson, Hansen, Bimey, and Stough 2010; Saadi, Hornarmand, Najaran, Ahadi, & Askari, 2012; Naseri and Babakhani 2014). In the submission of Roodbar, Sandipoor, and Ghale (2013), life- skills are skills that enable the individual to adjust and show positive behaviours which are beneficial to the individual and the society at large. It goes to submit then that any skill which helps an individual to relate in a way that is more beneficial to others and the society at large is a life skill. It may be such a simple skill as patience or empathy. Researchers have used different components of life skills. Saadi, Hornarmand, Najaran, Ahadi, & Askari (2012) used emotional intelligence as a life skill in female aggressive secondary school adolescents. Emotional intelligence training led to a reduction in aggression among the female participants. In a later study, Naseri and Babakhani (2014) used rage control, decision-making, problem-solving, and stress management skills on male adolescents with physical and verbal aggression. It was found that life-skill training led to a reduction in aggression among the participants. These researchers worked on homogeneous groups but their results showed that life-skill training was efficacious in reducing aggression among the adolescents who participated in the studies.

Against this background, this study seeks to investigate the effect of life-skills training on aggression among male and female secondary school adolescents to examine the efficacy of life-skill training on a heterogeneous group of aggressive adolescents.

### **Objectives of the Study**

1. To investigate the effectiveness of life-skills training on aggression among secondary school adolescents.
2. To examine the moderating effect of parenting style on aggression among secondary school adolescents.

### **Research Hypotheses**

1. There is no significant effect of life-skills training (treatment) on aggression among adolescents in secondary schools.
2. There is no significant effect of parenting style on aggression among adolescents in secondary schools.

### **Methodology**

The study adopted a pretest, posttest control group experimental research design. The design was used because it is appropriate for the testing of the research hypotheses.



## Population

The population comprised all Senior Secondary School one (SS1) school adolescents in public secondary schools in Oyo State during the 2017/2018 academic session.

## Sample and Sampling Techniques

The sample consisted of one hundred and seven (107) randomly selected senior secondary year one (SS1) students who were at risk for aggression. The sample was selected from two randomly selected public schools in Oyo State. The two schools were randomly selected from two different senatorial districts in the state. The schools were thereafter assigned to the experimental and control groups. A multistage sampling procedure was used to select the sample from the two schools. Sixty participants were selected from both schools but only one hundred and seven which comprised fifty-six participants (56) in the experimental group and fifty-one participants in the control group completed the training sessions.

## Instrumentation

Two standardized instruments, the Aggression Questionnaire by Buss and Perry (1992) and the Parenting Style Scale by Adeusi (2013) were used to obtain data for the study. The two instruments have good psychometric properties. The validity and reliability test which was carried out on the Aggression Questionnaire before this study was done using Cronbach Alpha gave an internal consistency of 0.710. The Parenting Style Scale had a correlation coefficient of 0.78 when used by Adeusi (2013). It was re-validated for the purpose of this study and it had a reliability coefficient of 0.926.

## Procedure

Permission was obtained from the Ministry of Education for the use of two schools for the study. The procedure was in three stages. In the first stage, two Local Government Areas (LGAs) were selected from two of the three senatorial districts in the state by random sampling. In the second stage, one school was randomly selected from each of the two selected Local Government Areas. They were randomly assigned to the experimental and control groups. In the third stage, an Aggression questionnaire and Parenting Style Scale were administered to all the students. Participants were selected in the two schools from the ones that were found to be at risk after scoring the Aggression Questionnaire by random sampling. Participants in the experimental school were given life-skills training of one session of one hour per week for 8 weeks. The same was done for participants in the control group but instead of life-skills training, they were given lessons in English Language.

## Method of Data Analysis

The data were analysed using descriptive statistics and Analysis of Variance (ANOVA) at a 0.05 level of significance. Analysis of Variance was used to test for the effects of life-skills training on aggression.

## Results

**Table 1: Dependent Variable: Aggression Post**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	34694.820 <sup>a</sup>	15	2312.988	18.623	.000	.754
Intercept	7845.541	1	7845.541	63.169	.000	.410
Aggressionpre	66.914	1	66.914	.539	.465	.006
TREATMENT	13610.862	1	13610.862	109.589	.000	.546

Parenting style	97.716	1	97.716	.787	.377	.009
Type	586.279	3	195.426	1.573	.201	.049
TREATMENT * parenting style	12.470	1	12.470	.100	.752	.001
TREATMENT * Type	173.322	3	57.774	.465	.707	.015
Parenting style * Type	325.131	3	108.377	.873	.458	.028
TREATMENT * parenting style * Type	109.013	2	54.507	.439	.646	.010
Error	11302.077	91	124.199			
<b>Total</b>	<b>821624.000</b>	<b>107</b>				
<b>Corrected Total</b>	<b>45996.897</b>	<b>106</b>				

a. R Squared = .754 (Adjusted R Squared = .714)

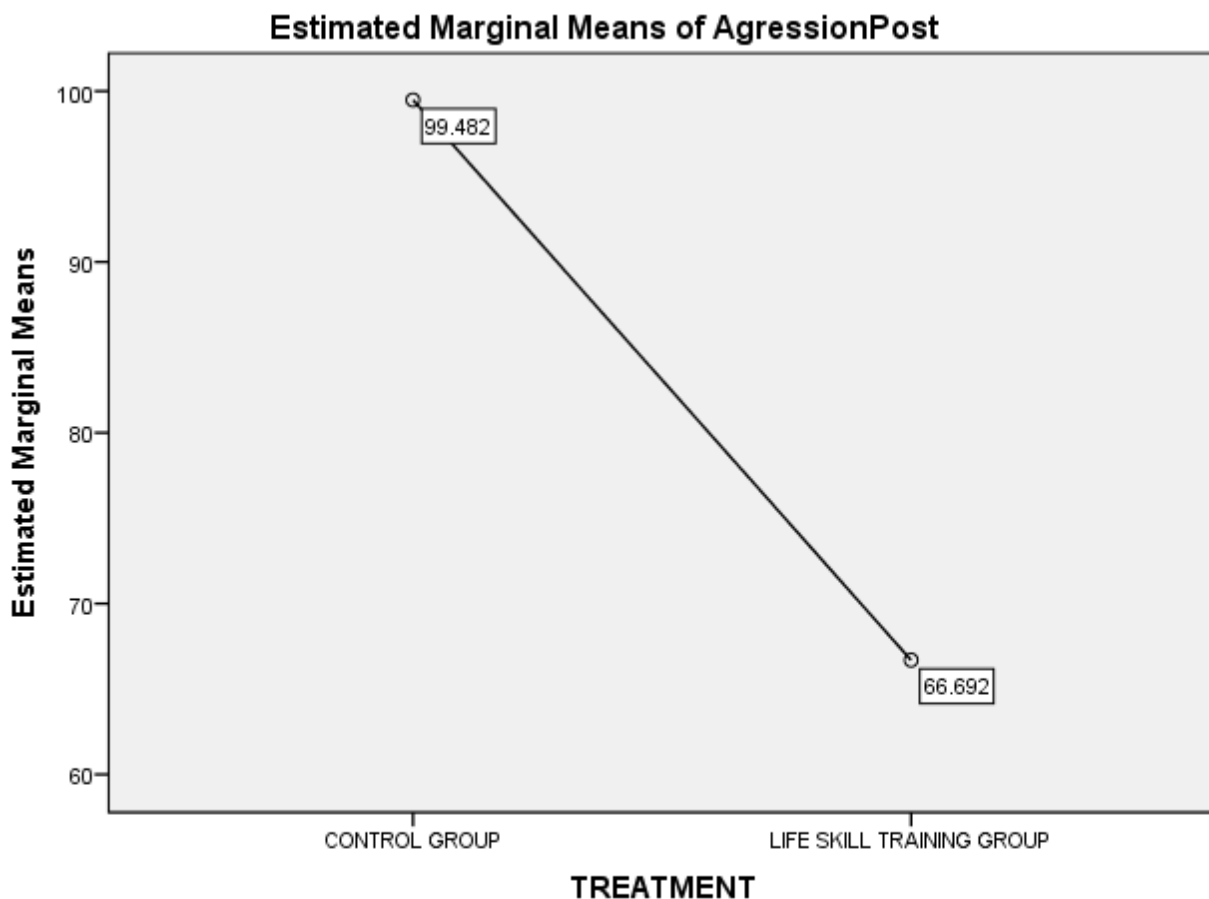
**Hypothesis 1:** There is no significant effect of life-skills training on aggression among Secondary School adolescents.

Table 1 reveals the F-value (109.589) which is significant at 0.05. It follows that there is a significant main effect of life-skills training on aggression among Secondary School adolescents. The partial Eta squared (0.546) which is high, indicates that the effect size is high. That means that life-skills training led to a reduction in aggression among the secondary school adolescents.

Table 2: Pairwise comparison of the treatment.

(I) TREATMENT	(J) TREATMENT	Mean Difference (I-J)	Std. Error	Sig. <sup>d</sup>	95% Confidence Interval for Difference <sup>d</sup>	
					Lower Bound	Upper Bound
CONTROL GROUP	LIFE SKILL TRAINING GROUP	32.790 <sup>*,b</sup>	3.069	0.000	26.693	38.886
LIFE SKILL TRAINING GROUP	CONTROL GROUP	-32.790 <sup>*,c</sup>	3.069	0.000	-38.886	-26.693

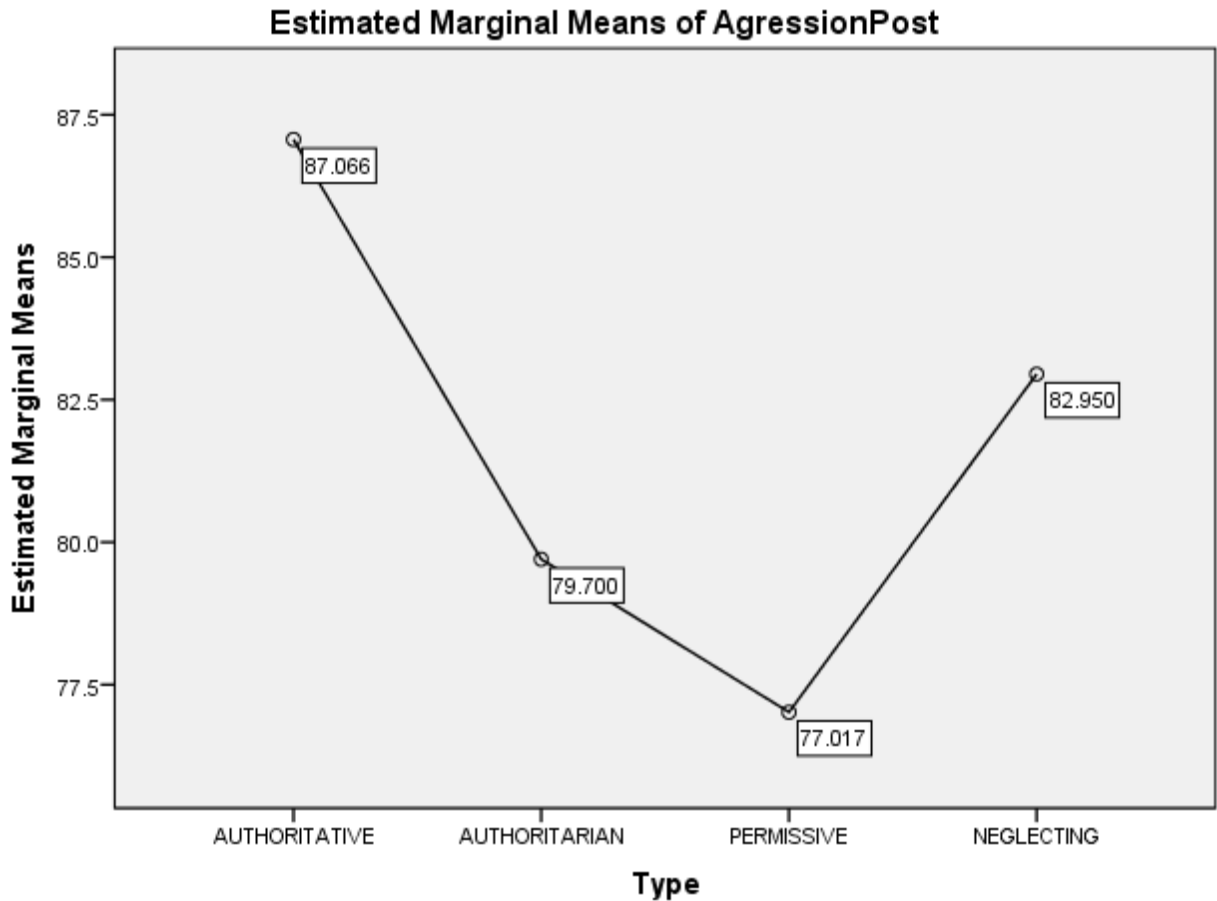
Table 2 shows that when the mean of Life skill training group is subtracted from that of Control group, the result is positive. This signifies that the level of aggression of those in control group is higher than those of the Life skill training group and this at significant level ( $P < 0.05$ ). The chart below further confirms the result.



Covariates appearing in the model are evaluated at the following values: Agressionpre = 105.21

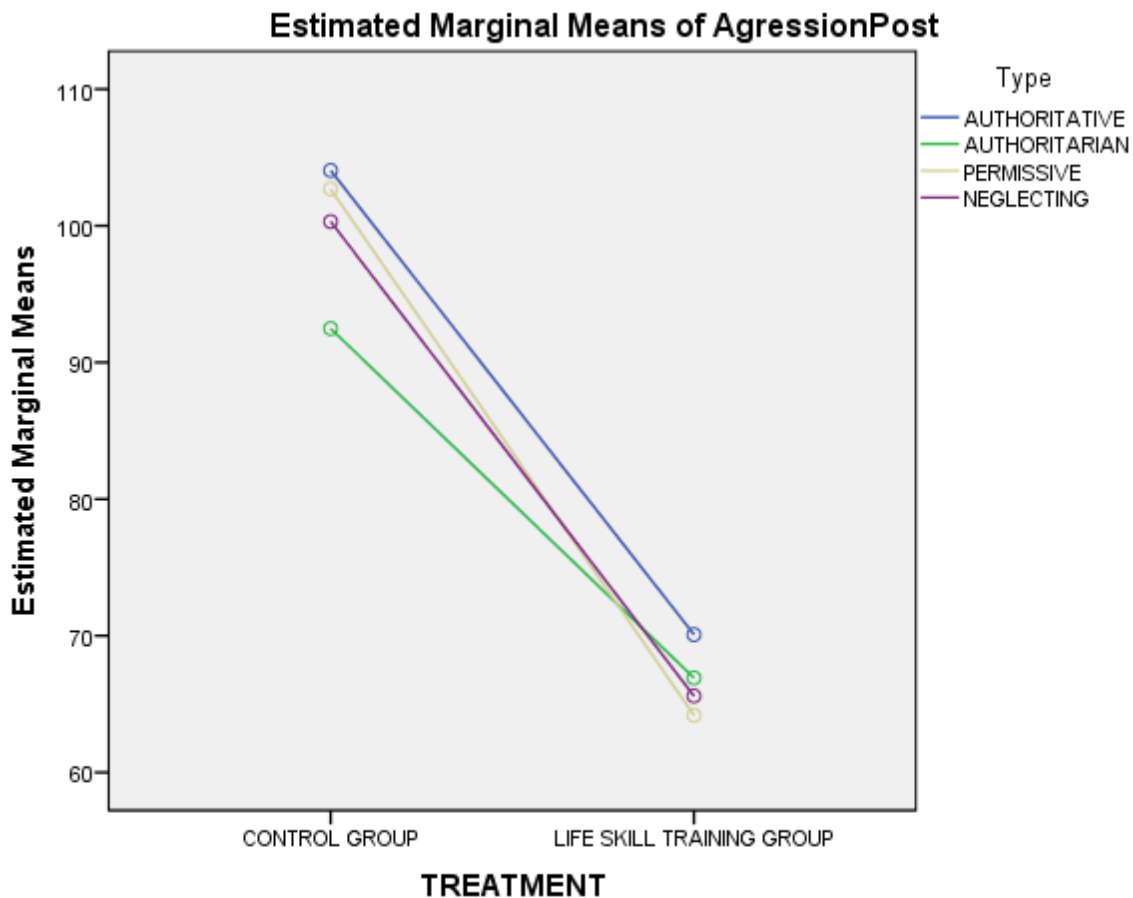
**Hypothesis 2:** There is no significant effect of parenting style on aggression among Secondary Schools adolescents.

Table 1 shows the F-value (1.573) which is not significant at 0.05. It follows that there is no significant effect of parenting style on aggression among Secondary School adolescents. The partial Eta squared (0.049) which is very small, indicates that there is very low effect size. The chart below further confirms the result.



Covariates appearing in the model are evaluated at the following values: Agressionpre = 105.21

Table 1 reveals the F-value (0.465) which is not significant at 0.05. It follows that there is no significant interaction effect of life-skills training and parenting style on aggression Secondary School. The partial Eta squared (0.015) which is small, indicates that the effect size is low.



Covariates appearing in the model are evaluated at the following values: Agressionpre = 105.21

The chart reveals that the four lines are not fully interacting because they are almost parallel. It follows that though there is interaction, it is not at significant level. Hence, there is no significant interaction effect of life-skills training and parenting style on aggression among Secondary Schools adolescents

### Findings

Life-skills training were found to be effective in reducing aggression among secondary school adolescents. This may be due to the fact that learning life-skills helped the adolescents to acquire more coping skills which helped them to reduce aggression. The result is in tandem with literature that life skills help to promote adaptive behaviours. It also supports Saadi, Hornarmand, Najaran, Ahadi, & Askari (2012) who reported that life-skill training led to a reduction in aggression among the female participants. It also corroborates Naseri and Babakhani (2014) who found that life-skill training led to a reduction in aggression among male participants.

This study did not find any significant effect of parenting style on aggression among adolescents. The result agrees with Thakre & Gupte (2016) who didn't find any significant effect of parenting style on aggression among adolescents. It also supports the findings of Shayestteh, Hejazi & Foumany (2014) who investigated the relationship between adolescents' parenting style and aggression but found no significant effect of parenting style on aggression. However, the result contradicts Snyder, Reid & Patterson (2003) and Lopez, Perez, Ochoa &

Ruiz (2008) who found significant correlations between parenting styles and aggression among adolescents.

### **Conclusion**

Life-skills training reduces aggression in adolescents. Parenting styles of adolescents have no effect on their aggression. Individuals who learn aggression from childhood can continue it into adolescence irrespective of the parenting styles adopted by their parents.

### **Recommendations**

Teachers should use classroom activities that teach life skills that enable adolescents to reduce aggression. The life skills learned by adolescents will help them to develop more pro-social behaviours among their mates and siblings at home. Counselors should use more of the life skills during therapy sessions with aggressive adolescents. Social workers should teach adolescents as many life skills as possible so that the danger posed by aggressive adolescents may be reduced as they learn skills that help them manage aggression.

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# Pastoral Counselling as a Panacea to Social Media Addiction among Lead City University Students

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## Abstract

*By the 2020s, the world faces multifaceted problems relating to cyber-crimes, social media addiction, climate change, injustices, famine, war, loneliness, isolation, the COVID-19 pandemic, increased violence, and the changing concept of physical community. Social media addiction refers to excessive and compulsive use of social media platforms, leading to negative consequences in various aspects of life. Social media addiction is prominent among the students of the Faculties of Arts and Education, Lead City University. Pastoral counsellors view human problems as primarily emanating from moral failure or disobedience to divine laws, which may cut across individuals, families, and societies. They study human behavioural challenges through the lens of theology and leverage psychological procedures and therapies in resolving such issues, which may be in the form of marital, relationship, addiction, abnormality, mental, emotional or social dysfunctionality. The theory of community will be used to unpack the challenges of individuality and dwindling physical community on the Lead City University campus. Using qualitative and quantitative research designs, the study investigates the phenomenon of social media addiction by using pastoral counselling both as a preventive option and a possible therapy for the challenge of social media addiction among young people. The data collection process involves Focus Group Interviews among 20 students. Mixed methods of semi-structured interviews and e-questionnaires were filled out online by students of the Faculty of Arts and Education. Recommendations include repentance, prayer, intentionality to change the way of living, discipline, data, and screen management as possible solutions towards social media addiction.*

**Keywords:** Social media, Addiction, Pastoral counselling and care, Community, Lead City University.

## Introduction

The meaning of social media has changed since its introduction to the Internet two decades ago. The advent of social media was commonly associated with groups of Internet-based applications, which initially relied on Web 1.0 for its usage with limited interactions (read-only web) (Pant, Nataraj, and Reddy, 2023:6). The main function of Web 1.0 enabled the user to find information. Nevertheless, the

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advancement of the Internet to Web 2.0 opened up alternative options for more participation, which increased user-generated, free access to social networking and income-generating platforms for users (Oderinde, 2022: 65). At the same time, youths have used the social media for mass mobilization (i.e., as in the case of the EndSARS movement in Nigeria) against social injustice (Oderinde and Ajayi, N/A: 1).

In this era (the third decade of the New Millennium), social media refers to online platforms and various applications that enable users to create, share, and interact with content and other users. In 2023, social media has been deployed in international wars (Russia versus Ukraine and Israel versus Hamas). When Hamas first launched its attack on Israel on 7 October, 2023, the group posted its initial success on social media, “claiming to show them taking part in the assault. Three others issued statements on Telegram claiming they have participated” (Harwell and Dwoskin, 2023).

Social media allows individuals to connect with friends, family, and people around the world, facilitating the exchange of ideas, information, and media such as text, images, videos, and links. Popular social media platforms include KingsChat, Snapchat, Facebook, Instagram, Twitter, LinkedIn, YouTube, and other applications (Oderinde, 2022: 65). These platforms have transformed communication and networking, fostering both personal, professional, and religious connections in a virtual environment (Wise, 2014: 23). Respondents to this paper’s questionnaire define social media differently. A combination of responses from online semi-structured questionnaire defines social media as:

1. means of interaction among people in which they create, share, and/or exchange information and ideas in virtual communities and networks.
2. The connecting platforms of people beyond physical gathering.
3. A means of interaction with friends or contents virtually.
4. Interactive technologies that can facilitate the creation and sharing of content, idea, interests and other forms of expression.
5. Social media play great role by educating the public, sharing people series of information on what is going on in the society, government in the states, countries, and the world at large.
6. As a social device where individuals and organizations interact, chat, and discuss at a particular period of time to foster communication, unity, family ties, and disseminating information, for example, Facebook, WhatsApp, TickTok, Twitter, YouTube, Instagram, Zoom, Google Meet, Canvas, etc.
7. An electronic means of transferring information such as texts, videos, audio materials.
8. A means of virtual interaction by different people using various online platforms.
9. Social media is all electronic means I use to connect with friends and family.<sup>32</sup>

The given definition of social media is interrogated as the meaning of social media may be adopted or disregarded in other disciplines apart from the Humanities. The important features of social media in the above definition are community, connections, digitality, data, interactions, physicality, and most importantly incorporeality. A starting point for conversation is with the agencies of the traditional media (television and radio) and new media (Internet/social media). On the one hand, the agency of traditional media allows the individual(s) to participate in information sharing as an audience without participation. On the other, the Internet agency allows the individual(s) or participant(s) to create, with the potential of sending out real-time information of events. The ownership of information without censorship may allow the ‘fabrication’ of stories that can influence millions of people. For example, the wave of fake news catchphrases in contemporary global politics may have started with the electoral victory of ex-US

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<sup>32</sup> Questionnaire format was generated through goggle form and distributed to all 300 level students of Guidance and Counselling. Also, a few undergraduates from religious studies also participated in the study. Responses were culled and extracted into word format for analysis.

President, Donald Trump and the persistence of the British to exit the European market (Brexit) (Oderinde and Ajayi, N/A: 6).

During the COVID-19 pandemic of 2020, social media platforms served as vital tools for communication, information sharing, and community-building. Furthermore, social media provided a platform for people to stay connected, shared experiences, and sought spiritual support. In Nigeria, social media played a crucial role in disseminating information about COVID-19, as-well-as promoting health guidelines and safety measures (Oderinde, 2023:5 and 6). In relation to fake news in Nigeria, one of the first pieces of news on the outbreak of the COVID -19 virus appeared online (Oderinde and Ajayi, N/A: 6).

The influence of social media in the post- COVID-19 era has been significant as it continues to shape various aspects of our lived reality. Social media has transformed the way we work, learn, and socialize. Remote work and online education have become more prevalent, with social media platforms facilitating collaboration, virtual events, and educational content. Social media continues to be a powerful tool for activism, amplifying voices, and raising awareness about socio-political issues. By the third decade of the New Millennium (from 2020- till 2029), the world faces multifaceted problems relating to cyber-crimes, social media addiction, climate change, injustices, famine, war, loneliness, isolation, the global pandemic of 2020, increased violence, and the changing concept of physical community. Overall, the influence of social media in the post- COVID-19 era is a complex and evolving phenomenon that has both positive and negative implications.

How can social media addiction be understood when the previous human concept of community is premised on (physical) interactions? However, our concern in this paper is the erosion of collectivity/physical community and the new norm of social individuality/absenteeism on Lead City University campus. Therefore, it is important to recognize the challenges associated with the increased reliance on social media. Misinformation, online harassment, bullying, vulgarity, pornography, gambling, Internet Advanced Fee Fraud,<sup>33</sup> and mental health concerns are some of the issues that require further research.

What do we mean by social media addiction? We define social media addiction as imprudent and compelling use of social media platforms, leading to negative consequences in various aspects of life, especially on the Lead City University campus. Social media addiction is also referred to as obsession with social media applications. Interestingly, Jung Kim et al observed drug addiction and substance use through social media computation and observation (Jung Kim et al., 2017: 353). Another study shows that some persons who suffer from social media addiction also have other forms of addictions, such as smoking and drinking alcohol (Tammersoy, et al., 2015, 141-145). Nevertheless, Abraham, in 2023 proposes a social re-engineering of attitudes towards social media use by youths in Nigeria (Abraham, 2023: 283). Social media addiction can impact mental health, relationships, productivity, and overall well-being of individuals and students of Lead City University. When an individual struggles with social media addiction, it is important to take steps to regain control. Seeking care, support, and counselling from mentors, friends, family, or professionals can also be beneficial in overcoming this addiction. Therefore, this paper proffers pastoral counselling as a panacea to social media addiction. The paper adopts a positivist approach to pastoral counselling as a catalyst for change of attitude towards social media addiction. As a result, this approach is not based on 'absolute truth' and generalisations.

## **Methodology**

This paper adopts a mixed-methods research design through both quantitative and qualitative approaches to interrogate the problem of social media addiction. The main interest of inquiry is a possible solution to social media addiction through pastoral counselling on Lead city University campus and the larger society.

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<sup>33</sup> Internet Advanced Fee Fraud (otherwise known as Yahoo-Yahoo in Nigeria) is any form of scam on Internet.

Multiple choice questions and a semi-structured interview format were chosen to elicit the perspectives of respondents. The result generated 27 automated responses in content and pie-chart formats that is used for analysis. Part of the fieldwork setting was the course on Pastoral counselling for 300 level of Lead City University students. A few students (both Undergraduates and Post-graduates) from Religious and Intercultural programme filled out the questionnaire. Focus Group Interview (FDI) was carried out among 20 students of Guidance and Counselling for 1 hour 20 minutes. The main themes during the FDI encompassed the meaning of social media, addictions, identification of addictions, the meaning of pastoral counselling, difference between a pastoral counsellor and a pastoral carer or caregiver, social media addictions and possible solutions to the challenge of social media addiction on Lead City University campus and the larger society. For analysis, the researchers transcribed the FDI and complied questionnaire responses on the following questions:

1. What is social media?
2. How often do you use social media and why?
3. What do you use social media for?
4. Who is your favourite artist and where do you source the music from?
5. In what ways do you feel social media is a source of information?
6. What websites do you visit and for what purpose?
7. In your opinion, what are the advantages and disadvantages of social media?
8. What do you watch on your social media platform?
9. What time of the day are you available on the Internet?
10. What would make you quit social media?
11. How do you think social media is beneficial to your studies?
12. In what ways is social media inimical to you?
13. Can you recall any incidence that made you avoid social media?
14. Please explain the feeling of being without social media
15. What are reasons the frequent use of social media?
16. Explain 3 topics that interest you most on the social media?

The first section introduces the meaning of social media through the combination of literature reviews, some results from the fieldwork and the methodology used for this paper. In the next section, the paper discusses the meaning of pastoral counselling and also analyse the difference between a Pastoral carer or Pastoral caregiver and Pastoral counsellor. This section also interprets the theoretical explanation for online community by showing the necessity for interaction that may lead to social media addiction. The third part of the section focuses on the use of social media by Lead City University students. This section analyses the discussion and responses from the field to find out the advantages and disadvantages of social media; and how pastoral counselling can act as an agency for a possible solution to curb social media addiction. Discussions through Focus Group Interview (FDI) with the 300 level students of Guidance and Counselling Department, Faculty of Education strongly recommend 'intentionality' and 'data management' as the main steps toward curbing addiction. At the same time, the students also identified 'trolling', 'craving', 'emotion', 'attachment', and 'creativity' as factors enhancing social media addiction.

### **Pastoral Care and Counselling**

In many instances in the Bible, Jesus Christ provided the best example of a counsellor. Jesus Christ was referred to as the 'counsellor' by Isaiah, who predicted his coming over 800 years (around 740 BC) before the birth of Jesus Christ (Isaiah, 9:6). Counselling "attempts to provide encouragement and guidance for those who are facing losses, decisions, or disappointment," and addiction (Morgan, N/A: 2). Counselling provides nurturing, empathy, assistance, and a counsellor must have problem-solving and conflict resolution skills (Odeleye, 2021: N/A and Morgan, N/A: 2). Pastoral care is an essential caregiving part of

Jesus's ministry through the provision of love, justice, prayer, counselling, bereavement, and other support to serve the Christian community and world at-large. Examples of care giving is ample in the Bible. Notable examples are found in the book of Acts, indicating how early Christians catered for one another (Acts 5 and 6). Apostle Paul provides the example of a carer or caregiver. He describes a carer or caregiver as a person who worked towards helping the weak. He also emphasised that the strong believer has the obligation to bear the inadequacies of the weak by building them up (Romans 15:1-2).

### **Pastoral Counselling**

Focus Group Interview (FDI) also provides some insights into the definition of a pastoral counsellor. Participant A, B, and, C opined that:

(Participant A) it is a form of counselling that considers psychological principles, theories and also spiritual values to individual's needs. Participant B describes the terms as spiritual guidance. Participant C added that it is an avenue for healing and growth. Participant F mentioned that they (pastoral counsellors) help people who have spiritual problems. Just to help them pray or teach how to use the Bible effectively. Giving spiritual care in advice on general things about life.

The group also identified the difference between pastoral counsellor and (pastoral) carer or caregiver. The opinions of Participants B, F, and G is stated below:

Participants B suggested that a pastoral carer is someone that attends to the needy. He or she attends to the spiritual needs of individuals. Pastoral care giver is also a trained counsellor. Participant F affirmed that a pastoral counsellor will address the main issue and find tries to find the causes. How best to possible handle the issue using psychological means with spiritual value. On the other hand, a pastoral caregiver only attends to your spiritual needs like prayers. Participant G added: we are talking about talk therapy. That is clear distinction between a pastoral counsellor and a pastoral care giver. That is a clear distinction! Already you know a pastoral counsellor is going to talk to you. It is not just about talking but finding ways to make you feel better. A care giver just like he said involve support. It could faith-based or non-faith-based support. It can come in any form. Just catering to the person to make the person feel better. I don't think there is much of a difference.

One of the authors supported the opinion gathered around the difference between pastoral counsellor and (pastoral) carer during the FDI.<sup>34</sup> He gave the following scenario relating to the difference between pastoral counsellor and (pastoral) carer:

the local church Pastor or an Imam visit the congregants and discovered they do not have food and he gives them food. That is caring! The family also needed some support of, again at another level spiritually. At another time, the husband met the Pastor or Imam with his wife and said both do not want to continue with the marriage. The pastoral counsellor will do something about that. He will say no! Do not you know that once you join two people together, nobody should put asunder and not even the couple can scatter themselves? Meaning, to care from a theological perspective.

From the above discussions, pastoral counselling refers to a specialized aspect of pastoral care that involves the provision of spiritual assistance to families, individuals, or groups to handle stress and negative vicissitudes of life. The pastoral counsellor also needs to be a psychotherapist (Clinebell, 2003: 7 and Odeleye, 2021: N/A). One of the problems plaguing the church in the 21<sup>st</sup> century is the question of 'relevance' (Oderinde, 2023:14). Nevertheless, pastoral care and counselling are important tools for the church to stay relevant to human needs (Clinebell, 2003: 7 and Odeleye: 2019), especially in Nigeria. Counselling and care can help the church stay relevant in the Nigerian society.

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<sup>34</sup> The authors participated in the FGI session as part of the course on Pastoral Counselling (GCE 301).

If someone that is accused of stealing is brought to a pastoral carer. The pastoral carer may invoke the wrath of God on him by saying the person will go to hell. Whereas, if the same case gets to a pastoral counsellor, the first thing he will find out is the possibility of a mental health disorder. He will take history notes and do clinical assessment of the individual. Pastoral counselling is first and foremost psychological counselling. (FDI discussion.)

Pastoral counselling and care are gaining significant momentum both in theological and scientific settings since the end of World War II (Clinebell, 2003: 6-7). The statement above supplies another difference between pastoral counselling and pastoral care signifying a further training for the religious leader to be a trained expert that understands the psychology of counselling. Odeleye posits that the word 'Pastor' means shepherd, nurturer, watchman, carer and that pastoral counsellors have a divine mandate to maintain a holistic watch over individuals and families committed to their care (Odeleye: 2017). Results from discussion during the FDI corroborates the definition of pastoral counselling. Pastoral counselling can be described as a form of counselling or psychotherapy involving knowledge and standards that emanate from Theology and the Behavioural Sciences to achieve healing and development (Pam, 2013, qtd in Odeleye, 2021: N/A).

### **Theory of Online Community**

During the analogue years, sociologist conceived community as a concept revolving around place, physicality, and territoriality (Oderinde, 2019: 1). Oderinde Peter argues that the previous concept of community can also be associated with "interactions of social groups, total institutions (Gills Delueze, 1987 and DeLanda, 2006), and neighbourhood through language expressions of various sorts, which include sign language" (Oderinde, 2022:55 and 56). In order words, communities before the Internet-Age are stratified by villages and cities or metropolitan areas. Interactions were largely face-to-face including critical aspect of physicality of the body with spatial constraints. Nevertheless, the concept of community in the 21st century has changed to include online communities. Other elements of the analogue (before Internet) era are still embedded in the Digital Age with the omission of spatial and bodily constraints. Is the necessity for physical interactions represent a form of addiction? The necessity for physical interaction has been eroded with the advent of Internet and social media applications in the 21st century. The question above is raised from the rate of reliance on social media, which may be the symptom of addiction, especially on Lead City University. However, the necessity for interactions in the 21st century is now made possible with the social media and the Internet. Information is readily available with the click of a button and an event in a community in Banjul, Gambia may be easily relayed to the members of the same community in St. Louis in France. This is what Benedict Anderson and Arjun Appadurai describe as imagined communities (Anderson, 2006: 33 and Appadurai, 1996: 6-7). These are distant communities that function through the reliance of images, text, and voice-notes to realise their potentials. FGI on the question of interaction in both the physical and online settings raised interesting responses amongst the students. Participant A, B, E, G, and H:

Participant E: Because I live with my sister, I talk to her all the time even if I do not want to. I talk to her when I need to. When I need her to do something for me or when she needs something.

Participant G: Yes, mine involves emotions. I think this particular person is the person I want to share my daily activities with. I will not say it being addicted to this person. I am attached.

Participant H: I do not think human interaction is addiction. We (humans) are wired to have companionship.

Participant A: We crave for attention.

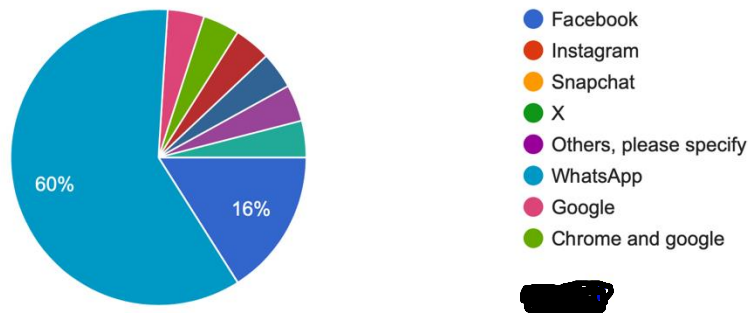
Participant B: As the discussion was ongoing, the first thing I did was to check the meaning of addiction. There is a meaning to addiction. So, I do not think it is addiction!

The participant disagrees that physical interactions unlike frequent online interactions as addiction. Participant H stressed that “humans are wired to relate with one another”, while participant H’s opinion stems from a place of emotion. Participant E only feels the compulsion to interact when the need arises. Oderinde Peter posits that the Internet is a place to construct identities, forge new connections, which ultimately enhances new socially produced spaces. He further mentions that such communication comprises not only the structures of these relationships but the tools with which they use to access such space such as mobile phones, computers, making the Internet – totality of an online assemblage (Taylor, et al., qtd in Oderinde, 2022:55-and 60). Effectively, our physical bodies have been substituted for online bodies with profile (without organs) as dual sites for interaction. In essence, we can communicate with the same body simultaneously both online and offline (Buchanan, 2007: 2).

### The Use of social media by Lead City University Students

The questionnaire that was randomly distributed to students provided information into the use of social media by the faculty of Arts and Education students, Lead City University. Twenty-five (25) responses show that: Research Gate, Gmail, YouTube, Facebook, Taylor & Francis, WhatsApp, Instagram, ChatGPT, Google, TikTok, X, and Snapchat are some of the digital platforms frequently used by students.

What websites or platforms do you visit and how often?  
25 responses

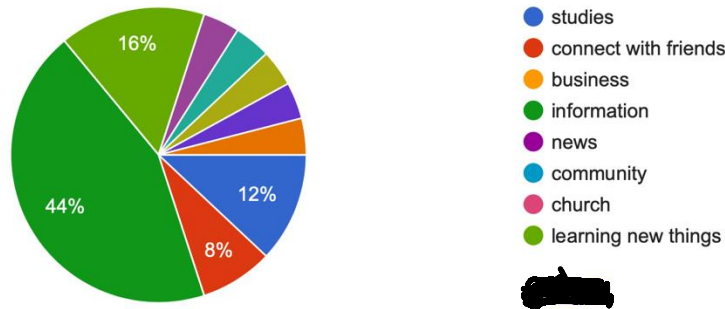


**Figure 1**

In Figure 1, WhatsApp 60%; Google & Chrome 4%; Google 4%; Facebook 16%; Instagram & WhatsApp 4%; ChatGPT, Google & Facebook 4%; Multiple 4%; Every time 4%. This result shows that WhatsApp as the main social application of choice for Lead City University students. This is followed by Instagram, while other platforms are used interchangeably.

### What do you use social media for?

25 responses

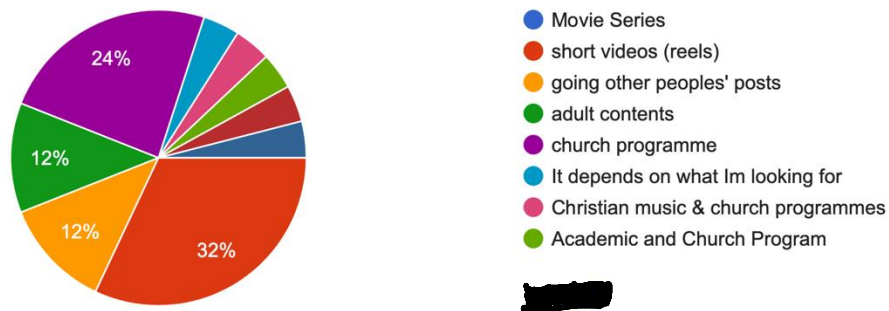


**Figure 2**

In Figure 2 above, 1% (orange) of the students ticked all the boxes; 8% (red) use social media to connect with friends; 4% (purple) of the population had multiple selection; 4% (red) connect with friends, study, and learn new things; 6% (green) learning new things; 44% (green) for information. This information shows clearly that students at the Faculty of Arts and Education, Lead City University mainly use social media to seek and learn new information, while these platforms also enhance connections.

### what do you watch on your favourite platforms

25 responses

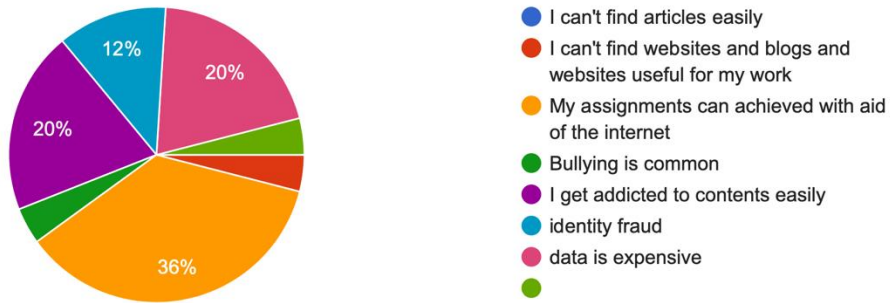


**Figure 3**

In Figure 3, 12% (orange) of the population like to check other peoples' posts; 24% (purple) use social media for church programme; 12% (green) use social media for educational purposes; 32% of the respondents watch short videos (reels).

### In what ways is social media inimical to you?

25 responses

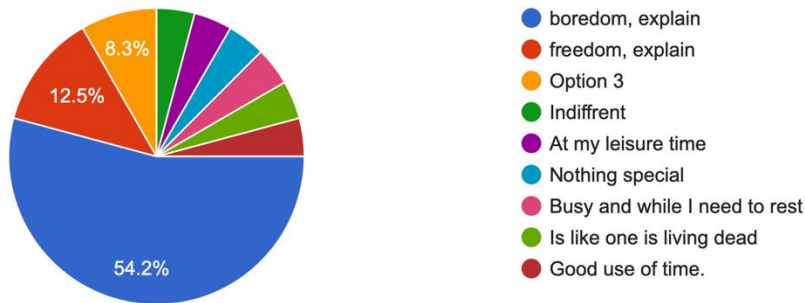


**Figure 4**

In Figure 4, 36 % (orange) of the population discovered that their assignments are important and social media is useless if it cannot help with the information they seek.<sup>35</sup> 20% (red) of the respondents also subscribed to the orange population. Another 12% (blue) identified identity theft and fraud as the dangers on the social media. Therefore, 68% (orange, red, and blue) are highly dependent on social media for their academics. 20% (purple) get addicted to contents easily. This means that there is a proportion of students who have the tendency of getting addicted to social media.

### Please explain the feelings of being without social media

24 responses



**Figure 5**

In Figure 5, 54.2% (blue) of the population will be bored without the social media. This means that social media takes pre-eminence in their lived realities. 12.5% (red), while 8.3% (orange) identified a sickening feeling as option 3. 4.2% (pink) of the population chose resting or being busy to explain the reason for possible absence on social media. Also, 4.2% (green) think absence on social media is like living dead. 4.2% (green) are indifferent, while 4.2% (purple) are off the social media at their leisure time. When 4.2% (brown) mention going off the social media, it means making good use of time.

### The Place of Pastoral Counselling in Helping the Social Media Addict

<sup>35</sup> The question in the orange section is: my assignment can't be achieved with the aid of the Internet.



An individual may become addicted to the social media when they seem immersed so much in social media activities that it negatively impacts the regular life. For instance, an undergraduate student who spends 5 hours or more of their waking hours on the social media may be considered addicted. A student who spends more time on the social media than they would spend in physical social relationships for an extended period may also be considered addicted to the social media. Social media addiction may be considered a behavioural disorder if, for an extended period of six (6) months or more, an individual has continuously been spending up to 5 hours each day, on social media, to the extent of hurting themselves or damaging their relationship with significant others like parents, siblings, friends, and even academics. Thus, the individual may have lost touch with reality and may be suffering from other addictions such as vaping or pornography, which may also be inimical to their overall mental health.

From the perspective that some moral law or divine rule might have been broken, the pastoral counsellor intervenes first by building rapport with the addict to cultivate trust with them. Once the client has confidence in the counsellor, and they recognise the need for therapy, the pastoral counsellor would take the addict on the trip to self-awareness. This is to acknowledge their need for forgiveness and healing. Once the individual has surrendered their life to Jesus Christ of Nazareth, the pastoral counsellor may deploy Cognitive Behaviour Therapy (CBT) or any of its 3<sup>rd</sup> and 4<sup>th</sup> waves such as Acceptance and Commitment Therapy (ACT), Mindfulness-Based Interventions (MBIs), and Loving-Kindness Meditation (LKM) to replace the negative thoughts and desensitize undesirable behaviours. The thrust of treatment will depend on the type and/or severity of the addiction. In certain cases, there may be a need to coopt another mental health professional such as a clinical psychologist, psychiatrist or social worker.

The pastoral counsellor must have unique skills to handle the case of social media addiction. According to Dean Morgan, the Christian counsellor must have unique assumptions, especially on the supremacy of God, the authority of the Scripture, nature of sin, forgiveness, empathy, and hope (for the counselee). The counsellor also should have unique goals, methods and features. As a result, if a case is presented, the (pastoral) counsellor must ask the following questions: *what is the problem? Should I intervene and try to help? What could I do to help? Will someone else be better qualified to help?* (Morgan, N/A: 4). Journaling is important in profiling a counselee. Family background and encouragement on discipline should be included in the process of counselling.

The paper considers the opinions of the students during the FDI and qualitative online responses to situate the benefits of pastoral counselling for social media addiction.

As an advantage, social media has the potential to enhance creativity, an avenue for information and news. Participant G and H mentioned that:

I am creative person and a wedding photographer. At one point, I do not work all the time, but if after 2 or 3 weeks, I have not shot a wedding, I will need that space where I can create. I see it as an addiction.

H: I feel people on TikTok are more addicted.

Immediately participant G stated his opinion, a banter ensued between the students, which angered the TikTok users.

H: If you notice TikTok users, they are on Tik Tok 24/7

I: If you are bored, you can go on TikTok.

E: Must you be bored?

G: I will say it is more of addiction to social media. Apart from the things we learn in the four walls of the class, most things we learn are on the internet. Just this morning, I saw my friend's sister (age 15 or 16 who just finished secondary school) posted on her WhatsApp profile that I LOVE MONEY! Money comes from wanting material things. Maybe she has seen that on social media and she wants to have those

things. When you want to have those things, you will love money naturally. It is the addiction to social media that lead to these wants. If no one is guiding the person, he/she will be addictive. It is quite alarming to see 15 years old say, I love money.

I: It does not always come from the internet because she sees things offline. Some might come from the social media.

What is needed to forestall social media addiction is personal decision or intentionality to reduce social media addiction. Participant G added that *when your internet is off, it takes a personal decision to put it back on*. The user must consider setting limits on usage, creating a schedule, or using apps that track and managing screen time. The counselee must remember that balance is key when using social media. Data cost must also be cut in order to reduce time on the Internet. Having control of Know Your Page (KYP) on the social media is important to prevent unwarranted or unsolicited advertisements and videos.

## Conclusion

By the second decade of the New Millennium, the world faces multifaceted problems relating to cyber-crimes, social media addiction, climate change, injustices, famine, war, loneliness, isolation, the global pandemic of 2020, increased violence, and the changing concept of physical community. This paper defines social media addiction refers to excessive and compulsive use of social media platforms, leading to negative consequences in various aspects of life. Results from the field identified Facebook, Instagram, Twitter, LinkedIn, YouTube, ChatGPT, WhatsApp, Snapchat, Tik Tok, Instagram, and X as the most popular applications amongst Faculty of Arts and Education, Lead City University. These platforms have transformed communication and networking, fostering both personal, professional, and religious connections in a virtual environment. While this paper recognizes the advantages of social media, it also highlights its disadvantages, resulting to increasing reliance on social media, which may lead to addiction. However, the paper proposes pastoral counselling as a panacea to the problem of social media addiction. Results from discussions show that Pastoral Counselling is a form of counselling or psychotherapy involving knowledge and standards that emanate from theology and the behavioural sciences to achieve healing and development. There is a proportion of students who have the tendency to get addicted to social media. This paper argues that once students recognize this tendency, they must take steps to seek help. They must be open to their friends and family on their weak points. Others may refer their friends who are battling social media addiction or any similar issues to the pastoral counsellor or the available psychotherapist. This paper recommends getting accountability partners, self-discipline, data and screen management as possible solution towards social media addiction. It is also important that prioritisation and balance in life be encouraged in all people do. Individuals should ensure a balance in their social, physical, intellectual, emotional and spiritual spheres of life. The benchmark is too much of anything is bad.

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# Inclusive Education Roadmap: A Counselor's Perspective

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## **Abstract**

*Inclusive Education refers to the provision of education with equal and equitable learning opportunities to learn, acquire skills, and participate in sports and other co-curricular activities with students of that age group, within the formal education system, without discrimination, to develop all their abilities. Inclusive education is an approach to education that seeks to ensure that all children, regardless of their background or ability, have access to quality education. In Nigeria, as in many other countries, inclusive education is seen as a means of promoting equity, providing equal opportunities for all children, and enhancing social cohesion. A student educational roadmap helps guide the student throughout the educational process. It can be used to help the student understand various concepts and ideas in the curriculum and motivate them towards their respective fields of study. It is a series of tools, guidance, and processes to be used by state, district, and school teams to build an inclusive system of education. This article explores some of the challenges to inclusive education in Nigeria. However, the role of counselors cannot be over emphasized in Nigerian education system, counselors play a vital role in guiding students through challenges, both academic and personal. These professionals provide valuable support to help students navigate the complexities of education.*

**Keyword:** Inclusive Education, Counselor, Education Roadmap.

## **Introduction**

Education policy now ensures that all students, including those with disabilities, have access to information, knowledge, skills, and services that will equip them to participate in the development of their communities and the workforce. Salami (2013), stated that inclusive education was not the custom in our schools, many years ago; special classes were created for students with special disabilities or special needs as it helps these children catch up with school activities. Even though the children were enrolled in the same class, special educators believed that they should simply instruct the special needs students in smaller groups apart from the general students. These kids occasionally had interpreters. However, over time, this approach has proven ineffective since a large number of pupils in special education classrooms that are distinct from the mainstream curriculum have fallen well behind their peers. Obani (2006) in Oluka, and Egbo (2014), declared that inclusive education was a better way to help all students succeed; he said it is the most current system of providing education for children with special needs. This entails admitting all children to neighboring schools that they would normally attend if they did not have or were living with impairments, without exclusions or prejudice. This suggests that there has to be some alterations and adjustment in the regular schools system in terms of organizational approaches, prospectus, education materials, infrastructures, workforces, curriculum and methodology in order to accommodate the special learning needs of children with these forms of disabilities and difficulties in

learning. All these in Nkwoagba (2013) are directed towards including children, youths and adults with special needs in every plan of societal development starting from the school.

Ozaji (2005) also viewed inclusive education as an opportunity that is cautiously planned to educate learners' special needs within the re-structured mainstream or school communities. This implies that every student in a school joins the school community regardless of their areas of strength, weakness, or impairment. In simple terms, inclusive education also refers to integrating children with physical, emotional, or behavioural disorders with children without any disabilities into classroom settings where they are taught to interact, play, and engage in both extracurricular and extracurricular activities without labeling or discrimination. By doing this, the pupils learn to respect and accept one another from an early age, and they also begin to view one another as friends.

According to UNICEF, about 95% of children with disabilities in developing countries are out of school and 90% of them may never gain access to basic education in their lifetime. In actual terms, UNESCO report indicates that there are over 10.5 million out of school children in Nigeria. It will not be out of place to estimate that 5 to 7 million of the more children with disabilities. This projection is in line with World Bank and WHO projections that persons with disabilities constitute about 15% of populations in developing countries and that between 80 to 90% of them don't gain access to basic needs of life especially basic education. The main underlying causes of this situation are that almost all primary and secondary schools in Nigeria are exclusive and inaccessible, and that special education for children with disabilities is limited to a small number of outdated, understaffed, and poorly equipped special schools; that there is a low level of public awareness regarding inclusive education issues; that there are insufficient institutional and human resources needed to implement inclusive education; and that there are insufficient, poor implementation, or nonexistent legal and policy frameworks needed for the implementation of inclusive education for children with disabilities.

Teaching in a way that values the variety of your pupils is known as inclusive teaching. Regardless of their origins, learning preferences, or skill levels, it guarantees that all students may participate in the learning process and reach their full potential. The identification, enrollment, and provision of efficient academic assistance for students with disabilities in mainstream schools are the primary goals of inclusive education. All children should have an equal opportunity to study as much as they can.

### **Benefits of Inclusive Education in Nigeria**

According to experts, there are many opportunities for Nigeria to implement inclusion as a strategy, which aims to integrate the marginalized or excluded groups in educational programmes like schooling. These include:

1. Inclusion enhances the attainment of the objectives of the National Policy on Education, the Universal Basic Education Act of 2004, the UN Convention on Rights of Persons with Disabilities, and the Sustainable Development Goals. Before education is acquired by everyone, it cannot be for everyone. A system that leaves out some individuals cannot serve everyone, and one that is inclusive of all should take its place. Some have suggested that a system that caters to a small number of youngsters at the expense of the rest who equally require special support would not be able to thrive in the twenty-first century.
2. Inclusion encourages students to develop a sense of community and collaboration.
3. It encourages healthy competition amongst students from all origins, skill levels, and financial situations.
4. Inclusion not only directly benefits children with disabilities, but it also maximizes the use of special education teachers and other pertinent experts' resources since they may work as ordinary school instructors. It should be mentioned that instructors of special education possess the exceptional capacity to instruct in both normal and special schools. Therefore, inclusion offers a way to fully utilize everyone in the community's resources.
5. Building an inclusive and cooperative school environment where everyone is welcome and able to contribute is made possible via inclusive education.

6. Since all students are housed in the same setting and have access to almost the same resources, inclusive education is economical. Through inclusion, needless cost duplications connected to segregated arrangements are eliminated.

However, there are several challenges that must be overcome to ensure the effective implementation of inclusive education in Nigerian schools. These include:

1. **Lack of Awareness:** Lack of knowledge about the advantages of inclusive education and the rights of children with disabilities to education among parents, educators, and legislators is one of Nigeria's largest obstacles to inclusive education. Children with disabilities are still stigmatized by many, who see them as liabilities or burdens rather than as contributing members of society who should have equal access to school. Children with disabilities may face prejudice and marginalization in conventional educational settings as a result of this ignorance.
2. **Inadequate Infrastructure:** Inadequate infrastructure is a key obstacle to inclusive education in Nigeria. The infrastructure and resources required to promote inclusive education - such as educated instructors, accessible facilities, and assistive technology - are lacking in many Nigerian institutions. Due to this, it is challenging for schools to meet the requirements of students with disabilities and give them the proper assistance they require for success. For instance, schools might not have lifts or ramps, which makes it challenging for kids with mobility issues to get to classes and other areas. In a similar vein, schools do not have assistive equipment like hearing aids or Braille readers, which makes it challenging for kids with sensory impairments to get instructional resources. The concept of inclusion in education explains how all students may be afforded equitable learning opportunities, treated with respect, and valued equally. When creating lessons, educators take into account a variety of learning modes, including auditory, visual, and kinesthetic, in an effort to satisfy the requirements of every student.
3. The absence of policies and tools for inclusive education for kids from varied backgrounds and skill levels at the federal or state levels.
4. Ineffective monitoring systems for recording inclusive behaviours and a disregard for using the facts at hand to guide planning and decision-making.
5. Insufficient funding allotted to local government officials and state education officers to conduct outreach programmes and advance inclusive education.
6. Head teachers' lack of awareness and knowledge about implementing inclusive school practices; their lack of procedures to support teachers, staff, parents, and kids in identifying and assisting all learners based on their needs; and their lack of flexibility in pursuing innovative teaching methods to support all students' learning.
7. Teachers' lack of knowledge and awareness about how to modify curricula, classes, and school activities to meet the requirements of students with varied backgrounds and abilities; how to appropriately assess students' learning; or how to recognize the many types of impairments.

### **Priority Action Steps**

By implementing inclusive basic education, there are various low-cost strategies to significantly reduce the number of children with disabilities who are not attending school. They include:

1. Create and implement an inclusive education policy, maybe accompanied by law.
2. Form a Technical Working Group that spans ministries to oversee the execution of the inclusive basic education strategy.
3. Use a model of an inclusive and accessible learning environment that is widely accepted
4. In each state of the federation, identify, map, renovate, and outfit at least nine currently operating public regular primary and secondary schools to act as a test and showcase for inclusive basic education in Nigeria.
5. Restore all currently operating special schools to function as Special Resource Centers for children with severe or multiple disabilities; train and develop regular teachers, special educators, carers, and medical professionals; and assist in the creation of special and adaptive instructional materials.

6. Encourage the launch of professional and academic degree programmes on special/inclusive education at least one university in each state, and provide special scholarships.
- 7.

### **Inclusive Education Roadmap: A Counselor's Perspective**

A comprehensive guide to developing, growing, and maintaining an inclusive education system is provided by the Inclusive Education Roadmap (IER). All students gain from the IER, including those who have substantial cognitive disabilities - a population that has traditionally been excluded from inclusive education. The Roadmap offers direction on where to begin, what to do next, and who needs to be engaged. It helps leadership teams put into practice the adjustments required so that all students may study in inclusive classrooms. A basic human right that acknowledges the necessity for all children born to have access to education, regardless of whose horse gets gored, is the ultimate endpoint of inclusive education in Nigeria. This suggests that all children disabled or not, should have access to education.

### **The Roles of Counselors in Inclusive Education Roadmap**

In Nigeria, the function of counselors in the educational system is vital. Their presence guarantees that students get the direction and encouragement they need to overcome obstacles in their academic and personal lives. Counselors have a major impact on students' overall development and achievement by giving them the tools they need to make wise decisions and by supporting their emotional health. Counselors are crucial because they help students comprehend their alternatives for education and make wise choices. They assist students in matching their academic goals with their interests and skills by offering advice on course choices. Counselors assist students in investigating different career options and making sure they have the information and abilities required for the profession they have selected. They give pupils a secure environment in which to voice their worries, fears, and insecurities. Counselors assist pupils in overcoming challenges such as poor self-esteem, bullying, or family concerns by providing sympathetic listening and guidance. They place a high value on establishing a welcoming, inclusive atmosphere that encourages emotional development. Counselors influence more than just academic or emotional issues. In order to offer pupils comprehensive help, they also work in conjunction with parents and teachers. Together, parents, teachers, and counselors can spot any obstacles that could be preventing kids from developing to their full potential and remove them.

By implementing a school counseling programme, school counselors offer children with disabilities both direct and indirect services. (Goodman-Scott, et al., 2019). School counselors assist students with disabilities with their academic, vocational, and social/emotional needs by identifying their strengths and problems and by providing best practices and up-to-date research (ASCA, 2022). The role and responsibility of a school counselor in an inclusive education roadmap includes:

1. Providing instruction in the classroom, one-on-one or group counseling, and accommodations for children with special needs that are inclusive of cultural differences
2. Offering brief, goal-oriented counseling where it makes sense to incorporate these techniques within the IEP.
3. Promoting family participation in the learning process
4. Consulting and working together with faculty, staff, and families to comprehend a student's unique requirements and the adjustments and alterations required to support the student
5. Speaking up in the community and at school on behalf of children with special needs
6. Participating in the interdisciplinary team at the school while adhering to the guidelines and procedures of the school counseling programme
7. Determining which pupils require evaluation in order to be eligible for special education or a 504 plan
8. Working together to provide services in conjunction with other relevant student support specialists, such as school psychologists, physical therapists, occupational therapists, special education teachers, and speech-language pathologists
9. Helping students with IEPs create their academic, transitional, and postsecondary plans
- 10.

## Conclusion

By offering a school counseling program to all students, the school counselor actively participates in student accomplishment and postsecondary preparation. As part of this program, school counselors work with other educational professionals to promote academic achievement, college and career readiness, and social and emotional wellness for all students. They also advocate for students with special needs and disabilities and encourage family involvement in their child's education.

## Recommendation

Achieving equitable educational opportunities for all children in the twenty-first century, regardless of their unique needs, is the goal of education for all (EFA). Therefore, the idea of inclusive education is a positive advancement. Everyone child, regardless of their physical or social challenges, are the focus of inclusive education, which aims to provide education in the same setting for everyone. Global best practices now support this type of educational offering to ensure that no one feels stigmatized. It makes it easier to integrate children with special needs and their typical peers into a single, inclusive learning environment. Giving a student with a disability the assistance they require in accordance with their handicap is the essence of inclusion. This may include ensuring that the school is physically accessible, offering learning resources in alternate formats, assigning a Learning Support Assistant to assist the student, and, if necessary, providing sufficient professional engagement. Planning an education that takes into account the requirements of the kid by creating an Individual Education Plan (IEP) that includes the child is known as inclusive education.

In fact, true inclusion necessitates a reevaluation of our educational philosophy and a move away from the antiquated notion that education serves just as a means of preparing students for the workforce. While preparing our children for the workforce is still a crucial aspect of school, the benefits of learning are far wider: we acquire social skills, problem-solving abilities, problem-solving abilities, and the ability to build connections. In Nigeria and other developing countries, guidance counselors play a crucial role in facilitating inclusive education by making the process easier for teachers, parents, and other stakeholders.

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## Pastoral Care and Counselling in Catholic Parish Setting

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### **Abstract**

*In Catholic parishes, pastoral care and counselling are important forms of caring for souls through which the mental and emotional well-being of parishioners are promoted while considering their spiritual beliefs and values. Pastoral care provider uses religious means like Scripture reading, prayer, celebration of the sacraments, devotional or religious literature, etc. To these resources, pastoral counsellors add counselling skills and techniques. A pastoral care provider and pastoral counsellor should be always open to the Holy Spirit, who is the true Pastor and Counsellor. They should be conscious of their dependence on the Spirit of God, as they skilfully work for the overall wellbeing of the parishioners. Taking into consideration the holistic view of the individuals, pastoral care and counselling assume that all the dimensions of the human being are interconnected and that, addressing spiritual concerns, can impact overall mental health and vice versa. Hence, the two should go hand in hand.*

**Keywords:** Pastoral care, Pastoral counselling, Theology, Counselling psychology, Care of souls.

### **Introduction**

In God alone, there is truth and happiness. This is the reason why, the human being carries within himself or herself a mysterious desire for God (Benedict XVI, 2013). “The desire for God is written in the human heart, because man is created by God and for God; and God never ceases to draw man to himself. Only in God will he [or she] find the truth and happiness he [or she] never stops searching for” (The Catechism of the Catholic Church [CCC], no. 27). This is because, even though at the beginning, the humans lived in harmony with God and everything was good (Gen. 1:27, 31), they ended up committing sin that separated them from God. At a point, they fell into temptation and thus disobeyed God’s will. From that moment onwards, God’s image in human beings has been corrupted. When sin entered into the world, it brought disorder into human life and obscured God’s relationship with his creatures. Sin brought misfortune into the lives of individuals, homes, nations and for all of mankind. The human person has rebelled against God and the consequences made the human nature to be slave of sin. However, “God loved the world so much that he gave his only Son, so that everyone who believes in him may not be lost but may have eternal life” (John 3, 16). Hence, Jesus came, chose and sent disciples to attend to the needs of his people (Matt 10). He continues even today to send those he chooses to care for his people in parishes.

In the Catholic Church, the Code of Canon Law states that “a parish is a certain community of the Christian faithful stably constituted in a particular church, whose pastoral care is entrusted to a pastor (*parochus*) as its proper pastor (*pastor*) under the authority of the diocesan bishop” (Canon 515 §1). Here a pastor is a priest whose work is to care for the souls of the parish community. Note that the expression “to care for the Souls” used in pastoral setting originates from the Latin *Cura animarum*. Normally, the Latin word *cura* refers to the English word “cure”; but, it can include the concepts both of “cure” and “care”. While the latter is all about the actions put in place in order to maintain the welfare of somebody or even something, the former refers to the actions which help to restore individuals’ wellbeing initially lost. The Church in her wisdom, in the course of history, has embraced the two meanings of *cura* and understood that “to care for the souls” has to do with

education and assistance as well as restoration and healing. Hence, the soul is the focus of the Church's activity of care and cure. Note that the concept of soul originates from the general translation of Greek word *psyche* and the Hebrew word *nepesh*. However, many biblical scholars have argued that the best translation is either 'person' or 'self'. With this opinion, the soul is not just a part of human person but his or her own self. "Soul," therefore, refers to the whole person, including the body, but with particular focus on the inner world of thinking, feeling, and willing (Benner, 2003). In our case, we talk about souls while referring to the parishioners seeking help from priests in their parishes.

Caring for souls can easily be referred to as a kind of assistance and restoration of individuals' wellbeing, with a particular focus on the inner life. The latter is mainly about the individuals' private space of values, emotions, hopes and thoughts. To care for souls is all about taking care of people in such a way that does not only recognize their dignity but also engage them and address their deepest aspects of their human life. This is the reason why the spiritual and psychological aspects of the human beings' interior life is a priority as far as caring for souls is concerned (Benner, 2003). The idea of caring for souls is as well expressed through the concept of "pastoral" which takes care of the practical and spiritual aspects of the human life. The English adjective "pastoral" comes from the Latin word *pastor* referring to a person in charge of souls in Christian context. Caring for souls or for parishioners is a pastoral charge in which somebody is responsible for watching over "the inner life of the people through the crises of emotional conflict and interpersonal pain towards growth in responsiveness towards God" (Oden, 1984). The present article examines the two of the forms of caring for souls, namely pastoral care and counselling in Catholic parish setting.

### **Pastoral Care**

In a Catholic parish setting, pastoral care has to do with a multifaceted support. It includes any activity of the church which corresponds to the needs of her members. Hence pastoral activities include gospel preaching, help to the poor, visit to the sick, burial celebrations, sacraments administration, counselling parishioners, etc. (McClure, 2011). A priest, in collaboration with the pastoral team of the parish, organises different activities tailored on particular needs of the parishioners. The first task in pastoral care should be the preaching of the Word of God which, together with the administration of the sacraments, is at the core of all the parish activities. Besides, the priest working in the parish is supposed to make some visitations in order to experience the life of the parishioners. In this sense, the priest puts into practices the wish of Pope Francis of being the "shepherd with the smell of the sheep". It is through the visitations that the priests experience the joys and miseries of his parishioners. From there, he can know their realities of life in order to help them accordingly.

### **Goal of Pastoral Care**

Pastoral care is a work of kind-heartedness with the love of God as its fundamental source and motivation. In its basic form, pastoral care is simply about a Christian who move forward to help, encourage or assist somebody else when help is needed (Benner, 2003). Pastoral care is about extending help and healing or aid to the needy in the spiritual improvement and advancement of life. The responsibilities of the pastoral care provider are to give primary care to all those seeking help and compassion of one devoted to the holy life lived out in Christlikeness (Smith, 2022). Through the preaching of the Word of God and the administration of sacraments, the priest is able to accompany with compassion parishioners with different sicknesses, those that are dying, having family issues, marriage problems, personal crises, etc. Announcing the Word and administering sacraments to such categories of people brings comfort to them. To the bereaved for instance, the priest is supposed to show his closeness by paying some visits but also through prayer. In addition, the poor are another category considered as the fundamental option for the Catholic Church. Jesus himself loved the poor and attended to them. This is why a priest in the parish and indeed his pastoral team should make the poor the priority. He does it through societies like Saint Vincent de Paul which is a parochial group in charge of helping the less privileged. In other places, there are parochial offices of caritas meant to

attend to the poor. When it comes to the poor, the pastoral care is extended to everybody in need. This is where pastoral care is defined inclusively as individual or group activities (expressing their religious belief) meant to reach out to others both within and outside their faith community. This kind of help may be practical, spiritual or both at the same time. Therefore, the end result of pastoral care is a sufficient assistance to anybody in need.

It is important to note that pastoral care is gift of love and Christian nurture from one who endeavours to mediate the gracious presence of God to another who desires, to one degree or another, to experience adequately that divine presence (Benner, 2003). The love of God is shown through the signs of closeness especially in challenging moments. The priest and the pastoral team of the parish should be available to remind people experiencing difficulties that God has not abandoned them despite their present situations. The tendency during sufferings is to be discouraged and doubt the presence of God. A priest, just like any other Christian, is to provide comfort, empathy, and spiritual guidance to people facing life challenges (Crabb, 2013). This becomes a source of encouragement and a basis for emotional and spiritual wellbeing.

### ***Pastoral Care Provider***

Those providing support for others need also assistance. A priest in the parish and the pastoral team, to attend to the parishioners' needs, necessitate more help. In caring for others, pastoral care providers should not neglect their own spiritual health:

“Let him not, while helping his neighbours, neglect himself, let him not, while lifting up others, fall himself. In many instances, indeed, the greatness of certain men's virtues has been an occasion of their perdition, in that they have felt inordinately secure in the assurance of their strength, and they died suddenly because of their negligence” (Gregory the Great, 590).

Hence, a priest and the pastoral team should care for their own souls in the same way they care for the souls of those entrusted to them. It is important that they take part in spiritual exercises (retreats, recollections, etc.) organised by the dioceses or faith communities to which they belong. Besides, pastors need more help and care than the average person due to the heavy demands and expectations connected to their pastoral work: A priest's wounds necessitate greater assistance, indeed as much as those of all the people together (Chrysostom, 381 CE).

### ***Training of Pastoral Care Provider***

Pastoral care provider is a team which includes mainly a priest in charge of the parish (the parish priest) in collaboration with the pastoral team made up of lay persons (catechists and other Christians). The team works to assist the Christian community to accomplish effectively its mission, and to witness to the Gospel (Diocese of Edmundston, 2007). Pastoral care providers often receive training in pastoral ministry, theology, and counselling techniques, but they may not have formal counselling or psychotherapy credentials.

### ***Pastoral Counselling in Catholic Settings***

Pastoral counselling, rooted in pastoral care, includes the setting up of a limited time of relationship planned to offer comfort for challenged individuals by improving their consciousness of grace and faithful presence of God and in so doing enhancing their capacity of living their lives completely considering this awareness (Benner, 2003). Pastoral counselling consists of the practice of talking with persons, families and couples to improve their understanding of emotional and religious conflicts and to assist them for the resolution of their problems using spiritual and other means (Poling, 2019). As a specialized form of both pastoral care and counselling, it must be distinguished from other pastoral interactions through specific arrangements that take place in a constant and suitable venue. It is not fittingly held in hallways, doorways, or in the sacristy before the celebration of mass. Not all pastor-parishioner discussions are referred to as pastoral counselling (Benner, 2003). It is a more specialized

form of support provided by trained clergy or pastoral counsellors who, in addition to their religious education, have received additional formation and training in counselling theory and techniques.

Historically, pastoral counselling has its roots in early Church from the time when seven deacons were elected to attend to the needs of widows since the apostles were busy with prayer and the ministry of preaching the Word of God (Acts 6). Throughout the centuries, the leaders of the Church attended to the needs of the people relating to fears, anxieties, mental illnesses, etc. The modern pastoral counselling started in around 1920 in United States of America with Anton Boisen who began the very first clinical training programme in a Boston hospital. Boisen was inspired by the psychologies of S. Freud and W. James and adopted the line of thought of education of medicine and social work (Poling, 2019). Some writings on pastoral counselling started to come out in 1936, and since this time its literature has emphasized particularly on the psychoanalytic traditions of Freud and Erik Erikson and the humanistic traditions of Carl Rogers. Freud's insights into the human condition were able to clarify prevalent forms of human sin and misery and suggested methods of assisting individuals with changes in personality and faith. Carl Rogers brought a more positive aspect on counselling by stressing on positive regard, empathy and acceptance. From dialogue with Freud and Rogers, pastoral counselling developed coherent theories and practices and a movement which has had important influence on religious communities and their pastoral ministries (Poling, 2019). This is how pastoral counselling has spread in many places as an academic discipline.

### ***Objective of Pastoral Counselling***

Pastoral counselling is well known for the promotion of mental and emotional well-being of individuals while considering their spiritual beliefs and values. It combines spiritual guidance with psychological counselling to help individuals address a wide range of personal and emotional issues. Hence, pastoral counselling is related to other forms of counselling in its use of a structured relationship for the amelioration of health condition of the client. Like any other counsellor, the clergy or the pastoral counsellor seeks to provide professionally the possible help for the problems presented to them. The client is assisted to understand his or her condition based on his or her personal relationship with the Creator. Therefore, the priest or the pastoral counsellor works toward the improvement of the client's problems because God's glory is said to be the human person wholly alive (Irenaeus, 180 CE). Pastoral counsellors are unique since they combine Christian values based on the Word of God and counselling techniques while providing support to the clients. The Holy Spirit is seen as the main Counsellor in the counselling process while Jesus is the model of pastoral counsellors.

### ***Who is a Pastoral Counsellor?***

Pastoral counsellors are assigned to assist people in strengthening their faith in God and their overall wellbeing. They are skilled to listen with empathy, evaluate, and make resources available for individuals seeking for their help (Poling, 2019). They use religious means like Scripture reading, prayer, sacraments, devotional or religious literature and counselling skills and techniques. A priest or any other Christian trained as a counsellor should be always open to the Spirit of God, who is the main Counsellor. They have to be conscious of their dependence on the Holy Spirit, even as they skilfully apply the counselling techniques for growth and positive adjustment. Besides, it is essential for a pastoral counsellor to be renewed constantly through his or her faith and the same techniques used in counselling. It is only when the counsellor is healthy and updated that he or she can hope to have something to give to others (Benner, 2003).

### ***Training of Pastoral Counsellor***

It is imperative that a pastoral counsellor, to be effective in his or her career, should have a formal training and well-grounded formation in Theology and Counselling Psychology. He or she may hold degrees in theology and counselling or related fields, and often adhere to professional ethical standards.

#### - Theological Training

The term “theology” originates from Greek *theologia* which is in two words *Theos* (God) and *logos* (science or study) meaning the science of God or discourse on God. For Christians, theology means the discourse on God, or the unravelling of the divine nature as found in the Bible. The latter is in two sections: the Old Testament section (or the Hebrew Bible) which is about the history of God revealing himself to the Israelites (the chosen ones) and the New Testament section that is about God revealing himself to us through Jesus Christ. There is a distinction between *theologia* as perceived as discourse on God in himself, that is the study of God’s divine nature and *oikonomia*, which is centred on the actions of God in the created order, mainly the acts of creation and redemption. Since God is known only through his self-revelation in the created order, however, the difference between *theologia* and *oikonomia* is simply unclear (Encyclopaedia Britannica, 2009). Trained in theology, the pastoral counsellor gets to know and understand that the human beings originates from God who made them in his own image and likeness (Gen 1:26-27). This is the reason why the human person has his or her dignity and full realization in God alone. Through their faith and skills, pastoral counsellor should bring people to a closer relationship with God who nourishes, restores, directs, raises and reconciles them. Any action that follows this direct and dynamic relationship with the Creator is to be always received as an appropriate part of pastoral counselling, while whatsoever obstructs it should be put aside (Benner, 2003). It is the work of the pastoral counsellor to bring humans closer to God, the source of happiness.

#### - Counselling Psychology Training

Counselling Psychology, which is also known as Guidance and Counselling, is part of a generic discipline called Psychotherapy, which literally devotes itself to the utilisation of psychological principles and methods to resolve human challenges (Odeleye, 2017). Counselling Psychology is said to be as a generalist health service specialty in professional psychology that uses a broad range of culturally-informed and culturally-sensitive practices to assist people improve their wellbeing, prevent and alleviate distress and maladjustment, resolve crises, and increase their ability to function better in their lives. Counselling psychologist practitioners emphasise on normative developmental and mental health issues and challenges experienced by people across their lifetime, as well issues faced in communities, groups, institutions, organizations, and workplaces (American Psychological Association, 2008). Implementing the counselling techniques and interventions, the pastoral counsellor help individuals or groups of people to have better lives, free from anxiety, distress and mental issues of all kind.

#### **Parishioners and Pastoral Care and Counselling**

It is obvious that pastoral care and counselling are two forms of help that can be offered to parishioners. Hence, they should always be made available. The reality today, in Catholic parishes, is that pastoral care is always available for the parishioners, while it is not the case for pastoral counselling. The authorities of the Church should make sure that at least, in each of the parishes, there is a trained pastoral counsellor. It may be a member of the clergy (a priest or a deacon) or a lay person in order to attend to all-encompassing needs of people.

Scholars argues that pastoral counselling is one of the activities of pastoral care, although it is different from other activities accomplished through pastoral care. For instance, pastoral care is initiated by its provider while it is not the other way round for pastoral counselling. The latter begins with the client or the parishioner coming freely to the pastoral counsellor to present his or her problem and seek for help (Benner, 2003). Therefore, pastoral counselling focuses on addressing the parishioners’ problems related to their lives like depression, anxiety, stress and other types of mental problems. Pastoral counselling is part of the healing mission of the Church. It should then be available for the parishioners.

## Conclusion

From the foregoing, in Catholic parish setting, pastoral care and counselling are forms of caring for souls through which parishioners get help for their physical, spiritual, emotional and mental wellbeing. Taking into consideration the holistic view of the individuals, pastoral care and counselling assume that all the dimensions of the human being are interconnected and that, addressing spiritual concerns, can impact overall mental health and vice versa. They recognize that religious beliefs, values, and practices are important aspects of a person's identity and can play a significant role in his or her emotional and psychological wellbeing. Pastoral care and counselling assume that faith and spirituality can be integrated into the therapeutic process. Hence, the parishioners may seek guidance that aligns with their religious or spiritual beliefs and values. The Church authorities should plan to have pastoral counsellors that are professionally trained to offer help to the people of God entrusted to them.

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# Strengthening Inclusive Education in Nigeria: An Advocacy for Strong Legal and Institutional Frameworks

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## **Abstract**

*This paper attempts to make a strong advocacy for effective legal and institutional frameworks to strengthen inclusive education in Nigeria. Inclusive Education is a means of creating effective classroom learning environment where the educational needs for all children including children with disabilities are addressed and adequately catered for. It provides the opportunities for children from different backgrounds to learn in a safe, conducive and friendly environment. Despite the international and regional protocols, signed by Nigeria, the absence of strong legal and institutional frameworks grossly accounts for weak and ineffective inclusive education policy implementation in Nigeria. This paper, relies on the definition of relevant literature, analyses few international protocols and local laws regarding inclusive education in Nigeria. With unacceptable figure of child with special needs out of school as well as the non-justiceability of the chapter 2 of the 1999 Nigerian Constitution, the paper recommends strengthening of the existing laws so as to make the education stakeholders and relevant players deeply accountable.*

**Keywords:** Inclusive education, International Protocol, justiceability, Enforceability, Discrimination

## **Introduction**

Education is and remains the basic right of citizens globally and so, must be treated at such a level of recognition especially this period, that we are witnessing considerable advancement in education in strict compliance with the Sustainable Development Goals of the United Nations by the year 2030.

The enjoyment and benefit of education to every born child irrespective of his or her physical challenge is incontrovertible. The challenge however in Nigeria curriculum practices are still not making suitable provision for inclusive education to children of all categories in line with best global practices.

The United Nations Children Education Fund (UNICEF) offers the definition of inclusive education to mean a system of education that seeks to bring all students and welcomes and supports them to learn, whoever they are and whatever their abilities, disabilities or requirements. By this, it connotes, ensuring that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools and that no one should be excluded from being educated on account of disability, weakness or incapacity.

Tuggar (2014) submits and considers inclusive education to be a deliberate approach to educate children with special educational needs under the inclusion model. He further concludes that the inclusion of children with special needs in the same learning environment is a pertinent way through which both students understand their diversities and differences.

Mitchell (2009), argues that inclusive education is a recognition that learners have diverse abilities and interests, and that they come from diverse ethnic and social backgrounds. It is within the context of this intellectual argument that the concept of inclusive education can be simply defined as 'Education that Fits' The driving force of this concept is to make all students feel loved, welcome, supported and cherished in their efforts.



Inclusive education requires both legal and strong institutional frameworks for effective implementation. This becomes true in the words of Daly (2014) that a system that is inequitable or non-inclusive is incomplete; the fundamentals of education are unachievable without inclusion. Inclusion therefore is both a philosophy and a process that seeks to promote participation, and to improve quality learning outcomes; it combines access, quality, and respect—for all and everyone. It requires strong legal and institutional guarantees from all stakeholders.

### **Statement of the Problem**

Nigeria has adopted inclusive education as one of the strategies for achieving the Millennium Development Goals (MDGs) and Sustainable Development Goals by 2015 and 2030 respectively. Many of the learners with special needs, occasioned by disability of whatever kind need inclusive education in a bid to not having to be segregated in the society. As noted by Richler (2012), an inclusive education embodies the commitment to include and serve the need of every child within all educational settings.

Being an educational concept adopted by many countries of the world, it is fraught with myriad of challenges occasioned by either lack or weak legal or institutional framework for it to be effectively implemented in Nigeria. With the adoption of the concept by over 182 countries of the world, United Nations (2021) its full and effective implementation has been hampered by lack of legal and institutional backing.

In Nigeria and with the UNESCO report, indicating that there are over 10.5 million out of school children out of school, it will not be out of place to estimate that not less than half of this disturbing number are either children with disability or children with one inhibiting challenge or the other. It then becomes a problem to see this large percentage of this children being denied of the right to be educated. Oyekan, Ayorinde & Adenuga (2023) Therefore, inclusive education should be constantly developing, a progress working towards the goal of educating all children together.

### **Aim and Objectives of the Study**

The aim of this study is to examine how effective legal and institutional frameworks can strengthen the effective implementation of inclusive education policy in Nigeria. Specifically, the following are the major objectives:

- i. To examine the various existing legal and institutional frameworks towards the effective implementation of inclusive education policy in Nigeria.
- ii. To identify any lacuna in the existing legal and institutional frameworks, aimed at hampering the effective implementation of inclusive education policy in Nigeria.
- iii. To offer useful suggestions as to how inclusive education policy can be effectively implemented in Nigeria.
- iv.

### **Concept of Inclusive Education Policy in Nigeria**

The process for the formulation of educational policy and regulations in Nigeria is the combined mandate of the Federal and State Governments as it is an item in the Concurrent Legislative List.

Several efforts have been made long ago to establish inclusive education policy in Nigerian educational system with an initial success story with the introduction of the Universal Primary Education policy in 1976. With some measures of initial success, Garuba (2003) reported that the policy document contained some provisions for special education including the idea of equalizing education for all children irrespective of their physical, mental, and emotional state. This, according the respected author, resulted in Plateau state, becoming the first State in Nigeria to adopt the policy document by legislating the Plateau State Handicapped Law in 1981 which makes the education of children with disabilities obligatory with a provision for the rehabilitation of adults with disabilities. Nkebe, (2021)

Education for all is not only a truism but a fundamental right that should be accessible to all. According to UNESCO, inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.”

The fundamental objective is that the whole gamut of education structure will enable learning atmospheres where teachers and learners come together, engage and welcome the difficulties and benefits of diversity. The whole idea is that within an inclusive education approach, learning environments are nurtured where individual needs are met and every student has an opportunity of self- belonging. Exclusion of education does not only affect the myriad of students who are denied education but also includes those who, though are in school but are segregated and discriminated against on account of their personal challenges ranging from social condition, ethnic origin, cultural background, gender, sexual orientation, or other individual characteristics or capacities.

Attempts have been made across vast literature to give a globally accepted definition of inclusive education but all to no avail. This challenge is supported by the position of Shyman (2015) with the view that inclusive education is among the most tedious tasks of all academic pursuits within the field of education. This is because inclusive education on its own, is a remarkably comprehensive term including all individuals to one degree or another and all efforts to define it require both broad strokes and wide applications while still maintaining very detailed verbiage.

Going by the positions of Obi, Mensah and Avoke, (2007) inclusive education is a major departure from the traditional exclusive method of educating children with disabilities which includes the reworking of regular school practices to suit the needs of children with disabilities. This simply suggests that both abled and disabled students are educated in the same classroom or learning setting with adjustments in physical structures, equipment and methods to suit the conditions of diverse special needs learners Ashi, (2010).

Isah (2014), makes a list of essential features of successful inclusion. They are listed as:

5. Sense of community and social acceptance
6. Attention to curricular needs
7. Effective management of instructions
8. Personnel support and collaboration and
9. Appreciation of students’ diversities

Ajuwon (2008) rightly offers a description of inclusive education as the philosophy and practice for educating children with special needs in general education settings. The Nigerian nation supports the process of inclusive education in its national policy. Page 65 of the National Policy on Education states that:

*“access to education shall be provided and inclusive education or integration of special classes and unit into ordinary/public schools under UBE scheme. Persons with special needs and learning disabled shall be provided with inclusive education service in school which normal persons attend, in age appropriate general education classes directly supervised by general teachers”*

### **Setting the Legal and Institutional Foundation for Inclusive Education in Nigeria**

Educational activities, just like any other activities of humanity globally, are driven by policies, either at domestic or international levels. Onuora-Oguno, (2018) states that the applicability if inclusive education is grounded both in national and domestic laws.

At the international level, they are driven by global organization policies and strategies particularly those from the United Nations International Children and Emergency Fund (UNICEF) and the United Nation Educational Scientific, and Cultural Organization (UNESCO) declarations. From the late 1980s, UNICEF began to take on the concern of education for children as a central objective. In pursuance of this goal, the organization produced a binding international instrument known as the

Convention on the Rights of the Child (CRC) in 1989. With 54 articles set out and two Optional Protocols, Part I, Article 2, Section 1 of the Convention provides:

*“State Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status” (Office of the United Nations Commissioner for Human Rights”*

In Nigeria, there are plethora of institutions whose responsibilities are, to coordinate, plant, implement and see to the smooth running of education. Failure on the parts of these institutions would result in the lack of and absence of inclusivity and discrimination will result. Few of these institutions with huge roles in inclusive education in Nigeria are: The Federal Ministry of Education, National Human Rights Commission and Civil Society Organizations.

### **Domestic Laws**

#### **(a) The 1999 Constitution of Federal Republic of Nigeria**

The constitution of the Federal republic of Nigeria is considered as the grund norm, the mother of all laws and from where all other laws derive supremacy.

Section 18(1) of the CFRN, 1999 provides that:

*“ Government shall direct its policy towards ensuring that there are equal and adequate opportunities at all levels”*

Similarly, the succeeding sub-sections state the objectives of the government in the delivery of free education in primary, secondary and university education where practicable, all in a bid to eradicate illiteracy.

#### **(b) Child Right Act, 2003**

Child Rights Act, is a regulation aimed at an attempt to change the way child justice administration is carried out.

The provision of section 15 (1) of the Act states that

*“Every child has the right to free, compulsory and universal basic education and it shall be the duty of the Government in Nigeria to provide such education”*

This is a soothing law that gives hope to both parents and children who would hitherto be denied education, not because of any fault of theirs but for the simple fact that they are innocently born with either physical, natural or financial disability.

#### **(c) National Policy on Inclusive education**

Despite its mobilization through the unrelenting efforts of the civil societies, the National Policy on Inclusive Education was developed in 2016 and became fully operational in 2017 for the singular purpose of having a unified approach and system in which ‘formal, non-formal segregated and mainstream are all harnessed. Captured under this policy are:

14. Those on the street.
15. Those with social and emotional challenges.
16. Those from minority culture and religion.
17. Those experiencing barriers to learning generally, among others.
- 18.

#### **Discrimination against Persons with Disabilities (Prohibition) Act, 2018**

The position of this law discussed above is in tandem with the tenet of the Discrimination against Persons with Disability (Prohibition) Act, 2018. The law makes provision for the total incorporation of Persons with disabilities into the society and establishes the National Commission for Persons with

Disabilities and confers the Commission with the tasks for the education, health care, social, economic and civil rights. Section 17 of the Act states that:

*“A person with disability has an unfettered right to education without discrimination or segregation in any form and such a person is entitled to free education up to secondary school level with the Universal basic Education, providing education assistive devices”*

Section 18 of the same Act further states:

*(1) All public schools, whether primary, secondary or tertiary shall be run to be inclusive of and accessible to persons with disabilities, accordingly, every school shall have:*

**18.** *At least, a trained personnel to cater for the educational development of persons with disabilities; and*

**19.** *Special facilities for effective education of persons with disabilities*

*(2) Braille, sign language and other skills for communicating with persons with disabilities shall form part of the curricular of primary, secondary and tertiary institutions.*

Going forward, the act further provides in section 20 that the Government

*“Shall ensure that persons with disability are educated in the most appropriate language, mode and means of communication and in environments which will lead to the best academic and social development of such persons”*

Added to these provisions above is the provision for teaching skills for communicating with persons with disabilities such as brail and sign language in schools. The Acts above aim to put inclusive education under strict legal purview.

### **International Legal Instruments in support of Inclusive Education**

The right of access to inclusive education is widely supported in International Human Rights Laws, International Conventions ratified by its members and the majority of Human Rights instruments. This paper proceeds to discuss several key instruments that supports the goal of creating inclusive environments for learning without discrimination.

#### **(a) Universal Declaration of Human Rights (UDHR) 1948**

Adopted by the UN General Assembly in 1948, UDHR was created to guarantee the rights of every individual everywhere, anywhere. Specifically, Article 26 states that:

*“Everyone has right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*

#### **(b) Convention on the Rights of Child (CRC), 1989**

This instrument came into force in September, 1990 in accordance with the principles declared in the charter of the United Nations, in strict acknowledgement of the intrinsic and essential dignity, pride and of the equal and absolute rights of all members of the human family which is the foundation of freedom, justice, justice and peace in the world.

Being a 54-article charter, Article 2 states that:

*“State Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, color, sex, language, religion, political or other opinion, national ethnic or social origin, property, disability, birth or other status.”*

### **Sustainable Development Goals (MDGs)**

Described as the development that meets the needs of the present without compromising the ability of the future, the international community, through the United Nations targeted seventeen (17) goals which range from having extreme poverty to halting the spread of HIV/AIDS. Goal 4 is achieving universal primary education for all children by the target date of 2030. Goal 4 provides thus:

*“Quality Education:*

### **Applicability or Otherwise of the Various Legal Instruments in Enhancing Inclusive Education**

Laws are made to make life easy, habitable and comfortable for humanity. The various legal instruments discussed in this paper are all meant to ensure that every child is given the opportunity to be educated without discrimination. However, the goal of inclusive education is yet to be achieved in Nigeria largely as a result of weak legal instrument necessary for its successful implementation. While international laws, treaties and conventions serve as veritable back up to achieve an effective inclusive education, Nigeria's domestic laws and regulations need to be strengthened either by review or amendment to give the needed impetus to the policy of inclusion in education.

### **Non-justiceability of Chapter Two of the Nigerian 1999 Constitution and its Effects on Inclusive Education**

Chapter Two of the Nigerian 1999 Constitution is generally captioned as "Fundamental Objectives and Direct Principles of State Policy.

The non-justiciable nature of the Nigerian 1999 Constitution connotes that while the objectives and principles outline therein serve as important national aspirations and moral guidelines, they do not provide a strong legal basis for direct enforcement. It means the Court cannot adjudicate in any provisions of the chapter and that it cannot be interpreted by the Court. As noted by Nnaso in an unpublished article, he considers the Constitution as the social contract between the government and the governed, targeting good governance, social justice guarantee, peace, security and development of people.

Ogun (2020) has argued that the elusive nature of the socio-economic rights in Nigerian Constitution, under which inclusive education resides has led to increasing rate of poverty, widespread unemployment, deteriorating living condition of the greater majority of Nigerians. In the same vein, it is option of this paper that if the chapter two of the 1999 Nigeria is enforceable, the rights of the child with special needs would have been taken care of. This will then make the government; its agencies and other key educational players buckle up and pay more serious attention to the right of the child to inclusive education and then prevent societal segregation. Where this is lacking on the part of the government and its agencies would be made accountable.

### **Conclusion**

Inclusive education is all about the practice of education that is based on the logical credence that all learners, those with disabilities and those without, have a right to be educated together in age and appropriate class groups, and that all will benefit from education in regular classrooms of community schools. Ram & Patel (2014).

While the ratification of Nigeria, of various global conventions and treaties were discussed by this paper as a welcome development, the lack of effective implementation of these international legal instruments, supported by the weak domestic laws as well as the non-enforcement of the Constitution's Fundamental Objectives and Direct Principles of State Policy have all combined to serve as strong inhibitions towards having a robust inclusive education policy in Nigeria.

### **Recommendations**

- i. As a matter of utmost urgency, a review of the 1999 Nigerian Constitution is recommended. This will enable all the stakeholders in education to make useful inputs towards inclusive education in Nigeria.

- ii. Civil Society Groups and other Non-Governmental Organisations should rise to the challenge and the campaign to eliminate discrimination against citizen, including the right of a child in special needs for inclusive education.
- iii. Strong advocacy and awareness towards making government accountable should be further encouraged. Government and its agents will rise up to their assigned responsibilities when they value the virtue of accountability.
- iv. The international protocols and agreements on inclusive education that Nigerian government has signed and ratified must be domesticated.

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# Rev. Felix Meduoye: A Biography and His Contributions to The Growth of Foursquare Gospel Church, Nigeria

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## **Abstract**

*This paper presents a historical survey of the biography and contributions of Rev. Felix Meduoye, a former General Overseer of Foursquare Gospel Church in Nigeria to the propagation of the gospel of Jesus Christ in Nigeria. Historical methodology was employed in the paper. The paper identified Meduoye's intellectual prowess, his faith, and subsequent career of teaching and preaching which made him an accomplished and notable church leader. The paper stressed his Decade of Multiplication project which became the corporate response of Foursquare Gospel Church in Nigeria to the great commission mandate as his significant contribution to Foursquare and indeed Christianity in Nigeria. Foursquare church in Nigeria is fairly well known all over the country owing to the ecumenical spirit and broad outlook of Rev. Meduoye. It is recommended that regular training for leaders at all level of administration is important for proper exposure and better performance and that committee system of administration be embraced because it would be more productive. The paper concludes that a strong vision connected with resourcefulness and readiness to carry one's peers along is essential for one to be remarkable within missionary activities.*

**Keywords:** Vision, Endowment, Establishment, Development, Sustenance

## **Introduction**

With the rolling of the cycle of time, history emerges. However, to the Church of God on earth, history is more than just scientific investigation and the methodical description of its temporal development as defined by scholars. To study Church history and to take account of today's event which will eventually culminate as tomorrow's history is to see the hand of God at work amidst the transgression of man. The book of Acts of Apostles which is the genesis of the historical account of the New Testament Church has not reached its conclusion. At every point in Church history, mighty vessels, apostles and generals have emerged to champion great revivals. However, the history of early and modern Christianity cannot be complete without the mention of the cardinal role played by Africa and Africans. Right from medieval history of the Church, the people of Africa have continued to be relevant, particularly as leaders rather than followers. It is in the light of the foregoing that we have made Rev. Felix Meduoye (henceforth Meduoye) the subject of our study with a view to bringing into light his contributions to the development of Christianity in Nigeria. The study on Meduoye has become necessary because little has been written on him, despite his great contribution to the growth of the church in Nigeria.

Our write – up on Meduoye will comprise the features – of a biography, date and place of birth, educational background, professional expertise and major achievements. We also aim to establish the texture of Meduoye's gospel message and determine how this represents a meetingpoint between some of those who worked in other denominations by way of taking the gospel to the indigenous people. This allows for comparisons which are relevant to the expansion of knowledge. Not much has been documented about gospel preachers who are Nigerians. R. B. Davids (2009) confirms thus:

*In March 2001, I was in Oral Roberts University, Tulsa, Oklahoma, USA and was doing a research on the history of revival movements. I needed to make reference to the great revivals across the world. I found vast numbers of materials and references on Europe and*

*North America, but nothing on Africa. Then, I became even more aware of the missing gap of the lack of documentation of the move of God in Africa in contemporary church history.*

This documentation is an attempt in part to fill this gap since Meduoye's ministry reached the indigenes and addressed religious and socio-political situation of his time. His choice as a research phenomenon by us is based upon the indelible reality of his contributions to Foursquare Gospel church (henceforth Foursquare Church) in particular and Christianity in general. Therefore, this work is justified first, as a response to the research needs of scholars. Secondly, the quality of work done by Felix Meduoye is sufficiently impressive and outstanding to merit his being celebrated as an icon in the Foursquare Church. This study is limited to the life and works of Felix Meduoye. Although his denomination is Foursquare Church, other information on his outing outside Foursquare will also be given.

## **Rev. Felix Meduoye**

### **His Biography**

This biography is an adaptation of the citation prepared in honour of Felix Meduoye for the installation service held for him as the General Overseer of Foursquare Gospel Church in Nigeria on Sunday 11<sup>th</sup> November, 2010 at Foursquare Camp, Ajebo Ogun State. Ebojie (2011) confirms Rev. Felix Meduoye was born in Odo-nla, in Ilaje Local Government Area of Ondo State in 1949. While his late father, Mr. Nicholas Meduoye was an Ilaje from Ilaje Local Government Area of Ondo State, his mother, also late, was from Uduere in Ughelli North Local Government Area of Delta State.

Meduoye had his primary school education at Ogidigben and Sokebolo, all by the shores of the Atlantic in Delta State. He had his secondary education at Sapele and Warri. For his post-secondary education, he attended The Polytechnic, Ibadan and Yaba College of Technology. He read Accounting and he is a Fellow of ICAN and ACCA. He is also an Associate Member of the Nigerian Institute of Taxation. Meduoye obtained a Bachelor of Theology Degree from L.I.F.E Theological Seminary and Master of Arts in Theological Studies from Evangel Theological Seminary, Jos.

Meduoye gave his life to Christ in 1972 in a worship service at the Foursquare Gospel Church, Oniwaya, Agege, but fully surrendered to the Lord at The Polytechnic, Ibadan in 1973. While at Yaba College of Technology, he was deeply involved in the Christian Union activities and was the Prayer Secretary for 1976/1977 session. At the Foursquare Gospel Church Ikeja, where Meduoye started worshipping from 1975 under the Pastorate of A.A. Oshibanjo, he served as Sunday School Teacher, Council Member, Council Secretary, Missions and Evangelism leader. He also served briefly as the Christian Education Minister for Ikeja Zone. Meduoye was also privileged to act as the Acting District Overseer for Agege District during the vacation of Oluwagbohun, the then District Overseer.

He was appointed the pioneer Pastor of the Foursquare Gospel Church, Omole in March 1987. Under God and through his leadership, the Omole Church grew to be chartered in 1991, became a Zonal Headquarters Church on Sunday, 27<sup>th</sup> August, 1995 and a District Headquarters Church in November, 1999. While serving as the District Overseer of Ikeja District, he nurtured the then Minna Zone into a full-fledged District with the inauguration and installation of the District Overseer on the 27<sup>th</sup> of January, 2002. He also initiated the Bauchi Church planting framework that is currently being pursued by Ikeja District (Badejo, 2005).

Meduoye moved from Ikeja District to Festac District (consisting of seven zones) as District Overseer in August 2005. With God working through him, Festac District grew to eleven zones with a well-coordinated riverine mission field. He was later transferred to Akowonjo District as the pioneering District Overseer and from which position he was elected as the fourth indigenous General Overseer in 2010 and re-elected for another term in April 2015. Felix Meduoye has attended several training courses, seminars and conferences, especially in the field of Accounting and Auditing, Administration and various aspects of Theological and Christian studies, both in Nigeria and overseas.

In the secular world, Felix Meduoye worked in a number of Organizations including; Association Industries Limited (now PZ Industries), Nigeria Airways Limited, International Packaging Industries of



Nigeria Limited, Nigeria Steel Development Authority, Akintola Williams and Co. and West Africa Milk Co. (Nig.) Limited where he rose to become Director of Finance and Administration and a member of the Board before retiring in 1992. Felix Meduoye is happily married to Meduoye. Their marriage is blessed with children.

### **His Contributions**

At the inception of the leadership of Rev. Felix Meduoye as the General overseer, of Foursquare Gospel church in Nigeria in 2010, he declared his vision to be mission and evangelism. To this end, he launched the Decade of Multiplication project through which he intends to have at least, a district of the Foursquare Church established in every State in Nigeria, with all the political wards in Nigeria also having at least a Foursquare Church. Decade of multiplication project was driven by a proactive mission statement to doubling the number of Foursquare Churches, which were 2,520 when he took over doubled at the end of the second decade of the century. Meduoye put in place strategies that ensured all members of the church participated in the project in one form or the other. For instance, all Foursquare Churches in Nigeria were directed to observe at least two (2) hours a week prayer programme for the project. And members of the church were mobilized to give offerings and donations towards the funding of the project. The Director of Home Missions, Yomi Oyinloye (2015) in November edition of *Foursquare Missions*, an official publication of Mission Ministry of the Foursquare Gospel Church in Nigeria said: "As it stands today, the church has 3,169 churches". Thus Rev. Felix Meduoye within the first five years of his tenure successfully led Foursquare Gospel Church to plant 649 churches.

Sequel to the above, Meduoye introduced another strategy of evangelism to the church, which he called Free Feeding Evangelism (FFE). Thus, he encouraged Foursquare churches to organize advertised free feeding programmes in their neighbourhood. Hand bills were printed and circulated within the church's environment with the aim of reaching out to as many as would attend the programme. This was to complement the vision of decade of multiplication. The programme was departmentally arranged. For instance, the youths, men or women were fed free of charge for the duration of the programme. According to reports, churches that embraced the initiative witnessed increases in their records of attendance. Omotoye (2006) sees nothing bad or new with free feeding evangelism programme. He said, Jesus Christ demonstrated this attitude when he fed five thousand people and Deeper Life church have been feeding people free of charge in all their retreat programmes.

Further to the above, Rev. Meduoye explored the technological and scientific development in the 21st Century to extend the gospel message to reach larger audience through the streaming of sermons and church programmes on the internet. Thus, he was able to reach thousands of Christians and non-Christians through the internet medium. Omotoye (2006) observed:

*Technological and Scientific development in the 20th – 21st Centuries have contributed to the extension of the gospel. Pastors and Christians have started using internet, computers, mobile phones and e – mail to disseminate the gospel to the people.*

A critical analysis of the activities of Foursquare Gospel Church planting method under Meduoye appeared rather casual, unorganized and left primarily for individuals. Church planting entails training but a lot of people sent out in the Foursquare were not properly trained. It is equally observed that most of the Foursquare Gospel Churches are located at remote areas. Some of the pastors are casual in their approach. Take for instance; some pastors come to the church late without anyone querying them. In most cases, only the pastor and his family were sent to plant churches and most received little or no support from the National church. It is the pastor and his family that look for money to build the church after which they can be transferred. The future implication is that Foursquare Gospel Church tends to lose quality pastors. Foursquare Gospel Church does not seem to want to build a mega church. The way and manner the National church, the Districts and zonal headquarters collect about sixty 60% of local church fund thereby leaving the local church impoverished. That makes the church development slow or static.

The church looks like a military oligarchy because the church constitution concentrates much power in the General Overseer. Though the constitution says that the General Overseer should be a spiritual head<sup>8</sup>, but he (General Overseer) is equally the Chief Accounting Officer of the church. Ordinarily, the treasurer or national staff would have to sign any document the General Overseer would want them to sign because he appointed them. Foursquare does not have life General Overseer like some other ministries in Nigeria. Such ministries like Redeemed Christian Church God (RCCG), The Apostolic Church (TAC) and Deeper Life Christian Ministry (DLCM) to mention just a few. The way the Foursquare Gospel Church operates, full time ministry is not encouraged. No doubt, Foursquare Gospel Church is a great church but she needs to improve in physical mapping by putting in place befitting churches in a well located areas. While not denying the fact that the more churches are planted the more opportunities are available to pastors to practice or fulfill their ministries. Ministers must be properly trained before being put in charge of churches. The era of starting churches in the remote areas should be gone because many a times when such churches begin to look for land may be taken out of the environment they started.

An important aspect of Meduoye's efforts is leadership development. There were 62 Districts of the Foursquare church as at November, 2010. Since his assumption of office as General Overseer of the church, Rev. Meduoye has created 75 new districts each having its own District Overseer and council. All district overseers and directors of ministries are, as provided for by the church's constitution, members of the National Executive Council (NEC) of the church. Thus, the creation of additional districts led to the emergence of national leaders who are being trained on a quarterly basis to have their capacity developed. According to Rev. W. O. Sanni (S. Obaniyi, personal communication, July 16, 2014):

*The creation of many districts is geared towards the actualization of decade of Multiplication. Part of the vision is to have at least a Foursquare District in all the senatorial districts of Nigeria. District Overseer is expected to facilitate the growth of the church in his or her district.*

Moreover, part of his vision to improve on the evangelistic drive of the Foursquare Gospel church in Nigeria was to consolidate many of the churches on ground. Rev. Meduoye made funds available to assist churches to improve on or complete their worship auditoria or to relocate to a more accessible area. Ilorin, Ogbomoso, Kano, Kosubosu, Oro and Yenoghoa churches, to mention just a few, have benefited from such funds. The story today is that such churches have attracted to themselves more souls and have become more viable and self-sustaining. These churches, by their edifice are enhancing the image of the church.

Another area of Meduoye's contribution is infrastructural development and improvement on the property of the church's camp grounds. Before the inception of Meduoye's administration, the auditoriums on the camp grounds were begging for expansion. In response to this, Meduoye expanded the 20,000 and 50,000 - seat auditoriums at Idimu and Ajebo camp to 50,000 and 120,000 - seat auditoriums respectively. Rev. Mrs. Shodipo (2014) said:

*The expansions are to allow for better participation of members in the church's various programmes, particularly the Church's quarterly Refreshing Vigil, International Conference for Ministers and Leaders, and National Convention programmes that attracts larger audience.*

In addition to the above, Rev. Meduoye also built 10,000 - bed space hostels at Ajebo camp and bought 10,000 student mattresses to ease the accommodation challenges people face anytime they go there for national programme. An effort A. Adejoro (S. Obaniyi, personal communication, June 20, 2014) described as magnanimous. Besides, he tarred the entire road network with Asphalt and provided adequate drainage system within the two camps to prevent the camps from being water-logged during raining seasons. He improved the transportation system on the camp ground through the provision of Luxurious buses for easy access to auditoriums and hostels. Meduoye also bought 2 and 3 Generators for idimu and Ajebo camps respectively. The provision of generators the National

Secretary, Ikechukwu Ugbaja (2015) said was to ensure uninterrupted power supply during national programmes. Rev. Meduoye also completed and commissioned the National headquarters church tagged World Mission Centre.

Furthermore, Meduoye's style of church administration was an all-inclusive one, with every member contributing his or her own quota to the work of the Lord. He decentralized the administration of the church by creating regions along Nigeria's six geo-political zones. He appointed Regional Overseers to administer the regions and to report back to him at quarterly meeting. He also appointed State pastors to oversee the activities of the church in each State of the Federation. A state can have more than three District Overseers. The State pastor reports directly to his Regional Overseer. The setting in the church is such that every member in one way or another participates in the running of the affairs of the church.

One year after he had taken over the leadership of Foursquare Gospel church in Nigeria, Rev. Meduoye put in place salary augmentation so as to improve the welfare of Pastors. In Foursquare church, it is the local church that pays her pastors what she can afford. This we believe must be affecting the growth of the church and loyalty of some of the pastors to the organization. Because the pastors may not be hundred percent focused on pastoring the church. They would have to find a means elsewhere to cater for their family. Besides, this principle of affordability created wide disparity in the wages of Pastors with some Pastors particularly those in the city living in affluence while those serving in rural areas struggle to survive. For instance, a church that can afford to pay her pastor N250,000.00 per month does so while another church may not be able to pay more than N20,000.00 irrespective of his or her length of service. In order to cushion the effect of wage disparity, the national office looks into the account of churches whose income cannot afford a living wage for their pastors, and pays the pastors affected a certain amount quarterly to help augment what they are being paid. This initiative which is described as first of its kind in the history of Foursquare Gospel Church in Nigeria has served as incentive to pastors serving in the rural areas to put in their best into the service of the church. The salary augmentation, according to Rev. Ogendegbe (2015), is being financed by the payment of 1% of tithes and offerings collected by all Foursquare Churches.

In the same vein, Rev. Meduoye ensures that a certain lump sum of money is shared equally once every six months to all Foursquare districts in Nigeria to be shared by all pastors in the organization as part of his pastor's welfare packages. This researcher confirmed that Ilorin District and all others recently received a sum of N145,000.00 each to be shared by the pastors of the church.

Youth recognition and empowerment under Meduoye leadership has received a boost. He put in place Job Placement Committee which sees to it that Foursquare youths who passed out of Universities with First Class honors are assisted to secure employment either in the Federal Civil Service or in multinational companies/industries. This arrangement, we understand, is spurring Foursquare students to greater heights in their academic pursuits. The Foursquare Scholarship Board put in place by Meduoye offers scholarships up to university level to children of Foursquare missionaries as the need arises. For instance, thirty-four Foursquare youths who were beneficiaries of the scholarship scheme from across Nigerian Universities had first class result at the end of 2014 academic session. Besides, Meduoye attended all National Youth programmes with a view to preparing them for the service of the Lord. He encouraged those willing to go into business or and those with business ideas to approach Foursquare micro finance Bank at 62, Alagomeji street, Lagos for discussion and possible assistance. He gave the youth adequate recognition during national programmes by ensuring that they feature on the programme both as anchor and service personnel and by giving them a chance during the programmes to report to the whole house, the activities and exploits of Foursquare Youths on and off campuses.

As a way of ensuring peace within the Foursquare Gospel Church, Meduoye set up Peace and Reconciliation Committee to deal with issues of ill-feelings among the ministers as it may be reported. Aggrieved members of the church are encouraged to take their grievances to the committee for amicable resolution. This would forestall the scenario where members take one another to law courts

for settlement of cases. Rev. Meduoye enjoined the committee, to be impartial and to discharge their assignment with the fear of God. Though the report of the committee is not made public, we believe the activities of the committee must have been contributing to the peaceful atmosphere of the church. As an addendum to his mission drive, Meduoye ensured that Foursquare missionaries are well taken care of. This researcher witnessed the presentation of a car each to fifty District Overseers by the National Office. This was meant to ease the transportation challenges within their districts. All the missionaries were given befitting accommodation and receives their salaries as at when due. The retirement benefits are already being worked out for them. Apart from the above, each of the missionaries is attached to a viable church to take care of their emergency need on the mission field. These arrangements, according to National Director of Home Missions, (Oyinloye 2014) ensured the missionaries were focused and not distracted in their business of soul winning and church planting.<sup>16</sup>

The establishment of Foursquare Micro Finance Bank (FMFB) is another laudable contribution of The Rev. Felix Meduoye - led administration. Each Foursquare church in Nigeria contributes five percent (5%) of her monthly tithes and offerings as compulsory savings with the Bank. The Bank is driven by the proactive vision of funding church and well meaning individual projects. With the objectives to encourage savings, to provide needed capital for development and to provide and short and long term loans to individuals and firms. It has thus become a solution to most of the financial needs of churches. It grants loan to prospective applicants with a liberal mode of repayment, liberal in the sense that, all that the church needs to do is to provide two guarantors who must be account holders in the Bank. Rev Ajayi (S.Obaniyi, personal communication, May10,2015) said:

*The operations of the Bank are targeted towards early completion of churches auditorium and funding projects that will have direct impact on the society and to raising entrepreneurs within foursquare church.*<sup>17</sup>

Thus the Bank helps to promote the Small-Scale and Medium Enterprises (SME) initiative of the Federal Government of Nigeria.

As a scholar, Rev. Felix Meduoye has accomplished so many things, as an Accountant turned preacher. He is learned, in both religious and secular studies, which is common to his period. What we mean is that many General Overseers of churches in Nigeria during his tenure did secularly attained enviable positions before they became General Overseer. For instance, Pastor E.A. Adeboye of Redeemed Christian Church of God (RCCG) was a senior lecturer of mathematics in the University of Ilorin, Pastor W. F Kumuyi of DEEPER Life Bible Ministry was a senior lecturer of mathematics, University of Lagos, Pastor Funsho Akande of Gospel Promotion Outreach, Ede, Osun state was Lagos area Administrative Manager of Agip Oil and Rev. Gabriel Taiwo was personnel manager of Agricultural and Rural Management Training Institute (ARMTI), Ilorin. Hence their secular experience is helping them to administer the church. As a scholar, Meduoye (2011) has authored many books. Some of his books such as *Purpose –Driven Minister* and *Kingdom Relevance* have wide circulation in Christian circles. His writings were often related directly to the correction of injustices and unchristian behaviour. In other words, the struggle against ignorance, oppressive customs and polytheistic influences are part of the spiritual and reformatory legacies he has left behind.

As a corollary to the above, “scholastic endowment” (Adeniyi, 2007) led Meduoye to teach and preach for many years in South-west geo-political zone of Nigeria with little or no resistance. People who are non-Christians respect him and troop to his church and anywhere he is to deliver a lecture because of what they would gain out of his knowledge. He is seen by some of his followers, to have special ability for biblical expository teaching. Through his knowledge as well as organizing ability, he organized leadership conferences at the end of which many books and compact disc containing hundreds of academic and theological books were distributed to participants free of charge. He believes in building up people so that the people can build the church. This researcher has been a beneficiary of such books for many years.

The most important contribution of Rev. Meduoye was the sustenance of some of the visions, works and policies of his predecessor. He continued where his predecessor stopped. He completed

some of the uncompleted projects. For instance, McPherson University was yet to be licensed and had not admitted any student before his predecessor left office, Meduoye ensured that the University project did not stop. He saw to it that McPherson University was licensed by the Nigeria Universities Commission (NUC). Professor Niyi Agunbaide (2015), the University's Vice Chancellor at the National Men Convention at Ajebo on July 8th 2015 said the University had completed three academic sessions.

## Conclusion

Through this paper, we have seen another maker of the Nigerian church, this time around not as a founder of a denomination but someone who worked tirelessly to propagate the Gospel. The total picture drawn from the account of Meduoye's landmark achievements is one that can be justified by not just his sharp and fertile vision but also his underline charismatic disposition. Without the latter, it would have been difficult for him to draw the level of attention and credibility that his ministry attracted. This type of charismatic disposition can possibly be compared to the stories of Moses, Joshua, Deborah and Gideon from the Biblical times and Martin Luther, Samuel Ajayi Crowther and many others who, by their charismatic instincts were able to reach people with the message of the cross.

It should be noted that, dearth of information on home grown missionaries is not tantamount to absence of such missionaries. However, for one to be remarkable within missionaries activities, a strong vision is indispensable. The stature of Rev. Meduoye as an icon within the Foursquare structure is not unconnected with his resourcefulness and readiness to carry along his 'peers.' As it is natural with all heroes (human), Rev. Meduoye may not have been without his own flaws.

Perhaps, the most outstanding feature of Meduoye's tenure was decade of multiplication vision that gave birth to deep concern among believers for the unevangelized areas of the land. He had visions of 'large tracts of the interior being evangelized' and a self – governing, self- supporting and self – extending church being established. The work of this missionary gave new religious dimension to Foursquare members which consequently gave them a new drive for souls. His ministry gave birth to many pastors that offered leadership to many churches in Nigeria. Thus, Meduoye's experience had the semblance of a global man who preached the gospel both in the streets and in palaces of high-ranking Chiefs. His ministry has complimented the efforts of the missionaries making the Christian message grow in Nigeria. His overall successes could be an inspiration to current and future generations.

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# Cooperative Learning and Socio-Emotional Development of Learners in the 21<sup>st</sup> Century Nigeria

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## Abstract

*The 21st century brings interesting dynamics to societal growth in which collaboration chiefly plays roles. Personal identity is seen to help social functioning and this can be incorporated in classroom learning. Socio-emotional development is implicated in cooperative learning where learners work to learn together, honing relevant skills for school, work and life. Despite innovations and frontiers in technology for overall productivity, human-human connections obviously are very critical in sustaining the importance of socio-emotional skills. The increasing importance of social relationships in human learning and development makes cooperative learning methods in the classroom desirable. Indeed, a great way to foster socio-emotional development among learners in Nigeria can be through the use of cooperative learning methods by teachers. Sadly, this area of research inquiry has not received much attention in Nigeria. There is obvious need for deliberately incorporating sense of cooperation into the Nigerian system starting with classroom interaction. In the light of these, this study examines socio-emotional development in relation with cooperative learning in the 21<sup>st</sup> century Nigeria, the importance of cooperative learning and how socio-emotional development can further be enhanced through cooperative learning methods. The study highlights and discusses different approaches of cooperative learning within the classroom that can help learners in school and in life to attain personal and social adjustment.*

**Keywords:** Cooperative learning, socio-emotional development, learners in Nigeria

## Introduction

Socio-emotional development of learners which are non-cognitive aspect of their learning is one of the emerging frontiers in education researches. Experts are concerned currently, about how people can collaborate and solve problems, debunk the cliché that competition breeds cutting edges in the society. There is need to shift from rivalry and competition to collaborations at all spheres of human endeavours in order to bring about brainstorming, exchange of ideas, mindful attention to meaningful relationships, active and productive working towards achievement of goals. This can start from the classroom where learners are taught to work together thereby increasing the tendency of achievement, high performance, cooperation, civic virtue and responsible behaviour. These areas of students' lives are fast becoming the most preferred and assessed in the society and in the world of work. As good as academic prowess and proficiency are for life aspirations, social and emotional development milestones must be attained by individual learners who want to thrive in the present day world. Social and emotional quotients have since been added to the critical quotients for excellence in the life and times of people. The present day Nigeria seems characterized by individualist lifestyle as opposed to communal/collective lifestyle in the yesteryears. The sense of brotherliness and collaboration observably waning, and this may be traceable to some classroom teaching methods.

Every individual is expected to attain the three domains of development-physical/biological, cognitive and socio-emotional domains of human development. Human relations and connectivity

cannot be downplayed in any sphere of life even with great advancements in technology and machine use. Thus, social skills must be fostered among learners, as well as the cognate emotional regulation skills for optimal mental wellness and social competence. As a critical developmental milestone, learners of all ages must attain a great level of development in social functioning and emotional intelligence. These monumental areas of life observable assist people in navigation challenges, work, marriage, learning, leadership, politics, religious assignments and any endeavor where humans must relate. Socio-emotional development is a function of many trainings from home, the school, peer group and the society at large. In school and in the classroom particularly, socio-emotional development can further be fostered through cooperative learning.

Functional education works to meet the needs of all learners irrespective of their areas of differences and exceptionalities to become self-reliant individuals. For all learners in the classroom, there requires a lifelong learning experience with relevant social and emotional development skills to function in the present day Nigeria. The diverse nature of learners in today's classroom reiterates the fact that these learners are from different family backgrounds, different social and economic strata, different cognitive and learning styles, different orientation and different cognitive level of functioning. To carry all these learners along in the teaching-learning process, pedagogies must be used to attain learning goals for all learners even if this happens at different time and pace, but the end result must realistically point to learning for all learners. Cooperative learning can be a way to achieve this where learners are made to learn together and the success of one learner is the success of all, and vice-versa. Thus, everyone in the learning group or team works to make others learn too. Cooperative learning is then amplified over and above competitive learning fashion.

In the present time, there is observed competition among learners, with schools adding to this with the grading and awarding system. Some schools are observed to relate with learners according to their grades and this may make learners think that learning is competitive and they must work to get only the position at the top. The climate of some schools and classrooms is characterised by rivalry to outdo one another and get the top positions which to them shows success. Many learners are taught to learn and succeed alone or not learn at all. The classroom is a social environment where many competencies are taught, including the socio-emotional competence. Thus, the capacity to learn with other learners must be provided and taught. Even solitary learners must relate with their peers in the classroom too and be encouraged to work with other students. Thus, cooperative learning is very important in the 21st century learning environment.

In the 21st century Nigeria, there is the observed problem of competition and rivalry which could debar growth and development. Competition and lack of collaboration may even spell doom for any development attained, as there would be no sustainability. Some feats are cut short because of lack of continuity and sense of cooperation, thus legacies die and the dream collapses. Cooperation and sense of togetherness are vital in all facets of the society. Even in sports and games, there is the spirit of sportsmanship where losers and winners embrace each other. In politics, winners are encouraged to be magnanimous in victory, and governmental agencies are also encouraged to work collaboratively to achieve sustainable development in the country. In Nigeria, the observed slow progress may not be unconnected to lack of cooperation, where you could find public office holders who may be striving to be the one to commission projects in their tenure to the detriment of quality service delivery and overall interest of the populace. One could observe premature launching, execution, completion and commissioning of projects in Nigeria where the principal will insist on such commissioning during their tenure. The strive to have projects recorded in their names and administration may leave out doing things with the people's interest at heart. If there is cooperation among public office holders, development will be the goal and not personal attachment to results.

This challenge may be traced to when learners were in school, some pedagogies may not have captured team spirit and collaboration when learners are young enough to form the concept of cooperation and then grow with it throughout life. Cooperation among learners could make every learner succeed and achieve lifelong learning. Many believe that when people learn together, it slows



down the pace and quality of learning. Whereas in developed countries, personal and national development are seen to be the goals of learning. The grades individual learners attain do not necessarily put an end to their functional capacities in school and in life. Many students in some other climes are taught to learn for school and life, thereby inculcating socio-emotional learning.

According to Johnson and Johnson (2014), cooperative learning is tool that plays a central role in the growing importance of social relationships that affect the development of personal identity and the sense of self, especially in the 21st century. To these authors, cooperation in the classroom will be critical in bringing about individual personal development and extending it to national and global development. There is the concept of interdependence in cooperative learning, where learners get work cooperatively socio-emotional development on the other hand has to do with learning to relate with self and others and creating a world where mutual understanding, tolerance, growth and coherence thrive.

### **Socio-emotional Development**

Socio-emotional development which describes the intra and interpersonal functional capacity includes a young learner's experience, expression, and management of mood, affect and emotions; culminating into the ability to establish positive and rewarding relationships with others (Mantur, & Itagi, 2019). According to Samuel and Dorigen (2020), socio-emotional development includes a broad range of mental, behavioural, and self-control skills used in social interactions to achieve social and emotional goals and adjustment. Adjustments in learners is a function of social and emotional development. the skills to be adaptive, communicative and relational among other learners in the classroom indicate high level of psycho-social adjustment. Socio-emotional development is submitted to involve a learner's ability to comprehend the feeling states of others, demonstrate feeling control, relate well with other learners, and build meaningful relationships with peopleadults (Alwaely, Yousif, & Mikhaylov, 2020).

Well-developed socio-emotional skills include cooperation, following directions, demonstrating self-control and paying attention, (Samuel & Dorigen, 2020), and these are important for cooperative learning. Learners' self-control skills alongside mental and behavioural regulation are greatly assisted through socio-emotional development (Samuel & Dorigen, 2020). Indeed, the skills of empathy and relational competence are a fundamental part of socio-emotional development (Samuel & Dorigen, 2020). Students with social awareness are able to recognize their own feelings and those of others, including views of others, appreciate diversity and show respect for others regardless of differences (Hines, 2019). This interestingly is implicated in moral competence as consideration for others' views of life and tolerance for diversity and difference help people to be morally upright.

Socio emotional development could determine individual learner's empathy skills within and outside the classroom (Moss, & Brookhart, 2019; Bailey et al, 2021). Cohen and Lotan (2014) stated that social- emotional development skills comprise the child's experience, communication, problem-solving skills, ability to form and maintain constructive and fulfilling associations with others, prevent/address challenging behaviour and management of emotions. According to McKown (2017), the core features of emotional development include the ability to identify and understand one's own feelings, to accurately read and comprehend emotional states in others. These recognition of the acumen of emotions assist in managing strong emotions and their expression in a constructive manner, to regulate one's own behaviour, to develop empathy for others, and to establish and maintain relationships (McKown, 2017).

### **Components of Socio-emotional Development**

The harmony between thoughts and emotions, and education is the main instrument to achieve an integral development of people, not only at a cognitive level, but also in the social and emotional aspect (Solé, 2020). Social and emotional development are non-cognitive aspects of education essential for both school and life. The knowledge of self and others and how to get along in being

productive in the environment may not directly influence academic achievement but as the affective constructs, they play roles in academic engagement, achievement and performance both in and outside school.

### **Social Skills**

Social skills are the skills used to interact with people, both verbally and non-verbally, through speech, gesticulations, codes, signals, body language, appearance and conduct. Human beings (including all learners) are sociable creatures and there are many ways to communicate our messages, thoughts and feelings with others (Haslett & Samter, 2020). The recognition and management emotion in self and others, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling conflict/challenging situations constructively and ethically form part of social competence (Durlak, 2015).

### **Emotional Intelligence**

Emotional intelligence as a component of socio-emotional development describes the use of the power of emotions in oneself and other people and recognizing that emotions can be regulated for situation management. Emotional intelligence includes soft skills of recognition of emotions in self and others, and how the knowledge of emotions assist in giving direction to thinking and actions. Emotional intelligence to Manikandan and Sasikumar (2017), includes impulse control, assertiveness, adaptability, motivation and optimism. New times demand a change in academic slogans, bringing emotional education closer to formal education (Solé, 2020; Valdés & Gutiérrez, 2018; Aguadez & Pantoja, 2015). Hence, one of the most preeminent purposes of education should be to train emotionally intelligent students, understanding emotional intelligence as “the ability to access and generate feelings that facilitate thoughts” (Mayer & Salovey, 1997).

### **Cooperative Learning**

Research on cooperative learning is one of the greatest success stories in the history of educational research with studies in every major subject, at all grade levels, and in all types of educational settings in many countries (Slavin, Hurley & Chamberlain, 2003). However, not many studies have been done in Nigeria regarding cooperative learning and how it can serve the purpose of socio-emotional development in the classroom. When cooperative learning approach is adopted in the classroom, learners are grouped into small social units. In different groups, there would be different categories of learners with their cognitive and learning styles, thus, all learners with their differing abilities are included automatically and everyone in the group help one another. The idea is that learners complement one another in their uniqueness and differences with the sense of safety in peer tutoring creating a warmth for learning. Teachers can also foster some skills of patience, cooperation, trust, mutual help, respect, kindness, empathy, altruism, civic virtue, communication skills, self-confidence, active participation and sense of belongingness. Lifelong learning can also be fostered among learners with the method of cooperative learning where learners are actively part of their own teaching-learning process.

Formal cooperative learning activities are planned in advance, ensuring that students interact and work together to achieve learning goals and maximizing the development of cognitive and social skills (Johnson & Johnson, 2005). According to Akçay (2016), social skills are learnt through cooperative learning. These six social skills are: starting and maintaining a relationship skill, maintaining a group work skill, skills towards emotions, coping with aggressive behaviours skills, coping with stress skills, problem solving and planning skills. with meaningful activities. To Wilhelm (2006), cooperative learning activities in the classroom activates willingness to learn, provide meaningful and realistic practice to engage in continuous learning, combined with effective feedback mechanism. In

cooperative learning activities, students are motivated to share ideas and these are processed amongst all learners, providing immediate feedback to thoughts and submissions. The criticisms among groups are taken constructively, with the mind of improvement. Students are encouraged to see learning as a dynamic process over which they as individuals become responsible and then they demonstrate group control. Individual students task themselves to be able to provide workable solutions to problems with the consciousness of checks and control from the group in order to remain focused and on-scope. The core skills developed in using cooperative learning like tolerance, empathy, responsiveness, altruism are important for life-long learning and functional living (Wilhelm, 2006).

Since cooperative learning is done in groups, learners learn to socialize and interact with bias, prejudice and discrimination. Students all work together with a view of achieving a common goal without rivalry. In cooperative learning, the students maximize both their and other student's learning (McHale, 2002). Students look out for one another and this further strengthens love, togetherness and collaboration among them. The goals of the students in cooperative learning is not to better than each other but to accomplish the better together as a group of mutually loving individuals (Nayan et al., 2010). Moreover, cooperative learning is a teaching and learning model which increases the motivation of the students, improves their thinking skills, makes the students respect each other's opinions (Akçay, 2016). It also helps learners learn to discuss between each, teaches them to become democratic individuals, prevent the teacher to be considered as the only teaching source and makes the teaching-learning environment to be entertaining for the students (Akçay, 2016). Cooperative learning has been submitted to be beneficial to all learners from the early childhood education level to the university level (Akçay, 2016; Mendo-Lázaro, León-Del-Barco, Polo-Del-Río & López-Ramos, 2022).

There is need for teachers and students to share responsibilities and this is a vital ingredient of cooperative learning (Martínez Lirola, 2016). Also, the application of new methodologies in pedagogy is seen to continuously make alterations required to foster cooperative learning (Martínez Lirola, 2016). In the creation of learning output in the current century, adaptive, competent, responsible, and critically thinking professionals who are able to be adaptable (through social and emotional skills) in the labour market must be produced (Martínez Lirola, 2016). Emotional skills can also be learnt through cooperative learning. Emotional awareness, recognition, regulation and intelligence can be learnt from interaction with self and others in the classroom. Management of one's emotions can help in ensuring mental health, social health and communal living. Cooperative methodologies allow learners work on emotional competences (Mikolajczak, Brasseur, & Fantini-Hauwel, 2014; Troth, Jordan, & Lawrence, 2012; Sheehan, McDonald, & Spence, 2009; Bernard, 2006). Interestingly, the continuous effort to develop emotional skills are considered essential for the integral development of students and for the development of academic skills (Mikolajczak et al., 2014; Troth, Jordan, & Lawrence, 2012; Sheehan, McDonald, & Spence, 2009; Bernard, 2006). According to MacCann et al. (2012), emotions and emotion-related skills are essentially important in education because of valued outcomes such as academic skills, higher test scores, and better grades for school and life. To have resilient and happy students with strong emotional skills is equally important as academic skills and grades (Barblett & Maloney, 2010). Measuring social and emotional competence is tricky, this could be the reason socio-emotional development of learners it has not been given priority in education for it has received little attention (Barblett & Maloney, 2010). However, in the present day world, these are critical soft (strong) skills needed for productivity, organizational citizenship behaviour, civic virtue, leadership, communication and effectiveness.

### **Approaches of Cooperative Learning in the Classroom**

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson, Johnson, & Holubec, 2013). This approach in the classroom is different from competitive and individualist ways of learning in the classroom. In

cooperative learning approach, there maybe ideas conflict, but constructively, members or learners will get to align all ideas and controversies learning through intellectual conflict and coming out with the unanimously agreed idea while everyone learns together. Teachers must understand the five basic elements that make cooperation work: positive interdependence, individual accountability, promotive interaction, appropriate use of social skills, and group processing (Johnson & Johnson, 2008). Depending of the age of learners some of the cooperative learning approaches that can foster socio-emotional development include:

1. Roundtable approach: questions are posed and each learner shares their ideas, and every member of the group gets to share their own solution, answer or idea. For this approach, learners can learn equality, mutual respect, taking turns, openness to others' views and ideas. All these work for emotion tolerance, sense of identity and interpersonal congruence.
2. Think-Pair-Share: each learner thinks about an idea, answer of a solution, then pair-up with the person sitting close to them before sharing this to the group. This approach can help in socio-emotional development in the area self-orientation and knowing that the self is very important in life. Other self-constructs like self-esteem, self-concept, self-awareness, self-appraisal, self-regulation and self-control may be further developed with an approach like this. The idea of pairing up with a group member also could foster interdependence and mutual trust. Sharing ideas to the group for all members may foster cohesion, collaboration, and active social participation.
3. Structured Problem Solving: with this approach, learners are presented with a problem and grouped. Each group will come up with agreed solutions to the problem presented. Social and emotional development can be enhanced with mutual respect, respectful disagreement, tolerance, team spirit, emotional regulation in thoughts and action, and collaboration.
4. Debate: with debate, discourses, discussions and controversies are presented to learners divided into two groups as opposing each other. Each group works within themselves to come up with points and explanation for oral presentation. Within each group, all members are expected and to brainstorm, then choose two people that would speak on behalf of the group. The skills of emotional intelligence and social communication skill could be learnt through debates.

### **Conclusion**

Cooperative learning can be used to foster socio-emotional development among learners in the 21st century Nigeria.

### **Recommendations**

Based on literature on the advantages of cooperative learning, the following are recommendations are made:

1. Teachers should endeavor to incorporate cooperative learning in the classroom. This is because learning to work as a team or group has a way of enhancing social learning, positive behaviour modelling and social motivation.
2. Other stake holders in education can encourage cooperation and collaboration by setting up group tasks among young people in a bid to learn tolerance, and social cohesiveness.
3. Assessment in the classroom should also be on cooperative learning tasks in order to encourage collaboration. Through this, learners will gain new thinking pattern that competition is not the way to learn, but with group tasks, many fundamentals in life can be learnt
4. Counselling psychologists should advocate for cooperative learning approaches in schools through awareness programmes as cooperation and collaboration bring about attainment of joint goals, social support and social adjustment.

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# Gender, Psychological and Related Determinants of Social Skills Development of Adolescents with Hearing Impairment in Oyo State

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## **Abstract**

*This study looks at how social skills are developed in teens with hearing impairments in Oyo State and how gender, psychological make-up, and other factors relate to it. The methodology used was survey research design. The study's sample comprised one hundred and twenty (120) students from tertiary institutions, including Federal College of Education (Special) in Oyo and University of Ibadan in Ibadan. The tool used in this inquiry was a questionnaire that the researchers developed. The tool was named Psychological Variables Predicting Social Skills Questionnaire (PVAPSOQ). Chi-square statistical analysis method was employed in the study to investigate the hypotheses. The findings showed that parental psychopathology, parental child-rearing practices, and parental socio-demographic characteristics all had a significant impact on the social skills development of adolescents with hearing impairment in Oyo State. Additionally, the social skills development of the teenagers with hearing impairment in Oyo State is significantly correlated with these factors. The findings further showed that gender has no appreciable impact on how social skills develop in teenagers with hearing loss. The findings led to a number of recommendations, including that parents and child care providers provide an example of proper behaviour and reactions and give children opportunity to practice and generalize social skills, especially through interactions with classmates and family members. Furthermore, since a multitude of factors impact the social skills development of adolescents with hearing impairment, researchers and child care providers should consider multifaceted strategies that would effectively promote children's social skills instead of allowing children's social skills to be significantly shaped by the challenges they encounter at home and at school.*

**Keyword:** University of Ibadan, Federal College of Education, Social Skills, Gender, Parental Psychopathology

## **Introduction**

A person's capacity to advance socioeconomically, academically, professionally, and in any particular community is largely dependent on their skill set. Organizations have always prioritized the development of relevant skills. This is a result of the requirement that roles be carried out competently and effectively. To obtain and maintain a formal job, you must possess the skills listed by any employer. The importance of fostering in pupils the critical thinking, problem-solving, teamwork, and appropriate professional manner that businesses and educational institutions respect is highlighted by this. One may conclude that there is a connection between skill sets and social interactions. Skills are what create social bonds. Having positive interactions with others leads to social competency. Thus, social skills are essential for meaningful coexistence in today's culture.

Social skills are any ability to use both spoken and nonverbal cues to build, present, and modify social norms and relations in order to facilitate interaction and conversation with people. These are actions that have been shown to help people become adept in social settings. At the social interaction levels, some of the skills are persuasion, stewardship, emotional intelligence, delegating, and active listening. Each of these is essential to social competence. These elements are essential for wholesome social relationships in every environment. Conversely, children who are socially awkward could find it harder to engage with people in any situation. As a result, when they lack social skills, children with hearing impairments behave adversely when compared with social expectations (Hagopian, Kuhn, and Stcother, 2016).

The socio-emotional challenges that children with hearing impairment confront, such as social disengagement, loneliness, and tantrums, may make it difficult for them to successfully engage in society. Social awareness disorders such as glossophobia are observed in children with hearing impairment who have difficulty with social skills (Mel-Slater & Baker, 2014). Children with glossophobia, according to the authors, lack confidence, feel unprepared, and are unlikely to acquire the social skills needed to pursue their passions or interests. At this point, children with hearing impairments who struggle with social skills feel unhappy, depressed, and psychologically distressed.

Social skill deficiencies can lead to psychosocial issues. It is difficult for someone with inadequate social skills to converse with other people. People who are socially awkward and have hearing loss misinterpret social cues. Such people may experience extreme anxiety while engaging with strangers or when they are the target of jeers in public places. The reasoning put forth by Angelico, Crippa, and Loureior (2013) was that a lack of social skills is believed to hinder people's ability to function and adapt in society, which has a variety of implications for behaviour and interpersonal interactions.

The role that early connection experiences have as both a cause and a precursor to a child's long-term social development is being studied more. Experts in psychology and education have been driving this progress primarily with the goal of creating the finest programmes and resources to support parents and children in overcoming the difficulties of infancy and in providing the best counselling services to prevent delays or the emergence of psycho-pathology. Recent advances in neuroscience and genetics have validated psychoanalytic hypotheses that were first put forth more than a century ago: early, primary relationships shape a child's neurobiological and psychological development, which impacts the psychological development of both the individual and subsequent generations (Abodunrin, 2019).

A newborn cannot learn to control their emotions, self-regulate, form meaningful relationships and behaviours, or even understand who he is and who the others are unless they have had a sequence of strong, consistent, and safe encounters with their caregivers. If and when the primary caregiver can learn to regulate his own actions, emotions, and beliefs, the child will eventually be able to do the same (Abyu, 2020).

The scientific literature has various definitions of social skills. Social skills are the presumption of a healthy social life, according to Adeyemi (2021). According to Adgesa (2014), social skills include the capacity for successful communication, conflict avoidance, upholding of strong interpersonal skills, situational adaptation, pursuit of personal sovereignty, and social interaction. In addition, social skills are a prerequisite for successful socialization, the ability to function well in a social setting, and a happy living within a social group.

Research indicates that an adolescent with hearing impairment who possesses strong social and problem-solving skills can more easily adapt to changes in their surroundings and navigate transitions; conversely, an adolescent with insufficient social skills becomes reliant on those in their immediate environment (Anderson, 2012). Undoubtedly, a person's degree of social functionality, ability to handle social situations, and general satisfaction with their social and personal lives are all greatly influenced by their social skills. When equipped with the right knowledge and skills, adolescents with hearing impairment can successfully communicate and interact with people in a range of settings.

As social norms and relationships are established, expressed, and modified through spoken and nonverbal means, any ability that facilitates social engagement and communication is called a social



skill. These skills are learned through the process of socialisation. Inadequate performance in these areas might lead to social discomfort. Interpersonal skills are often used synonymously with social skills. Applying interpersonal skills facilitates interaction with people. Interpersonal abilities are related to the categories of dominance vs submission, love vs hate, control vs autonomy, and affiliation vs aggression (Angelico, Crippa, & Loureiro, 2013). Positive interpersonal skills include persuasion, stewardship, delegating, and active listening. Studying social functioning is the main objective of the academic discipline of social psychology. It looks at how adapting one's conduct, attitude, and mental processes to fit in with the society can influence peoples' social skills.

Through social skills, adolescents with hearing impairment can learn, ask for help, obtain what they need, get along with others, make friends, create healthy relationships, protect themselves, and generally interact with society peacefully. Adolescents with hearing impairments benefit from social skills development in the development of critical character traits like justice, compassion, accountability, trustworthiness, and citizenship (Dowd & Tierney, 2017). These qualities support the growth of an internal moral compass, which gives people the ability to think and behave morally and develop social competence.

In order to build relationships in their personal and professional lives, adolescents with hearing impairment require social skills. Adolescents with hearing impairment can do well in the workplace, advance their careers, contribute to society, and expand their professional networks if they have strong social and interpersonal skills. Understanding and improving social skills can help adolescents with hearing loss in all areas of life (Asiru, 2021).

Adolescents with hearing loss frequently utilize social skills to interact with people orally, nonverbally, in writing, and visually. Spoken language is part of verbal skills; nonverbal communication includes body language, expressions on the face, and eye contact. Social skills are used by adolescents with hearing loss in all interpersonal interactions; they are often referred to as "interpersonal" or "soft skills." Young people with hearing loss who are socially adept can build and maintain satisfying personal and professional relationships (Asiru, 2021).

Social skills are essential because they let hearing-impaired teenagers communicate more effectively and efficiently, which helps them build, maintain, and grow relationships with new and existing contacts as well as peers (Bossaert, Boer, deFrostad, Pijl, and Petry, 2015). Regardless of one's position, industry, or level of experience, it is critical to maintain and improve these skills. Strong social skills are beneficial for forming personal and professional relationships for adolescents with hearing impairment, according to Bossaert, Boer, deFrostad, Pijl, and Petry (2015). Strong social skills in adolescents with hearing impairment increase their likelihood of being able to communicate their needs and wishes clearly and effectively, forming better and potentially more connections, navigating difficult social situations, having their job prospects taken into consideration, and feeling happier all around.

According to Mag, Sinfield, and Burns (2017), social skills are made up of the following indices: Persuasion (getting someone to do or believe something); Service orientation (proactively seeking out opportunities to grow psycho-socially and develop compassionately); Coordination (adjusting actions in relation to others' actions); Mentoring (teaching and assisting others, like a study partner); Negotiation (talk aimed at reaching an agreement); and Social Perceptiveness (being aware of others' reactions and being able to respond in a sympathetic manner).

Adolescents who are deaf or hard of hearing can greatly benefit from learning social skills. Developing social skills is beneficial for adolescents with hearing impairment on the job. According to Bossaert, Boer, deFrostad, Pijl, and Petry (2015), social skills allow people to: get ideas, information, techniques, and perspectives from people with different areas of expertise; broaden their network to learn about and pursue new opportunities; receive personalized feedback and referrals; accomplish tasks and collaborate with others toward a shared goal; and provide mutual support for difficult or challenging situations.

Parental habits have been the subject of numerous studies. In the case of adolescents with hearing impairment, inhibitory behaviour was influenced by parental anxiety, attention

deficit/hyperactivity disorder, and impairments in social skills; gender and practices had no effect on this behaviour (Wichstrom, Belsky, & Berg-Nielse, 2013). According to Xing and Wang (2013), only severe punishment had an impact on internalization behaviour in boys, although both mild and severe punishment had an impact on girls' conduct. Physical punishment was determined to be the most reliable sign of externalization concerns (Chiapa & Walsh (2013). Through direct observation, Borden (2014) found a strong link between kids' abilities and constructive behaviours, as well as a negative relationship between kids' behaviours and social skills problems.

A review of these reports indicates that while negative practices like physical punishment and threats seem to increase the likelihood of externalizing, positive practices like affection, communication, and setting limits seem to prevent the emergence of behavioural problems and promote social skills (Piccinini, Gonçalves, & Tudge, 2012). (Price et al., 2013). Anxiety and depression in parents has also been connected to a child's social skill development (Buehler & Gerard, 2013). This trait has been associated with negative teaching strategies (Trepap, 2014). Trepap (2014) verified the impact of physical punishment on the development of social skills in adolescents with hearing impairment, which was mediated by the mother's anxiety-depression and the oppositional defiant behaviour of both boys and girls.

The research on the relationship between gender and the social skill development of adolescents with hearing impairments is conflicting. Boys are more prone than girls to develop behavioural problems, especially externalizing conduct, and to be referred for psychiatric therapy, according to Borden (2014). It has been discovered that girls are more likely to internalize problems and score higher on social skills tests. However, no gender effect was found to have an impact on the social skill development of adolescents with hearing impairment in any of the studies conducted (Martín, Granero, & Ezepeleta, 2014; Munkvold, Lundervold, & Manger, 2011).

In terms of sociodemographic characteristics, Leme and Marturano (2014) discovered that negative behaviours had an effect on the development of social skills in adolescents with hearing impairment. But there was no correlation found between these adolescents' social skill adjustment markers and the kind of family structure they came from. However, adolescents with hearing loss from divorced homes adjusted less effectively than those from intact households in terms of social skills, mostly due to exposure to marital conflict (Nicholson & Erbas, 2013). Parents with greater education were found to be more worried about the behaviour and social skills of their kids (Algarvio, Isabel, and Maroco, 2013). Buehler and Gerard (2013) discovered that social skills adjustment problems were predictive of low income and education levels.

### **Statement of the Problem**

For adolescents with hearing impairment to interact with people in their surroundings and form social bonds, social skills are essential. For young people with hearing impairment, social skills therefore offer a substantial protective factor against most of the challenges they face on a daily basis. Adolescents with hearing impairment who are forming their social roles and taking gender differences into account will find this especially true. When people connect with individuals in their environment, they encounter specific elements, conditions, or happenings that necessitate coping.

Adolescents with hearing impairment are more vulnerable to a variety of physical and mental diseases due to a number of traumatic life experiences. Social relationships and health may also be impacted by the pressures. Teens who have hearing loss are especially vulnerable to stress and other disorders because they have not developed the coping skills or shock absorbers needed to handle the terrifying situations and events that they encounter at home and at school. This may also impair their ability to pick up other social skills that children should pick up from their environment.

A survey of the literature supports the idea that additional investigation is needed to determine the variables affecting how social skills develop in teenagers with hearing loss. This study examined gender, psychological, and related aspects to better understand the development of social skills in adolescents with hearing impairment in Oyo state.

### **Purpose of the Study**

In this study, social skill development in adolescents with hearing impairment in Oyo state is examined in relation to psychological, gender, and associated factors.

### **Objectives of the Study**

This study is specifically focused on the following objectives:

- a. to ascertain how gender influences social skills development of adolescents with hearing impairment in Oyo state.
- b. to ascertain how parenting practices used by parents influence the social skill development of adolescents with hearing impairments in Oyo State.
- c. to investigate the social skill development of adolescents with hearing impairment in Oyo State in relation to parental psychopathology.
- d. to find out how sociodemographic characteristics affect how social skills develop in adolescents with hearing impairment in Oyo State.

### **Research Hypotheses**

In order to achieve the goals of the study, the following hypotheses will be investigated:

Ho1: There is no significant influence of parental child-rearing practice on social skills development of adolescents with hearing impairment in Oyo State.

Ho2: There is no significant influence of gender on social skills development of adolescents with hearing impairment in Oyo State.

Ho3: There is no significant influence of parental psychopathology on social skills development of adolescents with hearing impairment in Oyo State.

Ho4: There is no significant influence of parental socio-demographic characteristics on social skills development of adolescents with hearing impairment in Oyo State.

### **Methodology**

This study's research approach was a survey design. The study's participants are students with hearing impairment from the cities of Oyo and Ibadan. The study's sample consisted of a small number from Oyo State tertiary institutions that were specifically selected to accommodate students with hearing impairment. The educational institutions are the University of Ibadan in Ibadan, Oyo state, and the Federal College of Education (Special) in Oyo, Oyo State. A total of 120 respondents were selected from the two (2) institutions; thirty (30) respondents were selected from the University of Ibadan and ninety (90) respondents were selected from the Federal College of Education (Special), Oyo. Using a simple random sampling technique, the researchers selected the respondents from the sampled institutions. The questionnaire that was used as the study instrument is tagged the Psychological Variables Predicting Social Skills Questionnaire (PVAPSOQ). It was given to respondents at the selected institutions. Before the questionnaire was distributed, the researchers made sure each of the twenty (20) items were correct and valid. After some experts in the field of special education and counselling psychology were consulted regarding the questionnaire, the instrument's quality was further improved by implementing their recommendations. A test-retest methodology was used to assess the questionnaire's dependability. The instrument yielded  $r = 0.74$ . Based on this, it was determined that the instrument could be used for the research. The researchers and their two research assistants put in a lot of effort to administer and collect the questionnaires from the respondents. All 120 of the distributed questionnaires were collected in order to ensure a 100% return rate. The data were analyzed and the study hypotheses were evaluated at the 0.05 level of significance using the chi-square method ( $\chi^2$ ).

### **Results**

#### **Analysis and Interpretation of Research Hypotheses**

Ho1: There is no significant influence of parental child-rearing practice on social skills development of adolescents with hearing impairment in Oyo State.

**Table 1: Chi-Square table showing the influence of parental child-rearing practices on social skills development of adolescents with hearing impairment.**

Responses	N	Df	Calculated t-value	Critical t-value	Analysis Result
Agreed	89	118	56.41	9.488	Significant
Disagreed	31				
<b>Total</b>	<b>120</b>				

Degree of freedom= 4 and level of significance = 0.05.

According to the Chi-square table above, the computed t-value of 56.41 is greater than the critical t-value of 9.488 at the 0.05 level of significance. Thus, the null hypothesis, which maintained that there was no discernible influence of parental child-rearing practices on the development of social skills in adolescents with hearing impairment in Oyo state is rejected in favour of the alternative hypothesis, which maintains that parental child-rearing practices have a significant influence on the social skill development of adolescents with hearing impairment in Oyo state.

Ho2: There is no significant influence of gender on social skills development of adolescents with hearing impairment in Oyo state.

**Table 2: Chi-square table showing the influence of gender on social skills development of adolescents with hearing impairment.**

Responses	N	Df	Calculated t-value	Critical t-value	Analysis Result
Agreed	88	4	4.38	9.488	Not Significant
Disagreed	32				
Total	120				

Degree of freedom= 4 and level of significance = 0.05.

According to the Chi-square table above, the computed t-value of 4.38 is less than the critical t-value of 9.488 at the 0.05 level of significance. The null hypothesis, which states that gender has no appreciable influence on the social skills development of adolescents with hearing impairment in Oyo State, is thus accepted, and the alternative hypothesis, which claims that gender has a significant impact on the social skills development of adolescents with hearing impairment in Oyo State, is rejected.

Ho3: There is no significant influence of parental psychopathology on social skills development of adolescents with hearing impairment in Oyo state.

**Table 3: Chi-square table showing the influence of parental psychopathology on social skills development of adolescents with hearing impairment**

Responses	N	Df	Calculated t-value	Critical t-value	Analysis Result
Agreed	74	118	38.26	9.488	Significant
Disagreed	46				
Total	120				

Degree of freedom= 4 and level of significance = 0.05.

According to the Chi-square table above, the estimated t-value of 38.26 is greater than the critical t-value of 9.488 at the 0.05 level of significance. Consequently, the null hypothesis, which maintained that there was no discernible influence of parental psychopathology on the development of social skills in adolescents with hearing impairment in Oyo state, is rejected in favour of the alternative hypothesis, which maintains that social skill development in Oyo state is significantly impacted by parental psychopathology.

H<sub>04</sub>: There is no significant relationship of parental socio-demographic characteristics on social skills development of adolescents with hearing impairment in Oyo state.

**Table 4: Chi-square table showing the relationship between parental sociodemographic characteristics and social skills development of adolescents with hearing impairment.**

Responses	N	Df	Calculated t-value	Critical t-value	Analysis Result
Agreed	90	118	44.14	9.488	Significant
Disagreed	30				
<b>Total</b>	<b>120</b>				

Degree of freedom= 4 and level of significance = 0.05.

According to the Chi-square table above, the computed t-value of 44.14 is greater than the critical t-value of 9.488 at the 0.05 level of significance. This means that the null hypothesis, which maintained that there was no significant relationship between these two variables, is rejected and the alternative hypothesis, which maintains that there is a significant relationship between parental sociodemographic characteristics and the social skills development of adolescents with hearing impairment in Oyo State, is accepted.

### Discussion of Findings

Research hypothesis 1 states that parental childrearing practices in Oyo State have no discernible influence on the development of social skills in adolescents with hearing impairment. Table 1 demonstrated that after testing the hypothesis, the computed t-value of 56.41 is more than the critical t-value of 9.488 at the 0.05 level of significance. Therefore, the hypothesis was refuted. This indicates that parenting styles have a significant influence on how well adolescents with hearing impairment in Oyo State develop their social skills. This shows that parental childrearing methods may help or hinder teenagers with hearing impairments develop their social skills. According to research by Dowd (2017), parents' fear and the kind of corporal or non-corporeal punishments they usually inflict on their teens with hearing impairments have an impact on the restriction of social skills and conduct in adolescents with hearing impairment.

Furthermore, research hypothesis 2 stated that there is no discernible difference in the social skill development of adolescents with hearing impairment in Oyo State based on gender. As shown in Table 2's hypothesis testing results, the computed t-value of 4.38 is less than the crucial t-value of 9.488 at the 0.05 level of significance. Thus, the hypothesis was accepted. This shows that gender had an appreciable effect on social skill development among Oyo State's adolescents with hearing impairment. The present conclusion aligns with Borden's (2014) discovery that inconsistent evidence exists in the literature regarding the influence of gender on the social skill development of adolescents with hearing impairment. Boys are referred for psychiatric therapy more frequently and are diagnosed with behavioural problems—especially externalizing behaviour—more frequently than girls. It has been discovered that girls are more likely to internalize problems and score higher on social skills tests.

Research hypothesis 3 states that parental psychopathology does not substantially aid the social skill development of adolescents with hearing impairment in Oyo State. The investigation of the hypothesis in Table 3 revealed that the estimated t-value of 38.26 is more than the critical t-value of 9.488 at the 0.05 level of significance. Therefore, the hypothesis was refuted. This indicates that the

social skill development of adolescents with hearing impairment in Oyo State was significantly impacted by parental psychopathology. Trepát's (2014) research supported this, showing that parental psychopathology—including depression and anxiety—has an impact on how well children develop their social skills. This attribute has been connected to negative teaching methods. Trepát (2014) verified that boy and girl oppositional defiant behaviour and mother anxiety-depression mediated corporal punishment have an impact on the social skill development of adolescents with hearing impairment.

In conclusion, research hypothesis 4 found no significant correlation between the social skill development of adolescents with hearing impairment in Oyo State and the sociodemographic characteristics of their parents. Table 4 showed that after testing the hypothesis, the computed t-value of 44.14 is greater than the important t-value of 9.488 at the 0.05 level of significance. Therefore, the hypothesis was refuted. This suggests that there was a substantial correlation between the social skill development of adolescents with hearing impairment in Oyo State and the sociodemographic characteristics of their parents.

The findings of other studies about the relationship between a number of sociodemographic characteristics and the development of social skills in adolescents with hearing impairment are consistent with this. While negative behaviours had an impact on the social skills development of adolescents with hearing impairment, Leme and Marturano (2014) discovered that indicators of their social skill adjustment were independent of the kind of family structure. However, adolescents with hearing impairment from divorced homes adjusted less effectively than those from intact households in terms of social skills, mostly due to exposure to marital conflict, according to Lucas, Nicholson and Erbas (2013) research. Parents with greater education were found to be more worried about the behaviour and social skills of their kids (Algarvio, Isabel, and Maroco, 2013). Buehler and Gerard (2013) discovered that social skills adjustment problems were predictive of low income and education levels.

## **Conclusion**

The impact of parental psychopathology, gender, sociodemographic characteristics, and childrearing practices on the behavioural problems and social skill development of adolescents with hearing impairment was validated by the study. After gathering, analyzing, and interpreting data, it was found that boys' gender and supportive parenting styles affected behavioural issues, whereas bad schooling methods, social skills, and behavioural issues affected the social skill development of adolescents with hearing impairment. Socio-demographic variables and parental psychopathology had different effects on the social skill development of adolescents with hearing impairment.

## **Recommendations**

The findings of the study lead to the following recommendations:

1. In addition to providing direction and modelling appropriate behaviours, parents and caregivers should provide their children with opportunity to practice and generalize social skills, especially through interactions with classmates and at home.
2. As children with hearing impairments gain social skills, child care workers should use positive reinforcement to redirect undesired conduct and encourage appropriate behaviour.
3. Since many factors affect how social skills develop in teenagers with hearing impairment, researchers and child care providers should consider multimodal approaches that would effectively foster children's social skills instead of letting the challenges children face at home and in school have a significant impact on their social skills.

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# EDITORS' PROFILE

## Editors' PROFILE

### **Prof. Babatunde Adeniyi ADEYEMI**

Prof. Babatunde Adeniyi ADEYEMI hails from Iragbiji in Boripe Local Government of Osun State, Nigeria. He was once a Vice Principal of De-royals International College, Ojodu, Lagos; Acting Principal, Ambassadors College, Ile-Ife; Principal, Faith Standard Cephalo Model College, Ile-Ife; Director, Institute of Education, Obafemi Awolowo University between 2016 and 2018. He is a Professor in the Institute of Education, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria. His areas of specialization are Social Studies, Curriculum Studies and Educational Evaluation. He is a prolific writer and has attended various conferences within and outside the country where he presented scholarly papers. He has published over two hundred and fifty-five (255) articles. He is currently one of the Editors of Ife Journal of the Humanities and Social Studies (IJOHUSS). He belongs to various professional bodies.



### **Prof. Philius Olatunde YARA**

Philius Yara is a Professor of Mathematics Education and an astute lecturer with a strong and committed resolve fully ready to impact knowledge of Mathematics in its simplest ways to students through teaching, research and community service. He has been actively involved in the teaching of Mathematics and Computer related courses in Lead City University, Ibadan since 2013 at both undergraduate and postgraduate levels. His research focus is in the area of Mathematics Education and the various contending issues in Mathematics education particularly as it affects the learning and teaching of Mathematics at the Primary and Secondary school levels. He has over 70 publications in international and local journals. He is currently the Head of Department of Science Education and former Coordinator of the Sandwich Programme.

### **Dr. Oyekunle OYELAMI**

Oyekunle OYELAMI holds Bed. (Hons.) Political Science, MEd and PhD, Community Development and Social Welfare from the Department of Adult Education, University of Ibadan, Nigeria. Oyelami, joined the Services of the University of Lagos and he is Presently an Associate Professor of Community Development and Social Work Education. He has produced in his areas of Specialization Seven PhD holders and Several Master Degree Students. Oyelami is presently the Vice President, Community Development Association of Nigeria and an active member of NNCAE. Oyelami has over 50 Publications in National and International Reputable Journals and Books of Reading. Oyelami is a Member of CODESRIA Group and other International Reputable Research Outfits. Oyelami has served University of Lagos in different Capacities including Secretary, Faculty of Education, Research Grants, Faculty of Education, Teaching Practice Coordinator, Board Member, Lagos Education Review, Managing Editor, Journal of Educational Thoughts and others.



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