Teaching Staff Talent and Knowledge Management Activities as Predictors of Competitive Secondary Education Delivery in Rivers State

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Abstract

The study investigated teaching staff talent and knowledge management activities as predictors of competitive secondary education delivery in Rivers State. Two (2) research questions and 2 hypotheses were answered and tested in the study, respectively. The population of the study was the 268 public secondary schools in the state while the sample was 214 (80%) principals selected from the population, using the simple random sampling technique. Respondents of the study responded to two validated instruments. These were the Teaching Staff Talent and Knowledge Management Scale (TSTKMS) and Competitive Secondary Education Delivery Index (CSEDI), designed by the researchers, in the modified 4-point Likert scale model with reliability index of 0.74 and 0.84, respectively. Linear regression was used in answering the research questions while t-test associated with linear regression was used in testing the hypotheses at 5% level of significance. The findings of the study show that teaching staff talent and knowledge management exercises predicted competitive secondary education delivery by 20.2% and 25.2%, respectively and that there are significant predictions of teaching staff talent and knowledge management exercises on competitive secondary education delivery in Rivers State. It was therefore concluded that deliberate teaching staff talent and knowledge management exercises are strong predictors of competitive secondary education delivery in Rivers State. Based on this, it is recommended that stakeholders in school administration should continue to ensure effective talent and knowledge management while

making sure that they break new frontiers in order to keep abreast with current requirements for global competitiveness.

Introduction
The society, at the local, state, national and global levels exists to service itself and all those entities it provides what may be considered as temporary accommodation. These entities include humans, animals in the terrestrial and aquatic world, and non-living things that fill the face of the earth. The sojourn of these entities is considered temporary as they sometime get extinct through some natural and artificial means like death, in case of human beings, consumption in the case of animals and plants and destruction as they affect humans, plants and animals and non-living things.

For the identified entities to be properly accommodated, society ensures that, it is stratified in an organizational way, so that the different needs of the occupants of society can be catered for in manners considered proper, if not adequately. Based on the foregoing, these needs are the educational, economic, political, military, health, banking, scientific and technological components of the society, among numerous others. These may conveniently be considered as divisions of the society, which take care of teaching and learning, survival, leadership, security, medical, financial, general wellbeing and conveniences of the occupants of the society.

This study is interested in the onerous task of the education sector in the society. Conceptually, education is seen as the instrument of the society that sees to the introduction of the younger folks of the society into the worthwhile, knowledge, skills and attitudes of the society from one generation to another (Schofield, 1990). As Afangideh and Aliexi (2016) differ, education is considered as the instrumentality for introducing the younger, needy and desiring members of the society into the cultural knowledge, skills and values of society from one generation to another. Education is an instrument for socialization while the Federal Republic of Nigeria (FRN) (2014) asserts that education is

an instrument par excellence for achieving genuine development. With education as probing force, society will continue to break new grounds in knowledge and the applications and utilizations of such knowledge for societal consumption.

The educational system is not an island. Rather, it is a social system that is made up of various components. The components include the teaching personnel (that anchors teaching, learning and some aspects of school administrative processes) the non-teaching personnel (that sees to some administrative activities and provision of assistance to the teaching personnel), the seen and unseen resources in schools, among them buildings, finances, decision-making, communication and relations with the public (Nosiri, 1985; Abraham, 2002; Obasi, 2004;Afangideh & Nwideeduh, 2017).

For the school system to achieve what society ascribes to it, the various components of the school system must be properly managed, especially in this era of globalization and international competitiveness in all aspects of human endeavours. The management connection is the core of this endeavour.

In the case of the teaching personnel, scholars of organizations are agreed on the ways for managing them. These include supervision, motivation, continuous training, mentoring, evaluation, performance enhancement and reward, among others (Afangideh, 2010;Edem, 2011). When these are done for teachers, they tend to perform better and in line with societal requirement.

One special thing about the nature of the teaching personnel in educational organizations is that they possess special talents, which school administrators should assiduously manage in order to get the best from them. According to Armstrong (2009), talented people possess special gifts, abilities and aptitude, which enable them to perform effectively. They are individuals who can make the difference to organizational performance, either through their immediate contribution or in the longer term by demonstrating the higher levels of potentials (CIPD, 2007f). As Afangideh explains, talents are teachers in educational organizations that have so much to offer and are willing to offer same to the growth of the school system. Therefore, school leaders must pass through a process of identifying, developing, recruiting, retaining and

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deploying those talented people. This is what Armstrong (2009) and Archibong (2015) refer to as talent management.

In the later presentation by Armstrong (2009), the scholar lists the components of the knowledge manage process to include attracting the right quality of staff, retention of staff with good organizational policies, periodic audit of talents, appropriate role design, relationship management, management of staff performance, learning programmes for staff, adequate development programmes for staff, management succession planning and career planning.

Away from the discussions on the teaching personnel is the educational organization itself. The educational organization recruits the personnel (teaching and non-teaching). These officials come with their knowledge, skills and attitudes. As soon as they resume organizational activities, their knowledge, skills and attitudes become properties of the school. The knowledge component, just like other components must be managed for the benefit of every member of the school. Knowledge management is concerned with storing and sharing the wisdom, understanding and expertise in an organization, about its processes, techniques and operations (Armstrong, 2009). In this instance, knowledge is treated as a key resource. Some scholars see the process as concerning with people, as they acquire, exchange and disseminate knowledge as it is about information and communication technology. Little wonder Scaborough, Swan and Preston (1999) consider knowledge management as the process or practice of acquiring, capturing, sharing and using knowledge, whenever it stays, to enhance learning and performance in organizations.

As S.T. Afangideh (Personal Communication, October 02, 2018) notes, knowledge management is done through two major ways. These are knowledge creation and knowledge transfer. These processes take various forms and styles among them are codification, networking, face to face communication, conferences, workshops, community of practice, brainstorming, one to one session, creating data warehouses, creating an intranet and using decision support system. Others include using group wares ICT, creating network discussion, community of practice and internationalization of knowledge (Armstrong, 2009).

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In some educational and general management literature, it is hypothesized that when learning organizations, among them educational institutions ensure effective talent and knowledge management, such organizations stand the chance of delivering competitive education and so produce products that can compete favourably with products from other nations' education systems. According to Oxford Dcitionary.Com (2018), the word competitive means relating to or characterized by competition. It is also seen as having or displaying a strong desire to be more successful than others or as good as or better than others of a comparable nature.

In educational organizational institutions, notable scholars among them Rosely (2012) and (2013) list the role of competition in education to include developing skills, developing knowledge, targeting to increase students' efficiency, boosting students' confidence, boosting students' morale, gauging the amount of knowledge, transmitting skills, cultures and beliefs and easiest ways to test students learning and pin-pointing strength and flaws.

Agreed that competitive education delivery is what every education system seeks to attain, it is another thing altogether to run a school system that meets the indexes of competitive education. However, in line with the contributions from Mainardes, Ferreira and Tontoni (2011) and B. Obama (Personal Communication, October 04, 2013), the indicators of competitive education delivery include among others stronger connections between resources, territory and stakeholders, quality services, good strategic management, good quality staff, good opportunities, absence of threats in the delivery, adoption of competitive strategies, entrepreneurial focus, entry of competitors, internalization, the use of information and communication technology (ICT), production of smart children, good regulation of the delivery, providing the environment for good teaching and learning and providing the market for the absorption of products from the school systems. Much of the foregoing discussions are mostly theoretical. What aroused the inclinations of the researchers was to provide empirical evidences to the preposition, hence this study.

Statement of the Problem

Recent thinking in educational management portends that ensuring effective teaching staff talent and organizational knowledge management in schools predicts the delivery of competitive education to clients of the school system for the benefit of the society. Surprisingly, the researchers were bordered that research finds, comments from opinion leaders and general observation portray the fact that products from our secondary school system cannot compete favourably with products from other nations' secondary school systems, in spite of the enormous spendings by government in the management of teaching staff talent and knowledge management in schools. Could it be that teaching staff talent and organizational knowledge management cannot predict competitive education delivery or they can? The need to establish this is what gave the researchers the propensity to go into the research, using the secondary school system as a pivot.

Research Questions

The following research questions were answered in the study.
1. To what extent do teaching staff talent management activities predict competitive secondary education delivery in Rivers State?
2. To what extent do teaching staff knowledge management activities predict competitive secondary education delivery in Rivers State?

Hypotheses

The following hypotheses were tested in the study at 5% level of significance.

H_{01}: There is no significant prediction of teaching staff talent management activities on competitive secondary education delivery in Rivers State.

H_{02}: There is no significant prediction of teaching staff knowledge management activities on competitive secondary education delivery in Rivers State.

Methodology

The design for the study was correlational as it was meant to determine the extent to which teaching staff talent and knowledge management

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predicted the delivery of competitive secondary education. The population of the study was the 268 public secondary schools in Rivers State. These schools have a corresponding number of 268 principals from which 214 (80%) were chosen as sample, using the simple random sampling technique. The study had two instruments. These were the Teaching Staff Talent and Knowledge Management Scale (TSTKMS) and Competitive Secondary Education Delivery Index (CSEDI). The instruments were designed by the researchers in the modified 4-point Likert scale model with reliability indexes of 0.74 and 0.84 respectively. Linear regression analysis was used in answering the research questions while t-test associated with linear regression was used in testing the hypotheses at 5% level of significance.

Results
The results of the study came from the answers to the research questions and the test of hypotheses.

Research Question 1: To what extent do teaching staff talent management activities predict competitive secondary education delivery in Rivers State?

Table 1: Summary of Regression Analysis on the Extent to which Teaching Staff Talent Management Activities Predicted Competitive Secondary Education Delivery in Rivers State.

Model	R.	R.Square	Adjusted R.Square	Standard Error of the Estimate
I	.450	.202	.006	1.74878

Survey, 2018

Data on Table 1 present summaries on model, regression index, regression square, adjusted regression square and standard error of estimate on the extent to which teaching staff talent management activities predicted competitive secondary education delivery in Rivers State. The model came out as 1, the regression value was calculated to be 0.450 while the regression square co-efficient was 0.202 with adjusted R square at 0.06 with standard error of the estimate as 1.74878. Based

on these observations, the extent to which teaching staff talent management activities predicted competitive secondary education delivery in Rivers State stood at 20.2% (100 x 0.202). This result showed that teaching staff talent management activities predicted 20.2% competitive secondary education delivery in Rivers State.

Research Question 2: To what extent do teaching staff knowledge management activities predict competitive secondary education delivery in Rivers State?

Table 2: Summary of Regression Analysis on the Extent to which Teaching Staff Knowledge Management Activities Predicted Competitive Secondary Education Delivery in Rivers State.

Model	R.	R.square	Adjusted R.Square	Standard Error of the Estimate
I	.502[a]	.252	.016	1.74074

Survey, 2018

Data on Table 2 present summaries on model, regression index, regression square, adjusted regression square and standard error of estimate on the extent which teaching staff knowledge management activities predicted competitive secondary education delivery in Rivers State. With the model as 1, the regression relationship index came out as 0.502[a] while the regression square co-efficient stood at 0.252 with adjusted r.square at 0.016, with standard error of the estimate as 1.74074. Following from these observations, the extent to which teaching staff knowledge management activities predicted competitive secondary education delivery in Rivers State stood at 25.2% (100 x 0.252). This result showed that teaching staff knowledge management activities predicts 25.2% competitive secondary education delivery in Rivers State.

Hypotheses
H_{01}: There is no significant prediction of teaching staff talent management activities on competitive secondary education delivery in Rivers State.

Table 3: t-test associated with Linear Regression on the Extent Teaching Staff Talent Management Activities Predicted Competitive Secondary Education Delivery in Rivers State.

Model	Unstandardized Co-efficient		Standardized Co-efficient		
	B.	Std. Error	Beta	t	Sig
1 (Constant)	35.859	.568		63.162	.000
Teaching Staff Talent Management Activities	.025	.016	.450	1.542	.025

Data on Table 3 reveal that teaching staff talent management activities predicted competitive secondary education delivery in Rivers State by .450. The t-test value of 1.542, associated with linear regression was statistically significant at .025 when subjected to 0.05 alpha level of significance. This implied a significant prediction between teaching staff talent management activities and competitive secondary education delivery in Rivers State.

H_{02}: There is no significant prediction of teaching staff knowledge management activities on competitive secondary education delivery in Rivers State.

Table 4: t-test associated with Linear Regression on the Extent Teaching Staff Knowledge Management Activities Predicted Competitive Secondary Education Delivery in Rivers State.

Model	Unstandardized Co-efficient		Standardized Co-efficient		
	B.	Std. Error	Beta	t	Sig
1 (Constant)	30.234	3.106		9.734	.000
Teaching Staff Knowledge Management Activities	.175	.084	.502	2.088	.038

Data on Table 4 reveal that teaching staff knowledge management activities predicted competitive secondary education delivery in Rivers State by .502. The t-test value of 2.088, associated with linear regression

was statistically significant at .038 when subjected to 0.05 alpha level of significance. Based on these observations, it implied that there is a significant prediction between teaching staff knowledge management activities and competitive secondary education delivery in Rivers State.

Discussion of Findings/Implications

Teaching Staff Talent Management Activities as Predictors of Competitive Secondary Education Delivery
The first finding of the study is that teaching staff talent management activities predicted competitive secondary education delivery in Rivers State. Also, a corresponding finding from test of hypothesis shows that there is a significant prediction between teaching staff talent management activities and competitive secondary education delivery in Rivers State. These findings are in consonance with CIPD (2007), Afangideh (2010), Armstrong (2009) ,Edem (2014), and Archibong (2015) whose findings showed that talent management in organizations, educational institutions inclusive, predicted the level of competitive delivery of organizational services to their clients. These findings may not be unconnected with the fact that school principals, as organizational leaders have benefited from talent management activities in their schools through the attainment of school objective in atmospheres of intense competition. These findings imply that schools that ensure effective management of teaching talents can compete favourably with other schools, even at the national level.

Teaching Staff Knowledge Management Activities as Predictors of Competitive Secondary Education Delivery
The second finding of the study is that teaching staff knowledge management activities predicted 25.2% competitive secondary education delivery in Rivers State. In confirmation, the finding from the test of hypothesis, established a significant prediction between teaching staff knowledge management activities and competitive secondary education delivery in Rivers State. These findings are in tandem with Afangideh (2010), Mainardes, Ferreira and Tontoni (2011), B. Obama (2013) and Armstrong (2009) who provided appreciable information on the extent knowledge management exercises can spur competitive

performances with other entities. Quite very recently, schools and government of the state studied have mounted series of development programmes for their teacher, hence the disposition of the school administrators that such programmes predicted competitiveness in service delivery. These findings imply that knowledge management programmes are strong prediction of competitive delivery of educational services in schools.

Conclusion
Based on the findings of the study, the discussions on the findings and their attendant implications, it is concluded that deliberate teaching staff talent and knowledge management exercises are strong predictors of competitive secondary education delivery in Rivers State.

Recommendations
In the light of the findings and conclusion of the study, the following are recommended for implementation:
1. Stakeholders in teaching staff talent management should continue to ensure effective management of talents apart from recruiting others to assist in the processes to equip them for better performance in and outside the school system.
2. School administrators and other stakeholders in school administration should break new frontiers in knowledge management in order to keep them abreast with current requirements for global competitiveness.

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Understanding Performance of Undergraduate Students in Trigonometry in South-West of Nigeria

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Abstract

Trigonometry is a course that student's first experience with mathematics beyond what they have learnt in the secondary school. It provides critical prerequisite skills for both physical and biological science students. This study investigated the level of performance in trigonometry among undergraduate students in the South-West Universities of Nigeria. The research design used in the study was a descriptive survey type. 150 undergraduate students from faculty of science were randomly selected from three (3) universities in the South-west region of Nigeria. Instrument used to gather data for this study was Trigonometry Achievement Test (TAT) (r = 0.78). The data obtained were analysed using descriptive statistics and independent sample t-test at 5% level of significance. The results indicated that the level of performance of majority of the undergraduate students in the trigonometry achievement test was good 94 (62.7%) and 3 (2.0%) perform poorly. There was no significant mean differences in performance based on the type of secondary school (public, private) graduated from $(t_{(148)} = 1.426, p > 0.05)$, while there was significant mean difference in performance based on their area of study $(t_{(148)} = 1.576, p < 0.05$. Based on these findings, it is recommended that lecturers teaching trigonometry course should consider all the different areas of study of the undergraduate students that are offering trigonometry course in order to enhance their performance in the course.
Keywords: Performance, Trigonometry, Undergraduates, School type

Introduction

Trigonometry being an inseparable part of Mathematics is one of the required courses that students must pass in their first year in the university. It takes some topics from arithmetic and geometry as sources. It is an essential part of Mathematics; its knowledge plays a very vital role in the development of students' spatial and abstract thinking.

Some problems associated with competency skill in geometry had been identified in some studies Bressoud, 2010; Marchi, 2012, and these problems, can be categorised into two. The first category according to Bressoud, 2010 and Moore, 2012, 2013, are the problems associated with the concept of angle. This sometimes results into students having a negative attitude toward any concept coming from angles due to symbol associated with the concept. According to Moore (2012, 2013) students' difficulties with angles emanated from who taught the students and the way they were taught. The fact is that you cannot give out what you don't have. That is the level of understanding of the teacher matters a lot. In another view, Bressoud (2010) associates difficulties with angles to incompatibilities between the ratio and the unit circle approaches to trigonometry.

The second category are the problems associated with the sine, cosine, and tangent functions (Bressoud, 2010; Marchi, 2012; Moore, 2012). Students find it hard to know some essential formulas which will be needed in solving problems in this concept. In many cases, students approach trigonometry as procedural and rule oriented. This prevents them from experiencing the richness of trigonometry and many approaches that could be used to develop competence skills in trigonometry.

Aside from the trigonometric difficulties parse there are many other causes of poor performance in Mathematics and trigonometry being a topic among students of various educational levels. According to Bakare, (1994) cited in Asikhia, (2010) factors responsible for students' poor academic performance can be grouped into four major areas:

- Causations resident in the child such as basic cognition skills, physical and health factors, psycho-emotional factors, lack of interest in school programme.

- Causations resident in the family such as cognition stimulation/basic intuition during the first two years; type of discipline at home; lack of role model and finance.
- Causations resident in the school such as location and physical buildings; interpersonal relationship among the school personnel.
- Causations resident in the society such as instability of educational policy; under-funding of educational sector; leadership; job losses.

Concepts which students hold about trigonometry determine how they approach the topic. This may likely be linked to the way students were handed at their secondary level of education. This is because students would be introduced to trigonometry at this level and it formed the basis for their performance in trigonometry. A faulty foundation will definitely have negative effects on students' performance. But looking at this from another angle, these students, when seeking admission, would be placed on same parameter and on securing the admission, a level play ground will be provided for them to operate irrespective of their background. As a result of this, the effect of where they are coming from may be neutralised. Even though there are studies such as Mburu 2013 and Joseph 2014 who had established that students from private schools perform better than their counterparts from public schools, but with time, they may all be at the same level.

Trigonometry being a course that provides critical prerequisite skills for both physical and biological Science students, and for many, they represent a barrier to success in their programs, it is of paramount importance to investigate the pattern of students performance in this course considering the established fact that trigonometry is one of the areas of Mathematics where students showed dislike especially at their pre-university stage (Secondary School Level). This study therefore established their level of performance vis a vis the secondary school they graduated from as well as the type of course they are studying in the university.

Statement of the Problem
The vast and broad knowledge of trigonometry serves as fundamental knowledge to perform credibly well in mathematics as a course. This

knowledge is best acquired at the early years of schooling, where students are expected to have a solid foundation in fundamental operations in Mathematics. Though, findings have shown that most of the time, students in the private schools perform better than their counterparts in the public schools, does this still hold when they get to higher institution? It is therefore considered necessary to establish the empirical fact as regards level of performance in trigonometry among undergraduate students in the South-west Universities in Nigeria vis-à-vis the type of secondary school they graduated from as well as their course of study. This will inform both the teachers and the students the pattern and level of achievement in trigonometry and as a result they will be able to plan for the instructional method to be adopted in order to enhance the students' performance in the course (trigonometry).

Research Questions
This work was guided by the following research questions:
1. What is the level of performance of the undergraduate students in trigonometry?

Hypotheses
1. There will be no significance secondary school type difference in students' performance in Trigonometry.
2. There will be no significance difference in students' performance in Trigonometry based on area of study.

Methodology

The descriptive survey research design was used in this study. The stages of the research process that was used are shown below.
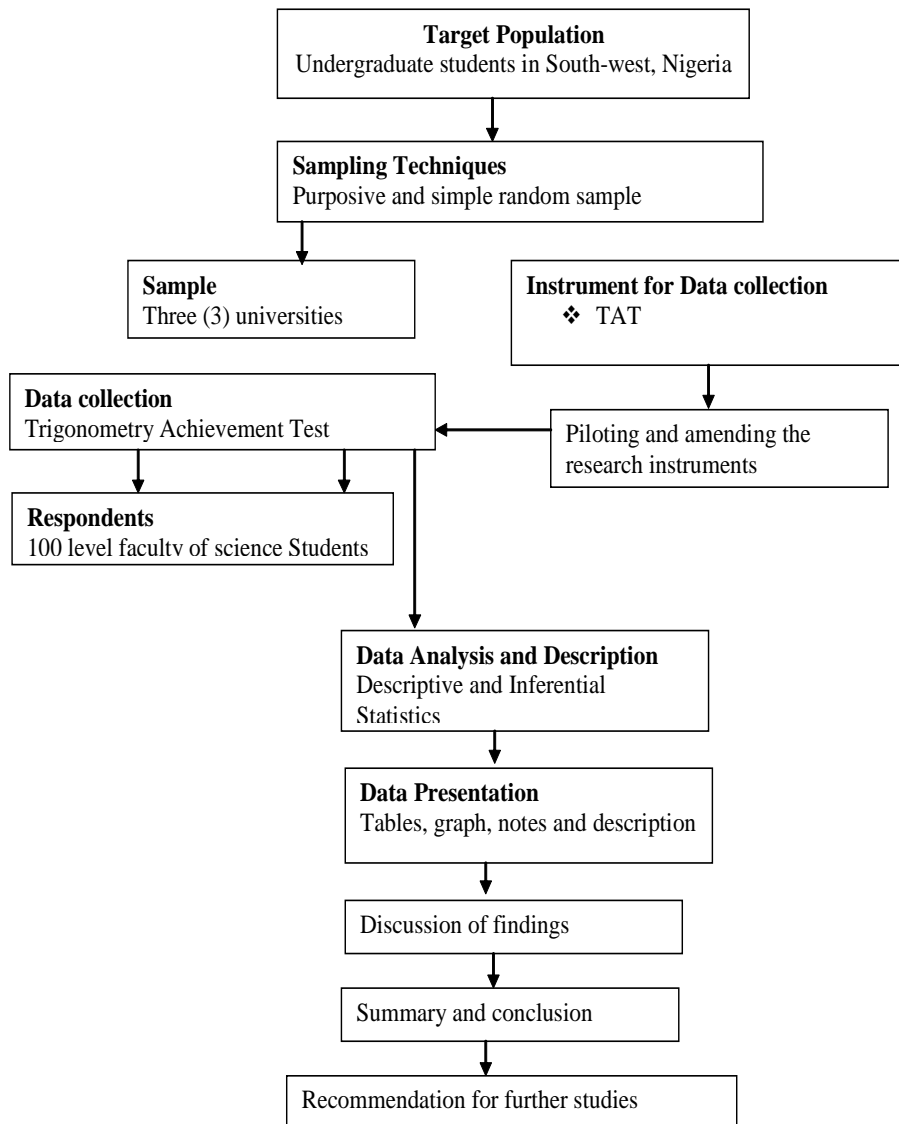


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┌─────────────────────────────────────────────┐
│              Target Population               │
│   Undergraduate students in South-west, Nigeria │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│            Sampling Techniques               │
│      Purposive and simple random sample      │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌──────────────────────┐    ┌──────────────────────────────┐
│ Sample               │    │ Instrument for Data collection │
│ Three (3) universities│    │   ❖ TAT                       │
└──────────────────────┘    └──────────────────────────────┘
                                          │
                                          ▼
┌──────────────────────┐    ┌──────────────────────────────┐
│ Data collection      │◄───│ Piloting and amending the     │
│ Trigonometry Achievement Test │    │ research instruments   │
└──────────────────────┘    └──────────────────────────────┘
       │         │
       ▼         │
┌──────────────────────┐
│ Respondents          │
│ 100 level faculty of science Students │
└──────────────────────┘

┌──────────────────────────────┐
│ Data Analysis and Description │
│ Descriptive and Inferential   │
│ Statistics                    │
└──────────────────────────────┘
              │
              ▼
┌──────────────────────────────┐
│ Data Presentation             │
│ Tables, graph, notes and description │
└──────────────────────────────┘
              │
              ▼
┌──────────────────────────────┐
│ Discussion of findings        │
└──────────────────────────────┘
              │
              ▼
┌──────────────────────────────┐
│ Summary and conclusion        │
└──────────────────────────────┘
              │
              ▼
┌──────────────────────────────┐
│ Recommendation for further studies │
└──────────────────────────────┘
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Figure 1: Study process
Source: Adapted and modified from (Cohen and Manion, 1994: 89)

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Figure 1 shows the target population from which 3 universities were picked. Shown in the figure also are the methods of sampling that were used. Instruments that was used for data collection is the Trigonometry Achievement Test (TAT). After the construction of the instrument, a pilot testing was conducted and proper amendment of the research instrument was done after which data was collected on TAT with respondents been 100 Level Faculty of science students. The data collected was analysed using frequency count and Independent T-test. Results of the findings were discussed; then summary, conclusion and recommendation were made for further studies.

The target population for this research were the 100Level undergraduate students in Universities in the South-west region of Nigeria. Purposive sampling techniques was used in selecting the Universities, Faculty of science students were used in each of the universities while simple random sampling was used in selecting the students that took part in this research. 50 students from each school constituted the sample. At the end, a total of 150 students were sampled.

Instrument that was used in this research work was the Trigonometry Achievement Test (TAT) The objective of the test was to determine the level of performance in trigonometry among 100 level undergraduate students. The course outline of the selected universities were collected and test blueprint of 50 test items were constructed covering the commonality in content area of the three universities: trigonometry functions and exponential/logarithmic function, circular measure, inverse of trigonometry functions, trigonometry formulae and general solution of trigonometric equations, a mathematics lecturer and an expert in test construction helped validated the questions. A similar sample population was administered with the test items and was coded on the SPSS for marking and computed the total score for each student, the difficulty, discriminating index and point bi-serial correlation was calculated on the Microsoft Excel sheet. Selection of good and bad items was determined based on meeting at least two of the following criteria.

- Difficulty indices ranged between 0.3 and 0.7 (i.e.$3<pd<7$)
- Discrimination indices ranged between 0.3 and above (i.e $D.I>.3$)
- Point bi-serial correlation .3 or above ($r >.3$)

In conclusion, a total of twenty (20) items were selected from the initial pool items of fifty (50) based on meeting the conditions of difficulty, discrimination indices and point bi-serial correlation. The surviving items were tagged good and therefore chosen. The reliability of the test was done using Kudar-Richardson 20(KR-20) formula to generate a raw reliability coefficient of 0.779

The trigonometry achievement test blueprint was developed using Blooms Taxonomy of Learning Objective, which was broken-down to Knowledge (K), Comprehension (C) and Higher Reasoning (HR) and it was given to mathematics lecturer who is an expert in test construction to establish the content validity after which it was pilot tested having a reliability index of 0.779.

Descriptive analysis was used to analyse students' performance in trigonometry while Inferential analysis was used to analyse the significance difference in students' performance based on type of school they graduated from and area of study.

Results

Research Question 1: What is the level of performance of the undergraduate students in trigonometry?

Table 2: Distribution of level of performance of the undergraduate students in trigonometry

Level of Performance (Score)(%)	Frequency	Percentage
Poor (0-5)0-29	3	2
Fair (6-10)30-49	34	23
Good (11-15)50-79	94	62
Excellent (16-20)80-100	19	13
Total	150	100
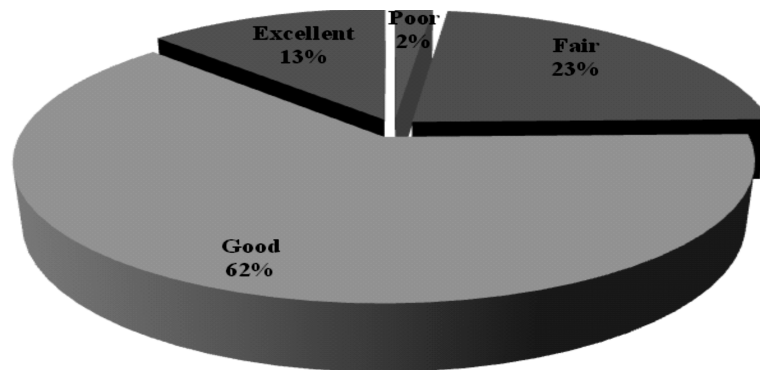
Figure 2: Distribution of level of performance of the undergraduate students in trigonometry.

Table 2 and Figure 2 shows the level of performance of the undergraduate students in trigonometry. The results reveal that 3(2%) of the undergraduate students performed poorly, 34(23%) performed fairly, 94(62%) had good performance while 19 (3%) of the undergraduate students' performed excellently in the trigonometry achievement test. This implies that the level of performance in trigonometry is quite impressive.

Hypothesis 1. There will be no significance secondary school type difference in students' performance in Trigonometry.

Table 3: Difference in undergraduate students' performance in trigonometry based on the type of school graduated from

Type of secondary school graduated from	N	Mean	Std. deviation	Df	T	Sig	P	Remark
Public	93	2.35	.503					Not significant
Private	57	2.23	.567	148	1.426	.078	**0.05**	

$p < 0.05$

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Independent sample t-test was used to compare mean difference in undergraduate students performance in trigonometry based on the type of school graduated from. Table 3 shows that there was no significant mean differences in the type of school graduated from, $t_{(148)} = 1.426$, p>0.05). The table further revealed that mean score of students who graduated from public secondary school ($\bar{X}$= 2.35, S.D=0.503) was higher than students who graduated from private secondary school ($\bar{X}$= 2.23, S.D=0.567), but the difference was not statistically significant. Therefore, from the result of the analysis there is no statistical reason to conclude that there is significant difference in the performance of students who graduated from public and private secondary school.

Hypothesis 2 There will be no significance difference in students' performance in Trigonometry based on area of study

Table 4. Difference in area of study in undergraduate students' performance in trigonometry.

Area of study	N	Mean	Std. deviation	Df	t	Sig	P	Remark
Biological Sciences	62	2.24	0.432	148	-1.257	.000	**0.05**	significant
Physical Science	88	2.35	0.588					

p< 0.05

Table 4 shows that an independent sample t-test was used to compare mean difference in undergraduate students' performance in trigonometry based on the area of study. There was a significant mean differences in students' performance based on the area of study that was $t_{(148)}$ = -1.257, p0.05). The table revealed that the mean score of students in physical science ($\bar{X}$=2.35, S.D=0.588) is higher than that of their counterparts in biological sciences = ($\bar{X}$= 2.24, S.D=0.432). The difference was found to be statistically significant. Therefore, from the result of the analysis there is statistical reason to conclude that there

was significant difference in the trigonometry performance of students offering physical science courses and those offering biological sciences courses.

Discussion

The result of the findings indicated that the level of performance of majority of the undergraduate students in the trigonometry achievement test was good, suffice to say that majority of the undergraduate students have an average knowledge of trigonometry. Comparing the significant difference on the performance of students in trigonometry based on the type of secondary school graduated from. The result revealed that there was no significant mean difference in the type of secondary school which the students graduated from. This indicates that regardless of the type of secondary school graduated from, the performance is almost even at university level. This may likely be attributed to the fact that the students would have been tested before given admission. That is irrespective of the type of secondary school they graduated from; offer of admission was based on their performance in the entrance examination (UTME or Post UTME) they sat for. The simple implication of this is that students of the same performance were likely to be offered admission. This buttressed the point made from the study of Bello and Ariyo 2014 who established that there was a very low correlation (not statistically significant) between the knowledge of Mathematics in secondary school and the knowledge of Physics in the university introductory course. This simply implies that the knowledge a student is bringing in may not be sole determinant of students performance, this is to say that there are other factors associated with students performance. This study was in line with the work of Philias and Wanjobi 2011 that the type of schools which the students attended has effect on their academic performance in Mathematics. This was contrary to the finding of Ýnan, (2013), that there was significant different in the achievement levels of trigonometry students conducted between the two schools that he used for his experimental work. More so, on the students' performance in trigonometry based on their area of study, it was revealed that there was a significant mean difference in their performance.

Conclusion

Based on the results of the study, the following conclusions were made: that the undergraduate students performed creditably well and that the type of secondary school the undergraduate students graduated from does not affect their performances in trigonometry and that those undergraduate students from physical sciences performed well than their colleagues from the biological sciences.

Recommendations

It is therefore recommended that:

1. lecturers taking the trigonometry course should consider all the different area of study of the undergraduate students that are offering trigonometry course to make them perform well.
2. appropriate teaching approach that will suit various background should be explored.

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Knowledge of Modern Contraceptives among Single Women in Universities in Kwara State, Nigeria

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Abstract

This study examined knowledge of modern contraceptives among single women in universities in Kwara State. Specifically, the study sought to examine differences in knowledge of modern contraceptives based on age, religion and ethnicity among single women in universities in Kwara State, Nigeria. A descriptive research design of a survey type was used. The population for the study comprised all final year single women across four Universities in Kwara State. Multistage sampling technique was used to sample 1996 respondents out of 7429 single women. Descriptive method was used to analyze the demographic data while t-test and Analysis of Variance were used to test the hypotheses set at 5% level of significance. The findings revealed that single women in universities in Kwara State had knowledge of modern contraceptives. Single women less than 19 years had the highest knowledge of modern contraceptives; Muslims had the higher knowledge of modern contraceptives and Hausas had the highest knowledge of modern contraceptives among final year single women in Universities in Kwara State. The study concluded that age, religion and ethnicity caused differences in the knowledge of modern contraceptives among single women in Universities in Kwara State. Therefore, the study recommends that adequate modern contraceptive information and messages be given to single women from 20 years of age, Christian single women and those of Yoruba and Igbo ethnicity.

Keywords: Knowledge, modern contraceptives, single women, religion, ethnicity.

Introduction

According to the National Demographic Health Survey (NDHS) (2013), 24 percent of women aged 15-49 years in Nigeria are currently unmarried. Over 70 percent of these women are between 15 and 39 years of age. This can be attributed to the pursuit of formal education and careers among the female gender. Women now spend sexually active years in schools. The median age at first intercourse among Nigerian women as reported by the NDHS (2013) was 17.6 years. This translates to having a substantial population of single women who are sexually ripe.

Meka, Okwara and Meka (2013) defined contraception as procedures employed to interfere at one stage or the other with the normal sequence of events in the process of reproduction leading to a failure in conception. Methods of contraception as identified by the International Planned Parenthood Federation (IPPF) (2014) include abstinence, contraceptive implant (implanon and nexplanon), contraceptive patch, contraceptive pills, birth control shots (depo-provera, noristerat), contraceptive sponge, contraceptive vaginal ring (nuva ring), breastfeeding as birth control (Lactational Amenorrhea Method, LAM), cervical cap (femcap), male condom, diaphragm, female condom, Fertility Awareness-based Methods (FAMs), Intra Uterine Contraceptive Device (IUCD), morning after pill (emergency contraception for example, postinor 2), outercourse, spermicide, tubal ligation, vasectomy and withdrawal method.

Previous researches have revealed that knowledge about contraceptive methods and fertility, in general, are linked with contraceptive use (Frost, Lindberg & Finer, 2012). Sedgh, Singh and Hussain (2014) also observed that knowledge of modern contraceptives is a strong predictor of use among single women. Over the years, most studies (Mao, 2007; Monjok, Smesny, Ekabua & Essien, 2010; Cleland, Ndugwa & Zulu, 2010; John & Ross, 2010; Allagoa & Nyengidiki, 2011) on contraception focused on married women and only a few studies have focused on single women. This focus is based on the premise and belief that only married women have constant /frequent sex and are the ones in need of proper contraception. However, the importance of providing contraceptive services to single women cannot be over-emphasized. Substantial evidence is found in existing literature that

broadening the choice of contraceptive methods among single women increases overall contraceptive use (Magadi & Curtis, 2003; Chen & Guilkey, 2003). This group of women needs correct and accurate information on contraceptives to be able to make informed choices to avoid unintended pregnancies. Verbal extraction from single women during a family planning outreach programme in Ilorin (2014) revealed that single women believe that modern contraceptives could be used to induce abortion. The reason why any of them even use contraceptives at all is to use it as an abortifacient substance. The purpose of contraception has thus been defeated if pregnancy is established before the use of contraception comes into play.

According to Burgard (2004) and Osakinle, Babatunde and Alade (2013), contraceptive studies in Africa revealed that the continent has demonstrated that a large proportion of young single women who are exposed to the risk of conception, receive poor or no sex and contraceptive education, and they experience a high incidence of unintended childbirth. The end result is that this group of people depends on little bits of information passed to them by their peers. Social media is another source where these single women get information on contraception. These uncensored bits of information often times are inaccurate, misleading and incomplete. These sources of information influence their knowledge and their actual use of contraception in different ways.

The United Nations Population Fund (UNFPA, 2013) postulated that in-depth information about women's knowledge of contraceptive may play a major role in the reduction of unintended pregnancies. Lack of contraceptive knowledge was implicated in the incidence of many unintended pregnancies leading to unsafe abortions. If not well managed, unsafe abortions can lead to complications of the reproductive system and invariably death. UNFPA (2013) further declared that when most young single women are faced with the challenge of unintended pregnancies, obtaining an abortion or child abandonments are usually the options open to them. Cadmus (2010) reported that single women were usually more informed about abortion and its sequelae than about contraception.

Buckley, Barrett and Adkins (2008) stated that reproductive health campaigns should focus on increased information access for all women of reproductive age, broadening the number of information channels available and improving the quality of information available. However, Ibekwe and Obuna (2010) posited that lack of information on sex-related matters, including information on contraceptives accounts for the high prevalence of unintended pregnancies and unsafe abortions in Nigeria. Information sources such as media (radio, television, newspapers, and magazines), informal networks (parents, friends, siblings, relatives, and neighbours), bill boards/posters, health practitioners, and the Internet have been reported as sources consulted for reproductive health knowledge globally and in Nigeria. Bankole and Onasote (2016) explained that parents are a very common source of reproductive health information for young single women, but discussion with parents is likely to be restricted to the moral aspects, such as pressures to resist sex, the time to initiate sex and determining sexual partners. The authors further opined that information passed to children goes a long way in influencing the age of sexual initiation, pregnancy and use of contraceptives, but lack of knowledge, fears that such talk could encourage sexual initiation and promiscuity, and the inability to initiate and maintain a conversation on such topics make most parents to avoid such discussions (Bankole & Onasote, 2016).

The Nigeria Demographic and Health Survey (NDHS) (2013) opine that the knowledge of contraceptive and its use are the key variables in any study on fertility regulation and in the evaluation of family planning programmes. Acquiring knowledge about fertility control is an important step towards gaining access to and using a suitable contraceptive method in a timely and effective manner. It is worthy of note that a certain level of awareness usually precedes the use of a particular contraceptive method. Factors influencing knowledge of contraceptives identified in research works include locational endowment, personal factors such as education and age, economic factors as well as religious and cultural factors (NDHS, 2013).

Statement of the Problem

Single women in universities are at the age of active sexual life. However, the pursuit higher degrees lead to late marriages. The ideal is for them to maintain a state of abstinence until marriage, this is however not so for most single women. Some of them engage in pre-marital sexual intercourse; the consequence of which is mostly unintended pregnancies, if no form of contraception was used. Most of these unintended pregnancies eventually end in abortions (which are most often unsafe) and unplanned births. Among single women therefore exists the desire to delay pregnancies, making the provision of correct contraceptive information very crucial to them.

Through verbal interaction with some single women, the researcher discovered that it was a common thought that male condoms and over-the-counter contraceptive pills are the only modern contraceptive methods available to unmarried women. Also, verbal extraction from some clients during the researcher's practicum experience at Civil Service Hospital, Ilorin revealed that single women think that contraceptive services at health facilities are for married women only. This thought has made some single women to seek for contraceptive services in secrecy (either by paying extra charges to contraceptive service provider or as a favour from providers they are familiar with). Some of them disclosed that they had to lie about their marital status in order to access contraceptive services. These prompted the researcher to carry out the study on the knowledge of modern contraceptives among single women in Universities in Kwara State.

Research Question

The question below was raised to guide this study:

1. What is the level of single women's knowledge on modern contraceptives in universities in Kwara State?

Hypotheses

The following hypotheses were tested in this study:

1. There will be no significant difference in the knowledge of modern contraceptives among single women in universities in Kwara State based on age;

2. There will be no significant difference in the knowledge of modern contraceptives among single women in universities in Kwara State based on religion; and
3. There will be no significant difference in the knowledge of modern contraceptives among single women in universities in Kwara State based on ethnicity.

Methodology

The research design adopted for this study was a descriptive research of the survey type. The population of the study comprised all final year undergraduate single women in universities in Kwara State totaling 7,419 single women as at 2016/2017 academic session (addition of numbers of final year female students sourced from registries of the four universities).

The Inclusion criteria: the study included all single women in final year of their undergraduate studies as at 2016/2017 academic session, attending universities in Kwara State.

A multi-stage sampling technique of stratified, purposive, proportionate, simple random and systematic sampling was employed to select 1,996 single women for this study.

A researcher-designed questionnaire was used to collect data for the study. The questionnaire was divided into two (2) sections; Section A contained the demographic data of the respondents while section B elicited information about single women's knowledge of modern contraceptives. The Fisher knowledge rating scale of 'know it well', 'have seen or heard of it' and 'have no clue' were used for statements on knowledge (Fisher, 2011).

The instrument was administered and collected on the spot with the help of four (4) trained Research Assistants (RA). A total of 1,996 copies of questionnaire were administered but 1,988 copies were retrieved (99.6% retrieval rate). The completed copies of questionnaire were collected, sorted, coded and analysed using SPSS (Statistical Package for Social Science) version 20.0. The statistical tools that were used for personal data were descriptive statistics of percentages and frequency counts. The hypotheses were tested using the t-test and ANOVA

statistical methods to compare the variables with two or more group means at 5% level of significance. In areas where significant differences were indicated, a post-hoc comparison was presented using the Duncan Multiple Range Test (DMRT).

Results
Research Question 1: What is the level of single women's knowledge on modern contraceptives in universities in Kwara State?
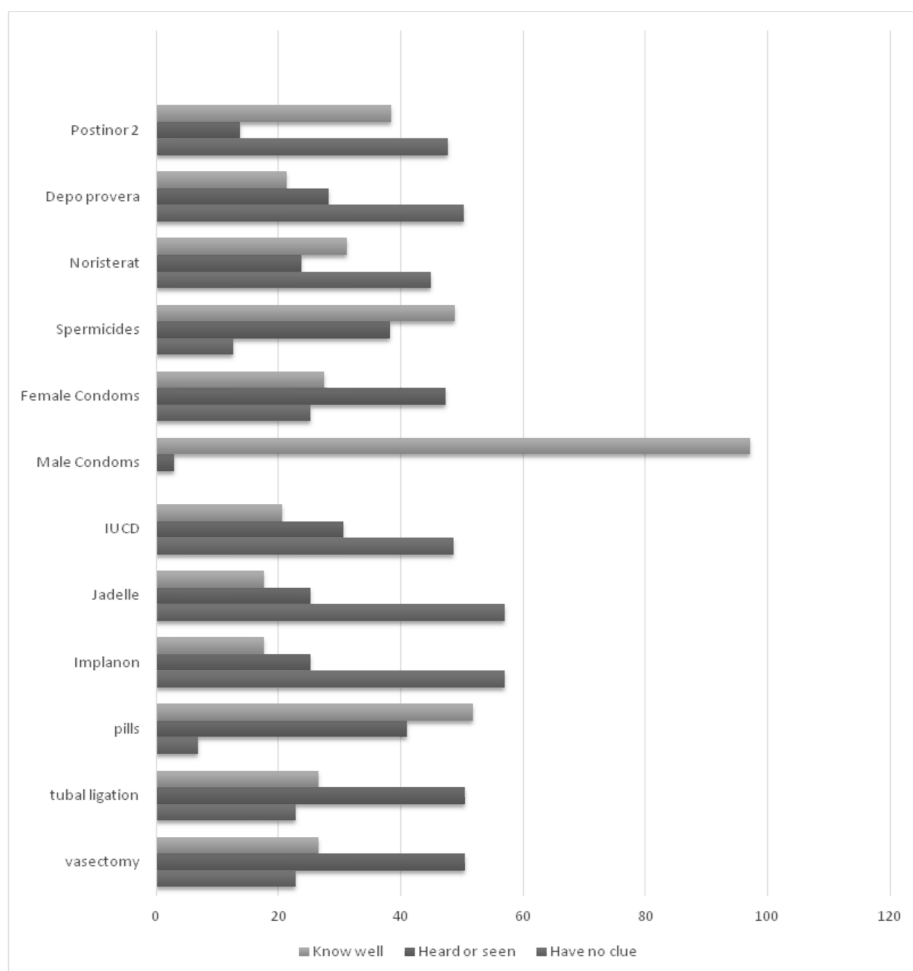

Fig. 1: *Bar Chart Showing Knowledge of Modern Contraceptives among Single Women*

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Responses rate greater than 50% represents good knowledge in this study out of twelve methods listed, nine methods received responses of more than 50%, thus the respondents had good knowledge of modern contraceptive. Figure 1shows that the modern contraceptive known by all the respondents 1,988(100%) was the male condom. 93% of the respondents had knowledge of contraceptive pills, 87.3% had knowledge of Spermicides, 77.1% had knowledge of the permanent methods of contraception (that is, tubal ligation and Vasectomy), 74.8% had knowledge of Female Condom, 54.0% had knowledge of Noristerat, 52.2% had knowledge of Postinor2 (Emergency Contraceptive) while 51.4% of the respondents had knowledge of Intra Uterine Contraceptive Device (IUCD). The Modern Contraceptive methods least known to the respondents were Depo Provera 49.8% and the contraceptive implants [Jadelle: 43.0%; Implanon: 42.9%)].

Hypotheses Testing:
Hypothesis 1: There will be no significant difference in the knowledge of modern contraceptives among single women in universities in Kwara State based on age.

Table 2: ANOVA Results Comparing the Knowledge of Modern Contraceptives among Single Women based on Age.

Source	SS	df	MS	Calculated F-value	Critical F-Value	Decision
Between Groups	115449.36	4	28862.34			
Within Groups	21215.95	1983	10.70	3.697	3.000	Ho Rejected
Total	136665.31	1987				

Table 2 shows that hypothesis 1 was rejected because the calculated F-value of 3.697 was greater than the critical F-value of 3.000. This implies that significant differences existed in the knowledge of modern contraceptives based on age among single women in Universities in Kwara State. In order to show where the difference existed, a post-hoc

Duncan Multiple Range Test (DMRT) was done. The results are as shown in Table 5.

Table 3: Duncan Multiple Range Test (DMRT) showing the area of difference in the knowledge of modern contraceptives among single women in universities in Kwara State based on age.

Group	Age Group	Means (X)
A	Less than 19 years	39.00
B	20-24 years	33.57
C	25-29 years	20.63
D	30-34 years	16.44
E	35-39 years	14.53

The post hoc revealed that respondents in age group less than 19 years had the highest knowledge of modern contraceptives with the highest mean score of 39.00, while respondents in age group 35-39 years had the lowest knowledge of modern contraceptives with the lowest mean score of 14.53. Table 3 revealed that increasing age corresponded to decreasing mean score. The result shows that contraceptive knowledge decreases as respondents' age increases.

Hypothesis 2: There will be no significant difference in the knowledge of modern contraceptives among single women in universities in Kwara State based on religion.

Table 4: Result of the t-test comparing differences in the Knowledge of Modern Contraceptives between Christian and Muslim Single Women.

Variable	N	X	SD	df	Cal. t-test value	Critical value	Decision
Islam	1091	32.09	5.59				H_o Rejected
				1986	71.795	2.020	
Christianity	897	17.93	2.10				

P<0.05

Table 4 shows that the Muslim and Christian mean scores were 32.09 and 17.93and the Standard deviations of 5.59 and 2.10 respectively, giving a calculated t-value of 71.795 which is greater in its absolute terms than the critical value of 2.020 at the degree of freedom of 1,986. Therefore, the null hypotheses which stated that there is no significant difference in the knowledge of modern contraceptives between Christian and Muslim single women was rejected. This implies that religion created a significant difference in the knowledge of modern contraceptives among single women as shown in Table 4. Muslim single women had higher knowledge of modern contraceptives than Christian single women in universities in Kwara State.

Hypothesis 3: There will be no significant difference in the knowledge of modern contraceptives among single women in universities in Kwara State based on ethnicity

Table 5: ANOVA Results Comparing the Knowledge of modern Contraceptives among Single Women based on Ethnicity.

Source	SS	Df	MS	Calculated F-value	Critical F- Value	Decision
Between Groups	97450.19	2	48725.10			
Within Groups	39215.12	1985	19.76	3.466	3.00	Ho Rejected
Total	136665.31	1987				

P<0.05

Table 5 shows that there were significant differences in the knowledge of modern contraceptives among single women in universities in Kwara State based on ethnicity. In order to find the source of the differences observed, a Duncan Multiple Range Test (DMRT) was done. The results are as shown in Table 6.

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Table 6: Duncan Multiple Range Test (DMRT) showing the area of difference in the Knowledge of Modern Contraceptives among Single Women based on Ethnicity.

Group	Ethnic Group	Means (X)
A	Hausa	38.58
B	Yoruba	27.19
C	Igbo	16.97

Table 6 shows the results of the Duncan Multiple Range Test (DMRT) on ethnicity. It was revealed that the Hausas had the highest knowledge of modern contraceptives with a mean score of 38.58, this is followed by the Yorubas with a mean score of 27.19, while the Igbo ethnic group had the lowest knowledge of modern contraceptive with a mean score of 16.97.

Discussion of Findings
Hypothesis 1 revealed that there was a significant difference in the knowledge of modern contraceptives among single women in universities in Kwara State based on age. The finding was in agreement with the study of Tolossa, Meshesha and Abajobir (2013) which was conducted among female students in Hawassa University in Ethiopia. The work of Tolossa et al. (2013) showed that students aged twenty (20) years and above were more likely to have knowledge on Emergency Contraceptive than those aged less than twenty (20) years. Also, the study of Tunau, Awosan, Adamu, Muhammad, Hassan, Nasir, Raji, Oche, Nwobodo and Baba (2016) revealed significant differences in modern contraceptive knowledge among women in Urban and Rural Communities in Sokoto based on age, however the study revealed poor knowledge among respondents. Also, the work of Anaman and Okai (2016) carried out among women in Peri-Urban area of Accra, Ghana revealed that the knowledge of modern contraceptive increased with the age of respondents. The NDHS (2013) also reported differences in modern contraceptive knowledge based on age. Modern contraceptive knowledge increased with age from age group 15-19years, 20-24years, 25-29years, 30-34years and reached a peak at the age group 35-39years.

The knowledge of modern contraceptives then began to decline from 40-45 to 46-49 years. This present study however, found that contraceptive knowledge among single women in universities in Kwara State decreases as age increases. This may be attributed to the explorative nature of the younger age groups in this era of social media which had made information closer to them. Seeing that they may have a long time before marriage due to educational pursuit, younger women may try to satisfy their curiosity.

Hypothesis 2 showed that there was significant difference in the knowledge of modern contraceptive among single women in universities in Kwara State based on religion. This results agreed with Indongo (2004) that religious teachings cause differences in contraceptive knowledge. Also, the finding corroborated the work of Katama and Hibstu (2016) which revealed that the respondents had adequate contraceptive knowledge but there was a significant difference in the knowledge of contraception among respondents on the basis of religion. It was revealed by Katama and Hibstu (2016) that Muslims had the highest knowledge of contraception. This group was followed by Protestants and then Catholics. Results of the present study also revealed high contraceptive knowledge among Muslim respondents. This may be as a result of the teachings which most times, do not support modern contraceptives. Also, the fact that Muslims had higher knowledge than their Christian counterparts may be due to the strong preaching against contraceptives among the Catholic denomination of the Christian faith.

Hypothesis 3 found that there was a significant difference in the knowledge of modern contraceptives among the respondents based on ethnicity. This finding is in agreement with the outcome of Bamaiyi, Sule and Azeez (2016) that there was a significant difference in the contraceptive knowledge among female Nigerian graduates based on ethnicity. Bamaiyi et.al (2016) found that Yoruba ethnic group displayed better knowledge of contraceptives than Hausas and Igbos. Borrero, Farkas, Dehlendorf, and Rocca (2014) revealed that there was a difference in the contraceptive knowledge among Black, Hispanic and white single men between 18-29 years. Borrero et al. (2014) showed low contraceptive knowledge among Blacks and Hispanics (the ethnonym Hispanic or Latino refers to "a person of Cuban, Mexican,

Puerto Rican, South or Central American, or other Spanish culture origin). It is in the researcher's view that ethnic groups hold different believes on the use of modern contraceptives. Ethnic groups that encourage high fertility preference may not be in support of contraceptive use. Some ethnic groups such as the Igbo ethnic group think that having many children makes one stronger and powerful. Hence, such ethnic groups may becloud contraceptive information among their members. Such ethnic groups are rather interested in knowledge of practices that boost fertility than knowledge of practices that reduce fertility rates. Hausas had the highest knowledge of modern contraceptives as revealed by this study.

Conclusion

This study concluded that single women of different age groups have different levels of knowledge of modern contraceptives among single women in universities in Kwara State; Significant difference in the knowledge of modern contraceptives was as a result of religious differences among single women in universities in Kwara State; and Ethnicity contributed to differences in the level of modern contraceptive knowledge of modern contraceptives among single women in universities in Kwara State.

Recommendations

Based on the findings of this study, the study thus recommended that:

1. Single women in universities of age group less than 19 years should be given education on modern contraceptives through media channels such as television, Internet, jingles and pamphlets.
2. Christian single women should be adequately educated on modern contraceptives through their religious leaders.
3. Campaigns to pass adequate information and messages about modern contraceptives to Yoruba and Igbo single women should be done at community levels.

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Teachers Perception on the Usage and Challenges of ICT Tools in Teaching-Learning Activities in Secondary Schools in Ikere Local Government Area, Ekiti States

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Abstract

Countries must devote involve a certain percentage of their annual budget to education to further improve the education system and the quality of education process. The use of ICT in the classroom is important in order to give students opportunities to learn and apply the required skill needed in the 21st century. Hence, this paper tends to study the issues and challenges related to ICT use in teaching and learning and how it can assist teachers in overcoming the obstacles and later become successful technology users. This study therefore, analyzes teachers' perceptions of the challenges faced in using ICT tools in classrooms. A descriptive research design was used to collect the data randomly from a sample of 100 secondary school teachers in Ikere Ekiti, Ekiti State. Evidence has been collected through distribution of a modified adopted survey questionnaire. The study discovered that there were limited technical support, poor network connection, lack of trained technical staff, lack of teacher's competency and limited time. The paper therefore recommends that schools should be adequately equipped with new technologies to further improve teaching and learning process of students.

Keywords: Information and Communication Technology tools, Teaching-learning, Secondary school teachers

Introduction

Organization cannot survive without Information and communications technology (Zhang & Aikman, 2007). Information and communications technology (or technologies), is the infrastructure and components that enable modern computing.

Although there is no single, universal definition of ICT, the term is generally accepted to mean all devices, networking components, applications and systems combined to allow people and organizations (that is, businesses, nonprofit agencies, governments and criminal enterprises) to interact in the digital world. Wikipedia 2018. In order to improve the education system and its quality, countries should assign a significant portion of their annual budget to education. In teaching and learning the use of ICT has been acknowledged to have greater benefits and positive impact on the quality of education.

Several scholars suggest that ICT will be an important part of education for the next generation unborn because of its advantages. ICT helps in facilitating the communication between teachers and students by keeping the students updated and enhancing teachers capacity and ability fostering a good interaction between the teacher and the student through the use of e-learning, e-mail, web-based learning including internet, intranet, extranet, CD-ROM, TV audio-videotape. ICT has become very powerful media for interactive participation of experts and learners and it reaches the unreachable. These new technologies have the potential to improve education across the curriculum and deliver opportunities for efficient student teacher communication in ways that are not possible before. Involvement of proper ICT in education has the ability to transform teaching. However, this potential may not easily be realized, as Glennan, & Melmad (1996) underlined when he stated, "problems arise when teachers are expected to implement changes in what may well be adverse circumstances" (p. 61). Due to ICT's importance in society as well as in the future of education, identifying the possible challenges to integrating these technologies in schools would be an important step in improving the quality of teaching and learning. He argue that although teachers appear to acknowledge the value of ICT in schools, they continue encountering obstacles during the processes of adopting these technologies into their teaching and learning.

Appropriate use of ICT can transform the whole teaching-learning processes leading to paradigm shift in both content and teaching methodology. ICT has the potential to transcend the barrier and space. ICT integration in the field of education has impacted hugely in improving the quality of education. It is widely believed that ICT integration will help us in making education more accessible and affordable. Increasing role of ICT will make education more democratic that is improving the quality of education services available to reach students that are far from the normal classroom setting.

ICT has not been fully adopted in the teaching and learning process in most schools in the research area. Only a few teachers are using ICT as teaching and learning tools. Therefore, this study is expected to generate information on the teachers' perceptions and challenges of integrating ICT tools in the teaching and learning process. Learners need to be equipped with updated knowledge with changes in modern technologies, this will help them adapt to the changing world. Through this knowledge there will be better communication, increase 21st century skills as a result of e Commerce and be self employed in the ICT sector. Gomes, 2005.

One of the most important trends in the present education system is the change and restructuring in the teaching/learning process.

Hargreaves, A. (1994) supported the idea that curriculum needs to be reformed for students to develop competencies that will help them survive in this 21st century. What we may consider as an important ICT learning tool today, might be seen as outdated in some few years to come. Consequently, we have to open our minds and move along with the technological changes the world is currently experiencing. In most cases it is difficult for teachers to change according to the requirements of the policy i.e. teachers should know and be able to use models of ICT skill acquisition, teacher should be acquainted with virtual environments, he/she should be able to integrate ICT in the curriculum, and know main functions of operation systems.   This study found out teachers do not have enough ICT competency, therefore, trying to resist to changes that may occur through the use of ICT. ICT integration in the teaching and learning process pose a barriers to its integration into

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the teaching/learning process. The following were therefore considered as challenges to ICT integration into teaching and learning.

Challenges in using ICT in teaching and learning

1. **Lack of qualified teachers to teach ICT in schools:** The demand for ICT learning has been tremendous and the number of teachers who are trained to teach ICT cannot meet the demand. There are more students willing to be taught computing skills than there are teaches to transfer the skills.

2. **Lack of computers:** Computers are very expensive and despite spirited efforts by the government agencies, NGO, corporate organizations and individuals to donate computers to as many schools as possible, there still remains a big percentage of the schools unable to purchase computers for use by their students.

3. **Lack of electricity:** Many schools are not connected to electricity; thus restricting students and teachers from the use of ICT. The government has not been able to connect all parts of the country to the national electricity grid. Consequently those schools that fall under such areas are left handicapped and may not be able to offer computer studies.

4. **Broken down computers:** While a good number of schools have benefited from donated used computers, they have not been adequately equipped with the same on maintenance and repair, hence its very common to see a schools computer laboratory full of broken down computers, some repairable and some not. This has actually been a major problem in some schools.

5. **Burglary:** The fact that computers are still very expensive, makes them a target for thieves who usually have ready markets to another party at a much less figure. This has made many schools to incur extra expenses trying to burglar proof the computer rooms. This extra expense makes some schools shy away from purchasing computers for their students.

6. **Fear by the administration:** There is still a strong perception especially by the older generation that computers require highly skilled personnel to operate them, while this may not be the case,

some school administrators also fear that their students will be exposed to adult sites and other undesired sites, through the use of the internet. Some also fear the infection of viruses to their computers leading to data loss, while this may be true to some extent, proper education on the safe use of computers and help alleviate some of this fears.

7. **Fear by the teacher:** The teacher may fear being rendered irrelevant by the introduction of computers in his/her class. The 'feel' that the teacher still remains an authority and a 'know it all' in class is something that most teachers cherish, and anything that makes them otherwise is deemed an enemy of the classroom.

8. **Limited accessibility and network connection:** Several research studies indicate that lack of access to resources, including home access, is another complex challenge that prevent teachers from integrating new technologies into education. Having no access to the Internet during the school day and lack of hardware were hampering technology integration in most schools.

9. **Lack of initiative by the community leaders:** The community leaders who are charged with looking at the interests of a given community do not see the need to purchase and subsequent installations of computers to their schools as a priority. They consider health care, provision of water and other amenities as more important than buying computers for their schools.

10. **Obsolete computers:** Lower the morale of both the teacher and the student; it is very common to find some schools using very old computers running on win98 or win 95.

11. **Increased moral degradation:** Internet pornography, cyber bullying and other anti-social behaviors is a worrying emerging problem.

12. **Lack of software problem:** This is one of the major factors that made difficulties in use of ICT. There were unreliable and pirated software that had been frequently changed in the computer labs which were difficult to use properly in teaching-learning process. In majority of the cases it had been found that the ICT facilities were limited for both the teachers and students and they had to share with other teachers. According to Becta 2007, the inaccessibility

of ICT resources is not always merely due to the non-availability of the hardware and software or other ICT materials within the institution. It may be the result of one of a number of factors such as poor organization of resources, poor quality hardware, inappropriate software, or lack of personal access for teachers. The limitations on access to hardware and software resources influenced teachers motivation to use ICT in the classroom.

Advantages of Integrating ICT tools in teaching and learning
It is important to acknowledge that students are already interested and engaged in using technology, this creates many amazing opportunities for schools and teachers to benefit from integrating some forms of technology in the classroom and to make teaching and learning more effective. Here are some of the main benefits of using technology in the classroom.

Improves engagement
When technology is integrated into lessons, students are expected to be more interested in the subjects they are studying. Technology provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways. For instance, delivering teaching through application of elements of game, taking students on virtual field trips and using other online learning resources. Also, technology can encourage a more active participation in the learning process which can be hard to achieve through a traditional lecture environment.

Improves knowledge retention
Students who are engaged and interested in things they are studying, are expected to have a better knowledge retention. As mentioned before, technology can help to encourage active participation in the classroom which also is a very important factor for increased knowledge retention. Different forms of technology can be used to experiment with and decide what works best for students in terms of retaining their knowledge.

Encourages individual learning

No one learns in the same way because of different learning styles and different abilities. Technology provides great opportunities for making learning more effective for everyone with different needs. For example, students can learn at their own speed, review difficult concepts or skip ahead if they need to. Furthermore, technology can provide more opportunities for struggling or disabled students. Access to the Internet gives students access to a broad range of resources to conduct research in different ways, which in turn can increase the engagement.

Encourages collaboration

Students can practice collaboration skills by getting involved in different online activities. For instance, working on different projects by collaborating with others on forums or by sharing documents on their virtual learning environments. Technology can encourage collaboration with students in the same classroom, same school and even with other classrooms around the world.

Students can learn useful life skills through technology

By using technology in the classroom, both teachers and students can develop skills essential for the 21st century. Students can gain the skills they will need to be successful in the future. Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity. In addition, technology can help develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. These are very important skills that can be developed in the classroom.

Benefits for teachers

With countless online resources, technology can help improve teaching. Teachers can use different apps or trusted online resources to enhance the traditional ways of teaching and to keep students more engaged. Virtual lesson plans, grading software and online assessments can help teachers save a lot time. This valuable time can be used for working

with students who are struggling. Also, having virtual learning environments in schools enhances collaboration and knowledge sharing between teachers.

ICT allow for a higher quality lessons through collaboration with teachers in planning and preparing resources (Ofsted, 2002). Students learn new skills: analytical, including improvements in reading comprehension (Lewin et al, 2000). ICT also develop some writing skills: spelling, grammar, punctuation, editing and re-drafting (Lewin et al, 2000). Still new technologies encourage independent and active learning, and students' responsibility for their own learning (Passey, 1999) ICT proves that students who used educational technology felt more successful in school they are more motivated to learn more and have increased self- confidence and self-esteem. It is also confirmed that many students found learning in a technology-enhanced setting more stimulating and much better than in a traditional classroom environment (Pedretti and Mayer-Smith 1998).

Research Questions
1. What is the extent of the implementation and the usage of ICT tools in teaching and learning?
2. What are the challenges hindering the use of ICT in teaching and learning in classroom?

Methodology
Descriptive design was used to collect and analyze the data obtained from all the respondents.

The instrument was given to research experts for the purpose of validating the instruments for face and content validities. After the instruments was scrutinized all suggestions and amendments were incorporated before the production of the final copy.

Reliability is finding out the extent to which a research instrument would bring out the same result when administered at different times. The instrument was subjected to test-re-test method.

The population for this study consists of 100 teachers selected from public secondary schools in Ikere - Ekiti.

A well-structured questionnaire consisting of 7 sections and 10 items was tested among respondents. The questionnaire was based on 5 point Likert Scale ranging from: 5 = always, 4 = often, 3 = sometimes, 2 = rarely and 1 = never. The sample responded to the statements given and chose their answers based on their perceptions. The questionnaire was distributed by hand to the respondents.

Data collection defines the procedure for collecting data by the researcher. The questionnaire has been distributed to 100 teachers randomly. They were given one week to fill in the questionnaire and return it to the researcher. All of the participants volunteered themselves in the research. Finally 100 questionnaires were returned to the researchers for data analysis.

The data collected from the respondents were gathered together to be analyzed using the Statistical Packages for the Social Sciences (SPSS) version 22. The analysis includes both descriptive and inferential analysis. It is also used to determine the mean, standard deviation, frequency and percentage. Inferential statistics (t test) were also used to analyze the research findings.

Results
Table 1: Teachers' Perceptions on utilization of ICT tools in teaching and learning

S/N	Items	Always	Often	Sometimes	Rarely	Never	Mean	SD
1	Students understand more easily what they learn	38 30%	27 20%	30 25%	5 5%	0 0%	2.02	.943
2	Students try harder in what they are learning	40	29	26	5	0	1.96	.931
3.	ICT facilitates collaborative work between students	32	41	25	2	0	1.97	.810
4.	ICT improves class participation and less disturbing	32	41	25	2	0	1.97	.810
5.	Students remember more easily what they have learnt	38 30%	27 20%	30 25%	5 5%	0 0%	2.02	.943

Survey, 2017

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From the table it was revealed that ICT has a great influence on the students, as it enhances their understanding of the subject matter and also serve as retentive memory for all the topics learnt with ICT because of its audio visual characteristics

Table 2: Challenges of utilizing ICT tools in teaching and learning in the classroom among school teachers?

S/N	Items	Always	Often	Sometimes	Rarely	Never	Mean	SD
1	Insufficient number of Computers	36 36%	30 30%	29 29%	5 5%	0 0%	2.03	.926
2	Insufficient number of internet-connected computers	35 (35%)	33 (33%)	26 (26%)	6 (6%)	0 0%	2.03	.926
3.	Insufficient number of interactive whiteboards	30 (30%)	32 (32%)	21 (21%)	9 (9%)	8 (8%)	2.33	1.223
4.	Lack of adequate skills of Teachers	1 (1%)	10 (10%)	14 (14%)	43 (43%)	32 (32%)	3.95	.978
5.	Using ICT in teaching and learning not being a goal in our school	24 30%	50 20%	23 25%	2 5%	1 0%	2.06	.802

Survey, 2017

Table 2 revealed that the number of computers that are available for teaching and learning in the classroom are not sufficient. For a few that are available there are no internet services to connect them for use. It was also discovered that there are no sufficient interactive white boards for teaching, inadequate skills of teachers and not using ICT as a pre-requisite for teaching also pose challenges on the implementation of ICT tools.

Discussion and Conclusion

The integration of ICT use in education is a main way in facing globalization and it would respond to the 21st century society that we are living in. ICT integration in education is a broad process of applying technology to the curriculum to improve teaching and learning process. The use of ICT can play a number of roles in education by changing the teaching and learning process. However ICT integration is not an easy task. There

are significant challenges in integrating ICTs use in education rising from environmental, cultural and educational faced by policy makers, educators, educational administrators and students in secondary schools. Thus there is a need of government authority to support the schools in making the integration of ICT in education a successful process.

With the advent of Information and Communications Technologies (ICT) in education, teachers form their own beliefs about the role of ICT as a teaching tool, the value of ICT for student learning outcomes and their own personal confidence and competency (Prestridge, 2007). The barriers are extrinsic to the teacher and include lack of resources, time, access and technical support. Findings of this research revealed that teachers were still giving comment on the barriers in implementing ICT tools at school in teaching and learning. The study also showed that teachers do combine different resources in their teaching, as well as utilizing various modes of ICT. Despite the current efforts in ICT integration in schools, many families specifically in rural areas still do not know how to use ICT tools in their daily life. They even did not know how to check their children's results in the existing systems. Not all houses have computers and Internet facilities to use daily. In this regard, the main challenge is to provide appropriate ICT tools to both urban and rural areas efficiently. Since the attitude and perceptions of the teachers are critical to how effectively an innovation is implemented, it is important to gauge how teachers perceive this innovation and its efficacy as a tool for enhanced teaching and learning. It is also hoped that this study will contribute to the growing knowledge base and 21st century generation regarding the use of ICT in education.

In future studies more focus should be given on management strategies and policies to address the barriers faced by teachers in using ICT tools in teaching and learning. If the barriers faced by teachers can be overcome, it is a step forward to enhance our students' learning outcome. The studies done with the same gender distribution could give more appropriate analysis whereby the gender perceptions could be analyzed.

Recommendations

This study recommends that government should encourage the use of ICT in schools, colleges, universities and other educational institutions in the country so as to improve the quality of teaching and learning.

Teachers' professional development should have five foci:

i   skills with particular applications;
ii   integration into existing curricula;
iii curricular changes related to the use of IT (including changes in instructional design);
iv   changes in teacher role
v   underpinning educational theories.

Ideally, these should be addressed in pre-service teacher training and built on and enhanced in-service training in ICT use. ICTs are swiftly evolving technologies, however, the most ICT fluent teachers need to continuously upgrade their skills and keep abreast of the latest developments and best practices.

While the first focus—skills with particular applications—is self-evident, the four other foci are of equal, if not ultimately greater, importance. Research on the use of ICTs in different educational settings over the years invariably identify as a barrier to success the inability of teachers to understand why they should use ICTs and how exactly they can use ICTs to help them teach better. Unfortunately, most teacher professional development in ICTs are heavy on "teaching the tools" and light on "using the tools to teach."

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Syntactic Reconciliation of Conditional Tenses in English and Anaang at Distributional Equivalence

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Abstract

This paper attempts a look at Conditional Tenses and the types existing in English and Anaang languages. It tries a reconciliation of the tenses and types at a distributional equivalence with a proof of adequate similarities and dissimilarities (if any) through the use of Contrastive Analysis Hypothesis instrument as a theoretical framework in the syntactic rank scale. To achieve this purpose, thirty (30) sentences were constructed and administered on eighty (80) respondents who were selected by simple stratified random sampling technique at (10) each from the eight (8) local government areas in Akwa Ibom State whose native language is Anaang. The respondents were required to change a given tense type to the other two types in each case such that (2,400) sentences were finally generated from the three types of conditional tenses. From the data collected, it was revealed that the three types of conditional tenses which exist in English are also available in Anaang and operate at an absolute distributional equivalence. Conclusions were drawn that an Anaang learner/user of English would not encounter any problem in his use of English conditional tenses and vice versa in a second language situation. It was recommended among others, that this study be replicated using other language families in other sections of the country while areas of difficulties should be made to serve as a basis for the selection of Instructional materials by curriculum planners for remedial programmes.

Keywords: Conditional tenses, English and Anaang languages, Distributional Equivalence

Introduction

When it comes to considering the position occupied by English as one of the world languages and the status of English in the national life of

Nigerians, it is an established fact that English is widely spoken that it has tended to be referred to as a Global Language (GL). This is because it either serves as native language to native speakers or as second language to speakers that speak other languages by use of English as an official language like it is in Nigeria. One of the factors that determine international acceptability of a language is its functional load in those countries where it is spoken. For instance, English is very important as an international language and it plays an important role even in countries that are not Anglomania or are not under the British colony. It is studied as the principal foreign language in most schools in Western Europe, in places like Japan, South Korea and China. English forms an essential part of the school curriculum and is increasingly seen as desirable by billions of speakers. According to Akwanya (2004:11):

> For international intelligibility to be achieved, English must be used in writings of books. This is because every literary form is the seat of an encounter in language. In the field of science where a common language brings efficient gains, English plays a vital role in achieving such a goal.

Therefore, English is a world language because it is the only language that has gained ground for the assessment of international intelligibility both in the world of business, commerce industry, technology, science and literature, there is no controversy then that English is used as a world language. English occupies a central place or position in the national life of Nigerians. English is a second language in use in Nigeria and one of the most important legacies from British to Nigeria (cf, Ugwuanyi, 2012:2). It is the language of government, business, education and the mass media. It serves as an indispensable tool for internal and external communication. It has helped to reduce the problem of mother tongue interference, lack of correlation between spelling and pronunciation of English words, over generalization of grammatical rules which exist as a result of the linguistic differences of the heterogeneous ethnic nationalities which were squeezed together like a jack-saw puzzle or geo-political entity known today as Nigeria.

In Nigeria, for instance, English can be seen as one of the most important legacies from the British; its colonial master. It is the language

of government, business, education and the mass media. It serves as an indispensable tool for internal and external communication and in so doing has helped to reduce the burden of mother-tongue interference, lack of correlation between spellings and pronunciation of the English words, over generalization of the grammatical rules which exist as a result of the linguistic differences of the heterogeneous people that make up the geo-political entity known today as Nigeria.

Scholars like Eyisi (2003:14) and Ezema (2002:19-20) maintain that "education in Nigeria is considered synonymous with good command of the language. It is no longer viewed as a temporary borrowed language but has been accepted as part of our linguistic property by the majority of Nigerians". Ezema (2002:19-20) further identifies three grounds under which English is taught in schools in Nigeria as follows:

> *It is the official language of the country; it is the official medium of instruction at the primary, secondary and tertiary levels of education in the country; many of the learners need proficiency in the language of their career.*

The role played by English language in Nigeria can not be glossed over as this will not permit justice to be done to it where it really deserves such justice. Therefore, the researchers have decided to carry out this study in order to investigate the assumptions that the conditional tenses in English do not have their equivalence in Anaang language as they affect the teaching and learning of English in a Second Language Situation by the Anaang bilinguals (Enang and Urujzian, 2013).

The Conditional Tenses and Sentences
As it is typical for many languages the world over, conditional sentences in English are made up of a condition clause or *protasis* which specifies a condition or hypothesis, and a consequence clause *apodosis* and also specifying what follows from that condition. The conditional clause is always a dependent clause, most commonly headed by the conjunction "if", whereas the consequence is often contained in the main clause. By this justification, either of the two clauses may come first. It should be noted that the different types of conditional sentences depending largely on whether they refer to a past, present or future time frame, require

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the use of particular verb forms (tenses and moods) to express the condition and the consequence.

The chief use of Conditional tense is in the main clause when a condition is made in a dependent clause or an infinitive phrase. This is due to the fact that the distinction between *should* and *would* is fast disappearing as preference is given to ought to be done in the use of *should* while preference is given to the use of *'d* instead of would in *I'd*. The sentences below are in the main clause and infinitive phrase respectively:

1a. We *would* consult the doctor *if the laboratory technician came*.
    (Main clause)   (Conditional clause)

1a. Ajid *ikpa* ikud Awia *ibok akpede ke owo annisidongo mkpo idem agwo amali*
     (Main clause)   (Conditional clause)

2a. To abandon the child now *would be* a mistake.
    (Infinitive phrase)   (Conditional clause)

2a. Itop ajen nsiok idahaam *akpede* nludue.
    (Infinitive phrase)   (Conditional clause)

Most people now use *Would* for all persons, though purist grammarians insist on *Should* with *I* and *We*. Most of the times, the condition could be understood but not expressed. A very common instance of this – and one that leads to many mistakes – is in expressions like:

3a. I *would like* to introduce my Head of Department.
3a. Ami mkpaama ibene annida iwuo itie utom ajid ngwod

In (3a), *I would like or I should like* and *I'd like* can be expressed to mean *If I have your permission*, or *If you will allow me to.* They are understood although they would never be expressed. *I would like*, *I should like* and *I'd like* are polite ways of saying *I wish* and can never be shortened to *I like*.

Kinds of Conditional Tense

There are three kinds of conditionals in English language.

(1) Open or Likely (Amma) Condition: It tells us that something will take place if a certain condition is fulfilled. This conditional slot refers to a pattern used in the predictive conditional sentences i.e. those that concern consequences of a probable future event. In it, the condition is expressed using the present (simple) tense (conveying the future meaning in this context), and the consequence using the future construction with the simple future indicators "will" and "shall".

Pattern: **"If" clause + Subj. + Simple Present, + Subj. + will/shall/can/ may + Verb**

"If" Clause (Amma) Present + Subj.	Main Clause (Ndak'idem) Simple + will/shall/can/may + Plain Infinitive [Verb]
4a. If Uwakmfon **goes** to London,	he **will** study Cardiology.
4a. Uwakmfon amaka London	anye ala kod ngwed ibanga echid agwo
5a. If Edidiong **comes** early,	we **shall** begin the work on time.
5a. Edidiong amabak ili,	ajid ila ilak itongo utom ade.
6a. If we **teach** them well,	they **can** speak good English.
6a. Ajid amaikpep ammo ne afon,	ammo ekeme isem eti iko mbakara
7a. If rain **falls** early this year,	farmers **will** plant their crops.
7a. Elim amalak ileb k'isua am,	metoinwang ela etoo mkpo
8a. If you **tell** the truth in this case,	I **may** help you out of the matter.
8a. Afo amatang akpaniko k'ikpe em,	ami mekeme unyanga fien nsio ke mfanaam.
9a. If we **forget** the money,	we **shall** not go to Lagos again
9a. Ajid imaifire akpoho ade,	ajid iboho ika aba Lagos.
10a. If Jerry **lives** early,	he **can** arrive Kaduna before 5pm.
10a. Jerry amalak idaka,	ala dook Kaduna nte mia nkanaika ition nluwi

2. Unlikely, Improbable or Imaginary

This second condition refers to a pattern used for describing hypothetical, typically counterfactual situations with a present or future time frame. In the normal form of sentence constructi on in this condition, the conditional clause is always in the past simple tense; while the consequence is expressed using the **conditional future construction** with the modal auxiliaries *would* or *should*.

Pattern:
"If" clause + Subj. + Past Simple Tense, + Subj. + would/should/could/ might + Verb

"If" Clause (Akpedehe)	Main Clause (Ndak'idem) Subj. + would/should/could/might + Plain Infinitive [Verb]
Past Simple Tense	**Conditional Simple Tense**
11a. If Uwakmfon **went** to London,	he **would** study Cardiology
11a. Uwakmfon akpekaha London,	anye akpa akod ngwed ibanga echid agwo
12a. If Edidiong **came** early,	we **should** begin the work.
12a. Edidiong akpelakali,	ajid ikpailak itongo utom ade.
13a. If we **taught** them well,	they **could** speak good English.
13a. Ajid ikpikpebe ammo ne afon,	ammo ekpa esem eti iko mbakara
14a. If rain **fell** early this year,	farmers **would** plant their crops.
14a. Elim akpelaka alep k'isuaam,	metoinwang akpaelak ito mkpo ammo.
15a. If you **told** the truth in this case,	I **might** help you out of the matter.
15a. Afo akpetanga akpaniko k'ikpeem,	ami mkpaunyaña nsio ke mfana 'am.

3. Rejected Condition

This **condition iii**, is a pattern used to refer to hypothetical situations in the past time frame, generally counterfactual (or at least presented as counterfactual). This condition tends to be treated as a forgotten situation since it never took place in the past as a result of the failure registered in the second condition. Here, the conditional clause is often rendered in the **past perfect**, while consequence is expressed using the **conditional perfect.**

Pattern:
"If" clause + Subj. + Past Perfect, + Subj. + would/should/ could/might + have + Past Participle

"If" Clause (Akpede ke ama)
Past Perfect Tense

Main Clause
Conditional Perfect
Subj. + would/should/could/might + have + Past Participle [Verb]

16a. If Uwakmfon **had gone** to London,
16a. Akpede k'Uwakmfon amaaka London,
17a. If Edidiong **had come** early,
17a. Akpede ke Edidiong amalak ili,
18a. If we **had taught** them well,
18a. Akpede ke ajid ima ikpep ammo ne afon,
19a. If rain **had fall**en early this year,
19a. Akpede k'elim amalak ileb isuaam,
20a. If you **had told** the truth in this case,
20a. Akpede ke afo ama tang akpaniko k'ikoom,

he **would have studied** Cardiology.
anye akpakekod ngwed ibanga echid agwo
we **should have begun** the work.
ajid ikpaikilak itongo utom ade.
they **could have spoken** good English.
ammo ekpa ekesem eti iko mbakara.
farmers **would have planted** their crops.
mmetoinwang ekpa eketo mkpo ammo.
I **might have helped** you out of the matter.
ami mkpa k'unyanga fien nsio ke mfanaam.

The explication for the above is that since the tenses above show the senses of every likelihood, unrealised past and rejected conditions, there are many possible variations on these tense sequences. It is advisable, however, to be very careful about using sequences other than those shown above.

Again, one should avoid the common mistake of thinking that the conditional tense is used in the conditional clause. The Conditional and Perfect Conditional are found only in the main clauses for Likely and Rejected conditions respectively. Let us look at the expression below:

21a. If he *would pay* my bill, I should be very happy.
21a. .Akpede ke anye akpa ama ikpe akpoho ade inno nyien, ami mkpa ke nem echid

The **would,** *akpa ama* of the conditional clause is being used in a special way to mean *was willing* [if he was willing to pay my bill…].

It should also be noted that the conditional sentences containing a past perfect can begin with **HAD** followed by the subject; in this case no **IF** is used. For instance:
22a. *Had he* seen the hole, he would not have fallen into it.
22a Anye akpeke kude abe ade, anye ikpiki duoho idook
This expression is a reversed version of the rejected condition such as:
23a If he **had seen** the hole, he **would not have fallen** into it.
23a akpede ke anye amakud abe ade, ikpiki duoho idook

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There are other words which can perfectly be used in introducing conditional tense clauses which require the above tense sequences. These words include: *even if, suppose that, assuming that, on condition that, provided that, as long as, unless, etc,* and they all mean almost the same as *if not* but rather on an emphatic basis. Notwithstanding the above, *unless* is extremely rare in rejected condition but could be used regularly in Likely and Unlikely conditions.

Equally worthy of note is the fact that a singular subject of a conditional clause can take *were*:

24a. If John *were* not playing number 6, who *would* take his place?
[*suppose* John did not play number 6, who *would* take his place?]
24a Akpede ke John ikiwireke ajoho ite itioked, inyie akpe lad itie ammo?
25a. *Were* it not that Mark was known to me, I *would* sue him for unguarded speech.
[*if* Mark was not known to me, or *suppose* Mark was not known to me, I would sue him for unguarded speech].
25a Akpede ke Mark iki mkpereke idem, ami mkpe sio ngwed ke esop nno anye k'ukeng innua.

The use of *"Was"* would not be incorrect or ungrammatical. The use of *were* with a singular subject is mostly in the expression [if I *were* you]. This expression is used in a way in which *"were"* is not the plural but the relic of a verb form called the subjunctive, now happily almost vanished from the language.

On the Position that could be Occupied by the "If- Clause" in a Sentence
There are basically two major positions that could be occupied by the "If-clause" in a conditional tense sentence. These positions are not only grammatically determined, but also syntactically allowed because if an English language user/learner goes beyond these two positions, the construction/s will not only be a mix-up, but also grammatically incorrect. These two positions are:
1. "If-Clause" at the beginning of a sentence. This is a syntactic arrangement which allows grammaticality as in the following instances:

26. If I study hard, I will pass the exam. **Open or Likely Condition (Type 1)**

27. If I studied hard, I would pass the exam. **Unlikely Condition (Type 2)**
28. If I had studied hard, I would have passed the exam. **Rejected or Hypothetical (Type 3).**

2. "**If-Clause" at the end of a sentence**
29. I will pass the exam, If I study hard. **Open or Likely Condition (Type 1)**

30. I would pass the exam, If I studied hard. **Unlikely Condition (Type 2)**
31. I would have passed the exam, If I had studied hard. **Rejected or Hypothetical condition**
      (Type 3).

Conclusion
This paper has tried to sort out what constitutes the differences and the similarities in conditional tenses of both English and Anaang languages and has carefully accounted for each category. The paper has also carefully identified and maintained that the three kinds of conditional tenses that are found in English language are also prevalent in Anaang. It further juxtaposed the tenses that are operationally functional in the conditional tenses of both languages by means of Contrastive Analysis Hypothesis [CAH] as propounded by Lado [1957]. With the CAH, it was possible to carry out a reconciliation of the syntactic categories and the linguistic units in distributional equivalence and concludes that the three types of conditional tenses which exist in English are also available in Anaang and operate at an absolute distributional equivalence. Conclusion was drawn that an Anaang learner/user of English would not encounter any problem in his use of English conditional tenses and vice versa in a second language situation.

Way Forward
As a way of facilitating research on the speaking and learning of Anaang, conditional tenses as a topic should be included in the school schemes of work.
i.   Parents should encourage their children to show more interest in the study of Anaang language as well as English so that a child can

properly master the language without making mistake of transferring the syntactic semantic structures of Anaang language to the English language and vice versa. To achieve this, the Anaang bilinguals has to develop personal interest in the source language by frequently engaging in spoken and written tasks that would enhance fluency in the use of the devices of the target language.

ii. Anaang speakers of English can learn to use acceptable sentence patterns of English by really speaking and consciously approximating the pattern. Doing this will consequently facilitate the learning of the English syntax by the Anaang learners of English in a second language situation.

iii. Tense selection and comparison ordering between the two languages (English and Anaang) are central issues in the current treatment of conditional tenses in Natural Languages (NLs). This aspect of syntax has direct links with semantics. Therefore, the inter-relatedness of morphology, syntax and semantics of English should be emphasized, and the specific aspects of relatedness and interaction, highlighted in the process of developing a second language.

iv. Finally, the teaching of English vocabulary should be taken more seriously than it is currently being done. It should be emphasized here that an effective acquisition of the syntax of a target languages is based upon a strong foundation in lexical knowledge. This a ntural expectation because words are generally regarded as "building blocks" of sentences. The idiosyncratic properties of words determine their patterning within phrase and clause structures of a particular language and, language acquisition is in essence a matter of determining lexical idiosyncacies in every natural language, (Chomsky 1966) in Cook 1993:204).

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Exploring Pragmatic Context in African Oral Literature for National Development in the 21st Century

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Abstract

Language use in any speech community is mainly for communication. The purpose of communication is therefore marked by the choice of medium or tool for communication. Apart from conveying meaning, language use within a speech community is subjected to the community's interactional and transactional norms. Hence, a language user decides what to say, where to say it, when, how and for what purpose language should be used. As language is used based on the people involved and the situation that informs its usage, the concept of context is very germane in this study. The issue of national development in Nigeria cannot be discussed without considering its situational/contextual use. Therefore, this study examines the place of context of situation in African Oral Literature as a vital tool for achieving national development in Nigerian society. The functions of African Oral Literature and its relevance to national development in Nigeria in the 21st Century are enunciated through selected prose, drama and poetry of African setting. This study revealed that context as a pragmatic tool is effective in ascertaining the functions of language in African Oral Literature, and elucidating the contextual meaning of the message being disseminated through each of the genres used. It thus recommends that as African Oral Literature is a form of language use in context, it is suitable for enhancing positive societal change and development, by bringing sanity into the Nigerian economic, political, educational and communal lives through its satirical, didactic and pedagogical, entertainment and therapeutic functions. Hence, teachers and learners of English as a second language and African Oral Literature should endeavour to teach and learn the content of the subjects according to their context of usage, for a result-oriented language

teaching and learning, and positive acquisition of knowledge for national development in the 21st Century.

Introduction

African Oral Literature is the primary form of literature which man grew up to meet in existence. The secondary form of literature is the written form. There have been alternative definitions of African Oral Literature. Some people call it primitive literature, which is not accepted by the custodians of orality, for primitiveness is pejorative. The definition of Oral Literature is both paradoxically intricate and simple. A Eurocentric scholar may come up with a definition that suits his bias and prejudices, while a genuine African Scholar will define the subject with the awareness of the fact that his culture has been misconceptualized and mistakenly misrepresented by the use of pejorative concepts like "folktales", "folklores" and so on. Folklore encompasses things that are necessarily literature, it also involves customs. The argument has always been that there are no folks in Africa. Nevertheless, as much as Africans passionately seek ways to promote their culture and tradition passed on to them through the words of mouth by their progenitors, the fact remains that language is a key factor in any communicative discourse, be it spoken or written.

African Oral Literature, like the written literature can be classified into the three genres of drama, prose and poetry. Of the three genres, poetry is common in all cultures, as it comes naturally in form of chants, recitation and songs. This implies that Africans hold poetry in high esteem as major aspects of their culture and tradition such as festivals of marriage, burial, child-naming as well as festival of the gods and ancestors are mostly celebrated via poetry. Hence, poetry is of a higher sophistication among Africans.

Prose on the other hand comes in form of folktales which are ways of documenting some of the preoccupations of the African society. Drama in oral literature comes in form of performance, which is usually brought to the fore during the observance of the festivals. Many of such

performances are carried out in form of entertainment and/or religious antics.

This study thus presupposes that language use in all the genres of African Oral Literature can still be adjudged appropriate to the growth and development of our society in the present/modern day, irrespective of the influence and effect of technology (especially the social media) on every sphere of human endeavour. Thus, keen considerations of the use of language in selected documentations in African prose, with particular reference to folklores, riddles, and proverbs; examination of requisite use of language and choice of words in selected oral poetry illuminated through songs, chants, heroic epics, praise poems and the likes, and deliberate exploration of the performing arts explicated in drama during festivals in African Oral Literature, will go a long way in bringing to limelight the significance and relevance of language use in context exemplified in the genres of oral literature, for national development in the 21st century.

Objectives of the study

This study aims to explore the use of language in African Oral literature as an avenue to illuminate the functions and relevance of oral literature in the African context as a vital tool in sanitizing, re-engineering and re-channeling the society in the right direction. It also seeks to investigate how language is used to correct some vices exhibited through unwholesome selfish attitudes of our leaders, which are rubbed on the youths gradually and are deep-rooted in the society today. It is also the purpose of this study to exhume the rich cultural practices that oral literature possesses and promotes through language, and which in turn are expedient for national development and a healthy peaceful co-existence of the people in a nation.

Theoretical Framework

This study principally concerns itself with the use and relevance of a form of language in a speech community. So, in order to achieve the aim and objectives which tailor towards the use of language for national development in a discourse, this study considers the pragmatic theory of context relevant to achieving the study objectives. Hence, it is

pertinent to describe the concept of context. Lamidi, (2000:107) affirms that 'the context of a language is the environment in which a text comes to life, it is the environment of language use where every utterance is interpretable, given the background to it'.

Adegbite, (2000:61) opines that 'the term 'context' is an abstract category used by language scholars to provide links between linguistic items and the social and situational factors of communication'. There are two types of contexts which are: the verbal context and the situational context. While the verbal context interprets the linguistic items used in an utterance, situational context interprets language use in a discourse based on culture and situation that calls for the use of language among the participants in the discourse.

Using the pragmatic tool of context to analyze data from African Oral Literature which according to Ogunjimi and Na'Allah (1991:6) is considered as 'the literature of non-literate societies not yet contaminated with the world of technology', it is expedient for the purpose of this study to note that African Oral Literature is considered as relevant data base to achieve the objectives of this study because its creative process and the production are generally affected by the socio-cultural and philosophical setting of Africa, which include beliefs, customs, traditions and modes of communication of Africans. Examining the context of such socio-cultural norms could therefore be palpable for national development in any African nation in the 21st Century.

Literature Review
Oral literature performance is a collective expression and the celebration of culture-related communal experiences that give voice to values. According to Dasylva (1998:27), these values are rooted in the philosophical society. Oral literature embodies the different hues and shades of colour on the canvas of shared cultural experiences. Oral literature is a significant function of the folklore (or culture) of a traditional society, the latter serves as the context which foregrounds the former. If indeed folklore serves as the pool from which oral literature draws its material, it also by implication constitutes the latter's contextuality. Okpewho, (1992:3) for instance, describes African Oral Literature is identified by various scholars by referring to it as: "Oral Literature"

"Orature", "traditional literature", "folk literature" and "folklore". This indicates the consciousness of not only the variety of definitions already advanced for the subject, but also of the pejorative aura of some definitions given by European scholars.

Finnegan, R. (1970) on her part echoes most European scholars but also did not support them as she said:

> The concept of an oral literature is an unfamiliar one to most people brought up in cultures which, like these of contemporary Europe, long stress on the idea of literature of literacy and written tradition. In the popular view, it seems to convey on the one hand, the idea of mystery, on the other, that of crude and artistically undeveloped formulations.

One important idea that cannot be overemphasized in the study of African Oral Literature is the fact that it is an unwritten tradition passed down from one generation to the other, through the words of mouth. This is why it is considered oral. It needs to be clarified at this juncture that its orality does not in any way make it less literary than the written text, for those who stress the idea of literacy and written tradition had to pass through the oral stage. Homer's epic for instance, emanated from the oral stage of the written stage. So, African Oral Literature is not a signal of the "primitivism" of the Africans, our possession of oral tradition is not an indication of African primitivism as oral tradition cuts across all the peoples of the world.

Chinweizu, (1980:26) opines that 'it is the task of the objective African scholars to "decolonize" the criticism of African Oral Literature'. Chinweizu is therefore correct to have insisted that 'it should be borne in mind that 'written literature has a long tradition in parts of Africa because Africa was not totally illiterate when the Europeans arrived there; and some parts of Africa had written literatures long before many parts of Western Europe'.

Ajadi (1999:238) asserts that 'whatever definition scholars (both African and non-African) give, we need to internalize the fact that African Oral Literature embraces the entire spectrum of the African way of life, thoughts and ideas in terms of the philosophy, feelings, behaviours,

psychology, the African relationship with his fellow Africans, and his ways of expressing this relationship in terms of socio-cultural values'. African Oral Literature does emphasize the concept of "art-for-art-sake", an idea which Chinua Achebe has rightly called "a new deodorized dog shit" that emanated from the literary movement of the late 19th century. Instead, it is functional because the elements of African traditions carry the existential experience of the Africans. According to Finnegan (1970:45), African Oral Literature is dynamic in the areas of psychology, sociology, economics, philosophy and religious conviction and in the general well-being of the Africans.

In the light of this, African Oral Literature can be said to come in diverse forms- as riddles, proverbs, oral poetry, and narratives. Riddles, according to Miruka (1994:2) include proverbs, puns, tongue twisters, idioms, euphemes and dicta. A riddle is a short oral puzzle which presents the peculiar characteristics of a concept whether those characteristics are physical, behavioural or habitual and requires the unravelling of the concealed literal reference. It usually involves two people- one throws a challenge, while the other unravels the challenge in a response. The recipient of a riddle has to decode the literal reference and identify the concept meant.

The social functions of riddles include the fact that they are used as overtures before any narratives, so as to give an insight into the content of the story about to be narrated. Riddles are also used for environmental education, to inculcate cultural norms, for social commentary and record of change. Examples are found in the following:

Challenge: A small married woman who cooks better than your mother
Response: Honeybee
Challenge: I am here and I am there
Response: The shadow
Challenge: All around my farm there is only one policeman
Response: The moon or sun

Riddles are also efficacious for environmental education, as they create awareness about what is constituted in the environment. They engender diversity in environment, acting as a tool for making the child understand his environment and construct a full picture of the concept in it. . Examples are in:

Challenge: A person has sweet potato vines, a leopard and a goat. He would like to cross a pond. How would he cross?
Response: He would take the potato vines and the leopard first, then he would return and pick the goat.

Proverbs on the other hand belong to the realm of language use for artistic communication. Depending on the context, proverbs can be used to encourage a leader to forge ahead despite difficulties, to advise a leader during his inauguration that leadership is a challenge and he/she should expect some rough times. Proverbs can be used to criticize a leader who has been overwhelmed by pressures of leadership and/or summarize a situation where a leader has had to suffer for the sake of his/her followers or vice versa.

Examples
1. He who is taught by the mother is taught by the world
2. Wisdom is not always white-headed
3. When the tide is high, it ebbs; he who climbs the ladder comes down again.

Methodology
To attain the set goals for this study, the researchers used riddles, oral poetry, songs from Ayinla Omowura (Apala singer in Egba dialect), and Efe in Ijebu dialect to illuminate the satirical function of African Oral Literature. Drum language is also explicated in the data to show the entertainment and edification functions of oral literature. Some heroic epic from Mali and Zaire Republic were utilized to show the pedagogical and edification functions of oral literature. Prose extracts from Chinua Achebe's 'Things Fall Apart' and 'Anthills of the Savannah' also form part of the data base for this study. Extracts from all the genres of African Oral Literature used in this study are contextually selected to agree with the functions of literature for societal and national development.

Results
Based on the diverse data gathered on this study, the various functions of African Oral Literature are illustrated as follows:

Didactic Function of African Oral Literature

African Oral Literature is very much functional in the area of didacticism in the sense that it teaches moral lessons. African tradition that mostly depicts this function is African storytelling. Traditionally, Africans have revered good stories and storytellers around the world who are rooted in oral cultures and traditions. Among the characters of African stories, most familiar of all are the animals, particularly the wily tortoise, spider and their larger dupes. There are also many stories about people (ordinary and extraordinary), legendary heroes or ancestors. Some familiar features of the folktale can be discerned in 'Tortoise and Birds', an Igbo folktale recounted in Achebe, C. (1966:67-70) *Things Fall Apart:*

> Once upon a time, all the birds were invited to a feast in the sky, the Tortoise "full of cunning", manages to trick the birds out of all the food at the feast, but for his selfishness he is punished. Tortoise falls from the sky and "His shell broke into pieces.

The story explains a cause, origin, or reason for something, and gives an etiological explanation at the end. In this case, it gives reason for why the tortoise's shell is not smooth. The story dramatizes a moral lesson as the greedy Tortoise received pain, shame and reproach for a reward. We can therefore see how didactic the story is. In folktale, words such as "naughty", but not "irredeemably" wicked characters, as Achebe describes Tortoise, are often restored and reintegrated back into society. In this case, "a great medicine-man in the neighbourhood" patches Tortoise's shell together again. This portrays another significant value in African culture and tradition, which is, "the quest for a repentant heart". We can now see how African Oral Literature is didactic to both the offender and the offended. Thus, the act of recounting tortoise stories in African communities can be used to reaffirm the priority and wisdom of the community, reassure its members that balance and harmony can and should be restored, and that community will survive and prevail despite all odds.

African novelist like Chinua Achebe often introduces oral stories – such as narratives, proverbs, song-tale, myths, folktales, fairy tales, animal fables, anecdotes and ballads into literature. An example is in *Things Fall*

Apart where Ikemefuna's song represents a condensed version of an Igbo folktale, according to Emmanuel Obiechina:

> Eze elina, elina!
> Sala
> Eze ilikwa ya
> Ikwaba akwa Oligholi
> Eba Danda nete egwu
> Sala   Achebe, C. (1966: 42) *Things Fall Apart*

Translation: (the singer calls :)
> King, do not eat it, do not eat!
> Sala (the audience responds)
> King, if you eat it
> You will weep for the abomination
> Where Danda (White ant) installs kings
> Where Ususu (dust) dances to the drums

The full tale is the story of a perverse, headstrong king who breaks a sacred taboo by eating roasted yam which is preserved as sacrifice to the gods. The song is an attempt by the people to warn the king not to commit an action that would compromise himself… his high office and the continued prosperity of his people.

Like the king in Ikemefuna's song, Okonkwo is on the verge of committing an abomination, (the killing of a child who has lived with him for three years and called him father). Here, storytelling is used to advise, guide and warn people not to break the law of the land and not to maltreat their fellow human beings.

Another prose narrative that depicts didactic function of African Oral Literature is titled:

The Vulture and the Hen

Long ago, the hen and the vulture used to live on excellent terms helping each other at any time they needed a hand to procure their domestic necessities. One day, the hen thought of borrowing a razor from the vulture to shave the little ones. The vulture though reluctantly gave hen

the razor because it is his only source of livelihood, so, it must be returned immediately after use. Alas, the hen used it and forgot to return it in good time. When the vulture asked for the razor, the hen sought for it but never found it. She tirelessly sought everywhere to the extent of pulling down her hut, scratched and scratched the ground, all to no avail. The vulture then gave her a condition that each time he calls asking for the razor and the hen fails to produce it, she will substitute a chicken for it. This the vulture did continuously till today because the hen could not find the razor. This is the reason why the hen is always scratching the ground, and the vulture swooping on chicken even in our days. The hen is still searching for the razor and the vulture compensating himself for its loss.

It is obvious that there are moral lessons to be learnt from this story which affirms that it pays to be careful and mindful of the way we handle other people's things, and that one should be content with whatever one has. As the saying goes- 'he who goes a borrowing goes a sorrowing'.

Pedagogical Function of African Oral Literature
The functionalism of African Oral Literature is also very much pronounced in the area of pedagogy which is closely related to didacticism. Oral Literature in Africa, right from the ancient times, has been used for pedagogical purpose as children and young people are usually taught the rules, beliefs, culture and superstition of the society they belong to through oral literature. Oral Literature then becomes an unwritten document containing the rules, beliefs, culture and taboo of any community in Africa. Heroic epics for instance are usually mythical, didactic and etiological. This means they explain how certain institutions came about in a society. This is obviously pedagogic in outlook.

African epics also perform moralistic functions, but these functions are more implicit than explicit as the hero is usually a national hero who brings culture and institutes a particular way of doing things. The effectual

conformity of the hero to the ethical values and social norm of his society and culture is also emphasized and this is pedagogic.

Oral literary tradition in Africa helps to project African politics, history, philosophy, science and ethics. Every folktale for instance teaches lessons on politics, culture, religions, economic, social and ethical matters. For example, a Yoruba proverb asserts that: "Omode gbon, agba gbon, l'a fi da Ile-Ife", meaning-, '*the youths'/children's wisdom combined with those of the adults are used to establish Ife tribe or land*". This proverb teaches that the old and the young are both relevant in national development and growth of a tribe or ethnic group, as they both have ample attributes to contribute to the positive changes of their society, so, no one should be relegated, neglected or pushed aside in decision making process. In line with the pedagogical function of African Oral Literature, one can deduct from the following that riddles can be used in teaching Mathematics and Logics, thus:

Challenge: Afar Fallarood god wadagate (Four arrows meet in a hide simultaneously)
Response: Geela marka lailsayo (Milk entering a gourd during milking) (SOMALI)

Therapeutic or Medicinal Function of African Oral Literature
A lot of advantage is derived from African Oral Literature when it comes to the application of therapy and the use of medicine. African medicine for instance has been very much useful in the contemporary context of health-care delivery. Most diseases that are very difficult for modern orthodox medicine to cure can very well be treated and cured by traditional medicine. African traditional medicine can easily take care of diseases like malaria, diabetes mellitus, ulcer, tuberculosis, sexually transmitted diseases, asthma and so on. A lecturer at the University of Ilorin, Dr. Gabriel Ajadi, has just developed an anti-malaria drug called "*Ajadilopea*" from the local herb. The involvement of Ifa Oracle is also an important aspect in the role of African religion as a source of solutions to critical human problems. We are taught to obey instructions, especially medical prescriptions which are given from the perspectives of the expert, if we must get well from any form of ailment. Yoruba incantatory

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poetry is both ritualistic and religious where the supernatural forces are controlling the universe.

The primary content of this poetry is ritual observance. It can be referred to as a prayer in disguise. Thus it has: 1. Negative Correlate which implies a formula which is based on the denial of a happening's possibility especially something evil. For example in:

> A kii gbo gbi, irawe, a kii gbo gbi, eera, So, I must not fall gbi!

'Irawe' is a dry leaf, while 'eera' is an ant'. For illustration, one can deduce that whenever either of these falls on the ground, no one hears any sound, so, "no evil report shall be spread about me."

Also, we have incantations used against conspiracy of opponents. Example:

Agbajo igi won kii ju iroko -Meaning: Several collections of trees are not equal to an Iroko tree.

This is a way of fortifying oneself against adversaries. It is also a way of connecting oneself to the supernatural sphere for protection.

2. Positive Correlate is based on the affirmation of a wished occurrence. For instance:
   i.   Ewe osan a san wa o, lasan male
   ii. Oju oro nii leke omi, Osibata nii leke odo, kawa leke ota wa O.

This simply means that one will always overcome, in spite of any predicaments hovering around one, as long as the water lilies would always float on the water, and the orange leaves reveal the potency of the orange tree. By implication, words are used here to pray for oneself and pronounce good wishes upon oneself or other persons.

African festivals also have therapeutic effects on the celebrants/ worshippers. The festivals of ancestors depict the Egungun festival. It is the general belief of the participants that their ancestors have descended from heaven to cleanse their community. Egungun (though depending on the clan) comes out in the mid-night from the groove and roars as a way of scaring or warding off evil spirits. It is called Okebadan, in Ibadan land, to purify Ibadan land from the bad deeds committed by Lagelu on

Okebadan. In Owu-Ikija in Ijebu land, fire is used for purification when each person lights fire-brand (oguso) and tries to chase wicked ones/spirits away. In some other tribes it may be Oro festival, Agemo festival, Osun festival or Sango festival that they worship for societal purification. The worshippers often consider any pronouncement in form of prayers or curses (as the situation demands) as sacred utterances from their progenitors.

Satirical Function of African Oral Literature

In African communities there is a great deal of satirical chanting for corrective purpose. The real context of satire is for bringing sanity and decorum into African communities. It is regarded as an important ordeal to comment on the evils that have been done to the community in order to cleanse it and make evildoers realize their evil deeds. The voice used is usually that of the masses, but echoed by an individual or group. Satirist exaggerates in order to win the hearts of the masses. The types of people that are mostly satirized are:

i. Women who are not reserved, or who always prove superior but gullibly yield to seduction of men;
ii. Women that are promiscuous and wayward;
iii. Corrupt politicians or town chiefs;
iv. Influential personalities who are arrogant and insolent.

The essence of satire to these different behaviour is to abhor the offender and mock him or her publicly with abuses that are maliciously rendered so as to force or persuade the person to change for the better for his or her own good and for the good of the society at large. So, satire is often used for corrective purposes. The following are examples of chants and songs usually rendered during festivals or other public gatherings to achieve specific purposes:

> Owo titi bu wen ti se? Owo titi bu wen gbe gba O?
> A gbe wen leyin e tun fi bu wa je,
> Orisa oke a bi wen o   (Efe, in Ijebu dialect)

Meaning: ("*What have you done with the money that is meant for mending/ constructing the road? We voted you into power, but you are not representing us well. God will surely visit you with His wrath if you are not accountable to the masses*").

This is issued to the corrupt leaders and politicians who use public fund and properties for personal and self-aggrandizement rather than for the purpose it is meant to serve.

In the same vein, Ayinla Omowura, an 'Apala' singer from Egbaland, also sang satirically to sound a note of warning to any woman who engages in an act of promiscuity, especially bleaching thus:

Aanu re lo se mi, l'o je ki nba e damoran (2ce)
O ye ki o bi meji k'o o to bora.
(Meaning: *'Let me just advise you out of pity that you should try to have at least two children before going into the act of bleaching, because the outcome of bleaching may be catastrophic during child delivery, in case you may want to be subjected to Caesarean section'*).

Also, drum language can be used to perform satirical function for societal moral and social development. An example is in the following:

Iyawo gboran s'oko 'enu (2ce).
Ni'gba t'o ba ya, wa loko o feran re,
Gboran s'oko lenu. (Meaning: *'Wife, obey your husband so as to always enjoy his favour'*).

This, is a message for young and old married people (especially wives) to be sober, humble and submissive to their husbands, to ensure a happy and peaceful home in particular, and habitable society at large. Of course, miscreants in the society are often products of broken marriages.

Entertainment and Communication function of African Oral Literature

When it comes to entertainment and communication, African oral poetry and drum language (which forms a vital aspect of oral literature) play key roles in the lives of individual members of a society and the society in its entirety. Drum language for instance is a form of oral traditional performance in Africa through which instructions and information are given to individuals or group of people as warnings, advice, or praise. Some people refer to a type of drum as –'African talking drum' popularly

called "gangan" in Yoruba language. Drum language as the name implies is the message one gets when a drummer manipulates the drum (by following the tone in African tonal languages) for the purpose of communication, entertainment and rituals. For the purpose of communication, drum language plays dominant significant roles in re-engineering, re-channeling, and restructuring the society at large and re-directing individual members of the society in the right direction through songs, chants, dance steps and a host of other related ways. For instance, drum language, can be used to sanitize or re-engineer the society towards positive direction by urging the leaders or elders in the society, the likes of kings and eminent personalities to speak the truth always and say things the way they are, without any form of intimidation or prejudice.

An example is in this drum language:

B'o ba ti ri ni e wi (2ce)
Ala ki i b'omo leru, k'o ma le e ro, b'o ba ti ri ni e wi.
(Meaning: '*Say it as it is, a child is never afraid to relay his dream*')

The message here is that an elderly person is expected to be a role model that should steer clear of corrupt practices and shady dealings as a result of bribery. He must not join the multitudes to do evil, rather, as an elderly person, he must be ready to be a lone voice for truth and integrity.

In "Saworo ide", a play by Akinwumi Isola, produced and directed by Tunde Kelani for instance, drum as a veritable instrument of entertainment and communication was used to institute the course of justice where history was about to be re-written because of inordinate quest for position or power. In the play, the drum as a historic symbol of cultural preservation was sounded to trace the truth and institute justice in putting the rightful person on the throne of his forefathers. A spectacular drum has to be sounded, and once the drum is beaten, it is only the rightful person to the throne that would be able to decode its message and act according to its dictates.

Aso funfun nii sunkun aro, ejigba ileke ni sunkun ekeji dandan (spiritual connection)

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If a wrong person is enthroned through a dubious means, at every sound of the drum the person would develop a great headache that would eventually lead to his death.

Buttressing the functionality of African Oral Literature in the area of entertainment and communication, the great African novelist, Chinua Achebe himself explains that a story does many things. "It entertains, informs, it instructs". He further said in, Achebe's (1987)'s *Anthills of the Savannah*:

> It is only the story that can continue beyond the war and the warrior. It is the story that outlives the sound of war-drums and the exploits of brave fighters. It is the story…that saves our progeny from blundering like blind beggars into the spikes of the cactus fence. The story is our escort, without it, we are blind.

Edification Function of African Oral literature

African Oral Literature helps in edifying people in the society and instill a sense   of belonging and morality in them. These functions are exhibited by heroic epics. Examples of heroic epics are: 1. Salute to Opomulero (from the Oriki of the Yoruba, translated by Prof. Oludare Olajubu).

> Opomulero Mojaalekan Abimbesu native of Aleoyun
> (Meaning: A good roof tree that is called Moja.
> Cloth makes the whole man….)

Opomulero means (the post/beam that holds/ fortifies the house). This is a praise rendered in honour and memory of a legend – a former king of Oyo of Iwata origin. The words of the praise poem serve as a reminder of his power, value and prowess as exemplified in the meaning the words connote.

1.   Shaka (Izibongo of Zulu)
>   Dlungwana Son of Ndaba!
>   Ferocious one of the Mbelebele brigade,
>   who raged among the large kraals,
>   so that until dawn the huts were being
>   turned upside-down

Further examples of heroic epic are:

- The Menzon cycle of the Bambara (Mali republic)
- The Silamaka Epic of the Fulani (Though great, he was killed by an uncircumcised albino)

- Sunjata Epic of the Mandeka
- The Mwindo cycle of Banyanga (Mwindo could walk and talk from birth)
- The Lianja Epic cycle of the Mongo (Lianja came out of his mother's tibia with all the weapons and insignia of his father)
- The Mabila Epic of Balega
  (Zaire Republic) Mubila speaks in the womb, uses magical formulae, and selects his own name.
  No wonder Leslie Marmon Siklo said in his epigraph to ceremony (1977)
  > I will tell you something about
  > Stories …. They aren't just entertainment…..
  > They are all we have….. to fight off illness and death.
  > You don't have anything if you don't have the stories.

Conclusion

One of the fundamental things that Festival of Arts and Culture (FESTAC '77) has tried to achieve is to help Africans recover their cultural pride from ages of denigration and contempt. It was significant that the festival devoted a considerable part of its activities to oral literary performance in form of songs, recitals, music and dance because oral literature has for a long time been one of the sources of cultural discredit. The study of the oral traditions of various African societies has become a truly serious business which has moved steadily away from the limited evangelizing purposes of the earlier Christian Missions from Europe (in which folklore was systematically collected and carefully employed by the missionaries to get their messages and wishes across), to a more intellectual acceptance of the oral material both as legitimate and respectable aesthetic qualities. Considerable attention has also been given to the study of the physical form of the oral tradition.

Today, linguistic science addresses itself to oral literature not as a way of understanding the strange character of uncultured (as most of the 19th Century Philologists did), but for the purpose of exploring the complex beauty of its structures. Rather, oral literature scholarship (with an eye on the material as first literature and then something else) has gone further in seeking to establish the real aesthetic basis of this kind of literature. It has thus become possible for us to correct the misconception

of earlier generations of scholars, especially foreigners, about oral art in Africa.

Of poetry, there is a good deal both in the sense in which we have come to recognize the word in literature culture and in the more dynamic sense of the live act of creation in a context orchestrated by music and the human response of the audience.

Of metre and rhyme, we can point (among other things), to the skill with which various communities (e.g. the Hausa and Fulani) have struck a balance between the form of the **casida** verse from the received Arabic culture and the fundamental looseness of traditional African prosody. One very significant feature of oral literary study in Africa today is that Africans themselves are doing much of it and achieving much through it. Professor S. Adeboye Babalola's heroic poetry (Ijala) of Yoruba hunters ranked as one of the very few attempts made in African Oral literary study to subject a wealth of material to critical analysis. Professor Daniel P. Kunene's study of Sotho heroic poetry remains unmatched in the area of formal and stylistic analysis of African Oral literature.

One of the things that our study of oral literature has opened our eyes to is the deep personal touch with which the oral narrative poet weaves his personality easily into the fabric of his work in many circumstances. The study of oral literature in Africa is thus deeply consonant with the quest for cultural rediscovery. To crown it all, the pedagogical, didactic, satirical, entertainment, therapeutic, rejuvenating and aesthetic nature of the African Oral Literature will make it ever functional and relevant in any discourse for national development and in whatever circumstance in African societies in the 21st Century and beyond. In order to concretize all that have been raised as points in this write-up, it is expedient to conclude this study with this praise song titled:

Praise of the Word
The word is total, it cuts, excoriates, forms, modulates, perturbs, maddens, cures or directly kills, amplifies or reduces according to intention. It excites or calms souls. (*Praise song of a bard of the Bambara Komo society.)*

Way Forward

From this study, it is obvious that Africans have the tools and resources sufficient for the growth and development of the continent in the power of language. So, it thus recommends that;

i.   African leaders can utilize the creative nature in which language is used in African Oral Literature in solving some social, political and economic challenges in the society, to ensure national development.

ii   Parents and teachers and other stakeholders in child upbringing through formal and informal education should use the rich cultural ethics embedded in African story-telling, praise poems, riddles and jokes and the likes, to teach children at all levels of learning, how to conduct themselves at home and school, for a healthy interpersonal relationship in both the informal and formal settings. As it has been revealed in this study that riddles and folktales broaden the intellectual horizon of the African child, teachers should use them as rich language teaching methods to enhance creativity and quality in language acquisition.

iii. The use of language and choice of diction in African songs and drum language also play vital roles in sanitizing the home and society at large, hence, should be inculcated in the school curriculum and used during indoor and outdoor games at school and home, to impart morals in children and adult members of the society, thereby curbing vices, thus promoting healthy positive behaviours leading to national development in this age of civilization.

iv. African proverbs phrased towards building the society should be regularly used at home, school, social and religious settings in order to teach the members of the society (irrespective of their age or status) the rich African norms and values. This will go a long way in reminding the young and adult members of the society of the rich African heritage that must not be jettisoned in the name of civilization.

v.   African proverbs are strong pragmatic language tools that can help African leaders in decision making, culminating in solving diverse societal problems emanating from ethnic, religious, and social differences among citizens.

vi. On the whole, this study upholds the fact that language use in the three genres of African Oral Literature is efficacious in building a healthy society, therefore should be consciously taught and passionately used among all citizens irrespective of age and status, so as to encourage national growth and development in all facets of human endeavour in the 21st century.

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English Language Teaching for National Development in Rivers State Nigeria

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Abstract

Education is a special discipline that is basically connected with methods of teaching and learning in schools or school-like environment. Education is generally geared towards national development. This research therefore considered English language teaching as an integral part of education that leads to national development. The aim of this research is to identify language teaching in secondary schools as a pointer towards national development. A descriptive survey research was used with 20 item questionnaires titled English Language Teaching for National Development (ELTND). This was done through quantitative data collection. There were 300 respondents who were secondary school language teachers. The analysis was done through mean and standard deviation on 4 point rating scale. Findings demonstrated that language teaching is key for the overall national development.

Keywords: Education, Language Teaching, National Development.

Introduction

Education is considered as the transmission of the values and accumulated knowledge of a society. Education is organized to guide learners in learning a culture, molding the learners' behavior and leading learners to occupy their responsibilities in the society. Education is the process of receiving or giving systematic instruction especially at a school or university. Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. The wealth of knowledge acquired by an individual or a group of persons after studying particular subject matters or experiencing life lessons that provide an understanding of what has been studied.

Anukam (1999) defines education as the aggregate of all the processes by which a child or young adult develop the abilities, attitudes and other form of behaviors which are of positive value to the society in which he lives. Education is the action or process of educating or being educated. It is a stage of being educated which results to knowledge and development. John (2017) explores the meaning of education and suggests that it is a process of inviting truth and possibility. It is a wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life.

Language

Language is a system of communication, either spoken or written consisting of the use of sounds, words or gestures and/or symbols in a structured and conventional way (Oruwari 2017). Language is not an abstract construction of the learned, or of dictionary makers, but is something arising out of work, needs, ties, joys, effects, tastes, of long generations of humanity and its bases, broad and low, close to the group (Azikiwe, 2007). All these definitions implies that language has form, structure, rules as code and has the functional rules for communication. Language is a strong medium that empowers effective communication even in the educational processes. Language is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture express themselves. The function of language includes communication which is the expression of identity, play, imaginative expression and emotional release (Henry and David, 2010). The language under consideration in this study is English language as a second language in Nigeria. English language is an official language used as a language of commerce, administration, instruction etc.

Language Teaching

Language teaching is not a simple process. A language teacher must have scientific approach to teach a language. Language is the essential research resource for language professionals in providing a rich and expert overview of research in the field of second-language teaching

and learning. The second language in Nigeria is English language. It offers critical survey articles of recent research on specific topics. (Oruwari, 2017), Nwigwe & Izuagba (2012) observe that the methodology adopted by the English language teacher may hinder or promote learning. It further notes that an English language teacher needs to have knowledge of a variety of teaching methods. He can select form in the teaching/learning process. Ezeude (2007) notes that language teaching method is the overall plan for the orderly presentation of language materials, no part of which contradicts and all of which is based upon the selected method. Oruwari (2017) expresses that language teaching methods refers to classroom techniques and practices that are used in teaching of a second language.

National Development
The term national development is very important and comprehensive. It includes all aspect of the life of an individual and the nation. It is a process reconstruction and development in various dimensions of the nation and development of the individual. It includes full growth and expansion of the nation industries, agriculture, education, social, religious and cultural institutions. National development implies development of a nation as a whole. It can be best defined as the all-round and balanced development of different aspects and facets of the nation through political, economic, social, cultural, scientific and material. Bawa (2018) defines national development as the total effect of all citizen forces and addition to the stock of industrial and human resources, knowledge in skill. United Nations Decade Report (2014) has defined national development as growth plus change. Change in turn is social and cultural as well as economic and qualitative. The development of the nation covers such areas as;

(a) development through a planned national economy (b) increase in agricultural production through application of modern technical know-how (c) harnessing industrial production (d) development of human resources(e) application of science and technology in production sector (f) provision of mass education and (g) provision of various facilities to meet the needs and aspirations of disadvantaged, deprived and poorest of the poor segments of population.

Theoretical Framework

Language learning theories have been the subject of heated debate for centuries. The language theories guide a teacher to select and follow an approach to the teaching of any new language. The language teacher, not being a theoretician will always rely on the linguistics, psycho-linguists and socio-linguists' research. These theories practically direct and help the teacher to create ways and methods in the teaching of foreign language in the classroom (Brilliant Thinker, 2018).

This study draws from the modern psychological medium to language based on behaviourist and cognitive theories of language. The behaviourists consider language learning as a process of conditioning and the expected goal in learning is achieved by a series of stimulus and responses. The behaviourists note that learning takes place because of the relationship between stimulus and the learners' responses to it. As a result of the conditioning, the learner will be able to give the expected response and then it can be said that he has learned. Linguists were influenced by behaviourism in the 1930s and 40s and as a result, publication of teaching materials based on behaviourist theory were in circulation and highly encouraged.

On the other hand, the cognitive theorists believe that each learner has a cognitive structure into which any new learning is absorbed. "Mentalistic" is another name for cognitive theory because all cognitive interpretation of language learning depends on the neuropsychological base of thought. Cognitive theoriticians see language learning as a "meaningful process". They validate experiential language learning since the learner will understand the new input and connect it with previous inputes or experiences. David (1984) considers learning especially experiential learning as a lifelong process. Experiential learning is a part of personal growth and development. Experiential learning is based on maxim, which learning a new language is learners' prerogative and responsibility. Experiential language learning enhances learners' ability of self-direction. The two theories are centred on the growth and development of the language learner which later leads to the national growth and development. The purpose of the study is to find out how English language teaching can lead to general development. Specifically, the study seeks to highlight the contribution of English language teaching

to individual development and determine how language teaching leads to the development.

Statement of the Problem

National development concerns with the growth and development of the individual and the nation. The individual grows through the educational process. The effect of the individual growth results to the national development. How can the growth and development of the individual be achieved through education without English language teaching? How can the growth and development of the indiv idual be obtained without involving English language teaching in one stage or the other of the individual's educational process?

Research Questions

1. What are the contributions of English language teaching to individual development?
2. How does English language teaching lead to the development of a nation?

Methodology

This study is a descriptive survey type of research design. Three hundred English language teachers from five local government areas in Rivers State, Nigeria were randomly sampled. A sample size of 180 English language teachers was randomly selected from ten secondary schools. Two Secondary Schools were selected from each Local Government: Andoni LGA, Khana LGA, Eleme LGA, Obio-Akpor LGA and Port Harcourt LGA. A designed questionnaires titled English language teaching for national development (ELTND) consisting of two sections was used. Section A, has ten questions that centre on national development and section B has ten questions that concern individual development. The instrument was subjected to both face validity to ensure valid based of the instrument and content validity to adequately cover the scope of the study. The reliability of the instrument of 0.79 was gotten using Pearson's Product Moment Correlation Co-efficient. The questionnaire was structured along four point scale of very high (VH), High (H), Low (L), Very Low (VL) and weighed 4, 3, 2, 1 point respectively. The generated data was analyzed through the mean and standard deviation on the 4 points rating scale.

Results

Research question 1: What are the contributions of English language teaching to individual development?

Table 1: The Mean and Standard Deviation Rating of the Contributions of English language teaching to individual development

S/N	Items	N	Total	X	Sd	Remarks
1	English Language teaching improves the capacity of national development.	180	527	2.93	1.08	Strongly agreed
2	Proficiency in the national language encourages team work for official development.	180	544	3.02	1.00	Strongly agreed
3	English Language communication is the key to the development of every nation.	180	562	3.12	1.10	Strongly agreed
4	Cross-polination of national ideas is a function of official language proficiency.	180	542	3.01	1.10	Agreed
5	The role of English language for instructional purpose ensures speedy national growth.	180	515	2.86	1.07	Strongly agreed
6	Industrial unity relies on the proficiency of the English language speakers.	180	461	2.56	0.77	Agreed
7	The unity of a nation is founded on the use of the official language which is English language.	180	542	3.01	1.10	Strongly agreed
8	Administrative activities of any given nation is successful with the utilization of the officials language.	180	509	2.83	1.01	Agreed
9	The educational base of a nation which prosper development depends on the language in use.	180	4.70	2.72	0.80	Agreed
10	The political structure of a nation is dead without English language in use.	180	4.95	2.85	1.02	Agreed
	Grand Mean			**2.86**	**1.00**	**Strongly agreed**

The table 1 data demonstrates that respondents strongly agreed that English language teaching lead to individual development as indicated by the various mean scores with the standard deviations respectively.

Research Question 2: How does English language teaching lead to the development of a nation?

Table 2: The Mean Standard Deviation Rating of the contribution of English language teaching to national development

S/N	Items	N	Total	X	Sd	Remarks
1	English Language teaching improves the capacity of national development.	180	527	2.93	1.08	Strongly agreed
2	Proficiency in the national language encourages team work for official development.	180	544	3.02	1.00	Strongly agreed
3	English Language communication is the key to the development of every nation.	180	562	3.12	1.10	Strongly agreed
4	Cross-polination of national ideas is a function of official language proficiency.	180	542	3.01	1.10	Agreed
5	The role of English language for instructional purpose ensures speedy national growth.	180	515	2.86	1.07	Strongly agreed
6	Industrial unity relies on the proficiency of the English language speakers.	180	461	2.56	0.77	Agreed
7	The unity of a nation is founded on the use of the official language which is English language.	180	542	3.01	1.10	Strongly agreed
8	Administrative activities of any given nation is successful with the utilization of the officials language.	180	509	2.83	1.01	Agreed
9	The educational base of a nation which prosper development depends on the language in use.	180	4.70	2.72	0.80	Agreed
10	The political structure of a nation is dead without English language in use.	180	4.95	2.85	1.02	Agreed
	Grand Mean			**2.86**	**1.00**	**Strongly agreed**

The data in table 2 portray that the development of a nation is dependent on language teaching as indicated by the various mean scores and the standard deviation respectively.

Discussion of Findings
The findings in research question one reveals that language teaching is directed towards the development of the individual. The findings show that language teaching improves the intellectual ability of the learners, intelligence of the learners, and academic commitment of the learners. These findings agree with Piedrahita (2016) who notes that language teaching encourages the language teacher to provide students with the required knowledge and skills, attitude and values. According to her, language teaching assists language teachers become aware of the importance of enhancing students' learning and their life chances. The findings also show that language teaching improves learners' academic performance, learners' growth and development and learners leadership qualities. This is in one accord with Coleman(2011) who notes that the teaching of English Language (Second language) is for employability, international mobility and development, unlocking development opportunities and accessing crucial information of the language learners. The findings also indicate that language teaching encourages national development, proficiency of the national language among the language users, national industrial unity and national education, political and administrative structures. The findings is in line with Ani-Ebere (2004) who recognizes that language is an integral part of a man and that the overall development of a nation is based on language teaching. Every democratic nation requires the use of language teaching for democracy to flourish and to be entrenched.

Conclusion
The personal and national development is what makes a nation. Education is an integral part of every development; language teaching is core in educational process. Education for all is the business for all nations, thus language teaching is for national development. It is hoped that if there is an effective implementation of the policy concerning language

teaching in the various academic levels of learning, there will be an improvement of both individual and national development.

Recommendations

Considering the expected improvement in the individual and national development, the following recommendations are made:

1. School curriculum should be geared towards improving English language teaching in schools.
2. The government, heads of schools, community heads and English language teachers as stake holders should encourage all English language teaching programmes and the English language teachers in all schools.
3. English Language teachers should plan activities that will help them regularly interact with the government on the one hand and the local communities on the other hand.

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Syntactic Study of English Concord Difficulties Encountered by Students of Management Sciences in Akwa Ibom State University

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Abstract

This study attempts a critical survey on the grammatical inadequacies that have plagued the performances of second language user/learners of the English language in the Use of English course and the resultant effect of these shortcomings on the educational systems, a package of problems traceable to lack of proficiency in the area of concord. To achieve this purpose, five departments were selected from the six departments of the faculty of Social and Management Sciences, Akwa Ibom State University, Obio Akpa Campus, and 150 students (30 from each department) were selected by stratified random sampling technique from a total of 673 students of year 1, direct entry years 2 and 3 as well as carry forward students of years 2 and 3 of the five departments selected. The theoretical frameworks employed for this study are the Surface Strategy Taxonomy and Comparative Taxonomy. The instrument for data collection was Objective Test, thoroughly supervised to ensure validity; fifty objective questions on concord were administered on the sample, and the data collected were analysed, using '80' as the standard mean for competence. The result reveals that the subjects' 'over all' mean score of 44.2, fell below the standard, denoting lack of competence in the area of concord. As a result of the findings, recommendations were made, one of which is a call for a review of the present language curriculum to include extensive and exhaustive topics on concord principles and other verb- related topics in order to attain improved level of attention

on these areas in order to bridge the Gap between Teaching and Research for a Reflective Nigerian Society.

Keywords: English concord difficulties, grammatical inadequacies, educational systems, level of attention, teaching and research

Introduction

Sentence construction is basically a reflection of 'Concord' agreement which constitutes the bedrock of English grammar. This is because one would scarcely produce any grammatical utterance without a considerable level of competence in that area. Since literacy calls for one to be able to speak, read and write properly, it has tended to be humiliating to have an encounter with people who have attained at least secondary education, unable to adhere to the basic rules that govern the English Language (Ogbonna, 2013:1). There is therefore, the feeling that user/learners' proficiency in the language at all levels of the educational system is quite low, despite the prominent position English language occupies and the functional workloads with which it operates globally (Otagburuaga and Enuesike 1998:17).

In fact, the competence in the acquisition and use of the English Language by students generally has been on a steady downhill slide and this phenomenon is most noticeable or marked in students with the science-oriented fields of specialty. It is a challenging need which is staring us in the face, because there is the expectation that every literate person should be able to have 'a control' of the language of instruction, especially in a situation where such a language is also the official language of the country (Ogbonna, 2013:2).

To be ungrammatical in the construction of sentences in the target language is an abuse to the language which may result in confusion and a breakdown in communication; a performance which belies the grammatical role expectation from such a user/learner.

On Researches on Concord agreement as a Concept

Concord, also known as agreement is a grammatical concept in sentence construction and is basically concerned with the manner in which a noun or pronoun relates with the verb in a sentence. It is centered on

agreement in number, of the subject of a sentence, with the verb of that sentence. Put in a different way, concord means agreement between different parts of a sentence, such as the subject and the predicate. Concord, in the words of older grammarians like Francis (1986:309) and Quirk (1985:755), is "the relationship between grammatical units in such a way that one of them displays a particular feature (e.g. plurality) that accords with a displayed (or semantically implicit) feature in the other". Dodano (2008), in the like manner upholds that concord is a grammatical relationship of the words, which affects the form of one or more of them. Hasselgard (1999), cited in Ogbonna (2013) are of the opinion that:

> Concord is agreement in grammatical form between elements in a clause or phrase. The term refers most commonly to the agreement in the form of the subject and the form of a verb in a sentence. It also applies to the relation between noun phrases and co-referential pronouns.

In the same vein, Baker (2003) and Drennan (2003) see concord as agreement in gender, case, number or person between different words that share a reference. In a more technical platform, Eka (1994:181) noted that three subtypes of concord are often isolated in English: subject-verb concord, pronoun-antecedent concord and time reference concord.

1. On Subject-Verb Concord

The first rule of concord agreement states that a verb must agree in number with its subject. It means that there should be harmony between the subject and the verb, Eka (1994:181-182). Zenteno (2008) cited in Ogbonna (2013:8) notes that it is the most important type of concord in English, and involves mainly number and or person. Drennan (2003) and Zenteno again agree that there are **three principles** which regulate this concord's first rule (S-V Concord): formal or grammatical concord, notional or semantic concord and proximity concord.

Grammatical Concord

This type requires agreement between the grammatical form of the verb and the grammatical form of the number. Hassselgard et al (1999:2) informs that this is the principle that dictates that the subject must agree in number (singular subject with singular verb and plural subject with plural verb) with its subject; a general or conventional principle which, however, is not followed accordingly by some elements in some constructions; and in some cases, it leads to conflict with other grammatical concord or principles. For instance, the pronouns 'I' and 'You' do not obey the subject-verb concord rule, they normally agree with the plural forms of both modal auxiliaries and possessive pronouns, such as:

1. *I have a car* (not I has a car) or *I have come* (not I has come).
2. *You are to leave now*. (whether singular or plural) or *You have to come early*.

The forms of the verb which these two elements agree with are all plurals as against the singular forms dictated by this first rule. Ungrammatical constructions would however, appear if these two forms of grammatical subjects accept the principle. For instance,

3. * *I has* a car or *I has* come. (ungrammatical)
4. * *You is* to leave now or *You has* to come early. (ungrammatical)

These are ungrammatical constructions which would result from the first rule if all the grammatical forms of the subject accept the rule.

Notional Concord

This is agreement of verb with its subject according to the idea/notion of number. This concept allows the notion of 'singular and' 'plural' in the subject instead of using the grammatical form to determine the form of the verb to be used. This agreement is therefore, based on the notion or the idea of number, rather than on the actual presence of the grammatical or formal marker of such an element. That is why McArthor (1998) sees it as agreement by meaning rather than by grammar, in contrast to, and in conflict with grammatical concord. For instance, using the 'collective nouns' such as 'family', 'audience', police', 'team' etcetera. The following expressions are acceptable both at the levels of grammatical and notional concords:

5. My *family sends* greetings to you. (grammatical concord), where *"family"* is regarded as a singular or a united entity functioning as subject and so attracts a singular verb *'sends'* to match.
6. My family are here for the show. (grammatical concord is broken), where singular subject attracts a plural verb because the notion of plurality is present in the subject "family"; and so is here treated as the individual members who make up the group or collection.
7. Our *team was* able to beat *its* opponent in the football encounter.(treated as No.5 above).
8. Nigeria Police receive bribes on their duty posts.(treated as No.6 above).

Proximity Concord

This theory recognizes agreement with the closest subject (noun or pronoun). According to Frank and Ernest (2010:7) and Drennan (2003:2):

The principle of proximity involves number attraction and denotes formal agreement between the initial constituent of the verb phrase and the noun/pronoun that most closely precedes it; by so doing, grammatical concord is established between these elements instead of the normal agreement of the head of the noun phrase/subject. Put differently, proximity concord rule states that in the case where a correlative joins two subjects together, whether compound singular or plural subjects, and there is a difference in number (the first subject may be singular while the second is plural or vice versa) between the two subjects in a construction or sentence, the verb **MUST** agree in number with the nearer subject as in the following examples:

9. Either the boys or their lecturer *is* to sign this document on behalf of the Head of Campus. Here, 'the boys' and 'the lecturer' (subjects of the sentence), differ in number and so, the verb 'is' agrees with the nearer subject which is 'the lecturer'.

Apart from the three subtypes of concord discussed above, there are other rules of concord advanced by different authors on various situations that should be adhered to in order to ensure the construction of error-free sentences. These other rules include the following:

Adjectives (in base form) being used as nouns takes the plural verb when they describe or refer to persons – personal adjectives (Drennan 2003:3; Frank and Ernest 2010:7) for example:

10. The poor deserve our sympathy. (poor people)
11. The wicked are normally kept in the prison. (wicked people)
      When such adjectives are non-personal (not referring to persons), the singular verb is used (Drennan 2003:2-3), for instance:
12. No evil deed goes unpunished. (evil thing)
13. The evil that men do lives after them

Other adjectives that are noun-based which also attract singular verbs are listed below:
 The accused- singular or plural; the deceased (specific reference); The insured- singular or plural.

Note: But there are some exemptions or exceptions to the three subtypes discussed above:

Exemption 1:

When the word *'and'* is replaced with such words as: *with, as well as, together with,* etc. the verb becomes singular.

Example: The boy *as well as* the girl **is** here tonight.

Here, the verb becomes singular.

Further Examples:

1) The boy *with* his sister *is* here.
2) The boy *as well as* his sister *leaves* for Lagos tomorrow.
3) The boy *together with* his sister *arrives* here shortly.

Exemption 2:

When a Compound Subject joined by 'and' gives the impression of a unit, the verb becomes singular as in the following.

1) Bread and Tea is ready for your breakfast.
       Breakfast (S_1) V_1

2)   Garri and soup tastes deliciously
.   Food (S_1) V_1

Exemptions 3:

When a Compound Subject is concerned with correlatives (Neither-Nor, Either-or, Not only-but also) the singular verb is used.

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Example:
1. Neither the teacher nor the student *is* here.
2. Either the boy or the girl *plays* the piano.
3. Not only John but also Mark *does* it.

Note: But when the nouns joined by correlative differ in number the verb agrees in number with the nearer noun as:
1. Neither the students nor their teacher is quite prepared.
2. Neither the teacher nor the students are quite prepared.

Apart from the fore going exceptions there are problems one needs to guard against:

The first problem is connected with Collective Nouns.
Choir, Committee, Jury, Team, Congregation, Army, Audience
The above collective nouns can take singular or plural verb depending on the speaker's notion. The problem therefore is that many of us do not limit ourselves to one number in this regard. Such inconsistency results to a grammatical fault called '**shifting in number'**, noted below.
1. The choir is singing their song (*is* - singular, *their* - Plural)
2. The army are determined to probe its officers (*are* -Plural, *its*- singular, *their*)
3. The team is doing their best. (*is* - singular, *their* - Plural)

One can avoid the shift in number by using a number you have chosen consistently as in the following:
1. The choir is singing its songs.
2. The army are determined to probe their officers.
3. The team is doing its best.

1. None, is an exception to the indefinite pronouns rule, it takes either singular or plural depending on the context: e.g.

None are so deaf as those who will not listen.

None is here to receive him.

2. Periods of time, amount of money, measurements and weights mileage, are generally regarded as a singular unit, therefore, they take singular verb e.g.

1. Twenty one years is too long to be far away from home.
2. One hundred naira buys little these days.
3. Three miles is too far for a child to walk to school.

The second problem has to do with a collection followed by *'of'* and a plural noun as in;

A collection of partings, a case of instrument, a team of athletes. a flock of sheep. All the collections above normally take the word ''does'' or 3rd person singular. Singular to the above is the use of *one of* plus a plural noun as in:

One of: the boys, the students, my friends, the teachers, my cousins, the girls my relatives.

Note: Structures like the above take the singular verb. Also taking singular verbs are *indefinite pronouns:*
Each, Every, Everybody, Everyone, Nobody, None -

The third problem is concerned with verb modified by such auxiliaries as ''do, be, have'', as in

	do,	does	play
He	-	-	sing
We	-	-	dance

Experience has shown that, in primary sentence building, many people, have a problem in applying the first rule of concord agreement correctly. The problem results in structures like:

* He   do   plays
*The   man   have   gone

It is therefore important to know that when auxiliary verbs follow a main verb, it is the auxiliary which takes the singular marker from the verb. Thus, we have:

He does play
The man has gone

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Finally some nouns are either in inherently singular or plural, before one uses a noun one should make sure that it does not belong to this class of in inherently singular/plural (nouns by consulting his/her dictionary).

2.   On Pronoun-Antecedent Concord Agreement
Antecedent means what proceeds.

Note: The 2nd rule of agreement states that a pronoun must agree in , gender and case with its antecedent: this rule implies that:

1.   A pronoun replacing a noun must have the same number as the noun it replaces

2.   A pronoun replacing a noun must be masculine if the noun is masculine, feminine if the noun is feminine and neuter if the noun is neuter.

3.   A subject noun must be replaced by a subject pronoun,, an objective noun is replaced by an objective pronoun.

1.   Number
(i)   Nigeria expects everyone to do his duty (*everyone* -singular noun, *his*- singular pronoun

(ii)   The kind and the wicked have their place in fiction.

(iii)   Neither the students nor the teacher lost his ticket.

(iv)   All men are created equal. They are endowed by God

(v)   Our lecturer stood his ground even when he was wrong.

(vi)   Each of the students wanted to express his opinion.

(vii)   Some women are fickle-minded. They do not reason.

2. CASE
(i) All Women are created equal. They are endowed by God with wisdom.

(ii) Some women are fickle-minded. They do not reason

(iii) I met the Man I gave him the letter.

 him in the 2nd part of the sentence is an indirect object, it is just like saying: I gave the letter to him. One should take note of the following terms as they are very useful in this aspect of sentence constructions.

Subject   -   nominative
Exclamation   -   Vocative
Object   -   Accusative
Of   -   genitive (showing procession)
To/for   -   Dative (a special fm indirect Object)
In, with, by   -   Ablative (that which carries the meaning of by, with, her in a sentence.
(iv)   The lady sang a beautiful song but when she was accompanied, she croaked.
(v)   Because he was lazy, the man could not farm.
(vi)   I forgave the criminal, but warned him to desist from such acts

Gender
(i)   Look at this lady. We believe she is ill.
(ii)   Life in Nigeria is difficult. We expect the Government to improve it.
(iii) Whatever my father orders, me to do I obey him.
(iv) My Mother is kind, therefore, everybody likes her.
(v)   When old men speak we should listen to them.
(vi) Since the boy has not come, we should wait for him

A verb in a sentence must agree with its subject in number. An error in this may be caused by one of the following mistakes:
(1) Failure to identify the true subject.
(2) Failure to identify the number of the verb, and
(3) Failure to identify the number of the subject.
The best way to deal with this problem is to (proof) read your work carefully. Read over aloud to yourself or to a friend who is willing to criticize you.

3. On the Aspect of Shift in Construction
To maintain a single idea, *the third rule of agreement says that sentence must be the same in person, number, voice and tense*. By this rule, we are asked not to shift from one person to the other, one number to the other, one voice to the other and one tense to the other when expressing a single idea. We may not understand the meaning of person and voice. But we assume that one should know what tense is. Without attempting

to define voice, we begin by telling us what voice is, by using examples. Voice makes the difference between the following e.g

a. Mark killed a snake (Active Voice)
b. A snake was killed by Mark (Passive Voice)

In (a), the subject of the Sentence is Mark, who killed the snake, the object. The Sentence is in the **active voice**.

In fact, most of the sentences we have come across are in the active voice - the agent in an active voice is the subject of the sentence. In short, the active subject ceases to be active in the passive voice. An important question is: why passive voice? or why do we use passive voice? There are three essential situations in which you use the passive:

1. When the active subject is unknown or cannot be easily expressed. e.g.:

(i) A man was shot (who shot the man?)
(ii) A cry was heard (from where? Who cried?)
(iii) A need was felt (by whom, that what should happens)

2. When the active subject is self-evident from the context

(i)   The lady was murdered –(by anybody)
(ii) The food was eaten – (it must have been eaten by anybody)
(iii) The room was swept –(by anybody)
(iv) The singer was praised – (anybody or audience)

3. When tact and delicacy of sentiment is acceded.

(i) We should have been informed
(ii) They would have been told
(iii) The worker should have been discussed

Those in the sciences use the passive voice in reporting their experiments. It is therefore, an important structure for science students.

1. **Do not change from one person to the other as in:**
a. When **you** (2nd person) get into plane, **one** (3rd person) feels comfortable.
b. I (1st person) enjoy farming because it helps you (2nd person) appreciate nature
c. We take (1st person) examination because it makes you (2nd person) nervous.

d. For one (3rd person) to succeed in the next examination I (1st person) must study hard.

Such shifts in person violate the third rule of agreement. You may, therefore recast the sentences thus:

a. When one (3rd person) gets into the plane one (3rd person) feels comfortable.
b. I (1st person) enjoy farming because it helps me (1st person) appreciate nature.
c. We (1st person) hate examination because they make us (1st person) nervous.
d. For one (3rd person) to succeed in the examination one (3rd person) must study hard.

2. Do not shift from one voice to another as in:

(i) He abhorred injustice and all workers were treated kindly.
   abhorred is (active voice) and while were treated is (passive voice)

(ii) He stood up, spoke sternly, *(active voice)* and was seated. *(passive voice)*

(iii) They dragged him, *(active voice),* tortured him *(active voice)* and was murdered. *(passive voice)*

(iv) We were punished *(passive voice)* but they praised him. *(active voice)*

To maintain a simple idea we recast the sentences thus:

(i) He abhorred *(active voice)* injustice and treated *(active voice)* all workers kindly

(ii) He stood *(active voice)* up, spoke sternly and sat *(active voice)* down.

(iii) They dragged *(active voice)* him, tortured *(active voice)* him and murdered *(active voice)* him.

(iv) We were punished *(active voice)* but he was praised *(active voice)*

Note the Exceptions.
The examples have shown us that shift in voice can also involve shift in the subject as in 1.
1. Where the subject changes to all workers
2. Where it changes to he,   and in
3. Where it changes to they.

We must point out that there are situations where shifts in voice produce stylistic effect as in:
We stated the facts, they doubted them.

There is a repetition of they and them which produces a clumsy use of they and them. Similarly, the following are standard English in spite of the shift in voice.
1. The thief twisted through heavy traffic to elude the police. He was almost trapped between a bus and a lorry, but squeezed through and sped on.
2. Although he managed to hide safely for two hours at the back of the house, he was finally cornered and arrested by the police.

In the above examples, the use of the passive allows us to maintain the same subject, where this is our focus of attention. Despite the voice used, there should be agreement between the subject and the verbs and the object.

3. Do not shift your tense while expressing a single idea e.g.

(i) We rushed (past) to the party but nobody is (present) there.

(ii) The theme of the novel is (present) the horror of the traditional beliefs. The novel described (past) how Ikemefuna was killed (past) by his step father to appease the gods.

These are corrected thus:

1. We rushed (past) to the party, but nobody was (past) there.

2. The theme of the novel is the horror of the traditional beliefs. The novel describes (present) how Ikemefuna is killed by his step father to appease the gods.

Note: That, even though the event took place in the past in example 2, the present tense is used. We call this kind of tense "Historic Present" common in the field of literature because it is the style of literary studies, we observe that *shift in tense* is a common mistake among students of literature.

Conclusion

This paper was concerned with the study of the problems of English Concord encountered by students of Management Sciences of Akwa Ibom State University in both their written and spoken English as revealed in their performances in the Use of English course. The instrument used for the collection of data was test questions. The instrument for data collection was Objective Test Questions thoroughly supervised to ensure validity. There were 50 questions on the whole and were administered to a total of 150 students and the data collected was analysed, using '80' as the standard mean for competence. The scores for each department were summed up, and the mean score noted down. The result reveals that the subjects' 'over all' mean score, 44.2 against '80' fell below the standard, denoting lack of competence in the area of concord.

A greater number of second language users of English Language operate at a low level of competence in the area of concord, as could be seen in the subjects' performance in the test.

Most user/learners' problems in concord is on the aspects that have to do with verbs (pure, modal and main), especially, where the need for a careful manipulation of number disparity amongst subjects is a necessity.

It has also been concluded that some of the concord errors committed by second language user/learners arise from the subject-verb rules that are conflicting, troublesome and confusing, especially, when the various exceptional rules are disregarded.

Way Forward

In view of the findings made on this study and the conclusion drawn from such findings, the researcher makes the following recommendations.

1. The language curriculum used currently should be reviewed by designers to bring in extensive topics on concord principles; more

grammar topics, mostly those that have to do with the verbal group for inclusion in the scheme of work and syllabuses. This done will bring about the expected concern for such aspects.

2. Painstaking and thorough teaching of topics on concord should be carried out by teachers of English to ensure adequate and wider exposure of the learner in that area.

3. Our teachers of English at the secondary schools and the lecturers of the Use of English in tertiary institutions should, as a matter of necessity, employ the interactive/question-answer method in their lessons not only to make the class lively and interesting at each point in time, but also to get the learners involved. By this, the user/learners' areas of weakness will easily by identified and promptly attended to.

4. Before and after each lesson on concord, exercises comprising increased number of objective questions on it should continually be administered to the learners, and subsequently backed up by comprehensive corrections to show, not only the answers, but also how the answers are arrived at.

5. The purchase of text books on English should be made compulsory by individual teachers of English, with a concomitant backing by the authorities, to the extent that it becomes a condition to be fulfilled before registration for courses could be actualized.

6. Another of such study should be carried out, using these particular test questions on a different group of students, preferably undergraduates too with a different faculty, location, sample size; this is still for the purpose of comparing the results, for solidification of the claims of the study due generalization of same.

Finally, to ensure that research findings, conclusions, both specific and generation recommendations are incorporated into the Use of English course curriculum to make teaching and learning of English in a second language situation meaningful and realistic, researches should be carried out by pure scholars/ academics, not academic politicians, in order to bridge the gap between teaching and research for a reflective Nigerian society.

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Self-Efficacy, Academic Buoyancy and Attitude towards Research among University of Ibadan Graduating Education Students

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Abstract

The study focused on the relationship among self-efficacy, academic buoyancy and attitude towards research among University of Ibadan graduating education students. The study employed a descriptive research design of correlational type. A sample of ninety seven male and female final year students was selected using the purposive sampling technique. Data were collected with the use of a questionnaire containing the General Self-efficacy scale by Schwarzer and Jerusalem (1995), the Academic buoyancy scale by Martin and Marsh (2008) and the Attitude Towards Research Scale by Papanastasiou (2005). The three scales yield internal consistency Cronbach alpha coefficients of 0.78, 0.84 and 0.73 respectively. The findings reveal that attitude towards research among graduating university students is positively related to their levels of self-efficacy (r = 0.154, p<.05) and academic buoyancy(r = 0.084, p<.05). Also, there is no significant difference in the attitude towards research of male and female graduating university students (0.407>0.05). It is recommended that self-efficacy and academic buoyancy among university students should be fostered through therapeutic interventions so that their attitude towards research can be improved on.

Keywords: *Self-efficacy; Academic buoyancy, Attitude towards research, University of Ibadan graduating education students*

Introduction

Attitude towards research in this study is conceptualised as graduating students' dispositions to statistics, research method courses and research projects execution as compulsory courses in their professional training. From earlier empirical studies and observations of final year students in the Faculty of Education, students do not view research methods

courses, statistics and project writing in a favourable way. Their attitude towards these areas of their training is rather poor, and does not show interest even in future endeavours. The implication of this is that if and when these students become teachers and lecturers, they will not impart the right knowledge and attitude on their students. For the graduates of education who will work in research institutes, and other spheres of life, the pattern of attitudinal disposition that they had as foundation may be displayed at their jobs. Attitude towards research, whether positive or negative might not be found to exist on its own in most cases, it might co-exist with other personal, psychological and contextual factors resident in or around individual university student. Attitude towards research can be described as an effective feeling and reply towards research (Hussain, Qayyum, Akhter, Abid & Sabir, 2016). The reported negative attitude of students towards research may affect academic confidence and the learning/achievement of other courses in the university. Attitude towards research among final year students may have links with their self-efficacy levels or levels of academic buoyancy. Fear of failure, negativity, stress, feeling ineffectively prepared or unable to do, and disinterest are described in the various studies concerning attitude towards research among university students (Hussain, et. al., 2016). Fraser (2009) distinguishes that students who juggle numerous aspects of living are particularly susceptible to deteriorating interest and lower confidence in undertaking study efforts. Life experiences of graduating university students may pose different challenges in their education and schooling, creating varied levels of confidence, beliefs and resilience in them. In the Faculty of Education, carrying out researches at the final year is an imperative facet of all prospective educators' professional training. The fundamental rationale of research project course in education curricula is to widen the expertise and capabilities of prospective educators, and to sustain focus and optimistic attitude towards research both on the university campus and in the larger communities.

This assertion nevertheless, does not neglect the fact that some psychological constructs might have some build up in the development and sustenance of traits of attitude towards research among university students. Negative/poor attitude towards research may spell doom for

students' academic engagement, confidence, lecturer-student relationship, academic outcomes, sense of independence, belief in one's ability and general feeling of worth and identity. Therefore, strengthening these variables in students generally could add to the level of positive attitude towards research especially. As viable as research methods, statistics and research efficacy are, sense of self-efficacy and level of academic buoyancy resident in final year students could go a long way in influencing positive or negative attitude towards research. Emphasising the importance of research, encouraging students, and providing a research friendly and supportive environment have been identified as increasing the research interest of students (Kirk & Rosenblatt, 1981; Pan & Tang, 2005; Secret et al., 2003). Research friendly and supportive environment could also be about supportive faculty members and research project supervisors who guide students and enhance the quality of their research works. Good research works and their outcome/ reports and recommendations when put to use generally facilitate capacity building ventures which drive sustainable development in any society. Researches could drive the overall development and growth of any nation that keys into genuine researches. Ground-breaking researches are not done without keying into information and communication technology which are pivotal aspects of the fourth industrial revolution globally.

Many studies (Bandele & Adebule, 2013; Papanastasiou, 2013; Munir, Bolderston, & Fcamrt, 2009; Ojo, 2007) have explored the attitude towards research and research methods courses among both undergraduates and post graduate students in universities and have found out that most students have negative attitudes towards research. This is probably because research has both theory and practice aspects, and it is laden with some detailed tasks like reading, comparing and contrasting literature, going out for field works getting data (primary and or secondary), analyses and interpretation and rigorous aspects of discussion and logical thinking. Learning ordinarily is a task, while research project writing, research methodology courses/training, and statistics add to the already tasking nature of learning especially at the final year. Research project execution may carry a message of fear appeal sometime, when advisors and supervisors do not handle students well and expect extra-

ordinary results from students whom they may not have engaged consistently in research education. This could induce a negative attitude towards research among graduating students, also considering time cost, money cost, and other sacrifices students make in research projects writing and execution. At the final year, many graduating students are agitated, anxious and uncertain about many issues. Two out of these issues are: grades and classes of degree issues, and facing the future after graduation. The fear of facing a future which many final year undergraduates consider uncertain might make them develop a negative attitude towards research and any other tasking course at the final year. There are gaps in literature in this line of research enquiry which might be responsible for the waning of research competences among university students. There is at present, contract project writing businesses, more of religious/denominational groups formations all over university campuses in Nigeria instead of formations of research groups, there are more ethnic/tribal groups than having students investigative journalism groups, little or no students pressure groups insisting on sustainable development from research/training. Generally nowadays, young people (including university students) are comfortable with the status quo instead of being interested in a new research-driven world order. From observation, the Nigerian society in general is not really a research-oriented one; research policies are not well put in place, and scientific methodology is not well-adapted to daily life. No society can develop if researches are not well carried out in terms of quality and quantity, and recommendations put to use by concerned stakeholders. There are possible psychological correlates of attitude towards research among university students (undergraduates). Two of them are self-efficacy and academic buoyancy. There is a dearth of empirical researches in the area of confirmation of significant relationships among self-efficacy, academic buoyancy and attitude towards research. This present study therefore, aims to examine the relationships among the variables of interest in this study.

Self-efficacy
Self-efficacy is defined as an individual's judgment or beliefs about his/her capability to successfully carry out a specific task or perform certain

behaviours. Bandura, Barbaranelli, Caprara and Pastorelli (1996) contend that self-efficacy can influence a person's life in diverse ways. According to Bandura (1997), self-efficacy is defined as self-judgment about his/her capacity to manage successfully by organising required activities in order to display his/her performance. Zimmerman (2000) opines that students with high self-efficacy are eager to learn and are persevering and show more resilience to tackle problems. Bandura (1997) states that self-efficacy is the main construct in social learning theory and described it as the disposition of an individual that impels his/her to be successful in specific ventures (Bandura, 1997; Zimmerman, 1995). According to Bandura, self-efficacy affects the way people think, feel and motivate (Bandura, et. al., 1996). Erdem (2015) contends that self-efficacy is determinative of the levels of endeavouring and being persistent of a student under conditions.

The four sources of self-efficacy are experience, like being successful or unsuccessful; emotional and physical conditions, like fear, excitement, observing others; experiencing, and witnessing success; and verbal conviction of family, friends and colleagues (Bandura, 1997). Self-efficacy beliefs are fed from these sources and affect the performance, exertion of power and the individual's struggles to succeed (Kuchkyilmaz, & Duban, 2006).

Students who are confident about their research skills and competences expect high grades after project execution and defence, and look forward to a future which is achievements-filled. Bandura (1977) emphasises that success is not only related to the required skills of a student to do the work, but also to the need of self-compliance along with the skills. Research is methodological, it is not done haphazardly, and so students must follow the sequence of research steps in order to arrive at a logical conclusion and contribute to knowledge. To successfully do researches as a graduating student, there must be strong belief in one's capability and rising above challenges and setbacks that present themselves in the course of doing a research work.

Academic Buoyancy

Academic buoyancy is the ability to withstand and respond successfully to the types of challenges and setbacks associated with routine school

life, such as competing deadlines, examination pressure and poor grades (Martin & Marsh, 2008a). For graduating students, deadlines would also include research proposals and research projects submission and defence deadlines. Academic buoyancy is distinct from academic resilience, which can be defined as "a student's capacity to overcome acute or chronic adversities that are seen as major assaults on educational processes." (Martin & Marsh, 2009, p.353). Academic resilience has to do with means to an end in the educational pursuit, while academic buoyancy talks about specific routine activities within the educational endeavours such as formative assessments (assessment for learning or continuous assessment tests), summative assessment (assessment of learning or examinations), projects, field trips, practicum, seminar presentations and turning in of term papers. Academic buoyancy is relevant to the majority of students and is relevant to everyday academic challenges such as examination pressures, whereas academic resilience is relevant to a minority of students (e.g. school refusers) and is relevant to more extreme, adverse experiences such as being bullied (Martin & Marsh, 2009). According to Martin, Ginns, Brackett, Malmberg and Hall (2013), the distinction between the two concepts has been demonstrated empirically. For example, buoyancy correlates more strongly with low-level negative outcomes such as academic anxiety, uncertain control and failure avoidance, whereas resilience correlates more strongly with more severe negative outcomes such as disengagement from schooling (Martin et. al., 2013).

Academic buoyancy is positively related to a range of adaptive educational outcomes including enjoyment of school, class participation, academic self-efficacy, planning, persistence, control and low academic and test anxiety (Martin et. al., 2013; Martin & Marsh, 2008a; Martin, Colmar, Davey & Hall, 2010; Putwain, Connors, Symes & Douglas-Osborn, 2012; Putwain & Daly, 2013). Adaptive educational outcomes such as attitude to statistics and research methods as a course and as a project work could be related to academic buoyancy because, when students are academically buoyant, they are more likely to weather any academic storm and develop positive attitude towards any specific aspects of their schooling, including research.

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Attitude towards Research

Attitude connotes a behavioural predisposition towards an object, a situation, a person, or an event, either to like or dislike such. Attitude can be developed from experience or natural preferences or learnt from social intercourses in the environment. According to Bandele and Adebule (2013), some researchers like Aborisade (2008), Adebule (2002), and Idu (1988) indicate many but similar patterns of attitude formation, that the main sources of attitude include assimilation from the environment, emotional effects of certain kinds of experiences and direct intellectual processes. Research drives creativity, innovation and sustainable development, it also points to areas of needs of a society in the nearest future. Research work demands clear understanding of what is to be done, it methodical, it needs structured effort and skills from final year students. It builds on existing data, which require adequate use of textbooks, journals and library facilities (Bandele & Adebule, 2013). Educational research is conducted to increase human knowledge, solve contemporary problems, create basis for decision making, make new discoveries, enhance contemporary status evidence, aid educational innovations and improve educational services (Bandele, 2004). However, Ojo (2007) observes that there are symptoms of downward trend in research performance and that the gold standards of excellence that were explicitly sought by elitist universities have gradually been compromised. Studies have shown that attitude has strong influence upon behaviour, kinds of satisfaction and value which individuals choose (Idu, 1988).

Reynolds and Walberg (1992) acknowledge that attitude had a significant force on educational attainment of students. Though, contradictory to this argument, there were other researchers disagreeing that attitude of students might not be consistent to educational attainment (Hung, 2005). Research showed that students typically tend to view research-related courses with negative attitudes and feelings (Munir et al. 2009; Papanastasiou, 2005).

One of the main problems of these negative attitudes is that they have been found to serve as obstacles to learning (Papanastasiou, 2005). Rezaei and Zamani-Miandashti (2013) submit that students' attitude influences how they mentally approach research including all the work

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related to that research. According to the authors, a positive attitude enables students to solve the problem quickly whereas; a negative attitude hampers the efforts in research. A research inquiry into correlates of attitude towards research, especially self-efficacy beliefs and levels of academic buoyancy could assist in knowing how to improve students' attitude towards research when these psychological correlates are strengthened. The strength and direction of psychological correlates of attitude towards research when explored and studied could point future empirical researches to the areas of need in terms of interventions, so that positive attitude towards research could be fostered among undergraduates. Research skills and competencies among undergraduates would rub off on other courses they take in the university and even on endeavours outside education and schooling. This study, therefore aimed at exploring the possible links attitude towards research might have with self-efficacy and academic buoyancy.

Statement of the Problem
There is a dearth of empirical researches in educational psychology and related fields on the relationship among the three constructs. This has hampered necessary recommendations needed to be made and utilized in order to boost research skills, knowledge and competences among university students. Even, research efficacy which is a domain specific self-efficacy construct could be fostered among university students when studies like the present one are conducted on our university campuses. When undergraduates are not self-efficacious, there are so many consequences for their academics and general life functioning ranging from low academic confidence, low quality of school life, wrong choice of career, low level of learning effectiveness, to lack of self-development. Students who are not academically buoyant might record low academic outcome, poor social competence and low motivations in life. Poor attitude to research might result in general negative attitude towards overcoming challenges in life because aptitude in the school system could connote high functioning in the future endeavours in the society. It is in view of these that this study seeks to examine the relationship among self-efficacy, academic buoyancy and attitude towards research among University of Ibadan graduating education students.

Hypotheses
The following directional null hypotheses were formulated and tested in this study at 5% level of significance:

Ho1: There is no significant relationship between the independent variables (self-efficacy and academic buoyancy) and attitude towards research among graduating university students.

Ho2: There is no significant difference in attitude towards research between male and female graduating university students.

Methodology
Design and Participants
This study adopted the descriptive research design of correlational type. The researcher did not manipulate any of the variables in the study. The relationship among variables, and significant difference between participants were studied as they existed in the participants as at the time of the study. The participants comprised of final year (graduating) university students in the University of Ibadan, Ibadan, Nigeria, specifically in the Faculty of Education.

Sample and Sampling Technique
The sample for the study consisted of ninety seven male and female final year students (graduating) from the population of two hundred and eighty-one. The participants were drawn from the Faculty of Education, University of Ibadan. One hundred questionnaires were administered in total, but only ninety-seven questionnaires were correctly filled and found suitable for analyses. The sample was drawn using the purposive sampling technique to select only final year students from the Faculty of Education, excluding special students from the Department of Special Education and Rehabilitation Sciences. The participants were captured during a general (Faculty) lecture, involving students in all the seven departments: Teacher Education (Arts and Social Sciences Education, Science and Technology Education and Early Childhood Education), Guidance and Counselling, Special Education and Rehabilitation Sciences, Library, Archival and Information Studies, Adult Education, Educational Management and Human Kinetics and Health Education. The consent

of the participants was sought before giving them the questionnaires to fill. Questionnaires were given to students who were willing and patient enough to fill the questionnaire on the spot after their lecture.

Instrumentation

Data were collected with the use of a Questionnaire titled Self-efficacy, Academic buoyancy and Attitude towards Research Questionnaire, and it contained three sections. Section A consisted of Demographic information only about the respondent's Gender. Section B contained: the General self-efficacy scale by Schwarzer and Jerusalem (1995). The scale is a self-report measure of self-efficacy, with 10 items. Internal reliability for GSE = Cronbach's alpha between .76 and .90., in the present study the scale yields an internal consistency of .78; the Academic buoyancy scale by Martin and Marsh (2008) comprising of four items, with response rates ranging from 1-Strongly Disagree to 7- Strongly Agree, the scale yields an internal consistency of 0.84 in the present study; the Attitude Towards Research Scale by Papanastasiou (2005), it contains 28 items which are divided into five factors: research usefulness, research anxiety, positive attitudes, relevance to life, and research difficulties, with five-point Likert style response categories. The scale yields an internal consistency reliability coefficient of 0.73 in the present study. All the scales used in the study were adopted.

Method of Data Analysis

Data collected for this study were analysed using the Pearson's product moment correlation and T-test analyses at 0.05 level of significance.

Results

Ho1: There is no relationship among self-efficacy, academic buoyancy and attitude towards research among graduating university students

Table Descriptive statistics and correlations among variables

	Mean	SD	1	2	3
Attitude towards research	1.11	27.43	1.000		
Self-efficacy	24.26	3.02	.154*	1.000	
Academic buoyancy	13.31	.93	.084*	-.138	1.000

The table showed the correlation matrix of the relationship among the independent variables (self-efficacy and academic buoyancy) and attitude towards research. It was observed that self-efficacy ($r = 0.154$, $p<.05$); and academic buoyancy ($r = 0.084$, $p<.05$) had positive significant relationship with attitude towards research.

Ho2: There is no significant difference in attitude towards research between male and female graduating university students

T-test summary table showing significant difference in attitude towards research between male and female graduating university students

	N	Mean	Std	Df	T	P
Male	45	7.08	1.27	95	0.407	>0.05
Female	52	8.10	2.15			

The table showed that there was no significant difference in attitude to research between male and female undergraduates (0.407> 0.05).

Discussion

The first hypothesis stated that there is no significant relationship between the independent variables (self-efficacy and academic buoyancy) and attitude towards research among graduating university students. This hypothesis was rejected because results revealed that self-efficacy ($r = 0.154$, $p<.05$) and academic buoyancy ($r = 0.084$, $p<.05$) had positive significant relationship with attitude towards research. This indicates that the higher the self-efficacy beliefs and academic buoyancy of graduating university students, the more positive their attitude towards research is. The probable justification for this result is that as tasking and challenging as research is, self-confidence, high spirit, efficacy and beliefs in one's

ability could make a final year student face any academic work and record good outcomes. Graduating students have come a long way in their academic journey, so they must have achieved some feats in their endeavours, they could draw that efficacy belief in the past experiences and have faith that they can do it again when it comes to research and research-related tasks. Again, when students are academically buoyant, they tend to face any challenges with optimism, and courage, surmounting those challenges. Academic buoyancy of final year students must range between fairly good and excellent for them to advance up to the final year, thus they would be able to tackle any further challenging tasks as they had been tackling academic challenges and overcoming them.

This finding is in line with that of Davari, Danesh Kazemi, Aghili, and Mozafari (2015) who confirms that there was a significant and positive relationship between the overall scale of self-efficacy and research performance of college Dental students. Regarding the association of self-efficacy in research with research performance of dental students, it can be stated that awareness of the level of self-efficacy in research can lead to better planning for improving the research performance (Davari, *et. al.*, 2015). Also, Shirbagi (2011) confirms that university postgraduate students' attitudes to research had a positive relationship with their research self-efficacy. Shirbagi (2015) also confirms that in term of self-efficacy, male students were more efficacious than the female students, while female postgraduate students are less concerned about the difficulties of research than their male counterparts.

Hypothesis two stated that there is no significant difference in attitude towards research between male and female graduating university students. The results showed that there was no significant difference in attitude towards research between male and female undergraduates (0.407> 0.05). Thus this hypothesis was accepted. This finding connotes that male and female graduating university students do not differ in their attitudes towards research. This further means that being a male or a female student does not matter in the development and sustenance of either positive or negative attitude towards research in the university. The probable reason for this finding is that attitude as a psychological trait does not have gender preferences for universal issues like statistics,

research methodology and research among students. All students face the rigours of research equally, have the normal students' dispositions towards academic tasks, even though they may have different coping mechanisms.

The finding of this study corroborates the finding of Bandele and Adebule (2015) which confirms that the patterns of graduating students' attitude towards research work irrespective of the gender are very similar. Also, the findings support that of Ojo (2007) who submits that there was no significant difference in the mean dispositional scores of male and female graduating students to research. The finding of this study also corroborates that of Davari, *et. al.* (2015) which confirms that there was no statistical significant difference between the overall mean score and the score of seven parts of self-efficacy in research and research performance, in terms of sex (gender).

Conclusion

It is concluded from this study that, the higher the levels of self-efficacy and academic buoyancy resident in University of Ibadan graduating education students, the more positive their attitude towards research. Also, being a male or female graduating student does not influence attitude towards research. There is no gender difference in attitude towards research among graduating university students.

Limitation of the Study

Although the sample used in this study is small somewhat, only ninety seven University of Ibadan graduating education students out of the population (two hundred and eighty-one). Nevertheless, the finding of this study is still adjudged to be valid.

Recommendations

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

1. University students need psychotherapeutic interventions in the area of self-efficacy training (including research efficacy) and ego bolstering. That 'can do' spirit needs to be geared up in undergraduates in the area of research and in other aspects of their professional training.

Faculty members who are counselling psychologists should assist in this area.

2. Resilience and academic buoyancy should be encouraged and fostered among university students, so they can rise above limiting challenges and excel no matter the setbacks encountered in the course of their educational pursuits.

3. Research fora, workshops, symposia, conferences and seminars should be organised by the Faculty (lecturers) to inspire university students' interests in research projects and increase positive attitude towards research.

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Managers as Innovation Champions in Modern Organizations

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Abstract

People are the most important organizational assets and Managers remain at the forefront of leading or influencing the people towards achieving the organizational goals. Managers are so important to business success to the extent that organizations might not succeed without a competent manager. Modern organizations that wish to succeed must constantly practice innovation which a manager must champion, emphasizing knowledge management. This is necessary in Nigeria, a developing country struggling to meet up with the demand of globalization and advancement in information technology. This paper describes the role of Managers in Organizations: it compares the characteristics of the past managers with the present/future-oriented 21st Century managers of modern organizations. Existing literature was reviewed in the area under examination. The paper revealed that the attributes noted for innovation champions are just perfectly adequate for all managers of modern organizations. Thus, managers need to update their knowledge in this regard, strive to increase their capabilities and skills to align with this evolving professional trend and to meet up with new demands of globalization, information technology and knowledge management. The paper emphasizes the importance of Managers championing innovation management for competitive advantage and organizational success. It concluded by highlighting the basic skills needed by managers of modern organizations to champion innovation successfully. This will therefore drive optimal level of success in the organizations and society at large.

Keywords: Innovation, innovation champions, knowledge management, managers and modern organization

Introduction

Every business organization, schools, hospitals and government agencies require systematic management. Thus, whether we like it or not, managers touch lives in many ways. In today's world, managers are contending with changing roles, changing workplaces, changing technology, ethical issues, global economic uncertainties, political instability and security threats. All these, creates a mandate for a new kind of manager in the 21st century who is ready and willing to champion innovation i.e. leading implementation of new ideas in their various organizations.

Innovation is the key to continually achieve success to secure the future (Robbins & Coutler 2013). Innovation is a process of implementing new ideas introduced by creative persons to achieve a new or better products and services. Managing innovations in an organization requires the identification of employees that have the tendency to engage in creative and innovative behavior. It further involves understanding of how the organizational context influences their behavior while contributing to the hassle-free adoption and implementation of innovation (Jain, 2016). Hence, the importance of knowledge management as a concept of organizational knowledge, aimed at effective application of knowledge to make quality decisions which will eventually nurture innovation in the organization (Jelenic, 2011). Effective knowledge management is required to be able to identify those employees who are creative and innovative to be able to manage their innovation successfully. Managers have important roles to play in stimulating and nurturing innovation in business organizations. They are to act as innovation champions in the business organizations.

Innovation champions identify, recognize, and encourage people to come forward with their novel ideas, make sure that idea generators receive timely recognition and support. Thus, managers need to act as innovation champions, improve their skills and capabilities to effectively and efficiently manage all the resources that are available in the modern organizations towards achieving the set goals. Management is a universal concept and process but managers are faced with different working environment influenced by political, economic, social and technological factors. Employees in the work place are also from different tribal or

ethnic background and possess attitudes; traits, perceptions and thinking depending on the country where the work place exist. (Osunde, Ashima, Anup, Shankar 2015).

In a developing nation like Nigeria, managers of modern organizations tend to have more responsibilities in an unbalanced societal environment. It is perceived that employees of modern organizations in Nigeria may still be struggling to move from Douglas McGregor Theory X point of view; a negative and pessimistic view of employees' motivation and behavior that they dislike work, they are not ambitious, they are self-centered, they avoid responsibility and dislike change. Thus, managers of organizations in Nigeria are confronted with lots of challenges from the societal environment, economic, socio-cultural, political, legal and technological which directly affects their strategies and decision-making. To appropriately discuss the focus of the study, the paper is divided into six segments. The first segment is the introduction. The second segment concisely describes managers and the competencies required of them in organizations. The third segment discusses the evolving roles of Manager: comparing the characteristics of the past managers with the future-oriented 21st Century managers of modern organizations. The fourth segment talks about successful innovation management; emphasizing effective knowledge management, innovation processes cum innovation drivers. The fifth look critically into the specific focus of the paper – managers as innovation champions. The 21st century skills needed for managers to succeed in championing innovation in the workplace was detailed in the conclusion and last segment of the paper.

Managers and their Competencies
Management is the process of working with and through others to achieve organizational objectives in an efficient and ethical manner (Kreitner, Kinicki, & Buelens 2002). Management is also defined as a way of achieving goals that add the most value (Magretta, 2003). A manager is someone who coordinates and oversees the work of other people so that organizational goals can be accomplished. A manager's job is not about personal achievement; it's about helping others do their work. The dominant view in management theory and society in general is that managers are directly responsible for an organizations success or

failure. Managers need to creatively and actively sell bold new directions in an ethical and sensitive manner. Effective managers are team players, empowered by willing and active support of others who are driven by conflicting self-interests (Robbins & Coutler 2013). Good managers anticipate change, exploit opportunities, correct poor performance and lead their organizations (Kreitner, Kinicki, & Buelens 2002). A manager must be able to take charge of a business and overcome any obstacle in seeing that the organization achieves its goals. To be able to achieve this huge stake, a manager needs to possess the following personal key traits as highlighted by Robbins, Bergman and Stagg (2014):

1) Drive: Managers have a relatively high desire for achievement, they are ambitious, they have lot of energy, they are tirelessly persistent in their activities, and they show initiative

2) Desire to lead: Managers demonstrate the willingness to take responsibility.

3) Honesty and integrity: Building trusting relationships with workers by being truthful or non-deceitful and by showing high consistency between word and deed.

4) Self-confidence: Managers need to show self-confidence in order to convince workers of their rightness of their goals and decisions.

5) Intelligence: Managers need to be intelligent enough to gather, synthesize and interpret large amounts of information and they need to be able to create visions, solve problems and make correct decisions.

6) Job-relevant knowledge: Effective managers must have a high degree of knowledge about the company, industry and technical matters. In-depth knowledge allows leaders make well-informed decisions and to understand the implications of those decisions.

7) Extraversion: Managers are energetic and lively people.

Stream of research over the past 20years, by Clark Wilson and others cited in Kreitner, Kinicki, and Buelens (2002), has given us a practical and statistically validated profile of managerial skills that are very much in tune with today's emphasis on managerial competency. They are stated as follows:

1. Clarifies goals and objectives for everyone involved.

2. Encourages participation, upward communication and suggestions.

3. Plans and organizes for an orderly work flow.
4. Has technical and administrative expertise to answer organization-related questions.
5. Facilitates work through team building, training, coaching and support.
6. Provides feedback honestly and constructively.
7. Keep things moving by relying on schedules, deadlines and helpful reminders.
8. Controls details without being overbearing.
9. Applies reasonable pressure of goal accomplishment.
10. Empowers and delegates key duties to others while maintaining goal clarity and commitment.
11. Recognizes good performance with rewards and positive reinforcement.

Evolving Roles of Managers

The managerial shift of past managers to future managers is a necessity in the modern organization. Managers are recognizing that delivering consistent high-quality customer service is essential for survival and success in today's competitive environment and that employees are an important part of that equation (Dougherty & Murthy 2009). The implication is clear – managers must create a customer-responsive organization where employees are friendly and courteous, accessible, knowledgeable, prompt in responding to customer needs, and willing to do what's necessary to please the customer (Mayer, Ehrhart, Schneider 2009). Evolution of the 21st Century managers has made it possible for researchers to compare the characteristics of the past managers with the future managers. The table below is adapted from Kreitner, Kinicki, and Buelens (2002) in their World of Organizational behaviour.

	Past Managers	*Present Managers (futuristic)*
Primary role	Order giver, privileged elite, manipulator, controller	Facilitator, team member, teacher, advocate, sponsor, coach
Learning and knowledge	Periodic learning narrow specialist	Continuous life-long learning, generalist with multiple specialties
Compensation criteria	Time, effort, rank	Skills, results
Cultural orientation	Monocultural, monolingual	Multicultural, multilingual
Primary source of influence	Formal authority	Knowledge (Technical and interpersonal)
View of People	Potential Problem	Primary resource
Primary communication pattern	Vertical	Multidirectional
Decision-making style	Limited input for individual decisions	Broad-based input for joint decisions
Ethical considerations	Afterthought	Forethought
Nature of interpersonal relationships	Competitive (win-lose)	Co-operative (win-win)
Handling of power and key information	Hoard and restrict access	Share and broaden access
Approach to change	Resist	Facilitate

In view of the above and the content analysis of the literature, the characteristics of 21st century managers have been highlighted as follows:

- Team players relying on joint-decision making than formal authority.
- Engage in life-long learning
- Facilitate rather than resist change
- Share rather than hoard power and key information
- Multidirectional communicators

- Ethics will be a forethought rather than afterthought
- Generalists with multiple specialties

And the evolving role of managers as follows:
- Strategist: Strategist helps to define the company's goals and objectives by identifying opportunities.
- Change Agent: Change agent introduces new tools and techniques and organizational designs that will help achieve stated goals and objectives.
- Staff Professional: Staff professional is one who oversees the management of special projects and develops one time solutions that help pull the firm through a changing stretch.
- Politician: A politician is someone who is sensitive to the corporate culture and knows how to get the job done by working with the system.
- Integrator: Integrator is someone who melds existing application systems and technologies into solid platforms from which to run the business.

Innovation Management
Robbins and Coutler (2013) define creativity as the ability to combine ideas in a unique way or to make unusual associations between ideas while innovation is taking creative ideas and turning them into useful products or work methods. Creativity is concerned with the production of new ideas while innovation is concerned with the process that transforms those forward-looking new ideas into real world (commercial) products, services, or processes of enhanced value. Innovation would relate to human ability to intentionally change to meet new opportunities. Thus, innovation describes an intended change including having a common direction or vision, recognizing and deciding opportunities related to the vision, intentionally and effectively moving in a direction to achieve the objective (Akinboye, 2016). Innovation is important because it is a necessity to survive in a global competitive environment. Organizations must constantly innovate to be in front of and respond to market opportunities, competitive threats and changes in the business environment (Robbins & Coutler, 2013).

In order to win over their competitors, organizations require increasing innovation management competence at the level of entire organization and the employees across the cadres (Jain, 2016). An existence of all the innovation capabilities in an organization enhances effective innovative performance (Lawson & Samson, 2001). Innovativeness is an attribute that organizations must demonstrate over time. Globalization of world's economies and the resultant competition in markets requires managements of various organizations to set their contextual environment to motivate employees' innovation (Jain, 2016).

"Innovation should be embedded as a part of organizational culture and organizational people should be encouraged to contribute to generate novel ideas directly or indirectly as well as to involve in the process of adoption/implementation of such pool of novel ideas (innovation) to some or greater extent. While facing the challenge of implementation of innovation, organizations are dependent on the tacit and explicit knowledge, creative abilities, and engagement of the employees in such a process". (Jain, 2016: 210)

Thus, implementation of innovation requires effective knowledge management. The organizations are forced to innovate and develop new techniques for improving the quality and functionality of products, reduce costs and, of course, the answer to the increasingly sophisticated customers' demands in order to survive in the market (Jelenic, 2011). Knowledge Management as defined by Holsapple and Joshi (2004) is an entity's systematic and deliberate efforts to expand, cultivate, and apply available knowledge in ways that add value to the entity in the sense of positive results in accomplishing its objectives. The entity's scope may be individual, organizational, trans-organizational, national, and so forth. Alavi and Leidner (2001) concluded that KM involves distinct but interdependent processes of knowledge creation, knowledge storage and retrieval, knowledge transfer, and knowledge application. The ultimate result of well-created process of knowledge management is that every employee in the company fulfill its mission, which reaches the corporate objectives and strategies, and identifies the most valuable knowledge from the "sea of information". It is not an easy task because it involves the management structure at the highest levels of management

(Jelenic, 2011). They are responsible for the processes of finding, selecting, organizing and presentation of information in a manner that promotes understanding of employees in a particular area of interests. Managers need to have a greater sense of invisible and intangible assets of people, featured in the minds and experiences of employees. Without these assets, organizations are unequipped with vision and ability to predict the future. The using of knowledge management process increases the effectiveness of decision-making processes, as well as the level of operational efficiency, flexibility, commitment and involvement of employees (Jelenic, 2011). The knowledge management process aims to support innovation and encourage the free flow of ideas through the company.

Jain (2016) has identified five sets of process/capabilities to influence adoption and implementation of innovation in organizations. They are employees' creativity & innovative behavior, innovation championing, organization's absorptive capacity, organization's capability for team working and Human Resources Management practices. In the context of this paper, emphasis will be on innovation championing which the researcher infers to be a compulsory attribute for managers of modern organization.

Innovation Drivers

Innovation drivers are those elements that make innovation work in organizations. Dooley and O'Sullivan (2000) differentiated between tangible and intangible elements that influence, direct, facilitate or hinder innovation. According to the authors, intangible elements like culture, personal schemas, resistance to change, politics, and fears, are normally underestimated in innovation management systems in comparison to more tangible elements such as the resource infrastructure and the information systems that support the innovation process itself.

The most common innovation driver in the literature reviewed is Innovation Strategy. Strategy includes the company's medium to long term vision regarding innovation, including the foresight about market and technological developments and an action plan to develop innovative capabilities to explore opportunities and defend against threats. An innovation oriented strategy is essential to the establishment of long

term directions for the innovative efforts (Kramer, Person, Wolpert, Craumer, Peebles, Drucker, Brown, & Levitt, 2003). At the same time, it tries to guarantee top management commitment to a path that can be perilous, dangerous, and risky, while setting adequate reward mechanisms that favour non conformity to current business practices. This driver also includes directives for resource management mechanisms that recognize the specificities of innovation projects (Damanpour, 1991; Wan, Chin & Lee, 2003).

Another very common innovation driver identified is the organizational culture. To Kocher, Kaudela Baum, and Wolf (2011), the organizational culture represents a guideline that orients stakeholders' expectations. Cormican and O'Sullivan (2004) describe organizational culture to be an orientation towards knowledge sharing. However, the authors mention that the organizational culture is not always an innovation driver per se, as it can also be a barrier to effective knowledge sharing and interpersonal information flows, with obvious negative consequences on innovation performance.

The third most commonly mentioned innovation driver was the organizational structure. Organizational structure is an all encompassing driver that includes mechanisms of structural complexity, decision making, formalization and distribution of power and assignment of roles to all involved. Similarly, this driver includes organizational procedures to regulate conflict resolution inherent to the innovative activity. Organizational structure must be flexible to encourage innovation champions and idea generators to relate with top management who are capable of implementing creative ideas.

Another key driver for innovation is management leadership. The leader influences, directly or indirectly, the individual behavior and commitment of all involved with innovation efforts. Effective innovation leaders combine personality traits, abilities, and attitudes that allow him or her to be recognized as visionary, sensitive to even the slimmest change in the business environment, and inspiring (Kramer et al., 2003; Mumford & Licuanan, 2004; Sun, Wong, Zhao, & Yam, 2012). Engaged and committed leaders are also essential in setting and maintaining innovation oriented organizational culture, structure, and strategy. This also buttresses

the researcher's view of a manager, as all top-level managers are leaders in their various organizations.

Knowledge Management can also be highlighted as a key innovation driver. Successful innovation requires a blend of market, consumer, and technical knowledge. The knowledge management function is responsible for fostering idea generation and the transformation of these ideas in a visible, positive result for the company. Effective knowledge management practices include knowledge development and acquisition, which allows internal knowledge development and external knowledge acquisition, as well as knowledge dissemination and accumulation, which leads to organizational learning, improved communication, and the creation and exploitation of intellectual capital (Wong and Chin, 2007). Indeed, an innovation driver identified in the literature reviewed that is closely related to knowledge management is Communication.

To Cormican and O'Sullivan (2004), innovation could be described as a process of information transformation and application in the right context, as appropriate information is reunited, processed, and transferred all over the company in support of idea generation, evaluation, and transformation into innovation projects. Effective communication management is essential to innovation.

Human Resources were also widely recognized as a key innovation driver. Successful management of innovation requires the management of people. Thus, the assembly and development of work teams that take into account the individuals' personalities, inclinations, attitudes and competences is critical to the innovative company. In particular, capabilities related to problem solving, communication, creativity, conflict resolution, experimentation and collaborative work are essential individual abilities in the context of innovation (Alpkan, Bulut, Gunday, Ulusoy & Kilic, 2010). Complementary to the human resources, Physical Resources were also mentioned in the literature reviewed. Combined with human resources, resources such as equipment and machinery allow to aggregate physicality to the ideas and concepts generated in the first stages of the innovation process. Moreover, technology can be interpreted as the embodiment of innovation, thus being essential to the latter phases of the innovation process. Dervitsiotis (2010) define physical resources for innovation as all the available resources that complete the organizational

knowledge and competences that drive the innovation process. In some innovation management system proposals, the interaction with regional and national innovation systems is considered a key driver (Galanakis, 2006; Llamas Sanchez, Munoz Fernandez & Maraver Tarifa, 2011; Ichimura, Ishii, Tuominen, & Piipo, 2003).

To Galanakis (2006), the national innovation system is composed by elements like the regulatory system, the national economic system, basic infrastructure (transport, energy, communications, etc.), demand conditions, and physical and human resources available. To interact with the national innovation system is a pre requisite for effective innovation in a changing context like Nigeria, where open innovation practices become more and more critical. Meanwhile, the innovation drivers permeate the whole innovation process in its various stages. The specific relationship between the drivers and the process stages will vary depending on the particularities of the company and the business sector it operates on. This is an important aspect that has to be investigated and customized wherever the system is actually implemented.

Managers as Innovation Champions
Business organizations today are in dire need for managers who not only can achieve efficient productivity, but also who possess technical, human and conceptual skills that make them sensitive toward not only market needs for goods and services, but also speedily respond to other environmental factors that are continuously changing (Moghrabi, Sharabati & Khader 2014).

Champions of innovation are individuals who take a lead in bringing forth and implementing creative ideas of themselves or others. They show conscientiousness and enthusiasms while pursuing new product ideas, evolving the ideas into innovations and eventually bringing them to market (Mansfeld, Holzle, &Gemunden, 2010).

Innovation champions also serve as role models to the organizational people to provide inspiration, support their ideas, and the facilitation required to excel. Champions of innovation question the status quo, voice contrary views, and push enterprise leaders to think and do things differently (Howell, 2005). Team work is also very important in influencing overall ability of the organization to innovate (Muthusamy,

Wheeler & Simmon, 2005).   People that work within teams seldom function better that those working by themselves (Whetten & Cameron, 2011).

Mansfeld, Hozle and Gemunden (2010) found that innovation champions are characterized by a need for autonomy and an intrinsic form of motivation and they show significantly higher level of altruism than others. Innovation champions are willing to take risks and confront the organization's resistance and political pressures to realize their objectives. Idea champion, sponsor or mentor, orchestrator or facilitator, and rule breaker.

Innovation champions pro-actively manage and maintain a free flow of information exchange among team members and the stakeholders. They actively attempt to influence the attitude of senior and top executives toward the initiation and implementation of innovation in an effective manner. They develop a coalition of all concerned in order to ensure effective implementation of innovation. They inspire the internal public by sharing their vision regarding the potential for innovation. The findings of the study of Howell & Shea, (2001) suggest that in scanning the environment for new ideas, the most effective source of information is the champion's personal network of people inside and outside the organization.

In a nutshell, innovation champions, who have intrinsic motivation, considerable degree of autonomy, tendency of taking personal initiative, focus on exploratory learning, positive attitude of empowering organizational people, high level of altruism, supportive relationship with organizational people, social network and coalition of supporters, and also ability to promote sharing creative ideas among team members, are in better position to promote innovation in organization. Empowering others (e.g., idea champions) by the innovation champions enhances creativity, initiative, and resourcefulness of the organizational people and increases their motivation and commitment to innovation endeavors.

Critically looking at all the salient points made on innovation championing, the attributes of innovation champions and their contributions to implementing innovation in modern organizations which eventually predicts the success, profitability and competitive advantage of the organization, it is obvious that all 21st century managers should be

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innovation champions. Damanpour and Schneider (2006) found that managers' attitude toward innovations, competition and entrepreneurship positively affect all phases of innovation adoption. However, managers need to motivate their subordinates to be innovative.

Conclusion

In conclusion, innovation has been found to be directly related to the competencies of managers. It is the responsibility of a manager to set the context, guide the process, clearly communicate reasons, shield creative teams, appreciate distinctiveness in people and their thinking, and welcome change. The managers are encouraged to strive to continually manage the knowledge of employees, provide a work environment of openness built on trust where every member of the team at all levels feels free to express their views/opinions without fear of ridicule or reprisal.

Way Forward

In view of the above, it is pertinent to give specific clues on how managers can become a better professional in the 21st century as highlighted in Adenekan, Chilaka, Fadeyi, George & Ige (2018) which are:

1. Sharpen your communication skills - Multidirectional communicators
2. Work on your people management skills - Team players relying on joint-decision making than formal authority
3. Be an innovative thinker - Generalists with multiple specialties
4. Develop your business acumen.
5. Continue your education and professional development - Engage in life-long learning
6. Facilitate rather than resist change
7. Ethics should be a forethought rather than afterthought
8. Improve on your digital literacy skills – information literacy, ICT literacy and media literacy.

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Teaching Aids as a Determinants of Academic Performance of Pupils in Oluyole Local Government Area, Oyo State

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Abstract

The purpose of the study was to assess the effect of teaching aids on academic performance of the pupils in some primary schools in Oluyole Local Government of Oyo State. The study examined relationship between teaching aids and performance of pupils in the schools. The study employed qualitative and quantitative approaches. Three research questionnaire and two null hypotheses guided the study. The hypotheses were raised to guide the study and tested to ascertain the effects of teaching on academic performance of the pupils. The research instruments used for assessment of the students' performance were interviews of social study teachers, observations of students in classrooms and questionnaire. To ensure content, validity of research instrument, the questionnaire items were subjected to validation. Descriptive and inferential statistics such as simple percentages, frequency counts and regression analysis were used to analyse the data collected during the research project. The study findings showed that teaching aids contribute a lot to students' academic performance in public primary schools in Oluyole Local Government Area. In fact, teaching aids is an important determinant of academic performance of school pupils in a school setting.

The researcher recommended that the Ministry of Education (SUBEB) and other stake holders should get the teachers the different types of teaching and learning aids for effective teaching and making learning permanent and interesting.

Keywords: Teaching Aids, Primary School, Pupils' performance.

Introduction

Instructional materials are visual and audio visual aids. They are aids or materials, concrete and non-concrete which the teacher uses in his or her lesson to promote teaching activities. Instructional materials play a very important role in the teaching and learning process. They enhance the memory level of the students. Oral teaching cannot be the key to

successful pedagogy. Olumorin, Yusuff, Ajidagba and Jekayinfa (2010) observed that instructional materials help teachers to teach conveniently and the learners to learn easily without any problem.

According to Abolade (2009), the advantages of the instructional material are that they are cheaper to produce, useful in teaching large number of students at a time, encourage learners to pay proper attention and enhance their interest. The use of teaching aids materials can enhance the learning achievement of the learners Aginna-Obu (2005) submitted that instructional materials of all kind appeal to the sense organs during teaching and learning. Experience in situation prepares a person to respond to similar situation in future. Use of instructional materials can appeal to the individual's attention by creating interest goal that will help the learners achieve direct effort. Teacher's problem of motivation is essentially one of arraying situation with instructional materials in which the learners will see goals he want to attain.

However, a common goal the teacher carries wherever he is to make lessons presentation vitally fresh, stimulating and testing for their students. Riveire (2006) noted that improvisation is a valuable teaching tool. This will help the teacher to individualize the learning method as well as the content and also working according to the student's need. This goal can be reached most effectively through the use of teaching aids.

The need to emphasise on the use and importance of instructional materials in any learning and teaching environment cannot be underestimated. For any learning to take place; the teacher has to make use of these materials that would enable him to teach effectively.

Equipment and other teaching aids or materials, to some extent, determine the method the teacher uses in teaching the pupils. It is generally agreed by both teachers and school administrators that apart from the chalkboard and textbooks which are often available for the teacher to use, there are other materials that aid or are capable of complementing the teacher's effort in teaching /learning process. Abdul Raheem (2014) submitted that improvisation of locally-made teaching aids could assist to improve quality of graduates turn out from schools and standard of education generally.

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Isola (2010) described instructional materials as objects or devices that assist the teachers to present their lessons logically and sequentially to the learner. Despite the fact that instructional materials are essential tools that can make learning practical and knowledge-acquisition easier, they are not readily available in schools leading to low level of performance of learner in government examinations (Abdul Raheem 2014)

Academic performance represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school

The use of teaching aids in teaching and learning in primary schools today is not absolutely new. What is new is the technological equipment that has been introduced recently into teaching and learning process. With the evolving technology and the new communication media, efforts are on the increase in the application of instructional aids to learning a development that has proven to be beneficiary to learners.

Many teachers are not knowledgeable or find it difficult to use instructional material when teaching because of lack of training on its application for effective use and dissemination of knowledge. Some teachers do not have the required instructional materials for teaching; hence, teachers have to improvise the instructional material to be used.

It is virtually important that teachers keep in mind the purpose for which instructional materials are used. Teachers must know when to use a film to clarify important concepts rather than explaining it in textbooks, when to use discussion alone, when to embark on a field trip with the showing and discussion of a related film strip, when to assign outside viewing of television programme of self-study of a programmed film strip or when to have the class produce diagrams of flannel board illustrations as part of summarizing oral report on one aspect of class work.

According to Nnatia and Anaekwe (2006) instruction or teaching aids are the equipment and materials, which the teachers can use to enhance the realization of the instructional objective. Teaching aids are veritable channels through which instructions can be imparted in the classroom. Ike and Okoye, (2002).

Statement of the Problem

The use of teaching aids in our primary schools face some problems most of which revolve round the method or system of using the materials.

Among these teaching problems of using instructional materials in our primary schools, are an issue of shortage of personnel, inadequate textbooks, lack of teaching aids and lack of adequate experts to handle them very well.

Therefore, teachers not adequately trained on the use of instructional materials mishandle them and could not make good use of teaching aids. As a result, such teachers are doing more harm than good to pupils' ability to have a better understanding during teaching / learning process. With a view of putting the discipline in the proper perspective, this study therefore attempts to investigate the contribution of teaching aids in pupils' academic performance in primary schools in Oluyole local government.

Research Question

What are the problems facing teachers in using teaching aids in the classroom?

Hypothesis

There will be no significant performance difference between pupils taught with teaching aids and those who were not taught in the primary schools in Oluyole Local Government of Oyo State.

Methodology

The research design adopted for this study was the descriptive survey design. The population of the study consisted of all the public primary schools in Oluyole Local Government Area of Oyo-State. .

The "hat and draw" approach of the simple random sampling technique was adopted. The five (5) schools used as samples were arranged alphabetically.

The size was considered appropriate as this could reduce sampling error and enable generation of results to cover the whole local government area.

To gather the data for this study, a carefully structured questionnaire to elicit the necessary information that will help determine whether instructional materials exercised any effect on pupils academic performance in primary schools of Oluyole Local Government Area of Oyo State was designed. The questionnaire consisted of parts A and B, Part A contained bio-data information while part B contained Twenty (20) questions which respondents were expected to respond by ticking either agreed or disagreed according to the extent of which the statement appealed to them. Academic performance was measured using a 30-question Teacher-made Achievement Test.

Test-retest method of ensuring reliability of instruments was adopted to ensure reliability of the instrument used for the study. This was done by administering a sample of the instrument a group of people in Ibadan North Local Government who share same characteristics with the actual population of the study. The final instrument had a reliability coefficient of 0.81 using Cronbach Coefficient which indicated high reliability.

The raw scores were added together and analyzed using multiple regression analysis.

Results

Research Question: What are the problems facing teachers in using teaching Aids in teaching and learning process?

Table 1: Problems facing the usage of instructional materials in primary schools

Schools	Lack Supply	%	Problem of care & storage
School I	20	50%	35
School II	30	75%	15
School III	10	25%	10
School IV	25	62.5%	20
School V	5	12.5%	25

As table 1 show, all respondents agreed that there is a problem in the supply, storage and the level of improvisation by teachers. The percentage of supply by the Government is the highest percentage.

Hypothesis: There will be no significant performance difference between pupils taught with teaching aids and those who were not taught in the primary schools in Oluyole Local Government of Oyo State.

Table.2 T-Test analysis showing the difference in the average academic performance of pupils with and without teaching aids.

Variable	N	X	SD	DF	t-cal	t-crit	
Academic performance of pupils with teaching aids	80	12.75	2.03	12	8.90	1.96	0.05
Academic performance of pupils without teaching aids	51	11.69	0.74				

Table 2 above shows that the calculated value of 8.90 is greater than t-critical value of 1.96 at 5% level significance. Therefore, we reject the null hypothesis which says that, there will be no significant relationship between teaching aids and academics performance among the pupils in Oluyole local governments of Oyo State.

It means, there exists a significant difference in average academic performance of learning with teaching Aids and, pupils learning without teaching Aids.

Discussion of Findings

It was hypothesized in this study that there will be no significant relationship between teaching aids and academics performance among the pupils in Oluyole Local Government Area of Oyo State. This hypothesis is rejected because the result in table 4 revealed a significant relationship teaching aids and academics performance among the pupils in Oluyole local government Area of Oyo State. This connotes that the achievement of pupils in school subject has links with the instructional materials teachers use in the classroom and how well these teaching aids are put to use. In the present study, pupils who were taught without teaching aids recorded a lower academic performance. The probable reason for this finding might be that the pupils could concretize the learning content because for their maturational level, 'seeing believes', so learning was not well-facilitated, there was little or no retention, and

learning was not made permanent. Instructional materials/teaching help drive the teacher's points home, pupils are fascinated, and become more interested in the learning materials, these help the overall academic performance in school subjects. The finding of this study is in line with that of Ntasiobi Francisca & Iheanyi (2014) which confirmed that instructional materials facilitate the pupils' academic performance. The authors submitted that performance is enhanced when teachers use different types of instructional materials when teaching all subjects. Similarly, Nwike and Onyejegbu (2013), Olayinka (2016) and Nsa, Ikot and Udo (2013) also confirmed significant differences in the academic performance of pupils taught with instructional materials/.teaching aids, and the pupils taught without teaching aids. Interestingly, these studies were carried out in different regions of the country even thought they were all carried out in Nigeria.

Conclusion
This study examined the effect of teaching aids on academic performance in Oluyole Local Government area of Oyo state. The Study employed descriptive survey research design in which the use of questionnaire was adopted to gather information from the students in the sampled schools in the study local Government. Also, 80 respondents were sampled out to respond to the designed instrument. Three research questions and two hypotheses were tested at 5% level of significance. The findings of the study revealed that there will be significant relationship between teaching aids and academic performance among the pupils of Oluyole Local Government of Oyo State.

Based on the data collected and analyzed, it was found out that there is a significant and positive relationship between teaching aids and academic performance of the primary school pupils of Oluyole Local Government of Oyo State. It was revealed that there are other factors responsible for poor application of teaching aids in Primary schools. Some of them are learning without teaching aids which affect the level of understanding. The teacher needs improvisation where there is no teaching aid.

Government should improve on the adequate supply of teaching aid.

Recommendations

Based on the findings and conclusion of this study: The following recommendations were made that:

i.   Teacher should endeavour to use relevant and appropriate teaching aids because it does not only promote better teaching and learning but also arouses the interest of learners maximally.

ii   Teacher should try as much as possible to supplement Government effort of providing teaching aids by making charts on their own.

iii   Schools head teachers should provide a place for storage of teaching aids and all classes with teaching aids should be under lock at the close of everyday's work.

iv.   School administrators and teachers should endeavour to attend seminars, and/workshops staged by educational agencies on the effective use of teaching aids.

v.   Primary schools should be ICT literate for proper use of modern day instructional materials.

vi.   Government should monitor instructional aids so that they are not converted into another use.

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Entrepreneurship and Family Business as Tool for National Development

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Abstract

The role of entrepreneurship to national development cannot be over emphasized, hence the growing popularity of entrepreneurship education in our high schools, colleges and universities today. For entrepreneurship education to fully achieve its objectives, emphasis should be laid more on establishing family businesses due to their advantages over non family business. This paper therefore discusses the meaning, uniqueness, effective management, prevalence and importance of family firms to national development. It is recommended that more emphasis should be laid on family business management and succession planning in order to reduce the problem of unemployment and its attendant consequences in the society.

Keywords: Entrepreneurship, Family, Family business, National development

Introduction

Three decades ago, the teaching of courses in entrepreneurship was unheard of unlike now when such courses are offered at our secondary and tertiary institutions today in Nigeria. This is due to the fact that the development of small businesses in Nigeria and other parts of the world has become an amazing story as a result of the value of goods and services they produce and the new jobs they create, thereby becoming one of the greatest economic powers in the world.

Entrepreneurship according to Ferreira (2018) is the "capacity and willingness to develop, organize and manage a business venture along

with any of its risk in order to make a profit. It is the act of creating a business or businesses while building and scaling it to generate a profit." Trammel (2015) quoting Professor Howard Stevenson (of Harvard University) definition of entrepreneurship since 1980s entrepreneurship is the pursuit of opportunity beyond resources controlled while Oxford dictionaries .com (2018) define it as "the activity of setting up a business or businesses, taking on financial risk in the hope of profit."

Entrepreneurship is hugely relevant to family businesses as most start-ups begin as a family business and are faced with questions as to whether they want to continue the business beyond the founders. Therefore, promoting entrepreneurship is directly linked to promoting family businesses. If a nation wants to reap the full benefits of entrepreneurship education, it should aim at fostering new family entrepreneurs that can establish businesses which can survive generations. Since the family is the basic unit of any society consisting of two parents rearing their children. Every member of the society comes from a family and if every family has a business that can be passed from one generation to the next, rapid national development would be achieved and sustained. This paper therefore discusses the role of entrepreneurship and family business as tool for national development.

Meaning of Family Business

A family business is defined as a firm that is dominantly owned, managed, governed/controlled by a family, with the intention to retain the ownership and control of the business within family across generations with the presence of family employees and a dominant family culture guiding the behavior of members of the organization (Wale-Oshinowo, Ahamefula, Lawal, Kamaldeen and Ishola, 2017). Longenecker, Petty, Palisch and Moore (2010 :122) also define a family business as an "organization in which either the individuals who established or acquired the firm or their descendants significantly influence the strategic decisions and the course of the firm. Two key elements of defining a family business are:

(a) Dominant control in the hands of the family and
(b) Trans-generational perspective (long-term value creation and emphasizes the relevant of succession)". According to Wikipedia

(2018), a family business is a commercial organization in which decision making is influenced by multiple generations of a family (related by blood, or marriage or adoption) who has both the ability to influence the vision of the business and the willingness to use this ability to pursue distinctive goals. They are closely identified with the firm through leadership or ownership. Owner manager entrepreneurial firms are not considered to be family businesses because they lack the multi-generational dimension and family influence that create the unique dynamics and relationships of family businesses.

Concept of Family
Family is the basic unit in the society traditionally consisting of two parents rearing their children or a group of individuals living under one roof and usually under one head i.e household (Webster, 2018).

Lumpkin, Cogliser and Schneider (2008 cited in)Wale-Oshinowo et al (2017) define a family as "a permanent body consisting of individuals who are bound together by obligation rather than by contract as it exists in corporate organizations. Historically, the family was traditionally made up of father, mother and children. In some rural and typical rural and ethnic societies, extended family members made up of brothers, sisters, cousins, uncles, aunties, grandparents are important when defining a family. According to Longenecker, Palisch, & Moore (2010: 121) a family refers to "a group of people bound by a shared history and a commitment to share a future together, while supporting the development and well-being of individual members. This definition also acknowledges that there can be considerable differences in the composition of families. Among other things they can vary according to blood relationships, generational representation and legal status. A family was also defined as a group of persons (two or more) related by birth, marriage or adoption and residing together (U.S. Bureau of the Census, 1998 cited in Wale- Osinowo et al, 2017).

Uniqueness of Family Business (Family and Business Overlap)
A family business is composed of both a family and a business. Although the family and the business are separate institutions – each with its own members, goals, and values; they overlap in the family firm.

Families and businesses exist for different reasons. The family's primary function is the care and nurturing of family members, while the business is concerned with the production and distribution of goods and or services. The family's goals include the personal development of each member and creation of equal opportunities and rewards for each member, while the business's goal is to create value for the customer and wealth for the firm's owners.

Individuals involved directly or indirectly in a family business have interests and perspectives that differ according to their particular situations. This makes family businesses distinct from other types of enterprises termed as "non-family businesses" in their behavior, operations, institutional requirements, decision making, composition, strategic orientation and most importantly, their contributions to the economy and society at large.

Identifying the distinctiveness of Family Businesses

The process of differentiating family business from other forms of business organization was one of the approaches used by early family business researchers to define family business.

One of the models used by early family business scholars like Tagiuiri and Davis(1982) is the dual circle model as shown in figure 1 (a).

(1a)   Two – Circle model
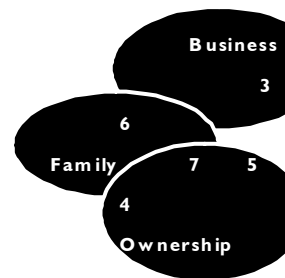
Family   Business   del

Business

3

6

Family   7   5

4

Ownership

The dual circle model describes the involvement of a family in the business system. The underlying conceptual model then held that the family firm is made up of two overlapping subsystems: the family and the business, with each system having norms, rules, values, and structures peculiar to it. The business sub-system is expected to operate and be guided by sound business practices and principles while simultaneously meeting family needs for employment, identity and income. The dual circle model clearly shows the challenges facing all family enterprises which is trying to harness any conflicting goal of the two subsystems and also finding the right strategies that satisfy both.

The three – circle model in figure (1b) was introduced in 1997 by Gersick, Davis, Hampton and Lansberg; incorporating family ownership of the business into the equation. The Three – circle model sheds more light on the relevant attributes, peculiarities, distinctiveness as well as possible conflicts that may exist between these two systems. The model describes the family business system as three independent but overlapping subsystems: business, ownership and family. The underlying idea behind the concept suggests that any individual in the family firm can be placed in one of the seven sectors formed by the overlapping circles of the subsystems. In the event that an individual has more than one connection to the firm, he/she will be in one of the overlapping sectors which fall in two or three of the circles at the same time. The three circle model delineates accurately the roles of different individuals within the two overlapping systems.

Sector 1:   Contains individual family members
Sector 2:   Contains all owners (and owners only)
Sector 3:   Contains all employees (employees only)
Sector 4:   Contains Family members who are also owners of the business (but not employees)
Sector 5:   Contains owners who are also employees (but not family members)
Sector 6:   Contains family members who are also employees within the business (at any level but not owners or shareholders)

Sector 7: Contains individuals that have interest in all three areas, that is, they are owners or shareholders in the business; a member of the family; and an employee within the enterprise.

The three circle model provides a clear descriptive picture of the degree of overlap between the family and the business. These two complex social systems on interaction, differentiates family businesses from non-family business.

Advantages of a Family Business
The benefits associated with family involvement in business include the following:
1. The primary benefit derives from the strength of family relationships. Family members have a unique motivation because the firm is a family firm. Business success is also family success.
2. Family members are drawn to the business because of family ties and they tend to stick with the business through thick and thin. Non family employees can seek greener pastures elsewhere during a downturn in business fortunes but a son or daughter may be reluctant to leave because the family name, its welfare and possibly its fortune are at stake or the person's reputation in the family and in the business community may hinge on whether he or she can continue the business that dad or mum or grandfather built.
3. Family members may also sacrifice income to keep a business going. Rather than draw large salaries or high dividends, they are likely to permit resources to remain in the business in order to meet current needs.
    Some other features of family involvement in a firm can contribute to superior business performance. According to business professors Sirmon and Hitt cited in Longenecker et al (2010:124) the following features of family businesses offer unique advantages.

(a) Firm – specific knowledge: Family businesses often compete using firm – specific knowledge that is best shared and further developed by individuals who care deeply about the business and who trust one another. These companies are in a unique position to pass this

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knowledge along from generation to generation. Sharpening the edge of that advantage over time.

(b) Shared social networks: Family members bring valuable social capital to the business when they share their networks with younger members of the family and thus help to ensure the firm's future performance.

(c) A focus on the long run - Most family managers tend to take a long – range perspective of the business in part because they view it as an asset that must be maintained for the sake of future generations.

(d) Preservation of the firm's reputation. Because they have a stake in preserving the family's reputation, members of the family are likely to maintain high standards when it comes to honesty in business dealings, such as offering quality and value to the consumer

(e) Reduced cost of control. Because key employees in a family business are related and trust one another, the firm can spend less on systems designed to reduce theft and to monitor employees work habits.

Disadvantages of a Family Business
In a family, conflict may arise even before a venture is created; and as the business grows, inherent differences in family and business values and commitment emerge:

1. A family is a unit that balances relationships; a business must innovate to prosper.
2. The family seeks to perpetuate traditions, while the business must innovate to prosper.
3. A family is characterized by unity and cooperation; but a business grows through diversity and competition.
4. Families tend to be stable, while businesses especially those competing in the global economy often face instability.
5. For families, loyalty usually trumps opportunity, but businesses are regularly challenged by opportunities that arise for both the company and its employees.

Nepotism is a characteristic of the family firm; employees and executives may show favouritism toward their relatives regardless of competence or performance. Many family businesses provide

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employment to relatives regardless of their qualifications and may even keep on the payroll after their poor performance has become obvious to everyone. This diminishes the effectiveness of the company and also demoralizes competent employee. These disadvantages can be overcome as family firms that have survived generational transitions have proven.

Management practices that enable a family business function effectively

The complex relationship in family firms require the oversight of competent and professional management whether from inside or outside the family. Because of global competition and rapidly changing market , family business have to look carefully at family members who want a leadership position in the enterprise and determine whether they are up to the task.

A number of management "best practices" for family enterprises as proposed by family business experts and practitioners according to Longeneckeret al (2010:134) include:

1. Promote learning to stimulate new thinking and fresh strategic insights.
2. Solicit ample input from outsiders to keep things in perspective.
3. Establish channels for constructive communication and use them often.
4. Build a culture that accepts continuous change.
5. Promote family members only according to skill levels.
6. Attract and retain excellent non-family managers.
7. Ensure fair compensation for all employees, including those outside the family.
8. Establish a solid leadership succession plans.
9. Exploit the unique advantages of family ownership.

If these and other practices of good management are observed, the family business will thrive and the family relationship will equally function well.

Some strategies that have helped family businesses succeed across the globe over time according to Longenecker et al (2010) include:

Non family employees in a family firm

Bringing a non family member as an executive with the firm may be necessary at times to:
- Bridge the gap between generations
- Set directions for the firm
- Deal with change
- Provide new skills and expertise

In doing this, certain traits, like maturity, facilitation skills, mentoring skills, emotional sensitivity, trustworthiness and the ability to understand and share the values of the family should be considered by the owner.

Family Retreats

A family retreat is a gathering of family members usually at a remote location to discuss family business matters. Holding family retreat is one of the first steps in formalizing processes for building a healthy family to business relationship. In most cases, the atmosphere is informal to encourage family members communicate freely and discuss concerns about the business in an environment that does not feel adversarial. The retreat is the beginning of a process of connecting family members. It presents an opportunity to celebrate the founders and their securities, as well as highlight the legacy they wanted to pass down to future generations of the family.

Family Councils

Family retreats could be used to pave way for creation of a family council, in which family members meet to discuss values policies and direction for the future. A family council formalizes the participation of the family in the business to a greater extent than the family retreat, and can be used for planning the future of individual family members, the family as a whole and the business as well as how each relates to the others.

Family businesses that have such councils find them useful for developing family harmony.

Family Business Constitutions

Writing a family business constitution is one of the responsibilities of family councils. A family business constitution which is a statement of

principles meant to guide a family firm through times of crisis and change is not a legally binding document but helps to preserve the intentions of the founder and ensure that the business survives periods of change largely intact. Family business constitutions are sometimes called family protocols, but more comprehensive than protocols. Topics in family constitution include: ownership agreement, governance and personnel policies, policies and procedures for the use of resources by family members, conflicts of interest and noncompetition agreements, and codes of conduct. It is a breathing document that can be amended when necessary.

Process of leadership succession
Succession is the generational transition from a founder to a successor. Succession is a challenging issue faced by all family leaders at some point of time. It involves personal, family and business issues as well as legal, financial and taxation issues (Oshinowo et al 2017). The leadership succession must be well planned over a period of time as it is not an event but a process.

Four common features to successful succession according to Ward (1997) cited in Wale-Oshinowo et al (2017) are:
1. A founder needs to be ready and enthusiastic about passing on the business.
2. A successor should be instilled with positive attitudes toward business challenges by a mentor.
3. Trust between founder and successor.
4. Commitment to cooperation with the family and sharing decisions with them.

Prevalence and Economic Importance of Family Firms
Accordng to Oshinowo et al (2017), family businesses are the primary source of wealth and economic growth of free economies all over the world. Literature has recorded family businesses as the most prevalent form of business enterprise in the world. Family firms are found in almost every sector of the world's economies and they continue to serve as growth engines for these countries. For example there are interesting records of family businesses that have been in existence for over a century

in three leading economies: Japan has 25,321, the United States of America has 1,273 and Germany has 7,632. There are also 3146 and 837 companies that are older than 200 years in Japan and Germany respectively according to Wikipedia (2018). Summaries of statistics on family businesses from around the world are found below.

World Statistics
a. Family firms account for 80 -90% of all businesses in the world; Global Data Points from Family Firm Institute (2018) puts it as two thirds of all businesses in the world.
b. Family firms create an estimate of between 75 to 90 % of the world's Gross Domestic Product.
c. Family firms employ between 50 to 80% of the world's working population.
d. 85% of startups from around the world were created with family money.
e. In most countries of the world, family business are between 70 to 95% of all business entities.

Source: Global Data Points, Family Firm Institute (2018)
Examples of family firms across the globe are: The Toyota Corporation (Japan), Tata Group (India), Trump organization (USA), Walmart (USA), Samsung (South Korea) Heineken (The Netherlands) to mention a few.

From the list of just a few family firms in Nigeria and across the globe it is evident that family businesses play a major role in economic development of any nation.

Family Businesses in Nigeria
Although there are relatively little to no formal records of family business research in terms of size, prevalence or economic significance in Nigeria, there are many known family businesses that are contributing significantly to the economy of Nigeria. A few of these family firms are:
- Nigerian Tribune (Late Obafemi Awolowo family)
- The Punch Newspaper (Aboderin family)
- Honeywell Group, Nigeria (Otudeko family)
- Henry Stephen's Group (Fajemirokun family)

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- First City Group (Balogun family)
- Folawiyo Group of Companies (Folawiyos)
- Eleganza Group (Okoya family)
- Elizade Group (Ade Ojo family)
- Diamond Bank (The Dozie family)
- Lead City Group (Owoeye family)
- Dangote, Dantata and many others

Importance of studying Family business
At this time of high unemployment rate in Nigeria and many other countries, the focus of our education is tilted towards entrepreneurship and self-employment after leaving school; the entrepreneurship education in our schools should emphasize family business establishment and management because of the important roles played by family firms which include:
1. Employment creation
2. Income generation
3. Wealth accumulation
4. Commitment to development of local communities
5. Early industrialization
6. Economic growth

Family firms are able to play these roles due to their advantages of trust, control, employee motivation, strong values of founders which focus on strong relationships with family, employees business partners and the community; and long-term orientation for leaders of family owned businesses that see the future and success of the business as personal success.

Conclusion
Family businesses are widely seen as the backbone of the economy – they create wealth, they provide jobs, they are locally rooted and connected to their communities and they seem to be around for a long period of time. Although they also face some challenges which include family conflicts incompetent members of the next generation and

succession crisis etcetera; if the entrepreneurship education curriculum of our schools should emphasize family business and succession planning, it would go a long way in training graduates that can establish and manage business enterprises that can survive generations.

Way Forward
All students in our secondary and tertiary Institutions should undergo entrepreneurship course emphasizing family business management so that they would be oriented towards having a family business when they graduate. If most graduates from our educational institutions can establish family businesses that can provide jobs and income for family members, at least the crisis of unemployment and its attendant effects on the society would be reduced. There is need to emulate some leading economies of the world like Japan, Germany, Netherlands etcetera; that have family businesses which have survived for more than two centuries as the successes of these economies cannot be separated from the longevity of their family firms.

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Community Resources Utilization and Teaching – Learning Activities of Social Studies in Junior Secondary Schools in Ede South Local Government, Osun State, Nigeria

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Abstract

The study examined the Community Resources Utilization and Teaching-learning Activities of Social Studies in Junior Secondary Schools in Ede South Local Government, Osun State, Nigeria. The research work covered both the public and private secondary schools in Ede South Local Government Area of Osun State. Two hundred and Fifty (250) Social Studies teachers participated in the study. Self-structured questionnaire titled Community Resources Utilization and Teaching-learning Activities of Social Studies Questionnaire (CRUTLASQ) was used to elicit information from the respondents. The respondents were drawn from Ten (10) Middle Schools, Five (5) Private Schools and Ten (10) Junior Secondary Schools using Purposive Sampling Technique. Ten teachers were selected from each school for the study. Three research questions were formulated. The result revealed that most of the teachers made use of instructional materials available (91.2%) and the usage has influenced students' learning of social studies (87.6%). It was concluded that the teaching ability of the teachers and the learning ability of the students were enhanced with the use of community resources. Based on the findings, it was then recommended that the teachers should ensure that Social Studies as a subject is taught using the community resources available to simplify teaching and aid learning of the subject by teachers and students. Teachers should encourage tours to landmark places and excursions of different kinds to further enhance students' learning.

Keywords: *Teacher's perception, Community resources, Utilization, Teaching-learning, Social Studies*

Introduction

Social Studies as a subject was introduced into the Nigerian educational curriculum based on certain philosophies. One of them is to address social issues and man's problem, due to their interrelation as they appear in real life situations. Nigeria seeks to be one unified nation, with a single purpose and a people who share common goals. Since Nigeria achieved independence in 1960, successive governments have sought to foster this single identity through education, specifically through Social Studies education. Social Studies, with its integral approach to learning, was seen as being capable of cutting across artificial subject divisions and presenting knowledge as an integrated whole. Nigeria as a nation, comprises of diverse socio-cultural entities (Akamere, 2001; Falola & Heaton, 2008; Mbeke-Ekanem, 2000; Williams, 2008) and as a result of our differences, there is a great need for sense of common unity to foster national development. Therefore, to achieve this aim, education became bedrock on which national unity was to be established, hence, the introduction of Social Studies into the school curriculum in Nigeria. Social Studies, as a subject, is made compulsory for Primary School Pupils and Junior Secondary Students.

Social Studies is therefore the integrated study of the Social Sciences and humanities to promote civic competence. Within the school program, Social Studies provides coordinate, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council for the Social Studies, 1994) Nnamani and Oyibe (2015) argue that existing Social Studies curriculum, unfortunately, has separated schools from the realities of their own communities. For example, political process in most schools focus on state and national institutions without providing students with opportunities to examine the political processes of their own communities. Social Studies is a formalized, correlated or integrated study of man and his environment which involves the learner with the cognition,

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skills, values, attitudes and competencies that will enable him become an informed, rational, analytical, participative and functional citizen. Therefore, community is a place where the child will function after schooling and it is imperative to base the instruction of social studies on community resources (Nnamani and Oyibe, 2015).

Community resources are to enhance learning and academic success by providing activities and programs for students using resource persons from the community to share their skills and knowledge. Community resources, such as places of worship (churches, mosques, etc.), museums, zoological gardens, parks, cinemas, community hall, rivers, waterfalls, mountains, television and radio stations, secretariats, human capital in the society among many others, if well utilized, will further enhance teaching and learning effectiveness and efficacy. Efficacy entails how judicious the instructional materials are utilized to obtain optimum achievement of instructional goals and objectives. Poor performance of students can be worked on with the use of community resources in the teaching and learning of Social Studies. Nigeria Educational Research and Development Council (NERDC, 2007) note that the use of real life experience, through an industrial visit (community resources) is the best way to facilitate the teaching and learning of Social Studies. Many researchers agree that the use of community resources in teaching and learning can improve students' learning, and create robust method of content delivery for teachers (O' Bannon & Judge, 2004)

Kochlar (2012) opines that the importance of community resources to the development of Social Studies education cannot be over emphasized. Community resources can be grouped into two categories – human resources and non-human resources. Human resources refer to the use of individuals who serve as resource personnel within urban and rural communities. Non-human resources include factories, health institutions, culture infrastructure, business offices, community halls, museum, parks, etc. which are of veritable source of course content and experiences. Examples of Community Resources include; Teleconferencing and email connecting students to human resources in the community and expand the students' access to the world. More people may be willing to act as a resource to a student if they can do so from the office. Students could have e-mail mentors or interviews via

chat. In telementoring, students are connected to experts or role models in various fields or areas to serve as resources. Mentors can be found in local and global communities from websites such as this one: www.telementor.ors. You can also create a telegram social media to teach if the class is large. Ask-An-Expert database is a database of human resources who are experts in various areas of the curriculum and have volunteered to answer student questions via e-mail or telephone.

Local artists, actors, business leaders, researchers, professors, doctors, attorneys, veterinarians, community activists, reporters, athletes, etc. can all serve as helpful resources for interviews, field trips, projects, etc. Local sites and organizations (museums, theatres, hospitals, universities, corporations, factories, etc.) can also be catalogued as resources for field trips, projects, and information resources. A unique suggestion from Van Orden is for the librarian to videotape a field trip to a local resource to share with students. It is not as effective as an actual field trip, but in this era of limited field trips, it is a feasible compromise. Community agencies resource directory (a list can be obtained from a local United Way office), a database of job or volunteer opportunities for students, a database of summer learning opportunities and activities are all community resources which would be valuable for students to access. Materials or equipment available for lending from various community organizations: zoos, museum exhibits, photographs, theatre costume and prop departments, university laboratories, hospitals, historical societies, etc. Other schools, teachers, or classes in the city who would like to collaborate on a project.

This is by no means a complete list. The possibilities are endless (depending on how innovative or creative the teacher is), but these are examples of useful, easily accessed community resources. It is well known among educators that the educational experiences involving the learner actively participating in concrete examples are retained longer than abstract experiences. Instructional materials add elements of reality by providing concrete examples to learning.

However, one possible reason for lack of enthusiasm towards the use of these community resources, to enhance student-centered pedagogy could be due to teachers' disposition (Neiderhauser & Stoddart, 2001). Also, Chen (2008) states that teachers refer to the

pre-existing beliefs, and experiences, when trying to integrate educational technology into their instructional practices. These pre-existing beliefs can influence the development of additional beliefs regarding the use of community resources in teaching and by extension to the students which influence learning among the students. Furthermore, their disposition towards the utilization of these community resources, available in teaching the student cannot be glossed over, most especially, when it is taking them out of their comfort zone or domain.

Statement of the Problem
The availability or unavailability of community resources, insufficiency and bad conditions of the available ones, influence the achievement of Junior Secondary School Students' performance both in internal and external examinations. Available research evidences have shown, that the learning program is being jeopardized by these phenomenon, which subsequently tends to yearly declining in the students' final examination performance, especially in Social Studies. Compounding to this problem, could also be teachers' disposition to the utilization of these community resources available in teaching.

Research Questions
The following research questions were set to guide the study:
1. What are the teachers' dispositions to community resources utilization in the teaching of Social Studies in junior secondary school in Ede South Local Government?
2. What are the teachers' dispositions to community resources utilization in the learning of Social Studies in junior secondary schools in Ede South Local Government?
3. What are the perceived problems faced by teachers in using community resources in teaching of Social Studies in junior secondary schools in Ede South Local Government?

Methodology
Design
The study adopted descriptive survey research where no variable were manipulated because their manifestation had already occurred.

Population and Sample

The target population for the study consisted of all the teachers (both in public and private schools). The respondents were selected from Ten (10) Middle Schools, five (5) Private Schools and Ten (10) Junior Secondary Schools. Ten (10)Teachers were selected from each school, making a total of Two hundred and Fifty respondents (250)using Purposive Sampling Technique.

Instrumentation

A Self-structured questionnaire titled Community Resources Utilization and Teaching-learning Activities of Social Studies Questionnaire (CRUTLASQ) with a Four-point likert rating were used for data collection. The reliability of the instrument using Cronbach-Alpha Coefficient was r = 0.81. This showed that the instrument was reliable to measure the perception of teachers towards the Utilization of Community Resources in Teaching-learning of Social Studies.

Method of Data Analysis

Data collected were analyzed using descriptive statistics such as simple percentages, frequency counts and standard deviation with tables.

Results
Research Question 1

What are the teachers' dispositions to the use of community resources in teaching of Social Studies in junior secondary schools in Ede-South Local Government Area of Osun State?

Table 1: Teachers' Disposition to the Use of Community Resources in Teaching Social Studies

Teachers' Disposition	SA	A	D	SD	Mean	Std. Dev.
Making use of community hall has helped my teaching of Social Studies	94 37.6%	105 42.0%	38 15.2%	13 5.2	3.12	0.85
Museum in the community has aided teaching of Social Studies	29 11.6%	194 77.6%	25 10.0%	2 0.8%	3.00	0.49
Parks in the community has positively contributed to my teaching of Social Studies	20 8.0%	162 64.8%	53 21.2%	15 6.0%	2.75	0.68
I have used interesting sites like water falls, mountains, rivers in the community to teach some topics in Social Studies	37 14.8%	191 76.4%	21 8.4%	1 0.4%	3.05	0.49

Source: Oyetade. & Moshood, 2018

Table 1: presents the result of the teachers' disposition to the use of community resources in teaching of Social Studies in their respective schools. The result reveals that 79.0% of the teachers sampled making use of community hall has helped my teaching of social studies while 21.0% do not (mean=3.12, SD=0.85). Again, 89.2% of the teachers agreed that Museum in their community has aided teaching of social studies while 10.8% disagreed (mean=3.00, SD=0.49). In the same vein, 72.8% of the sampled teachers agreed that parks in their community has positively contributed to their teaching of social studies while 27.2% disagreed (mean=2.75, SD=0.68). Lastly, 91.2% of the sampled respondents agreed that they have used interesting sites like water falls, mountains, rivers in the community to teach some topics in social studies while 8.8% disagreed (mean=3.05, SD=0.49). From the result, inference could be made that majority of the respondents agreed, that they made use of community resources available for teaching in the schools and community.

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Research Question 2

What are the teachers' dispositions on the use of community resources in learning Social Studies in junior secondary schools in Ede-South Local Government?

Table 2: Teachers' Disposition to the Use of Community Resources in Learning Social Studies in Junior Secondary Schools in Ede South Local Government

Usage of Community Resources	SA	A	D	SD	Mean	Std. Dev.
Making use of community hall to teach has helped my students to learn Social Studies effectively	46 18.4%	142 56.8%	50 20.0%	12 4.8%	2.88	0.75
Making use of Museums in the community has aided my students to learn Social Studies effectively	36 14.4%	178 71.2%	33 13.2%	3 1.2%	2.98	0.57
Taking my students to visit parks in the community has positively contributed to their learning of Social Studies	27 10.8%	175 70.0%	42 16.8%	6 2.6%	2.89	0.60
Interesting sites like water falls, mountains, and rivers in the community have helped in the learning of Social Studies.	27 10.8%	192 76.8%	22 8.8%	9 3.6%	2.82	0.89

Source: Oyetade & Moshood, 2018

Table 2 presents the result of teachers' perception on the usage of community resources in the learning of Social Studies in the sampled schools. The result reveals that 75.2% of the teachers agreed that making use of community hall to teach has helped their students to learn social studies effectively while 24.8% disagreed (mean=2.88, SD=0.75). Also,

85.6% of the teachers agreed that making use of Museums in the community has aided their students to learn social studies effectively while 14.4% disagreed (mean=2.98, SD=0.57). Furthermore, 80.8% of the teacher agreed that taking their students to visit parks in the community has positively contributed to their learning of Social Studies while 19.2% disagreed (mean=2.89, SD=0.60). Lastly, 87.6% of the sampled teachers agreed that interesting sites like water falls, mountains, rivers in the community have helped in the learning of social studies while 12.4% disagreed (mean=2.82, SD=0.89). Thus, inference could be made that most teachers used instructional materials available and the usage influenced students in the learning of social studies.

Research Question 3
What are the perceived problems faced by the teachers using community resources in teaching Social Studies in junior secondary schools in Ede-South Local Government?

Table 1.3: Perceived Problems Faced by the Teachers in the Use of Community Resources

Perceived Problems	SA	A	D	SD	Mean	Std. Dev.
Community elders do not allow teachers to use the available resources	18 7.2%	105 42.0%	96 38.4%	31 12.4%	2.44	0.80
Most available resources in the community are outdated	11 4.4%	182 72.8%	50 20.0%	7 2.8%	2.78	0.55
Most available resources in the community are not properly maintained	12 4.8%	178 71.2%	55 22.0%	5 2.0%	2.78	0.55
Most resources in the community are not relevant for teaching social studies.	14 5.6%	155 62.4%	66 26.4%	15 6.0%	2.67	0.67

Oyetade & Moshood, 2018

Table 3 presents the result on the perceived problems faced by the teachers in the usage of community resources in the sampled schools. The result reveals that 49.2% agreed that community elders do not allow teachers to use the available resources while 50.8% disagreed (mean=2.44, SD=0.80). Also, 77.2% of the teachers agreed that most

of the available resources in the community are outdated while 22.8% disagreed (mean=2.78, SD=0.55). In addition, 76.0% of the respondents agreed that most available resources in the community are not properly maintained while 24.0% disagreed (mean=2.78, SD=0.55). Lastly, 68.0% of the teachers agreed that most resources in the community are not relevant for teaching Social Studies while 32.0% disagreed (mean=2.67, SD=0.67). Generally, it could be observed that most teachers agreed that they are facing problems with regard to the usage of instructional materials in their schools.

Discussion of Findings

This research work examines community resources utilization and teaching-learning activities of Social Studies in junior secondary schools in Ede-South local government area of Osun state, Nigeria. The study revealed that when community resources (community hall, museum, parks, waterfalls, rivers, mountains, etc.) are put into use, it helps the teachers in teaching Social Studies effectively and efficiently. This finding corroborates the study carried out by (O'Bannon & Judge, 2004) that the use of community resources in teaching and learning can improve students' learning, and create robust method of content delivery for teachers. It also helps in solving complex topics and makes learners understand abstract ideas. Community resources have bridged the gap between "what is in the books and what is available". Thus, the teaching ability of the teachers and the learning ability of the students are better reinforced with the use of community resources.

The delivery of quality instruction in the classroom of any education system depends largely on the quality and competence of the teachers. This is because the teachers are expected to perform the important function of guiding, directing, evaluating, imparting, asking and answering questions among others for maximum benefits of the learners. Nigeria Educational Research and Development Council (NERDC, 2007) notes that the use of real life experience, through an industrial visit (community resources) is the best way to facilitate the teaching and learning of Social Studies. The implication is that the teacher is the stronghold on which the business of educators rests over the world.

Conclusion

It is therefore concluded that the teaching ability of the teachers and the learning ability of the students are better reinforced with the use of community resources. Also, the delivery of quality instruction in the classroom of any education system depends largely on the quality and competence of the teachers.

Recommendations

The recommendations of this research work include:
1. Teachers should ensure that Social Studies as a subject is taught using the community resources available to simplify teaching and aid learning of the subject by teachers and students.
2. Communities should make their resources available for learning by the students and teaching of Social Studies in their domain.
3. Governments and individuals should make available resources that can aid learning and teaching in every community.
4. Stakeholders in the education sector should ensure that using community resources as a means of teaching and learning is infused into the curriculum and is made compulsory.
5. Teachers should encourage tours to landmark places and excursions of different kinds to help the students understand that "what is being taught can also be seen and practiced".
6. Parents should ensure that they cooperate with the school authorities by ensuring that everything needed by their children is provided timely for the purpose of learning.

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Parenting and Child Development: A Comparison of Yoruba Parenting and Pauline Concept of Child Rearing in Ephesians 6:4

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Abstract

The importance of children in any society cannot be overemphasized. This is why they are highly desired and valued in every home and culture particularly among the Jews and the Yoruba of south west Nigeria. Their presence signals hope and future for the family, church and the society at large. Yoruba and Pauline concepts of parenting and child development clearly pointed out that there are a lot of similarities between the two worlds. There has been a remarkable paradigm shift from what parenting used to be and what it is now. Both Yoruba and Pauline ideas are at variance with the attitude of many parents in the society today. Children, in most cases, are seen as weak, ignorant, foolish and thereby deserve little or no recognition. This attitude of neglect actually calls for concern. The paper examines the concept of parenting as practiced by the Yoruba people of western Nigeria. Similarly, it also surveys the Pauline concept of child rearing as encapsulated in Ephesians 6:4. As a contextual study, the paper correlates the biblical perspective with the contemporary realities in the Yoruba land and Africa at large. The paper also highlights the elements of contextual connectivity between the parenting in Paul's world and the African view vis-à-vis the Nigerian situation. Consequently, Inferences are drawn from the Biblical and the Yoruba principles of child rearing for the purpose of bringing up total children that will become leaders tomorrow.

Keywords: Parenting, Child Development, Yoruba Concept, Pauline Concept, Children.

Introduction

Children constitute bundles of joy and their value in the family and the church cannot be overemphasized. They form important segment of the society. However, despite their value and importance, they live

mostly in an environment that has become saturated with immorality, corruption and all manners of social vices. The African understanding of child and childhood as a special class of people in the society with distinctive cultural worth and values resonate with the Bible. In most African cultures, particularly in Yoruba land, children are greatly valued and desired. They are perceived as blessings and insurance of the nation's perpetuity. Children are regarded as the most valuable of all God's gifts. Their importance to the Africans and also to God is clearly demonstrated both in African tradition and even through the pages of the Bible. In the Old Testament, children generally were regarded as weak, poor and powerless members of the society. However, the teaching of Jesus brought about a significant reversal to the status of children in the society which apostle Paul also built upon. Parenting which is the impartation of good moral standards have been identified as the responsibility of parents, however, it has been proven that church also has her own roles. The need for the family and the church to take the bull by the horn becomes imperative because of the rate of killings, corruption, violence. Examination malpractice and so on are on the increase. The fact that some of these children come from broken homes, lay more responsibility on the church to develop, rehabilitate, and reform them.

Concept of Parenting
The concept of parenting is an area of significant interest and a front burner issue in the religious circle. Before anyone can make the most of parenting principles, we must understand what the concept is all about. Unless it is understood, one may make a mess of it all. First, parenting is considered to be the most important task in life that determines the quality of health, well-being, learning and behaviour across lifespan. This involves moral upbringing by which such virtues as faithfulness, honesty, diligence, obedience, respect for elders and skills such as care of the body, cooking *et cetera* are inculcated into the lives of children. Secondly, it refers to all the activities, actions and efforts of the parents and/or guidance which begins from gestation period and continues until death and are geared towards helping the child to become a responsible adult. Thirdly, it is also the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy

to adulthood. This process passes through different stages which must be handled with care because "parenting is a responsibility from God" (Adewale, 2009). Therefore, the right spiritual environment in which the child can grow must be provided. In order to achieve this, children must pass through a programme of conscious control over their lifestyle. "A child in our modern culture is exposed to a multitude of influences every day, many of them harmful or even deadly" (Whitehurst, 2004). A Yoruba adage says, "*Owu ti 'ya gbon, l'omo o ran,* meaning, a child follows the footsteps of his/her mother" (Akintunde, 2008). The implication of this adage is that children simply replicate their mothers. This is why it is often said "like mother like daughter or like father like son." Gillard (2003) posits that a parent simply refers to "a mother or father of a person or an animal." In the same vein, Okpako submits that "parents refer to one's father or/and mother" (Okpako, 2004). In Africa, the understanding of parenthood has a broader meaning compared to what is obtainable in the western world particularly in Europe and America. A married adult of about 30 years or more could still refer to his or her mother "*mo on mi*" (meaning my mother) and to his or her father as "*ba a mi*" (meaning my father). They are those who provide necessary care for a child. They also include grandparents and other senior adults around. Ayantayo (2011) sees parents as the "trustees" of their children and failure on the part of parents to appropriate this trust properly entails dismissal from trusteeship. "In Jewish societies, the primary responsibility of the mother was to produce children, yet, for most children; parents were the original source of moral guidance" (Tenney, 1987).

Parenthood is the state of being a parent. It may also refer to a period when a father or/and a mother and sometimes care-giver provide training, cares and guidance for children under them. This concept informs the traditional idea of collaborative parenting among the Africans particularly the Yoruba people. African folklore also reflects the expectation placed on parents to inculcate good character in their children, and a way of taunting parents who fail in this regard (Ademiluka, 2011). In traditional Yoruba society, *gbogbo abule nii bani t'omo* (meaning that it takes a whole village to raise a child) because it is believed that *ajeje owo kan ko gbe igba de ori* which means a single hand cannot lift the

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calabash to the head" (Delano, 1983). This simply describes the value of collaborative efforts among parents. Furthermore, it is said that *oju merin ni i bi'mo, igba oju ni i baa wo*. This literally means 'four eyes (representing the mother and the father) give birth to a child but it takes two hundred eyes (representing many people) to train such a child.' This becomes important because home training among the Yoruba is regarded as the responsibility of the whole clan. The above Yoruba proverb exists in different forms in many African and western cultures. For instance, the responsibility of raising children is also seen in the Sukuma (Tanzania) proverb "One knee does not bring up a child" and in the Swahili (East and Central Africa) proverb "One hand does not nurse a child." The Yoruba (Nigerian) proverb as well as those of Sukuma (Tanzania) and Swahili (East and Central Africa) convey the African worldview that emphasizes the importance of seeking help in doing a task which cannot be accomplished by a single person. This is particularly true of parenting and child development. It is a shame for parents who fail to bring up their children properly to become *omoluabi*, it is more disgraceful, however, for those trained but failed to comply.

Yoruba Parenting
a. Yoruba as a people
According to Yoruba mythology, Oduduwa is generally believed to be the great ancestor of the Yoruba race. He settled in Ile Ife (the cradle of the human life) in the present day Osun state, Nigeria. Ogunade (2006) maintains that "Ile Ife is credited to have been the original homestead of the Yoruba people." Apart from those found in parts of Kogi and Kwara states, the Yoruba people primarily occupy the south-western part of Nigeria, that is, Oyo, Osun, Ogun, Ekiti. Lagos and Ondo States. Some can also be found (outside Nigeria) in places like the Republic of Benin, Niger, Togo, Cuba, Brazil, and South America. Their language is called Yoruba, a Niger-Congo language. They are predominantly town dwellers who practice hoe agriculture and are well known as traders and for their crafts.

Yoruba people are quite distinct. Apart from their dresses, they can also be identified by the manner of their greetings such as *e ku*. They are therefore referred to as the *Ekus.* According to Oke (2008), "the early

missionaries and traders refer to them as the *Akus*." For instance, most greetings in Yoruba begin with *E ku*. Thus, *E k'aaro* means good morning; E *k'asan* means good afternoon; and *E k'ale* means good evening *etc*. Note that *e k'aaro, e k'aasan,* and *e k'aale* are often used in plural form or for an elderly person. This is because in Yoruba language, a plural pronoun is also used to address an elderly person. Yoruba people are an ethnic group with rich culture and tradition. Their location, mostly in the south west Nigeria, afforded them the opportunity to be reached with the gospel of Christ and early western education. The first church ever in Nigeria is located in Ake area of Abeokuta, Ogun state.

Pre-conception period
Children are so important to the Yoruba and as such barrenness becomes a great concern, not only for the barren woman but also for the family and the entire clan. The elders in the clan do all things possible including consultation with the oracle in order to find out the cause of the barrenness and save the family from the stigma. According to Awolalu and Dopamu (2005), a woman may become barren if ancestors are angry with her or a witch or sorcerer is standing in her way, or a divinity is persecuting her. It is believed that once the oracle has been consulted and necessary taboos are followed, 'the road' will be cleared for the woman to have pregnancy. Parenting among the Yoruba may be deemed to start with pregnancy. "As soon as pregnancy is discovered divine guidance is sought through divination to determine what should be done to ensure a safe delivery" (Gaba, 1995). This is usually noticed the moment a woman misses her menstrual period. At this point, the woman will be guided on what to do and what not to do, on what to eat and what not to eat. This is to ensure that both the mother and the foetus are perfectly secured.

In some families, the pregnant woman may not eat salt until the child is born. Even in some families, the husband will not have sex with the wife during pregnancy. It is believed by some people that a man that has sex with a pregnant woman will be wretched, and the woman herself will have a difficult delivery. Measures are put in place and must be observed. For instance, she must not go about during the hot weather or late in the night so as to guide herself and the foetus against any

spiritual attack. Sacrifices are made to the ancestors of the husband in order to ask for their help during this period as the welfare of both the mother and the foetus are of paramount importance to all the family members. From time to time people that come across the pregnant mother greet her by saying "*se ara le*?" or "*ara o le bi*?" meaning "hope you are strong or healthy." The pregnant mother also answers "*mo dupe*" meaning I am grateful. The greetings and well wishes the pregnant mother receives from the people around her give her hope and relief as she carries the pregnancy. Not only this, Yoruba believe that prayer is very significant as part of the measures to ensure the safety of both the pregnant mother and the foetus and preserving the sacredness of their lives. Hence, prayers are often said in the following ways: *asokale anfani, k'a gbohun iya k'a gbohun omo* meaning, wishing you a prosperous delivery, and that may both the mother and the baby be alive at delivery time.

b. Childbirth

"When the time comes for a woman to have her baby, the elderly women, who are vast in the 'business of delivery,' are always in attendance, though they may not be trained in the orthodox way, but had become experts through constant practices" (Oke, 2008). After the delivery, all the women in the household come around to give their support to both the mother and the new baby. As soon as a baby is born the *Iya Agbebi* (the orthodox or traditional midwives) immediately bathed him/her with warm water and later rubbed his/her body with different kinds of traditional ointment, then the baby will be wrapped in clothes to protect him/her against harsh weather condition. "The baby's daily birth is characterized by some physiotherapy exercises. This is to loose and strengthen the limbs of the baby to adapt to life outside the womb" (Oke, 2008). In the olden days, a heathen fire was arranged and set to constantly warm the room where the mother and her new baby were. Appropriate food like breastfeeding, pap and *amala* together with concoction are regularly given to the baby. As early as the third day of birth, divination to determine the baby's horoscope takes place. An individual's horoscope, in this regard, reveals some dietary rules which each person should observe throughout life. And if the baby is known, again through divination, to be a reincarnated ancestor, he may be further

requested to observe some dietary rules that this particular ancestor, through divination, may impose (Gaba, 1995). The oracle is consulted in order to determine the future of the child.

This is called *ikose da 'ye omo* or *akosejaye*. This is the first step in knowing the future of a child. Also according to Idowu (1996), this rite is the first step in life and is called *ikose-waye* or *Ese n taye*. This step is an enquiry in totality through *Ifa* into the future of a child born or about to be born into the world. The purpose is to find out what sort of child it is, what are the *taboos* to it, what things are to be done in order to preserve its good destiny or to rectify an unhappy one. It is *akosejaye* that determine the kind of *kadara*, *ayanmo*, *ori, ogo, ipin, irawo,* and *akosile* that a child brings into the world (Odumuyiwa, 1996). Once these are known, the parents would be guided on how to handle train and contribute to the growth and development of the child at every stage of his or life. As the child grows, it is the duty of the mother, together with other women in the family, to train the child and nurture him/her in the way of *omoluabi*. This training begins as early as possible, mostly from two years upward. Seneca (4 B.C-65 B.C.), a Roman Stoic philosopher, statesman and dramatist, once said, "No evil propensity of the human heart is so powerful that it may not be subdued by discipline (Shodipo, 2014). This is because a Yoruba adage says*, kekere ni Musulumi tii maa ko omo re l'aso*, meaning Muslim teaches his child squabble at tender age (Babade, 2008).

At a time in the past when the orthodox medicine has not improved to the level it has today and a child fell sick, the Yoruba have their own methods of treating such illness. Some illnesses common with the new babies included; pile, fever, cold, convulsion, teething, cough, and diarrhoea. Usually, prepared concoctions or herbs could not be found wanting in the house of a mother who just gave birth. The older women in the household, upon noticing a state of bad health in a child, quickly applied appropriate herbs, depending on the kind of illness diagnosed through experience or findings. Because of the perceived level of effectiveness of the concoction, the illness would disappear quickly. These herbs were also given to baby on regular basis to prevent any future occurrence until when the child was about five years old. Among the Yoruba people, the way and manner parents cared for and nursed their

children from early childhood are not too different from the Jewish tradition. For instance, a new baby is regarded as guest to the world who is received with joy and gladness into the family. The caring instinct of women brought to bear on this occasion.

Just as the Jews place high premium on child upbringing so are the Africans particularly the Yoruba. In Yoruba culture, a well brought up child behaves well and he/she is morally upright. Greetings and respect for the elders are important aspects of their culture. These virtues are held in high esteem because they go a long way in building a person's character. It is expected of parents to start teaching their children moral values and home training as early as possible. For instance, the male children prostrate to greet their parents and elders, while their female counterparts greet by kneeling on two knees. The act of greeting by the males is called *Idobale* (prostrating) while for the females it's called *ikunle* (kneeling down). It is a way of showing respect to parents, elders, kings and acknowledging people in authority. The Yoruba male children greet their elders by lying down on the ground in front of their parent/elders while female kneel on both knees with her hands at her back and greet them with *e kaaro* (Good morning). An elder will place his hand on the child's head as they speak *se daada l'aji*? And so forth. The child remains on the ground until he/she is told to get up. It is a sign of disrespect and lack of home training if a child rushes up after greeting. It is even wrong and disrespectful for any child to look directly at the face of the elders while greeting. Also, it is improper, disrespectful and very rude for a child to hug or shake the hands of his/her parents. It is regarded as lack of home training if a child initiates or demands for a handshake from an elder. Even when you are meeting a stranger, it is expected of a child to greet respectfully as long as the person is older. Furthermore, the lesson of generosity towards children is expressed in the following Yoruba idiomatic expressions as quoted by Ayantayo (2011),

> *Agba to jaa jee weyin, ni yo ru'gba e de'le. Adaba jeun ku f'eyele, Orofo jeun ku f'awoko, emi o jeun ku f'omo mi.*

Which means,

> An elder who finishes the food he is served without leaving a remnant for a child will have to pack by himself the empty. The dove eats and leaves a remnant for the pigeon,

the green wild pigeon eats and leaves a remnant for the
mocking bird. I will leave a remnant for my children when
I eat.

The above proverbs pertaining to child nurture and care have divergent implications for modern day parenting. The truth is that children nowadays need balanced diets that will help their physical, mental, emotional, physiological and psychological growth instead of waiting for the *ajeku onje* (left over food).

c. Naming ceremony

From the biblical account in the book of Genesis, God gave Adam a name and Adam in turn gave names to other creatures at the command of the Creator (Gen. 2:18-20, 23). Consequently, everything in the world has a name. In the same manner, every society has a way of welcoming children into the world. Following the birth of a child among the Yoruba, a welcome party called naming ceremony, is organized to welcome the new baby. It is a programme arranged to mark, celebrate and welcome the arrival of a new baby. It is one of the parenting activities that are organized among the Africans. Children are identified by the names they answer. This is why choosing a name for a baby is highly significant in Yoruba land. In *Yoruba* tradition, naming ceremony is not necessarily a religious celebration. It is not a baptism or christening. In the olden days, names usually come through a group of *Babalawo* (traditional *Ifa* priests) who traditionally performed a divination to find names for children, but in recent times children's names can also come from those of the father, mother, grandparents, next of kin or other ranking members of the family like the grandparents and great grandparents of the child.

Preparations for the ceremony vary depending on the circumstances surrounding the birth of a child. For instance, the naming ceremonies for triplets, twins, or single-born child are not the same. The sex of a baby also determines the form of ceremony to be organized. Like most societies, the importance Africans attach to parenting and child issues in general is seen in the names given to him/her at birth. For example, *Omolola* (child is wealth), *Omolade* (child is crown) are few examples. Also, some names are formed from Yoruba proverbs. Again, *Atinuke* is

a child that is being pampered from the womb. In Yoruba land, the ceremony is normally divided into three stages:

1. Shaving of baby's hair; 2. Wearing of cloth for the baby; 3. Announcing the baby's names.

1. Shaving of baby's hair:

   The shaving of the hair for a new born baby is undertaken by an elderly woman in the family, after which a substance like a local gel (adi agbon) is applied on the baby's head to provide lubrication.

2. Wearing of cloth for the baby:

   The next thing is the wearing of the cloth for the baby. This is gently and carefully done by an experienced woman in the family. Because the baby is not strong yet, she must handle the head, the limbs, and other part of the baby's body conscientiously. The baby is further dressed properly in order to give him/her a very good and attractive appearance. For instance, the ear of a baby girl is pierced early enough to be able to put ear-rings.

3. Announcing the baby's names:

   The last thing is the announcement of the baby's names to the audience: this is the naming proper. An experienced woman in the family opens the ceremony with thanks to God the creator for the new born baby that has arrived into their midst. She goes further to thank and praise the ancestors of the baby. After this, items for the naming are brought out before everybody. These include; kola nut, alligator pepper, palm oil, bitter cola, honey, salt, sugar-cane, wine and some other edible things. However, the absence of any of these items does not invalidate the ceremony. Each of these items is taken by a woman who carries the baby in her arms and stresses their meanings and importance. It is on the basis of these meanings and importance that the woman pronounces blessings on the newly born child. As the woman blesses, she picks each of these items and uses it to touch the baby's mouth. Other edible items are also given to the baby and the mother to have a taste of what the baby will be eating as he/she grows. A bowl containing cold water is put outside where relations, friends and well-wishers will come out and 'drop' "owo adura" (prayer money) or money for the naming. It is compulsory for every woman either born or married into that family

to give "prayer money". Failure to give may have an implication for the future. After this, the elders will pray one after the other as eating and drinking begin with joy and gladness.

Yoruba names are often carefully considered prior to the naming ceremony day so that it would not reflect any sort of negativity or disrepute to the family. In other words, selecting a name that previously belonged to a thief or criminal is not considered as a wise step, as it (according to Yoruba philosophy) could result in the child growing up to also become one. Most time, names are given to a child to reflect circumstances surrounding his or her birth such as family background, the position of the child in the home, parents' experiences and so on. This is why it is often said that *ile l'aawo ki a to s'omo l'oruko* (before names are given, family background is taken into consideration). Some days after that a public ceremony with feasting and entertainment is held and family and friends are all invited to celebrate the arrival of the child.

d. The care of children

After a child is born, the care given to the child can be divided into three categories: (a) General care; (b) Traditional care; (c) Care for the special children.

i. General care

Just as it has been noted earlier, the care of a child begins as soon as the child is conceived in the mother's womb. As soon as the husband notices that his wife conceives of a baby, he becomes happy and gives all the necessary moral and physical support to her in order to ensure safe delivery. According to Awolalu and Dopamu (2005:172), "the pregnant women observe certain regulations and taboos in order that all may go well not only with her, but also with the expected baby." The greatest cares given to a pregnant mother are the therapeutic attention and treatment (Oke, 2008). These include *Aseje alaboyun* (medicines brewed for the use of pregnant women) which is prepared by the traditional midwives called *Iya Abiye* in conjunction with the traditional medicine men. This is usually taken at the interval of two months beginning from

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three to nine months of pregnancy. At the end of the nine months, the family will be waiting for the arrival of *omo titun, alejo aye* (a new baby, a prestigious guest to the world). General care for children include the kind of food a baby should eat for at least six months until he/she learns how to sit. This kind of food is primarily from the mothers' breast and *agbo* (concoction). As soon as the child begins to sit, the mother prepares and gives him/her *eko* (pap) as well as introducing little pepper to him/her. This last until the child begins to walk. The Yoruba believes that child care is very difficult to handle and it is only the gods or goddess that can give the best care. As a matter of fact, no one has power over their lives except the giver of those children. For this reason, parents must not be careless about their babies' lives whenever they notice any symptom. If any sickness attacks a child, the experienced women in the family quickly rescue and cure the sickness. The mother prepares and feeds the child with meal like *eko* (pap) that is good for different weather. As the child grows, he/she learns to crawl, sit, talk and walk with the mother guiding him/her. Children are exposed to basic domestic responsibilities such as cooking, washing of plates and clothes, grinding of pepper, pounding of yam and yam flour, fetching of water and firewood, sweeping and so forth. The essence of these is to bring up a total child or *omoluabi*. Some characteristic features of an *omoluabi* are respect for old age, loyalty to one's parents and local tradition, honesty in public and private dealings, devotion to duty, sympathy and readiness to assist the needy. However, some of these virtues are gradually becoming eroded with the passage of time and the introduction of some western cultures. It is believed that *omo ti a o ko ni yo gbe 'le ti a ko ta*, meaning a child untaught shall toss his father's house. (Babade, 2008) also corroborates this fact when he says, *kekere la ti n p'eka iroko, nitori t'o ba dagba tan, a maa a gba ebo* (one cuts the stem of *iroko* tree while it is yet small, because if it matures, it will be demanding sacrifice). One has to tame or train a child away from bad behaviour *while he is still young*, because when he grows old in the bad way, it would be of total regret (emphasis mine).

ii.   Traditional care

This kind of care depends on the family background of the new child. Each family has its own taboos that are peculiar to the members. For instance, some families don't give pap (eko) to their babies at childhood instead, it is the pounded yam they will mix inside water as pap and give to the baby. Some families don't eat dogs, snakes, crickets *etc*. More importantly, the one that is common to most families is that children are not exposed to the public until the day of the naming ceremony.

iii.   Care for special children

There are some children that need special attention and care not necessarily because of any deformity but because of the circumstances that surround their birth. For instance, twins and triplets are normally idolized and sacrifices were offered to them on the day of their naming because they are believed to be supernatural children. Items used for sacrifice include; sugar-cane, white bean-cake, beans, bananas, honey and all other consumable items. The sacrifice to the twins continues from time to time in that family. Apart from the twins, sacrifices are also made for *Idowu* but not for *Alaba* and *Idogbe*, Dada and Ige Adubi

Concept of child development in Ephesians 6:4

Ephesians is generally acknowledged as one of the richest and most profound of the New Testament letters. The richness of its message, the usual diction, and the beauty of its context made it attractive and appealing to believers in all ages and in all places. This ancient city was situated at the mouth of the river Cayster, on the shore of the *AEgean Sea*, about 50 miles south of Smyrna. In real sense, "the foundation of the church in this city was laid by Apostle Paul on his return from his second missionary journey." Although, scholars often talk about the authorship of Ephesians with high sense of criticism, the early church equivocally supported the Pauline authorship of Ephesians. It is generally believed that apostle Paul might have written this epistle about the same time as Colossians while he was under house arrest in Rome (3:1; 4:1; 6:20). The writer opens his epistle with greetings which is a normal way of life in Africa culture. "Africans generally regard someone who does not greet others as rude (Adeyemo, 2006).

Paul, in the opening verses of Ephesians, chapter six, reiterates God's obligation under the Fourth Commandment on children to honour and obey his representatives, their parents. In Ephesians 6:4, he later follows this with instructions to parents, especially fathers, to be extremely concerned and conscientious about the religious and spiritual training of their children when he says: *Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord* (RSV). From the Greek text of Ephesians 6:4, the coordinating conjunction *Kai*, (and), though not translated by the Revised Standard Version of the English Bible, closely ties the fathers' responsibility with the children's responsibility as it appears in King James Version (Hoehner, 2002).

The article *oi* (the) in *ïl ðáôÝñåò* is used to introduce a new group in order to distinguish it from another group. But since children are to obey their 'parents' (6:1), it is very critical to ask, why does Paul address only fathers here? As his pattern was, Paul first addresses the children as those under authority. He now addresses the fathers who have authority over the children. Within the structure of the hierarchical family, Paul makes it very clear that the father must take responsibility for raising his children. It could be said that fathers are addressed because they represent the governmental head of the family. In a similar way, the Yoruba view 'father' as the leader of his own family. In this case, fathers are distinguished from children. However, the plural *ðáôÝñåò*, "fathers," can refer to parents in general and not just fathers.

In the Old Testament, the father was the main figure who wielded authority and commanded respect. He possessed almost unlimited power over the lives of the members of his family. However, Paul instructed fathers not to provoke their children to anger (Eph 6:4; Col 3:21), but to discipline and instruct them (Eph 6:4). The Greek word, *ðáñïñãáßæù*, means "to rouse to wrath, exasperate, anger." In Paul's day, the father had supreme authority over the family. Paul told the parents "Don't use your authority to abuse the child, but to encourage and build the child."

Having stated the negative, Paul does not continue (as seen in Col 3:21) to state "lest they become discouraged" but moves on to a positive exhortation by saying, "But bring them up in the discipline and instruction of the Lord" (Ephesians 6:4b). Fathers are to bring them up, that is, rear

or nourish (*ýektrephete*)*ý*, (provide for physical and spiritual needs), them in the training (*ýpaideiaý*), "child discipline," including directing and correcting; "training" in righteousness and God's "discipline" of believers and instruction, *ýnouthesiaý*; 1 Cor 10:11; Titus 3:10) of the Lord. The verb *êôñÝŌù* (bring up), again can hardly be limited to the exercise of disciplinary functions. The Yoruba also believe that *Orisa ti a ko ba fi l'omo lowo, piparun ni yoo parun* meaning a god (tradition) that is hidden from the child will eventually go into extinction. The Greek word, *êôñÝöw* (ektrephœ), in *êôñÝöåôå auta en paideia kai nouthesia Kuriou* literally means to bring up, to nourish, to nurture in the discipline and instruction of the Lord". The word is not confined to the nourishing of a child physically, but includes its bringing up or rearing in the various departments of its life. The training and admonition to be given by fathers is described further as "of the Lord" *êõñßïõ*. Some scholars see this as a subjective genitive referring to what the Lord does through the fathers as his representatives.

Ephesians 6:4 in the Nigerian Context
Many of Nigerian children face enormous problems of abuse and neglect sometimes in appalling circumstances. These problems compound the risk of their survival and create formidable obstacles for the development of a total child. In the cultural setting of Nigeria, for instance, the beating of children is widely sanctioned as a form of discipline. In practice, the beating of children is almost universal in Nigerian homes and is applied frequently as a mode of discipline for almost any type of misdemeanour, however trivial. Corporal punishment is also widely used in schools. Furthermore, some forms of punishment meted out to children are extremely harsh and are both physically and emotionally dangerous (Hodges, 2001). "Parents also have rights over their children including rights to discipline them in order to ensure they (children) do not engage in self-destructive activities in the process of actualising their rights" (Ayantayo, 2011). Such discipline should not normally be excessive to the extent of inflicting grievous harm on the child's body.

There is an urgent need for the parents and church leaders to take the bull by the horn and teach their children as early as possible in home training which is the bedrock of good character. Following the example

of Yoruba parenting and Paul's recommendations, child development must be carried out in words and actions. Parenting and child development remain potent tools for the political and socio-economic development of a nation like Nigeria and viable instruments for change. According to the National Policy on Education (NPE), Federal Republic of Nigeria, (2004) education is also described as an instrument "par excellence" for effecting national development. This statement is further buttressed by Asaaju (2010) when he says, "every society educates her young ones for the purpose of nation building and this begins from the home." Ephesians 6:4 is built on the assumed social status of the world of Apostle Paul where children were categorized alongside the poor, the less privileged, the vulnerable and powerless. They were not accorded the same social status as the adults in the Jewish literature and culture. In the same manner, Jewish culture held the belief that whatever way a child walked was simply a projection of how he/she had been taught by his/her parents. This is why the wisdom literature commands, "Train up a child in the way he should go, and when he is old he will not depart from it," RSV (Prov. 22:6). Therefore, if a child is brought up (trained) in a good way or bad way, it will have serious impact in his/her life accordingly. Until the time of Jesus, children were not seen as models of entering the Kingdom of God. During his ministry, Jesus taught that anyone who desires to enter the Kingdom of God must possess the same simple and low status which characterizes a child. It is this godly character and high moral values that the Yoruba refers to as *Omoluabi* which form the basis for a just and egalitarian society.

Conclusion

Apart from the beautiful teachings of Apostle Paul on children, Jesus has profound relationship with them. He particularly welcomed them and claimed, "Truly, I say to you, unless you turn and become like children, you will never enter the kingdom of heaven. Whoever humbles himself like this child, he is the greatest in the kingdom of heaven. Whoever receives one such child in my name receives me" (Matt. 18:2-5). The ministry of Jesus centred on liberation for all in bondage and on meeting the physical and the spiritual needs of the poor, the children, women and the weak in the society. The Epistle indeed demonstrates that God

values and honours little children. Indeed, similarities abound between Yoruba parents in Nigeria and the apostle Paul's world of parenting as implied in the book of Ephesians. The contemporary parents find examples to emulate in the Yoruba parenting and the teachings of Apostle Paul. Children found consolations in Paul's teaching. Therefore, it is important for parents in Nigeria and Africa at large to learn from this and the Yoruba culture in order to bring up their children.

Recommendations
From the ongoing, it is obvious that the contemporary parents have a lot to learn from the two concepts discussed above. However, for the purpose of this paper, the following are given as recommendations.
1. Discipline in love
   Discipline is a veritable tool in bringing up children to become useful and relevant to their parents and to the society. Therefore, parents must not withhold the rod of discipline from their children; rather, they must discipline them in live. This will encourage and empower them to face challenges in life.
2. Cooperation between parents
   It is very important for both the father and the mother to cooperate together in order to train their children. An adage in Yoruba says *bi ogiri ko ba l'anu, alangba ko le r'aye w'obe*. This means that if there is no crack in the wall, lizard will not be able to penetrate. Issues that can cause a break up in the family must be avoided.
3. Sound moral training
   In the contemporary society, the importance of moral education cannot be overemphasized. It is worthy of note that parents in both the Yoruba and the Pauline worlds laid emphasis on sound moral training for their children. Children should be guided to be hardworking, honest, courageous, loving and caring.
4. Exemplary life
   An adage says like father, like son, or like mother like the daughter. This should be a watchword for parents in any endeavor. They should live a life worthy of emulation because their children will normally take after them. This is why a Yoruba adage says, *owu ti iya ba gbon*

ni omo n ran, meaning, it is the cotton which the mother harvest that her child spins (Babade, 2008:378). A daughter who fornicates probably takes after her adulterous mother.

5. Expose them to your religion

   Although religion is a voluntary practice, it is essential that contemporary parents follow the injunction of the Bible that says, "train a child in the way he should go, and when he is old he will not turn from it (Prov. 22:6). This is not different from the Yoruba adage that says *kekere ni Musulumi ti i maa ko omo re l'aso* which means a Muslim teaches his child squabble at tender age. This will help them to love God and appreciate their fellow human beings since all religions preach love. This leads us to the final one.

6. Love your children

   Parents must also learn from the teachings of Apostle Paul not to provoke their children to anger (Eph. 6:4). They must avoid anything that will make their children feel unloved, unwelcomed, and unprotected. They must be shown love so that it will make them confident to live a fulfilled life.

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