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**UNIVERSITY OF EDUCATION, WINNEBA
GHANA - WEST AFRICA**

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MISSION STATEMENT

International Journal of Basic Education (IJOBED)

This journal is designed to enhance the quality of school teaching and learning in Basic Schools across the world specifically, Africa. In addition, the journal is to publish empirical research that tests, extends or builds educational theory and adds to Basic Education Practice. All empirical methods including qualitative, mixed methods and quantitative approaches are welcome in this journal.

For any acceptance of a manuscript in this journal, such a manuscript must make strong experiential and theoretical contributions as well as addressing the significance of these contributions to Education. Finally, preference would be given to submissions that test, extend or build strong theoretical frameworks as well as critique emerging issues with diligence in Basic Education Theory and Practice.

GUIDELINES FOR SUBMISSION OF ARTICLES

For any acceptance of a manuscript in this journal, such a manuscript must make strong experiential and theoretical contributions as well as addressing the significance of these contributions to Education. Finally, preference would be given to submissions that test, extend or build strong theoretical frameworks as well as critique emerging issues with due diligence in Basic Education theory and practice.

Manuscripts should also meet the following technical requirements:

All contributors to this journal should please ensure that the American Psychological Association style (APA) is adopted in referencing, citation and formatting.

Manuscript should not exceed 15 pages type written, in Times New Roman with a 12-point font and double spaced.

All articles should come with an abstract of between 100-150 words.

We do not accept plagiarised submissions, and for that matter will not hesitate to facilitate the prosecution of anyone in this direction.

Initially, three hard copies should be sent to the Executive Editor, and contributors are expected to resubmit reviewed manuscript(s) with a CD or Pen Drive.

GH20-00 Cedis (submissions from Ghana) and or 20 US dollars (submissions from outside Ghana) review fee has to accompany the manuscript and if accepted 80 GH Cedis or 80 US Dollars respectively will be charged. This will go towards administrative and publication costs.

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EDITORIAL

Contributors in Ghana and Nigeria provide the sixteen articles of this issue. The common theme which unites almost all the papers in this volume is Basic Education. Indeed, all the papers have ramifications for Education in general. Authors have proven in their discussions that topics were carefully selected, meticulously analysed which are key for academic purposes and research.

Examples of papers in this edition include the following:

Improving teaching and learning at the early stages; comparative study of female education in Cameroon and Nigeria; ramification of suicides to basic school pupils; teacher participation in decision making; implication of planning of religious and moral education curriculum to teaching and learning; teacher attitudes towards inclusive education in Ghana; students attitudes and achievements in ICT; and teacher motivation and satisfaction. Looking at the rigorous analyses of issues carried out by contributors, we hope our audience would be motivated into the realm of scholarly writing as these authors in this issue.

We take this opportunity to congratulate all contributors whose articles were accepted for this issue and wish to encourage those whose articles were rejected to work harder for the subsequent issues to come.

The Editorial Board looks forward for articles from writers and scholars to submit their work for the next issue. We are greatly indebted to our Consulting Editors who took time off their busy schedules to help put these articles into perspectives. For any comments or queries do not hesitate to contact the Executive Editor:

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TABLE OF CONTENTS

CONTENT	PAGE
Editorial Board	i
Mission Statement	ii
Guidelines for Submission of Articles	iii
Editorial	iv
 Improving Teaching And Learning In The Early Childhood Classroom In Ghana: Preparing Teachers For Developmentally Appropriate Practice	 1
Cosmas Cobbold (Ph.D), Department of Arts and Social Sciences Education, Faculty of Education, University of Cape Coast, GHANA	
 A Comparative Study Of Girl-Child Accessibility To Primary Education In Nigeria And Cameroon	 9
B.O. Lawal (Ph. D), Department of Teacher Education. Faculty of Education. University of Ibadan, Ibadan, Nigeria. & N. P. Okoro (Ph. D), School of Education, Department of Educational Foundations and Management Federal College of Education, Osiele, Abeokuta, Nigeria.	
 Inferences And Latent Repercussions In Resolution Of Suicides In Selected African Tragedies	 30
Faustina Brew (Mrs.), Department of Theatre Arts University of Education, Winneba, Ghana.	
 Teachers' Participation In Decision-Making: A Comparative Study Between Rural And Urban Basic Schools In Ghana.	 42
Dampson Dandy George, Department of Psychology & Education. University of Education, Winneba, Ghana.	
 Conditions Which Are Conducive To The Planning Of The Religious And Moral Education Curriculum: Its Implications For Religious Teaching And Learning	 53
Charles Nyarko Annobil, Department of Basic Education University of Education, Winneba, Ghana	
 An Exploration Of Teacher Attitude Towards Inclusive Education: Implications For Policy And Practice In Ghana	 63
Francis R. Ackah Jnr, Department of Basic Education, University of Cape Coast, Ghana & Gabriel Ackah-Blay, Holy Child College of Education Sekondi -Takoradi, Ghana.	

Relationship Between Students' Attitudes Toward ICT And Their Achievement In ICT At The University Of Cape Coast	74
Kofi Ayebi-Arthur, Department of Science and Mathematics Education, University of Cape Coast, Ghana	
Curriculum Evaluation: A Comparison And Contrast Between Ralph Tyler And Micheal Scriven's Perspectives	81
Hans Kweku Anderson, Department of Basic Education, University of Education, Winneba, Ghana.	
The Impact Of Parent-Teacher Co-operation On The Education Of The Child: A Case Study Of the Effutu Municipality	90
Robert Andrews Ghanney, Department of Basic Education University of Education, Winneba, Ghana	
Investigating Questioning Techniques In The French Classroom At The Basic Level	99
Yiboe Kofi Tsivanyo, Ph.D, Department of Arts & Social Sciences Education, University of Cape Coast, Ghana.	
Pupils' Attitude Towards Religious & Moral Education: A Survey Of Junior High Schools In Cape Coast, Ghana	111
Rev. Seth Asare-Danso, Department of Arts & Social Sciences Education Faculty of Education, University of Cape Coast, Ghana	
Primary School Teachers' Concerns About Implementing The 2007 Educational Reform In Ghana: A Study In The Cape Coast Metropolis.	122
Cosmas Cobbold (Ph.D), Department of Arts and Social Sciences Education University of Cape Coast, & Elizabeth Ani-Boi, District Education Office, Akim Swedru	
Job Satisfaction Among Headteachers Of Public Basic Schools In The Cape Coast Metropolis In The Central Region Of Ghana	133
Kweku Esia-Donkoh, Department of Basic Education University of Education, Winneba & Gloria Eshun, Cape Coast	
Effects Of Senior Secondary School Students' Home Video And Cyber Sub-Cultures On Their Reading Habits In A South-western Nigerian City	146
Samson Olusola OLATUNJI, Department of Mass Communication and Media Technology Faculty of Social Sciences and Entrepreneurial Studies Lead City University, Ibadan, Nigeria.	

**Teaching-Learning Effectiveness And The Challenges Of Students'
Support Programmes In Academic Achievement**

155

(MRS.) Egenti, M. N. (Ph.D), Department of Adult Education
University of Lagos, Nigeria &
Addison, Asonaba Kofi, Department Of Basic Education
University Of Education, Winneba, Ghana

**The Influence Of Noise On Scholastic Achievement Among
Secondary School Students In Lagos – Nigeria**

163

Nwadinigwe, J. P. (Ph. D), Dept. of Education Foundation
University of Lagos, Nigeria &
Addison, Asonaba Kofi, Dept. of Basic Education
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EFFECTS OF SENIOR SECONDARY SCHOOL STUDENTS' HOME VIDEO AND CYBER SUB-CULTURES ON THEIR READING HABITS IN A SOUTHWESTERN NIGERIAN CITY

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ABSTRACT

A poor reading culture has been identified as one of the most prominent of the factors responsible for the perennial mass failure of Nigerian candidates in major examinations. The Internet has been acknowledged as a system that has effectively solved the problem of dearth of reading materials. Audio-visual materials, of which the home video is a part, have also been proved to be of immense instructional value. That senior secondary school students in Ibadan spend ever-increasing time on the Internet (Cyber) and home video sub-cultures is quite noticeable. This study thus sought to find out if the growth of the two sub-cultures has any effects on the reading habits of the students. A self-constructed twenty-four-item students' questionnaire that yielded a validity of Cronbach alpha 81.4 was used to collect data from one hundred and twenty senior secondary school students in Ibadan metropolis. The analysis of responses from 113 returned copies found valid reveals that only 58.41 % of the students are Internet literate, they spend more time on home video and cyber café activities than reading, there is significant relationship between the students' home video watching culture and their reading habits, there is significant relationship between the students' cyber culture and their reading habits, the linear combination of home video viewing and cyber sub-cultures on the students' reading habits is significant, and the relative contributions of home video viewing and cyber sub-cultures are significant.

Introduction

Reading as an Indispensable Tool in Learning

Reading has been identified as the most fundamental to the widest range of formal learning (Kolawole, 2003; Onukaogu, 2003). It is not strange to hear students claim that they read in preparation for examinations but still failed such examinations. It is thus important to know what reading is. The complexity of actual reading is hinted at by Kolawole's (2003) description of reading as the recognition of printed or written symbols, correct interpretation or comprehension of same through an appeal to the reader's repertoire of experience, retention of the derived information and success at reproducing such information as accurately as required in given circumstances. This shows that reading, though a receptive language skill is an active process as well as an end itself (Onukaogu, 2003).

Reading plays a vital role in the preservation and transmission of a people's culture and civilization otherwise known as education and the opening of the gateway to the civilizations of various other countries of the world (Headlam, 2003; Okediran, 2002; Christopher, 2007; Adetunji and Oladeji, 2007).

Relationship between Students' Cyber Culture and their Reading Habits

The invaluable contributions of the Internet, the most prominent technological innovation of our time (netlingo, n.d.), to the development of education to its present state at the global level has been variously acknowledged (El-Rufai in New Age of Monday, June 13, 2007; Tabe, 2007) and language (Singhal, 1997). Among the most popular facilities on the Internet is the e-mail which has been used to teach stylistics and other topics as well as build communicative competence successfully (Lai, 2004; Biesembach-Lucas, 2007). Windham (2001) too observed significant improvement in students' listening and reading skills (as measured by comprehension exercises conducted as homework or in class) resulting from the use of internet resources.

Since almost two million new pages are added to the Internet per day (Omekwu, 2003), the problem of "too little to read" has now been replaced with that of almost "too much to read" (Cobb, Greaves, and Horst, n.d.) as the Internet is "an exceedingly prominent new information and communication technology (Mokhtari, Reichard, and Gardner, 2009:609). Dykeman (2010) too observed that many of the materials in the printed media like books, traditional magazines, and journals are now also available online via the World Wide Web.

Olatunji (2008), however, observed that in spite of Nigerian secondary school students' diurnal and nocturnal cyber (online) activities resulting from tremendously increased access to the Internet, their results in senior secondary school leaving certificate examinations have perennially failed to reflect the abundance of reading materials afforded by the Net. The response of Ndukwe (2006) to this unpleasant situation is that the browsing that people do online is distinctly different from reading, and each requires skills that are different from those needed by the other.

The Relationship between Students' Video Watching and their Reading Habits

Video and video technology have been observed to be increasingly used to facilitate language teaching and learning, one of the major skills of which is reading (Mejia, n.d.; Ogunsola, 2004). Iboide (2002) too saw video set and sound movie as examples of audio-visuals that could facilitate learning. Olagunju and Ojo (2006) too found that the use of video CDs effected greater instructional success than audiocassettes and traditional teacher-dominated teaching respectively.

Kaufman (2009), however, found the increase in home video series a serious threat to students' reading culture. This could be so because the contents of the home video may not be tailored towards any significantly instructional ends but majorly for entertainment. Should

students become addicted to such, there may not be enough time left for any meaningful reading.

Statement of the Problem

Evidence from the results of Nigerian senior secondary school students' in various English language examinations over the years has been unequivocal of their gross deficiency in the language. The usual mass failure has been variously attributed to a poor reading culture. Two of the activities that the students engage in most are watching home videos and browsing the Internet. This study therefore investigated the relative and the joint effects of home videos and cyber sub-cultures on the reading habits of senior secondary school students in Ibadan, a south-western city of Nigeria.

Methodology

Population

All students of senior secondary schools in the five local government areas of Ibadan city constituted the study population.

Sample and Sampling Procedure

Four comprehensive secondary schools (offering Arts, Sciences, and Social Sciences) were randomly selected in the city. Ten students from each subject division (i.e. Arts, Sciences, and Social Sciences) were purposively selected to make thirty (30) respondents from each school. A total of one 120 respondents in Senior Secondary Classes II were drawn from all four schools. This was because SSII was not preparing for any major external examination that could have altered the students' "normal" reading habits.

Instrumentation

A self-constructed twenty-four-item students' questionnaire titled Interaction of Home Video, Cyber Cultures of Nigerian Secondary School Students was trial tested on thirty senior secondary students of a school not included in the study sample. Cronbach alpha 81.4 was obtained from the validation process that followed.

Copies of the questionnaire were personally administered by the researcher to the one hundred and twenty students selected in their respective schools. Seven of the copies collected immediately after completions were, however, found poorly filled and unusable. There were thus only one hundred and thirteen copies for analysis.

Data Analysis

The statistical tools of frequency counts and percentages, t-test and regression analysis were used in analyzing the collected data to test the formulated hypotheses.

Interpretation of Data and Discussion of Findings

Research Question 1: *Do the senior secondary students know how to browse the Internet?*

Table 1: Statistical Representation of the Internet Literacy Rate among the Senior Secondary Students

Stimulus	Yes	No	Total
Do you know how to browse the Internet?	66 (58.41%)	47 (41.59%)	113 (100%)

From Table 1, it is clear that the students that know how to browse the Internet (66 or 58.41%) are more than those who cannot (47 or 41.59%). It is, however, safe to conclude that where 41.59% of the student population at that level of secondary education is internet-illiterate, the hope of harnessing the benefits of ICT facilities for optimal results in the education industry is a long way from actualisation. So, the answer to Research Question 1 is that the senior secondary students know how to browse the Internet but many, though a lower percentage of them, are till Internet illiterate.

This then means that more efforts should be made by the various stakeholders in our education system to ensure that more of the students acquire the skills necessary to access the vast wealth of learning contents available online. This would go a long way in fostering the spirit of independent learning and self-discovery in the students.

Research Question: How much time do the senior secondary school students spend on cyber café activities, reading, and home video watching respectively?

To answer this question, students' responses indicating the frequencies of their involvement as well as the lengths of time they spend on each activity are scored and their means are compared. The following table presents the activities in the descending order of their scores.

Table 2: Hierarchical Presentation of the Quantity of Time Senior Secondary Students Spend on Cyber Café Activities, Home Video Viewing, and Reading Respectively

Activity	Score	Mean
Home Video Viewing	1601	14.1681
Cyber Café Activities	1413	12.5044
Reading	1403	12.4159

Table 1 shows that home video viewing takes up more of the students' time than the other two activities. This is followed by cyber café activities and reading respectively. In other words, the students spend more time on home videos and cyber café activities than reading. This is not surprising because of the animation and actions that make the contents of those two media types easier to decode and interesting to view while reading requires much more mental exertion.

Considering the fact that only 58.41% of the students know how to browse, it could be safely concluded that cyber café activities could have greatly outweighed home video, to which all them have access, if all of them knew how to browse. This thus reveals the magnitude of the

immense instructional benefits of the Net that are yet to be tapped by our educational institutions.

One of the implications of this is that if the contents of the students' reading are also produced in internet and video formats, the learning contents will be approached with greater enthusiasm and better results will be achieved than when they are made to "labour" through the reading of printed symbols. This, however, is not to suggest that home videos and the Internet be promoted to replace the traditional book formats because such has been variously described as an impossibility.

Ho1: There is no significant relationship between the students' home video watching culture and their reading habits.

Table 3: Relationship between the Students' Home Video Viewing and their Reading Habits

Variables	Mean	Std. Dev.	N	R	P	Remark
Home Video Viewing	14.1681	2.1040	113	.397**	.000	Significant
Reading Habits	12.4159	1.5395				

Table 3 shows that there was a significant relationship between the students' home video viewing and their reading habits ($r = .397^{**}$, $N = 113$, $p = < .005$). The null hypothesis that states that there is no significant relationship between the students' home video watching culture and their reading habits is thus rejected.

This finding shows that the positive effects that home video contents are supposed to have on the students' reading habits can be easily fostered. There is thus need to educate the students properly on how to make educational use of their home video materials as well as get fun from reading and thus make the two sub-cultures mutually edifying. This would mean whether they are watching home video series or reading, they are making conscious efforts to learn from it. It means all stakeholders need to make concerted efforts to accompany the students reading texts with relevant home videos with educational contents.

Also, the students can foster the much needed positive relationship between reading and home video viewing by striking a balance between the time spent on each activity in terms of frequency and length of time. The situation in which many secondary school students spend too much time on home videos to the detriment of their academic pursuits must be arrested. Where up to 37% of a student population is in danger of academic dismissal as result of late-night browsing, the effect of the Internet on reading habit has been allowed to go to the extreme negative (Johnson, 2010).

Ho2: There is no significant relationship between the students' cyber culture and their reading habits.

Table 4: Relationship between Students' Cyber Culture and their Reading Habits

Variables	Mean	Std. Dev.	N	R	P	Remark
Cyber Activities	12.5044	1.2615	113	.631**	.000	Significant
Reading Habits	12.4159	1.5395				

Table 4 shows that there was a significant relationship between the students' cyber activities and their reading habits ($r = .631^{**}$, $N = 113$, $p < .005$). The null hypothesis that states that there is no significant relationship between the students' cyber culture and their reading habits is thus rejected.

This finding is in agreement with that of a study by the Department of Canadian Heritage in 2005, reported by Dykeman (2010), in which the Internet was found to have an impact on reading habits. The students' responses to the questionnaire items regarding this show that the students described the items they come across online as more interesting and easier to understand than their reading texts, and they thus spend more time on online activities than reading.

Ho3: There are no relative and joint effects of home video and cyber sub-cultures on the students' reading habits.

Table 5: Relative and Joint Effects of Home Video and Cyber Sub-Cultures on Students' Reading Habits

Variables	F-Ratio	Sig. of P	R	R-Square	Adj. R-Square	T	P
Home Video					.145	1.778	.078
Culture	39.045	.000	.644	.415			
Cyber Activities					.405	.567	6.958 .000

Table 5 shows that the linear combination of home video viewing and cyber sub-cultures on the students' reading habits is significant ($F(2,110) = 36.045$; $R = .644$, $R^2 = .415$, $Adj. R^2 =$

0.405; $P < .005$). About 4% of the variation was accounted for by the independent variable while the remaining 96% was not due to chance.

The table also shows that the relative contributions of home video viewing ($\beta = .145$; $P < 0.05$) and cyber sub-cultures ($\beta = .567$; $P < .05$) are significant. The null hypothesis which states that there are no relative and joint effects of home video and cyber sub-cultures on the students' reading habits is therefore rejected.

Since the students' home video and cyber sub-cultures have relative as well as joint effects on their reading habits, teachers would do well to channel that relationship towards the improvement of the students' reading habits and work hard to maximize the positive effects so actualised. Language teachers need to identify and reinforce such home videos and the Internet contents that can boost the students' reading habits and thus foster their language learning generally.

Conclusion

The study has shown that the two sub-cultures of home video watching and Internet surfing have significant effects, both in isolation and collectively, on the senior secondary school students' reading habits in Ibadan metropolis. This makes a serious demand on teachers' design and selection of appropriate reading contents as well as pedagogy to ensure that such effects are taken advantage of for maximal positive results.

Recommendations

1. Government should invest adequate level of human and material resources into the making of as many of the learning contents for our students in the Internet and home video formats found interesting by the students and such materials must be made easily accessible to the students as additional materials to their textbooks.
2. Government should ensure that there is no school without enough video machines, a school website, constant internet connection as well as uninterrupted electricity supply.
3. All teacher education institutions should be well funded and adequately monitored to ensure that they train teachers who can efficiently handle the pedagogical use of the Internet and home videos to facilitate students' learning as well as stimulate reading interest.
4. A comparative version of this study needs to be carried out on public and private senior secondary school students in the same area.

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