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ILORIN JOURNAL OF SOCIOLOGY
VOLUME 6, NUMBER 1, OCTOBER, 2014

LIST OF ARTICLES

1. Sociological Perspective of the New Generation Churches in Nigeria
Omoyibo, Kingsley Ufuoma & Okosun, Don Enahimion 1-16
2. Flooding and Socio-Economic Activities in Selected Communities in Edo State, Nigeria
Alenkhe, Odianonsen Augustine & Omigie, Oseye Sunday 17-28
3. Reconceptualising the Pedagogy of Religious Education in Nigeria
Dosunmu, Simeon A. & Sadiku, Salihu O. 29-36
4. War Economy and *Boko Haram* Religious Insurgency in Nigeria
Charles Alfred 37-48
5. Political Parties and Democratic Consolidation in Nigeria, 1999-2014
Fashagba, Joseph Yinka & Oye, O. Bukoye 49-66
6. A Critical Analysis of Nigeria's 2014 Centennial Anniversary of Amalgamation
Bello, Abdul-Rahoof Adebayo 67-80
7. Enhancing Ethics in Ethiopian Civil Service: The Role Of Human Resource Management
Ojobo, James A. & Apeh, Paulina Eleojo 81-98
8. Belief System and Grassroot Mobilisation: The Case of the Ogoni Struggle in Nigeria
Agbonifo John 99-114
9. Teachers' Preferred Pedagogical Method in Using Folktales to Curb Violence among Primary Schools Pupils in Ilorin, Nigeria
Amali, Ismaila O. ; Mahmud, Jamiu A.; Bello, Muhdinat B. & Amali, Abdulmalik. A. 115-124
10. Resource Conflict and Effect on Rural Development in Nigeria
Oyeboade, Musibau Olabamiji 125-136
11. Rethinking Local Government for National Development in Nigeria
Ologbenla Derin & Ogunwa, Samuel Adetola 137-150

TEACHERS' PREFERRED PEDAGOGICAL METHOD IN USING FOLKTALES TO CURB VIOLENCE AMONG PRIMARY SCHOOLS PUPILS IN ILORIN, NIGERIA

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Abstract

This is a survey research on teachers preferred method in using folktales to curb violence among primary school pupils in Ilorin, Nigeria. The objective was to determine teacher's preference in the use of various teaching methods and particularly the one they would prefer when teaching folktales to primary school pupils. The populations for the study were teachers in selected primary schools (Private and public) Ilorin, Nigeria. It used teachers from twelve primary schools from rural and urban part of Ilorin. The teachers used for the study were chosen using systematic random sampling techniques whereas the schools were chosen through the use of stratified sampling techniques. Researchers designed questionnaire was used for the collection of data. Descriptive statistics was used to analysis the five (5) research questions while chi-square was used to analyzes the hypotheses drawn for the study. The findings revealed that teachers preferred role-play method for teaching folktales, followed by demonstration and discussion method that could be categorised in order of teacher's preference. The study therefore recommends among others that role play, demonstration and discussion method should be encouraged for use by teachers to teach folktales so as to curb violence among primary school pupils. This study uses folktale with a view to providing problem solving activities especially in adversarial situation is a useful contribution that would direct or guide our pupils toward acceptable social development.

Keywords: Curriculum; folktales; pedagogical method; violence.

Introduction

Folktales as a culturally derived knowledge makes its application to classroom teaching-learning to have a great relevance that would assist pupils to better understand themselves, their environment and their societies. The primary school curriculum, through its educational contents has placed folktales as part of children cultural activities in social studies that can assist to educate Nigerian children toward a socially approved norms and values required for social development (NCSS, 1995-2007). The role of the school and the teacher cannot be underestimated in this respect because the primary school is from where the little boys and girl would start and develop to become leaders of tomorrow. Using the primary school pupils as focus of this study is thus imperative. A concerned and aggressive effort should therefore be undertaken to expose Nigerian

Teachers' Preferred Pedagogical Method in Using Folktales to Curb Violence

children to alternatives that are consistent with their cultural background with the view of socially developing them as cooperative individual that can share harmonious social relationship. The relationship children have with their peers, relatives and the larger member of society is germane to their self-esteem and social development. It is hoped that where National security measures to curb violence in Nigeria is failing, teacher's pedagogical method would be of great assistance in curbing violence particularly when used through folktales as a lesson for the largest segment of Nigerian population (the children, and the youth) in our educational system.

The use of folktales is regarded as a fundamental means through which appropriate knowledge to curb violence could be imparted to the Nigerian children in the primary schools. From the use of folktales, physical, intellectual, moral and spiritual efficiencies could be inculcated into the child to ensure him or her understand himself, his family, community, society and the nation at large. Folktales could also lead the child to the fullest, truest and to the most fruitful relation of which the child would be capable in the world in which he lives (McDaniels, 2007) and (King, 1997). It develops the child morally, especially toward individual and social conduct and behaviour. It helps in the development of faculty such as reasoning and imagination (Adeyemo, 1979).

In the Nigeria context, folktales could serve as reconstructive education which could be used in facing the challenges of working together to build a strong, virile nation of unity within diversity as entrenched in the Nigerian Policy on Education (N.P.E. 2004) and Nigeria Constitution (1979). The pedagogical approaches that teachers use to achieve the goals of curbing violence are the essential consideration of this study. This is necessary because there have been unrestrained recourse to the use of violence emanating from tribal, political and religious differences of the Nigerian people (Daramola, 2010) and (Okoyoni, 2012). There is plethora of problems affecting their daily lives. These are violence disposition across the country as Nigerians have enveloped themselves on the basis of multi-ethnic and multi-religious sectional interests (Dukor, 1990). The differences are becoming hard to address within the context of school curriculum. The national security is being threatened on daily basis, lives are being lost, and culture of violence is growing in every part of the country. There is urgent need to curb the phenomenon at every level of Nigeria society.

The school as the agent of socialisation has a crucial role to play to curb the malady of violence across the country. This could be achieved through teacher's professional competence based on their acquired knowledge and skill through teaching training and retraining. Teachers' pedagogical method has been selected for examination as an aspect of teachers approach and responsibility to achieve the lofty goal to curb violence (Amali & Bello, 2011) and (Lambert & Myer, 1990). Doing this effectively requires Nigerian teachers to utilise their experiences, skills and teaching methodology to impart the necessary experience that would curb the various reasons that lead us to violence. Thus the use of appropriate approaches that could facilitate peace, curb violence in Nigeria is becoming increasingly necessary not only to the educationists but also to other social scientists.

Training and teaching have been the essential areas of teacher education, as education is geared towards the development of the individual and the society at large. It is said that social development cannot be separated from all round efficiency of the child

which include his physical, intellectual and spiritual development (Fafunwa in Adeyemo, 1979) concerned about the aspect of education that would equip the children in Nigerian primary schools to learn how to live a harmonious, corporate and friendly life motivated this study. More so, Nigeria is a multi-cultural, multi-ethnic and a multi-religious society where many children hail from communities laden with social discord and inundated with difficulties of life including economic hardship. Yet, though historically, the country was founded on the notion that the differences we have should be accommodated. Accommodating the differences has been a major problem in Nigeria.

The current primary school curriculum is as a result of Sofolahan Committee Report of (1987). It is concerned with well-planned action programmes which involve supervision, helping and working with teachers and pupils on its daily implementation (Sofolahan, 1987) and (Urevbu, 1990). The means and methods by which observation is made and the extent of the knowledge gained or skill acquired by pupils are the teachers' use of various pedagogical methods (Amali, 2010). Thus, this study examines the following methods that teachers would prefer when using folktales as means of curbing violence in the primary schools in Ilorin, Kwara State, Nigeria. These are:

1. **Lecture Method:** this is a straight forward discussion by the teacher and it is usually a pre-planned structural scheme which helps to provide scientific, social information, interactive, participatory and collaborate decisions.
2. **Discussion Method:** in this method, teacher guides the learners in class discussion and provides experts' advice on matters that are of common interest to the learners.
3. **Demonstration Method:** this method requires teacher to demonstrate behaviour or concept to be learnt. It is a very good method for controlling violent behaviour, drug addiction, war and crime.
4. **Inquiry Method:** in this method, learners are asked for information about something or to investigate something. It assists learner to search for knowledge in a logical fashion and to be independent and self – reliance.
5. **Role Play Method:** this involves selection of problems or issues of interest and the learner is physically involved to take part in acting role in such problem. It helps to inculcate diverse cultural values, beliefs and ethnics in our young pupils.
6. **Games/ Simulation Method:** this involves creation of social activities by two or more learners in a competitive spirit in order to exhibit some positive knowledge, attitude and skills that can lead to a winner.
7. **Concept Mapping Method:** in this method, concept in a topic and their inter-relationship presented in a two-dimensional structure. It helps to arouse pupils' curiosity and sharpen their awareness and interest.
8. **Guided Discovery Method:** in this method, a learner is only helped to discover certain facts about events or find answers to certain problems by himself either by asking, recording different types of information, and finding more about each other (Amali, 2010; NTI, 2009 and Yusuf, 2005).

Variables such as teachers' academic qualification, experience, and type of school, school location, and gender have been used to explain teachers preferred method of using folktales to curb violence among Nigerian primary school pupils.

Teachers' Preferred Pedagogical Method in Using Folktales to Curb Violence

A study like this that examines teachers' preferred pedagogical methods using folktales with a view to providing problem solving activities especially in adversarial situation is a useful contribution toward social development. It shows that the ubiquitous nature of folktales renders enough general facts that have global application. Teaching folktales using appropriate methodology would help Nigerian pupils to understand nature and their relationship with the world around them. Using appropriate pedagogical methods would further strengthen their commitment to the world around them.

Purpose of the Study

The main purpose of this research work is to investigate teachers' preferred methods in the use of folktales to curb violence among primary school pupils. Specifically, the study intends to investigate:

1. The difference between male and female teachers' preferred pedagogical methods in using folktales to curb violence among primary school pupils in Ilorin-South?
2. The difference between teachers' preferred pedagogical in method using folktales to curb violence among primary school pupils in Ilorin-South based on teachers qualifications, school type, location and years of experience.

Research Questions

The following research questions are raised to guide this study.

1. What are the various teachers' preferred pedagogical methods adopted in primary schools in Ilorin- South?
2. Is there any difference between male and female teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South?
3. Is there any difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South based on qualifications?
4. Is there any difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South based on school type?
5. Is there any difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South based on school location?
6. Is there any difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South based on years of experience?

Research Hypotheses

The following research hypotheses are formulated to guide this study.

- HO₁: There is no significant difference between male and female teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South.

- HO₂: There is no significant difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South based on qualifications.
- HO₃: There is no significant difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South based on school type.
- HO₄: There is no significant difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South based on school location.
- HO₅: There is no significant difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South based on years of experience.

Methodology

This is a descriptive survey study as it sought to investigate the preferred pedagogical method by teachers in teaching folktales to curb violence among primary school pupils in Ilorin. Daramola (2006) defined descriptive survey research as a systematic attempt to describe the characteristics of a given population or areas of interest factually.

The population for this study includes all the primary school teachers in Ilorin South, Nigeria. Twelve primary schools were selected which comprised six urban (three private and three public schools) and six rural primary schools (three private and three public schools). The schools were selected using stratified random sampling technique while ten teachers were selected from each of the chosen school using systematic random sampling technique. It used researchers' drawn questionnaire to collect data from the selected respondents used for the study.

The percentage and chi-square statistics were used to analyse the data and to answer the research questions and test the hypotheses.

Teachers' Preferred Pedagogical Method in Using Folktales to Curb Violence

Results and Discussion

The results of the data obtained were analysed and discussed below.

Table 1: Responses of teachers' preferred pedagogical methods used in curbing violence among primary school pupils in Ilorin

S/N	Items	Most Often	Often	Rarely	Not at all
1	Teachers use <u>lecture method</u> for teaching folktales to curb violence among primary school pupils.	12(10%)	24(20%)	24(20%)	60(50%)
2	Teachers use <u>discussion method</u> for teaching folktales to curb violence among primary school pupils.	36(30%)	48(40%)	24(20%)	12(10%)
3	Teachers use <u>demonstration method</u> for teaching folktales to curb violence among primary school pupils.	42(35%)	53(45%)	18(15%)	6(5%)
4	Teachers use <u>inquiry method</u> for teaching folktales to curb violence among primary school pupils.	6(5%)	12(10%)	30(25%)	72(60%)
5	Teachers use <u>role play</u> for teaching folktales to curb violence among primary school pupils.	42(35%)	53(45%)	20(17%)	4(3%)
6	Teachers use <u>games/ simulation</u> for teaching folktales to curb violence among primary school pupils.	6(5%)	12(10%)	30(25%)	72(60%)
7	Teachers use <u>concept mapping</u> for teaching folktales to curb violence among primary school pupils.	10(8%)	14(12%)	24(20%)	72(60%)
8	Teachers use <u>guided discovery method</u> for teaching folktales to curb violence among primary school pupils.	12(10%)	24(20%)	30(25%)	54(45%)

Table 1 shows the responses of the teachers to the questionnaire items. It is revealed from the table that role play method is the most preferred method, followed by demonstration method then discussion method.

Hypotheses Testing

The following hypotheses were tested and the results are as presented below:

HO₁: There is no significant difference between male and female teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South.

Table 2: Chi-Square Table for Gender

Gender	N	D.F	X – Cal.	X – Tab.	Decision
Male	45	3	0.103	7.82	Accepted
Female	75				

Table 2 shows the chi-square result for HO₁. From the table, X- calculated (0.103) is less than X-tabulated (7.82) so the hypothesis one is accepted. This means that male and female teachers do not differ in their preference for method to be used to teach folktales to curb violence among primary school pupils.

HO₂: There is no significant difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South based on qualifications.

Table 3: Chi-Square Table for Qualification

Qualification	ON	df	X – Cal.	X – Tab.	Decision
s NCE	D	9	1.75	16.92	Accepted
NCE100	100				
OND	5				
HND/ B.Sc.	5				
B.Ed/ B.Sc. (ED)	10				

Table 3 shows the chi-square result for HO₂. From the table, X- calculated (1.75) is less than X-tabulated (16.92) so the hypothesis two is accepted. This means that teachers do not differ in their preference for method to be used to teach folktales to curb violence among primary school pupils based on their qualification.

HO₃: There is no significant difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South based on school type.

Table 4: Chi-Square Table for School Type

School Type	N	df	X – Cal.	X – Tab.	Decision
Public	60	3	8.55	7.82	Rejected
Private	60				

Teachers' Preferred Pedagogical Method in Using Folktales to Curb Violence

Table 4 shows the chi-square result for H_{O3} . From the table, X- calculated (8.55) is greater than X-tabulated (7.82) so the hypothesis 3 is rejected. This means that there is a significant difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils based on school type (public and private).

H_{O4} : There is no significant difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South based on school location.

Table 5: Chi-Square Table for School Location

School Location	N	df	X – Cal.	X – Tab.	Decision
Urban	60	3	12.06	7.82	Rejected
Rural	60				

Table 5 shows the chi-square result for H_{O4} . From the table, X- calculated (12.06) is greater than X-tabulated (7.82) so the hypothesis four is rejected. This means that there is a significant difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils based on school type (urban and rural).

H_{O5} : There is no significant difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils in Ilorin-South based on years of experience.

Table 6: Chi-Square Table for Year of Experience

Years of Experience	N	Df	X – Cal.	X – Tab.	Decision
1 or less	5	12	0.110	21.03	Accepted
2-5 years	30				
6-10 years	60				
11-15 years	10				
16 & above	15				

Table 6 shows the chi-square result for H_{O5} . From the table, X- calculated (0.110) is greater than X-tabulated (21.03) so the hypothesis five is accepted. This means that there is no significant difference between teachers' preferred pedagogical method in using folktales to curb violence among primary school pupils based on year of experience.

Discussion, Conclusion and Recommendations

The results reveal that the teachers prefer role play method for teaching folktales to curb violence among primary school pupils. This is followed by demonstration method and discussion method. Findings also show that teachers do not differ in their preference for pedagogical method of teaching folktales to curb violence among primary school pupils based on gender and year of experience while their preference differ based on school type, school location and qualification.

The test of hypotheses indicates that there are no significant difference in teachers' preference for method to be used in teaching folktales to curb violence among primary school pupils based on gender, qualification and year of experience. On the other hand, hypotheses three and four were rejected which means that teachers preference differ significantly based on school type and school location.

The finding in this study is in agreement with Adejumo (1979), who said that pupils are interested in acting particularly the part of noble men, a hero, a model, and a warrior who did something wonderful or who fought for his people for social justice. Pupils who take part in such a role play method or demonstration method cannot forget what they have acted when using folktales, literature, storytelling and scripture lessons as found out in this study.

The primary curriculum objectives demand positive co-ordination of man and material resources. Therefore, adoption of right teaching method should be the best way teachers can stimulate and improve the cognitive ability of primary school pupils to develop the right type of values necessary for humanity and to curb the culture of violence that have engulfed the nation. Moral compliance will result into behaviour modification and ultimately social development when folktales are appropriately inculcated to children. It permits children to express emotions in a socially approved manner.

It could be concluded that teachers prefer role play method for teaching folktales to curb violence among primary school pupils but differ in their preference based on school type and school location. The following recommendations are made based on the findings of this study.

- Role play and demonstration method should be employed by teachers to teach folktales so as to curb violence among primary school pupils.
- School supervisors should ensure that classroom teachers use role play method to teach folktales in order to curb violence among primary school pupils.
- Instructional materials that will facilitate efficient inculcation of folktales to Nigerian pupils in primary schools should be made available to teachers.
- Information and Communication Technology (ICT) should be employed as a means of inculcating knowledge that will help pupils to shun violence using folktales as a model of instruction.
- Emphasis should be made in the Nigerian Primary School Curriculum on the importance of the use of role play method for teaching folktales to pupils in order to curb violence among the pupils.
- There is need for training and re-training of primary school teachers of the need to adopt appropriate teaching method in Nigerian primary schools.

Teachers' Preferred Pedagogical Method in Using Folktales to Curb Violence

- There is need to encourage the use of folktales literature that will help develop Nigerian primary school pupils to shun violence.

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