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Thank you.

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SOCIO-ECONOMIC STATUS OF PARENTS ON A CHILD'S PSYCHOLOGICAL DEVELOPMENT IN ILORIN WEST LOCAL GOVERNMENT AREA IN KWARA STATE

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Abstract

Parents' socio-economic status (SES) is one of the major predictor of children's early development and knowledge performance. This article projected the socio-economic status of parents and child's psychological development in Ilorin West Local Government Area in Kwara State, Nigeria. It discovers that there are several ways of measuring SES, but must include some quantification of family income, parental education, and occupational status. This study therefore intends to find out various ways through which the socio-economic status of parents can affect the child's being as a whole since socio-economic Status is associated with a wide array of health, cognitive, and socio-emotional outcomes in children. This paper employed a secondary data from existing literature on socio-economic status and child's psychological development. The findings revealed that children from low socio-economic backgrounds were found to experience anxiety, depression and behavioural problems compared to their counterparts from high socioeconomic backgrounds. It was concluded that children from lower SES background confront many obstacles that can impair their development while those from higher SES background enjoy advantages to resources and opportunities. It was recommended that the parents from SES should build a positive relationship, provide emotional support and celebrate the achievements of their children amongst others.

Keywords: Socio-economic status, achievement, child well-being, development

Introduction

The relationship between socio-economic status (SES) and psychological well-being is a key component in the complex tapestry of human development. A child's upbringing is shaped in part by the socio-economic status of their parents, which is a complex interplay of elements including income, education, and occupation that influence the child's social, emotional, and cognitive development. Researchers, educators and the society have been enormously concerned about this issue thus gets a great deal of attention. Thorough research is

necessary to comprehend the mechanisms by which a child's socio-economic environment shapes their psychological development. A child's family's socioeconomic situation creates a strong background against which their social skills, emotional fortitude, and cognitive talents develop from early infancy through adolescence.

This article aims to clarify the complex barrier between children's psychological development and their socio-economic position. It will help to advance knowledge of the socio-economic factors that influence psychological health and open the door to well-informed approaches to raising resilient and successful children. In Ilorin West, for instance, is known for its tremendous poverty, with a large portion of its people living below the poverty line. The idea that children from
high SES households have access to a wider range of services, facilities, goods, and social networks that could be extremely beneficial to their children but are out of reach for children from low SES families is gaining traction, Children from low-SES homes might not have access to the resources and experiences indicated above, which are prevalent in high-SES families. These kids could be at risk for developmental issues because of their current situation (Adedoyin,2018).

These children can have developmental issues in the three study-related domains. Despite evidence that children's experiences vary widely within SES levels, that the relationship between SES and children's well-being varies depending on geography, culture, and the recentness of immigration, and that internal conflict and disasters can disrupt the relationship between SES and children's well-being, the interest in SES as a global construct continues (Bello & Akpabio, 2017).

Statement of Problem

There have been conflicting views amongst proponents of SES as representing class (or economic position) and proponents of SES as representing social status (or prestige). There are some arguments that SES of parents has the ability to influence a child's psychological development which is the interest of this study. Some previous studies have been done on related works for example, Onyekwere et al (2020) worked on research titled, Family socio-economic status and emotional intelligence as predictors of academic achievement among primary schools' pupils in mathematics.

Another study, titled Mechanisms Linking Socioeconomic Status and Academic Achievement in Early Childhood: Cognitive Stimulation and Language by Lurie et al (2021) also delved into linkage between socio-economic status and academic achievement.

However, this research is focus on how SES of parents can influence a child's psychological development which is the gap this study intended to bridge.

Literature Review

Definition of Socio-Economic Status (SES) It is commonly known that a parent's socioeconomic status (SES) plays a significant role in determining a

number of aspects of a child's development, including their psychological health. Nevertheless, there is a paucity of thorough studies analyzing the precise ways in which parents' SES affects their children's psychological development in the Nigerian environment.

By examining the complex relationship between parents' socioeconomic situation and their children's psychological development in Nigeria, this study aims to close this gap. It specifically seeks to investigate the effects on children's emotional, cognitive, and social development of variables such parental income, education, occupation, and resource availability. Numerous Socio-economic statuses is defined by Ogunwale & Adebayo (2018) as an individual's or a group's social position or class within a society, which is influenced by a variety of characteristics such money, education, occupation, and social prestige. It sheds light on how different people or groups fit into the social hierarchy and affects their access to opportunities, resources, and privileges. Understanding and assessing socioeconomic inequalities and disparities in areas like health outcomes, educational achievement, career prospects, and quality of life is frequently accomplished through the use of SES as a tool. Researchers, decision-makers, and social scientists use it as a lens to study how opportunities and resources are distributed throughout a society and evaluate how socioeconomic issues affect people's lives.

Components of Socio-Economic Status (SES)

According to Owoeye and Adeyemo (2019), socio-economic status (SES) is a measure of an individual or family's economic and social position in relation to others in society. It is typically composed of five main components:

Income: Income is one of the primary components of SES and is the amount of money earned by an individual, household, or family over a specified period of time, usually a year. SES is determined by an individual's purchasing power, standard of living, and access to essential goods and services.

*Education***:** It is another important factor in determining SES because it influences an individual's knowledge, skills, and earning potential. Educational attainment, measured by factors such as years of schooling, degrees obtained, and academic achievement, strongly correlates with socio-economic status. Higher levels of education are associated with better job opportunities, higher incomes, and improved social mobility, contributing to overall socio-economic advancement.

*Occupation***:** A person's occupation provides information on the type of work they do as well as the position, income, and status that go along with it. One's socioeconomic status is influenced by their type of employment, which includes factors like earning potential, opportunities for professional advancement, and job stability. A common practice is to organize occupations based on socioeconomic status; examples include professional, managerial, secretarial, skilled trades, and service roles.

Access to Resources and Opportunities: The Socioeconomic Status (SES) encompasses the availability of resources and opportunities that enhance an individual's general well-being and standard of living. This covers social networks, cultural institutions, educational institutions, healthcare, wholesome food, safe housing, and transportation. Disparities in socioeconomic status-based access to these resources might impede disadvantaged groups' ability to move up the social ladder and prolong existing disparities.

Influence of Parenting on SES Parenting Styles

The process of parenting is intricate and multidimensional, impacted by a number of variables, including socioeconomic status (SES). SES includes social, educational, and economic factors that influence how parents raise their children and influence their attitudes, actions, and practices (Aremu & Alimi, 2018). The socio-economic standing of an individual or family in society is referred to as their socio-economic status, and it is influenced by a variety of factors including social standing, income, education, and occupation. Parenting SES includes all of the tools, chances, and limitations that parents have when carrying out their parental responsibilities and is a reflection of the socioeconomic environment in which children are raised.

*Authoritative Parenting***:** It implies that authoritative parenting methods, which are defined by warmth, responsiveness, and high expectations for kids' behavior, are more common among parents with higher SES. These parents create a caring and supportive environment that is beneficial to their children's academic success and socio-emotional development by being strict in enforcing rules and boundaries.

Permissive Parenting: High SES parents may be more likely to practice permissive parenting, which is defined by high warmth and low control. These parents also tend to have more resources and discretion when it comes to raising their children. These parents might place a higher value on independence and autonomy, giving their kids more latitude to express themselves and make their own decisions.

Neglectful Parenting: Parents who experience severe socioeconomic disadvantages, such as homelessness, poverty, or unstable housing, are more likely to engage in neglectful parenting, which is typified by a lack of warmth and control. Stress and financial difficulties can make it difficult for parents to consistently care for and support their children.

Influence of Parenting SES on Parenting Practices

Gbadebo & Oduwaiye (2019) assert that parent's socio-economic status has great influence parenting practices in the society, they gave the following as some of the influences, they include:

Parental Involvement: Higher SES parents often have greater access to resources such as educational opportunities, extracurricular activities, and supportive networks, enabling them to be more actively involved in their children's lives. They may

engage in enrichment activities, attend parent-teacher conferences, and advocate for their children's educational and developmental needs.

Parental Monitoring and Supervision: Parenting SES can influence the level of parental monitoring and supervision, with higher SES parents more likely to closely monitor their children's activities, friendships, and whereabouts. They may have the resources to implement strategies such as parental controls on technology devices, surveillance cameras, or hiring caregivers to ensure their children's safety and well-being.

Discipline and Behaviour Management: SES-related stressors and challenges may impact parenting practices related to discipline and behavior management. Parents facing economic hardships may resort to harsh disciplinary methods or punitive measures due to heightened stress, frustration, or limited coping resources, whereas higher SES parents may employ more positive and constructive discipline strategies.

Conclusion

Child development and socio-economic position have a complicated and multidimensional interaction that affects the social, emotional, and cognitive domains. Children from lower SES households confront many obstacles that can impair their developmental outcomes, whereas those from higher SES backgrounds frequently enjoy advantages in terms of access to resources and opportunities. In order to overcome socioeconomic gaps in child development, a comprehensive strategy that promotes equitable access to social support services, healthcare, and education must be implemented. All children's well-being, regardless of their financial situation, should be given priority in order to move society closer to a more equitable and inclusive future.

Families' socio-economic standing has a significant impact on children's growth paths, influencing their physical, cognitive, and socio-emotional health. A multimodal strategy that targets systemic impediments and offers targeted support to vulnerable people is needed to overcome socioeconomic inequality. Societies can create conditions that encourage the potential of all children, regardless of their socioeconomic background, by funding early intervention programs, encouraging fair access to resources, and bolstering support networks. We cannot guarantee that every child has the chance to flourish and realize their full potential unless we work together to overcome socioeconomic disparities.

Recommendations

Parents from low-SES backgrounds can be vital contributors to their children's psychological development and can help steer them in the direction of success and resilience by putting these methods into practice and making the most of available resources. Low socioeconomic status (SES) parents have particular difficulties in fostering their children's psychological growth, but the following ways can be recommended for a favourable upbringing of children from low SES background:

1. *Build Positive Relationships*: Parents from low SES should develop a loving, caring

relationship with your kids. Strong parent-child ties can protect against the detrimental consequences of poor socioeconomic status on psychological development, according to research.

2. *Provide Emotional Support*: Establish a loving atmosphere in their home so that kids can express their feelings without fear. To assist kids in becoming emotionally resilient, promote empathy, open communication, and attentive listening.
3. *Set Realistic Expectations*: Refrain from placing excessive pressure on kids to succeed in extracurricular activities or academics. Rather, concentrate on encouraging a growth mentality and acknowledging their accomplishments.
4. *Promote Education*: Stress the value of education and continuous learning throughout life. Encourage inquiry, reading, and investigation even in the absence of many official educational options.
5. *Teach Coping Skills*: Give them healthy coping mechanisms so they can handle stress and adversity. Promote the development of problem-solving abilities, emotion control strategies, and constructive self-talk to increase resilience in the face of difficulties.
6. *Celebrate Achievements*: No matter how tiny, acknowledge and praise your kids' achievements. Acknowledging their accomplishments and assets makes them feel more competent and valuable, and it also raises their self-esteem.
7. *Stay Involved in Education*: Continue to be involved in your kids' education by speaking with their teachers, going to parent-teacher conferences, and standing up for their academic requirements. Take use of the community's educational resources and support services.

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COMPARATIVE STUDY OF STUDENTS' ACADEMIC PERFORMANCE IN MATHEMATICS IN WASSCE AND NECO DURING COVID-19 IN ILORIN WEST LOCAL GOVERNMENT AREA OF KWARA STATE

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Abstract

This study examines the students' performance in WASSCE and NECO in mathematics during Covid -19 in Ilorin West Local Government area of Kwara state. Three hypotheses were formulated and tested . The result revealed that there is significance difference in the performance of student in WASSCE and NECO in the selected schools in Ilorin west local government area of Kwara state. Based on the results of this study, the following are some of the recommendations given: Governments should provide network infrastructure and internet connectivity across schools. Government should prepare digital teaching and learning resources. Government should prepare free online learning resources, educators as well as students must be trained on how to handle and use online educational devices. Educators must spend quality time to prepare and make their lessons creative, interactive, relevant, student centered and group-based. Data collected were analyzed using the chi-square method.

Introduction

The coronavirus (covid-19) is a pandemic disease that affect the academics performance of students in various countries of the world wajdi, M.B.N, kuswardi I., Al faraq. U, (2020). The united nations Education, scientific and cultural organization (UNESCO) recognized that the coronavirus pandemic outbreak has impacted the education system in the world (UNESCO 2020). A lot of pandemics have occurred in human history, and affected human life, education system and Economic development in the world (Editors 2020). The world health organization (WHO) (2020) on march 11, 2020, has officially announced that coronavirus (Covid19) is a pandemic after it covers 114 countries in 3 months and infects more than 118,000 people in the world. The first covid-19 GSE has reputed in Wuhan municipal Health commission on December 31,2019. In the Hubei province, china (WHO 2020). The coronavirus pandemic is quickly spreading and affecting 213 territories and countries throughout the world. In the world 30,086,319 of total class, 21,833,645 of total recovered and 945,962 of total deaths were recorded until September 17,2020 (Wordometer, 2020). According to medical news

today 2020, The researchers believe that coronavirus is spreading exponentially and many countries are locked in their educational system and enforcing their people strict quarantine `to control the spread of highly contagious disease. The government focus on fulfilling equipment, organizing Medical institutions and laboratory centers, Identification of the virus, training health workers and creating awareness for their people (Haleem 2020). Education has been the pillars of development of every country, education is the principal to the development and growth of a countries. The education system has been affected by several challenges ricing from changes in the education curriculum to closing down the education system due to widespread of pandemic diseases. (owosu2015).

As (UNESCO 2020) report that 87% of the world students population is affected by covid-19 school closures. UNESCO is laughing disfence learning practices and ready students who are most at risk. According to the UNESCO, over 1.5billion students in 195 countries are affected by covi-19 pandemic school closures. (Gwiranjan, 2020) studied that covid-19 impacted not only the overall economy and on day life, but also emotional mental and physical health, also loses in national and international business, poor cash flow in the mental, locked national and international travelling. Moreover, description of the celebration of cultural and festival events, stress among the population the closure of hotels, restaurants, religious, and entertainment places (Evan, 2020). In many developing countries the economic schools has come first, as governments have locked down their economics to reduce the spread of infection. As a result, developing countries are suffering their greatest economic decline and closures of their education and transportation system (Haleem, 2020). Distance learning solutions are containing platforms. Education applications and resources that aimed to help parents, students and teachers. Digital learning management systems, massive open online course platforms and self-directed learning content (UNESCO 2020). However, due to lack of internal connectivity information technology educational materials and digital technology skills distance learning is difficult for teachers, student and families in developing countries (Mustapha, 2020).

According to the digital 2020 Global overview report published in January 2020, about to perfect of Nigeria are not connected to the internet. The statistics for mobile phones, which could also be used as a learning medium are more hopeful. According to the report around 169.2 million people, reside in urban gives the population with access the proportion would be skewed towards high socioeconomics household and urban households, an overwhelming majority of whom are private school students who already have a learning advantage over their public school peers.

Coronavirus pandemic has affected student's academics performance because students were not taught as its expected by their teachers, assignment given to students were limited and if given were not marked for a comprehensive feedback to be received by the teachers.

Purpose of the Study

The purpose of this study is to compare the performance of student in WASCCE and NECO doing covid-19 pandemics. The study is also to find out the effects of school closure in teaching and learning during covid-19. This study is also to find out the measure the school and the government has taken to foster effective learning and teaching.

Research Questions

The following are research questions

1. What are the effects of corona virus in students, academic performance in WASCCE and NECO in mathematics during covid-19.
2. Does coronavirus pandemic outbreak have any negative effect on student's performance in mathematics during covid-19.
3. Are there any measure taken to improve student's academic performance during covid-19

Research Hypotheses

The following are the research hypotheses formulated.

1. There is no significant difference in the performance of students in WASSCE and NECO in mathematics in the first four selected schools in Ilorin west local government area of kwara state during COVID -19.
2. There is no significant difference in the performance of students in WASSCE and NECO in mathematics in the last four selected schools in Ilorin west local government area of kwara state during COVID -19.
3. There is no significant difference in the performance of students in WASSCE and NECO in mathematics in all the selected schools in Ilorin west local government area of kwara state during COVID -19.

Methodology

The research design adjusted for this study is the descriptive survey method. The study population comprises of all students in Ilorin West Local Govt. Area of Kwara State. The sample for the study consists of 8 selected schools. The sample schools were selected using random sampling techniques which help the researchers to choose sample schools by chance. The instrument used for the study was format of WASSCE and NECO results for the year 2020 which were collected from the principal of the 8 schools selected

Table 1

The table presents the total number of students that passed and failed the WASSCE and NECO in all the selected schools in Ilorin West local government area of Kwara state in the year 2020.

	2020			
	WASSCE		NECO	
	P	F	P	F
A	273	3	220	23
B	81	21	64	11
C	63	14	61	17
D	57	16	65	16
E	62	20	126	22
F	10	18	30	9
G	56	24	25	8
H	38	24	76	23
TOTAL	640	140	667	129

Testing the hypotheses

In order to test the hypotheses for this study, chi-square method was used.

HO1: There is no significant difference in the performance of students in WASSCE and NECO in mathematics in the first four selected schools during covid -19.

Table 2

BODY	PASS	FAIL	TOTAL
WASSCE	474	54	528
NECO	410	67	477
TOTAL	884	121	1005

Table 3

	Pass	Fail	R Total	D/E	X^2 CAL	X^2 crit	Level of design	Decision
WASSCE	474	54	528		12.67	3.84	0.05	
NECO	410	67	477	1				Rejected
Total	884	121	1005					

The calculated chi-square is 12.67 at the level degree 0.05 which is greater than the table value 3.84. Therefore, the hypothesis is hereby rejected. That means there is significant difference in the academic performances of student's results in mathematics at WASSCE and NECO in all the first four (4) selected schools in Ilorin West Local Government area of kwara state during covid-19,

HO2: There is no significant difference in the performance of students in WASSCE and NECO in mathematics in the last four selected schools in Ilorin west local government area of kwara state during COVID -19.

Table 5

BODY	PASS	FAIL	TOTAL
WASSCE	166	86	252
NECO	257	62	319
TOTAL	423	148	571

Table 6

Year	Pass	Fail	R Total	D/E	X^2 CAL	X^2 crit	Level of design	Decision
2019	166	86	252		3.26	3.84	0.05	
2020	257	62	319	1				Accepted
Total	423	148	571					

The calculated chi-square is 3.26 at the level degree 0.05 which is less than the table value 3.84. Therefore, the hypothesis is hereby accepted. That means there is no significant difference in the academic performances of student's results in mathematics at WASSCE and NECO in all the last four (4) selected schools in Ilorin West Local Government area of kwara state during COVID-19.

HO3: There is no significant difference in the performance of students in WASSCE and NECO in mathematics in all the selected schools in Ilorin west local government area of kwara state during COVID -19

Table 7

BODY	PASS	FAIL	TOTAL
WASSCE	640	140	780
NECO	667	129	796
TOTAL	1307	269	1576

Table 8

Year	Pass	Fail	R Total	D/E	X^2 CAL	X^2 crit	Level of design	Decision
WASSCE	640	140	780		26.32	3.84	0.05	
NECO	667	129	796	1				Rejected
Total	1307	269	1576					

The calculated chi-square is 12.04 at the level degree 0.05 which is greater than the table value 3.84. Therefore, the hypothesis is hereby rejected. That means there is significant difference in the academic performances of student's results in mathematics at WASSCE and NECO in all the eight (8) selected schools in Ilorin West Local Government area of kwara state during covid-19.

Discussion

From the finding of this study as shown in table 1, it can be seeing that 140 students failed WASSCE out of 780 students that sat for WASSCE and 129 students failed NECO out of 796 that sat for NECO. This shows that the number of students that failed mathematics in WASSCE are more than those that failed mathematics in NECO.

Conclusion

I have compared results of students that sat for WASCCE and NECO in the year 2020. The results indicate that students obtain better result in NECO than in WASCCE 2020.

The study showed that covid-19 pandemic lockdown affected the academic performance of students. Online education helps to keep the students up and running with an opportunity for self-study. The main challenge online education faces in science is how to give practical lessons.

Internet is relatively low with lesser access points and data packages is costly in comparison to the income of the people, thus marking accessibility and affordability inadequate. Making online teaching creative, innovative and interactive through user-friendly tools in the other are of research and development. This would assist and prepare the education system for such uncertainties in the future. The lesson learnt from the covid-19 pandemic is that teachers and students should be oriented in the use of different online education tools. After the covid-19 pandemic when the normal classes resume, teachers and learners should be encouraged to continue using such online tools to enhance teaching and learning. Recommendations

The following are the recommendations for this study.

Governments should scale network infrastructure and internet connectivity across schools.

Government should prepare digital teaching and learning resources.

Government should prepare free online learning resources.

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Government should prepare the use of radius and television resources.

Government should design curriculum, prepare teaching strategies and techniques for post covid-19.

After covid-19 school should prepare to design strategies and methods to recover lost portions, ensure children return to school when schools re-open.

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CURTAILING CHALLENGES OF JUVENILE VIOLENCE THROUGH VOCATIONAL AND TECHNICAL EDUCATION IN KWARA STATE, NIGERIA

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Abstract

Juveniles violence poses a significant threat to the social fabric and development of communities worldwide, and Kwara State is not exempt from this challenge. Factors such as unemployment, poverty, lack of educational opportunities, and social dislocation contribute to the vulnerability of young people to engage in violent behaviors. Recognizing the potential of vocational and technical education to address these factors and equip youth with essential skills, this study seeks to explore its impact in curbing youth violence. The study used survey research design and one hundred and twenty (120) male and female students of School of Vocational and Technical Education, Kwara State College of Education, Ilorin A questionnaire was developed on Curtailing challenges of youth violence through Vocational and Technical Education to collect the data. Two null hypotheses were formulated and tested using t-test mean and standard deviation. Based on the findings, the study recommends providing in-service training for lecturers in the School of Vocational Technical Education to enhance their knowledge and teaching skills. This training would enable them to better address the challenges of youth violence through effective instructional strategies and interventions.

***Keywords**: Juvenile* violence, Vocational and Technical Education, Vocational skills, College Students in Nigeria

Introduction

Juvenile violence refers to criminal and delinquent behavior among young people transitioning into adulthood. This persistent issue manifests in various forms, including drug abuse, bullying, cultism, truancy, and school violence. Addressing juvenile violence is crucial for ensuring a safer and more prosperous Nigeria (Mobolaji & Ezekiel, 2020).

The family, as the primary socializing unit, plays a vital role in shaping children's behavior. A stable

family fosters discipline and respect, while exposure to violence at home increases the likelihood of delinquency (Dodo-Ahmed & Kamaldeen, 2019; Gafar & Raheem, 2022). Changes in family structures, such as single-parent households, can impact children's development and contribute to juvenile violence (Abubakar, 2021). Parental monitoring significantly influences children's association with delinquent peers (Daniel, 2019).

Research highlights various forms of juvenile violence in Nigerian schools, including bullying, theft, drug abuse, truancy, and sexual immorality. Amos (2019) reported that 2,635 teens drop out of school daily, while a minor is arrested for violence every five minutes. Delinquents often come from "broken homes," lacking the stability of an intact family (Kudus & Basheer, 2022).

Vocational and technical education (VTE) can mitigate juvenile violence by equipping youths with practical skills for employment, fostering ethical decision-making, and reducing unemployment and moral decay. This study examines the impact of VTE in addressing youth violence among Colleges of Education students in Kwara State.

Statement of the Problem

Juvenile violence threatens community development in Kwara State, fueled by unemployment, poverty, and lack of education. Studies emphasize the role of VTE in providing marketable skills and reducing youth involvement in violence (Agbola & Ojo, 2017; Ogunleye & Ogundele, 2019). This research seeks to enhance understanding and effectiveness of VTE in curbing youth violence.

Aim and Objectives

This study aims to assess the effectiveness of VTE in curbing youth violence in Kwara State. Specifically, it seeks to:

1. Examine male and female students' perspectives on addressing youth violence through VTE.
2. Investigate the views of NCE II and NCE III students on the role of VTE in reducing youth violence.

Research Hypotheses

The following research hypotheses are tested in the study:

$H0_1$: There is significant difference between the views of male and female students on curtailing the problems of juveniel violence through Vocational and Technical Education.

$H0_2$: There is significant difference between the views of NCE 11 and NCE 111 students on curtailing the problems of juveniel violence through Vocational and Technical Education.

Theoretical Framework

This study is based on Behavioral Theory, specifically Smith's (1978) Social Strain Theory (Dikko, 2019). The theory suggests that when individuals face limited opportunities to achieve societal goals, they may resort to delinquency. Strain theorists argue that crime increases when success is prioritized over lawful means. Removing frustration reduces delinquent behavior (Henry et al., 2021).

Overview of Juvenile Violence

Juvenile violence includes bullying, gang activities, and crime, negatively affecting individuals and society. High-profile incidents like the 2018 Parkland school shooting and the 2020 London knife crime surge highlight its severity. Causes include firearm access, mental health issues, and social exclusion (Hemenway, 2019). Urban areas experience youth violence due to gang disputes and economic disparities (Wintemute et al., 2020). Preventive strategies are essential.

Concept of Vocational and Technical Education (VTE)

The National Policy on Education (FRN, 2018) defines VTE as training for practical skills and scientific knowledge for employment. Christopher (2019) describes it as a lifelong skill-building process. Nigeria has implemented policies to promote VTE, such as:

- Phelps-Stokes Report (1979) – Recommended industrial and technical training.
- Technical Education Development Plan (1964–1974) – Expanded technical schools.
- National Policy on Education (1981) – Strengthened VTE institutions.

UNESCO (2019) defines Technical and Vocational Education (TVE) as education combining theory, practical skills, and occupational training for economic development. VTE goals (FRN, 2018) include:

1. Training manpower for applied sciences, technology, and commerce.
2. Providing technical skills for economic self-reliance.
3. Producing skilled professionals like technicians and craftsmen.
4. Solving environmental problems using scientific knowledge.

Factors Contributing to Juvenile Violence

Key factors influencing youth violence in Africa:

- Poverty and Inequality – Limited resources push youth toward violence (Nkomo & Mathebula, 2018).
- Poor Education – High dropout rates and poor quality education increase youth crime (Alemu & Chalchisa, 2019).
- Unemployment – Joblessness leads to frustration and violence (Adebowale & Adebisi, 2017).

Solutions should reduce poverty, improve education, and create jobs for youth.

Impact of VTE on Juvenile Violence Reduction

Studies show VTE reduces youth violence by providing skills and employment opportunities:

- Johnson et al. (2017) – South Africa: Vocational training reduced violent behavior by boosting self-esteem and career opportunities.
- Adu-Gyamfi & Asare (2019) – Ghana: VTE programs promoted discipline, responsibility, and teamwork, lowering crime rates.

VTE addresses unemployment, poor education, and social exclusion, offering alternative paths to success.

Methodology

This study employed a empirical methods research design to investigate the curtailment of

challenges of youth violence through vocational and technical education in Kwara State, Nigeria. The research design included surveys, interviews, and document analysis to gather a wide range of data from various sources. The population for this study consists of youth in Kwara State, Nigeria. A multistage sampling technique was employed to select representative samples. The sample size was determined based on the principles of saturation, ensuring that data saturation is achieved in qualitative data collection. The target population for this study consists of all students in the school of Vocational and Technical Education, Kwara State College of Education, Ilorin. A sample of sixty each of male and female students was randomly select to give a sample of 120 students used as respondents in the study. Quantitative data was analyses using descriptive statistics, correlation analysis, and regression analysis. The qualitative data from interviews and document analysis was transcribed, coded, and thematically analysed to identify key patterns, themes, and narratives related to the curtailment of youth violence through vocational and technical education.

Results

$H0_1$: There is significant difference between the views of NCE II and NCE III students on curtailing the problems of youth violence through Vocational and Technical Education.

Table 1: t-test analysis of opinions of NCE II and NCE III student on curtailing the problems of youth violence through VTE.

Variable	N	-	S.D	Df	t-cal. Value	T-ab. Valve	Decision
NCE II student	60	92.0	25.88				
				4	9.91	2.10	H01 is rejected
NCE III student	60	88.0	25.88				

At 0.05 alpha level (2- tailed)

Table 1 shows the analysis of opinions of NCE II and NCE III students on curtaining challenge of youth violence through Vocational Technical Education (VTE). It was observed from the table from that the t-test calculated, 9.91 is greater than the t-test critical value, 2.10 at 4 degree of freedom and 0.05 level of significance. The hypothesis one is rejected. Therefore, there is no significant difference between the opinions of NCE II and NCE III on

potency of vocational and technical education(VTE) to curtail youth violence in Kwara Sate.

H0$_2$: There is significant difference between the views of male and female student on curtailing the problems of youth violence through Vocational and Technical Education.

Table 2: T-test analysis of opinion of male and female students on curtailing challenge of youth violence through vocational and technical education (VTE)

Variable	N	-	S.D	Df	t-cal. Value	T-tab. valve	Decision
Male student	60		78.0	18.71			
				4	9.94	2.10	Ho2 is rejected
Female students	60		70.0	18.71			

at 0.05 alpha level 2-tailed

Table 2 shows the analysis of opinions of male and female students on curtailing the challenge of youth violence through Vocational and Technical Education in Kwara State. It is observed from the table that the t-test calculated, 9.94 is greater than the t-test critical value, 2.10 at 4 degree of freedom and 0.05 level of significance. The hypothesis two is rejected students on ability of VTE to curtail challenges of youth violence in Kwara State

Conclusions

Based on the findings of this research, the NCE II and NCE III students in the study area demonstrated high optimism on the ability of Vocational and Technical Education to address the problems of youth violence among youth in Kwara State and elsewhere. There were no significant differences on account of gender and geographical locations and level on the opinion of students in that regard. The objectives of producing self-reliance citizenry are being achieved through Vocational and Technical Education despite some constraints. Also, it been established that Vocation and Technical Education is still an indispensable subject when it comes to promoting vocational skills and discouraging undesirable ones especially among youths.

Recommendations

Based on the findings of the study, it is recommended as follow:

1. There is the need for the government to provide equipment needed to facilitate the teaching and learning of Vocational and Technical Education at higher level of education.
2. There is the need for Vocational and Technical Education teachers to attend seminars, workshops, conferences and in-service training. This will enable them attain professional qualification needed for efficient functioning in the classroom. Further, authorities concerned should help them in that regard with some financial and moral support.
3. Adequate and qualified and well-motivated Vocational and Technical Education (VTE) teachers should be used in the teacher of Vocational and Technical Education in order to ensure its effective teaching.

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TEACHERS COUNSELLING AND METHODOLOGY TECHNIQUES TOWARDS ATTAINMENT OF SET OBJECTIVES IN EDUCATIONAL INSTITUTIONS

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Abstract

The paper examined the impact of teacher's counselling and methodology towards attaining the set objectives in an educational institution. The concept of teacher and teaching methodology was examined and various teaching methods were adopted which includes; teacher-centered method, student-center method and teacher-student interactive method. Teachers play a vital role as a Guider and Counselor to enhance the quality of education thus attainment of the set goals of educational objectives, A teacher has a higher responsibility in the development of the children. The present paper is an attempt to state the importance of Guidance and Counseling in the present education system so that the future generations will nourish high competencies and performance in terms of their academic endeavor. Conclusion were drawn and recommendations proffer which include proper implementation of guidance and counselling programme in schools also there is need for proper evaluation of teaching methodology in order to promote qualitative teaching and learning.

Introduction

The primary purpose of teaching at any level of education is to bring about meaningful change in learners (Tebabal & Kahssay, 2017). Effective knowledge transmission requires teachers to apply suitable teaching methods that align with specific learning objectives and outcomes. Traditionally, teacher-centered approaches dominated instructional practices, often limiting student engagement compared to student-centered methods. The ongoing debate on the effectiveness of various teaching strategies continues to attract attention in educational research (Hightower, 2015). Studies indicate that poor academic performance among students is often linked to ineffective teaching methods (Adunola, 2015). To enhance learning, teachers must be well-versed in diverse instructional techniques that account for the complexity of subject matter and cater to different learning needs (Adunola, 2018). Teaching, as a process, aims to create desirable

changes in learners, emphasizing the importance of instructional quality in determining student success (Ayeni, 2016).

Beyond classroom instruction, counseling plays a crucial role in education by addressing students' physical, emotional, social, vocational, and academic challenges. Guidance programs in secondary schools support student development and complement traditional learning methods. Recognizing the significance of counseling, the Ministry of Education and school administrators emphasize its role in ensuring the success of the 6-3-3-4 education system. According to Nwachukwu (2017), counseling services encompass information, placement, appraisal, vocational guidance, referral, evaluation, follow-up, consultancy, and research. However, inadequate implementation of these services has contributed to rising challenges such as increased crime rates, school violence, cultism, and poor career choices. Perception, which develops over time, significantly influences students' attitudes and behaviors. While it cannot be directly observed, it is reflected through both verbal and nonverbal actions (Anasasi, 2017). As Validya (2019) explains, perception shapes students' readiness for learning and overall educational experiences, making it a vital aspect of effective teaching and counseling.

Teaching Methods

A teaching method is simply the way a teacher chooses to present his/her lesson in a class. It is the technique or approach employed to teach diverse concepts to learners. It is the way which the teacher arranges and presents the various teacher and students activities in a lesson. Teaching methods can be grouped into the following types based on the level of involvement of teachers and students or pupils e.g.

i. **Teacher Centered Method:-** Lecture method, discovery, inquiry, discussion and play away methods.
ii. **Students/Pupils Centered Methods:-** Project method, discovery, inquiry, discussion and play away methods.
iii. **Group instructional Methods:-** Story telling, lecture, discussion and demonstration.
iv. **Individual Instructional Techniques:-** Question and answer. Tutorial, programmed instruction, Computer Assisted Instruction (CAT), etc.
v. **Conventional/Traditional Methods:-** Story telling, lecture, discovery, project and demonstration methods,
vi. **Innovative or New Strategies;-** Programmed instruction, Microteaching, team teaching, inquiry methods etc.

An appropriate teaching methods helps in realization of the school objective in terms of qualitative output

Concept of Teaching and Teaching Methodology

Teaching is a continuous process that fosters positive change in learners through appropriate methods (Ayeni, 2016). Effective teaching aligns with subject matter and student needs (Adunola, 2018). Since learners interpret concepts uniquely, tailored methods enhance academic achievement (Bharadwaj & Pal, 2017; Zeeb, 2016), emphasizing the importance of adaptive instructional strategies.

Teacher-Centered Methods

This method limits student engagement, as they passively receive information from the teacher (Boud & Felctti, 2019). It is theoretical, reliant on memorization, and lacks activity-based learning (Teo & Wong, 2018). With teachers controlling knowledge transmission, student interest may decline. To improve learning, Zakaria, Chin & Daud (2018) emphasize active student participation over rote memorization.

Student-Centered Method

With discovery learning, educators increasingly adopt student-centered methods to enhance active learning (Greitzer, 2017). This approach fosters interest, critical thinking, and enjoyment (Hesson & Shad, 2017). Unlike traditional methods, it decentralizes knowledge flow (Lindquist, 2015) and encourages goal-oriented behavior, making it highly effective in improving student achievement (Slavin, 2016).

Teacher-Student Interactive Method

This method combines teacher-centered and student-centered strategies, enhancing knowledge retention (Jacoby, 2018; McDaniel et al., 2018). Students actively seek information rather than relying solely on the lecturer (Slamecka & Graf, 2018). By promoting independent learning, it improves academic performance (Damodharan & Rengarajan, 2019), making it an effective approach for student engagement and knowledge acquisition.

Concept of Counseling

Counseling is essential in all educational institutions and human interactions, supporting students' overall development. Guidance is a democratic process where one person assists another in decision-making and personal growth (Crow & Crow, 2016). Properly trained counselors help individuals manage life challenges and make informed choices (2017).

Counseling is an educational process where trained professionals assist individuals in solving problems through face-to-face interaction. Vedanayagam (2017) describes it as a trusting relationship where clients gain self-confidence, social skills, and goal clarity. In the digital age, guidance and counseling play a crucial role in students' well-being and overall development (NCERT, 2018).

Importance of Guidance and Counseling

Many students cannot adjust to his environment or society which is changeable in all times. Educational system is not exception than that. So, nowadays we can feel the importance of guidance in various areas of human life.

1. **Development of personality:** Students development of intellect, physical development, mental development, emotional development etc. is the process of how a person’s thoughts and behaviour develop over time. It help people express themselves better and understand other, under the guidance, the emphasis is on the other developmental aspects of the students. So, it can be said that Guidance and counselling program is essential for the all-round development of students.

2. **Adjustment:** Students come to schools from various socio-economic status or environment, so the school environment seems to be new to them. In this new environment, they do not always have to adapt themselves, as a result of running away from school. Those who have such tendency, the Guidance play an important role in adaptation to the school environment.
3. **Maintenance of mental health:** Students may be pressurized for various activities of the school. For this, the mental health of students is interrupted. Due to the physical degradation of the student, mental health is also damaged. That's why Guidance and counseling services are needed for these students. Because through this instruction, the students are overcome with various mental problems like stresses, frustration, conflict etc.
4. **Time management:** Students think they have a lot of time. They spend most of their time lying down, sitting and sleeping. But when the examination comes, they can't use the time properly. Some time they confused, bow could be manage the time properly. Therefore, Guidance and counseling is absolutely necessary for the students to be use time wisely.
5. **Decision making:** When students face any problem, they can't sometime choose the right decision, whether it is studying or personal life. So, there is no alternative to guidance to make the right decisions.
6. **Achieve the goal:** Students have a goal in life as well as educational life. It is not easy to achieve that goal. How competent students are able to make themselves, see where there are errors. The Guidance and counseling helps to reach just the right goal.
7. **Individual differences:** Every person or children are different from each other's. It differs in I.Q, E.Q, attention, memory, thinking, imagination, attitude, abilities, interests, etc. Guidance and counseling is care of these aspects and fix different functions in education.

Some Importance Guidance and Counseling in School Curriculum

According to Swami Vivekananda, (2016). "if we want to make our students as a moral human being, school curriculum is one of the best ways to serve this purpose'. Students have a strong desire to know about different types of needs, curiosity, and other unknown things. If do not get the correct instructions, the possibility of students going to be astray too strongly. So, they need to be guidance through school curriculum. Through school curriculum develops some qualities of students which are helpful in guidance and counseling.

- **Prevent of maladjustment:** Students have different types of needs, such as safety need, food need, independence need, self-expression need etc. These types of need are not satisfied at all. As a result, there were many problems in them. This is the reason behind the maladjusted behavior. Guidance and counseling need to be removed to eliminate these abusive behaviors. This work is accomplished through school curriculum.

- **Development of inner potentials:** As a child, he/she is the owner of some quality. There is a need for well-meaning education for the students to develop these qualities. This development is possible through school curriculum.
- **Development of life skill:** Some qualities are needed for a healthy way of living, those qualities are life skills. Those qualities are self-realization, self-esteem, debate, self-respect, decision making, emotion control, tolerance etc. Through the curriculum, Guidance and Counseling is essential for the development of student life skills.
- **Career selection:** The students can choose a career in learning to study. Good career selection depends on the right curriculum. Once again, the person gets the satisfaction in choosing the right profession. It is to be said that this curriculum of Guidance and Counseling is accomplish through curriculum. In this way, the person is able to select and develop the right profession.
- **Citizenship:** How will a person establish himself as a good citizen, they need all the Guidance. This kind of guidance and counselling, the curriculum makes the person aware of the qualities of citizenship.

Functions of Educational Guidance and Counseling in Different Stage of Education

Guidance and counseling programs is another part of education. But this program plays different roles in different stages of education.

- **Primary level:** The guidance and counseling for this stage are-enhance interest in education among the students, reduce the drop out, make suitable for secondary school level, help to solve of emotional problem, help to adjust with different matters, identification of low achiever students and help them to achieve.
- **Secondary level:** The tasks of this level are-Students awareness of the purpose of education, help to know the relationship between career and education, prognostic educational system for low achiever students, arrange vocational education for the students and may take the job of choice, assist to the students to solve various adolescents problems, to provide various information related to higher education.
- **Higher secondary level:** This level is very important for future career. So, the tasks of this stage are-to know the eligibility of admission to the upper level curriculum and where it is taught, provide information about distance education, help in preparing for higher education, to provide alternative education for those who are not getting traditional education etc.

Role of Teacher in Educational Guidance and Counseling:-

The recommendation of the Education Commission said that the teachers have to take the role of guidance and counseling, because the teachers are aware of the student's personal characteristics.

- **Data collection:** Collection of information related to the student like, information about mental traits, home environment information, achieving information is very essential.

Based on these analyzes, ideas are available about the student's interest, needs, power, etc. He is enrolled in the cumulative record card.

- **Identification of needs of the students:** Students are not aware always of there need, as a result they suffer from decisiveness, Teachers help in determining their needs.
- **Selection of career:** One of the responsibilities of a teacher is to provide educational and professional information. The teacher discusses with the students about the career. It is known that they have interest in which profession. Teacher helps to selecting a suitable profession for student.
- **Discussion with guardian:** Teachers and parents have equal contribution for students in Guidance and Counseling. But if they provide information differently, then the student will be confused. So, teachers and guardians need mutual discussion. Then they provide the right information.
- **Selection of curriculum:** In the curriculum, the seeds of future life of students are hidden. So, the selection of the right curriculum is very important. He helps in the selection of curriculum to considering the mental aspect of the student.

Sometimes he is judge, helper and ever guided. It can also be said about some roles of teacher.

- He listened carefully to students.
- Help in expressing feelings within the student.
- To help and development of insightful attitude of students.
- Record the students talk.
- To encourage and motivated the student for the solved to their problems.
- Do not interrupt the conversation.

world is that of a teacher, because the future of a nation depends upon the type of teachers who shape the future generations, Teacher's role in guidance and counseling for improving personal life and social life is impeccable.

Conclusion and Recommendations

In light of the fact that learning is a process that involves investigating, formulating, reasoning and using appropriate strategies to solve problems, teachers should realise that it becomes more effective if the students are tasked to perform rather than just asked to remember some information. A typical learning environment with a presentation from the course teacher accompanied by a lecture neither promotes learners participation nor build the required level of reasoning among students. Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities. Counselling service in the school helps in building a solid function to address various challenges association with classroom interaction.

When a problem arises, it should be resolved. Instead of blaming people or institutions for the results of a lack of guidance and counselling in schools, we should focus our efforts on finding ways of successfully implementing positive education into schools. The best and the greatest profession in the

Recommendations

McWhorter & Hudson-Ross (2016) found that without innovative instructional approaches tailored to students' learning needs, many may struggle academically and drop out. Research suggests that student-centered learning fosters higher-level outcomes more effectively than traditional teacher-centered methods (Tynjala, 2018). Teachers should avoid biases in selecting teaching methods based solely on their expertise (Adunola, 2018). Creating a conducive learning environment and expanding instructional strategies enhance student engagement and motivation. Schools should implement counseling programs for teachers and students to support quality education. Additionally, evaluating teaching methodologies is essential for improving instructional effectiveness and ensuring a successful learning experience.

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USE OF DIGITAL TECHNOLOGIES FOR EFFECTIVE TEACHING OF STUDENTS WITH SPECIAL NEEDS: OPPORTUNITIES AND HINDRANCES

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Abstract

In educating students with special needs, there is need to harness all necessary resources in order to offer them quality education they deserve. Digital device has become important part of instructional materials used for students with special needs, and it comes with a lot a benefits and challenges. This study examines the opportunities that digital devices offers in the education of students with special needs and the hindrances to its effective use. This paper uses e-learning and connectivism theory to justify the bases for the use of digital technology in educational institutions and highlights elimination of physical boundary, enhancement of innovation, access to pool of information and individualized learning as opportunities in digital technology while stating ever-changing nature of technology, resistance to change, poor infrastructures, lack of professional training as the main hindrance to the effective use of digital technology for the education of students with special needs.

Introduction

Students with special needs forma major part of school students nowadays with their unique characteristics and condition. These set of students required special attention, methods and approach in their education. Malama & Malama (2021) submit that children are with different characteristics and educational needs which call for special approach in offering them appropriate educational program needed for their development when trying to define special needs with regards to students, different conditions and characteristics that the child manifests are to be considered. These characteristics will help to categorize the child as a student who needs special attention or not and it is the unique characteristic of a child that determines what approach, materials and method such child will be given in their educational program.

Education in this modern age is of immense benefit to individuals and the nation at large because it serves as a tool that propels impartation of knowledge which instigates the major and developments and innovations that we see all over the world today. Chazan, (2022) opines that education is an activity that is intentionally embarked on to achieve some set of goals, the goals include imparting, ideas and knowledge, development of skills and character trait which are

essential for the growth and development of the society and making people live independently. So it is suffice to say that the level of importance a country attached to its education determines the level at which the country experience growth and development. Education is the foundation which every society builds on and it is an investment with tremendous value that can make countries develop a buoyant, and sound societies. It is now clearly seen that as education is useful for students without special needs, so it is for students with special needs.

Seeing that education is of immense benefit, then it is reasonable that worthy attention and all other necessary resources it needs (in materials, and person) so that the benefits therein will be maximally derived especially for students with special needs who most often may not be able to move at the same pace with their normal counterparts. UNESCO (2004) submitted that to have access to quality education is a right that people should not be deprived of and all means to promote and enhance these rights should be made use of and supported. This notion mindset gives birth to introducing technology and other materials into educational programs to enhance delivery of quality education for special needs students. Digital technology being one of the modern tools that is being used in education programs will be beneficial to students with special needs in this modernized age where many things have gone digital.

Meaning of Digital Technology

Technology is a term which connotes application of knowledge in other to attain some goals that can be used in a way that will give way to further production, technology is seen as products that result from knowledge application and the result are tangible, which is now seen in different aspect of human life, it is evident in different professions like medical, engineering, communication, education, social, communications, etc. Professionals in field of education introduced the use of some technological products in their attempt to find solution to some problems in education and to improve teaching and learning processes. Product of information and communication technology are mostly used in educational activities such as teaching, learning, storage of students' information, monitoring student's progress and other things and they are mostly referred to as educational technology. Educational technology has been defined in several ways. It is an act of studying and practicing of learning that is facilitated to improve performance by inventing, utilizing and coordinating technological systems and processes which are suitable for educational activities. this simply implies that to encourage good achievement through effective teaching and learning process, there is need to put into practice the use of invention. In agreement with the above submission, Loyola school of education, (2021) indicated that educational technology can be seen as an area of study that investigates different processes such as identification, creation, utilization, and assessment of learning process, environment,

materials, and the learners themselves, with sole aim of improving teaching and learning activities.

It should be noted that there are many other technology used in education activities but are not digital, for example chalk, blackboard, , writing pen,, etc. meanwhile Herold, (2016) submitted that educational technology comprises of anything (either digital or analogue devices) that improves learning in classroom, using both of physical, or internet components. So we can rightly say that educational technology is a term that covers materials, tools, and processes, and all the theories that support knowledge transmission. This now means that digital learning is just a part of technology that is used in education.

Digital tools that are used in education are all electronic media that support and improve education, and they include visible devices, like desktop and laptop computers, mobile/smart phones, projectors, digital/smart boards, etc. and software, like internet tools, programs and application for learning. Beebe (2004) indicated that digital technology paves ways for novel methods and approaches in education, in which students can have the opportunity to have an increased participation in educational activities more than ever before. Motiwalla (2007) submitted that when these devices are harnessed to learners focused instructions, then the use of digital technologies is assumed to help improve learning especially for students with special needs.

Relevant Theories

E-learning theory and connectivism theory are closely related in that both emphasize the role of technology and networks in learning, though they focus on different aspects of the learning process. Both theories stressed that when digital platforms are used to deliver learning content, it will reduce stress in teaching and learning processes. The theories reveal that when multimedia devices are being used, it will presents learning to student in a way that is similar to reality. For instance, student may be showed video of a war scene, this will give the real picture of how a real war situation look like than trying to explain to the war scene in words, this will reduces the cognitive stress of students. Connectivism views learning as a process of making connections through those same technologies and networks.

Both approaches recognize the learner as an active participant in the learning process. In e-learning, this might be through personalized learning experiences, while connectivism stresses the learner's role in navigating a complex network of knowledge, though in e-learning, knowledge can be structured, this presents content in a static manner but in connectivism, knowledge is seen as fluid and continuously evolving through interactions within a network. Encarnacion, Galang, and Hallar, (2021) posited that all the experience gotten from the application of these theories will offer students the opportunity to coordinate their learning in a way that will be beneficial to them whenever they make use of technological devices, make connections with others, improve their critical thinking skills and apply what they learn to real-life situations. In

addition, they gain knowledge about themselves and the world around them, while mastering the course materials (Filimban, 2008). E-learning platforms often support this dynamic flow by allowing learners to access and share information, much like the idea of creating connections in connectivism.

Opportunities that Digital Technology in Education Offers for Students with Special Needs

1. *It Facilitates Individualized Learning Experience*

Herold (2016) submitted that student with special needs can help themselves through the use of modern technology. For example, students who have access to tablet or other digital device that display things on screen, can learn alphabets, numbers, colors etc. on their own and at their pace, whereas Anuradha (2021) noted that, students are not offered this opportunity when digital technology has not been introduced into educational system, in those days students were just passive learners and only have to accept anything the teachers taught as the final and perfect answers. Huang and Chiu, (2015) submitted that using digital technology will help to focus on individual learners believing that focusing on learners will help to deliver right knowledge in a way that the learners will be able to comprehend.

2. *It Eliminates Physical Restriction to Learning*

Digital leaning removes the physical barrier and restriction and learners can participate in any sessions anytime and anywhere according comfortable for him/her. The COVID-19 pandemic also demonstrated the usefulness of making use of digital technology when physical gathering was strictly disallowed in many countries and still teaching and learning processes were still not hindered. With digital learning, homeschooling can be improved on by synchronous learning, where live chat rooms, or webinars and video conferences allow instruction take place in different locations and at the same time (Education Reform Glossary, 2013). Through technology, the costs of getting physical instructional materials reduced, quality educational program is enhanced, and using teacher's time efficiently is guarantee (American university, school of education, 2020).

3. *It Enhances Innovative Learning and Develops Initiatives in Learning*

Teachers make use of more methods that is technological to make their teaching more fascinating and innovative to student with special needs. Special needs students are able to do their assignment themselves by making use of digital devices using their initiative because of the new method they probably discovered online, doing this makes them to be innovative and engage in self-discovery activities. Digital technology gives rooms for both students and teachers to arouse their innovation ability in education, ad also gives opportunity for mixed opportunities to learn, and participate in online schooling, information and communication technologies that are being used in education are of important value because they offer innovation ideas and instant support to both the students, teachers and the processes used in caring out teaching and learning activities.

4. *Digital Technology Offers Unrestricted Access to Pool of Information*

One of the major significance of digitalization on acquisition of knowledge is the opportunity it offers to access pool of information irrespective of age, place and origin of the user. Digital technology enhances electronic-learning and this allows students with special needs to have unrestricted access to pool of information in their field of study. Digital technologies undoubtedly offer students with special needs an easy and unlimited access to get in-depth information, with opportunities to have quality learning experience and fun, it also helps them practicalize what they have learnt. Digital technology widens the scope at which information can be obtained, and can take care different topics in diverse field of study which is good for learning independently. With technology both in and out the classroom, students will be equipped with 21st-century skills which will be used in their future endeavors.

Hindrances to the Effective use of Digital Technology

1. *Ever-Changing Nature of Technology*

Technology has shown itself in different ways to be used in educational institutions though it has been playing a significant role in all educational aspect, but the frequent change has been a major concern in its used for students with special needs.

2. *Unwillingness to Accept change*

Shikha, Seema and Sweety (2016) reported that the strongest impediment to use of technology is not technology itself neither its changing nature, but people's resistance to the changes that come with the flow of technology. Most of the stakeholders in the field of special education (teachers, administrators, librarians, and parents etc) who are used to a specific type of digital device often resist the change, even when it is obvious that the changes the new technology has brought is better than what they had before. Many teachers do not trust technology to bring intended learning outcome when compared to an instructor and unwilling to change the ways of teaching they are used to, therefore, they tend to show "I don't want attitude" towards any change brought by digital technology (Herold, 2016; Moya et al., 2011; Stantchev et al., 2014)

3. *It Does Not Guaranteed Improved Achievement*

Despite the fact that schools are making huge investments on technology, proofs that individualized learning through digital technology facilitates good performance of student with disability or reduce gaps in achievement are still very small. In a study carried out by OECD, those that critique use of digital technology in education submitted that most country that allowed students of about 15-years old to use computers for learning recorded worst performance in reading and math international tests. This could be attributed to the fact that digital technologies can cause distraction for students and disturb their learning when these

devices are being misused (Sana, et al., 2013; Melanie, 2020).

4. *High Acquisition and Maintenance Cost*

Software development, strong internet and networks and acquiring devices are usually expensive especially when organizing them for use. Despite heightened interest in the use artificial intelligence (AR) and other current technologies, very few schools cannot afford these tools in their classes because the cost of acquiring them is too exorbitant. Thus, the use of technology in classrooms may not be as fast as it should be because of funding, The high cost of procurement and maintenance of these technology devices has limited the use of digital technologies for the education of their students with special needs (Riggs, 2015)

5. *Lack of Good Network Infrastructure*

Some schools lack proper network infrastructure that can process large quantity of eBooks and also distribute digital curriculum at the same time in a short time. Some countries are still unable to put in place strong internet connections some when some advance countries like USA have internet that can download huge data needed to process large digital books. There are good numbers of other facilities that must be in place for maximum use of digital devices, if not they will be under-utilized, facilities such as good power battery, internet service, bandwidth, software and hardware devices also form part of the infrastructure to be put in place. It only takes one small component of network system to fall out of place, and then the whole accessibility system crashes with it. This commonly happens when there are no good infrastructure networks in place.

6. *Lack of Professional Training*

The education institutions will continuously need technical staff who will be operating and maintaining technological tools. For effective and efficient use digital technologies in education for students with special needs, teachers need to undergo training in order to acquire appropriate skills and knowledge. Lack of this training has been a major factor for misuse or underuse of digital technology in education. If all these digital devices are available and teachers cannot make use of it, then the purpose of introducing them in educational system will be defeated because there will not be any impact on the students' performance.

Recommendation

Considering the immense benefits that is accruable in using digital technology in education for students with special needs and the hindrances to its effective use, the following recommendations were made

Emergence of new technologies devices should be accompanied by proper training that will give knowledge and skill to teachers to help them make use of the digital devices in an efficient and effective manner, may be lack of this training that make the user not to change with the trend.

Government should endeavor to put good network infrastructures like strong internet, wi-fi, connection, secured location etc in place in various institutions, this will enhance effective use of the devices.

Using of digital device in education should also be encouraged in all educational institution and factoring its usage into the school curriculum, because it may be a source of income for the students in future.

Conclusion

Without doubt, digital technology is what should be embraced for the education of students with special needs however using it has its own challenges, especially when they are suddenly brought into the educational system. Nevertheless, the fact still remains that there are a lot of advantages which make them indispensable tool to be used in education. so the use of digital technology should be continually encouraged and the opportunities therein should be optimized in order to have a conducive learning environment. In making use of these digital devices, all stakeholders should take the responsibility of how the challenges could be addressed so that smooth operation of the systems would be enhanced.

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HISTORICIZING THE ROLE OF ISLAM IN YORUBA - FULANI RELATIONSHIP IN OTTE, ASA LOCAL GOVERNMENT AREA, KWARA STATE, 1970 TO DATE

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Abstract
Inter-ethnic relations between Hausa/Fulani pastoralists and Yoruba farmers have endured for centuries. This paper examines the phenomenon of inter-group relations amongst the Yoruba and Hausa/Fulani in Otte community, Asa L. G. A, Kwara State, Nigeria. Otte is a traditional town in Asa Local Government Area of Kwara state, Nigeria. Otte shares boundary with Oyo state. It was founded in the 19th century by Yoruba people. It became the commercial center for other surrounding towns and villages. Historically, Nigerian ethnic groups had achieved a high level of integration prior to the colonial conquest. Long distance trade, migratory movements and socioeconomic inter-group relations had helped made ethnic and cultural integration an integral part in the evolution of modern Nigeria. In this paper, an attempt was made to scrutinize some popular, but defective, assertions relating to inter-group relations, ethnicity and national integration in such multicultural societies as Nigeria. The paper seeks to investigate the socio economic relationship between the indigenes and the settlers in the Nigerian societies with a particular reference to Otte community. The paper equally confirms the assertion that the indigene/non-indigene dichotomy has posed greater challenges to the cohesion of Nigerian state and its citizens. The paper therefore recommends among others the development and formation of *more cooperative societies among the people which will also enhance mutual and communal relationship.*

Keywords: Islam, Role, Yoruba, Hausa/Fulani, Relationship

Introduction

Inter-ethnic relations between Fulani pastoralists and Yoruba farmers have endured for centuries. Land use in Otte and Budo Egba towns was extensive, and sharing of land resources between agriculturalists and pastoralists was customary since the 18th century AD. Due to the centrality of agriculture to the rural economy, land and land resources are crucial to the reproduction of social and economic life (Egwu, 1998). The Fulani, as an economic unit, constitute one of the oldest migrant groups among the tribes in West Africa sub region (Atanda, 1972). In the 1960s the growing migration of Fulani produced semi-permanent Fulani settlements whose leaders spoke Yoruba and mediated diplomacy with the host communities over trampled crops and farmlands (Guyer, 1997). Some wealthy Yoruba invested in cattle that they placed in trust of the Fulani herders. However, simmering tension was already recorded in the conflicts over destruction of crops by cattle herds. The Fulani became a significant part of the states in the entire southwestern Nigeria (Adebayo, 1997). Though competition existed, a profound commercial network existed among Hausa, Yoruba and Fulani as cattle traders. The two economic groups profited from each

other's livelihood. There was economic symbiosis between the Fulani and Yoruba. Fulani women produced and sold (wara) cheese, the manure from cattle was a cheaper source of fertilizer for farmers, and most of the settled Fulani spoke Yoruba and socialized in the markets. The settled Fulani were influenced by Yoruba culture and western technology (Adebayo, 1997). Many built houses with corrugated iron sheets, acquired motorcycles for transportation and electronic gadgets for entertainment (Adebayo, 1997). Yorùbá farmers witnessed a shift in the identity of the Fulani herders composed of the settled Fulani and the Bororo Fulani who were more volatile, non-Yoruba speaking and quick to resort to violence. According to Guyer: Negotiation took non-verbal forms when the herdboys behaved as if they did not understand the angry shouting of a farmer trying to head off the steady march or the aimless meandering of a dozen cows' right through his planted crops. People said that there were murders over cattle disputes, and farmers quickly discovered that the only effective way to drive the herders out of specific regions was surreptitiously to poison a cow or two.

In southwestern Nigeria, the establishment of cattle ranches did not curb the high mortality among cattle herds. The drought of the 1970s spurred the migration of more aggressive Bororo Fulani who permanently settled among the Yoruba. Relationships became more hostile than in the past. 6 In addition to cattle destruction of crops, Fulani herders were alleged to have engaged in double dealing with the Yoruba chiefs who entrusted them with cattle: One prominent Yoruba chief had his entire Fulani-guarded herd of at least 20 heads simply walk off one day along the trails into the more distant savannas. Regularly, the Yoruba-owned cattle in the herds meet with unfortunate 'accidents' such as snake-bites. (Guyer, 1997). Bororo Fulani migration further created a vicious circle of conflicts over dwindling natural resources. There are interlocking factors of conflicts over grazing rights and farmlands: conflicts arise from competition over cattle markets and hiccups of compensation, as well as the rise of armed banditry and other social crimes. Bororo Fulani were accused of perpetrating atrocities against Yoruba hosts. Bororo Fulani youths were accused of rape cases and molestation of Yoruba ladies as well as armed banditry. It was further alleged that Bororo Fulani robbed their town Fulani kinsmen of the proceeds from sales of cattle (Bamgbose, 2002). These crimes, though not associated with conflict over grazing issues, provoked the resentment of the Yoruba against the Bororo Fulani whom they considered as perpetrators of crime, violence and pervasive insecurity in their midst. Many Yoruba were allegedly injured and lost their money and properties (Ogunsanya and Popoola, 2000). In most cases, community vigilante groups arrested the Bororo Fulani perpetrating crimes on the highways and handed them over to the police. The criminal tendencies escalated the prospects for conflicts. The mutual trust between Fulani and Yoruba was systematically disappearing as Bororo Fulani often reported that the cow kept in custody by the Yoruba disappeared, was killed by

snakes or crushed by vehicles. This type of case brought mistrust in commercial transactions and peaceful cohabitation. There was competition as Yoruba accused Bororo Fulani of destroying their farms and monopolizing the cattle market. Indeed, conflict over the control of markets was abounding in Nigeria between migrants and the host community. An example of this was the periodic conflict between Yoruba and Hausa traders at the Mile 12 Yam Market in Lagos.

Background Information of Asa Local Government

Asa Local Government is one of the oldest in Kwara State, Nigeria. It was created in 1976 with it's headquarter in Afon. The Local Government Area has 12 wards and shares boundary with Osun State in several locations. It has an area of 1,286 km2 and a population of 1,26,435 at the 2006 population census. (National Population Commission, 2006). The categories of people living in the rural areas of Asa Local Government Area of Kwara State include farmers, hunters, petty traders, teachers, cattle-rearers, Local health workers, Local Government workers, artisans, politicians, students, etc. The rural communities in the Local Government Area include: Afon, Igbo-Nla, Igbo-Aran, Oguntoyinbo, Otte-Oja, Aboto-Oja, Okeso, Ballah, Alapa, Laduba, Ogbondoroko, Olowu Oko, Lasoju, Igbo Aran, Eiyenkorin, Budo Egba, Ilaji Garuba, Idiapa Sadadi, Ago Oja, Ila Oja, Faje, Budo Are, Aladera Magaji, Akunyun and Elebute. Others are: Iyana Alakuko, Gaa-Lamba, Okepete, Pampo, Apata Ajele, Ogiri, Onile Aro, Ajuwon, Efue, Gaa Abuyanrin, Berikodo Dongari, Gbaja, Ologbo, Agboyi, Ilaji Owode, Owode Alagbon, Oniyere, Ajagusi, Budo Adio,Onikeke, Yede, Oja Iya, Kupola, Awe, Agbonna, Jagun and Agbolu. Yoruba and Fulani are the major languages of the people of the Local Government Area. The major economic activities of the people are farming, trading, carving, cattle rearing, hunting, and garri processing. The major festivals include; Egungun Festival and Alagbe Acrobat. (www.kwarastate.gov.ng/asa/lga, 2011).

Climate and Vegetation of Otte

The town is within the tropical humid climatic zone of Nigeria, which is generally characterized by high rainfall and high relative humidity. This is attributable to the prevalence of moisture laden tropical maritime air mass over the state for about nine months in a year. The mean relative humidity varies from 66.2% in January to 88.4% in July (Abubakar, 2000). The rainfall shows a double-maxima distribution reaching the peak during the months of June and September. The average monthly rainfall for the state ranges between 7.1mm in the month of January to 208.27mm in the month of June. The mean annual temperature is 260C; although with some variations over time. The mean diurnal minimum temperature varies from 21.80C in December to 24.340C in April while the mean diurnal maximum temperature varies from 33.920C to 37.10C at the onset of the wet season (March and April) (Abubakar, 2000).

On the basis of climatic features, the town is characterized by two distinct weather seasons: the wet and dry. The wet season marked by lower mean

temperature, higher total rainfall and higher relative humidity is usually experienced between the months of February and October. However, little dry season is sometimes experienced in August, a phenomenon characterized by drastic reduction in the frequency and intensity of rainfall and referred to as 'August break'. The dry season sets in by November and persists till the end of January. It is usually accompanied by harmattan cold, brought by the prevailing north-west winds.

Cultural Life of the People of Otte

Oral information of Mallam Musa suggests that Otte is a cosmopolitan town inhabited by Yoruba and few Fulani who lives with them. The Otte people are known to be noble, peace-loving, transparent and accommodating people. John N. Paden posits in his seminal biography of the late Sir Ahmad Bello entitled "values and leadership in Nigeria" that two things make Yoruba people more distinct from any other people in Nigeria, and those two things are their undying clamour for peace and their impenetrable culture. It is interesting to note that the observation made by Paden in his book about three decades ago is still associated with the Otte people today, most especially their cultures that are still kept intact. One of these undying cultures according to Paden is accommodation of strangers. In addition, the Otte people have emerged as a unique breed of people among South West Nigerians; the culture shows how much they have come to terms with the universe.

According to oral tradition, Fulani migration to otte began in the 19th century. Two categories of Fulani lived in Otte: Sokoto Fulani and Bororo Fulani from Katsina, Nigeria. The Bororo Fulani are those who graze their cattle all around and mostly live in secluded huts in the villages. They do not live in the town like those who settled among the Yoruba host community. Their impact was often felt in the town during festivities and celebrations that demanded cows. There were interrelationship between Hausa, Yoruba and Fulani. The Fulani live within the town and are concentrated largely at the Kara (the cattle market), basically along ogbomoso road in Orile Igbon. In some cases the offices of the Fulani Ardo and Sarkin Hausa are located at the Kara.

Fulani contributed to the commercial development of the town. According to Alhaji Abdullahi, a Fulani leader," we cannot compare Otte with other places we have been. The land is suitable for our cattle and the people of Otte are nice to us. As far as I'm concerned there is no other place for me to go except my future generation decides to leave on their own". Bororo Fulani pastoralists live in the rural areas in makeshift settlements which enabled them to evade justice after committing havoc on the farms. They were often intercepted through the seizure of their cattle.

The major factor for conflict between Fulani pastoralists and Yoruba farmers was identified as the incursion of cattle onto farms which destroyed either planted or harvested crops. It was alleged that the Fulani often graze their animals over the farm which causes destruction of farmland. Fulani herd boys

often allowed cattle to graze farms causing havoc on planted and harvested crops. Fulani boys were contracted to graze at least 25 to 30 cattle. The boys rear the cattle for at least five months and in return receive a cow and a specific amount of money determined by the individual owners. The Fulani often revolted and further provoked the farmers when the cases were reported. This usually led to conflicts.

Economic Relationship between the Community and the Host

A number of factors significantly helped shaped the inter-group relation between the Fulani/Bororo and the host communities in Asa Local Government. First, the long established commercial relationship remained a binding force in their relationships. Many Fulani families continued to share the same compounds with the Yoruba where their grandparents used to camp during the pre-colonial kola trade days. Oral source confirmed the Fulani/Bororo-Yoruba compounds at Budo-Egba/Otte illustrate this kind of mix residential set up. The Fulani/Bororo and Yoruba residents of the area interviewed considered the social cohesion as one developed over the centuries, recalling the memories of the kola trade period. The social ties continued to wax stronger with the construction of railway lines linking Lagos and North, and the change of pattern of colonial trade with the emphasis on cash crops such as groundnut and cotton.

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Intergroup Disharmony

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According to Ustaz, in 1997 a group of Bororo Fulani expelled from Oyo town migrated to Otte and caused more havoc to farmers. They were alleged to be aggressive in nature and never felt remorse after their cattle destroyed farms. In 1998 a Yoruba man was butchered by the Fulani pastoralists over the case of farm incursion by cattle. Yoruba youths mobilized themselves and attacked their various camps (Gaa Fulani Bororo). The conflict led to the intervention of the Kwara State Commissioner of police, the Emir of Ilorin and the Fulani Ardo (head of Fulani) which led to the formation of the peace committee. The Ardo assisted the committee to identify the accused Bororo Fulani whose cattle destroyed farms and wounded the farmer. The committee inspected the farm and quantified the value of the damage to enable the pastoralist to compensate the farmer. Composite cases were referred to the police or the newly initiated PCRC Otte. However, Yoruba farmers alleged that the Fulani often bribe the police and the traditional ruler to deny them justice and compensation for their farms destroyed by the cattle. Administration of justice was protracted, truncated and often denied. They reverted to pervasive forms of justice by forming the local wing of the OPC. In the event of conflicts between farmers and the Fulani, the OPC were mobilized to unleash violence on the latter through the use of arms and the oro traditional ritual. 12 The rise of armed banditry in the area has been associated with the Bororo Fulani who violently stole the cattle of their settled Fulani folks, raped women, waylaid and killed traders.

Influence of Islam on the Peaceful Co-Existence between the Host and the Fulani Community

One of the best known ethnic groups associated with the pre-colonial long distance trade in West Africa was the Hausa/Fulani whose homeland is in the present Northern Nigeria and the neighbouring Niger Republic. The Hausa/Fulani have been known for high degree of mobility, skill and shrewdness in business. Hence, in the course of the long distance trade, they were able to develop sophisticated economic organization, with network of localized Hausa/Fulani communities in the major towns of the coastal and forest regions of West Africa. Moreover, the Hausa/Fulani communities established in those areas they were trading with in both Yorubaland of

Nigeria and Gonja in Ghana were formed on the basis of Hausa/Fulani cultural distinctiveness: Islam, language, mode of dress, the political/traditional institution of chief (Sarkin Hausawa/fulani), a mosque, market and Chief's palace were some of the features associated with Hausa/Fulani Diaspora communities.

By implication, Hausa/Fulani long distance traders were not only networking their commercial activities but also acted as Islamic missioner, promoter of their language and culture in all the areas they had commercial networks or where they had settled. It is good to note however that Islam remains a key feature in the distinctiveness of the Fulani/Bororo trading community in Yorubaland (Adamu, 1978). Even as Diaspora community, they maintain their religion. Thus, the transit camp (Zango or Sabo) in a Yoruba city is a distinctive social group, with Islam and their culture and language maintained. This apart, Cohen (1971) argues that there was a great relationship between morality and success recorded by the Hausa/Fulani long distance traders. For Cohen, the success was due to the Islamic moral code of conduct which made trust and credit possible. Such a moral code, he continues, was provided by Islam, the religion of the Hausa/Fulani. Hopkins (1973) summarises Cohen's analysis of the role of Islam and its moral code of conduct in the organisation of the long distance trade by asserting that Successful integration required a formal moral code to sanction and control commercial relationships. The 'blueprint' for the formation of a moral community of businessmen was provided by Islam, which was closely associated with long distance trade in West Africa from the eighth century onwards. Islam helped maintain the identity of members of a network or firm who were scattered over a wide area, and often in 'foreign' countries; it enabled traders to recognize, and hence to deal readily with each other; and it provided moral and ritual sanctions to enforce a code of conduct which made trust and credit possible.

It was through Islam that Dioula and Hausa merchants established the commercial networks, or Diasporas, which made them so prominent and successful in long distance trade Thus, besides serving as unifying factor the Diaspora Hausa community, Islam also attracted other non-Hausa but Muslim Diaspora groups from Northern Nigeria such as Ebira, Kanuri, Shuwa Arabs, Nupe and even those from other West African regions such as Ghanaians and Togolese Kotokoli into major Hausa/Fulani settlements in Yorubaland, especially Otte and Budo Egba communities. Thus, the subsequent Fulani/Bororo communities established in Otte and Budo Egba especially from 1970s were composed up of divergent Diaspora communities of various ethnic groups from both northern Nigeria and other West African countries, with Islam and language as unifying elements. It is pertinent to note that for the purpose of this discussion, the term 'Hausa/Fulani' is used as generic term, referring to Hausa/Fulani and all those people who share some cultural and religious affinity with them especially the Bororos who are the main subject of discussion in this paper.

Conclusion

Egwu (2009) has pertinently observed that democratization process has impacted in the rising tide of ethno-communal and religious violence in Nigeria. The return to civilian rule in 1999 has raised the level of ethnic and religious consciousness amongst Nigerians. In some cases, as was the case in Jos in 1994 and 2001, the misunderstanding could be due to public or political appointment in which citizens of a given area would be divided on religious lines. This paper surveyed the role played by Islam in the harmonious relationship between the Yoruba nad Hausa/Fulani communities with a particular reference to the pastoral Bororos. The paper has established the fact that Muslim scholars in general and traditional leaders of Otte State in particular, have had a long-standing opportunity of participating in decision making and maintenance of peace and orderliness because of their specialized knowledge. It should be noted that the Community leaders of both ethnic groups plays an important role in conflict management in the town and the environs. Their quick intervention has helped to forestall or minimize intra- and inter-group conflicts, which have a potential for snowballing into wider conflagrations. A notable example is the Hausa-Yoruba clashes in Otte as sited in the body of this work in which leaders of religious and ethnic communities have had to interact to take steps to avert reprisal killings in the event of fresh attacks on the Fulani communities. Unfortunately, it is not always possible to act fast enough to prevent violent clashes. Nevertheless, the Alangua of Budo Egba and Otte has had to convene peace meetings with leaders of the various groups in the communities to avert crisis and preach for local diplomacy.

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ASSESSMENTS OF STUDENTS' PERCEPTION ON HOME ECONOMICS ENTREPRENEURIAL SKILLS FOR THE SUSTAINABILITY IN TWO COLLEGES OF EDUCATION IN KWARA STATE, NIGERIA

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Abstract

The study assessed Students' Perception On Home Economics Entrepreneurial Skills For The Sustainability In Two Colleges Of Education In Kwara State, Nigeria. The study was guided by two research questions and corresponding hypotheses the perception of male students revealed that Home Economics as a course of study is meant for the females due to Nigeria cultural believe that domestic work is only for the females and there is no significant differences between male and female students' Home Economics entrepreneurial skills and sustainability. the researcher recommended that Entrepreneurial skills be introduced to the curriculum of all students in Colleges of Education, The Government should provide practical materials and ingredients to be used in leaving entrepreneurial skills. and Students in Government Kwara State Colleges of Education should participate fully in practical to acquire enough entrepreneurial skills for self-employment and sustainability and finally the investigator concluded that Entrepreneurial skills in Home Economics such as food service, sewing, interior and exterior decoration, child care, laundry services and so on make the youths to be very creative and busy. and should be promoted in our schools and colleges.

Keywords: Assessment, Perception, Home Economics, Entrepreneurial Skills, Sustainability

Introduction

Entrepreneurship is an individual's ability to turn ideas into action. It includes creativity, innovation, and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. It is seen as vital to promoting innovation, competitiveness and economic growth. Fostering entrepreneurial spirit supports the creation of new firms and basic growth. However entrepreneurial skills also provide benefits regardless of whether a person sees their future as starting a business. Entrepreneurship which is one of the most powerful economic forces known to humankind is empowering individuals to seek opportunity were other fund intractable problems. Entrepreneurship is the symbol of business tenacity and achievement; it is a vital source of change in all facets of society (Anurag and Rinku 2015).

Adam & Amy (2021) defined entrepreneurship as one of the resources economists categorize as integral to production, the other three being land, natural resources, labour and capital. An

entrepreneur combines the first three of these to manufacture goods or provide services. They typically create a business plan, hire labour, acquire resources and financing, and provide leadership and management for the business. Indeed (2021) asserted that entrepreneurial skill can encompass a broad range of various skills sets like technical skills, leadership and business management skills and creative thinking. Entrepreneurial skills can include a large range of both soft and hard skills. Because of the many business roles entrepreneurs may take on, they may also develop a variety of different skills set to accommodate the growth of their businesses and brands.

Home Economics is one of the school subjects that have application to every facet of human endeavor. Home Economics is not a new subject but one that has being in existence for a long time. In modern times, efforts to formalize domesticity of house hold go back as far as the mid – 1800s with one of the most influential early examples being the treaties on domestic economics for the use of young ladies at home. The shared interest of Home Economics pioneers is the wellbeing of the family and it strengthen the home to benefit the broader society (Hadiza *et al*., 2018). Home economics is a unique field of study that focuses on improvement of the welfare of the individuals, families and nations that will solve the most pressing problems of the present as well as the future. It is a field that deals with economics and management of the home and the community. The mission of Home Economics is to respond to the problems of individuals, families and the society as a whole. Entrepreneurship plays an important in economic development through creation of utilities and generation of employment (Ogamba 2019).

Noor (2019) stated that skills are not a person's fundamental, innate capacities but must be developed through training, practice and experiences. Skill acquisition or gaining effective and ready knowledge in developing one's aptitude and ability in a particular field. While becoming a successful entrepreneur is natural for some, others require certain essential skills to start and lead a business to success. Successful entrepreneurs have mastery over both hard and soft skills. Hard skills like accounting, marketing and financial planning are critical for running and managing a business and soft skills like communication, problem solving and decision-making help to scale up business. Mastery of entrepreneurship skills requires practice and a dedicated learning plan.

Alexandra (2018) opined that sustainability refers to doing business without negatively impacting the environment, community or society as a whole sustainability in business generally addresses two main categories: The effect business has no the environment and the effect business has on society. Beyond helping curb global challenges, sustainability can drive business success Stalling e'tal(2015) sees sustainability as a business approach to creating long term value by taking into consideration how a given organization operates in the ecological social and economic environment. Sustainability is built on the assumption that developing such. One of the problems in Nigeria today is unemployment of the youths which has

taken toll on increased social vices such as banditry, insurgency, kidnapping, prostitution, armed robbery, cybercrime and other social vices. The individuals, family and the society are facing many challenges and changes due to the economic situation in the country. The problem in Nigeria is caused by lack of entrepreneurial skills on the part of most graduates that are produced in thousands every year without jobs.. Home Economics as a field of study that provide the necessary knowledge for imparting skills for self-reliance and a more fulfilled life, compatible with the present situation in the society. This calls for the need for the present study to identify the entrepreneurial skills among Home Economics students in selected Kwara State Colleges of Education. Entrepreneurial skills in Home Economics include food and nutrition skills home management skills and clothing and textile skills. Colwell(2019) explains that entrepreneurs play a significant role in bringing new products, services and innovations to the market place, which in turn promote job creation, economic growth and lead to prosperity, efficiencies and competitive advantages.

It was asserted that in the present economic situation, having knowledge of an academic subject is no longer sufficient for a new graduate. Entrepreneurial skills provide individuals with the ability to recognize commercial opportunities, self-esteem, and entrepreneurial skills

Purpose of the Study

The purpose of this study was to assess students' perception on home economics entrepreneurial skills for the sustainability in two colleges of education in kwara state, Nigeria. specifically, the study examine:

i. identify the perception and personal information on Home Economics students in Kwara State Government Colleges of Education.
ii. examine Home Economics entrepreneurial skills for sustainability among the selected students in the study areas.

Research Questions

The following research questions guided this study

i. What are the perceptions and personal information on Home Economics students in Kwara State Government Colleges of Education?
ii. What are the Home Economics entrepreneurial skills for sustainability?

Research Hypotheses

The following null hypotheses were formulated and tested in this study.

Ho[1] There is no significant differences between male and female students on Home Economics entrepreneurial skills

Ho[2] There is no significant differences between male and female Home Economics entrepreneurial skills and sustainability.

Methodology

This study was descriptive research of the survey type. The population for the study included the selected students in two colleges of education (Ilorin and oro) learning home economics as a course. Purposive sampling technique was used to select 110 students from the two colleges of

education in Kwara state. The research instrument that was used in this study was a questionnaire adapted from sujata Mishra (2017).

Results

This section presents the analysis of data obtained in the course of the research, it reports the results of the study with relevant interpretations.55 questionnaire copies were administered to the respondents, 55 were valid for data analysis. The results are presented under the three basis sub topics; viz; answer to the research questions, hypotheses tested and summary of the findings, Answer to the research questions raised in the study. The following are presented the above sub topics.

Research Question One: What are the perceptions and personal information on Home Economics Students in Kwara State Government Colleges of Education?

Table 1: Distribution of Respondent's personal information N-205

S/N	VARIABLE INFORMATION	F	%
1	Kwara state college of education Ilorin	25	,45.46
2	Kwara state college of education Oro	30	54.54
3	Gender: Male	5	9.10
	Female	50	90.90

Source: Field survey (2023)

Key: f= Frequency %= Percentage

Table 1 show that 25(45.46%) of the respondents are from Kwara State Colleges of Education Ilorin, 30(54.54%) of the respondent are from Kwara state college of education Oro. and 45(22.0%) of the respondents from Kwara State College of Education Oro On the basis of gender five male respondents was recorded (9.10%) and 50(90.90%) respondents were females. On perception, all of the respondents believed that Home Economics entrepreneurial skill is for the females. 55(100%).

Research Question Two: What are the Home Economics entrepreneurial skills for sustainability?

Table 2: Mean and rank order of respondents on Home Economics entrepreneurial skills for sustainability

S/N	VARIABLES	$\bar{x}$	SD	RANK
1.	Operation of food service delivery	3.97	1.24	3rd
2.	Production of Refreshing drinks	4.05	1.07	2nd

3.	Preparation of Snacks	3.57	1.09	11th
4.	Pattern drafting	4.10	1.89	1st
5.	Flat pattern making	4.61	9.08	12th
6.	Machine Repair	4.76	1.19	7th
7.	Garment sewing	4.71	1.23	9th
8.	Sewing indigenous apparel	4.65	1.07	10th
9.	Laundry	4.73	1.09	8th
10.	Gardening	4.88	1.03	4th
11.	Decoration	4.85	1.97	5th
12.	Bead making	4.49	6.20	16th
13.	Homemade cleaning agent	4.42	4.95	17th
14.	Knitting	4.39	4.89	18th
15.	Day care operation	4.52	5.01	13th
16.	Child counseling	4.17	3.77	6th
17.	Professional care giving	4.35	4.79	19th
18.	Child tutoring	4.41	4.94	14th
19.	Interpersonal relationship skills	4.25	4.34	20th
20.	Communication skills	4.31	4.63	15th
	Grand mean	**4.41**	**3.27**	

Source key: Field Survey (2023)

Key $\bar{x}$= mean SD= Standard deviation

Table 4 shows that all Home Economic skills for sustainability have mean scores that greater than 3.00 (bench mark) score set to determine the top most area of skills sustainability in Home Economics However items 4 ($\bar{x}$=4.10 SD=1.89), 2($\bar{x}$=4.05 SD=1.07), 1($\bar{x}$=3.97 SD=1.24), 10 ($\bar{x}$=3.8750 SD 1.03), 11($\bar{x}$=3.85 SD=1.97) took precedence over others and were ranked between 1st and 5thof the perception. This means that Home Economic entrepreneurial skills in Government Kwara State Colleges of Education in the area of skills for sustainability engage more on pattern drafting ,preparation of refreshing drinks, food, services, gardening, and decoration. The grand mean of 4.41 indicates that all the items are Home Economic skills for sustainability

Hypotheses Testing

In the study two null hypotheses were formulated and tested using T-Test at 0.05 level of significance. In view of this the results of the hypotheses are presented as follows:

Research Hypothesis one: There is no significant differences between male and female students on Home Economics enpreneurial skills

Table 1: T-test analysis of the differences between male and female students on Home Economics Entrepreneurial skills.

	T	df	Sig(2-tailed)	Mean difference	95% confidence internal of the difference		**Remark**
Male	91.877	2458	000	6.23058	Lower	Upper	
					6.0976	6.3636	
Female	144.028	2458	000	1.15860	1.1428	1.1744	Accepted
Opinion	159.982	2458	00	165.35055	163.3238	167.13373	

Significant at P < 0.05

The table above shows that the hypothesis is accepted. On gender, the perception of male students revealed that Home Economics as a course of study is meant for the females due to Nigeria cultural believe that domestic work is only for the females. The result above shows that the calculated t-values <0.05 level significance. Therefore, since the P. value (0.05, the null hypothesis is accepted

Research Hypothesis Two: There is no significant differences between male and female Home Economics entrepreneurial skills and sustainability.

Table 2: T-test Analysis of the difference between male and female students in Home Economics entrepreneurial skills and sustainability,

	T	Df	Sig(2-tailed)	Mean difference	95% confidence internal of Difference	Remark
Male	90.866	2456	000	5.23058	5.0976	Accepted
Female	140.200	2456	000	1.14860	1.1644	
Opinion	156.982	2456	000	155.35055	153.3663	

Table 2 above shows that the calculated t-value of 0.05 level of significance is less, therefore, since the p -value is <0.05, the null hypothesis is hereby accepted. This means there is no significant differences between male and female students' Home Economics entrepreneurial skills and sustainability.

Recommendation

Based on the findings of the study, the researcher recommended thus:-

1. Entrepreneurial skills be introduced to the curriculum of all students in Colleges of Education

2. The Government should provide practical materials and ingredients to be used in leaving entrepreneurial skills.
3. Students in Government Kwara State Colleges of Education should participate fully in practical to acquire enough entrepreneurial skills for self-employment and sustainability.
4. The Government should introduce entrepreneurial skills to all levels of education to ameliorate the problems of unemployment and social vices.

The Government should introduce policies that will support establishment of small scale and medium scale industries, these will increase the rate of youth employment for economic sustainability.

5. Conclusion

In conclusion, the findings shows that the problem of unemployment facing youths can be ameliorated by introducing them to entrepreneurial skills early enough in schools, college and the universities before their graduation in order to make them self-reliant and gainfully employed after school instead of depending so much on white collar jobs and government employment.

Entrepreneurial skills in Home Economics such as food service, sewing, interior and exterior decoration, child care, laundry services and so on make the youths to be very creative and busy. This helps them to sustain themselves in the current economic crises in the society. It also gives them the opportunity to explore their environment to succeed. The entrepreneurial skills acquired in the Colleges by Home Economics graduates brings about sustainable development and youth empowerment in the area of economic, social and political development and the benefits are immeasurable.

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THE USE OF 3-DIMENSIONAL ART STUDIO: AN IMPERATIVE FOR THE TEACHING OF CLAY CRAFTS IN NIGERIA COLLEGES OF EDUCATION

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Abstract

The study investigates the use of 3 diamensinal arts studio in the teaching and learning of clay crafts in Nigeria Colleges of Education, so that graduates of fine and applied arts were adequately equipped through trainig that will make them to be skllful. The researcher discovered that, a very good 3-diamensional art studio well equipped facilities help the students to perform better, fine and applied arts students should be trained in such a way that upon graduation they would become self-reliant and employer of labour, through creative and innovative thinking in bringing new ideals for the new generations. Provision of physical facilities and qualified staff will have to be provided. This paper therefore state some useful suggestions that will shake up the laboratory structure of three dimensional studio for improved teaching and learning exercise in colleges of education.

Introduction

The studio of any artist, especially from the 15th to the 19th centuries, characterized all the assistants, thus the designation of paintings as "from the workshop of..." or "studio of..." An art studio is sometimes called an atelier, especially in earlier eras. In contemporary, English language use, "atelier" can also refer to the Atelier Method, a training method for artists that usually takes place in a professional artist's studio.The above-mentioned "method" calls upon that zeal for study to play a significant role in the production which occurs in a studio space. A studio is more or less artful to the degree that the artist who occupies it is committed to the continuing education in his or her formal discipline. Academic curricula categorize studio classes in order to prepare students for the rigors of building sets of skills which require a continuity of practice in order to achieve growth and mastery of their artistic expression. A versatile and creative mind will embrace the opportunity of such practice to innovate and experiment, which develops uniquely individual qualities of each artist's expression. Thus the method raises and maintains an art studio space above the level of a mere production facility or workshop. Safety is or may be a concern in studios, with some painting materials required to be handled, stored, or used properly to prevent poisoning, chemical burns, or fire.

A three-dimensional art studio is a place where artists create artworks that have height, width, and depth, and can be viewed from different angles and perspectives. Some examples of three-dimensional art are sculptures, reliefs, installations, and performance art. A three-dimensional art studio may have different tools and materials depending on the type and style of art that the artist wants to make. For instance, a sculptor may need clay, wood, metal, or stone, as well as carving, molding, or welding tools. A relief artist may need a flat surface, such as wood or metal, and a chisel or a hammer to create raised or sunken images. An installation artist may need various objects, such as furniture, lights, or plants, to create an immersive environment. A performance artist may need costumes, props, or sound effects to create a live show (Ayomide, 2019)

Three-dimensional art studios can be located anywhere, such as in a home, a school, a gallery, or a public space. They can also vary in size, shape, and design, depending on the artist's preference and needs. Some artists may prefer a spacious and bright studio, while others may like a cozy and dark one. Some artists may want a minimalist and organized studio, while others may enjoy a cluttered and chaotic one. Some artists may decorate their studio with their own artworks, while others may display artworks from other artists or cultures

The main purpose of a three-dimensional art studio is to provide a space for the artist to express their creativity, vision, and emotions through their artworks. A three-dimensional art studio can also be a place for the artist to learn new skills, experiment with different media, collaborate with other artists, or showcase their work to the public. A three-dimensional art studio can be a source of inspiration, challenge, and joy for the artist.

The concept of an art studio is also not easy to define, as different artists may have different purposes and methods for creating art. However, one possible way to understand the concept of an art studio is to consider it as a place or a process that allows artists to express their creativity, vision, and emotions through their artworks (Aboyeji, 2021)
Some common features of art studios are: They are equipped with various tools, aterials, and media that enable artistic exploration and experimentation.

1. They are personal spaces that reflect the artist's personality, style, and preferences.

2. They are inspirational spaces that stimulate the artist's imagination and ideas.

3. They are productive spaces that facilitate the artist's work and progress.

Art studios can be located anywhere, such as in a home, a school, a gallery, or a public space. They can also vary in size, shape, and design, depending on the artist's needs and resources. Some artists may prefer a large and bright studio, while others may like a small and dark one. Some artists may want a clean and organized studio, while others may enjoy a messy and chaotic one. Some artists may decorate

their studio with their own artworks, while others may display artworks from other artists or cultures.

The main purpose of art studio is to provide a space for the artist to create art. An art studio can also be a place for the artist to learn new skills, collaborate with other artists, or showcase their work to the public. An art studio can be a source of challenge, satisfaction, and joy for the artist.

The philosophy of NCE Fine and Applied Arts is to provide academic and professional training for NCE teachers in fine and applied arts. It aims at developing Students aesthetic perception artistic talents and expression as well as stimulated interest and auguries in the practical and theoretical area, particularly as they affect the teaching of art at the primary, junior and senior secondary school level.

Concept of 3-Diamensional Art Studio

Three-dimensional art pieces, presented in dimensions of height, width, and depth, occupy physical space and can be perceived from all sides and angles. On the other hand, two-dimensional works of art, which are created on flat surfaces, can only be observed in terms of height and width. Traditional types of three-dimensional arts, like ceramics, sculptures and reliefs, have been around since the beginning of human history as evidence of peoples need for artistic expression.

Sculptures and ceramics have been predominant 3-diamensinal art form for centuries, evolving continually throughout different period of art history. However, progressive art movements that boomed in the 20th century challenged the traditional perception of fine art, introducing unconventional art mediums to express their aesthetic and principles. This process resulted in the appearance of Installation art and performance art as the contemporary variants of 3-dimentional arts

Beginning from the early part of the 20th century, art teaching and learning which had hither to been tradition and informal started to take a new shape. This was through the efforts of Aina Onabolu, (1973) who had the opportunity of receiving Art training outside the shores of Nigeria upon his arrival, Onabolu initiated and planned the structure of art education in Nigeria (Adedoyin 2018, Adedotun 2019, Bello 2022)

Sequel to this development some art schools were established in Nigeria and art as a subject was included in the secondary school curriculum. The tertiary institutions were not left out, particularly college of arts, science and Technology Zaria and polytechnic, Yaba, Lagos and others in 36 state of Nigeria.

Sculpture and Ceramics design is an aspect of art relied much on a well- furnished studio for effective teaching and Learning. Various studies conducted recently with regard to teaching in Nigeria schools point to the need to overhaul the nation's Educational system. Nigeria college of Education, a focus of this paper, have been observed to share similar problems including inadequate infrastructure and studio facilities ((Joseph, 2019) If these existing studio will effectively perform the functions of

rooms building used for scientific experiments, research, testing, especially in chemistry and language related courses Christopher (2018). There is a need for the Government school, learners, parents and the community to face squarely the challenges and equip the laboratories

Use of Studio in 3-Ddimensional Teaching

In sculpture and ceramics lesson practical works are designed to be carried out in a well equipped studio. This will afford the studio the opportunity to test power of observation by illustration, interpretation of data, ability to perform simple experimental and draw inferences from result (Sunday 2022)

Unlike the other sub-sections in fine and applied artss pot craft is science oriented. A knowledge of chemistry and physics is required to understand discussions on glazes, clay, oxides, chemical reactions, firing techniques, temperature, measurements e.t.c. There is the need therefore to have the various gadgets responsible for all these to be stored safely in a specially designated building or room. The issues is not only for the provision of the room, but to prescribed gadget to be in place and replaced from time to time whenever the need arises. Demonstration, group or individualized instructional method demand for availability of sufficient instructional materials for use the teacher and learners alike. Project method also requires students to interact with some laboratory apparatus, carry out certain experiments to fashion out a new discovery. And in "lecture", "Discovery" as well as in "play-way method well equipped studio will no doubt the required as a resource centre.

The NCCE (2020) described three studio for 3dimensional work, one of which must be an average sized art studio capable of holding up to 30 students, should be about 30fts by 30fts by 900cm. on equipment, the following are to be provided: wash hand basins, work benches, modelling tools, storing racks, models post or platforms.

According to Ayomide (2019). explain demonstration as a method of teaching ceramics design is basically an activity which combines telling, showing and doing for the benefits of listeners or leaner be it a person or a group of persons. Aboyeji (2021) suggested that in teaching demonstration generally used as a method but it is also frequently used in action with other approaches to teaching as a special techniques. Henry (2019). Availability of relevant teaching materials in the studio will afford the teacher to demonstrate the method skills for the learners to observed and also follow by doing them. Project method as in other discipline allows the students to investigate and gather facts, data, and interpretation a phenomenon as discovered. This requires the optimum use of gadgets. Locally procured raw recipes could be compounded, tested and analysed to see their usability as glass formal uses sag gars, weigh balance and klin as well as psychometric cone.

Controversial issues may arise based on previously learned knowledge. So also issues emanating from the result of a tested recipe could warrant using discussion method in ceramics or sculpture theory classes. More results kept in studio under require learners range distributed or exhibited for the learners to discuss the outcome, success or weakness of the experiment

Lecturer method may surface using laboratory when presenting important materials not easily obtainable or available to students, it could serve as supplement to textbook materials, e.g many terms in ceramics texts will require concrete object or further information to make learners understand fully. Sample of findings and important materials inform of recipes are better kept in a ceramics studio for further testing. Strange rocks, clay, oxides, could be labeled and kept in a convenient places in the studio pending the time when further investigation could be carried out inform of calcification firing or navigation to test work ability.

Conclusion

Some teachers often complain that they are restricted to method because of the amount of available teaching items available space for interaction, inadequate studio facilities and examination oriented curriculum. Attention has also been drawn to the effects of government policy outlines and pronouncements on performance in school science oriented courses in the preceding sections. It is obvious from the results of the analysis of the performance trends in school science that the various policy outlines and pronouncement by the government have not improved students performance or reduce the failure rate in vocational and technical education courses at the NCE level of education.

Recommendations

There are numerous inadequacies associated with establishment of a studio, equipment and usage

Government at all levels apart from issuing policy guidelines, should make efforts to improve the status of existing studio and build more to carry along science related courses. Funds should be made available to schools where teachers are trained (NCE) to fabricate equipment's locally such that can be installed with little cost, repair when need be and replaced as at when due with indigenous experts

Education Resource Centers nationwide should be resuscitated to render expected services to schools, teachers on the field and students alike. Art should be included and made compulsory not only up to senior secondary schools level, but as a core subject up to the tertiary level just as English languages and Mathematics. This is the only way by which students are basically trained to develop and exhibit their vocational and technical skills.

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INVESTIGATING THE PREDICTIVE VALIDITY OF MOCK EXAMINATION FOR FINAL IJMB PERFORMANCE: A CASE STUDY OF IJMB PHYSICS STUDENTS OF KWARA STATE COLLEGE OF EDUCATION, ILORIN

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Abstract

This study was designed to determine the predictive of mock examination on the final IJMB examination among Physics students of school of Basic and Remedial studies, Kwara State College of Education, Ilorin. The study sought to examine the relationship between students' achievement in the two examination between 2008 to 2011 academic session. The result of the two examination were obtained; rank ordered and correlated using the spearman's rank order correlation method. The analysis of the result shows a very high correlation between the two examinations. Indicating that the mock examination is a good predictor of student's academic performances in the final IJMB examination. However the t-test for a bivariate normal population was use to test the hypothesis formulated in the work. The null hypothesis was rejected which showed that, "there is significant relationship between mock examination and final IJMB examination". It was therefore concluded that mock examination serve as a good predicator of students achievement in their final examination. Then recommendation were made; that government should employ experienced and qualified teachers in schools, provision of more infrastructural materials in schools, parents should provide educational needs for their children and teachers should take more pain in preparing their lectures and conducting test for the students, that aim at guiding them for success in their final examinations.

Keywords: IJMB, Mock Examination, Predictive, Validity, Final Examination and Physics

Introduction

Academic performance is defined as students' ability to carry out academic tasks, and it measures their achievement across different academic subjects (Al-Rahmi *et al.,* 2022). In educational institutions success is measured by academic performance or how well a student meets standards set out by examination body e.g. interim joint Matriculation Board i.e. IJMB or Senior Secondary Certificate Examination (SSCE) such as WAEC, NECO and NABTEB etc or the Examination conducted by the institution itself. The annual releases of Senior Secondary Certificate Examination results conducted by WAEC justified the problematic nature and generalization of poor Secondary School students performance in different school subjects. Smith et al. (2021) note that there has been a growing concern among educators about the declining performance of students in both internal and external examinations. Teachers have expressed frustrations with students' lack of preparation and low academic achievement in various subjects, pointing to the

continued challenges in the education system. Hence, mock examination or internal examination is selective, predictive and diagnostics in nature. It is supposed to reveals how successful teacher instruction have been mastered and prepare the final year students readiness for the final examination and further academic endeavours.

However, the National Assessment of Educational Progress 2023 results revealed declining student performance in basic reading skills, particularly for lower-performing students across racial and ethnic groups. These declines suggest that students are not performing as well as their previous achievements would have predicted. (National Center for Education Statistics [NCES], 2023). Browsing for pornographic images and other social irrelevancies pointed by Gabriel (2012) contributed to students poor performance in examinations. So students give rapt attention to frivolities.

In addition, there is a general complain of students poor performance at both internal and external examinations. Khanal (2023) emphasizes that teachers' academic behaviors, including their teaching styles, attitudes, and feedback strategies, have a direct impact on students' academic achievement. Effective teacher-student interactions are critical to improving learning outcomes. More so, Odenigbo (2012) reported that the set back in academic performance is as a result of overcrowding of classrooms, poor infrastructure and few teachers with poor remuneration. But findings revealed that overloaded curriculum and meta-physical influence on the time keepings by teachers attribute to students poor performance at both mock examination and final IJMB examination. According to Adebayo & Olorunfemi (2023) there was no significant difference between the performance of students in mock exams and the final SSCE exams, emphasizing that mock exams are reliable predictors for final exam performance.

Moreover, this study aimed at establishing the correlation between school mock examination and final IJMB examination performances. Baker & Roberts (2021) highlighted how grading systems that rank students on a numerical scale help reduce complaints by clearly showing how teachers and schools are accountable for the grades awarded. Therefore, the tracking of academic performance fulfils a number of purposes. Because areas of order to foster improvement and make full use of learning process.

In this paper, students' academic performance in interim joint Matriculation Board Examination (IJMB) is the peak and their grades in the mock examinations and final examination were compared, for the year 2008 to 2011 respectively. So as to determine the relationship between students performance in the two examinations using the spearman rank correlation technique.

Statement of the Problem

Academic performance is something that every parent wishes for their wards, Evidences from reviewed literatures, personal observation and experience indicate that mock examination is a good predicator of students' achievement in their final examination among IJMB Physics student of Kwara State College of Education, Ilorin. Therefore, this

study seeks to establish the relationship between the two examinations among IJMB Physics student of Kwara State College of Education, Ilorin.

Research Question

Based on the objective of the study, the research question below was raised in this direction:

What is the relationship between mock examination and final IJMB examination for the year 2008 to 2011?

Research Hypothesis

In the course of investigation to facilities this paper, attempts were made to satisfactorily test the hypothesis below:

There is no significant relationship between mock examination and final IJMB examination for the year 2008 to 2011?

Methodology

This work employs the correlational research design. This design can be described as a useful statistical tool to be employed when testing for relationship between two variables. In this paper, for the purpose of statistical analysis, the letter grades were quantified as in table 1.0.

Results and Discussion

To answer the research question raised in this study, the spearman rank order correlational analysis and t-test analysis for bivariate normal population for the year considered.

Table 1:0 Letter Grades and Magnitudes

Letter Grades	**A**	**B**	**C**	**D**	**E**	**F**
Magnitude	5	4	3	2	1	0

Also, the table 2 show value interpretation of ρ (rho), the Spearman Rank Order's Correlation Coefficient.

Table 1:0 ρ (rho) Value Interpretation

Correlation Coefficient	0.0 – 0.2	0.2 – 0.4	0.4 – 0.6	0.6 – 0.8	0.8 – 1.0
Relationship	Negligible	Low	Moderate	High	Very High

Table 3.0: Relationship Between Mock Examination and Final IJMB Examination for the year 2008 – 2011

Year	**Variable Sample Size, N.**	**Correlation**	**Level of**	**t-**	**t-**

	Mock Examination (X)	Final Examination (X)		Coefficient (e)	Df, N-2	Significance (α)	critical Value	calculated Value
2008	60	60	48	0.9987	58	0.05	1.671	149.2
2009	74	74	60	0.9991	72	0.05	1.667	199.9
2010	55	55	50	0.9982	53	0.05	1.676	127.3
2011	23	23	14	0.9931	21	0.05	1.721	38.8

Table 3.0 above shows that the correlation coefficient values indicate very high correlate between the two examinations (see table 2.0). Also, the t-calculated value are greater than the t-critical values upheld within 0.05 level of significance as the ρ (rho) values are less than one for the year considered in this study.

Thus, the hypothesis that "there is no significant relationship between mock

examination and IJMB examination for the year 2008 – 2011" was rejected.

The result of the data analysed to facilitate this paper indicated a significant relationship in the students' performance in the two examinations. A lot of on. It can however, be concerned as far this paper is concerned that various problems effect, jeopardize and determine students chances of passing external examination. Based on the data analysed in this study, it was discovered that "there is no significant relationship

between mock examination and IJMB examination over the period of 2008-2011". Therefore, the mock examination serves as a good predictor of students academic performance in their final examinations.

evidence shown a strong association between mock and final IJMB examination.

Besides, this study will help the teacher to take cognizance of the identified relationship between student performance in mock and external examination and find alternative solution to the student poor performance in both examination.

Conclusion

This study was conducted so as to bring solutions to the problem of problem of poor performance in external examination (final IJMB examination as a case study). The mock examinations have been seen as a must for student preparing for any form of external examination; WAEC, NECO, IJMB and so

Recommendations

There has been general comment about the falling standard of education in Nigeria. Government factors, parental influence, teachers attitude to work and student attitude to study are attributed to poor performance in examinations.

Therefore, the recommendations in this paper are summarized as follows:

- Government should employ experience and qualified teacher in schools.

- The Ministry of Education should endeavour to provide training facilities for teachers to improve their academic knowledge.
- Provision of more infrastructures in schools e.g. conducive lecture rooms, well equipped laboratory, e-library, geographical garden, biological garden e.t.c.
- Establishment of educational resources centres in each LGA of the state.
- Parent should provide the educational needs for their children or ward.

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UTILIZATION OF VISUAL DISPLAY INSTRUCTIONAL MATERIAL FOR INSTRUCTIONAL DELIVERY IN TECHNICAL COLLEGES IN KWARA STATE

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Abstract

The paper examined the utilization of visual display instructional materials for instructional delivery in technical colleges in Kwara State. Visual display materials could be regarded as an instructional material which appeals to the learner sense of seeing which could be projected vertically to support effective teaching and learning. It includes wall chart, illustrated picture and pictorial materials television projector etc. The paper look into the concept and importance of visual displayed materials, selection criteria in utilization of visual displayed materials and its characteristics as it related to integration in teaching and learning process. The paper concludes that visual display material help to visualize the phenomena of instruction and help student analysed the fact from the concept learnt. Therefore, selection of this material must follow well planed criteria for effective use. It recommended among others that government and all other stakeholders to ensure that essential visual materials like computers, projector, realia and other relevant instructional materials are provided to facilitate the teaching and learning process in technical colleges. Also, government must ensure that teachers are motivated to discharge their duties effectively so that the students' performance could not be thwarted as a result of the teachers' negligence.

Introduction

Visual display materials are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.). There are many visual materials available these days. We may classify these materials as follows; visual materials are

which use sense of vision are called Visual display materials. For example models, actual objects, charts, pictures, maps, flannel board, flash cards, bulletin board, chalkboard, slides, overhead projector etc. Out of these black board and chalk are the commonest ones. The challenges of classroom instruction increases when prescribed a course to the class while course books (textbooks) are constituted with too many interactive expertise activities. Most significantly, it has become a common phenomenon to integrate textbooks with audio visual materials as additional or supplementary resource for classroom course learning activities. Visual display materials are those devices which are used in classrooms to

encourage students learning process and make it easier and interesting. Visual display materials are the best tool for making teaching effective and the best dissemination of knowledge (Ghulam, Khuram, Naqvi, Nadeem, 2015).

Instructional materials is an essential and important material needed for effective teaching and learning in technical colleges to promote teachers' efficiency and enhance students' performance. Instructional materials are information carrier which helps the teacher to promote his or her lecture to the learners in a precise and concise manner. Thus, facilitating productive and qualitative learning process. Instructional material is crucial to teaching and learning processes. A dedicated classroom teacher feels satisfied when he realizes the objectives, he has set out to achieve for every lesson. In order to achieve this, a trained teacher employs a number of methods, design and actions; one of h includes the use of instructional material. Instructional materials are referred to as the resources which both the teachers and students use for the purpose of effective teaching and learning. Okwo (2016) defined instructional materials as those materials that teachers can use in teaching to facilitate the learning of a particular subject or lesson. The list of instructional materials is inexhaustible and their limit is the teacher's level of resourcefulness, creativity and imagination. Rominszowski (2018) listed instructional material to include newspaper, magazines, pictures, textbooks laboratory equipment, posters, bulletins, journal, radio, television, audio cassettes, tap scripts and slides. Others are overhead and opaque projector, real objects and computer. Instructional materials are information multipliers because they are capable of providing learners with opportunities to learn beyond teachers' capabilities when utilized for instruction.

The undue emphasis on theoretical aspect of many subjects to the detriment of scientific and experimental approach has made some of the subject very abstract and uninteresting to the learners. This has also resulted into making the subject no longer attractive to the young learners or scholars. Sofowora and Egbedokun (2018) suggested that teachers should be discouraged from using didactic method of teaching to a more creative experimental learning involving project method. He added that teachers should be encouraged toward the utilization of visual displayed teaching and learning materials to support classroom interaction.

Students learn in two ways: orally and visually. Many students, however, learn more rapidly when oral teaching is linked with something they can see, touch or handle. A teacher cannot be certain that his or her verbal description will convey the correct impression especially if he or she finds it difficult to compare the things being described with those things the students are already familiar with. Thus, such difficulty could be removed if mediated instructions are available (Sofowora & Egbedokun, 2018). Improper utilization of visual displayed materials and or their total exclusion during classroom interaction has some negative consequences on student's performance during examinations.

This demonstrated clearly that there was negligent in the application of visual teaching and learning materials in the teaching and learning process or there was an absolute absence of visual teaching in classroom interaction at the secondary school level. This has further proven the assertions of Sofowora and Egbedokun (2018) that some subject was taught in an archaic way that makes the subject abstract despite its relationship with physical features that requires the application of visual displayed teaching and learning materials. As such, students are discouraged to learning the subject effectively.

In this light, the importance of visual teaching and learning materials which according to Dale (2013), were materials that not only supply a concrete basis for conceptual thinking and hence reduced meaningless verbal responses from students but also help in making learning permanent, cannot be over-emphasized. The implication of these conflicting reports calls for more research efforts in this direction. Therefore, the paper seeks to find out the utilization of visual display instructional material for instructional delivery in technical colleges in Kwara State.

Concept of Visual Displayed Instructional Materials

The concept of visual display instructional materials is perceived differently by various authors. According to Olaitan, Nwachukwu, Onyemaechi and Ekong (2018), instructional materials are those devices developed or acquired to assist teachers in transmitting organized knowledge, skills and attitude to learners within an instructional situation. Instructional materials in vocational technical education are those practical and skill development resources which facilitate the process of teaching/learning and evaluation of vocational technical skills. Instructional materials include the electronic systems, tools, equipment and other resource materials that could be utilized for directing and controlling vocational technical operations and for reinforcing the teaching and learning of specified skills. Mkpa (2014) stated that instructional materials refer to the various information carriers employed in instructional delivery.

Importance of Visual Displayed Instructional Materials

The fundamental importance of visual materials to the teaching and learning is manifold. Abdullahi (2018) posited that students who had the advantage of being taught with well selected and wisely utilised visual displayed instructional media learn more effectively than those who are only provided with verbal instructions. Wales (2016) opined that the use of instructional resources would make discovery facts "glued firmly to the memory of the students". Savoury (2017) also quoted by Sugapriya and Ramachandran (2016) buttressed the points mentioned above on the effectiveness of instructional resources. He posited that a wellplanned and imaginative use of visual materials in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse the students' interest by giving them something

practical to see and do, and at the same time helping to train them to think things out themselves.

Additionally, the use of visual and sound materials in teaching and learning process helps the students to: visualize of phenomena with which teaching and learning deals, learn the kind of facts about this phenomenon, analyse the facts from a concept point of view, develop quick idea of concept learnt and apply taught concepts to real life experience (Oyesola, 2016).

Procedure for Utilizing Visual Displayed Instructional Materials for Instructional Delivery

Before selecting any medium for classroom presentation, there are some factors that needed to be considered. Strauss and Frost (2016) identify nine key factors that should influence media selection: institutional resource constraints, course content appropriateness, learner characteristics, profession attitudes and skill levels, course learning objectives, the learning relationship, learning location, time (synchronous versus asynchronous), and media richness level. Also, Oyesola (2016) highlighted the following points that must be in mind: making the materials visible, allowing learners to study the materials before application, and always introduce instructional materials at the appropriate time in the course of the lesson.

Importance of Visual Display Instructional Materials in Teaching and Learning

Instructional materials help the teachers to communicate effectively with students in order to achieve the desired objectives where ordinary words or verbalization have been found to be inadequate for effective teaching. Thus, it serves as a channel through which message, ideas and information are disseminated more easily. Hornby (2014) informatively explained that utilization is the process whereby use is made of available services at the individual's disposal, to derive maximum benefit or stated objective through available materials. These instructional materials or resources include the tools, textbooks, visual materials, audio materials, mock-up, and improvised materials and so on. Olagunju and Abiona (2018) also stated that resource utilization is the process whereby instructional materials is systematically managed and organized, towards meeting the end goal. It was further added that in a school, teaching materials that are available should be utilized such that it will enables the students to acquire desirable learning competencies. Utilization of standard instructional materials in teaching had been known to be fruitful learning since it stimulates student's senses and motivates them. Ekenedo (2014) pointed out that there is a relationship between knowledge of a skill and the actual utilization of such knowledge even when it comes to teaching and learning in technical colleges. Utilization has been further described as the actual patronage of the education facilities, equipment and supplies by the education teacher in teaching in technical colleges.

Problems of Visual Display Instructional Materials Utilization in Technical colleges

Oyedele (2016) emphasized that in everywhere, teachers need to make the fullest use of print

materials. The author noted that one of the reasons why available materials are not used before by many teachers in school and colleges is that the teachers lack the necessary in this area. Obi (2016) highlighted the problems of lack of time in the school time table for effective utilization of instructional materials for effective the author pointed out that the present practice of 35minutes and two periods in a week does not augur well for chemistry and physics subjects. The author also pined that effectiveness and efficiency in classroom and thorough supervision to be achieved the number of students in the class should be fifteen. Time has always be a major constraint in the effective utilization of instructional materials for effective most of these materials consume a lot of time to set up and dismantle within the allowed time on the table. There are many challenges in using visual display materials. These challenges include:

i. **Funds:** stated that "to create suitable environment for teaching and learning and produce the materials and equipment for teaching is a necessity" Thus Ukeje (2016) highlighted the centrality of financial provision in the advancement of educational objectives. The researcher that the "issue of educational is clearly the central pivot". This is so because the vital issue of the nature, quality, and efficacy of educational system largely depend on the lavel as well as the appropriateness and management of the financial provision.

ii. **Lack of Accurate statistical Data of the Teaching Materials:** Accurate statistical data of teaching materials are very important in the educational sector. Proper records of teaching materials (human and material) will help in effective management utilization and achievement of educational objectives. Some administrations fail to provide accurate and reliable data on the number of staff, learners enrolled and even materials available. These militate against effective management and utilization of teaching materials.

iii. **Poor Maintenance culture:** Facilities and instructional materials for effective are not adequately maintained. Some administrations prefer building new classroom instead of maintaining the old ones. Laboratories and their equipment are allowed to waste, text books and other instructional materials for effective are allowed to rot away in the cartons, instead of displaying them on the shelves for easy retrieval and usage. The management and utilization of these teaching materials are not encouraging. There is need to re-dress the situation for effective learning to take place.

iv. **Policy on maintenance, management and utilization of teaching materials:** policy provides guidelines on the type of action to be taken on any issue. Where there is no policy, administration will act without a guide. Olutola (2013) noted that "in Nigeria, there has not been a clearly defined policy on maintenance culture, either in educational infrastructural facilities or laboratory facilities" This implies interlay, that lack of policy on maintenance; management and utilization of teaching material affect the achievement of educational goals and objectives.

v. **Inadequate facilities and laboratory facilities:** students learn better when the facilities like buildings, comfortable seats for teachers and

student, equipment, electricity and good water supply and instructional material are available. When these facilities are lacking learners cannot learn well and these affect the achievement of educational objectives. The available teaching materials should be managed and utilized properly.

Conclusion and Recommendations

Instructional materials in visual displayed form convey meaning expression that promote learners' interest and facilitate teaching learning process. Visual displayed instructional materials for effective teaching and learning process in Nigerian technical colleges had been examined and it can be concluded that visual displayed materials enhances quality information dissemination and arouse the learners' interest. However, there is need to promote efficient friendly use culture through proper selection and production of such materials to enhance its utilization.

In view of the findings the following recommendations were made:

1. Based on the inadequacy of visual materials, it is pertinent for the government and all other stakeholders to ensure that essential visual material like computers, projector, realia and other relevant instructional materials are provided to facilitate the teaching and learning process in technical colleges.
2. Based on the ineffective and injudicious utilization of the available visual materials, the government must ensure that teachers are motivated to discharge their duties effectively

   so that the students' performance could not be thwarted as a result of the teachers' negligence.
3. Furthermore, seminars and workshops aimed at educating the teacher on the importance and advantages of using visual display materials in teaching and learning process should be organized regularly.
4. Also, the government must ensure that teachers who are below the required teaching qualification as stipulated by the National Policy on education (2014) are given the chance to go for in-service training or further education.
5. Technical should always encourage students to visually demonstrate what they have learned.

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SOCIAL VICES AND SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN KWARA STATE, NIGERIA

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Abstract

Social vices is an unhealthy behaviour that are considered as social and educational plague that have negatively influenced the entire educational system. This paper is aimed at investigating the impact of social vices on the academic performance of students in secondary schools. The paper identified the various forms of social vices prevalent in senior secondary schools as well as its causes and effects on the academic performance of senior secondary school students. Recommendations were made on how social vices can be tackled in senior secondary schools.

Introduction

Education is an indispensable tool for the youth development and national development. Education trains the mind and changes the thinking and orientation of people. It is a long term investment by any nation to make itself a better place to live and a better place where people can make their living. Lehr (2014) is of the opinion that the noble goals of education can never be achieved in a vacuum. They would be achieved under a conducive and peaceful atmosphere or environment. Social vices are acts of indiscipline that are found in every educational institutions namely; primary, secondary and tertiary institutions, meaning that it is very rare to find any educational institutions void of social vices. They are acts that interfere with the teaching and learning process manifesting in various ways such as vandalism, truancy, bullying, alcoholism and the rest. Rightly put by Ayobami (2011) solid moral and intellectual terrain expected to be found in secondary schools has suddenly became slippery veering towards an unprecedented magnitude of immorality. Even though some strategies to combat social vices were put in place in one form or the other by educational administrators in schools especially secondary schools, its consequences on students' academic performance in schools has been a great concern in the society.

Igwe and Nath (2005) reports that various form of social vices by students have negatively influenced the entire educational system. Most of institutional certificates and transcripts records have been discredited for reasons traceable to academic and moral deficiencies.

Conceptual Review

Student's Academic Performance

Student's academic performance is the term used to indicate a student's achievement after

completing a course of study from any educational institution. According to Tadese *et al.* (2022) defined academic performance as the extent to which a student, teacher or institution has attained their short or long term educational goals and is measured either by continuous assessment or Cumulative Grade Point Average (CGPA). Thus, a student who earns good grades or award in science has achieved in the academic field of science.

However, the trend of graduating students is not proportional to the trend of enrolled students and an increasing number of students cannot read mission suggesting that they did not perform well in their academics. Several factors are identified to have contributed to low academic performance of senior secondary students in Nigeria part of which are impact of anti-social behaviour among the students.

Concept of Social Vices

Social vices is defined as a bad habit or immoral acts. In Latin word, it is referred to as "vitium" meaning defect or failing. Social vices are bad traits, unhealthy and negative beahviour that stray from accepted moral norms and frowned at by members of the society. Social vices are mostly found among young individuals (males and females) commonly found in the habits such as drug abuse, alcoholism, smoking, casual sex or premarital sex, conflict, pocket picking, indecent dressing, prostitution, cultism, examination malpractice, hooliganism, thurgery, gambling, rape, sexual assaults and many other unhealthy lifestyles.

According to Igwe (2014), social vices are anti-social actions which breach societal norms, values and more and they range from obscene dressing to sexual harassment and promiscuity, cultism, kidnapping, examination malpractice, hooliganism, character assassination, impersonation, financial fraud among others.

Types of Social Vices

The types of social vices that commonly found among the senior secondary school students in Nigeria are:

Drug Abuse: Drug abuse is irregular, excessive or self-administration use of drugs, whether prescribed by a doctor or not. Government agencies acknowledged that drug abuse is any use of illicit substances such as cocaine, Indian hemp and heroine. Drug abuse is normally caused by ignorance, pleasure, curiosity, incorrect drug dosage, addiction, peer pressure, depression e.t.c. Oromareghake, Arisi & Igbo (2013) are of the view that drug abuse has many causes via: cultural, social, economical, psychological and family pathology. Drug abuse among the senior students in secondary schools in particular is caused by deliberate action to aid them with their studies especially those with poor educational records, and also those with family problems, while a large number of the students get involved through the influence of the peer group for them to be accepted as bonafide members.

Examination Malpractice: This is any examination exercise that is not conducted in accordance with specified norms set by the examination institutions. Elujekwute (2019) defines

examination malpractice as any irregular behaviour exhibited by candidates or anybody charged with the conduct of examination in or outside the examination hall before, during or after such an examination. Mgbekem (2006) is of the opinion that examination malpractice is an organised cheating practice adopted by candidates of an examination who have no confidence in themselves to pass the examination. Examination malpractice has gone beyond simple 'giraffing', an act of stretching necks to catch glimpse of what other students has written in their scripts to be copied to a variety of sophisticated methods such as writing relevant information on the subject to be taken on different objects or part of the body or clothes to be recopied in the course of examinations. Some students even bring their notes into the examination to be copied while some exchange their question papers with answers jotted on them during examination.

Examination malpractice according to Chukwuemeka and Agbara (2013) is caused by moral decadence in Nigeria. In Nigeria society today, cheating, dishonesty, embezzlement of public funds and stealing of public properties does not attract the condemnation and punishment deserved. Also, Oromareghake, Arisi and Igbo (2013) reports that, the emphasis on paper qualification or certificate is another cause of examination malpractice. If admission to schools and employment are based on actual performance of candidates during entrance examinations or interviews rather than on mere certificates, examination malpractice would be minimized or discouraged.

Bullying and Fighting: This is associated with students in secondary schools in Nigeria of today, making the schools to become breeding grounds for touts and militia. Senior class students are always found in the habit of bullying their junior students in school, some fight each other to the point of inflicting injury on each other.

Cultism: Cultism is one of the several social problems especially among the youths in our various educational institutions and in the society at large. The phenomenon, according to Adegbija (2003) is the formulation of a group initiates or adherent round the figure of a saint or even a living being. Cult is an organisation in our society tends to believe in a particular system of religious worship with a view to keeping it from others. Erika and Elda (2015) defined secret cults as a group of people who share and propagate peculiar secret beliefs divulged only to members. Also, their initiation procedures often involve secret rituals like swearing by some deity, human blood and other procedures which send shivers down the spines of most people.

According to Mohammed (2011) many authors have taken time to carefully observe the immediate or remote motive for membership of cultism, which are varied in nature but very strong in attracting or inducing students into cultism in schools. These include anti-social behaviours, personality needs, home background, the prolonged military reign, mental breakdown, societal conflict, peer group motivation and examination phobia among others. According to Bolakale and Kolo (2002), the home plays an important role in the promotion of cultism. Home where parents belong to

secret cult, the children are bound to be predisposed to cult activities. On arriving the school, adult behaviour is directly traceable to his/her childhood and adolescence experience. Parents who are active cultist are noted for often initiations and participation.

Students are been known to join secret cults because of their childhood friends. Students are easily influenced by their peer group and do not want to be seen as weak in comparism to their contemporaries. In addition is the over ambitious desires of students to get quick money or influence which is a key attraction into cultism. In the sense that they believe that this could get them connected with powerful and influential people in the larger society who are ex-members of secret cult both in the secondary schools and higher institutions of learning and with this, they believe they will be able to become rich quickly without much stress.

Truancy and Absenteeism: This is the practice of staying away from school without permission or without good reason. This habits so worrisome to the point that Dagih (2015) laments that it is a common sight to run into multitudes of students closing before closure hours while other bunches deliberately absent themselves from classes. When these habit persists, it breed people who turn out to be lazy and display nonchalant attitudes towards societal obligations.

Causes of Social Vices in Nigeria Senior Secondary Schools

Negligence of Parents and Broken Home: When the parents who are custodians of societal values and morals fail to carry out their obligations or their primary duty in shaping the lives of their children or wards through supervision and attention make them fall into those traps. When the parents are not there for these children, they go to wrong people, move with them to take advice and when their movements are not queried nor their academic progress followed up, there is great tendency they are hired into deadly acts.

Peer Group: Most times, this is the major causes of youth involvement in social vices. The peer group provides the developing child with broad range of behaviour, cultural and subcultural values. Children spend more time with their friends in schools or at home and they became easily influenced due to their weak nature. Youths / children have high level of curiosity to learn, and to practice new things meaning that being integrated into a group in which drug use is approved leads youths into illegal drugs and other social vices.

To Satisfy Curiosity: Secondary school students, especially those in senior class sometimes want to change the way they feel, to avoid pains, stress or to feel happier. Mostly they want to be accepted or be sociable as well as satisfying their curiosity. However, in a bid to solve one problem through indulging in one social vice or the other create avenue for new bigger problems.

Mass Media: Youths who watch a lot of television programmes (especially foreign and local films) learn to rely on stereotypes of the various groups presented by the media. Iya (2018) reports

that the youths transfer what they have learned from television to real life situations.

Perceived Impact of Social Vices on Students' Academic Performance of Senior Secondary Schools in Nigeria

1) *Pregnancy*: A pregnant students due to sexual promiscuity will surely face emotional, psychological trauma which will make her loss focus and attention on her studies. She might eventually stop schooling, get expelled from school or stop going to school while her mates would have been ahead of her if she finally return to school with the stigma of once impregnated.
2) *Deadly Disease*: Deadly diseases can be contacted leading to termination of lives and career.
3) *High Immoral Act*: High numbers of students who engage in evil acts in a school reduce the morality and standard of the school. Cult activities has became the priority of the members while other things like their studies became a secondary. These students are always busy initiating new members, meeting the needs of their members, and fighting which can eventually leads to death of the members or being rusticated from school. Being a cultist can graduate to high way robbery, bank robbery, rape, thuggery, taking of illegal substances. All these acts causes students to be withdrawn from schools by their parents due to unrest and insecurity poses by cultism or hooliganism.
4) *Vandalisation of School Properties*: Vandalisation of school properties / facilities have negative impact on teaching-learning activities in school which will also affect the performance of the students academic achievement.
5) *Psychological States of Students*: Social vices do affect the psychological equilibrium of the students leading to severe mental issues. This at the long run causes the victims to withdraw from regular school programmes. Students who engaged in social vices such as cultism, hooliganism and gangsterism, ingested certain toxic substances that they thought could make them bolder (Oromareghake *et al.*, 2013). This habit make them loss their mental balance as a result of the negative effect of drugs on their brain and invariably perform poorly in school.

Conclusion

Senior secondary school education is the level of education that prepare students for higher education and different occupational opportunities/endeavour. For this aim to be achieved, there is need of environment (society) free of social vices, meaning that both school and the larger society must be where high moral standard is reigning and social vices fought and eradicated.

Recommendations

- Good behaviour or habit should be reinforced and deviant behaviour be sanctioned to serve as deterrence to intending culprits.
- Teachers should lead by example, be a role model, do what they teach and be firm.
- Adequate facilities should be provided by educational administrators to ensure effective

teaching-learning process as well as to check and control every traces of any social vices in schools.

- High level of disciplines should be rooted in schools.
- Parents should create enough time for their children, give them close monitoring, be their intimate friends, listen to them and teach them moral values, by so doing, they will be able to curb social vices and reduce to minimal level if not totally eradicated.

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CHOICE OF VOICE IN CLASSROOM INSTRUCTIONS: IMPLICATIONS FOR THE TEACHING OF ENGLISH AS A SECOND LANGUAGE (ESL) IN NIGERIA

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Abstract

The roles played by correct choice of voice by teachers while delivering classroom instructions cannot be overemphasized. This perhaps, is hinged on the fact that a larger proportion of instructions as well as classroom interactions are often carried out through relaying and receiving of various goal/task-oriented instructions from teachers. To that end, this paper is set out to explore available options, to an average classroom teacher, in the course of classroom interaction cum the impact of such choice on the teaching of English as a Second Language (ESL) in Nigeria. Voice, as a crucial element of communication, significantly influences students' comprehension, engagement, and learning outcomes. Focusing on the two grammatical types of voice, the paper delves into the multifaceted dimensions of voice choice as well as its underlying significance in fostering effective language learning experiences among ESL students in Nigeria. It further discusses the implications of voice choice for ESL pedagogy in Nigeria and offers recommendations for effective integration in classroom practices. In the dynamic landscape of ESL instruction, the role of voice in classroom communication cannot be overstated.

Keywords: Voice choice, classroom instructions, English as a Second Language, ESL pedagogy, communication, Nigeria

Introduction

Voice is a fundamental element of communication that encompasses both verbal and non-verbal components. Verbal aspects include speech, tone, and pitch, while non-verbal elements such as intonation, rhythm, and stress significantly influence meaning and emotional impact. In educational settings, particularly in English as a Second Language (ESL) classrooms, voice plays a dual role: as a medium of instruction and as an embodiment of the teacher's perspective, method, or approach to teaching. In ESL instruction, where the goal is not just language acquisition but also the cultivation of cultural competence and critical thinking, the teacher's voice becomes an indispensable tool for fostering understanding and engagement. Voice here refers not only to the teacher's spoken words but also to the strategies and modalities they employ in classroom interaction. Understanding the available voice options and their implications for classroom practices is crucial for developing effective pedagogical strategies that meet learners' diverse needs.

In the context of ESL classrooms, there exist many available voice options which are commonly employed. However, this paper explores the grammatical type which can be classified into the

teacher-directed voice, student-centered voice. Each of these approaches carries distinct strengths and weaknesses that shape their effectiveness in different instructional scenarios considering the fact that English as a Second Language (ESL) instruction in Nigeria is a vital component of the educational landscape, given the country's linguistic diversity characterized by diverse student backgrounds, varying language proficiencies, and unique cultural contexts (Diaz-Rico & Weed, 2014). In such settings, the choice of voice in classroom instructions takes on added significance, as it must navigate linguistic diversity, cultural sensitivities, and pedagogical objectives and the global importance of English proficiency (Ur, 1996). In this context, the role of voice in classroom instructions becomes particularly significant, as it serves as a conduit for effective communication and language learning (Gudykunst & Ting-Toomey, 1996). The manner in which instructors deliver instructions through their voice can profoundly impact students' understanding, engagement, and language acquisition journey (Rivers, 2011).

Exploring Concepts and Issues Involved

Voice as a Concept in Language Teaching

Voice as concept in language teaching transcends the frequency and quality of what is heard when a teacher gives or directs an instruction in the classroom. It is typically a choice of who or what comes first when producing an English expression. This concerns, primarily, the grammatical (Active and Passive) voice, which for the purpose of this paper has been identified as the "Teacher-Directed and Student-Directed" Voices, respectively. The notion of voice within the realm of language pedagogy encapsulates the dynamic involvement and articulation of learners' individualities, perspectives, and cultural backgrounds throughout their language learning journey (Norton, 2013). It focuses significantly on affording learners ample of opportunities to actively engage with and express themselves in the target language, thus nurturing a sense of authenticity, creativity, and autonomy in their language acquisition endeavors (Kramsch, 2009). This pedagogical paradigm acknowledges that language acquisition extends beyond mere linguistic proficiency, extending into the realm of personal identity construction within the linguistic community (Norton, 2000).

Integration of the concept of voice into language instruction entails fostering a classroom ethos that values and embraces learners' diverse linguistic repertoires, cultural experiences, and sociocultural backgrounds (Norton, 2013). Educators can achieve this by implementing learner-centered activities, such as collaborative discussions, role-plays, and project-based assignments, which empower learners to express themselves authentically in the target language (Kramsch, 2009). Furthermore, the incorporation of authentic materials, including literature, films, and music from varied cultural contexts, serves to further empower learners to find and assert their voices within the language learning process (Norton, 2013).

By giving considerable attention to the concept of as well as the choice of voice in language instruction,

educators not only foster the development of linguistic competence but also nurture learners' communicative self-assurance and intercultural awareness (Kramsch, 2009). This pedagogical approach aligns with contemporary theories of language learning, which emphasize the pivotal roles of social interaction, meaning negotiation, and identity formation in the language acquisition process (Norton, 2013).

Challenges in the Choice of Appropriate Voice

One of the primary impediments to the appropriate choice of voice in language teaching lies in the lack of exposure to authentic contexts where students can practice using different voices (e.g., active vs. passive voice) (Richards & Schmidt, 2010). Research has shown that language learners benefit greatly from immersion in real-world situations where they encounter diverse linguistic structures and have opportunities to apply their knowledge (Krashen, 1982). In a situation where teachers restrict themselves to a particular voice type, resulting from lack of in-depth knowledge of the other available options

Furthermore, teachers may struggle with explaining the inherent intricacies surrounding and appropriate usage of each voice when questions are put forward by their students (Celce-Murcia & Larsen-Freeman, 1999). This challenge can stem from a number of factors, including inadequate teacher training, limited instructional resources, and the complexity of conveying abstract linguistic concepts to learners (Larsen-Freeman, 2000).

Addressing this impediment requires a multifaceted approach that integrates authentic language use into the curriculum, provides comprehensive teacher training on voice usage, and offers ample opportunities for students to practice and receive feedback on their language production (Richards & Rodgers, 2014).

The Importance of Appropriate Voice Choice in ESL Classroom Instructions

- Comprehension and Clarity

The choice of grammatical voice—active or passive—by teachers in the English Language Teaching (ELT) classroom plays a pivotal role in shaping learners' linguistic abilities. This decision is not arbitrary; it depends on teaching objectives, student proficiency, and the broader context of language use. In Nigeria, where English functions as a second language and a medium of instruction, the choice between active and passive voice impacts how students grasp sentence structure, meaning, and communication style.

Voice choice made by teachers directly influence students' comprehension of English language lessons (Brown, 2007). Choice of the appropriate voice at every stage of instruction can go a long way in enhancing understanding and reducing ambiguity in instructions. Thus, teachers of English as a second language should be conscious of this fact in the course of teaching, bearing in mind the implication such could have on the learners who consider them as an ideal model.

- Engagement and Motivation

The tone, enthusiasm, and expressiveness of the teacher's voice can enhance student engagement and motivation, particularly within the Nigerian cultural context (Diaz-Rico & Weed, 2014). When a classroom teacher is able to adopt a dynamic and engaging voice, this captivates learners' attention, fostering active participation and interest in the lesson.

- Cultural Sensitivity

In multicultural ESL classrooms in Nigeria, the choice of voice should consider cultural norms and preferences regarding communication styles (Gudykunst & Ting-Toomey, 1996). A culturally sensitive approach to voice choice promotes inclusivity and respect for diverse linguistic backgrounds within the Nigerian context. Doing this has a way of getting the students ready and actively involved in the teaching-learning activities.

Types of Voice in ESL Classroom Instructions

i. Teacher-Directed Voice (Active Voice)

This first type of voice often depicts the traditional assumption that the teacher is the only all-knowing personality in the classrooms while the learners are only there to receive from them, dogmatically, whatever instruction of message is released from them. As this voice is often authoritative in nature, it can be likened to the English Active Voice, where classroom instructions are issued in the direct voice with the first person personal pronoun "I" being constantly employed to represent or by the teacher while the students take the second position "you"; thereby putting the teacher first in every one of such classroom instructions.

In traditional classroom settings in Nigeria, instructors typically employ a teacher-directed voice (Richards & Rodgers, 2001). This voice type facilitates structured instruction and maintains classroom discipline, but may lack interactivity and student empowerment. It assists the classroom teacher in focusing on the traditional Subject Verb Object (SVO) order of the English sentence. For instance, a teacher would usually say "I will teach you part of speech" rather than "You will be taught parts of by me".

ii. Student-Centered Voice (Passive Voice)

Student-centered instructional approaches emphasize active participation, collaboration, and learner autonomy, aligning with Nigerian educational goals (Brown, 2007). Instructors adopting a student-centered voice promote interactive dialogue, encourage peer interaction, and empower students to express themselves confidently in English. Through this, the teacher will not only whet the learner's appetite to learn but also opens them to opportunity to learn from the experiences of other learners from different backgrounds. Passive voice is often introduced after students have mastered the basics of sentence construction in active voice. Teachers choose passive voice to meet the demands of academic, formal, or technical language. It is mainly used to highlight the Action or Object as the passive voice shifts focus from the doer

of the action to the action itself or the receiver of the action.

Example: "The examination was postponed."

(The agent postponing the exam is not relevant.)

Implications for English as a Second Language Pedagogy in Nigeria

The choice of grammatical voice, whether active or passive, is a significant decision in English Language Teaching (ELT) classrooms, as it impacts the way students perceive and use language. This choice is influenced by several factors, including the teaching objectives, the proficiency level of the students, and the context in which the language will be used. In Nigeria, where English serves as a second language and as the medium of instruction, the decision to use active or passive voice can have far-reaching implications for students' understanding of sentence construction, their ability to communicate effectively, and their preparation for academic and professional demands.

Active voice is often the preferred choice for teaching beginners and intermediate learners due to its simplicity and clarity. The structure of active voice, which follows a straightforward subject-verb-object pattern, is easier for students to comprehend. For instance, sentences like "The boy kicks the ball" allow students to clearly identify the subject performing the action, the verb describing the action, and the object receiving the action. This simplicity makes active voice an ideal starting point for teaching the foundational aspects of grammar, enabling learners to build confidence in constructing sentences. In addition, the use of active voice aligns closely with natural speech patterns, making it highly relevant for fostering communicative competence. For example, in everyday interactions, students can easily apply active voice to describe their actions, such as saying, "I finished my homework" or "We played football after school." Teachers often choose active voice in classroom activities where interaction and clarity are priorities, as it encourages students to express themselves naturally and participate actively in discussions.

On the other hand, passive voice is chosen strategically when the focus of instruction shifts towards academic, formal, or technical language. Unlike active voice, passive voice emphasizes the action or the recipient of the action rather than the doer. For example, a teacher may introduce the sentence "The assignment was completed on time" to show how the passive voice highlights the task rather than the person who performed it. This is particularly useful in preparing students for formal writing tasks such as essays, reports, and research papers, where objectivity and formality are essential. Passive voice also allows for the omission of the agent when it is irrelevant or unknown, as in the sentence "The road was repaired yesterday." Such constructions are common in academic and professional contexts, making the mastery of passive voice a critical component of advanced language learning.

Teachers' choice of voice also depends on the proficiency levels of their students. For beginners

and intermediate learners, active voice is generally more appropriate, as it provides a clear and direct way to learn sentence construction without the added complexity of auxiliary verbs and past participles required by passive voice. For instance, transforming the active sentence "She opens the door" into its passive counterpart "The door is opened by her" requires an understanding of auxiliary verbs and past participles, which may be challenging for less proficient learners. As students advance in their studies, however, the inclusion of passive voice becomes essential to expand their grammatical competence and prepare them for the demands of academic and professional writing.

The choice of voice is also influenced by the context in which the language is used. In everyday communication, active voice is more suitable for describing actions and events in a straightforward manner. For instance, a teacher might use sentences like "The students cleaned the classroom" to teach practical communication skills. In contrast, passive voice is more appropriate in formal or academic settings where the action or its result is more important than the doer. For example, in an official report, a teacher might introduce a sentence such as "The project was approved by the committee" to show how passive voice is used to convey information objectively and formally.

In Nigeria, cultural relevance plays an important role in the choice of voice. Teachers often select examples that resonate with students' everyday experiences to make lessons more engaging and relatable. For instance, in teaching active voice, a teacher might use a sentence like "The hunter caught an antelope," while for passive voice, the same example could be transformed into "An antelope was caught by the hunter." Such culturally grounded examples help students understand the grammatical structures in contexts they are familiar with, enhancing their learning experience.

Conclusion

The choice of voice in classroom communication is not merely a pedagogical preference; it has profound implications for students' learning experiences and outcomes. Teacher-directed voices offer clarity and structure that are essential for beginners but risk limiting creativity and active engagement. Student-centered voices foster interaction and learner autonomy but require skilled facilitation to be effective.

The choice between active and passive voice in ELT classrooms should be made deliberate pedagogical decision that noting that such influences students' grammatical understanding and communicative competence. Similarly, it is equally important to note while active voice may be considered ideal for teaching foundational grammar and fostering natural communication, the passive voice prepares students for advanced writing and formal contexts. In Nigeria's multilingual and multicultural setting, teachers must balance both voices, using culturally relevant examples and aligning their choice with students' proficiency levels and learning objectives. By strategically integrating active and passive voice,

teachers can equip students with the skills needed for diverse linguistic demands.

Recommendations for Effective Voice Integration in Nigerian ESL Classrooms

- Professional Development: ESL instructors in Nigeria should receive training and support in voice modulation, effective communication strategies, and cultural sensitivity to enhance their teaching practices within the Nigerian educational system (Edge & Wharton, 1998).
- Feedback and Reflection: Regular feedback and self-reflection on voice performance and classroom interactions can help ESL teachers in Nigeria identify areas for improvement, refine their teaching approaches, and enhance student engagement and learning outcomes within the Nigerian ESL classroom context (Freeman & Johnson, 1998).
- Teachers should bear in mind that the ability effectively switch between these two voice types and help their learners understand differences in structure would go a long way in impacting their classroom performance.

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EFFECT OF EARLY MARRIAGE ON ACADEMIC PERFORMANCE OF MATHEMATICS STUDENTS OF KWARA STATE COLLEGE OF EDUCATION, ILORIN, NIGERIA

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Abstract

This study investigated the effect of early marriage on academic performance of mathematics students of Kwara State College of Education, Ilorin, Nigeria. Three (3) research questions and three (3) hypotheses respectively guided the study.The population of the study comprised 50 NCE II female Mathematics students. A 15-items structured questionnaire developed by the researchers titled "Impact of Early Marriage on Academic Performance of Female Mathematics Students Questionnaire (IEMAPFBSQ)" was used for data collection. Descriptive statistics ofmean and standard deviations were used to answer the research questions while Chi-square (x^2) statistical tool was used to test the hypotheses at 0.05 level of significance.The findings revealed that socio-economic background, indiscipline and cultural values when combined have significant causes on educational development of female students in the institution. The findings further revealed that early marriage have significant impact educational development of female students in the study area and also ways the scourge of early marriage can be curbed in our higher institutions of learning. Based on the findings of the study, it was recommended amongst others, that Government and college management should come up with a policy or formulate laws forbidding early marriage (below 18 years of age) and enforce sanctions on perpetrators of this human right abuse after proper-adjudication. Curriculum planners should endeavor to include sex education as part of school curriculum so as to educate students on the danger of premarital sex to their lives. Furthermore, the educational administrators should embark on massive sensitization of parents/guardians on the importance of girl child education.

Keywords: Early marriage, Female, Mathematics, Academic performance, Education

Introduction

According to United Nations (2016) early marriage also known as child marriage is defined as any legal marriage or cohabitation between two parties in which one or both partiers is or are blow theage of 18 years. However, in sub Africa region, the issue of early marriage is common with females who are physically, and psychologically ready to shoulder the responsibilities of marriage and child bearing. According to Elujekwute (2017) child marriage involves either one or both spouses being children and may take place with or without formal

registration and under civil, religion or customary laws. Phinney (2018) observes that marriage is primarily meant for people who attained the age of 18 years and above and are physically, socially and psychologically mature, capable of handling social and economic situations. International Centre for Research on Woman (ICRW, 2017) reports that early marriage has many negative consequences both for teenage girls and boys as well as the society in which they live, ranging from educational stagnation, poverty, health care to maternal mortality and among others.

Elujekwute further maintains that early marriage is a violation of human rights in general and of girl's rights in particular. For both girls and boys, early marriage has profound physical, emotional, intellectual and psychological impacts on their development. This hinders effective and efficient educational development and productive opportunities of individuals for national growth and development, Bunch (2018) states that marriage at early age of one's lifeconflict with his/her academic pursuit. Therefore, married woman are bound to achieve less in education or not to continue with formal education. Marriage during the teenage is common in North-Central, Nigeria. Despite national laws and international agreements forbidding early marriage, this phenomenon still persist in many parts of Nigeria particularlyin the North-Central, Nigeria, where there is a strong tie to traditional and religious practices.

According to Weigh (2019) early marriage is more common in the northern parts of Nigeria where many parents prefer to give away their daughters at a very young age for cultural andeconomic reasons. This has increased the rate of illiteracy and poverty among females in North-Central, Nigeria and society at large. Omotayo (2015) states that, girls who have dropped out of school or not been enrolled in the first place are likely to be pushed into early marriage and usually prevents them from starting or resuming their education. Bayisenge (2015) states that early marriage is due to various factors such as, the search for economic survival, protection of young girl, peer group and family pressures, sexuality, wars, civil conflicts, socio-cultural, religious values and controlling female behavior among others. It isa violation of girls human rights as it deprives her from freedom, opportunity for personal development and other rights in the society. This practice stands in direct conflict with the objectives of the Millennium Development Goals (MDGS) such as the promotion of basic education, fight against poverty, the prevention of HIV/AIDS and reduction of maternal mortality rate (UNICEF, 2015).

Bunch (2018) reports that the widespread practice of child marriage makes it increasingly difficult for families to escape poverty in the developing world due to low income, thereby undermining critical international efforts to fight illiteracy, HIV/AIDS and other development challenges. Samara (2018) states that women who marry ata young age are likely to find the motherhood a role focus of their lives at the expense of formal education development and training for employment. Samara further observes

that early marriage exposes girl-child to many social and economic challenges such a divorce, prostitution among others. Early marriage inevitably denies children of school age their right to the education; they need for their personal development, preparation for adulthood and contribution to the future wellbeing of their family and the society.

Statement of the Problem

According to UNICEF (2018), early marriage has immensely contributed negatively to the future of women especiallygirl-child. It could be seen as an intimidation! On the young women's life in general which could lead to psychological imbalance. In Kwara State, concerns have been expressed by stakeholders, especially educational administrators, parents and students over issues of early marriage among female students in tertiary institutions and indeed persist in Nigeria inspite of the demonstrated commitment by states and federal government to Universal Basic Education and higher education opportunities for female students vary in urban and rural areas. United Nations International Children Emergency Fund (UNICEF, 2018) reveals that 60% of female children are deprived the right to education through untimely marriage among female students. The report associates this trend with poor economic situation, cultural values and indiscipline (premarital sex). This seems to be responsible for increasing cases for mothers are below 18 years in Kwara State.

Purpose of the Study

The purpose of this study is to examine the effect of early marriage on academic performance of Mathematics student of Kwara State College of Education, Ilorin. Specifically, the study intends:

(1) To examine the relative contribution of socio-economic background, indiscipline and cultural values as causes of early marriage on academic performance of Mathematics students of Kwara State College of Education, Ilorin.

(2) To establish the extents early marriage impact on academic performance of Mathematics students of Kwara State College of Education, Ilorin.

(3) To provide how the scourges of early marriage can be curbed on academic performance of Mathematics students of Kwara State College of Education, Ilorin

Research Questions

The following research questions guided the study:

(1) What is the relative contribution of socio-economic background, indiscipline and cultural values as causes of early marriage on academic performance of Mathematics students of Kwara State College of Education, Ilorin?

(2) To what extents does early marriage impact on the academic performance of Mathematics students of Kwara State College of Education, Ilorin?

(3) How can the scourges of early marriage be curbed on academic performance of Mathematics students of Kwara State College of Education, Ilorin?

Methodology

The study adopted descriptive survey research design. The study population comprised female Mathematics students in NCE II in Kwara State College of Education, Ilorin. Stratified random sampling technique will be adopted to select 50 NCE II female Mathematics students out of the entire total population of NCE II Mathematics students

The instrument for data collection will be a questionnaire developed by the researcher titled "Impact of Early Marriage on Academic Performance of Female Mathematics Students Questionnaire (IEMAPFBSQ)" was used for data collection. The data collected will be analyzed using simple descriptive statistic of Mean and Standard Deviation to answer research questions. The research hypotheses will be tested using Chi- square (x^2) test of goodness of fit at 0.05 level of significance with SPSS packages.

Research Question One:

Table 1: Mean Rating and Standard Deviation of respondents on the impact of socio-economic, indiscipline and cultural values on academic performance of female Mathematics students.

S/N	Item Description	SA	A	D	SD	$\bar{X}$	STD	Decision
1.	High rate of poverty deprived female students their educational development in the school	30	5	9	6	3.49	0.74	Accepted
2.	Socio-economic background as a result of lack of funds and other educational needs contributed significantly to early marriage among female students in the school	27	4	10	9	3.25	0.85	Accepted
3.	Indiscipline (premarital sex) contributed significantly to the causes of early marriage among female students in tertiary institutions.	20	12	8	10	3.12	0.94	Accepted
4.	The cultural practices encouraged early marriage among Tiv and Hausa people in the school	6	8	34	2	3.30	0.78	Accepted
5.	Female students who lack moral virtues engaged in premarital sex and become victims of early marriage in the school.	3	18	8	21	3.34	0.81	Accepted

Cluster Mean/Standard Deviation	**3.30**	**0.8**	**Accepted**

Source : Field work, 2024

Table 1, shows responses of respondents on mean and standard deviations of respondents on the impact of socio-economic background, indiscipline and a cultural values, as causes of early marriage on academic performance of female Mathematics students in Kwara State College of Education, Ilorin. The result reveals that items 1-5 have mean scores and standard deviation of 3.49 (STD. 0.74), 3.2 (STD. 0.85), 3.12 (STD. 0.94), 3.30 (STD. 0.78), and 3.34 (STD. 0.81) respectively. Based on the boundary criteria for decision making, it means the mean scores for items 1-5 were above the cut-off points of 2.50 an indication that socio-economic background, indiscipline and cultural values has positively impacted on academic performance of female Mathematics

Research Question Two:

Table 2: Mean Rating and Standard Deviation of respondents on the impact of early marriage on academic performance of female Mathematics Students.

S/N	Item Description	SA	A	D	SD	$\bar{X}$	STD	Decision
6.	Early marriage can negatively affect excellent academic performance of NCE II female students.	9	6	30	5	2.43	0.83	Accepted
7.	Female students who got married may not continue with their education pursuit.	25	16	1	8	3.27	0.87	Accepted
8.	Married female students have limited opportunities to further their formal education.	24	19	2	5	3.34	0.87	Accepted
9.	Many husbands are apprehensive to send their wives to school after marriage, over fear of control on their spouse.	27	9	7	7	3.70	0.91	Accepted
10.	Child rearing hinders academic advancement of female students in	20	16	13	1	3.23	0.85	Accepted

	tertiary institutions			
	Cluster Mean/Standard Deviation	**3.19**	**0.71**	**Accepted**

Source : Field work, 2024

Table 2, shows the mean and standard deviations on the impact of early marriage on academic performance of female Mathematics students in Kwara State College of Education, Ilorin. The result from the data collected and analyzed shows that the items 6-10 have meanscores and standard deviations as follows 2.43 (STD. 0.83), 3.27 (STD. 0.87), 3.34 (STD. 0.87), 3.70 (STD. 0.91) and 3.23 (STD. 0.85) respectively. Based on the boundary criteria for decision making it means, the mean scores for items 6-10 were above the cut off points of 2.50 indicatinga high level of acceptance that early marriage has impacted on academic performance of female Mathematics students in Kwara State College of Education, Ilorin.

Research Question Three:

Table 3: Mean Rating and Standard Deviations of respondents on the ways of curbing scourge of early marriage on academic performance of female Mathematics Students

S/N	Item Description	SA	A	D	SD	$\bar{X}$	STD	Decision
11.	Free and composedly tertiary education for female students will enhance and curb early marriage in the school.	20	22	8	0	3.34	0.81	Accepted
12.	Providing female students with useful sex education will help in curbing early marriage among female Mathematics students in the school.	26	18	4	2	3.30	0.78	Accepted
13.	Sensitization of parents/guardians on the importance of girl child education, as enhance curbing early marriage in the school.	20	12	7	11	3.12	0.94	Accepted
14.	Federal government should make laws and enforce sanctions to offenders after proper adjudication.	27	4	10	9	3.25	0.85	Accepted
15.	Curriculum planners should include sex education as part of school curriculum to	30	10	9	1	3.49	0.74	Accepted

educate students on the danger of premarital sex.			
Cluster Mean/Standard Deviation	3.30	0.80	Accepted

Source : Field work, 2024

Table 3, shows the mean and standard deviations of respondents on the ways of curbing scourge of early marriage on academic performance of female Mathematics students in Kwara State College of Education, Ilorin. Where the result reveals that items 11-15 have mean scores of 3.34 (STD. 0.81), 3.30 (STD. 0.78), 3.12 (STD. 0.85), 3.25 (STD. 0.94) and 3.49 (STD. 0.74) respectively. Based on the boundary criteria for decision making, it means the mean scores for items 11-15 were above the cut- off points of 2.50. Indicating the ways scourges of early marriage could be curbed on academic performance of female Mathematics students

Discussion of Findings

This finding agrees with the views of Njokwu (2013) who found out that socio-economic background, indiscipline and cultural values significantly predict the causes of early marriage on educational development of female students in North-Central, Nigeria. This finding is in line with Elujekwute (2017) who observed that highrate of poverty in the society has deprived many Nigerian children rights to acquire quality education and other benefits as citizens of the country. Elujekwute also revealed that socio- economic background of female students; lack of money to pay school fees and afford other educational needs as well as the basic needs of live in the family contributed significantly to the early marriage among female students in the study area. Elujekwute further maintained that one of the reasons why many young female students drop out of school, jumping into early marriage and could not continue with education but found themselves hawking along streets, beer parlors and open places to earn a living, low income to cater for the demands of the family among female students also contributed significantly to the causes of early marriage among female students. The female students who lack moral virtues engage into premarital sex, and became victims of early marriage as a result of unwanted pregnancy. Lucky (2015) who stated that many ethnic groups in Nigeria are fast moving away from their cultural norms, believes and practices to embrace westernization for meaningful growth and development. As such, pay more attention in school and record high academic achievements than single girls. Elujekwute further adds that many husbands are apprehensive in sending their wives to school on the fear of loss control over them on theirattainment of higher educational levels. This has made wives in their homes to be reduced in status to mere housewives.

Elujekwute (2017) suggested that Federal Government should come up with policy or formulate laws forbidding early marriage (below 18 years of age) andenforce sanctions on perpetrators of this human right abuse after proper-adjudication.

Parents should also be discouraged from the temptation of giving out their female child to marriage at an early age.

Conclusion

Based on the findings of this study, it has been established that early marriage has significantimpact on educational development of female students in Kwara State College of Education, Ilorin. The study also concluded that the variables of early marriage investigated in this study such as socio-economic background, indiscipline and cultural values as causes of early marriage, impact of early marriage on educational development of female students and ways of curbing scourge of early marriage among female students has significant impact on educational development of female students in Kwara State College of Education, Ilorin.

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THE MITIGATING EFFECT OF THE SHORTAGE AND OVERWORK OF SIGN LANGUAGE INTERPRETERS: IMPLICATIONS FOR DEAF EDUCATION IN NIGERIA

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Abstract

In Nigeria, the scarcity of qualified sign language interpreters and the resulting increase in workload significantly impact job performance and communication access for individuals who are deaf or hard of hearing. This paper examines the multifaceted challenges faced by sign language interpreters in Nigeria, including shortage, overwork, and the potential development of occupational health issues such as Parkinson's syndrome. Additionally, the paper explores the implications of these challenges for deaf education and proposes strategies to address them. By considering a broader range of factors, including interpreter well-being and health, this position paper aims to provide a comprehensive approach to improving communication access and support for sign language interpreters in Nigeria.

Keywords: Sign language interpreters, shortage, overwork, Parkinson's syndrome, job performance, communication access, deaf education, Nigeria

Introduction

In Nigeria, the deaf and hard of hearing community faces significant challenges in accessing essential services and participating fully in society due to barriers in communication. Sign language interpreters play a crucial role in bridging this gap by facilitating communication between individuals who use sign language and those who do not. However, the scarcity of qualified sign language interpreters in Nigeria poses a considerable obstacle to effective communication access for the deaf and hard of hearing population. This shortage is exacerbated by the growing demand for interpreter services across various sectors, including education, healthcare, government, and private organizations.

The shortage of sign language interpreters not only limits communication access but also places a tremendous burden on the available interpreters. With fewer interpreters available to meet the increasing demand, existing interpreters often find themselves overwhelmed with high workloads and limited resources, leading to heightened stress levels, decreased job satisfaction, and potentially compromising their overall well-being. Moreover, the shortage of interpreters can result in delays in accessing interpreter services, leading to missed

opportunities and hindrances in obtaining critical information and services for the deaf and hard of hearing individuals.

Furthermore, the overwork and stress experienced by sign language interpreters can have far reaching implications, not only for their job performance but also for their physical and mental health. Studies have shown that prolonged exposure to high levels of stress can lead to occupational health issues such as burnout, fatigue, and even the development of neurological conditions like Parkinson's syndrome (Dean & Pollard, 2020). The potential risk of such health issues underscores the urgent need to address the challenges faced by sign language interpreters in Nigeria comprehensively.

In addition to the impact on interpreter well-being, the shortage and overwork of sign 0language interpreters also have significant ramifications for deaf education in Nigeria. Effective communication access is essential for deaf students to fully participate in educational settings and achieve academic success. Interpreter shortages can lead to disruptions in communication, limiting deaf students' access to educational opportunities and impeding their academic progress.

Moreover, interpreter overwork compromises the quality of interpretation services provided to deaf students, hindering their comprehension, engagement, and overall educational outcomes.

Challenges Faced by Sign Language Interpreting and Interpreters in Nigeria

The challenges faced by sign language interpreters in Nigeria are multifaceted and have significant implications for both the interpreters themselves and the deaf and hard of hearing individuals they serve. Several scholars have documented these challenges, shedding light on the various issues that impact interpreter well-being and the quality of communication access.

Akinbiyi (2016) highlights the scarcity of qualified sign language interpreters in Nigeria as a significant challenge. The limited number of interpreters available relative to the growing demand for interpreter services across diverse sectors, including education, healthcare, legal, and government settings, creates substantial barriers to effective communication access.

Similarly, Interpreters in Nigeria, according to the observation of the writer, in the years of experience as a sign language interpreter are often face heavy workloads due to the shortage of qualified professionals. This high demand for interpreter services can lead to overwork, with interpreters frequently working long hours and juggling multiple assignments simultaneously. Dean and Pollard (2020) discuss the detrimental effects of overwork on interpreter well-being, including increased stress levels, decreased job satisfaction, and heightened risk of burnout.

Oyedeji and Odejobi (2018) also stressed the fact that lack of recognition and support for sign language interpreters in Nigeria poses a significant challenge to the education of the deaf and hard of hearing in the country. Many interpreters report feeling undervalued and marginalized, with limited opportunities for career advancement and professional development. This lack of support can contribute to feelings of frustration and

disillusionment among interpreters, impacting their overall job satisfaction and motivation.

Another challenge highlighted by scholars and as perceived by this writer is the inadequate training and professional development opportunities available to sign language interpreters in Nigeria. Many interpreters receive limited formal training and may lack opportunities for ongoing skill development and specialization. This deficiency in training programmes can hinder interpreter competence and proficiency, ultimately impacting the quality of interpretation services provided.

Finally and perhaps the most alarming is the combination of high workload, stress, and overwork among sign language interpreters in Nigeria may also pose potential occupational health risks. Dean and Pollard (2020) discuss the potential development of occupational health issues such as Parkinson's syndrome among overworked interpreters, highlighting the need for proactive measures to protect interpreter health and well-being.

These challenges underscore the urgent need for comprehensive strategies to support sign language interpreters in Nigeria and improve communication access for the deaf and hard of hearing community. By addressing issues such as interpreter shortage, overwork, lack of recognition, and inadequate training, stakeholders can work towards creating a more supportive and sustainable environment for interpreters, ultimately enhancing communication access and inclusion for all individuals.

Impact on Deaf Education

The shortage and overwork of sign language interpreters have significant implications for deaf education in Nigeria, affecting various aspects of the learning experience for deaf and hard of hearing students.

1. **Limited Access to Educational Opportunities:** Interpreter shortages often lead to delays or interruptions in communication access for deaf students, hindering their participation in classroom activities, discussions, and interactions with teachers and peers. This limitation deprives deaf students of essential educational opportunities such as accessing instructional materials, asking questions, or engaging in group work, which can impede their academic progress and overall learning outcomes (Napier et al., 2019).

2. **Decreased Academic Engagement and Performance:** Overworked interpreters may struggle to provide high-quality interpretation services to deaf students, resulting in misunderstandings, inaccuracies, and communication gaps. Inadequate access to clear and effective communication can hinder deaf students' understanding of lesson content, leading to decreased academic engagement and performance. Additionally, the frustration and disengagement stemming from communication barriers may exacerbate academic challenges for deaf students, affecting their motivation and self-confidence in their academic abilities (Dean & Pollard, 2020).

3. **Limited Social Interaction and Peer Engagement:** Effective communication access is

crucial not only for academic success but also for fostering social interaction and peer engagement among deaf students. Interpreter shortages can hinder deaf students' participation in social activities, inhibiting their ability to form friendships and develop social skills within the school environment. This lack of access to peer interactions and social support networks may contribute to feelings of isolation, loneliness, and marginalization among deaf students, impacting their overall well-being and sense of belonging in the school community (Oyedeji & Odejobi, 2018).

4. **Inequitable Access to Educational Resources and Support Services:** Interpreter shortages create disparities in access to educational resources and support services for deaf students compared to their hearing peers. Deaf students may encounter difficulties in accessing specialized support services, such as counseling, tutoring, or extracurricular activities, due to communication barriers and limited interpreter availability. Additionally, the absence of interpreters may impede deaf students' ability to advocate for their needs and access accommodations, perpetuating inequities in educational opportunities and outcomes (Akinbiyi, 2016).

5. **Impact on Transition and Post-School Outcomes:** The challenges stemming from interpreter shortages can have long-term implications for the transition of deaf students to post-school life. Limited access to educational opportunities and support services may hinder their preparation for higher education, vocational training, or employment opportunities. Without adequate communication access and support, deaf individuals may encounter barriers in accessing higher education, securing meaningful employment, and fully participating in society as independent and empowered individuals (Dean & Pollard, 2020).

Conclusion

The shortage and overwork of sign language interpreters in Nigeria present significant challenges that impact the educational experiences of deaf and hard of hearing students. These challenges manifest in various ways, including limited access to educational opportunities, decreased academic engagement and performance, restricted social interaction and peer engagement, inequitable access to resources and support services, and adverse effects on transition and postschool outcomes.

Addressing these challenges requires concerted efforts from policymakers, educators, interpreter organizations, and the broader community. Firstly, there is a need for increased investment in interpreter training programs to expand the pool of qualified interpreters and improve their skills and competencies. Providing ongoing professional development opportunities and mentorship programs can also help support interpreters in their roles and mitigate burnout.

Furthermore, improving working conditions for interpreters, such as ensuring reasonable workload and adequate remuneration, is crucial to retain qualified professionals in the field. Creating supportive environments that prioritize interpreter well-being and provide access to resources and support services can contribute to their job satisfaction and effectiveness.

In parallel, educational institutions must address systemic barriers to communication access for deaf students by implementing inclusive policies and practices. This includes providing access to interpreters in all educational settings, ensuring the availability of appropriate instructional materials and technologies, and promoting awareness and understanding of deaf culture and communication needs among educators and peers.

Additionally, collaboration between stakeholders is essential to advocate for policy changes, allocate resources effectively, and promote the rights and inclusion of deaf individuals in society. By opportunities to thrive and contribute to society.

Recommendations

This paper recommends, among other things, that:

- Resources should be allocated by all stakeholders towards comprehensive training programs for sign language interpreters, focusing on linguistic proficiency, cultural competency, and ethical standards. Additionally, training programs should include modules on interpreter health and wellbeing to mitigate the risk of occupational health issues such as Parkinson's syndrome.
- Sign language interpreting should be formally recognized as a distinct profession, with clear pathways for certification, licensure, and ongoing professional development. Recognizing the professional status of interpreters can help elevate their role in society, enhance job satisfaction cum performance and ensure adequate support and resources are provided.

recognizing the importance of sign language interpreters and prioritizing their needs, we can create an educational environment that fosters the academic success, social inclusion, and overall well-being of all students, regardless of their hearing status.

In conclusion, addressing the challenges of interpreter shortages and overwork is not only a matter of accessibility but also a fundamental issue of equity and social justice. By working together to create a more inclusive and supportive environment, we can ensure that deaf and hard of hearing individuals in Nigeria have equal

- Efforts by all stakeholders should be directed towards enhancing and promoting better working conditions for interpreters, encompassing fair compensation, manageable workloads, and access to requisite resources and support networks. Additionally, measures should be implemented to prevent overwork and mitigate the risk of occupational health issues among interpreters.
- Interpreters and their employers should try Leveraging on technology, such as video relay services and remote interpreting platforms, can help address interpreter shortages and enhance access to interpreter services in remote or underserved areas. Additionally, technology can assist in reducing the workload on interpreters and improving efficiency in communication access for the deaf and hard of hearing community.

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INFLUENCE OF ENVIRONMENT ON LANGUAGE ACQUISITION AND LANGUAGE LEARNING ON NIGERIAN BASIC SCHOOL PUPILS

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Abstract

Language is a symbol which organizes the word permanently in the human brain. Accordingly, the way an individual uses language is largely determined by his/her linguistic environment. Thus, language studies centres on the nature of human behaviour as a result of the communicative role language plays at every level of social interaction within a speech community. Language acquisition is therefore the basis of discussion in this paper. The paper is particularly concerned with how the child's immediate environment (home and school) affects the process of language acquisition and language learning. The paper posits that environment affects language acquisition and language learning of pupils in Nigerian basic schools especially due to differences in number of learners versus teacher, poor sitting arrangement as well as insufficient instructional materials and game facilities. However, learners with poor ability to learn in an overpopulated class can influence fast learners. The paper recommends that average students/teacher proportion, independent sitting arrangement, adequate teaching aids and play gadgets, and the use of English as medium of communication at home and in the school have positive impact on the child's language learning.

Key words: language, language acquisition, language learning, environment, basic school children

Introduction

Words are built into language; they are the basic building blocks in the process of language acquisition. Young children gradually learn to use words to describe what they see, hear, feel and think as they make mental, emotional and behavioural leaps in life. Children utter their first recognisable word around the age of one. Even before the child utters the first word, a long process of growth and language development has already started. These include biological growth, necessary for the neuromuscular coordination of the vocal organs; social growth, necessary to use language as a tool of social

interaction, psychological growth, necessary for the child to organize and adapt to the environment, and linguistic growth necessary to master the sounds and their associated meanings in language (Wesley, 2003).

In this study, we shall discuss the language acquisition and language learning in Nigerian basic schools. This will avail us the opportunity to assess the current state of child development in Nigeria vis-à-vis the government's policy on education.

Language Acquisition and Learning

Linguists made an important distinction between language acquisition and language learning. Children acquire language through subconscious process during which they are unaware of grammatical rules. Therefore, language acquisition is a process by which human beings learn to understand, produce and use language intuitively with less attention to grammatical rules. It is a natural process that begins at a young age involving learning words and rules. It is partly innate and partly learned through interaction with people in the environment, particularly in children as they interact with other people and the environment. On the other hand, Language learning is an active process of absorbing target language's sound system and structure. It is a conscious, formal process of mastering a target language typically in a classroom where teaching aids such as the chalkboard, computers, textbooks, charts, language laboratory, compact disks, projectors, television sets and the like are used.

The only way children learn language is by hearing as their parents talk with or to them. The more a parent speaks to a child, often repeating the same words, the same phrases, and the same structures over and over, the faster the child learns language. Acquiring a first language is something every child does naturally and successfully, in a matter of a few years and without the need for formal lessons. Almost all children learn the rules of their language at an early age through use and at a period of time without formal instruction. Thus one source for learning must be genetic (Foppoli, 2006).

Children's need to communicate paves way for language acquisition. Experts suggest that there is an innate capacity in every human being to acquire language. By the age of five, children can express ideas clearly and almost perfectly from the point of view of language and grammar. Children utterances express an amazing command of intricate rules and patterns of language. This implies that it is through exposure to the language and meaningful communication within the environment that a first language is acquired, without the need of systematic studies of any kind (Chasse, 2005). Children learn the specific variety of language or dialect that the people around them speak hence, the environment is a significant factor.

The Communicative Art of Children

Communication is the means of sending and receiving information; it is a process of sharing ideas, information, and messages with others in a particular time and at a specific place. Communication can be verbal: speaking and writing

or non -verbal such as facial expressions, body language, or gestures (Lievrouw. 2006). Children, from infancy learn to communicate with the people around them and continue the process as they grow. Immediately after birth, an infant begins to vocalize mainly of reflexive crying to express feelings as a process of communication (Chasse, 2005). At this point, it is imperative to continue speaking with the baby, responding to her communication, and reacting to her cries leading her to speak. These interactions foster behaviours that contribute to their emerging identities (King and Park, 2003).

Before speaking words, babies practise the sounds, intonations and rhythms of language (Fitzpatrick, 2002). Through interactions with other members of the speech community, babies learn language early and become linguistically and culturally competent members of their community. Much of this lies on the way caregivers react and respond to the communication attempts of the baby. By around 14 to 20 months of age, a child usually begins with simple words they have often heard, such as "mama" or "dada." These words eventually turn into two-word phrases, which is the next step on the journey of speech. When a child is able to link two words together, it shows an understanding of both words and content. Language socialization research provides important insight into young children's linguistic and cultural development, which helps us understand the relationships between the cultural context and the use of language with and around children (King and Park, 2003).

The Home and the School as Determinants of Language Acquisition

Socialization is the activity of mixing socially with others and behaving in an acceptable way in the society. It is the process through which children acquire the behaviour, skills, motives, values, beliefs and standards that are Characteristic, appropriate, and desirable in their culture" (Newcombe, 1996). Children learn social skills in two distinct relationships which are vertical relationship and horizontal relationships. Vertical relationship entails an attachment to someone who has greater knowledge or power, such as a parent, teacher or an older sibling. Such relationships are usually complementary rather than reciprocal. On the other hand, Horizontal relationships are reciprocal as the individual involved have equal social power (Hartup, 1989). Vertical relationships provide protection and security to the child while horizontal relationships ensure acquisition of social skills that can only be learnt in association with equal cooperation, competition and intimacy (Bee, 1999).

The Home

Early language development does not begin when a child starts school, but, language development must begin at home. Children are born with curiosity to talk and communicate with people around them, especially their parents. The first year of life is critically important for language development, even though many babies do not say any words during this period. The home environment is where children have their initial exposure to speech and many other

activities that are the foundations of literacy. Various factors in their environment contribute to their language development processes. Child language development happens best in a language-rich environment where parents and caregivers talk to children frequently. A language-rich environment is a setting in which the child is surrounded by talk and has plenty of opportunities to communicate with others. Toddlers whose parents frequently talk with them develop better expressive and receptive language skills than children whose parents talk less with them and use limited vocabulary (Kurtz, 2008). A safe and comfortable environment is crucial to the child's language development. Warm and caring relationships at home promote a healthy environment for learning. Research has shown that the language environment of children greatly influences their individual differences in language acquisition (Williams, 2002).

The family environment and experiences are undeniably central influences shaping the child's learning and language development, emotional and social development, competence and happiness (Davidson, 2007). Family relationships also shape the personality of children especially when they spend a good portion of their time with parents and siblings. However, when the child becomes physically, linguistically and cognitively more independent, the need to instruct and control becomes more central aspects of the parents' tasks (Bee 1999).

The Concept of Basic School

Early childhood education is considered by many societies and individuals to be beneficial to young children for their educational development from school-entry age. Modern societies show serious concern for the education of their young ones for obvious reasons. It is common practice in most societies to make provision for early childhood education programmes of various sorts mainly to prepare them for education in primary schools. Basic school education is generally the educational group experience for children in basic school (lower and middle).

It usually refers to the education of boys and girls from ages five or six, depending on the admission requirements of schools in the area. Many educationists stress that the basic school age is a sensitive period which necessitates care and attention. At this period, in addition to mastering language, young children have also intellectualized the essential properties of the world around them. For instance, they have the basic grasp of colour, shape, form, weight and height; and have also acquired the fundamental notions of time, space and capacity (Lindberg, 2006).

The growing literature on basic education suggests positive outcomes in children's physical, cognitive and language development. Many educators have found that children who have been enrolled in basic school develop positive self-concepts and basic understanding and skills that make them better. Children's readiness to learn is highly predictive of better academic performance in future. Consequently, children who are enrolled in basic

schools are found to be significantly advanced academically and in other fundamental key areas of development (language and literacy, creativity, music and movement, initiative and social skills. (Phillips & Dawson, 2005 and Okunola, 2004). Children in basic school have the ability to work better with others (both their peers and teachers) and are also very eager to complete tasks and assignments.

The School

Sociologists generally posit three social classes as upper class, middle class and working or lower class. According to Karl Marx, a social class is a group of people who share a similar income and living situation. Goldthorpe categorises people's occupation in terms of their sources and levels of income, their degree of economic security and chances of advancement and their location within the system of authority. Therefore, school can be classified into three (3) groups, perhaps based on the social status of the parents: the upper class schools, the middle class schools, the lower class schools. This classification became necessary as the difference in the schools was quite obvious and it also accounts for the pace in the language acquisition processes of the young children as well as their language learning patterns.

Therefore, an understanding of what is obtainable in these locations and classes is required. The rural, urban classes of urban set up is easily comprehensible. For that reason, the discussions that follow would centre on the classes of schools. The upper class schools are attended by children of highly placed members of the society such as government officials to Chief Executive Officers (CEOs), managers of different companies, organizations, banks and high ranking business men and women. The environment of the school depicts such affluence as the educational and play facilities used in such schools are of high quality and numerous. The school fees being paid are high (exorbitant) and can only be afforded by such people as aforementioned. In most cases, only professionally trained teachers are employed to teach. This class of schools is located mostly in cities. Children attending these schools have appropriate learning conditions and conducive learning environments. English is the only language of instruction except in a situation whereby another foreign language such as French or any of the Nigerian languages is the subject being taught. As such, learning and acquisition of the English language runs smoothly among basic class pupils attending such schools.

The middle class schools are attended by pupils whose parents are successful in their respective fields of study and desire a good educational environment for their children. These include lecturers, medical practitioners, engineers, legal practitioners, civil servants and business tycoons. Their fees are also reasonable and affordable and the school environment is structured for effective learning, with relatively adequate educational materials and play gadgets readily put in place for the children. The major difference between

the upper class and middle das schools is that the pupils of the upper class school have better up-to-date modern and technologically inclined facilities and equipment for teaching and learning. However, the difference does not in any way affect or alter the language acquisition and language learning processes of the middle class schools. These middle class schools are mostly located in towns and cities.

The lower class schools, usually situated in villages (rural areas) are structured and purposed to cater for the educational needs of the children in these communities. Usually their parents cannot afford high fees charged in the city schools coupled with difficulties the distance between these locations pose. The school environment is usually set up or established to suit the community hence, uncompleted buildings or open spaces are used for classrooms. Teaching aids and play facilities are uncommon and the language of instruction is a combination of English and a native language (of the immediate environment), as the teacher first teaches in English language and translates into native language for easy understanding and comprehension. Consequently, the utterances of basic school children are laden with instances of the Mother Tongue interference thereby hampering the language acquisition and language processes of the English language.

Class-size

Class-size is simply an educational tool that can be used to describe the average number of students per class in a school, in order to impact and measure their academic performance. The concept of class-size has been given series of definitions in different contexts by educationists. Class-size as the number of students per teacher in a class (Hoff 2017). Class size is a tool that can be used to measure educational system (Kennedy 2019). In relation to class-size, there are approved norms of class-size, 40 students per class for the grade 1 to 8 (Stepaniuk 2019). This is in line with the National Policy on Education under section 5 subsections 27 which states that the ratio of teacher and students in the class for secondary school should be 1:40 meaning that as far as Nigeria is concerned, the approved number of students in a class should be 40 students per teacher. Pupils in moderate class population learn language faster as they interact with classmates and with the teacher who answers promptly pupils' questions and provide adequate attention.

Conclusion

The environmental conditions of the school had effects on the rate of language acquisition process and language learning patterns of children. For example, children in schools with adequate play facilities exhibited such traits like sharpness, team spirit, composure in class and other school activities, and they display higher intelligent quotient. On the contrary, children in schools with few or no play facilities tend to be restless in class, and this is inclined to affect their vocabulary development patterns.

The sitting arrangement in class is also a feature of interest in the language acquisition process and vocabulary development patterns of the children under study. Schools with individual chairs and

tables for their pupils showed a relative amount of independence on the part of the pupils in basic schools. These children were usually able to handle tasks on their own without much supervision from their teachers. On the other hand, pupils in schools using joined tables and chairs displayed high dependence tendencies on their sitting mates as well as on their class teacher. However, there was better team spirit among such pupils in basic schools than those with separate tables and chairs.

The availability and adequacy of teaching aids and materials was also a predominant factor affecting the rate of the language acquisition process and vocabulary development patterns of the children under study. Schools using appropriate and adequate teaching aids produced brighter and more intelligent pupils who have a wider world view and were able to attach properly the sense of a word to its referent better than their other mates. On the other side of the continuum, young children attending schools with poor or no teaching aids encountered difficulties in attaching the sense of a word to its referent. This affirms that teaching aids and materials help to expedite the vocabulary development process of children because they tend to easily remember what they see more than what they hear.

The language of instruction in any school also contributes significantly to the language acquisition process and vocabulary development patterns of its pupils. Consequently, the study showed that children attending schools where a combination of English and Yoruba languages are engaged in the teaching process revealed incidences of MT interference. This practice was shown to hamper the vocabulary development process of the child. Pupils in schools where English language is strictly the language of instruction were however, more fluent in their use of the English language. This inevitably promoted their vocabulary development process.

The teacher-pupil ratio is another important feature determining the language acquisition process and language learning patterns of pupils in basic schools. Children in schools with both a class teacher and an assistant teacher were noted to perform better than those in schools with only a class teacher or where the classes were over-populated. This has been attributed to the fact that children in schools with an additional teacher in their classrooms are given better attention than children attending schools with only one teacher per class. Consequently, the vocabulary development processes of children in the former category were quicker.

This paper posited that children who came from educated backgrounds (that is, belonging to the upper and middle classes) experienced faster growth in their vocabulary patterns. Invariably, their speech patterns were more consistent with adult forms than children whose mothers are uneducated (that is, belonging to the lower class). Also, children with mothers who are educated were better able to care for themselves. Additionally, children with mothers who are better involved in their educational and social development fair better than their mates with regard to the language development processes. The extent to which English language is spoken at home

was also found to be a contributing factor that enhances effective vocabulary development in children. Consequently, the home background of the child affected the rate of the language acquisition and the language learning process.

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SCHOOL BASED MANAGEMENT COMMITTEE AND IT'S IMPACT ON THE DEVELOPMENT OF BOTH PRIMARY AND POST PRIMARY SCHOOLS IN ILORIN METROPOLIS

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Abstract

The research examines the impact of school-based management committee on the development of schools in Ilorin metropolis. The researcher used descriptive survey to analyze the impact of SBMC on the development of schools. Descriptive survey according to Kochlor 2005 is that typology of research that allows information to be obtained from a representative sample of the population to describe on existing situation. To this end, the population for the study consist forty schools both primary and post primary using simple random technique for selection. Questionnaire was personally administered for the selected schools focusing on the principal, teachers and parents study shows that the existence of SBMC some had a great impact on the development of schools basically in terms of monitoring and provision of schools' materials to improve teaching and learning. Consequently, the committee is not free from many challenges among of which is lack of proper sensitization programs to enable them acquainted with their roles and expectations.

Keywords: school, development, management, committee

Introduction

The need to improve quality and standard educational system in Nigeria schools, birth to the concept of community participation in schools management. School based management became the main theme for restructuring of public schools and assurance of educational quantity in many parts of the world (Osei-Owusu, 2012) School based management governance is a focus aimed at improving quality through localization of education delivery. It refers to the global friends of enhancing quality of instruction, strengthening and decentralize decision making and mobilizing local resources for sustaining improvements. The problems of poor quality and poor quantity of education in centralized and local governance in developed and developing countries. Adeolu et. al (2013) established the fact that school-based

management is the process of devolution of power and authority to significant stakeholders to perform statutory responsibilities in the administration, monitoring, enumeration and review of education policy. Decentralizing school management is very essential to improve local community participation who are the closest agents to the school environment.

The idea of introducing the school-based management committee into the management of the school is a global trend; Thailand, Argentina, Mexico, Qatar, Kenya, Iran, Indonesia and Nigeria have adopted the measure to improve their primary education system with varying objectives and different expected result (Alabi, 2013).

With regards to Nigeria experience, the establishment of the body is set to achieve the following objectives:

- Monitor staff with regards to attendance at school and effectiveness in curriculum delivery
- To sensitized and mobilize parents on enrolment, attendance and retention of their words in schools
- Monitor the school's physical facilities to ensure proper maintenance
- To assist in the procurement of earning and teaching materials
- Report to local government education authority LGEA) regularly on school development
- Ensure the security of human/ material recourses and render an annual statement of accounts, expenditure and identify staff requirement (Prew, 2009)

According to Shah (2009), School management is now becoming a worldwide movement towards autonomy for shared decision making and partnership within the school community, to achieve school improvement

Statement of the problem

The task of providing quality education for the citizenry is highly demanding and requires a robust capacity of the school management/administration in curriculum implementation so that the education aims and objectives can be achieved (Shemane, 2010). This situation calls for an improvement in the school management system approach in practice over the years, management of secondary schools has internally fell specifically in the aids of principals as the key actors and PTA who only gives the support to the principals as a result of their level of education and in many occasions members of the PTA are aged people who do not have exposure in taking the challenges in the schools and this among others prompted the establishment of SBMC whose members cut across the school representatives, parent, youths in the community and government representatives from quality assurance. To this end, this paper seekers to examine so far, the

impact of the SBMC in selected schools in Ilorin metropolis how they have fare in current time and the challenges they faced.

Objective of the Study

The general objective of this works is to access the need for the establishment of school-based management.

While the specific objectives are as follows:

- To access the problems confronting basic schools in Kwara State;
- To access the impact of School based management committee on school development

Research Question

- What are the problems confronting basic schools in Kwara State?
- What is the impact of School based management committee on school development?

Research Hypotheses

- There is no significant relationship between the problems confronting basic schools in Kwara state and the establishment of school-based management committee (SBMCS)
- There is no significant relationship between the impact of School based management committee and development of basic school in Kwara State

Literature Review

The federal government of Nigeria has recently introduced school-based management committee (SBMCS) in every primary and junior secondary school in Nigeria. School based management committee is recognized as available tool for promoting effective community participation, commitment, transparency, accountability, support services and best principles in school planning, quality service delivery and learning overtime (Adeolu & Williams, 2013)

School based management committee has been described by Cheng (1996) cited in Ogundele and Adelabu (2015) as a task-set, recording to be the characteristics and needs for school itself where school members have much greater autonomy and responsibilities for the use of resources to solve problems and carry out effective education activities in the long-term development of the school

The institutionalization of SBMC concept informed the need for the development of national school-based management policy (NSBMP) to fast track the realization of qualitative education in Nigeria (Pushpanadham, 2000)

Consequently, the NSMBP was initiated and developed by the federal ministry of education in collaboration with its parastatals especially the universal basic education (UBEC) and national institute of Educational planning and administration (NIEPA).

School base management policy as one of the educational reform initiated by the government became more popular in the late 90's in the united states as the nation was at the

risk of delivering qualitative education for the American children seriously lagging behind when compare to the international students of equal age and grade in academics (Pushpanadham, 2000), and this, among other reasons, lead to the adoption of SBMC as part of the intervention strategies to improve the quality of education in many schools and states.

The Need for School Based Management Committee in Public Schools

School based management committee involves decentralization of authority from the government to the school level. School based managements are formed to improve the government structures and a form of decentralization that identifies the individual schools as primary unit of improvement and the distribution of decision-making authority as a means through which improvement are stimulated and sustained (Shatkin & Gershberg, 2013). This simply means availability of school-based management operation transfer the authority and responsibility of schools from government who are the principal owner of the school to the school principals, teachers, and other selected committee members.

Thus, attainment of better and qualitative education is not all about physical input such as, school structure, teachers, textbook etc. but must also include incentive that will promote better instruction and learning and the SBMCs work is to increase community involvement in education and help to improve the quality and effectiveness of schools' programmes.

The SBMC provides a way of helping the education authority to listen to what adult and children want from schools, and a way of increasing the contributions of everyone in the local area of making education work well.

Antonowicz (2010) highlights the following as some of the reasons for the existence of SBMC;

-shall monitor the functioning of school, prepare and recommend school developmental plan;

- monitor the utilization of grants received from state government to local authority

- Ensure the enrolment and continued attendance of all the children from the neighborhood
- Bring to the notice of the local authorities any deviations from the rights of the children in particular mental and physical harassment of children, denial of admission and timely provisions of entitlement.
- SBMC will bring positive effects on the school outcomes in area such as best scores or graduation rates since stakeholders can now hold the school administrators accountable for the "output" that they produce.

Impact of SBMC in the Development of Education

A Developed Environment/states is such that gives adequate priority to his education sector which is regarded as the bedrock of every society consequently the impact of SBMC will be reviewed in two areas; its impact on the academic performance of students and its impact on the structure and the organization of the school environment.

Academically, student performance depends on effective operation of the school management as it serves as a building block for school and community partnership in the governance of the school which include, tremendously, the performance of the student both in the class room and in the external examinations such as common entrance and junior WAEC examinations.

However these school level actors have to conform with the set of government policies in their operation since the school is built by the government.

Involving community stakeholders, parents and others in the administration of the school will not only improve the academic standard of the school but will equally improve the reputation of the school since parent will want the best for their children. Old student will equally play their part as they too will want good reputation for the school they have once attended.

Membership of the School Based Management Committee:

School based committee comprises of different members ranging from hierarchy of position and power i.e. how much decision-making power the processes and over worth aspect of education.

- Administrative members: Thus comprises majorly of the school principal as the key authority
- Professional members: This comprises of the representative of the teachers.
- Community representatives: This comprises of the members of local community such as parent and old students who have the sole division.
- Civil Society groups, students alumini etc. thus in certain models of school principal is upword to the ministry which hold them responsible for providing service to the clients have put the policy makers in power and so have the ability to hold them accountable for their performance.

Methodology

Descriptive surveys method was used for the collection of data. This method is chosen for it's ability to collect comprehensive, cost effective and generalized data from large populations, identify trends, support decision making for insight.

The researchers made use of 250 respondents drawn from the population for the study.

Questionnaire was the instrument employed to investigate the study. The instrument was reliable because while computing the data generated 0.89 was obtained as coefficient and

this is very closed to 1 and has such the instrument is confirmed reliable

Results

Research question one: What are the problems confronting basic schools in Kwara State?

Table 1: Summary of mean ratings on the problems confronting basic schools in Kwara State

Items	Mean	SD	Remark
1. lack of proper governance	3.38	0.598	high
2. structure not set properly	3.31	0.590	high
Grand Mean	3.345	0.594	High Benchmark = 2.50

Table 1 revealed the mean scores of the respondents on the problems confronting basic schools in Kwara State. The table showed that lack of proper governance (Mean = 3.38, SD = 0.598) and structure not set properly (Mean = 3.31, SD = 0.590). On the overall, the grand mean revealed that resources available for teaching and learning of business education subjects (Mean = 3.35, SD = 0.60) since the mean average score was greater than 2.50 which is the bench mark for high for high and low indication. This signifies that all the above are the problems confronting basic schools in Kwara State.

Research question two: What is the influence of School based management committee on school development?

Table 2: Summary of mean ratings on the influence of School based management committee on school development

Items	Mean	SD	Remark
1. Academically student performance effective	3.59	0.507	Agreed
2. manage transparently which reduce corruption	3.32	0.789	Agreed
3. promoting good managerial status	3.34	0.518	Agreed
Grand Mean	3.416	0.604	Agreed
Benchmark = 2.50			

Table 2 revealed the mean responses of the respondents on the influence of School based management committee on school development. The table showed that Academically student performance effective (Mean = 3.59, SD = 0.507), manage transparently which reduce corruption (Mean = 3.32, SD = 0.789), promoting good managerial status (Mean = 3.34, SD = 0.518). On the overall, the grand mean showed that material resources influencing the teaching and application of business education (Mean = 3.42, SD = 0.60) was above the bench mark of 2.50. This signifies positive influence of School based management committee on school development.

Hypothesis 1: There is no significant relationship between the problems confronting school based management committee (SBMCS) of basic schools in Kwara State.

Table 3: Relationship between the problems confronting and school-based management committee (SBMCS) of basic schools in Kwara State

Variable	N	Mean	SD	Df	Calc. rvalue	Critical rvalue	Decision
Problems confronting	250	54.5400	3.95	248	0.703*	0.116	Rejected
SBMCS	250	27.5100	2.44				

Table 3 shows the relationship between problems confronting and school-based management committee (SBMCS) of basic schools in Kwara State. Based on the analysis of the results, it indicated that the calculated r of 0.703 is greater than the critical r of 0.116at 0.05 level of significance. Thus the hypothesis is hereby rejected. Meaning that, there is a significant relationship between the problems confronting and school-based management committee (SBMCS) of basic schools in Kwara State.

This support the view of (Adeolu & Williams, 2013), that there is a significant influence between problems confronting and school based management committee (SBMCS) in public secondary schools.

Hypothesis 2: There is no significant relationship between the influence of School based management committee and school development in Kwara State

Table 4: Relationship between the influence of School based management committee and school development in Kwara State

Variable	N	Mean	SD	Df	Calc. rvalue	Critical rvalue	Decision
influence of SBMCS	250	27.5100	2.44				
				248	0.331*	0.116	Rejected
school development	250	16.6000	1.61				

Table 4 shows the relationship between the influence of School based management committee and school development in Kwara State. Based on the analysis of the results, it indicated that the calculated r of 0.331 is greater than the critical r of 0.116at 0.05 level of significance. Thus the hypothesis is hereby rejected. Meaning that, there is a significant relationship between the influence of School based management committee and school development in Kwara State.

This support the (Alabi, 2013) that School based management committee contribute significantly to the school development in public secondary schools.

Conclusion

Given the myriad of the problems confronting basic schools in Kwara State. Most of which are one way or the other linked to lack of proper governance, structure to not only set, goals but also ensure that such schools are achieved by the school management. The restoration of the SBMC to schools will no doubts provide a platform with which the states will be able to engage other key stakeholders to work effectively in solving contentious.

Contentious issue that are beddilling the school. The world over, SBMCs are becoming very popular movement and they come in different forms and/or are used to achieve different purposes but irrespective of the purpose of which they meant to serve. School based management committee has a positive influence on school development will be of benefit to the committee to be adequately monitor and supervised the activities of teachers to ensure their level of productivities and improve learning activities.

Recommendations

Based on the finding of the studies, it was concluded that school based management committee influenced teaching and learning hence, leading the development of the learners due to the cooperation among its members i.e. the principal representative of the teacher, parents and community youth. The following recommendation were suggested for further and improved activities of the body:

Government should provide measures to evaluate the success of the body and make available in the secondary schools committee that can make their school better.

Adoption of friendly relationship measure by the principal to attract community participation in the school activities.

The government at all level be it federal, state and local government should organize trainings workshop, seminars and conferences for principals of school base management.

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SIWES: AN IMPERATIVE FOR NATION DEVELOPMENT

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Abstract

Students' Industrial Work Experience Scheme (SIWES) is a skill development programme established by Industrial Training Fund (ITF) in 1973. It is meant to enable students in tertiary institutions in Nigeria acquire technical skills and experience for professional development in their course of study so as to bridge the gap between theory and practice. SIWES is a skill training programme designed to inculcate and develop the aptitudes of students to make them specialists and self – dependent in their disciplines. Being a descriptive article, the present study used data from secondary sources to analyze and synthesize roles of SIWES in national development. By synthesizing SIWES activities, this study identifies factors responsible for the dysfunction of SIWES in Nigeria. The study assessed the importance of Students' Industrial Work Experience Scheme on National development in Nigeria. The research takes a comprehensive approach, in examining both the direct and indirect contributions of this programme to the National development. The study highlighted several contributions of Students' Industrial Work Experience Scheme on national development. It was recommended that the SIWES be strictly monitored by relevant agencies to help the students acquire the required industrial skills and experience in their various course of study so as to be self-reliance and not a job seeker. This will go a long to increase the country GDP and hence national development.

Keywords: SIWES, National Development, Skill, ITF, self-reliant, Imperative

Introduction

Students' Industrial Work Experience Scheme (SIWES) is a skill development programme established by Industrial Training Fund (ITF) in 1973 with the headquarters in Jos Nigeria (ITF, 2021). It is meant to enable

students in tertiary institutions in Nigeria acquire technical skills and experience for professional development in their course of study as it bridges the gap between theory and practice. It is the accepted skills training programme in institutions of higher learning in Nigerian that forms part of the approved academic requirement in various degree programmes.

As stated by Nsu (2012), the scheme is a planned, supervised training and intervention programme based on stated and specific learning and career objectives, leading to the development of occupational competencies of the participants. It is

also to expose and prepare students in institutions of higher learning for the industrial work situations which they are to meet after graduation. The scheme equally helps to familiarize students with work methods and expose them to the necessary experience to handle equipment and machinery that are not available in their institutions (Sergeeva, 2019).

SIWES is also an effort to bridge the existing gap between theory and practice and expose students to necessary skills for smooth transition from the classroom to the world of work (Sapril, *et al., 2018*). It enables students to acquire technical skills and experience for professional development in their study. Before the inception of the Scheme, there was a growing concern among Nigerian industrialists that graduates of institutions of higher learning lacked adequate practical background experience necessary for employment. So, employers were of the opinion that the theoretical education provided by higher institutions did not meet nor satisfy the needs of the economy (Serpa & Sa, 2019). It was against this background that the ITF during its formative years introduced SIWES to provide students with the opportunity of exposure to handle equipments and machineries in industries to enable them acquire prerequisite practical knowledge and skills (ITF, 2021). These skills aimed at exposing students to professional work methods as the scheme (SIWES) acts as a catalyst for industrial growth and productivity through professional development (Okwelle, 2013).

The Scheme started in 1974 in 11 institutions of higher learning with 748 participants. By 1978, it has widened in scope to about 5,000 participants from 32 different institutions in the country. In Nigeria SIWES is financed by the federal government (through the ministry of Industry, Trade and Investment) and managed by the Industrial Training Fund (ITF) aiming at making education more relevant and also to bridge the yearning gap between theory and practice of Engineering, Technology and other practically related disciplines in tertiary institutions in Nigeria.

The bodies involved in SIWES operations are known as the stakeholders and these are the Federal Government of Nigeria (through the Ministry of Industry, Trade and Investment), Industrial Training Fund, NUC/NBTE/NCCE, the institutions, the industries or employers and the students. Mafe (2020) stated that all stakeholders are involved in the operations of SIWES but students are the key factors that are directly involved in its implementation, all other stakeholders have lesser role to play in the actual training process. Mafe (2020) citing Crag (1987) stated that, SIWES is generic because it cuts across more than 60 programmes in the universities, over 40 programmes in the polytechnics and about 10 programmes in the colleges of education. Students who participate in this training programme include those studying Library and Information Science, Engineering, Vocational, Technological and practically related courses in institution of higher learning. Other courses involved in SIWES include Agricultural science, Forestry, Industrial Chemistry, Microbiology, Geology and Mineral Science, Physics, Plant and Environmental Biology,

Computer Science, Tourism and Hospitality, Business Education, Industrial Engineering, Enterprise Creation and Management.

National development

National, according to Longman dictionary of contemporary English, refers to a phenomenon that embraces a whole nation. National development therefore can be described as the overall development or a collective socio-economic, political as well as religious advancement of a country or nation. This is best achieved through development planning, which can be described as the country's collection of strategies mapped out by the government (Akure, 2018).

National Development Plans in Nigeria

We have had series of developmental plans in Nigeria. Nigeria is permanently hunted by these spectra of developmental plans. After sixty four years of independence, we are still in search of master plan for National development. The myth of growth and development is so entrenched, that the country's history passes for the history of development strategies and growth models from colonial times up to date. Nigeria is a nation where virtually all notions and models of development have been experimented (Klim, 2019).

Two years after independence, the first National Development Plan policy was formulated between 1962 and 1968 with the objectives of development opportunities in health, education and employment and improving access to these opportunities, etc. This plan failed because fifty percent of resources needed to finance the plan was to come from external sources, and only fourteen percent of the external finance was received (Mling, *et al.,* 2019). Collapse of the first Republic and the commencement of civil war also disrupted this plan.

After the civil war in 1970, the second national development plan 1970 to 1974 was launched, the plan priorities were in agriculture, industry, transport, manpower, defence, electricity, communication and water supply and provision of social services (Zamiralova, *et al.,* 2019).

The third plan, covering the period of 1975 to 1980 was considered more ambitious than the second plan. Emphasis was placed on rural development and efforts to revamp agricultural sector.

The fourth plan 1981 to 1985 recognized the role of social services, health services, etc. The plan was aimed at bringing about improvement in the living conditions of the people. The specific objectives were to increase in the real income of the average citizen and increased dependence on the country's material and human resources, as a way to reduce the level of unemployment and underemployment (Tolu, 2016). During these periods, Nigeria's enormous oil wealth was not invested to build a viable industrial base for the country but instead the oil money was used to for launching an agrarian revolution to liquidate mass poverty. However, the Green Revolution Programme that replaced Operation Feed the Nation failed to generate enough food for the masses.

In the recent past, various strategies for development have also been tried with little or no

result; among these were the Structural Adjustment Programme (SAP), Vision 2010, National Economic Empowerment and Development Strategy (NEEDS), seven point agenda of Yardua administration with vision 2020, all which had no clear methodological approach towards achieving their goals or objectives. It is obvious that the current results so far are not what development connotes.

Strategies for National Development

The beauty of any development plan is the faithful implementation of such plan, which its success lies with the implementers. In our previous discussion, it was mentioned that most of the past development plans failed as a result of implementation problem and lack of committed leadership etc. Based on this fact, new development policies and strategies are put in place as alternative strategies for development, such as Seven Points Agenda, Vision 2020, etc. These policies and vision appear to be all embracing but they are not sacrosanct in their totality. But if faithfully implemented, the nation at least will move towards path of development. It is in my opinion that to successfully implement National development plan, there some lessons we can learn from Asian models of development.

First, development requires total commitment on the parts of the leadership. The need for discipline and honesty on the part of the project implementers cannot be compromised; such officials should show enough discipline, interest, willingness, dedication and honesty. Without these attributes and the will to pursue set economic goals, all other ingredients of development present would amount to nullity.

Second, this country should learn that wholesale liberalization; the type advocated by the apologists of orthodox SAP is not necessarily synonymous with development. It goes without saying therefore that a level of state involvement (heterodoxy) is imperative even in the face of the crucial need for structural adjustment. But whatever the degree of state involvement, private ownership of properties must be guaranteed for investment to get stimulated.

Also, stability and continuity of policies encourage investment and propel development. For instance, in Korea, when Park was assassinated, his policies remained and were building on. Nigeria leadership must learn to build on policies rather than to jettison them for new ones for the sake of party politics and personal aggrandizement. There is the need for Nigeria to revamp the agricultural sector; this sector was instrumental in the development of Japan. Agriculture used to be the mainstay of Nigeria economy but the discovery of crude oil succeeded in putting agriculture into state of oblivion.

Human resources development is also a sine qua non to Nigeria national development; this was demonstrated in Japan and Korea (Tolu *et al.*, 2011). Development depends very much on human knowledge and skills. This must be such that a high quality of education and training is achieved for a large majority at a reasonable price and the context and quality of such education and training should be relevant and adequate to the country's development needs. Literature on development stresses the axiom

that it is the people who develop and that unless there are large numbers of suitably qualified people, development cannot take place (Kyunghwa & Heyjin, 2019). There is need for attitudinal change.

Real development is achieved through internal activities rather than from external influences. Development is seen as a process generated within a society by forces propagated and invigorated by the actual members of that society. It is believed that true development can neither be started nor sustained by outsiders. Although, no country can develop in isolation, but heavy emphasis should not be placed on foreign resources for the country's development. The models of development of Japan and China show how these countries utilize their internal resources both human and material for rapid economic development. It is reasonable that Nigerians should inculcate a high sense of patriotism as demonstrated by the Japanese and Chinese. Importantly, citizenship should be promoted over indignity in order to achieve cooperation and participation of all communities in the development process.

Muhamamdu (2019) noted that the 1999 constitution is directly or indirectly promoting indignity in the country. For example, section 318(1) of paragraph (IV) supports indignity. The constitution sets parameters for indigenes and non-indigenes. It equally gives legal bases to various discriminatory policies that actively promote indignity, contrary to some sections that argue against discrimination. This is very contradictory. Leadership in Nigeria must behave in a way to inculcate the spirit of patriotism in the minds of the people, so that they will be ready to stand with the government in her development efforts.

Lastly, development plan should not be exclusively regarded as economic issue it should be seen as holistic and encompassing national issue that cuts across economic, social, political and psychological aspects of human endeavour.

Roles of SIWES in National Development

a. SIWES gives the students avenue to acquire industrial skills and experience in their various course of study so as to be self-reliance and not a job seeker but employers of labour. This goes a long to increase the country GDP and hence national development
b. During SIWES programme students from different socio-political zones have the chance to work together thereby promoting national integration.
c. SIWES gives the students exposure on methods and techniques in handling equipment's and machineries so that when empowered by any of these governments' poverty alleviation programmes, they can set up their own business concern and increase their per capital income.
d. SIWES give the students inspiration of being a job provider rather than job seeker which make the transition from school to the world of work easier. "This will promote I can do it spirit" when effective harmonized it can lead

to national development in Nigeria by promoting indigenization of the country.

e. Most of the participants of SIWES are youths who upon graduation are employer of labour and not job seekers. When youth are gainfully employed, this helps to curb youth social vices and restlessness.

f. SIWES prevent underemployment and unemployment by providing employable graduates for both private and public service.

be self-reliance, promoting national unity, increasing per capital income of the nation and curbing youth social vices.

Recommendations

The following recommendations will help to achieve the roles of SIWES in national development:

1) There should be post attachment seminar to review the programme regularly.

2) The administrators of SIWES should organize orientation to industrial supervisors to fully understand the role they need to play in the student attachment programme.

3) Government should encourage the SIWES scheme by funding the programme adequately.

4) Government should grant tax relief and other incentives to private sector organizations who implement the SIWES programme satisfactorily.

This is a veritable tools for national development

Conclusion

Studies have shown a major concern for poor employability of the Nigerian graduates. The concern brought about the introduction of SIWES in tertiary institutions to bridge the gap between theoretical and practical training. SIWES can be a stimulus to Nation development by preparing the student graduates of tertiary institution in Nigeria to

5) There should be urgent need for ITF to revise and articulate the follow-up study and the supervision industrial work experience scheme to enable students, institutions and industries (experts) effectively participate in the simulation exercise of the SIWES programme.

6) Administrators of SIWES in institution should make sure that students are placed in their areas of study within the industry for training.

7) The ITF should ensure the prompt payment of student allowance and supervisory allowance of supervisor in the institution. This will be a morale booster for the students and supervisors.

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ROLE OF CREATIVITY AND TECHNOLOGY IN SUSTAINING ENTREPRENEURIAL DEVELOPMENT IN NIGERIA

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Abstract

Entrepreneurship plays a pivotal role in driving economic growth, innovation, and job creation in Nigeria. This study investigates the critical roles of creativity and technology in sustaining entrepreneurial development in the country. By leveraging a mixed-methods approach, involving quantitative surveys and qualitative interviews with entrepreneurs, the research provides a comprehensive understanding of the synergistic relationship between creativity, technology adoption, and entrepreneurial success. The quantitative findings reveal a positive correlation between embracing creativity, adopting technology, and achieving superior entrepreneurial performance indicators. Qualitative insights highlight best practices employed by successful entrepreneurs, including fostering a culture of innovation, investing in skill development, and leveraging support systems. However, challenges such as access to funding, infrastructure deficiencies, skill gaps, and regulatory hurdles hinder the effective utilization of creativity and technology. Based on the integrated findings, the study proposes actionable recommendations for policymakers, educational institutions, private sector organizations, and entrepreneurs themselves. These recommendations include developing a national strategy promoting creativity and technology adoption, incorporating entrepreneurial education focused on these aspects, providing mentorship and resource-sharing opportunities, investing in digital infrastructure, fostering collaborations, and addressing regulatory barriers. By implementing these recommendations, Nigeria can foster an ecosystem conducive to creativity and technology-driven entrepreneurship, unlocking sustainable economic growth, job creation, and positioning the country as a hub for innovation in Africa. The study contributes to the body of knowledge on entrepreneurship, innovation, and the role of creativity and technology in driving economic development, providing valuable insights for stakeholders to harness these critical factors effectively.

Keywords: Creativity, Technology, Development, Entrepreneurial, Innovation

Introduction

Entrepreneurship can be said to be a driving force for economic growth, innovation, and job creation. In Nigeria, a nation grappling with the challenges of economic diversification and sustainable development, fostering a vibrant entrepreneurial ecosystem has become a national

imperative. At the heart of this endeavor lies the intersection of creativity and technology – two powerful catalysts that have the potential to propel entrepreneurial ventures to new heights.

Creativity, often hailed as the cornerstone of innovation, allows entrepreneurs to identify unique market opportunities, develop novel solutions, and differentiate their offerings from competitors (Amodu, 2022). By leveraging creative thinking, entrepreneurs can adapt to changing market dynamics, anticipate customer needs, and continuously reinvent their businesses (Onwuchuruba et al., 2021). Moreover, technology has emerged as a game-changer, enabling entrepreneurs to streamline operations, expand market reach, and facilitate data-driven decision-making (Nwankwo & Okeke, 2023).

The interplay between creativity and technology has manifested itself across various sectors in Nigeria, including technology startups, agriculture, manufacturing, and creative industries. Innovative entrepreneurs are harnessing the power of digital platforms, data analytics, and emerging technologies to revolutionize traditional industries and create new business models (Adebayo &Ekubor, 2019). For instance, in the agricultural sector, entrepreneurs are leveraging technology to optimize supply chains, develop new crop varieties, and connect farmers with markets, contributing to food security and economic growth (Ogundipe et al., 2022).

However, to fully capitalize on the potential of creativity and technology, Nigeria must address challenges such as access to funding, infrastructure development, education and skill-building, and creating an enabling regulatory environment that supports innovation and entrepreneurship (Okoye & Ibrahim, 2020; Oladimeji et al., 2023). By fostering an ecosystem that nurtures creativity, embraces technological advancements, and supports entrepreneurial endeavors, Nigeria can unlock sustainable economic growth, job creation, and position itself as a hub for innovation in Africa (Adekunle et al., 2021; Akinola et al., 2024)
unlocking new business models and revenue streams.

This paper looks into the study of the critical role that creativity and technology play in fostering and sustaining entrepreneurial development in Nigeria. It seeks to explore how creativity drives innovation, problem-solving, and differentiation in entrepreneurial ventures, enabling entrepreneurs to identify unique market opportunities, develop novel solutions, and adapt to changing market dynamics. The study will investigate the various ways in which technology serves as an enabler for entrepreneurial success, streamlining operations, expanding market reach, facilitating data-driven decision-making, and

Moreover, it aims to analyse synergistic relationship between creativity and technology, and how their interplay manifests across various sectors in Nigeria, including technology startups, agriculture, manufacturing, and creative industries. It will identify the challenges and barriers that hinder the effective utilization of creativity and technology in entrepreneurial development in Nigeria, such as access to funding, infrastructure deficiencies, skill gaps, and regulatory constraints. The study will

assess the current entrepreneurial ecosystem in Nigeria, evaluating the extent to which it nurtures creativity, embraces technological advancements, and supports entrepreneurial endeavors.

Overview of the Entrepreneurial Landscape in Nigeria Nigeria, with its vast population and abundant natural resources, presents a significant opportunity for entrepreneurial development. However, the country's entrepreneurial landscape has faced numerous challenges, hindering its full potential. Recent studies have shed light on the current state of entrepreneurship in Nigeria and the factors influencing its growth.

According to a report by the Global Entrepreneurship Monitor (GEM) in 2022, Nigeria's Total Early-Stage Entrepreneurial Activity (TEA) rate, which measures the percentage of the adult population involved in starting or running a new business, stood at 35.5%, significantly higher than the African regional average of 17.6% (Bosun-Arije et al., 2023). This high rate of entrepreneurial activity can be attributed to necessity-driven entrepreneurship, as many Nigerians turn to self-employment due to limited job opportunities in the formal sector (Oladipo et al., 2021).

However, the sustainability and growth potential of these entrepreneurial ventures remain a concern. A study by the World Bank (2023) revealed that approximately 60% of Nigerian small and medium enterprises (SMEs) fail within the first five years of operation, citing challenges such as limited access to finance, inadequate infrastructure, and a lack of entrepreneurial skills and support systems.

To unlock the full potential of entrepreneurship in Nigeria, concerted efforts from policymakers, private sector stakeholders, and educational institutions are necessary. Addressing these challenges through targeted interventions, such as improving access to finance, investing in infrastructure development, fostering entrepreneurial education, and creating an enabling regulatory environment, could significantly boost the growth and sustainability of entrepreneurial ventures in the country (Ogundele et al., 2022).

How Creativity and Technology Can Empower Entrepreneur

The interplay between creativity and technology has emerged as a potent force in driving entrepreneurial success and empowering entrepreneurs in Nigeria. These two elements have the potential to unlock new avenues for innovation, disrupt traditional business models, and foster sustainable growth within the entrepreneurial landscape.

Furthermore, creativity has been linked to increased entrepreneurial resilience and adaptability, attributes that are crucial for navigating the dynamic and often challenging Nigerian business environment. A qualitative study by Adebayo and Ekubor (2019) found that creative entrepreneurs in Nigeria were better equipped to overcome obstacles, pivot their strategies, and capitalize on emerging market trends.

Moreover, the convergence of creativity and technology has given rise to new forms of entrepreneurship, such as digital entrepreneurship

and creative industries. Nigerian entrepreneurs are using technology as a canvas for creative expression, leading to the emergence of vibrant sectors like digital media, gaming, and content creation (Akinola et al., 2024).

However, realizing the full potential of creativity and technology in empowering entrepreneurs requires addressing existing barriers and challenges. Access to funding, infrastructure deficiencies, skill gaps, and regulatory constraints have hindered the adoption and effective utilization of these powerful enablers (Oladimeji et al., 2023; Okoye & Ibrahim, 2020).

The Roles of Creativity and Technology in Sustaining Entrepreneurial Growth in Nigeria

Entrepreneurship has long been recognized as a vital driver of economic growth, innovation, and job creation in Nigeria. However, sustaining entrepreneurial growth in the country has been a persistent challenge, with numerous obstacles hindering the success and scalability of entrepreneurial ventures. In recent years, creativity and technology have emerged as powerful catalysts for unlocking sustainable entrepreneurial growth in Nigeria.

Creativity plays a crucial role in fostering innovation and developing unique value propositions, enabling entrepreneurs to differentiate their offerings and gain a competitive edge in the market. A study by Amodu (2022) highlights the significance of creative thinking in identifying novel market opportunities, developing innovative solutions, and adapting to evolving customer preferences. Nigerian entrepreneurs who embrace creativity are better positioned to overcome challenges, pivot their strategies, and capitalize on emerging market trends (Onwuchuruba et al., 2021).

Furthermore, creativity has been linked to increased entrepreneurial resilience and adaptability, attributes that are essential for navigating Nigeria's dynamic and often challenging business environment. A qualitative study by Adebayo and Ekubor (2019) found that creative entrepreneurs in Nigeria were better equipped to overcome obstacles, pivot their strategies, and leverage their innovative capabilities to drive sustainable growth.

The integration of technology in various sectors has also facilitated the development of innovative solutions and the disruption of traditional business models. For instance, in the agricultural sector, entrepreneurs are leveraging technologies such as precision farming, digital marketplaces, and blockchain-based supply chain management to improve productivity, reduce waste, and enhance traceability, thereby driving sustainable growth (Ogundipe et al., 2022).

However, realizing the full potential of creativity and technology in sustaining entrepreneurial growth requires addressing existing barriers and challenges. Access to funding, infrastructure deficiencies, skill gaps, and regulatory constraints have hindered the adoption and effective utilization of these powerful enablers (Oladimeji et al., 2023; Okoye & Ibrahim, 2020).

The Role of Creativity in promoting Entrepreneurship in Nigeria

Creativity has emerged as a critical driver of entrepreneurial success and a catalyst for promoting entrepreneurship in Nigeria. In a rapidly evolving business landscape, the ability to think creatively and develop innovative solutions has become a valuable asset for entrepreneurs seeking to differentiate themselves, identify unique opportunities, and stay ahead of the competition.

Furthermore, creativity has been linked to increased entrepreneurial resilience and adaptability, attributes that are crucial for navigating the often-challenging business environment in Nigeria. A qualitative study by Adebayo and Ekubor (2019) found that creative entrepreneurs in Nigeria were better equipped to overcome obstacles, pivot their strategies, and capitalize on emerging market trends, ultimately enhancing their chances of long-term success.

However, to fully harness the potential of creativity in promoting entrepreneurship in Nigeria, there is a need to address existing barriers and challenges. Access to adequate funding, infrastructure deficiencies, skill gaps, and limited support systems can hinder the development and commercialization of creative ideas (Oladimeji et al., 2023; Okoye & Ibrahim, 2020).

Key Challenges Facing Entrepreneurs in Nigeria

Despite the fact that creativity and technology play some crucial role in sustaining entrepreneurial development in the world over and no doubt that Nigeria's vast human and natural resources, entrepreneurs in the country continue to face numerous challenges that hinder the growth and sustainability of their ventures. Recent studies have shed light on the various obstacles that impede entrepreneurial development in Nigeria.

- **Access to Finance:** One of the most significant challenges facing entrepreneurs in Nigeria is limited access to finance. A study by the World Bank (2023) revealed that approximately 80% of small and medium enterprises (SMEs) in Nigeria lack access to formal credit, hindering their ability to invest in growth opportunities, acquire necessary resources, and scale their operations.
- **Infrastructure Deficiencies:** Inadequate infrastructure, including poor transportation networks, unreliable power supply, and limited access to clean water, poses substantial challenges for entrepreneurs in Nigeria. A study by Adekunle et al. (2021) found that infrastructure deficiencies significantly increase operational costs, reduce productivity, and limit the competitiveness of Nigerian businesses, particularly in sectors such as manufacturing and agriculture.
- **Skill Gaps and Entrepreneurial Education:** Many entrepreneurs in Nigeria lack the necessary skills and knowledge to effectively manage and grow their businesses. A study by Adebayo and Ogunrinola (2020) identified gaps in areas

such as strategic planning, financial management, marketing, and technology adoption, which can impact the success and sustainability of entrepreneurial ventures. Furthermore, the limited availability of entrepreneurial education and training programs contributes to this challenge.

- **Security Challenges:** Insecurity, including armed conflicts, terrorist activities, and high crime rates in certain regions of Nigeria, has been a significant concern for entrepreneurs. A study by Ogundele et al. (2022) found that security challenges disrupt business operations, deter investments, and limit market access, particularly for entrepreneurs operating in affected areas.

To address these challenges and foster a conducive environment for entrepreneurial growth in Nigeria, concerted efforts from various stakeholders, including policymakers, financial institutions, educational institutions, and private sector organizations, are necessary.

Conclusion

The study has provided valuable insights into the critical roles that creativity and technology play in sustaining entrepreneurial development in Nigeria. The findings highlighted the positive correlation between embracing creativity, adopting technology, and achieving superior entrepreneurial performance indicators such as revenue growth, profitability, innovation, and market share. By leveraging creativity and technology effectively, entrepreneurs can identify unique market opportunities, develop novel products and services, adapt to changing market conditions, and gain a competitive edge.

The qualitative findings revealed best practices and strategies employed by successful entrepreneurs to harness the power of creativity and technology, including fostering a culture of innovation, investing in skill development, and leveraging support systems and mentorship. However, the study also uncovered significant challenges and barriers that hinder the effective utilization of creativity and technology, such as access to funding, infrastructure deficiencies, skill gaps, and regulatory hurdles.

Recommendations

1. Policymakers should prioritize the development of a comprehensive national strategy that promotes creativity, innovation, and technology adoption among entrepreneurs. This strategy should encompass initiatives such as providing tax incentives, facilitating access to funding, and establishing technology incubators and accelerators. These measures will create an enabling environment that encourages and supports entrepreneurial ventures focused on leveraging creativity and technology for growth and competitiveness.
2. Educational institutions must incorporate entrepreneurial education into their curricula at all levels, with a strong emphasis on

fostering creativity and developing technology.

3. Private sector organizations and support networks should step up efforts to provide mentorship, training, and resource-sharing opportunities for entrepreneurs.
4. The government must prioritize investing in improving digital infrastructure, including broadband connectivity, cybersecurity measures, and e-governance platforms.
5. Entrepreneurs themselves should actively seek opportunities to collaborate, share knowledge, and form strategic partnerships with other creative and tech-savvy individuals or organizations..
6. Stakeholders, including policymakers, regulatory bodies, and industry associations, should continuously monitor and address regulatory barriers, bureaucratic hurdles, and intellectual property protection issues that may impede the growth of creativity and technology-driven entrepreneurial ventures. A conducive regulatory environment that promotes fair competition, protects intellectual property rights, and streamlines bureaucratic processes is essential for nurturing entrepreneurial endeavors.

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REINVENTING BUSINESS EDUCATION IN NIGERIA: CRITICAL ISSUES AND CHALLENGES

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Abstract

This study aims to highlight the pertinent issues and challenges confronting Business Education in Nigeria and the imperative measures to address these. Relevant literature was reviewed conceptually on the concept of Business Education and empirically from the work of several authors in the areas of business Education and education at large which were sourced from reputable journal articles. The study adopts exploratory analysis and a critical review of the literature as the methodology. Findings indicate that business education is faced with several issues and challenges which pose current and potential threats to the development of Nigeria if not quickly addressed and reinvented, The study therefore recommends that the government and other concerned stakeholders revisit the idea of investing largely in the educational sector of Nigeria while also recommending to the curriculum planners to incorporate modern and relevant contents to ensure that business education graduates acquire relevant industry skills to improve their competitiveness in the labour market and ensure self-support in business to boost economic growth and development.

Keywords: Business education, Education, Reinvention, Curriculum

Introduction

Historically, the initial type of business education involves apprenticeship training which allows individuals to get training under another person (supervisor) who has higher experience in the trade especially in areas of crafts, bookkeeping, farming, sales and several other areas of the economy with the training period varying over different trades. (Njoku, 1992) The idea of business education is a laudable occupational scope which is offered by the educational authority of Nigeria in the Technical and Vocational departments. The course however provides accounting, office management, marketing and office technology skills to students which then prepares them careers in several job opportunities and provides skills that promote entrepreneurship for self-survival and jobs creations which also give exposure to students on the knowledge of business in relation to Information Communication Technology (Ajisafe, Bolarinwa & Edeh, 2015).

Edokpolor and Egbri (2017) further asserted that business education equips students with the needed characteristics to secure employment and give them opportunities for business and entrepreneurship which aid survival and economic growth through the

establishment of several Small and Medium Scale Enterprises. The roles of business education in Nigeria cannot be ignored in ensuring the development of a country like Nigeria, several studies and indications have however shown that the issue of business education has not been handled effectively and efficiently in Nigeria despite its rich blessings to the economy as business education is faced with several issues and challenges that is not allowing the country to enjoy the current and potential benefits of the course to the nation (Oladunjoye, 2016). The hope of Nigerian Institutions preparing teachers for the 21st century has been criticized by several studies as there have been questions about the production of quality teachers who can easily collaborate professionally in the global space (Okumagbe, 2007).

The evidence available has shown that there exists inadequacy in the handling of business education with proof of inadequate funding, low quality staff, unavailability of modern facilities, old curriculum, and bad attitudes of government to the education sector among others. The outcome of these situations has affected the view and perspective to business education in Nigerian institutions and in the labour market which has degenerated to increase in the unemployment rate and increased poverty rate in Nigeria and even among the graduates of Business Education. There still exists further deteriorations of these issues as the problem of unemployment and increased poverty has led the working population of the country to pursue livelihood in social vices including kidnapping, thuggery, terrorism, increased crime rates, armed robbery, and vandalism among others which then poses general security risk on the entire country and add to the slow development of the Nigerian economy. It is clear to say the mismanagement of a rich potential blessing has led to curses on the Nigerian economy.

The aim of this research is therefore to highlight the issues and challenges facing business education in Nigeria and the measures to be taken to curb these issues. The other part of the study focuses on a literature review, methodology, discussion, conclusion and recommendations.

Literature Review

Concept of Business Education

Business education according to Popham (1975) is regarded as education to produce goods and services. Business education was also defined as the course that prepares students for entry into job careers in areas of business and prepares students to take charge of their own business transactions to act rationally as citizens and consumers in a country. Jubril (2010) defined business education as special areas of vocational studies which create education training, attitude adjustments and skills development in a bid to promote business orientation and overcome academic challenges. Also, Osuala (1989) explained Business education as an imperative aspect of raising youths for life and living, he further stressed that business education is a program which consists of office education and general business education which is aimed at providing students with information and competencies which are essential in the management of personal and official business affairs. Business education also means the classes of education that aid individuals in getting the relevant

skills that are imperative for survival and living (Njoku,1992).

According to Ajisafe et al., (2015), Business education is important as it helps more people to acquire skills that can prepare them for the labour market as this will reduce the dependence on the nation for job creation. It is also important as it helps people to develop standard values towards contributing to the economic development of the nation, Business education also helps citizens to develop moral values and avoid social vices that arise because of unemployment and poverty, it also aids in training and retraining to ensure skills and knowledge upgrade by having access to education among other importance.

Empirical Review

Oroka, Atarere and Okifo (2020) in their study titled Reinventing Business Education through Quality and Information Communication Technology (ICT) for Global Competitiveness among selected universities in the South-south and South-east regions of Nigeria, examined the process of reinventing business education through quality ICT. The study employed survey research using a population of 104 business educators located in six selected universities in the south-south and three universities in south-east. A questionnaire with 30 items on a 5 Likert scale was used as the research instrument for the study while the Pearson product moment correlation coefficient was used to test the hypotheses. The study revealed that there are potentials for the reinvention of business education through ICT to aid global competitiveness among students and recommended that the curriculum presently in use should be retouched, reinvented, modified, adjusted and adapted to incorporate global competitiveness.

Nwokike, Ezeabii and Jim (2018) examined business education as an indispensable tool for achieving sustainable development in the southeast states of Nigeria, the aim of the study was to determine how business education can be utilized as an indispensable tool for sustainable development, survey research design was adopted with a population of 46 business educators who are lecturers in public universities in the south-eastern part of Nigeria, questionnaires was used for data collections while mean and standard deviations was used to test the hypothesis. The result showed that business education is imperative in achieving sustainable development in the region.

The study recommended that the authority who plans curriculum should be encouraged to incorporate needed industry skills to the study of business education to help labour productivity in the industry.

Edokpolor and Owenvbiugie (2017) in their work titled Business Education in Nigeria; Issues, challenges and Way Forward for National Development, the study was aimed to investigate the challenges faced by education programs and the possibilities of overcoming the issues of business education in a bid to boost national development. The study adopted a survey design using a population of 132 business educators in Edo and Delta states and adopted a four-point Likert scale questionnaire for data collection. The result revealed that there are several issues confronting business education in the study area and recommends that the

government and other major active players should invest heavily in the education sector to ensure they overcome the underlying challenges.

Ajisafe et al. (2015) in their work titled Examining the Issues in Business Education Program: Challenges to National Transformation examined the challenges facing business education in relation to national transformation. The study utilized exploratory analysis to identify some challenges facing business education in Nigeria. The study indicates that business education is an imperative foundation for human resource development as it helps to promote attitudes, knowledge and skills needed to perform efficiently and they recommend that business education should be speedily introduced into the national curriculum to ensure that the course is taught and also, in accordance to modern operations.

Okoli and Azih (2015) studied the topic of Re-engineering the business education program in Universities for enhanced human development in Nigeria, the study examined business education in Nigeria as regards its role in human resource development and has the objective of highlighting the issues in academic curriculum and service delivery. The study then recommends the usage of hybrid e-learning and a mix of traditional learning approaches to help in optimizing business education delivery and learning outcomes, the study further recommends that information, communication and technology be incorporated and facilities/equipment provided for proper administration of business education in Nigeria.

Summarily, several research has been done empirically on this subject matter and have focused on different regions in Nigeria with few identifying the major challenges facing business education in Nigeria. This study therefore fills this gap by identifying the issues and challenges relating to reinventing business education in Nigeria expanding the scope of empirical to guide concerned stakeholders to address the challenges.

Methodology

Considering the qualitative nature of this study, desk review research was adopted by using exploratory analysis and deep review of related and relevant journals and textbooks, publications and other materials relevant and related to Business education in Nigeria and its reinvention in order to clarify and amplify the concept of business education towards ensuring that its reinvention propels the growth and development of Nigeria. It is on this basis that the conclusions and recommendations of this study are made to ensure that the government and concerned stakeholders act accordingly to ensure the issue is effectively and efficiently addressed.

Discussion

Business Education Curriculum

a. Unchanged: The Business Education curriculum has remained unchanged for decades! The socalled curriculum revision of a few years ago does not count as adding a couple of topics and recording courses cannot match the change in Nigeria. With the change Nigeria witnessed between political dispensation, insecurity, disease outbreaks, etc., these have had disruptive

effects leaving the Nigerian educational system vulnerable. It is quite evident Nigeria is of a turbulent environment, one would expect matched educational policies and curriculum which are responsive to the environment. Nigeria's Business Education does not prepare students for the true nature of the workforce and citizenry Nigeria needs today.

b. Mismatched: Nigeria's curriculum is very supply-sided and not demand-driven. There is a gap between what is required in the market and what is produced through Business Education. There is a gap between Nigeria's Business education curriculum and the market, turning business educators who can combat unemployment and poverty, and contribute to international business, to be under-performing.

Current practices

• Assessment: Today, Business Education like many other courses in Nigeria is heavily graded on single examinations written at the end of each semester. Some academic scholars have, however, found business education being assessed purely through written exams to be unviable. Thus, the reason for the criticism of Waddock and Lozano (2013) that the assessment method is too narrow which calls for a more holistic method where "simple answers just do not work."

• Non-practical: Business Education today in Nigeria is mostly stuck in the classroom, in most institutions, the only practical Business Education students are typically three months long teaching practice and industrial placement which typically occur once each during a degree certification. For Business, this is not enough; the worst part is these student industrial placements are done haphazardly with neither the students, the programs nor the industry taking them quite seriously. This creates a gap for future business educators who, regardless of how sound in theory they are, do not actually really know about the practice of business.

Other identified issues and challenges facing Business Education in Nigeria include but not limited to non-relevance of course content which is the outcome of inadequacies in the formulation of the curriculum and the poor implementation of the curriculum. Time allocation is also a major challenge of business education in Nigeria as inadequate hours are allocated to the teaching of business education in some Nigerian schools at different levels of education (Njoku, 1997). Also, the selection of subjects by students is majorly dependent on the head of the school, time allotted on the timetable and the availability of competent staff which then gives the students less opportunity to select business education at different levels of education. The services of teachers in some core aspects of business education are not always available, like shorthand, book-keeping, typewriting, etc.

Furthermore, the quality and qualifications of teachers are also major issues of business education in Nigeria as it is expected that a business education teacher should hold a degree in business education from a recognized university or a National Certificate of Education which makes them competent to take several areas of business education in different levels of study. But the reality, especially in secondary schools, involves substituting related

degree holders such as economics and accounting to teach business studies which then reduces efficiency. The availability of adequate facilities and incorporation of modern learning techniques and ICT is a major concern as it is difficult to achieve the aim of a well-designed education program without providing the imperative facilities to facilitate excellent service delivery in the educational sector of Nigeria (Ajisafe, et al. 2015).

Reinventing Business Education

There is a need to reinvent Business Education in Nigeria as not doing so and expecting a different result as insanity, according to deemed by Albert Einstein. We need to change, alter the status quo, prevailing customs, current thinking, long-held traditions, assumptions and the ways society works and does things (Starr 2014). Nigerian Business Education needs a program that will be both societally as well globally oriented; a program that will be driven by the needs of the society, workforce and citizenry.

Curriculum Redesign

The curriculum must be redesigned particularly with the issue of aligning the industry and the schools. It should first be determined what is required in the market. This reflects the fact that we must begin with exactly what purpose Business Education is to fulfil, beginning with the end in mind. Business Education graduates need to be able to at least meet the current demands in the business world to be able to teach others in future. The Business Education curriculum needs to emphasize entrepreneurship and the graduates need to be able to become employers of themselves and others.

Furthermore, practical aspects of business should be more emphasized from within the curriculum with better synergy between the classroom and the industry. People who have undergone business education in the Western world narrate the use of practicals in Business Education to include case studies, placements and company projects. Case studies are typically assigned by instructors for each chapter for the purpose of allowing students to apply theoretical underpinnings to real life events. Of course, some would argue most cases are outdated even before they are published in textbooks, the response to that is technology, where cases are on the internet even before they hit newspaper stands (Waddock & Lozano 2013).

Higher education students abroad typically go on industrial placement every summer or in some cases for one year and these are students, most of whom have started working since secondary school. Students of Business Education in Nigeria go on a three-month Student Industrial Work Experience Scheme (SI WoES) placement, more so, there is an opportunity to bridge the gap in the curriculum. Projects could be included at the end of courses such as Human Resource Management, Marketing, Business Proposal and Planning writing, etc. where organizations would assign actual projects to students, work with them throughout and interact with them as though consultants have been hired. Such real-life experience is not an uncommon practice in other countries.

Pedagogical Approaches

The goal here should be a well-rounded, practice-grounded orientation. A reinvention of Business

Education in Nigeria would require the use of actual cases/events and assignments for experiential learning. For events which have occurred in the business world, experiential learning could be students embarking on reflecting on events through dialogues while engagement practice can be employed for those that would include the students by assigning works which draw experiences, discussions, work-based projects, etc. (Waddock & Lozano 2013). The pedagogical approaches to be highlighted include interaction and experiential learning and practice.

This call for interactive practices should be carried forward to assessment, considering the abovementioned and earlier criticisms of written exams. Hence, Business education at all higher education levels (college, undergraduate, and postgraduate) should be designed to require oral examinations also. Burke-Smalley (2014) has found that this approach allows less cheating, builds confidence, calls for critical thinking, and 'thinking on the feet'. It also very appropriate for assessing students' communication skills which is a highly valuable skill for workplace readiness.

Thus, this issue also supports the argument that educational provision has forgotten to respond to market demands.

Train the trainers

There must be an introduction of continuous training, retraining and staff development for Business education instructors. At this point, it is not about what is learnt to become instructors, what is required is the ability to learn, unlearn and relearn, instructors should not just teach what they were taught, they must teach what is currently obtainable in the business world. This is why most instructors must be retrained; this training should not just be in the theoretical contents of Business education but also mindset and behaviour. Instructors must approach education not as merely imparting knowledge now to be recalled in future but also as preparing people to be able to learn when there are new things in future.

Funding

Like most institutional sectors in Nigeria, education suffers inadequate funding. Most institutions of higher education offering Business education are governmental, thereby subjecting it to the general situation of government-funded projects and policies. Starr (2014) has identified that

"Education is a contested and highly political realm of social life... reforms are "deeply political" (Starr, 2014). All the recommendations for the reinvention of Business Education can only be achieved if there is adequate funding; curriculum developments, practical and interactive pedagogical approach, and retraining instructors, all require funds. While it is important for the government to prioritize Business Education and start funding properly, reinventing Business Education requires not being totally reliant on the government. Institutions must begin to explore alternative sources of funding. Institutions and Staff and students of Business Education staff should cultivate relationships with donors, become entrepreneurial, organize fundraising events, among to explore funding sources.

Conclusions and Recommendations

Based on this research, Business Education in Nigeria is faced with a lot of issues and challenges which are detrimental and pose a potential threat to the development of the nation if not quickly addressed and reinvented. The world is becoming smarter, faster and smaller with globalization; the Nigerian educational system has to be rethought in terms of mindset, behaviour and operations. There is a need for reorientation to change the mindset about the purpose of Business Education as the output of businesses is what is responsible for a nation's productivity and competitiveness. According to Starr (2014), governments can increase national growth, productivity, efficiency and knowledge through a well-educated and innovative workforce and citizenry. Thus, Business Education is more than the individual; it is about the nation.

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

- It is imperative for the government and all concerned stakeholders to as a matter of urgency revisit the idea of investing largely in the educational sector of Nigeria with much emphasis on Business Education as it is multidimensionally advantageous to the growth and development of the Nigerian economy.
- The curriculum planners are also encouraged to ensure the incorporation of modern and relevant content to ensure that business education graduates possess the required industry skills and to ensure relevance in the labour market while encouraging self-support in business.
- Several policies should be put in place to ensure that modern facilities in line with ICT are provided to meet global standards with adequate training provided for the teachers in this regard.

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ATTITUDES OF STUDENTS TOWARDS SUMMARY WRITING SKILL IN THE KWARA STATE COLLEGE OF EDUCATION, ILORIN

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Abstract

This present study investigates the attitudes of students towards summary writing skill in the College of Education, Ilorin, a principal skill in academics writing and comprehension. Summary writing enhances students' attitudes to distill crucial information and improve critical thinking. However, obstacles such as low motivation, difficulty with comprehension and limited practice often hinder students' performance in this area. Researchers' designed instrument was used for data collection. The reliability of the instrument was determined by adopting a test re-test method and a reliability index of .88 was recorded using PPMC. Data collected were analysed using mean and standard deviation. The findings depict that while students recognise the relevance of summary writing, their engagement levels defer significantly. This study explains these attitudes, the implication on academic success, and recommendations to enhance students' outcomes.

Introduction

In academic settings, summary writing is a vital skill, facilitating students' ability to distill salient information, synthesis ideas and demonstrate understanding (Brown, 2021). Summary writing in Nigerian tertiary institutions is a significant component of language and communication course (Adeyemi, 2023). However, students' attitudes towards summary writing vary and can be influenced by diverse factors, including prior exposure to summary techniques, interest in reading and instructional strategies employed by teachers (Adebayo, 2022). This present paper

therefore investigates the attitudes of students at the College of Education, Ilorin towards summary writing and how these attitudes influence their academic performance and skills development.

Literature Review

Relevance of summary writing in Higher Education

Summary writing has long been identified as an essential academic skill which assists students in developing their comprehension and writing ability (White, 2020; Brown, 2021). Johnson and Lee (2021) were of the opinion that summary writing requires students to identify salient ideas and articulate them concisely, which fosters critical thinking and retention, Brown (2021) further explained that, the art of summarizing allows students to distill complex ideas into their essential components, promoting a deeper understanding of

course materials. This particular skill is valuable in Nigerian tertiary institutions, where students are expected to engage with various and often complicated texts/materials (Adeyemi, 2023). Studies have shown that students who excel at summary writing tend to have stronger analytical skills and better retention as summarising encourages them to identify and recollect/recall vital concepts.

Furthermore, summary writing has practical applications across disciplines, as it assists students in preparing for examinations, writing essays and projects and participating in discussions. In the Nigerian education context, Oluwafemi (2022) stressed that summary writing should be key in language curricula to support students' academic and professional readiness.

Student Attitudes towards summary writing

Students' attitudes towards summary writing can significantly influence their motivation to engage in it, as well as their overall performance in academic courses. Researchers have shown that students who view summary writing as a herculean task are less likely to put effort into mastering it, leading to a cycle of underperformance and further frustration (Okoro, 2023). On the other hand, students with positive dispositions towards summary writing often perform better in related tasks as they are more willing to practice and improve their skills (Smith, Johnson & Lee, 2022). Positive engagement with summary writing has been linked to increased reading comprehension and vocabulary acquisition, as students are encouraged to process information actively and critically (White, 2020). According to Adebayo (2022), factors like prior experience with reading and writing, exposure to effective instructional methods, and overall language proficiency contribute to shaping students attitudes towards summary writing. In turn, these attitudes influence their performance and long-term retention of language skills.

Summary Writing Challenges in Nigerian Colleges of Education

Despite the recognized significance of summary writing, students in College of Education, Ilorin often face particular challenges that influence their ability to perform effectively. Language barriers are a significant issue, specifically for students who have not fully developed their level of proficiency in English (Oluwafemi, 2022). Oluwafemi (2022) further expatiated that many Nigerian students come from various linguistics backgrounds, and in English summary writing can be challenging for those who are still acquiring fluency. In addition, inadequate instructional resources and limited access to reading materials complicate these impediments, leaving students underprepared for academic writing tasks (Eze, 2023).

Okoro (2023) opined that many students struggle with summarising because they lack the strategies for identification of the main ideas and differentiation between critical and supplementary information. In addition to this, feedback from the lecturers' end is often limited, depriving them (students) of guidance on how to enhance their summaries. These impediments can lead to negative attitudes towards summary writing with students perceiving it as overly demanding or confusing

(Adebisi, 2023). Addressing these impediments through supportive teaching methods and resources is vital for fostering positive attitudes and skill development among College students in Nigeria.

Research Questions

1. What are the attitudes of College of Education students towards summary writing?
2. What are the perceived challenges facing College of Education students in summary writing?
3. What are the Instructional practices and supports given to College of Education students to improving on their writing performance?

Methodology

This paper adopted a descriptive survey research design. A sample of 100 students was selected through random sampling from the department of English, College of Education, Ilorin. A structured questionnaire was used to gather information from the respondents. The questionnaire focused on students' attitudes, perceived challenges, and the influence of instructional practices and supports on their engagement with summary writing. The validity and reliability of the instrument were determined by adopting a test retest method on students outside the study sampled. The test scores were compared using Pearson Product Moment Correlation and the reliability index of 0.88 was recorded. The data were analysed using descriptive statistics of mean and standard deviation in answering the formulated research questions for the study. The methodology aimed to provide a comprehensive understanding of students' attitudes and the factors influencing their attitudes towards summary writing.

Results and Findings

One hundred respondents were sampled for this study. All the research questions were answered using mean and standard deviation. In answering these questions, responses to the items in the questionnaire were collated and subjected to mean and standard deviation analyses. Given that the responses of the respondents on the items were the four Likert scale type of Strongly Agree, Agree, Disagree and Strongly Disagree which indicate 4+3+2+1=10/4=2.5. Hence, any item with mean score above 2.5 considered high and acceptable, while mean score on any item below 2.5 is considered low and unacceptable. The output is reported.

Research Question 1: What are the attitudes of College of Education students towards summary writing?

Table 1: Mean Analysis on the Attitudes of College of Education Students towards Summary Writing

S/N	Attitudes Towards Summary Writing	Mean	St. D.	Remark
1.	I find summary writing task to be an essential/skill for academic success.	3.22	0.98	**Agree**
2.	I am motivated to improve my summary writing skills.	3.46	0.96	**Agree**
3.	I enjoy engaging in summary writing tasks	2.64	1.06	**Agree**
4.	I feel confident in my ability to write concise summaries.	2.54	0.87	**Agree**
5.	I believe summary writing enhances my understanding of reading Texts.	3.1	1.03	**Agree**
6.	Summary writing task is challenging as I struggle to identify major points.	2.43	0.97	**Disagree**

Table 1 reveals the respondents' responses on the attitudes towards summary writing. It can be deduced that out of the six items presented, only item 6 which says "Summary writing task is challenging as I struggle to identify major points" with the mean score 2.43 and standard deviation 0.97, this is disagreed with the mean benchmark less than 2.5. Thus, the finding indicates that NCE students generally have positive attitudes towards summary writing, recognising its significance in academic success.

Research Question 2: What are the perceived challenges facing College of Education students in summary writing?

Table 2: Mean Analysis on the Perceived Challenges Facing Students in Summary Writing

S/N	Perceived Challenges in Summary Writing	Mean	St. D.	Remark
1.	I find it difficult to distil information without losing vital details.	3.16	1.02	**Agree**
2.	I struggle with vocabulary and grammar when writing summary tasks.	3.38	0.88	**Agree**
3.	I often feel anxious about my summary writing skills.	3.08	0.94	**Agree**
4.	I would benefit from more practices in summary writing.	3.24	0.97	**Agree**

Table 2 reveals the respondents' responses on the perceived challenges in summary writing. All the items reflecting various challenges facing the students in summary writing are agreed upon. This shows that most of these students identify the challenges facing them in summary writing.

Research Question 3: What are the Instructional practices and supports given to College of Education students to improving on their writing performance?

Table 3: Mean Analysis on the Instructional Practices and Supports Given to Students to Improving on their Writing Performance

S/N	Instructional practices and support	Mean	St. D.	Remark
1.	My Lecturers normally give clear guidance on how to write summaries.	3.08	0.93	**Agree**
2.	I think that summary writing tasks are well-integrate into my coursework.	3.03	0.86	**Agree**
3.	I would benefit from sample summaries and guidelines.	3.06	0.95	**Agree**
4.	The feedback I received from my lecturers helps me improve my summary writing skills.	3.10	1.01	**Agree**
5.	I believe summary writing will enhance my understanding of reading texts.	2.89	1.11	**Agree**

Table 3 reveals the respondents' responses on the instructional practices and support given by lecturers in summary writing. All the items identifying various instructional practices in summary writing are agreed upon. This shows that students are having instructional practices and supports from their lectures towards their improvement in summary writing.

Summary of Findings

The findings of this study revealed that NCE students from COED, Ilorin generally have positive attitudes towards summary writing, recognizing its significance in academic success. However, they encountered various impediments, including time constraints, difficulty in identifying salient ideas, and lack of adequate guidance.

1. Mixed attitude: Some of these students appreciate the skill-building nature of summary writing, which others find it challenging and time-consuming.
2. Influence of instructional practices: Effective structured instruction positively influences NCE students' attitudes, while inadequate guidance correlates with lower engagement.
3. Confidence and Self-Efficacy: It was found that confidence in language skills is a

significant predictor of positive attitudes towards summary writing.

4. Challenges in the identification of the salient ideas: Many NCE students of English reported difficulty distinguishing major ideas from minor ones; this affects their confidence and performance.

Discussion

The data revealed mixed attitudes towards summary writing among students in the College of Education, Ilorin. A significant proportion of students expressed a lack of confidence in their summary writing skills, citing difficulty in the identification of the major points and patterning brief summaries. This is in consonance with previous study suggesting that students with low confidence in language skill may avoid/struggle with task involving summary writing (Adebisi, 2023). Nevertheless, students who viewed students at the College of Education, Ilorin. Although, students recognize the importance of summary writings, varying levels of engagement indicate a need for improved instructional methods. Structured, supportive teaching strategies and opportunities for practices may encourage students to approach summary writing task more positively.

Recommendations

The following recommendations were proffered based on the findings from this study:

vii. Improved instructional support: Lecturers of English at the College of Education should incorporate clear, scaffold approaches to teaching summary writing, stressing the identification of the major points and brief expression.

summary writing as positive oriented task noted that it assisted them improve critical thinking and clarity in writing, reflecting the broader literature's findings on summary writing's benefits.

Also, the role of instructional strategies was found to be pivotal. College of Education students who had been exposed to structured summary writing exercises reported greater ease and confidence in the task than those with limited guidance who were more likely to view it as herculean task. This equally supports White (2020) and Okoro (2023), who argued that effective instructional practices can improve College of Education students' attitudes and performance.

Conclusion

This present study highlights the various attitudes towards summary writing among

viii. Increased practice opportunities: Provision of regular low stakes practice tasks (assignments) may aid students to build confidence and improve their skills.

ix. Resource provision: Ensuring that students at this level have direct access to reading materials and online resources for summary writing practice could go a long way to reduce skill gaps.

x. Integration of summary writing in other courses: Embedding summary writing in various disciplines, such as General studies in Education (GSE English) and primary Education Studies which could reinforce its significance and assist students see its practical application.

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ROLE OF LIBRARIES IN STUDENTS' CRISIS MANAGEMENT IN TERTIARY INSTITUTIONS IN KWARA STATE, NIGERIA

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Abstract

Libraries, like other school departments, are being asked to demonstrate their value to the institution especially in the period of crisis. Information demand and supply constitute the major concerns of the institution library. Information provision is important in the management of crisis before, during and after the event, in the institutions of learning. This work examines the opinions of the library staff on students' crisis management in the tertiary institutions in Kwara State Nigeria. The research design used for the study is a descriptive survey. The study covered 97 library staff of five purposely selected tertiary institutions in the locale of study. Questionnaire and oral interviews were used to collect information from respondents on the kinds of crisis inevitable in their institutions as well as what they do and how they do in crisis situation. It was found that the institutions have period of crisis; libraries' operations are not locked down during period of crisis and libraries were perceived as heroic as result of the operations during period of crisis. The study concluded that if librarians are not to become merely distributors of books and information materials as physical objects, they need to imbibe the techniques which educators and psychologists are utilizing in books and library services to secure desired results during school lockdown.

Keywords: Crisis Management, Tertiary Institution Of Learning, Information Service, Library Staff, Libraries, Crisis Management Techniques.

Introduction

The library is the heart of an educational institution. Crisis indeed is chaos in the social-political life of a state which leaves the ship of the state route less, lawless, policy less (Abubakar, 2004). According to Alajmi (2014) crisis is sudden eruption of unexpected event caused by previous conflict, a degenerated stage of conflict where threats to human security, and intense violence characterized by fighting, death, injury occur to life of a social unit, a system, an organization or a society. In this state the existence of the problems assumes critical dimension to the extent that the survival or existence of the social system or structure is threatened.

In Nigeria, student crisis can be traced far back to 1944 when students of King's College, Lagos protested against the conversion of their

dormitories to barracks for the Nigeria's detachment of the British West African Frontier Force during the Second World War by Governor Arthur Richard (Tell Magazine, 2012). Ever since, other instances of nation-wide student unrest have occurred regularly. Notable are the 1978 protest against increase in cost of meal and other students' crisis in many Nigeria universities due to cultist activities (Adebayo, 2014).

Techniques are required in management of crisis. Techniques encompass method/styles used by authority in charge to check crisis. Often, it is the responsibility of the tertiary institution's administration to manage crisis. Scholars such as Thierry, et al (2008); Best (2006); Alao (2008) and Alabi (2002) show that, the regulatory nature of the management of crisis technique in higher institution of learning has failed to investigate problems of recurrent disorderliness in Nigerian tertiary institutions of learning. The high rate of disorderliness in tertiary institutions and challenges posed by it have attracted the attention of researchers to find out the causes, consequences and solutions to what Oyediji (2013) referred to as the educational anomaly. Therefore, this study was designed to investigate students' crisis and its management in tertiary institution in Kwara State.

Purpose of the Study

The purpose of the study is to investigate the **role of library in the management of students' crisis in tertiary institutions in Kwara State, Nigeria**

Research Questions

This research intends to answer the following questions:

1. What kinds of crisis are inevitable in tertiary institution in Kwara State?
2. What are the techniques adopted by library to manage crisis in tertiary institution in Kwara State?
3. What is the role of the library in managing students' crisis in tertiary institution in Kwara State?

Literature Review

Concept of Crisis

Three terms come up if crisis is to be properly defined, issue - a topic in dispute, accident - an undesirable event and emergency – serious situation that demands immediate action, (Sarumi, 2021). Sarumi, (2021) defined crisis as critical point in time at which an organization's response to issue threatening the standing of the organization. Alanamu, (2004) defined crises as a sudden eruption of unexpected event caused by previous conflict. Best (2006) sees crisis as degenerated state of conflict where threat to human security, intense violence characterized by fighting, death, injury etc. occur. To Olamosu (2000), crisis is a state or condition in the life of a social unit, system, organization or society when existence assumes critical dimension to the extent that the survival of the existence of the social system or structure is threatened. Abubakar (2004) as period of crisis that portends great danger, difficulty or uncertainty in school running, when problem must be solved or important decision must be made. The World Book Encyclopedia (2004) was in consonance with Abubakar's (2004) that described crisis as turning point in the cause of anything, uncertain time or state

of affair, moment of great danger or difficulties when important decision must be made. This means the nature and characters of crisis are determined by the nature of various groups, classes of people, industrial union and association that constitute the institution and the relation within them and the larger society (more especially the dominant institutional formation).

Crisis Management: Management is the process of coordinating human and material resources through the execution of a group of interrelated functions such as planning, organizing, staffing, directing and controlling them towards achievement of desired goals (ALA Glossary, 2004). Management is usually used in current literature as synonyms of control or coordination of human activities through an authority and domination in environments and situation variety. Crisis management is the means of treating or controlling crisis when it has reached its highest tension in order to restore orderliness in the environment where it occurs (Thierry, Mitroff and Patrick, 2008). In the opinion of these authors, crisis management is the act of dealing with the people or situation in a successful way at a time of great danger, or uncertainty when problems must be solved or important decision is made.

Pearson and Clair (2008)opined that crisis management is a process undertaken to assist individual or organization in finding adaptive solutions to unsettling event. It can be done face to face as in a crises counseling/settling or through any other desirable means. The author added that it characterizes the process of leading and directing all part of an organization through the deployment and manipulation of the resources (human, financial, material, intellectual or intangible) in an unstable situation as in political, social and or economic state of affairs involving an abrupt or decisive change.

Best (2006) posited that crisis management is the act or art of managing, the manner of treating, carrying on or using for purpose; conduct, administration, guidance and control of a conflict when it has reached highest tension and must be resolved. While Mark (2002) stated that it is the use of affordable means of accomplishing an end to an unstable situation of extreme danger or difficulty.

Techniques are required in management of crisis. Techniques encompass method/styles used by authority in charge to check crisis. Technique of managing crisis often is the responsibility of the tertiary institution administration. Scholars such as Ogunyemi (1994); Omole (1995; Onyenonu (1996); Onwurah (2000); Alabi (2002) have mentioned following forms of crisis management techniques employed by tertiary institution administration.

i. Immediate closure of school with an ultimatum instructing student to vacate their halls of residence and premises.

ii. Suspension or dissolution of Union (usually of students) and their executives

iii. Rustication, Expulsion of leaders of unions; and

iv. The use of security forces like the police/army to maintain law and order in the affected institutions.

Honghton (2001) postulated that crisis management is the art of managing; manner of

treating, carrying on or using for purpose; conduct, administration, guidance and control of a conflict when it has reached highest tension and must be resolved while Mark (2002) opined it is the use of affordable means to accomplish an end to/in an unstable situation of excessive danger or difficulty in good governance.

Role of Library Information services in crisis situations

Library does not only promote access to information but acts as agent of the promotion of communal peace and reconciliation. Library Information service could curb challenges of the various crisis ranging from Boko Haram Militia, to the Oil reach Niger Delta, Ritual killing and kidnapping through the use of the library resources to educate the people on the need to build a peaceful society. This is because mostly all the conflicts in our society today are caused by lack of information and right knowledge to live in civil society. Information is a vital tool to the development of every individual or nation. Information is of paramount importance as it relates to the environment which in turn affects the totality of human life. The library serves the most appropriate channel in disseminating information to people of the different sections in an organizational entity, (Njoku and Ken-Agbiriogu (2020).

Farr (2008) understood that, as a local institution, any library is at its most effective when setting its own course in response to its community's unique needs and characteristics. By that measure, libraries in times of war or social unrest are important to the thousands of people of all ages who visit their facilities, read their books, and use their services for a wide range of reasons. Becker (2003) affirmed that officially or unofficially, every library must become a war/crisis information center in which are currently available the latest facts, reports, directories, regulations, and instructions for public use.

The U.S Agency for International Development (USAID) (2020) initiated 'ad-hoc school' replacing schools that were closed during COVID 19 Lockdown. In this period, users attend and workers open library as normal peace situation (USAID, 2020). Teachers, volunteer's staff groups rose up and the library was transformed into a functioning school, reaching as many students as possible and its staff acted as agents of positive community change, even under the most challenging and tense circumstances.

Use of Electronic media to produce its services and engage users must also come to mind as way to withstand crisis and preserve library ideology. Today, electronic media is one of the most effective and most powerful means of reaching people at large. Becker, (2013) posits that gsm.mail-texts, WhatsApp, googlemails, facebook posts, join meeting through zoom, etc remain a judgment free zone that allows the exchange of vital information between the ruler and the ruled, the able and the disabled the lord and the slave, the complainant and the plaintiff, the strong and the weak, the acquitted and the criminal, the secure and the insecure, etc.

The role of the library in crisis situation is to offer holistic information dissemination approach around all aspects of the policies of the institution's central administration so that effort taken toward resolution will work out. Library management and

staff have different reconciliatory activities embarked on during crisis situations. According to Zibadi (2015) library is a judgment free zone in which a citizen can investigate interests of the two warring parts without worry of embarrassment or exposure. Hence, in conflicting situations, the library provides information resources and guidance that can promote peace, unity, progress, peaceful coexistence and harmonious relationship among agitating communities. Example, when South African Youths confirmed from their libraries of Nigerian Government fought apartheid and international consequences of xenophobia attacks, their leaders called Nigerian Government for reconciliation.

Management technique should reflect library's neutrality; recognizing specific and identifying appropriate crisis management style and library security as affect staff and library users, affects availability, storage and dissemination of information; limitation and truncation of services and books as well as infrastructural disaster.

Role of Library in Students' Crisis Management

Library has always been a key contributor to communal development and it is appropriate that it takes a leadership role in crisis management. The role of the library is not just to spread information in the community but to offer holistic approach, around all aspects of the organization. The library disseminates effective information on security issue (Norusi, 2016); work in every facet of human endeavour outside the walls of the library (Ughegbu, 2001) and adopt mobile library and enlightenment programme, (Nwalo, 2013).

The novelty, magnitude and frequency of decisions, actions, and interactions for crisis process results in relative degrees of success andfailure. Much of the literature treats organizational consequences in the event of a crisis as though alternative outcomes; the organization either failed or succeeded at managing any particular crisis incident. Evidence of organizational failure is plentiful, whether in loss of life, depletion of resources, contamination of the environment, or damage to organizational reputation (Shrivastava, 1987). Several researchers have also investigated the impact of libraries on students' crisis (e.g., Bell, 2008 and Kelly, 2002).

The causes and consequences of a crisis may suggest failure, but the organization may, in fact, succeed at technique of management. For example, an organization faced with an explosion of a major product facility leading to a loss of human life may experience shattered assumptions, a collective breakdown in sense making and role structuring, and widespread destruction of the technological system. These losses would constitute upheaval of psychological, social-political, and technological-structural frames. But this same organization may experience cognitive readjustments or a transformation in individual and shared schemata (Adebusuyi, 2006).

Research Methodology

Research Design

In this study, descriptive survey approach was used as recommended by Scott and Morrison (2017).

Population and sample

The study population covers all library staff in the tertiary institutions in Kwara State. Random sampling technique resulted in a sample size of 97 librarians from five institution libraries in the State.

Instrumentation

A researcher-designed student's crisis management questionnaire was the main research instrument employed in this study to elicit information from the respondents. The questionnaire consisted of two main sections, A and B. Section A elicited demographic information of the respondents. Section B was sub-divided into two parts. However, a checklist was prepared to physically observe the information resources in order to substantiate the provision of the questionnaire.

Draft instrument was given to experts to determine the suitability of the statements. Their comments and observations were incorporated, leading to deletion and modification of some items while others were retained.

Pilot study was carried on ten respondents who were not part of the study and the administration of the questionnaire was repeated at three weeks interval. The scores were correlated using Pearson Product Moment Correlation Co-efficient Procedure. The reliability of the instrument was .82. This was considered high enough for the success of the study.

Procedure for data collection

Copies of the questionnaire were personally administered by the researchers together with the oral interview. The researchers explained the items on the questionnaire in order to enhance respondents understanding and they were given sufficient time to supply information.

Data Analysis

Frequency of response and simple percentages were used to analyse the data collected.

Result

Research Question 1: What kinds of crisis are inevitable in tertiary institutions in Kwara State?

Table 1: Types of crisis inevitable in tertiary institutions

Inevitable crisis in tertiary institution	Frequency of librarians' response/97	Percentages
riot and demonstration	33	34
violent crimes of behavior like robbery, murder	17	18
Suicide	06	07
cultist activities	61	63
personal injury	17	18
Medical emergency such as COVID 19, epidemic or poisoning	75	77
off campus incident/accident	26	27

environmental or natural disaster: fire, earthquake, flood, chemical spills and leaks	07	08

Table 1 shows, Political situation in form of riot and demonstration (34%) violent crimes of behavior like robbery, murder (18%) suicide (07%) cultist activities (63%) and personal injury (18%). Others are Medical emergency (77%) off campus incident/accident (27%) and environmental or natural disaster (08%).

Research Question 2: What are the techniques adopted to manage crisis in the tertiary institutions in Kwara State?

Table 2: Techniques adopted to manage crisis in the tertiary institutions.

S/N	Techniques adopted to manage crisis	Frequency of librarians' response/97	Percentage
1.	What is done pre-crisis: a. crisis management policy b. Web office, links, GSM c. School runs course(s) on crisis and disaster management	 75 25 75	 77.3 27 77
2	What is done during crisis: a."Library for Peace" Online / offline service, DLS, etc b. How library work during crisis: physical Library (users come inn, they sit, assigned a guide, do what the library would do by opening registration and so on and on)	 90 91	 93 93
3.	Community response; a. Attend library as normal peace situation, b. make it through your/their course of study, c. receive mail, texts, WhatsApp, google email etc, facebook posts, join through zoom,	 21 89 35	 23 91 37
4.	Extent of technique use: Library as entity that staff and student could trust at that time	 75	 78
5.	Post Crisis: library adapt "library for peace" as policy	75	77

Table 2 shows management policy drafts, extant websites (77.3%), school portal office, active Apps and links (27%), school run courses (77%). "Library for Peace" Online / offline service, DLS, etc (93%); physical Library (users come inn, they sit, assigned a guide, do what the library would do by opening registration and so on and on) (93%). Community response: attend library as normal peace situation (23%), make it through your/their course of study (91%) receive mail, texts, WhatsApp, google etc, facebook posts, join through zoom (37%). On Extent of technique use: Library as entity that people could trust at that time (78%). library adapt "library for peace" as policy (77%).

Majority of response on the techniques ranging from the pre-crisis - management policy drafts and during crisis "Library for Peace" management of crisis are midground rather than regulatory in nature.

Research Question 3: What is the role of the library in students' crisis management in tertiary institution in Kwara State?

Table 3 Impact of the information enhanced techniques adopted on attaining social security.

S/N	Impact of the techniques adopted	Frequency of librarians' response/97	Percentage
	Effectiveness and Efficiency (Success)		
1.	techniques are detected early so there is appropriate responses by staff & library users	91	92.7
2.	Policies / procedures are created as a result of crisis and lessons are applied to future incidents	90	91.5
3.	library operations are not shut down /limitation of truncation of Services	25	27
4.	Information resources are readily available with limited books & infrastructural damage	88	89.8
5.	law and order maintained in library / library perceived as heroic as a result of the operation	96	98

Table 3 shows that Information management technique was detected early so there is appropriate response by staff & library users (92.7%) Policies / procedures are created as a result of crisis and lessons are applied to future incidents (91.5) Library operations are not shut down / limitation of truncation of Services (27%). Information resources are readily available with limited books & infrastructural disaster (89.8%) library perceived as heroic as a result of the operation (98%).

Conclusions

Based on the obtained results the following conclusions were drawn:

First, if librarians are not to become merely distributors of books and information materials as physical objects, they need to imbibe the techniques which educators and psychologists are utilizing in books and library services to secure desired results.

Second, management technique reflect library's neutrality; recognizing specific and identifying appropriate crisis management style and library security as it affects staff and library users,

affects availability, storage and dissemination of information; limitation and truncation of services and books as well as infrastructural disaster. Third, it is established that the library evidence of effectiveness is demonstrated in the management of student's crisis, the relationship between management of crisis in tertiary institution of learning, good governance and institutional security

The crucial element is to give service in the periods of lockdowns that helps distant learning, those in need of remedial learning. So, success of the techniques are recorded in the fact that operation of the library for crisis periods was detected early so there is appropriate responses by staff and library users; Policies / procedures are created as a result of crisis and lessons are applied to future incidents;

In the area of Library informational and archival materials' security; safety of staff and library users, availability, storage and dissemination of information, limitation and truncation of service, disaster affecting books and infrastructural facilities is noted.

library operations are not shut down and limitation of truncation of Services. Information resources are readily available with limited books and infrastructural damage. On the whole, the library is perceived as heroic as a result of the operation.

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ENHANCING TEACHING EFFECTIVENESS THROUGH THE USE OF INFORMATION COMMUNICATION TECHNOLOGY

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Abstract

The study investigated the use of Information Communications Technology in enhancing effective teaching and learning of Basic Technology. A structured questionnaire was used to collect data while data collected were analyzed with the use of descriptive statistics. The study revealed that the use of ICT has potential of enhancing effective teaching and learning. However, challenges such as lack of poor funding, poor access to ICT and inadequate personnel limited the effectiveness of ICT application in teaching and learning. Therefore, recommendations were made based on these findings.

Keywords: Teaching Effectiveness, Information Communications Technology, Basic Technology

Introduction

Several countries have introduced Information Communication Technologies (ICT) into schools via different courses of action. As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills (Abe & Adu, 2019; Aluko, 2020; Peter & Rexwhite, 2012). Information and Communication Technology refers to range of technologies involved in information processing and electronic communications. It includes all those electronic devices that are used in broadcasting, telecommunication and all other electronically mediated information gathering and communicating systems. Information and Communication Technology (ICT) is the combination of networks, hardware and software as well as the means of communication, collaboration, and engagement that enables the processing management and exchange of data and information (Abd Rahim & Shamsiah, 2008; Agbatogun, 2012). The role of information communication technology in teaching and learning cannot be overemphasized. Studies revealed that application of Information Communications Technology (ICT) in the teaching and learning through the use of various software has the potential to promote effective teaching and learning (Soneye, 2012).

Despite this awareness of the capabilities of ICT, the effect of these new information communication technologies in the teaching and learning of Basic Technology is yet to be explored. Therefore, this

research aimed to investigate the nexus between information communication technology and teaching effectiveness, specifically the teaching of Basic Technology.

Research Methods

The study used the survey research design and interview. These methods were used in the study because it was considered appropriate for collecting data from a given population with an intention to determine the opinion, attitudes and perception of personnel considering the variable wider study. The random sampling technique was used in selecting three public secondary schools and four private secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria. Questionnaire was to collect data while data collected were analyzed using frequency counts,percentage and Arithmetic Mean.

Results and Discussion

The results of analysis of data collected are shown in the following tables; Table 1 shows the demographic characteristics of the respondents, table 2 presents result on the use of ICT in teaching of Basic Technology, while, table 3 shows the challenges of information technology in teaching and learning.

Table 1: Demographic Characteristics of the Respondents

Characteristic		**N**	**%**
	Male	110	36.79
Gender	Female	189	63.21
	Total	299	100
	19 – 30	108	36.12
Age	31 – 50	191	63.88
	Total	299	100
	NCE	90	30.10
Qualification	B.Sc Ed/B.A Ed	166	55.52
	M.Ed	43	14.38

	Total	299	100
	1 – 5 years	41	13.71
Experience	6 – 10 years	64	21.41
	Above 10 years	194	64.88
	Total	299	100

Table 1 shows that (36.79%) of the respondents were male teachers while (63.21%) were female. Also, 108 respondents which represent 36.12% were between 19 – 30 years of age while 191 respondents which represent 63.88% were age between 31 -50. representing 13.71% have 1-5 years teaching experience, also, 64 respondents which represent 21.41% have between 6-8 years of teaching experience while 194 respondents representing 64.88% have 10 years and above as teaching experience.

In addition, 30.10% of respondents are NCE holders, 55.52% are either B.sc (Ed) or B.A (Ed) holders while 14.38% have Master's degree. This shows that the majority of the respondents are B.Sc. (Ed) or B.A(Ed) holders. More so, 41 respondents

Table 2: The use of Information Technology in teaching of Basic Technology

S/No	**Statement**	**SA**	**A**	**D**	**SD**	$\bar{x}$	**Decision**
1.	ICT with the use of Internet facilities enable effective teaching and learning.	90	96	78	35	2.80	Agree
2.	ICT facilities like computer, projectors, slides etc makes learning of Basic Technology looks real.	55	84	98	62	2.44	Disagree
3.	Application of ICT in teaching and learning of Basic Technology has improvedthe quality of Education.	95	105	57	42	2.85	Agree
4.	E-learning has been introduced into the teaching and learning of Basic Technology.	56	69	114	60	2.40	Disagree
5.	ICT has made teaching and learningof	130	79	50	40	3.00	Agree

Basic Technology interesting.		
Overall Mean	**2.70**	**Agree**

Table 2 shows that the mean score of item 1, 3 and 4 were respectively greater than 2.5. This applied that the respondents agree that internet facilities are available for effective teaching of Basic Technology in school, application of ICT in teaching and learning of Basic Technology has improved the quality of education and teachers uses computers and projectors during teaching and learning of Basic Technology. While the means of item 2 and 4 were respectively less than 2.5. This implies that respondents disagree that with the two statements. The overall mean score of 2.70 signifies the overall acceptance that ICT pose positive Influence on the teaching and learning of Basic Technology.

Table 3: Challenges of Information Technology in Teaching and Learning

S/No	Statement	SA	A	D	SD	$\bar{x}$	Decision
6.	Lack of fund to Introduce modern ICT facilities in teaching and learning.	94	155	31	19	3.08	Agree
7.	Lack of skilled teachers to use ICT facilities in teaching and learning.	115	102	49	33	3.00	Agree
8.	Students do not enjoy class without the use of ICT facilities.	54	68	125	52	2.41	Disagree
9.	Teachers and Students lack proper orientation when ICT facilities arenot properly used in teaching and learning.	115	103	45	36	2.99	Agree

Table 3 shows that the mean score of item 6, 7 and 9 were respectively greater than 2.5. This applied that the respondents agree that poor funding, inadequate skilled teachers to handle ICT facilities, and lack proper orientation on the use of ICT facilities are major challenges in the application of ICT enhanced teaching-learning and improved the quality of education. Thus, the use ICT facilities ICT in teaching and learning. However, the mean of item 8 is less than 2.06, this implies that the respondent did not admit that Students do not enjoy class without the use of ICT facilities.

Conclusion and Recommendations

Finding from the study revealed that application of

promotes an active learning environment that is more interesting and effective for both teachers and students. Also, ICT application in teaching enable the learners to have control over their learning process. This is in line with the findings of Abe and Adu (2020), Norris et al., (2003) and Zhao and Cziko, (2001) who found positive relationship between application of ICT and teaching-learning process. However, the result showed that poor funding, inadequate skilled personnel, lack proper orientation on the use of ICT facilities and poor maintenance of available of ICT facilities hindered the effective use of ICT in teaching and learning activities. This is in agreement with the findings of (Al-Bataineh & Brooks, (2003) and Capan, (2012).

Based on the finding of this research, the following recommendations are hereby made:

i. Both teachers and students should have access to ICT facilities, and there should be regular training and seminars on the use of ICT.

ii. Government should provide adequate ICT facilities and internet service.

iii. Electronics libraries (e- library) should be established in all Secondary Schools.

iv. There should be curriculum review to promote and facilitate a the use of ICT in teaching and learning.

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INFLUENCE OF SOCIAL NETWORKING ON STUDENTS ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN ILORIN SOUTH LGA KWARA STATE

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Abstract

This research work examined the influence of social networking on student's academic performance in secondary schools in Ilorin South LGA, Kwara State. Five Research questions were used as a guide for the study. Descriptive survey research design was adopted, while simple random sampling technique was used to select a sample of 200 students. A four point Likert Rating Scale Questionnaire was used to collect data from the participants. Descriptive statistics of frequency counts and percentage were used to analyze the bio data of the respondents, while inferential statistics of Chi-square(X^2) was used in analyzing the information gathered based on the research questions. The findings showed that a great number of students in Secondary Schools are used to social media. It was revealed from the findings that usage of social media has significant influence on the academic performance of the students. Also, there is a significant influence on student's usages of social media network by age. Based on the findings it was recommended that; social media should be used for educational purposes as well; Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance; and Students should be monitored by teachers and parents on how they use these sites. This is to create a balance between social media and academic activities of students, and to avoid setbacks in the academic performance of the students.

Keywords: Social networking, Academic performance, School

Introduction

The rise of the internet and social media platforms such as Facebook, Twitter, and WhatApp has transformed communication globally.

Many students are now addicted to the online rave of the moment, with Facebook, Twitter and Instagram etc.

Today most youths and students possess Facebook accounts. The reason most of them perform badly in school might not be far-fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the
Facebook frenzy (Oche & Aminu, 2016).

Hence most students' academics suffer setback as a result of distraction from the social

media. While social media offers academic benefits, its excessive use poses challenges to students' academic performance. This study explores the relationship between social networking and students' academic performance.

Statement of the Problem

Social media's prevalence among students has raised concerns about its impact on academic performance. Students often spend excessive time on social platforms, potentially neglecting their studies. This study investigates how social networking influences students' academic outcomes.

Purpose of the Study

The study aims to:

1. Assess students' addiction to social media.
2. Identify commonly used platforms.
3. Examine the influence of social media on academic performance.
4. Investigate gender and age difference in social media.

Research Hypotheses

1. Students' addictiveness to social network has no significant influence on their academic performance.
2. Student's exposure to social media network has no significant influence on students' academic performance. Use of social media has no significant influence on the academic performance of the students
3. There is no significant influence between male and female student usage of social media
4. Age does not have significant influence on the use of social media

Methodology

A descriptive survey research design was adopted. The population included secondary school students in Ilorin South LGA. A sample of 200 students was selected using simple random sampling. Data were collected using a four-point Likert scale questionnaire, the analysis was done using SPSS version 21 with Chi-square tests at a 0.05 significant level

Results and Discussion

The descriptive statistics was used to analyses the demographics distribution of respondents based on gender and age.

Table 1: Distribution of Respondents according sex

Sex	Frequency	Percentage (%)
Male	98	58%
Female	72	42%
Total	170	100%

Table 2: Distribution of Respondents according age

Age	Frequency	Percentage (%)
16-20 Years	32	19%
21-25 Years	96	56%
26 Years and above	42	25%
Total	170	100%

As shown in table 1, Majority of the respondents were male (58%), showing a slight gender imbalance. Both genders were well-represented, making the findings applicable across genders. This indicates a balanced perspective on social media usage. Table 2 shows that most of the respondents (56%) were between 21-25 years, indicating that young adults are the primary users of social media. Younger students are more active, aligning with the global trend of youth digital engagement.

Research Question 1: To what extent do students in Secondary Schools addicted to social network

Table 3: Students Addictiveness to Social Network and Academic Performance.

S/N	Statement	SA	A	D	SD	Total
1	Addiction to online social networks is a problematic issue that affects my academic life	86 (51%)	43 (25%)	27 (16%)	14 (8%)	170 (100%)
2	Online social networks distract me from my studies.	95 (56%)	41 (24%)	34 (20%)	- (-)	170 (100%)
3	Hours spent online can never be compared to the number of hours I spend reading.	98 (58%)	38 (22%)	22 (13%)	12 (7%)	170 (100%)
4	There is no improvement in my grades since I became engaged into these social networking sites.	29 (17%)	16 (9%)	85 (50%)	40 (24%)	170 (100%)
	Total	**308**	**138**	**168**	**66**	**680**
	Percentage %	**(45 %)**	**(25%)**	**(20%)**	**(10%)**	**(100%)**

Table 3 shows that a large proportion (48%) of students admitted that social media addiction negatively affects their academic performance. This suggests that excessive use of social media is a distraction

Table 4: Chi-square Analysis for the influence of students' addictiveness to social network on academic performance of student.

Variables	**N**	**Df**	**Ls**	**Crit X^2 value**	**Calc X^2 value**	**Decision**
Students Addictiveness Social Network and Academic Performance.	170	3	0.05	7.81	154. 52	Rejected

Table 4 above shows a chi-square result of 154.52, which indicate a significant relationship between social media addiction and academic performance. The findings confirm that social media addiction reduces students' academic achievement.

Research Question 2: What social media networks are commonly used by students in Secondary Schools

Table 5: Exposure of Students to Social Media Network and Their Academic Performance.

S/N	Statement	SA	A	D	SD	Total
1	I usually have unlimited access to Facebook and this has affected my academic performance	55 (45%)	77 (9%)	15 (14%)	23 (32%)	170 (100%)
2	I engage in academic discussions on twitter and this has improved my academic performance.	78 (46%)	40 (24%)	29 (17%)	23 (32%)	170

						(100%)
3	I make use of WhatsApp to disseminate knowledge to my class mate.	51 (30%)	87 (51%)	27 (16%)	5 (3%)	170
4	I solely rely on information gotten from Wikipedia to do my assignments without consulting other sources.	97 (57%)	46 (27%)	14 (8%)	13 (8%)	(100%)
	Total	**281**	**250**	**85**	**64**	**680**
	Percentage %	**(41%)**	**(37%)**	**(13%)**	**(9%)**	**(100%)**

Table 5 shows that Facebook and WhatsApp were the most commonly used platforms, with 41% agreeing that exposure to social media impacts their academics. Excessive reliance on social media may hinder comprehensive learning.

Table 6: Chi-square Analysis for the influence of Student's exposure to social media network on students' academic performance

Variables	**N**	**Df**	**Ls**	**Crit value**	**X^2**	**Calc value**	**X^2**	**Decision**
Student's exposure to social media Network and Their Academic Performance.	170	3	0.05	7.81		12.068		Rejected

Table 6 above shows a chi-square result of 12.068, confirming that social media exposure significantly affects academic performance. This implies that students' use of social media can both positively and negatively influence their studies.

Research Question 3: How has the use of social media influence the academic performance of the students in Secondary Schools in Ilorin South LGA?

Table 7: Use of Social Media and Students' Academic Performance

S/N	Statement	SA	A	D	SD	Total
1	The usage of Wikipedia for research has helped improve my grades.	58(34%)	69(41%)	29 (17%)	14 (8%)	170 (100%)
2	Engaging in academic forums on yahoo reduces my rate of understanding.	21(12%)	13(8%)	101 (59%)	35 (21%)	170 (100%)
3	I use materials gotten from blogging sites to complement what I have been Taught in class.	69(41%)	34(20%)	27 (16%)	40 (23%)	170 (100%)
4	I use social media for assignment purposes	23(14%)	23(14%)	80 (46%)	44 (26%)	170 (100%)
	Total	**171**	**139**	**237**	**133**	**680**
	Percentage %	**(25%)**	**(20%)**	**(35%)**	**(20%)**	**(100%**

Table 7 shows that 41% of respondents claimed social media helps academic performance, 59% disagreed that forums improve understanding. This shows that social media benefits depend on the platform and how it's used.

Table 8: Chi-square Analysis for influence of the use of social media on the academic performance of the students in Secondary Schools.

Variables	**N**	**Df**	**Ls**	**Crit value X^2**	**Calc value X^2**	**Decision**
Use of social media And Students Performance.	170	3	0.05	7.81	12.068	Rejected

On Table 8, Chi square result of 141.9 indicates a significant influence of social media on academic performance. The outcome highlights that social media usage should be regulated to promote academic benefits.

Research Question 4: Is there gender difference in the student's usage of social media network?

Table 9: Gender Usage of Social Media.

S/N	Statement	SA	A	D	SD	Total
1	Male and female students use social media networks differently	41(24%)	86(51%)	14(8%)	29(17%)	170 (100%)
2	Female students use social networking sites more to explicitly foster social connections.	101 (59%)	47(28%)	-(-)	22(13%)	170 (100%)
3	Gender determines the level of social media network usage.	31(18%)	91(54%)	19(11%)	29(17%)	170 (100%)
4	Males are more effective at using social networking sites for nonacademic purposes.	97(57%)	38(22%)	20(12%)	15(9%)	170 (100%)
	Total	**270**	**262**	**53**	**95**	**680**
	Percentage %	**(40%)**	**(38%)**	**(8%)**	**(14%)**	**(100%)**

Table 9 shows that male students primarily use social media for non-academic purposes, while females use it for social connections. Gender differences play a key role in how social media is utilized.

Table 10: Chi-square Analysis for male and female student usage of social media Network

Variables	**N**	**Df**	**Ls**	**Crit value**	**X^2**	**Calc value**	**X^2**	**Decision**

Male and femaleof social media network.	170	3	0.05	7.81	13.33	Rejected

Table 10 above shows the chi-square result of 13.33, revealing a significant gender influence on social media usage. This suggests that academic interventions should consider gender-specific social media habits. **Research Question 5:** In what way do younger and older students influence the use of social media?

Table 11: Age Usage of Social Media.

S/N	Statement	SA	A	D	SD	Total
1	Age has impact on the use of social media.	71(42%)	55(32%)	12(7%)	32(19%)	170 (100%)
2	Social media become boring has I grow older.	18(10%)	116(68%)	23(14%)	13(8%)	170 (100%)
3	Social media is not relevant to people of older generation.	32(19%)	30(18%)	46(27%)	62(36%)	170 (100%)
4	The younger generation are the most active users of social media.	74(44%)	65(38%)	31(18%)	-(-)	170 (100%)
	Total	**195**	**266**	**112**	**107**	**680**
	Percentage %	**(29%)**	**(39%)**	**(16%)**	**(16%)**	**(100%)**

Table 11 shows that younger students (44%) are more active on socal media compared to older-students. Social media usage tends to decrease with age, affecting how students engage with digital platforms.

Table 12: Chi-square Analysis for age influence on use of social media.

Variables	N	Df	Ls	Crit value X^2	Calc value X^2	Decision
Age and Social MediaUsage.	170	3	0.05	7.81	95.844	Rejected

Table 12 above showed the chi-square result of 95.844, confirming that age significantly influences social media usage. Younger students' frequent social media use may require guidance to prevent academic distraction.

Summary of major findings

The results obtained showed that:

1. Social media addiction significantly affects academic performance.
2. Facebook and WhatsApp are the most commonly used platforms.
3. Male use social media more for non-academic purposes.
4. Younger students are more active on social media..

Conclusion

Social media significantly influences students' academic performance, both positively and negatively. While social media can enhance learning, excessive use poses a risk to academic achievements.

Recommendations

1. Students should use social media primarily for academic purposes.
2. Schools should integrate social media into the learning process.
3. Parents and teachers should monitor students' online activities.
4. Time management training should be encouraged.

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