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UNIVERSITY
OF EDUCATION**
(LASUED)
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Preface

It is with great pleasure that we present the third volume of the International Journal of Specialized and Professional Education (IJOSPED), a compilation of insightful research that advances discourse in specialized and professional education across diverse contexts. This volume features a rich array of studies addressing critical issues in education, ranging from psychological interventions to sociocultural dynamics, technological integration, and inclusive policy frameworks.

The opening article, *"Therapeutic Effects of Behavioural Modelling on the Reduction of Academic Procrastination Among Public University Students in Lagos State"* by Asikhia Olubusayo and Ridwan Ibrahim Bankole, provides empirical insights into mitigating procrastination, a pervasive challenge in higher education. Following this, Ajayi Rachael Adejoke and Kadiri Daniel explore the transformative potential of adult literacy programmes in fostering community development, emphasizing education as a catalyst for societal participation.

In the realm of technology, Akanbi Adekemi Olufunke *et al.* investigate AI-based teaching strategies in STEM education, highlighting teachers' awareness and practices in Osun State. This timely study aligns with global shifts toward digital pedagogy. Meanwhile, Ogunleye Titilayo Omowumi and colleagues critically examine policy perceptions regarding the education of physically challenged children, advocating for inclusive reforms.

The volume further delves into specialized educational needs with Aranmolate Temitope Rasheedat's work on collaborative strategies for gifted visually impaired students, while Abdusalam Oladimeji Sholagberu *et al.* propose innovative health sustainability advocacy for adult learners through social media.

Sociological perspectives take centre stage in Daniju-Jegede *et al.*'s analysis of teacher-child power dynamics in early childhood, complemented by a unique ethno-linguistic study of Yoruba didactic poems, which bridges cultural heritage and educational philosophy.

Each contribution in this volume reflects IJOSPED's commitment to interdisciplinary scholarship, offering actionable knowledge for educators, policymakers, and researchers. We extend our gratitude to the authors, reviewers, and readers whose engagement sustains this intellectual community. As education evolves amidst technological, societal, and global shifts, IJOSPED remains a platform for pioneering research that shapes inclusive and transformative learning environments.

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ABOUT US

GENERAL INTRODUCTION

The International Journal of Specialized and Professional Education (IJOSPED) invites researchers, scholars, and practitioners to contribute to our upcoming issue focusing on the evolving landscape of specialized and professional education and other related issues.

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IJOSPED publishes original research articles reporting on research that fulfils the criteria of a generally accepted research paradigm which critically evaluates the research done in a specific field in education. Thus, we welcome original research, theoretical papers and case studies that explore innovative approaches, challenges, and best practices in this field.

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We encourage submissions on a wide range of topics related to specialized and professional education, including but not limited to:

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Research Instrument

Method of Data Collection

Method of Data Analysis

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**THERAPEUTIC EFFECT OF BEHAVIOURAL MODELING ON THE REDUCTION
OF ACADEMIC PROCRASTINATION AMONG PUBLIC UNIVERSITY
STUDENTS IN LAGOS STATE**

BY

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Abstract

*Academic Procrastination has become a serious challenge to students at all levels all over the world making many to perform below their potentials. Hence, this study investigated the therapeutic effect of behavioural modelling on the reduction of academic procrastination among second year students of Lagos State University of Education in Lagos State, Nigeria. Three research questions and null hypotheses were raised and tested at 0.05 level of significant to guide the study. A 2 x 2 pre-test, post-test factorial design (treatment and gender) was used in the study. 150 male and female students with high academic procrastination scores on a validated instrument, titled Procrastination Assessment Scale-Students (PASS) by Pengukuran et al (1965) were used as samples for the study. Analysis of Covariance and t-test were used to analyse data. Although findings showed that the mean difference of **28.34** points, coupled with a significant p-value of **0.000**, provided strong evidence that the behavioural modelling technique was effective in helping students decrease procrastination levels, there is no statistically significant difference in the mean procrastination levels between the control and experimental groups. Findings on the third hypothesis showed that male students, particularly in the Behavioural Modelling group, procrastinated more and with greater variability compared to females. Based on the findings, it was concluded and recommended that behavioural modelling therapy should be combined with other therapies to reduce academic procrastination of university students and that Counsellors should be allowed to speak during the university orientation organised for newly admitted students so that students can be adequately informed on the dangers of academic procrastination.*

Keyword: *Academic Procrastination; Behavioural Modelling Therapy; University students; Procrastination Assessment Scale- Students.*

Introduction

Procrastination, which is defined by Alenxerder, David and Ayah (2022) as voluntarily postponing an intended course of action despite expecting it to be worse off for this delay is real exists among students at all levels all over the world. This cankerworm has continuously occurred among children, adolescents, young adults and adults who postpone tasks they ought to do at a specified time until much later when it would have had negative effect on them because of the tasks have time limits of completion. This is why Ahmed, Bernhardt and Shivappa (2023) reported that despite the fact that procrastination is a negative behaviour, it has been observed in students, adults and children from generation to generation. This is confirmed by the study of Ozer, Demir and Ferrari (2018) who reported an estimate of 46% to 95% as the range of academic procrastination among students. Among undergraduate students in the University of Ilorin, Ajayi (2020) found that 60% of the 500 students used in his cross-sectional survey design, engaged in academic procrastination and this was particularly prevalent among students in faculties with high academic demands like engineering and medicine. The estimates in these studies are high and this further corroborates the need for the present study. Moreover, Garcia-Ros et al (2023) found that procrastination increases the stress level of university students and eventually hinders their academic performance and educational pursuits.

Academic procrastination, which is also defined by Palacios-Garay, Belito, Bernaola and Capcha, (2020) as the process of not being able to complete a specific task on time or feeling unable to finish it in a favourable manner, which causes the individual to experience a feeling of discomfort and a tendency to feel overwhelmed indicates that postponing or delaying important academic tasks makes students to be disturbed and subjected to emotional stress eventually when they ought to be resting or doing other tasks. This is corroborated by the research findings of Rosa and Reyes-de-Cózar (2023) which reported an association of psychological, personal and pedagogical variables with academic procrastination. Hen and Gorosgit (2018), also found that procrastination is a self-regulation failure that has been associated with various personal (motivation and cognition) and situational (unclear instructions, the timing of rewards and punishment) determinants.

In order to solve the problem of academic procrastination, various researchers have made use of therapeutic techniques like cognitive behaviour therapy which is the acceptance and control of negative/irrational thoughts and emotions (Ugwuanyi et al (2020; and Wang et al (2017); acceptance and commitment therapy (ACT) (Gagnon, Dionne, Raymond &Grégoire, 2019; Glick &Orsillo, 2015; Scent &Boes, 2014); self-regulation and the effectiveness of time management through group counselling (Häfner, Oberst& Stock, 2014; Ja'afari, Refahi & Kazemi, 2017) ; emotion management (Amarnath et al., 2023; Eckert, Ebert, Lehr, Sieland & Berking, 2018; Loeffler, Stumpp, Grund, Limberger & Ebner-Priemer, 2019). There is however a dearth of research on the effectiveness of Behavioural modelling therapy which is a treatment that focuses on how individuals learn a large number of behaviours, skills and ways of thinking and feeling. Meanwhile, the researchers believed that this type of therapy should have been used by different researchers since academic procrastination is a habit that

is learnt by clients and therefore can be unlearned through copying the behaviours of successful people.

According to McLeod (2016), modelling as a behaviour modification technique that is a social learning theory pioneered by Albert Bandura (a social learning theorist), who studied observational learning in children and concluded that most human behaviours are learnt through observational learning (seeing what other people are doing). Westen, Burton and Kowalski (2006) define modelling as a psychotherapeutic method where clients learn by imitation, without any specific verbal direction by the therapist. According to Albert Bandura, the stages of behavioural modelling include attention (painstakingly watching the model), retention (how the observer remembers the actions and steps performed by the model), reproduction (the exhibition of the same behaviour exhibited by the model) and motivation (giving observers the privilege to engage in the behaviour).

Fritsher (2023) highlighted the characteristics of the model as being very skilled in acting out the behaviour, being likable and admirable, being warm and friendly. He emphasized that the target behaviour must be clearly demonstrated and include few unnecessary details, must be presented from the least difficult level of behaviour to the most difficult level and used by several different models). Behavioural modelling as a therapeutic technique has often been used in the treatment of phobias. Although Nnodum (2010) found that modelling has also been found to be effective in the treatment and management of anger, in reducing isolation in children, illustrating healthy behaviours, Fritsher (2023) however, found behavioural modelling not only to be useful for children but also beneficial for adults as they watch people and imitate their actions. For instance, a worker in an organization can learn to pick up skills in the workplace, a wife could learn how to respond to better to her husband's social, emotional and physical needs and parents can learn new parenting techniques. For instance, Guerrin (2012), reported that Bandura's findings on phobia implied that people who observed others that overcame the same fear of handling snakes, soon learnt to find more relief when they have such an experience. Although Fritsher (2023) reported the therapeutic effect of behavioural modelling on the treatment of anxiety disorders, post-traumatic stress disorder, attention deficit disorder, eating disorders, phobias, substance use disorders, anger management issues and other mental health problems, Apurkuhan (2016) found that therapeutic behaviour modelling is generally useful in helping clients change their previously learned negative behaviours. This means it can be useful in treating academic procrastination which is also a learnt negative behaviour.

One of the benefits of behavioural modelling as reported by Husband and Chong (2011) is in its purposefulness and ability to teach clients healthier behaviours. This is supported by the finding of Apurkuhan (2016) which reported that just like systematic desensitization therapy exposes a person who has phobia for objects or situations they are afraid of, behavioural modelling has the same effect except that they are not the person experiencing the object of fear but the person they are watching. The implication of this is that learners are able to transfer their new responses to real life situations as they watch the responses of the model to the phobia and see their level of confidence.

However, although the study of Talayon (2011) found that behavioural modelling is only effective for short-term learning and that when used alone, it will not produce long-term behaviour change unless it is combined with role-playing and reinforcement, nevertheless, since the efficacy of modelling in making clients possess healthy behaviours like developing discipline, empathy, morality, and the likes, and in removing undesirable behaviours such as uncontrolled aggression, smoking, obesity and phobias, the researchers predict it could also be effective in reducing the academic procrastination level of students. This is one of the reasons why this study is out to find out the effectiveness of behavioural modelling in the treatment of procrastination. Thus, the reduction of academic procrastinations among students and the realisation that behavioural modelling technique could be used to reduce students' level of academic procrastination in Nigeria and many other developing countries provided a basis for creating hypotheses for the study.

Statement of the Problem

Poor study habits and postponement of assignments resulting in academic procrastination, poor academic performance, students' attrition and drop out has been the major problem of tertiary institutions all over the world. Moreover, this also hinders students from achieving their potentials and career path options. Thus, according to Marquina-Luján, Gomez-Vargas, Salas-Herrera, Santibañez-Gihua & Rumiche-Prieto, (2016), these negative consequences makes it difficult for students to make appropriate decisions (on doing the right thing at the right time), and also makes them anxious. The problem of this study also stems from low self-efficacy and stress that arises from academic procrastination and consequently leads to poor academic performance.

Moreover, more studies had focused on the therapeutic effect of cognitive restructuring, acceptance and commitment therapy (and the likes) in reducing academic procrastination of university students while little or no study focused on the use of behavioural modelling in reducing academic procrastination of students. The therapeutic effect of behavioural modelling technique in reducing academic procrastination of students was therefore considered as a variable in this study because there is dearth of research on the topic. Thus, it is believed that this study will help both lecturers and counsellors to see the need to monitor students' ability to engage in academic tasks promptly rather than delaying it. The result will also help to determine the effectiveness of behavioural modelling technique as a theoretical model of reducing academic procrastination among university students.

Purpose of the study

This study aims to investigate the effectiveness of behavioural modelling technique in reducing academic procrastination among students. Specifically, the objectives of the study are to:

1. Find out level of procrastination among students in Lagos State University of Education.
2. Assess the therapeutic effect of Behavioural Modelling in reducing academic procrastination among university students in Lagos State.

3. Give necessary recommendations based on the results of the study.

Research Hypotheses

The following research hypotheses guided for the study:

1. There is no significant effect of treatment (behavioural modelling therapy) on procrastination level of second year students of Lagos State University of Education.
2. There is no significant difference in the level of academic procrastination among those who were exposed to behavioural modelling therapy and those in the control group.
3. There is no significant interaction effect of treatment (behavioural modelling) and gender on students' academic procrastination.

Methodology

Research Design

The researcher used a pre-test and post-test control group experimental design. Treatment package (behavioural modelling therapy) and a placebo treatment for the control group) were crossed with gender (male and female). The systematic representation for the design is shown below:

Experimental Group (T): $O_1 X_1 O_2$

Control Group (T3): $O_1 X_2 O_2$

Where:

O_1 represents pre-test scores

O_2 represents post-test scores

X_1 and X_2 represent treatment in experimental and control groups respectively.

T represents behavioural modelling training

T_2 represents placebo treatment given to the control group.

Factorial design was adopted by the researchers because the design accomplishes in one experiment what otherwise might require two or more separate studies. Apart from this, the design also provided opportunity for the study to show the interaction effect of the moderating variables. Procrastinating participants were assigned randomly to the behavioural modelling technique and control group. Those in the experimental group were exposed to behavioural modelling training while those in the control group received no treatment but were given placebo treatment (A lecture on codes of conducts of student teachers during teaching practice).

Population and Sample

The researcher used simple random sampling method to select two out of six Colleges in Lagos State University of Education for the study. 80 students in the two Colleges (College of Specialised and Professional Education, and College of Vocational and Entrepreneurship Education) were further stratified by gender and area of specialisation. After responding to the Procrastination Assessment Scale-Students (PASS), 41 of those who scored high (58% and above) on the scale were regarded as high procrastinators and were therefore used as participants for the study. These students were told about the reasons for the study, the confidentiality of the study and that their participation was not mandatory.

Research Setting

The study was conducted among two Colleges in the Epe Campus of the Lagos State University of Education, Lagos State, Nigeria. Many students had low CGPA level below 1.5 and this became a concern for the University Management, Deans, Heads of Department and other lecturers in the university.

Instrument

Procrastination Assessment Scale-Students (PASS) developed by Solomon and Rothblum (1984) was used to test the level of participants' procrastination. The scale is divided into two parts; the first part contains 18 items on a five-point Likert-scale that ranges from 1 (never) to 5 (always), measuring how often students postpone tasks, whether they see it as a problem and the willingness to reduce the problem. The second part of the scale comprises of 26 items involving 13 reasons why participants procrastinate. Thus, in all, PASS consists of 44-item self-referencing statements assessing participants' level, type and causes of academic procrastination. The researcher opted for PASS because Solomon and Rothblum (1984) showed that the scale is very comprehensive and has demonstrated evidence of psychometric properties, with internal consistency indices of between .70 and .80 (Solomon and Rothblum, 1984). The scale has been used by scholars outside Nigeria such as Mortazavi and Mortazavi (2015), Garzon-Umerankova and Gil (2017), Yockey (2016) and Gil, De Besa and Garzon-Umerankova (2020).

Method of Data Collection

The researchers obtained the approval of the University Management of the institution (Lagos State University of Education) before carrying out the research. The pre-test (questionnaire distribution) experimental training sessions and post-test (questionnaire distribution after experimental training) for two Colleges (Vocational and Entrepreneurial Education and College of Specialised and Professional Education) in the university began with the assistance of one Assistant Counsellor and one Graduate Assistant in the Department of Guidance and Counselling Education. After the Pre-Test, the researchers divided the participants into two groups (one experimental group and one control group). Participants in the experimental group were made to go through six weeks of training on Behavioural Modelling Technique while the control group did not receive any of such training. The treatment sessions were carried out in the various classrooms in the school. The day and time

for the group's training was harmoniously decided by the researchers and the participants and maintained throughout the treatment. Each training session lasted for 45 minutes without interference with their lecture period. After the six weeks of treatment, the Procrastination Academic Scale (PASS) was used on all the participants in both the experimental and control groups. The post-test scores along with the earlier pre-test scores were then collated and statistically analysed.

Method of data analysis

Analysis of the data gathered for this study was statistically analysed through ANCOVA and t-test. ANCOVA was used to determine the effect of the independent variable (Behavioural modelling restructuring technique) on the dependent variable (Students' level of Academic Procrastination).

RESULTS

The data analysed are presented as follows:

Hypothesis Testing

H₀₁: There is no significant therapeutic effect of behavioural modelling on procrastination level of second year students of Lagos State University of Education

TABLE 1: Paired Sample Statistics of Pre and Post Test Scores of participants in the Experimental Group

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Procrastination (Pre-Test) Treatment – Vocational	67.44	41	7.733	1.208
Procrastination (Post-Test) – Vocational	39.10	41	9.513	1.486

The paired samples statistics provide an insightful look into the effects of behavioural modelling techniques on the procrastination levels of second-year students of Lagos State University of Education. The data shows a marked decrease in procrastination from the Pre-Test to the Post-Test offering compelling evidence for the effectiveness of the treatment.

The first set of scores, representing procrastination levels before the treatment (Pre-Test), shows an average score of 67.44. This indicates a relatively high level of procrastination among students prior to the intervention. In contrast, the second set of scores, representing procrastination levels after the behavioural modelling technique (Post-test), reveals a significant drop to an average score of 39.10. These findings suggest that behavioural modelling technique was effective in reducing procrastination among students though the individual responses varied.

TABLE 2: Paired Sample T Test Result

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Procrastination (Pre-Test) Treatment - Vocational - Procrastination (Post-Test) Treatment - Vocational	28.341	8.694	1.358	25.597	31.086	20.874	40	.000

The **Paired Samples Test** provides a detailed analysis of the difference in procrastination levels before and after the treatment, with key statistics that help assess whether the treatment had a significant impact. The **mean difference** of **28.341** indicates that, on average, students reduced their procrastination levels by 28.34 points after receiving the treatment. This substantial decrease reflects a clear change in behaviour, suggesting that the behavioural modelling technique had a positive effect on procrastination.

The **t-value** of **20.874** is quite large, indicating a strong difference between the two sets of scores. With **40 degrees of freedom** (based on the sample size of 41 students), the **p-value** is **0.000**, which is well below the conventional threshold of **0.05**. This indicates that the difference in procrastination levels before and after the treatment is statistically significant, and the null hypothesis (which suggests no effect of the treatment) is rejected.

H₀₂: There is no significant difference in the level of academic procrastination among those who were exposed to behavioural modelling therapy and those in the control group.

Table 3: Group Statistics Comparison of experimental and Control groups

	Group	N	Mean	Std. Deviation	Std. Error Mean
Procrastination (PostTest) Treatment – Vocational		21	41.10	10.300	2.248
	Control	20	37.00	8.354	1.868

The **mean procrastination score** for the **treatment group** is **41.10**, suggesting that, on average, students in this group still experienced a moderate level of procrastination after the intervention. On the other hand, the **control group** has a slightly lower mean of **37.00**, which implies that students who did not receive the treatment had somewhat lower procrastination levels. This difference in means hints at a potential effect of the treatment, although the reduction in procrastination levels is not as large as might be expected.

Table 4: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Procrastination (Post test) Treatment – Vocational	.414	.524	1.394	39	.171	4.095	2.938	-1.847	10.037
			1.401	38.058	.169	4.095	2.923	-1.821	10.011

The results of the **Independent Samples Test** offer a comprehensive analysis of the procrastination levels between the treatment group and the control group after the intervention. The test compares whether the behavioural modelling treatment had a significant impact on reducing procrastination when compared to the control group, which did not receive the treatment.

In the **t-test for Equality of Means**, the results under the assumption of equal variances show a **t-value** of **1.394**, with **39 degrees of freedom** and a **p-value** of **0.171**. Since this p-value is

well above the standard threshold of **0.05**, we conclude that there is **no statistically significant difference** in the mean procrastination levels between the two groups. Despite a **mean difference** of **4.095** points, suggesting that the control group procrastinated slightly more than the treatment group, the difference is not significant enough to attribute it to the treatment itself.

Further, the **95% confidence interval** for the mean difference ranges from **-1.847** to **10.037**, which include zero. This means that the true mean difference could be zero, reinforcing the conclusion that the observed difference is likely due to random chance rather than the effect of the treatment.

H₀₃: There is no significant interaction effect of treatment (Behavioural Modelling) and gender of students on their level of procrastination.

Table 5: Univariate Analysis of Variance Between-Subjects Factors

		Value Label	N
Procrastination Treatment (Behavioural)	1	Behavioural Modelling	21
	2	Control	20
Gender	1	Male	12
	2	Female	29

Hypothesis three above investigate whether there is a significant interaction effect between two independent variables, Procrastination Treatment (Behavioural Modelling vs. Control) and Gender (Male vs. Female), on students' levels of procrastination. The table reflects how participants are divided across these two factors, providing the foundation for the analysis. While 21 students were exposed to behavioural modelling treatment, the Control group includes 20 students who did not receive any treatment but served as a baseline to compare the effects of the intervention.

The third hypothesis of significant interaction effect of treatment (Behavioural Modelling) and gender on students' levels of procrastination suggests that neither the treatment nor the students' gender, nor their combination, should significantly affect procrastination levels.

Table 6: Descriptive Statistics of Gender, Treatment and Control

Groups Dependent Variable:				
Procrastination Score (Cognitive)	Gender	Mean	Std. Deviation	N
Behavioural Modelling	Male	43.67	12.925	6
	Female	40.07	9.377	15
	Total	41.10	10.300	21
Control	Male	38.50	12.422	6
	Female	36.36	6.416	14
	Total	37.00	8.354	20
Total	Male	41.08	12.384	12
	Female	38.28	8.163	29
	Total	39.10	9.513	41

The **Descriptive Statistics** table offers a comprehensive view of the procrastination scores among students, segmented by their participation in the **Procrastination Treatment** (Behavioural Modelling vs. Control) and their **Gender** (Male vs. Female). The data reveals distinct patterns in how these factors might influence procrastination levels, with key variations in mean scores and standard deviations.

For those in the **Behavioural Modelling** group, the mean procrastination score for **male students** is **43.67**, with a standard deviation of **12.93**, indicating a relatively high level of procrastination and a considerable spread in the data. In contrast, **female students** in the Behavioural Modelling group exhibit a lower average procrastination score of **40.07**, with a standard deviation of **9.38**. This suggests that, while female students also show moderate procrastination levels, their scores tend to be more consistent compared to their male counterparts. In the **Control** group, which serves as the baseline group with no intervention, **male students** have a mean procrastination score of **38.50**, with a standard deviation of **12.42**, indicating slightly lower procrastination levels but still with considerable variation. **Female students** in the Control group score even lower, with a mean of **36.36** and a standard deviation of **6.42**, suggesting that female students in this group tend to procrastinate less and with more uniformity than their male counterparts. The overall mean for the Control group is **37.00**, with a standard deviation of **8.35**, reflecting a general trend of lower procrastination among these students compared to those in the Behavioural Modelling group.

Table 7: Tests of Between-Subjects Effects

Dependent Variable: Procrastination Score (Behavioural Modelling)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	242.125 ^a	2	121.062	1.362	.268
Intercept	53346.018	1	53346.018	600.195	.000
Proc_Treatment_Voc	175.225	1	175.225	1.971	.168
GENDER	70.325	1	70.325	.791	.379
Error	3377.485	38	88.881		
Total	66293.000	41			
Corrected Total	3619.610	40			

a. R Squared = .067 (Adjusted R Squared = .018)

The results from the **Tests of Between-Subjects Effects** offer a deeper understanding of the impact of **Procrastination Treatment** (Behavioural Modelling vs. Control) and **Gender** (Male vs. Female) on students' procrastination scores. The analysis reveals that, overall, neither the interaction between these two variables nor their individual effects significantly influence procrastination levels.

First, the **Corrected Model**, which evaluates the combined effect of both the procrastination treatment and gender, returned an **F-value of 1.362** with a **p-value of 0.268**. This indicates that the model, which includes both the treatment and gender as predictors, is **not statistically significant**. Looking at the individual factors, the **Procrastination Treatment (Behavioural Modelling)** showed an **F-value of 1.971** and a **p-value of 0.168**, which again suggests that the behavioural intervention does **not have a statistically significant impact** on procrastination scores. Although the data might suggest some effect, it is not strong enough to be considered meaningful within the context of this study.

Similarly, **Gender** also failed to show a significant effect, with an **F-value of 0.791** and a **p-value of 0.379**. This result indicates that the gender of students, whether male or female, does not significantly influence their tendency to procrastinate in this study.

Discussion of Findings

The results of the analysis found that the first hypothesis which posits that there is no significant effect of the behavioural modelling treatment on the procrastination levels of second-year students at Lagos State University of Education is rejected. This is because the mean difference and the substantial decrease reflected a clear change in behaviour, suggesting that the behavioural modelling technique had a positive effect on procrastination. Although there is dearth of adequate research on the effectiveness of modelling technique

alone in the treatment of academic procrastination among students, few studies like that of Prapti, Arcivid and Min (2024) found a successful treatment effect of self-instruction technique in reducing the academic procrastination of in Central Java. Other researchers like those of Ghadampour (2019), Rozental et al., (2018), Ugwuanyi et al., (2020) and Wang et al. (2017) among others also showed the impact of cognitive restructuring on the reduction of procrastination among participants they used in their studies.

On the second hypothesis which sought whether there was a significant difference in the level of academic procrastination among those who were exposed to behavioural modelling technique and those in the control group, result showed a non-significant difference because the paired-sample statistics and t-test results revealed that the treatment did not lead to a significant reduction in procrastination when compared to the control group. Although initially, the paired samples test showed a marked reduction in procrastination levels within the treatment group, suggesting that, within the treatment group, some students may have benefited from the intervention. However, when comparing the treatment group to the control group using the Independent Samples Test, the results did not support the hypothesis of a significant treatment effect. The p-value of 0.171 was well above the commonly accepted threshold of **0.05**, indicating that the difference in procrastination scores between the treatment and control groups was not statistically significant.

Also, although the Paired Samples Correlations showed a moderate positive correlation within the treatment group ($r = 0.508$), indicating some level of consistency in procrastination scores before and after the treatment, it did not suggest that the treatment had a significant, widespread impact on reducing procrastination. Despite some individual improvements observed within the treatment group, the overall analysis reveals that the behavioural modelling technique did not significantly reduce procrastination levels when compared to the control group. What this means is that the improvement recorded by the students who were exposed to behavioural modelling therapy technique is not too different from the control group who were not exposed to such treatment. Thus, it can be concluded that the intervention did not produce the expected results. Although the finding of this study is supported by that of Bisri, Purwanto and Japar (2018) which revealed that students who received group counselling services with combined techniques experienced improved self-efficacy of advanced study decision making higher than students who received group counselling services with live modelling technique, the result of this present study is not what the researcher expects as it is believed that since learning by observation is a therapeutic that often leads to changes in behaviour, modelling therapy ought to cause a significant difference between the treatment and control groups. The opinion of Solomon and O'Brien (2016) also supports this study as they asserted that modelling technique can only be effective in modifying undesirable behaviours based on the time devoted to training of the participants and the characteristics of the model. The non-significant therapeutic effect of treatment on the experimental group compared with the control group as shown in the present study can therefore be attributed to the fact that the six weeks of training given to the experimental group was not enough to make a lasting reduction in the participants' level of academic procrastination. However, although Brewer's finding (1988) shows that Modelling technique alone may be effective in handling some behavioural problems, it was not effective alone in

reducing the academic procrastination of Lagos State University of Education Year 2 undergraduates.

The third hypothesis which sought whether there was a significant interaction effect of treatment (behavioural modelling) and gender on students' academic procrastination was not rejected as the F-values and corresponding p-values for both the analysis reveals that the interaction between Behavioural Modelling treatment and gender does not significantly influence students' procrastination levels, supporting the null hypothesis. This conclusion underscores that neither the treatment nor gender alone, nor their combined effects, are strong predictors of procrastination behaviour in this study. These findings call attention to the complexity of procrastination as a behaviour and suggest the need to explore additional factors or refine intervention strategies to achieve more impactful outcomes. This insight could inform future research and program development aimed at addressing procrastination in diverse student populations. This means that both the male and female students responded to the treatment using modelling technique in the same way and that the treatment has similar effects on both male and female undergraduate students. Although male and female are known to differ in personality characteristics, both biologically and in gender role socialisation, the finding of this study is not surprising going by the understanding that both male and female participants were exposed to the same therapeutic condition using the same Models. Moreover, previous research comparing gender distinctiveness aspects between boys and girls have shown mixed results. On the one hand, boys were shown to have higher levels of own-versus other-gender similarity (Martin, Andrews, England, Zosuls & Ruble, 2017) and felt pressure to behave in line with gender norms than girls have (Egan & Perry, 2001).

However, other researches have also shown that girls score higher on gender centrality and identify more strongly with the gender in-group than men (Cadinu & Galdi, 2012), while no gender differences were found for gender typicality (Dambrun, Duarte, & Guimond, 2004). Therefore, the ability of males and females as members of different gender is a fundamental aspect of learning. This result is similar to the finding of Ferrari and Ozer (2011) and Feldman (2019) that reported no significant difference in the academic procrastination of male and female students. Saputra (2017) also found that both male and female students had the same level of academic procrastination after treatment.

Conclusion

The result of the study has been able to prove that behavioural modelling therapy alone is not effective in reducing academic procrastination of undergraduate students and that academic procrastination is not gender sensitive. Thus, there is evidence that academic procrastination of Lagos State University of Education year two undergraduate's secondary could be enhanced when they are treated with Modelling technique. It is therefore concluded that modelling technique alone do not have significant effect on the reduction of academic procrastination of both male and female undergraduate students.

Recommendations

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

1. University lecturers should be sensitive enough to identify students with high academic procrastination so that appropriate referral to the University Guidance counsellors would be done.
2. Although Modelling technique could reduce the academic procrastination of university undergraduates, however, the use of the technique in counselling and therapy should be complemented with other effective techniques for more effective treatment of students with high academic procrastination.
3. Future studies could test the treatment of participants for longer periods and replicate the study in private universities.
4. Government of Nigeria and other countries where university students have high academic procrastination should employ more counsellors to be able to assist the high number of procrastinating students in various universities.
5. Counsellors should be allowed to speak during the university orientation organised for newly admitted students so that students can be adequately informed on the dangers of academic procrastination.
6. Federal, state, local government and proprietors of private institutions should equip all schools with material resources like psychological tests that can be used by counsellors.

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AN EXPLORATION OF THE ROLE OF ADULT LITERACY PROGRAMMES FOR EFFECTIVE PARTICIPATION IN COMMUNITY DEVELOPMENT

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Abstract

Adult literacy programmes are widely recognised for improving literacy and numeracy skills; however, their function in encouraging effective participation in community development has received less academic focus. This study examined the role of adult literacy programmes in equipping individuals with the skills and knowledge necessary for active involvement in community development initiatives and decision-making processes in the Epe Local Government Area of Lagos State. The research was guided by three objectives and their respective questions, utilising a mixed-methods approach. The target population consisted of 740 participants enrolled in adult literacy programmes, from which a proportionate sampling technique was used to select the sample. Data was collected using a self-developed questionnaire with a reliability coefficient of 0.71. Mean scores and t-tests were employed for data analysis. The findings indicated that adult literacy programmes significantly improve participants' capacity for effective engagement in community development. The study recommends increased government funding and strategic support for these programmes, recognising their vital role in personal empowerment, community participation, and national progress.

Keywords: *Adult literacy programmes, community development, participation, empowerment, Nigeria*

Introduction

Community development is increasingly recognised as a process that thrives on inclusive participation, where individuals and groups are actively involved in the planning, implementation, and evaluation of initiatives that impact their lives. Meaningful participation in community development enhances collective agency, fosters social cohesion, and improves the sustainability of development outcomes (Anyikwa & Oyekunle, 2021). However, effective participation requires that individuals are adequately equipped with the skills, knowledge, attitudes, and confidence necessary to navigate the social, economic, and political dimensions of community life (Chieke, Madu, & Ewelum, 2021). This underscores the

pivotal role of adult literacy programmes in building individual and community capacities for participatory development.

Adult literacy programmes thus serve as vital platforms for empowering citizens, especially those excluded from formal education, with functional skills that enable them to engage meaningfully in society. These programmes go beyond basic reading and writing to include numeracy, civic education, health awareness, and vocational training, all of which are fundamental to community empowerment. As Traga & MacArthur (2021) observe, such programmes equip individuals with adaptive competencies needed to respond to evolving socio-economic conditions, while simultaneously fostering civic consciousness and involvement in community affairs. This is supported by Edwards-Fapohunda and Adediji (2024), who posit that literacy is essential for acquiring and applying information critical for societal stability, productivity, and well-being.

Moreover, the impact of adult literacy programmes extends to nurturing critical thinking and informed decision-making, which are essential for democratic participation and local governance. Such programmes, according to Traga et al. (2021), facilitate individuals' ability to claim rights, participate in political processes, and contribute to economic and social development. Furthermore, adult literacy programmes often contribute to attitudinal shifts, enhancing awareness and commitment to issues of communal relevance (Arop, Owan, & Akan, 2020).

However, despite the growing acknowledgement of the role of adult literacy in fostering participatory development, existing research has rarely addressed its specific impact in semi-rural or underserved contexts. While prior studies (Olson, Woodworth, Arshan, Black, Chung, D'Aoust, & Dewar (2020) affirm the importance of adult literacy for community development, they often fail to provide granular insights into how these programmes influence participation in local governance and development efforts in semi-urban communities. This gap is particularly relevant in countries like Nigeria, where large populations continue to face educational disparities and developmental exclusion.

In the Nigerian context, adult literacy programmes remain a critical avenue for lifelong learning, especially for populations that missed formal schooling opportunities due to poverty, gender norms, or geographic isolation. Since the 1980s, adult literacy programmes have featured prominently in national education policy, and both government and non-governmental actors have implemented various programmes targeting adult illiteracy, particularly in rural and peri-urban communities (Chieke, Madu, & Ewelum, 2021). These programmes aim to promote productivity, reduce poverty, enhance health outcomes, and improve quality of life (Arikawe et al, 2024). However, persistent illiteracy rates and limited community engagement in development processes indicate that many adult literacy programmes have not fully achieved their intended outcomes (Arikawe, Edwards-Fapohunda, Waite, & Canterbury, 2024).

One of the major shortcomings of many adult literacy programme initiatives lies in the neglect of participatory approaches in programme design. Rather than aligning content and delivery methods with the lived realities and aspirations of the target beneficiaries, programmes are often implemented in a top-down fashion, disregarding the socio-economic and cultural contexts of learners (Arop, Owan, & Akan, 2021). Such disconnects impede the effectiveness of literacy programmes in catalysing community transformation and limiting their potential for sustainable impact.

Given this backdrop, the present study seeks to examine the role of adult literacy programmes on effective participation in community development, using Epe Local Government Area of Lagos State as a case study. Specifically, the study explores the extent to which adult literacy programmes enhance employment opportunities, foster social inclusion, and promote active citizenship.

By interrogating the interplay between adult literacy programmes and participatory development, this study aims to generate evidence that can inform the design and implementation of more responsive and contextually grounded adult literacy intervention programmes.

Statement of the Problem

Adult literacy programmes are widely acknowledged as critical drivers of community development, equipping individuals with the essential knowledge and skills required to enhance their economic, social, and civic well-being. These programmes are intended to empower adults to participate in community affairs actively, contribute to decision-making processes, and promote inclusive development.

Despite the widespread implementation of adult literacy programmes across Nigeria, particularly in underserved areas, empirical evidence on their actual impact remains limited. Persistent developmental challenges such as high poverty levels, unemployment, social exclusion, and inadequate access to basic services continue to plague many communities. These realities raise important questions about the effectiveness of adult literacy programmes in catalysing meaningful and sustained community participation.

Moreover, existing literature often lacks comprehensive assessments of how adult literacy programmes influence specific dimensions of community development, including economic empowerment, health awareness, social cohesion, and political engagement. Without such evaluations, it is difficult to determine whether these programmes truly fulfil their intended objectives or how they might be improved for greater impact.

This study aims to fill this important gap by examining the extent to which adult literacy programmes contribute to effective participation in community development in Epe Local Government Area of Lagos State. Specifically, it examines whether these programmes have led to measurable improvements in the lives of participants and whether such improvements

translate into broader community benefits. By doing so, the study aims to contribute empirical evidence to inform policy and practice in adult education and community development.

Purpose of the Study

The purpose of this study was to investigate the impact of adult literacy programmes for effective participation in community development in Epe Local Government Area of Lagos State. Based on this purpose, the specific objectives of the study were to:

The purpose of this study is to:

- 1) Evaluate the extent to which adult literacy programmes have improved the economic opportunities of participants in Epe local government area of Lagos.
- 2) explore the overall contribution of adult literacy programmes to the empowerment of individuals, particularly in terms of increased participation in community projects in Epe Local Government Area.
- 3) To identify the challenges and limitations of the current adult literacy programmes in the community and how they affect effective participation in community projects in Epe Local Government Area of Lagos State.

Research Questions

- 1) How has participation in adult literacy programmes influenced the economic opportunities of participants in Epe local government area of Lagos?
- 2) In what ways has the overall contribution of adult literacy programmes led to the empowerment of individuals, particularly in terms of increased participation in community projects in Epe Local Government Area?
- 3) What are the challenges and limitations of the current adult literacy programmes in the community, and how do they affect effective participation in community projects in Epe Local Government Area of Lagos State?

Research Hypotheses

1. There is no significant relationship between role of adult literacy programmes and effective participation in community development in Epe local government area of Lagos state
2. Adult literacy programmes will not significantly influence participation in community development programmes in Epe local government area of Lagos state.

Methodology

This study uses a mixed-methods approach, combining qualitative and quantitative data to assess the impact of adult literacy on effective participation of community members in community development projects. The quantitative component involves a survey distributed to participants of adult literacy programs across various areas of study, aiming to collect data

participation in community activities. The qualitative component includes in-depth interviews with educators, community leaders, and adult learners, providing insights into the lived experiences of those who have undergone adult literacy programmes. These interviews explore how participants perceive the role of adult literacy in their personal and professional development, as well as its broader impact on their participation in community projects.

Secondary data from governmental reports and policy documents related to adult literacy and community development are also analysed to identify trends, challenges, and policy frameworks that support or hinder the effectiveness of participation in adult education programs.

Sampling

A total of 740 participants were selected from a population of 1,567 using simple random sampling. The sample size was determined based on the sample size determination table provided by Cohen et al. (2017). In addition, 24 adult learners with higher performance and relatively consistent attendance were purposively selected for a semi-structured interview.

Data collection

Data for this study were collected using both quantitative and qualitative methods. Quantitative data were obtained through structured interviews containing five-point Likert scale items ranging from “Strongly Disagree” to “Strongly Agree”. The use of structured interviews was deemed appropriate, as participants might have had difficulty fully understanding the questions if presented in a self-administered format. These items were designed to capture how participation in adult literacy programmes influenced the economic opportunities of participants in Epe Local Government Area of Lagos and how the overall contribution of adult literacy programmes led to the empowerment of individuals, particularly in terms of increased participation in community projects in Epe Local Government Area.

The assistant data collectors conducted interviews with the participants under the close supervision of the researchers. In addition, semi-structured interviews were carried out to explore adult learners’ perspectives on factors that could enhance the programme’s contribution to improving their livelihoods.

The researchers employed the semi-structured interview for purpose of one-to-one encounters in which the interviewers used a semi-structured set of issues that guided the discussion to explore and uncover issues in the life of the participants of the study subsequently.

The data gathering tools were tested for the reliability of the finding using a pilot test. Before actual data collection, the structured interview was administered for 50 participants of the pilot study apart from the actual research participants. Pilot test for 50 Integrated Functional Adult Education participants (25 males and 25 females) that they were not parts of the study to measure the validity and reliability of the data gathering tools. The Cronbach Alpha coefficient of reliability and consistency is used to measure the internal consistency of the scales. Accordingly, reliability of Cronbach alpha 0.856, 0.882, and 0.873 for adult literacy, effective participation and community development were respectively obtained.

Data analysis

Research question one: How has participation in adult literacy programmes influenced the economic opportunities of participants in Epe local government area of Lagos?

TABLE 1: Influence of adult literacy programmes in fostering economics opportunities of participants in community development

S/N	ITEM STATEMENT	YES	%	NO	%
1.	Adult literacy programmes foster economic opportunities of participants in community development programmes.	668	90.2%	72	9.7
2.	Members of the community involved in adult literacy programmes were impacted by the programmes	710	95.9%	30	4.05
3.	Adult literacy programmes make trainees self-reliant for effective participation in community development	697	94.2	43	5.8
4.	Adult literacy programmes promote peace for effective participation in community development.	643	90.6%	97	13.1
5.	Adult literacy programmes were instrumental to participation for every community member	677	90.1	63	8.5

Sources: Researchers' field survey (2025)

Research question 1:

The proportion and percentile analysis as presented in Table 1 from the table, the following proportion of respondents that said “Yes” for the statement were adult literacy promotes effective participation in community development. 668 (90.2%), members of the community were motivated to be involved in participation 710 (95.9%), adult literacy programmes made trainees self-promote peace for sustainable community development 131 (65.2%), adult education access to justices for all levels 127 (63.2%) and adult education make trainees self-reliant for effective participation in community development projects 697(94.2%). While the proportion that said “No” for the item statement were adult literacy promotes effective participation in community development 72(9.7%%), members of the community were motivated to be involved in participation 30 (4.05%), adult literacy programmes made trainees self-promotes peace for sustainable community development 97 (13.1%), adult education access to justices for all levels 63 (8.5%)

Research question two: In what ways has the overall contribution of adult literacy programmes led to the empowerment of individuals, particularly in terms of increased participation in community projects in Epe Local Government Area?

TABLE 2: Factors supporting the positive impact of adult literacy programmes impact on effective participation in community development

S/N	ITEM STATEMENT	YES	%	NO	%
6.	Provision of teaching resources and materials	693	90.2	47	6.4
7.	Role of motivation from the trainees on community members	723	93.6	17	2.29
8.	Relance and practicality of the adult literacy programme	702	94.8	38	5.13
9.	Role of stakeholders in galvanizing support for the adult literacy programmes	687	91.6	53	7.16
10.	Determination on the part of the community members to be involved	679	91.7	61	8.2

Sources: Researchers' field survey (2025)

Research question 2: In what ways will the factors that support the positive impact of adult literacy programmes impact on effective participation in community development in Epe local area of Lagos State?

The proportion and percentile analysis as presented in Table 2 from the table, the following proportion of respondents that said “Yes” for the statement were provision of teaching resource materials 693 (90.2%%); members of the community were motivated to be involved in participation 723 (93.6%%); relevance and practicability of the programme n community development projects 702 (94.8%); role of stakeholders in galvanizing support 687 (91.6%); determination of community members to be involved 679 (91.7%). While the proportion that said “No” for the item statement were provision of teaching resource materials 47 (6.4%); members of the community were motivated to be involved in participation 17 (2.29%); relevance and practicability of the programme n community development projects 38 (5.13%); role of stakeholders in galvanizing support 53 (7.16%); determination of community members to be involved 61 (8.2%).

Research question three: what are the challenges and obstacles that hinder the effectiveness of adult literacy programmes in promoting effective participation in community development in Epe local government area of Lagos State?

TABLE 3: Challenges hindering effectiveness of adult literacy programme delivery

S/N	ITEM STATEMENT	YES	%	NO	%
11.	Insufficient budget allocation for adult literacy programmes in achieving effective participation in community development	665	89.9	75	10.1
12.	Lack of facilitators in adult literacy programmes	707	95.5	33	4.6
13.	Lack of relevant curriculum for adult literacy programme	690	93.2	50	6.8
14.	Lack of research facilities for adult literacy programmes	675	91.2	65	8.7
15.	Lack of awareness and information on adult literacy programmes	659	89.1	81	10.9

Sources: Researchers' field survey (2025)

Research question 3: what are the challenges and obstacles that hinder the effectiveness of adult literacy programmes in promoting effective participation in community development in Epe local government area of Lagos State?

The proportion and percentile analysis as presented in Table 3 from the table, the following proportion of respondents that said "Yes" for the statement were insufficient budget allocation 665 (89.9%%); lack of facilitators 707 (95.5%); lack of curriculum for adult literacy programme 690 (93.2%); Lack of research facilities for adult literacy programmes 675 (91.2%); Lack of awareness and information on adult literacy programmes 659 (89.1%). While the proportion that said "No" for the item statement were insufficient budget allocation 75 (10.1%); lack of facilitators 33 (4.6%); lack of curriculum for adult literacy programme 50 (6.8%); Lack of research facilities for adult literacy programmes 65 (8.7%); Lack of awareness and information on adult literacy programmes 81 (10.9 %).

ANALYSES OF RESEARCH HYPOTHESES

Hypothesis one: There is no significant relationship between the role of adult literacy programmes and effective participation in community development in Epe local government area of Lagos state

Table 4: Role of adult literacy programmes on effective participation in community development

	Estimate	S.E.	C.R.	P	LABEL
Effective participation in community development <---Adult Literacy Programmes	.817	0.35	23.632	***	SIGNIFICANT

Source: Researcher's field, 2025

Table 4 shows a positive Estimate of .817, being the size of the relationship between effective participation in community development and adult literacy programmes. This showed that as the mediator (effective participation) increases, adult literacy programmes also increase. Also, the standard Error (S.E.) of .035 showed a measure of uncertainty around the estimate, while Critical Ratio (C.R.) OF 23.632 indicated the standardised version of the estimate. Thus, a P value less than 0.05 is considered statistically significant. A P value of 0.001 with asterisks (***) indicates that the relationship is statistically significant at the 0.001 level. Hence, there is a significant influence of effective participation in community development on adult literacy programmes.

To determine the effect of adult literacy programmes on effective participation in community development of youths in Epe local government, a simple regression analysis method was used. Effective participation in community development represents the dependent variable, while adult literacy programmes represent the independent variable. The result of the analysis revealed that adult literacy programme (Estimate = .817, $p < .001$) has significant effect on the effective participation in community development of youths. Hence, the hypothesis is rejected at 95% confidence interval since $p = 0.001 < 0.05$; therefore, adult literacy programmes will significantly influence effective participation in community development of youths in Epe local government. By implication regarding the effect of the study, the table revealed that the adult literacy programme has made significant effect on the effective participation of the participants.

Hypothesis two: Adult literacy programmes will not significantly influence participation in community development programmes in Epe local government area of Lagos state.

Table 5 influence of adult literacy programmes on effective participation

	Estimate	S.E.	C.R.	P	LABEL
<---influence of adult literacy programmes on participation	812		0.31	23.541	***
	SIGNIFICANT				

Source: Researcher's field survey, 2025

Table 4 shows a positive Estimate of .812 being the size of the relationship between influenced adult literacy programmes and effective participation. This showed that as the mediator (effective participation) increases, adult literacy programmes also increase. Also, the standard Error (S.E.) OF .031 showed a measure of uncertainty around the estimate while Critical Ratio (C.R.) OF 23.541 indicated the standardized version of the estimate. Thus, a P value less than .05 is considered statistically significant at a .001 with asterisks (***) indicated that the relationship is statistically significant at a .001 level. Hence, there is a significant influence of effective participation in community development on adult literacy programmes. The responses to the structured interviews were analysed quantitatively. Grand Mean and standard deviation were computed to describe the roles of adult literacy programmes on effective participation of the participants in community development. To check whether the program has significant differences in contributing to effective

participation One Way ANOVA (Analysis of Variances) was run. The items were classified into different tables according to similarities of the issue raised in the structured interview.

Concerning the qualitative method, the recorded data from the interview were initially transcribed, and then, the core concepts were categorized containing themes, and then thematic analysis was employed. Finally, the major findings under each topic and sub-topic were analysed by organizing, summarizing & interpreting.

Discussions of Findings

The study identified two major thematic areas: (1) the role of adult literacy programmes in fostering effective community participation, and (2) the enabling factors that support the positive impact of these programmes.

1. Role of Adult Literacy Programmes in Community Development Participation

Findings revealed that adult literacy programmes have significantly empowered individuals with the knowledge and skills necessary for active involvement in community development processes. Participants reported increased ability to contribute to decision-making regarding the planning and execution of community projects, needs assessment exercises, and resource mobilisation. This finding aligns with Traga, Philippakos, and MacArthur (2019), who established that adult literacy programmes positively influence community participation in identifying needs, planning initiatives, and mobilising resources.

Similarly, Edwards-Fapohunda and Adediji (2024) affirm that literacy is the foundational educational skill that empowers individuals to function effectively in community and societal contexts. The study further revealed that community members who participated in adult literacy programmes were more engaged in developmental activities, particularly in consultative and participatory decision-making processes. This supports Edwards-Fapohunda's (2024) assertion that adult literacy programmes have had a profound impact on participation in development projects, particularly in enabling individuals to express opinions and contribute to communal decisions.

The findings are corroborated by Olson et al. (2020), who argue that adult literacy programmes that incorporate vocational training and decision-making skills equip learners with vital competencies to participate effectively in community development. Such programmes not only build capacity but also grant participants access to critical information and services that strengthen their ability to contribute meaningfully to community life.

Furthermore, the study indicated that adult literacy contributes to social inclusion and civic awareness. Participants reported improved interpersonal relationships, greater involvement in communal dialogue, and enhanced ability to communicate and cooperate with others. These findings support the work of Olson et al. (2020), who describe adult literacy as encompassing not only reading and writing skills but also active engagement in a variety of everyday social contexts—including family, community, and marketplaces. Edwards-Fapohunda et al. (2024)

further highlight the role of adult literacy as a medium for promoting social skills and interaction.

Additionally, Ayinkwa and Yinusa (2021) emphasise that a goal-oriented adult literacy programme can serve practical purposes across various sectors, contributing to societal well-being. The current study supports this by showing that the economic condition of participants improved through enhanced earning capacity, better resource utilisation, and increased financial literacy, including income management and budgeting.

2. Factors Supporting the Impact of Adult Literacy on Community Participation

The second phase of the study assessed the respondents' perspectives on the factors that enhance the positive impact of adult literacy programmes on community development participation. Analysis revealed that key enablers include: the presence of well-trained facilitators, the alignment of programme content with learners' immediate needs, and the inclusion of future-oriented components within the curriculum.

Respondents emphasised the importance of facilitators possessing strong listening and communication skills, as well as the ability to understand and respond to the unique experiences and motivations of adult learners. This finding is supported by Chieke, Madu, and Ewelum (2021), who noted that adult learning must be rooted in a deep understanding of learner needs and experiences, as adult learners are typically self-directed and resist prescriptive instruction without consultation.

Participants also recommended that learning content should be tailored to reflect real-life applications and provide immediate value. This perspective aligns with Olsen et al. (2021), who advocate for participatory learning processes in which adult learners are involved in determining both the 'what' and the 'how' of their learning. When learners participate in these decisions, they develop a sense of ownership and increase motivation toward the programme.

Conclusion

Adult literacy programmes play a transformative role in fostering effective participation in community development by impacting the economic, social, and civic dimensions of individual and communal life. These programmes empower adults with the skills needed to improve their employability, the knowledge to engage meaningfully in societal affairs, and the confidence to assert their rights and responsibilities within the community. In this way, adult literacy serves not merely as an educational intervention but as a strategic tool for sustainable community growth and empowerment.

Despite persistent challenges such as inadequate funding, limited accessibility, and insufficient contextual alignment, evidence continues to support the positive outcomes of adult literacy initiatives. These include increased economic productivity, improved civic engagement, and stronger social cohesion.

To maximise the potential of adult literacy programmes, there is a need for sustained investment, inclusive policy frameworks, and innovative delivery models that respond to the diverse needs of adult learners, particularly in underserved communities. As such, policymakers, educators, and development practitioners must prioritise the expansion and strengthening of adult education initiatives to ensure that communities can fully harness the wide-ranging benefits these programmes offer for inclusive and sustainable development.

Recommendations

The researcher recommended that:

1. To sustain effective participation of community members in decision making, the empowerment derived from the adult literacy programme should be sustained and improved upon through a relevant follow-up educational programme;
2. Subsequent adult literacy programmes should be inclusive to cover diverse socio-economic lives and
3. Skill acquisition programmes should be sustained through innovative measures to boost participation in community development.

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EXPLORING AI-BASED TEACHING STRATEGIES IN STEM: TEACHERS' AWARENESS, PERCEPTION, AND PRACTICE IN OSUN STATE SECONDARY SCHOOLS

BY

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Abstract

This study investigated secondary school teachers' awareness, perception, and practice of AI-based teaching strategies in science, mathematics and computer studies (STEM) education, focusing on awareness of AI-based teaching strategies; perception of effectiveness on student learning outcomes; extent of practice in classes; factors influencing its practice. This is with the essence of improving students' learning outcomes in STEM education. Despite AI's potential to enhance students' learning outcomes, teachers' unclear awareness and inadequate practice may compromise students' academic success and future readiness. Four research objectives and, four research questions were raised for the study. Analytic descriptive survey employed for this study, a self-constructed questionnaire "(STAPPAIBTSQ)" to collect data from 85 randomly selected secondary school teachers of science, mathematics and computer studies out of a total of 118 in Ife-East Local Government Area, Osun State. The instrument was validated by experts in the field of science education as well as test and measurement. Reliability was carried out using test-retest method with the alpha coefficient of 0.72. Data was analysed using frequency distribution, percentages, mean, Spearman Rho correlation coefficient and probit regression analysis. The outcome of the study showed varying levels of teacher' perception and practice, with technological infrastructure significantly influencing practice. The study further revealed that professional development and infrastructure enhancement are crucial for optimal AI utilization by science, mathematics and computer studies teachers. The study concluded that effective AI integration requires a multifaceted approach addressing teacher development, infrastructure, and support. It is therefore recommended among others that AI-based instructional strategies should be integrated into the science, mathematics and computer studies curriculum. Adequate training on the use of the strategy by the teachers is also necessary.

Keywords: *Teachers' awareness, Perception, Practice, Science, Mathematics and Computer studies (STEM), Teaching strategies, Secondary schools*

Introduction

The advent of Artificial Intelligence (AI) has refined various sectors, including education. In particular, AI-based teaching strategies have emerged as promising tools for enhancing teaching and learning outcomes in science, technology, engineering, and mathematics (STEM) education. Aliyu and Zaitawa (2024) define AI in secondary school chemistry education as the integration of adaptive learning systems, intelligent tutoring systems, and virtual laboratories to personalize instruction, provide automated feedback, and support student-centred learning. Similarly, Ibrahim, Hamed, and Opeyemi (2025) describe AI-based instructional strategies as the use of generative AI tools, such as ChatGPT, to facilitate question answering, explain concepts, and create learning content, while highlighting challenges related to accessibility and usability. In the same vein, Perculiar, Oduselu, and Tsetimi (2025) emphasize AI's role in promoting learner-centred instruction, real-time feedback, greater cognitive engagement, and self-directed learning in secondary science education. For example, Perculiar, Oduselu-Hassan, and Jonathan (2025) examined the influence of AI on secondary school students' cognitive development and academic achievement in Delta State, Nigeria, and reported significant improvements in learner-centred practices, cognitive skills, and science performance. However, they noted challenges such as high costs, inadequate teacher training, and data privacy concerns. Similarly, Uko, Eluwa, and Uko (2024) assessed the potential of computerized adaptive testing to improve mathematics and science achievement in secondary schools and found that it significantly enhanced students' performance, highlighting the promise of AI-based assessment methods. In addition, Oyedotun (2022) defines AI-based instructional strategies as the use of artificial intelligence technologies to support teaching and learning, including adaptive learning systems, intelligent tutoring systems, and natural language processing. Recent studies, such as that of Okunade (2024), have explored the effectiveness of AI in teaching science subjects in Nigerian secondary schools.

The benefits of AI in effective teaching and learning for secondary school students include, adapts to individual student's learning styles, pace, and needs, powered interactive tools increase student participation. AI-driven visualizations and simulations facilitate complex concept comprehension, provides instant feedback, encouraging timely corrections. AI-based learning platforms also take care of students with disabilities or remote locations. To the teachers, AI reduces grading workload, freeing time for instruction. AI analytics inform teaching strategies and student progress. It assists in generating educational materials. AI-powered chatbots support teachers in student queries, while AI-based training enhances teacher skills.

Effective integration of AI can personalize learning, improve student engagement, and increase academic achievement. The integration of AI-based teaching strategies offers a

potential solution to improve teaching and learning outcomes. Lee, Kim and Kim (2020) carried out a study on the role of training and support on teachers' attitude towards AI-based science education. The findings revealed that teachers who receive training and support on AI-based science education showed positive attitudes towards AI-implementation. Adeniyi, (2020) investigated AI-Powered Adaptive Learning System for Teaching Organic Chemistry. It was discovered that there was significant improvement in students' understanding of organic chemistry concepts ($p < 0.01$). AI-ALS group showed better academic performance compared to the control group ($p < 0.05$). It also revealed that students' attitudes towards organic chemistry improved significantly ($p < 0.05$).

Another study from Oyedotun (2022) on the impact of Artificial Intelligence (AI) on students' performance in mathematics found out that there was significant improvement in students' mathematical problem-solving skills ($p < 0.01$) and that AIMLP group showed better mathematics achievement compared to the control group ($p < 0.05$). Students' attitudes towards mathematics improved significantly ($p < 0.05$) and teachers also reported increased student engagement and motivation. Subsequently, Akinwumi and Clement (2024) investigated the effect of virtual laboratory instructional strategy on students' academic achievement and interest in physics in Benue State, Nigeria. The findings revealed that students taught using virtual laboratory strategies had significantly higher academic achievement and interest ($t = 16.68$ for achievement; $t = 12.65$ for interest, $p < 0.05$) in physics compared to those taught using conventional methods. Similarly, Ubom, Apochi and Akanmu (2025) explored the effect of virtual laboratory teaching on secondary school students' achievement in biology in Kwali Area Council, Abuja, Nigeria. The findings showed that students exposed to virtual laboratory instruction performed significantly better in post-tests than students taught with traditional methods ($p < 0.05$).

However, despite the potential benefits of Artificial Intelligence (AI) in enhancing teaching and learning, Nigerian secondary school teachers' awareness, perception, and practice of AI-based teaching strategies in science, mathematics and computer studies education remain unclear. The ineffective integration of AI-based teaching strategies may hinder students' academic performance, interest and preparedness for a technology-driven future. This present study seeks to investigate awareness, perception and practice of AI-based teaching strategies in science, mathematics and computer studies classes among secondary school teachers in Ife-East Local Government Area, Osun State in order to inform policy decision, teachers' professional development and curriculum design.

Statement of the Problem

Artificial Intelligence (AI) has emerged as a milestone advancement in global education, offering new opportunities to transform teaching and learning through personalized instruction, adaptive assessment, and enhanced learner engagement especially in science, technology, engineering, and mathematics (STEM) education. Yet in Nigeria, particularly in Osun State secondary schools, the extent to which science, mathematics, and computer studies teachers are aware of, perceive, and practice AI-based teaching strategies remains largely unknown. This gap is concerning, as failure to integrate AI meaningfully into STEM classrooms may leave students unprepared for a technology-driven future, undermining

national education goals and global competitiveness. Despite the promise of AI to boost academic performance, interest, and problem-solving skills, its practical adoption in STEM education is hindered by unclear teacher readiness, poor infrastructure, and lack of policy support. This study therefore seeks to examine teachers' awareness, perception, and practice of AI-based teaching strategies in secondary schools within Ife-East Local Government Area of Osun State. Specifically, to examine STEM teachers' awareness of AI teaching strategies, assess their perception of AI-based teaching strategies effectiveness, investigate their practice of AI teaching strategies, and also identify factors influencing their practice of AI-based teaching strategies. Ultimately, the findings aim to provide evidence to inform policy decisions, guide teacher development, and support the design of a future-ready STEM curriculum.

Objectives of the study

The following research objectives were generated for the study:

- (i) examine teacher's awareness of AI-based teaching strategies in science, mathematics and computer studies (STEM) education;
- (ii) assess STEM teachers' perception of the effectiveness of AI-based teaching strategies in enhancing student learning outcomes;
- (iii) investigate the extent of practice of AI-based teaching strategies by teachers in STEM classes; and
- (iv) identify factors influencing STEM teachers' practice of AI-based teaching strategies.

Research Questions:

The following research questions were raised for the study:

- (i) What is the level of awareness of AI-based teaching strategies among science, mathematics and computer studies (STEM) teachers?
- (ii) How do STEM teachers perceive the effectiveness of AI-based teaching strategies?
- (iii) To what extent do STEM teachers practice AI-based teaching strategies?
- (iv) What factors influence STEM teachers' practice of AI-based teaching strategies?

Methodology

Research Design:

The study employed descriptive survey research design.

Population of the study:

Population comprised 118 secondary school teachers teaching science and mathematics in Ife-East Local Government Area, Osun State, Nigeria.

Sample and Sampling Techniques:

Sample of 85 science, mathematics and computer studies teachers were selected from ten (10) out of the thirteen (13) public schools through random sampling technique.

Research Instrument: Data was collected through self-designed questionnaire titled "STEM Teachers Awareness, Perception and Practice of AI-based Teaching Strategies

(STAPPAIBTSQ)". The instrument was divided into two sections A and B. Section A was on socio-demographic characteristics while B consisted of 20 items with four-points Likert scale.

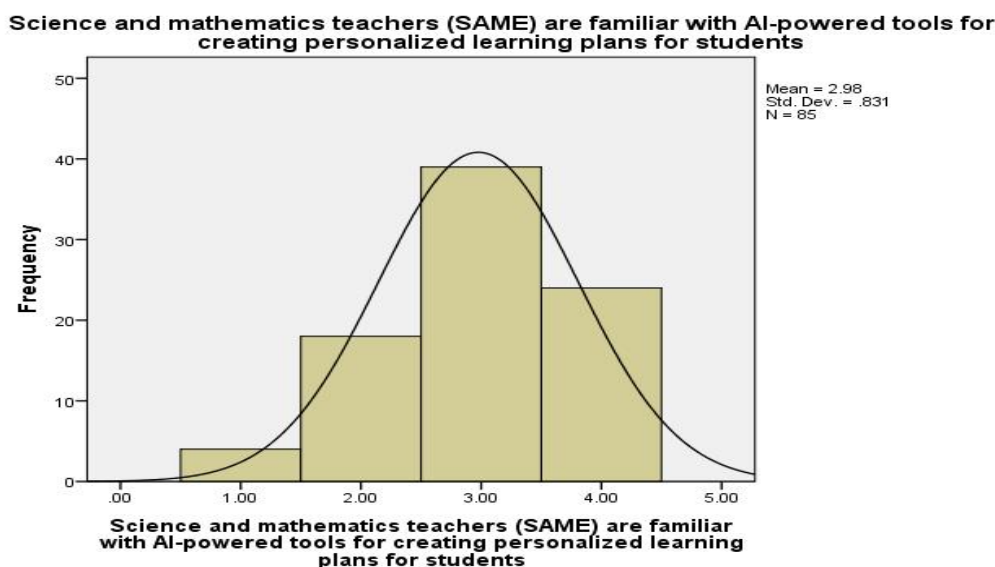
Validity and Reliability of the Instrument: The instrument was validated by experts both in science education and test and measurement as well. The reliability was also ascertained through Cronbach with alpha level of 0.72. Questionnaires were distributed by the researchers to sampled teachers through school administrators.

Method of Data Analysis: Data was analysed using means, frequencies, percentages, t-test, ANOVA, probit regression analysis.

Data Analysis and Interpretation

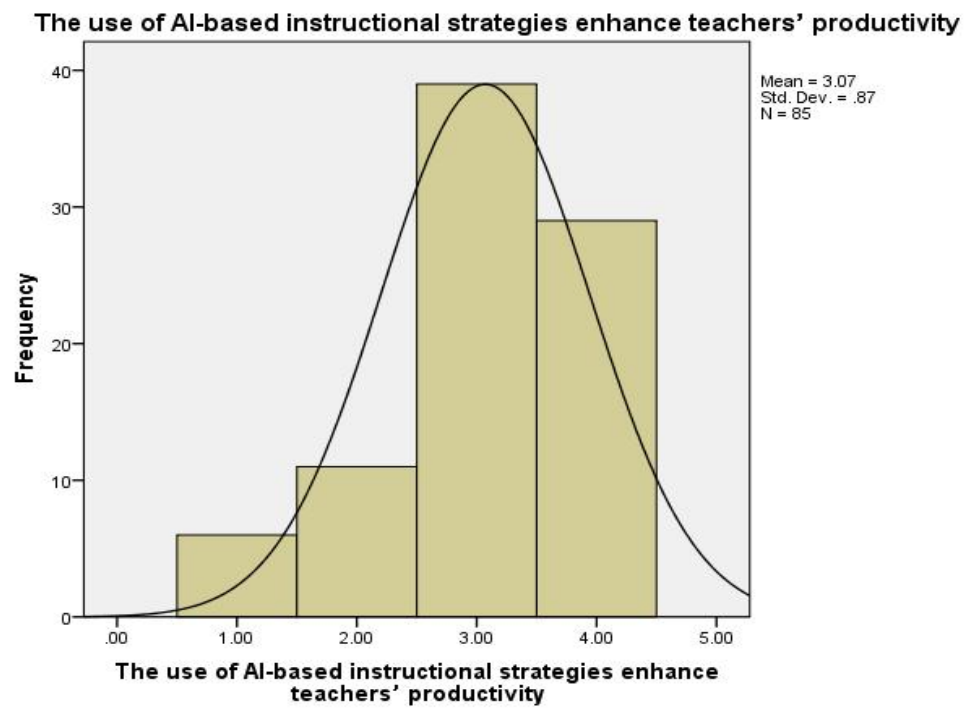
This report showed the outcome of the analysis conducted to study teachers' awareness, perception, and practice of artificial intelligence (AI)-based teaching strategies in science, mathematics and computer studies classes in Ife East LGA, Osun state. The questionnaire was carefully distributed, collected and analysed using SPSS version 21. A well-structured Likert scale-based awareness, perception, and practice of artificial intelligence (AI)-based teaching strategies questions were designed, administered and coded from 1-4. A test re-test items validity was conducted, where average validity Cronbach's alpha coefficient on awareness, perception, and implementation of artificial intelligence (AI)-based instructional strategies questions was computed as 0.72 which made the item good enough to measure the awareness, perception, and practice of artificial intelligence (AI)-based teaching strategies in STEM classes in Ife East LGA, Osun state. Frequency distribution, percentages, mean, standard deviation and ordered probit regression analysis were adopted to determine teachers' awareness, perception, and practice of artificial intelligence (AI)-based teaching strategies in science, mathematics and computer studies classes in Ife East LGA, Osun state

Figure 1



Keys (AI Awareness 1=SD, 2=D, 3=A, 4=SA)

Figure 2



Keys (AI Effectiveness 1=SD, 2=D, 3=A, 4=SA)

Table 1: Socio-demographic characteristic of the participating STEM teachers

		Frequency	Percentage
		N=85	%=100
Name of schools	Ethiopia Gram Schl.	1	1.2
	St John Gram. Schl.	8	9.4
	Ooni High Schl.	5	5.9
	Ife Anglican Gram Schl.	15	17.6
	ADS	10	11.8
	Olubuse	6	7.1
	St Peter	10	11.8
	Community	4	4.7
	St Philip	6	7.1
	School of Science	20	23.5
LGA	Ife East	85	100.0
Specialization	Biology	32	37.6
	Chemistry	7	8.2
	Mathematics	12	14.1
	Physics	10	11.8
	Basic Science	11	12.9
	Agricultural Science	11	12.9
	PHE	1	1.2
	Computer studies	1	1.2
Gender	Male	32	37.6
	Female	53	62.4
Age group	26-35yrs	55	64.7
	36-45yrs	21	24.7
	46-55yrs	9	10.6
Marital Status	Single	48	56.5
	Married	37	43.5
Work Experience	Below 5yrs	51	60.0
	10-15yrs	24	28.2
	16-20yrs	8	9.4
	21-25yrs	2	2.4
Highest Education	NCE/OND	5	5.9
	BSc/HND	75	88.2
	MSc	4	4.7
	PhD	1	1.2

Social-demographic characteristic of the participants

Of the 85 respondents in the study, majority, constituting 62.4% (53 respondents) were female. The result showed that 64.7% of respondents were between 26-35 years. 56.5% (48

respondents) were singles and 43.5% (37 respondents) were married. Majority of the respondents 60% (51 respondents) were below 10 years in term of experience at work. 75% majority of the respondents had BSc/HND as their highest education. The participants were majorly Science, Mathematics and Computer studies teachers, 37.6% (32 respondents) teach Biology, 14.1% (12 respondents) teach Mathematics, 8.2% chemistry, 11.8% Physics, 12.9% Basic science, 12.9% Agricultural science and 1.2% teach Computer studies. (Table 1 below)

Research Question 1: What is the level of awareness of AI-based teaching strategies among science, mathematics and computer studies teachers?

Table 2: Distribution of AI-Based Teaching Strategies Awareness and Perceived Effectiveness of secondary school STEM teachers in Ife East LGA

	Strongly Disagree	Disagree	Agree	Strongly Agree	Average Score	
Awareness	N (%)	N (%)	N (%)	N (%)	Mean	±Std Dev
Science, mathematics. and computer studies (STEM) teachers are familiar with AI-powered tools for creating personalized learning plans for students	4(4.7)	18(21.2)	39(45.9)	24(28.2)	2.976	0.830
STEM teachers are aware of the various AI-based teaching strategies	5(5.9)	19(22.4)	46(54.1)	15(17.6)	2.835	0.784
STEM teachers have become proficient in utilizing AI-driven simulation, integrating them into their pedagogy to enhance student engagement and understanding.	1(1.2)	30(35.3)	39(45.9)	15(17.6)	2.800	0.736
STEM teachers use AI to improve their efficiency	2(2.4)	12(14.1)	46(54.1)	25(29.4)	3.105	0.724
STEM teachers always make use of AI educational resources in their classes.	6(7.1)	11(12.9)	39(45.9)	29(34.1)	2.541	0.724
Perceived Effectiveness						
The use of AI-based teaching strategies enhances teachers' productivity	6(7.1)	11(12.9)	39(45.9)	29(34.1)	3.070	0.869
AI-based teaching strategies will make assessment of academic activities more efficient	0(0.0)	9(10.6)	44(51.8)	32(37.6)	3.270	0.643
Integrating AI-based teaching strategies into the existing teaching methods will improve students' performance	1(1.2)	4(4.7)	38(44.7)	42(49.4)	3.423	0.643
Integrating AI-based teaching strategies into the teaching of science, mathematics and computer studies can take care of students with special needs	0(0.0)	14(16.5)	44(51.8)	27(31.8)	3.152	0.681
AI-based assessment and feedback will be more reliable than teacher-made assessment	8(9.4)	24(28.2)	32(37.6)	21(24.7)	2.776	0.930

STEM Teachers' Awareness of AI-Based Teaching Strategies: Table 2 above shows that 74.1% of the respondents agreed that science, mathematics and computer studies (STEM) teachers were familiar with AI-powered tools for creating personalized learning plans for students. 5.9% (5 respondents) strongly disagreed, 22.4% (19 respondents) disagreed, 54.1% (46 respondents) agreed and 17.6% (15 respondents) strongly agreed that SAME were aware

of the various AI-based teaching strategies. The table reveals that 35.3% (30 respondents) disagreed that SAME have become proficient in utilizing AI-driven simulation, integrating them into their pedagogy to enhance student engagement and understanding. Most (54.1%) of the respondents agreed that STEM teachers use AI to improve their efficiency.

Research Question 2: How do science, mathematics and computer studies (STEM) teachers perceive the effectiveness of AI-based teaching strategies?

Teachers' perception on the effectiveness of AI-based teaching strategies

In term of teachers' perception of the effectiveness of AI-based teaching strategies, the result showed that, majority of the respondents 44.7% (38 respondents) and 49.4% (42 respondents) did either agreed or strongly agreed that integrating AI-based teaching strategies into the existing teaching methods would improve students' performance. 10.6% (9 respondents) disagreed, 51.8% (44 respondents) agreed and 37.6% (32 respondents) strongly agreed that AI-based teaching strategies would make assessment of academic activities more efficient. However, percentage 37.6% (32 respondents) disagreed that AI-based assessment and feedback will be more reliable than teacher-made assessment (Table 2 below).

Research Question 3: To what extent do STEM teachers practice AI-based teaching strategies?

Table 3: Distribution of perceived extent of STEM Teachers' practice and factors affecting practice of AI-Based teaching strategies

Extent of implementation	Strongly Disagree	Disagree	Agree	Strongly Agree	Average Score	
	N (%)	N (%)	N (%)	N (%)	Mean	± Std Dev
Science, mathematics and computer studies curricula become relevant and effective when AI-powered teaching strategies is incorporated	3(3.5)	12(14.1)	44(51.8)	26(30.6)	3.094	0.765
AI-based teaching strategies have been used in teaching science, mathematics and computer studies in secondary schools.	13(15.3)	25(29.4)	34(40.0)	13(15.3)	2.552	0.932
AI-driven teaching approaches prioritize student-centered learning, tailoring instructions to individual needs and fostering autonomy	1(1.2)	23(27.1)	48(56.5)	13(15.3)	2.858	0.675
STEM teachers have incorporated AI-based instructions in science, mathematics and computer studies classes	5(5.9)	27(31.8)	45(52.9)	8(9.4)	2.658	0.732
Class become more collaborative and interactive with AI-integrated instruction	4(4.7)	20(23.5)	49(57.6)	12(14.1)	2.811	0.731
Factors affecting implementation						
Current science, mathematics and computer studies curricular support the use of AI-based teaching strategies	6(7.1)	16(18.8)	46(54.1)	17(20.0)	2.870	0.813
Developing AI literacy among science, mathematics and computer studies teachers through continuous professional training is crucial for 21 st century education.	4(4.7)	15(17.6)	50(58.8)	16(18.8)	2.917	0.743
There are enough facilities for the practice of AI-based teaching strategies.	18(21.2)	33(38.8)	22(25.9)	12(14.1)	2.329	0.968
Sharing of ideas and collaboration with AI experts is necessary in the use of AI-based teaching strategies	4(4.7)	13(15.3)	51(60.0)	17(20.0)	2.952	0.738
Regular access to internet connectivity supports the use of AI-based instruction.	7(8.2)	6(7.1)	44(51.8)	28(32.9)	3.094	0.853

Extent of STEM teachers' practice of AI-based teaching strategies in STEM classes

The result obtained from table 3 below on STEM teachers' practice of AI-based teaching strategies shows that the majority of the teachers either agreed 51.8% (44 respondents) or strongly agreed 30.6% (26 respondents) that science, computer and mathematics curricula become relevant and effective when AI-powered teaching strategies is incorporated. According to the table, majority 56.5% (48 respondents) agreed and 15.3% (13 respondents) strongly agreed that AI-driven teaching approaches prioritize students-centred learning, tailoring instructions to individual needs and fostering autonomy. Though a large proportion 44.7% (38 respondents) still either disagreed or strongly disagreed that AI-based teaching strategies have been used in teaching science, mathematics and computer studies in secondary schools. (Table 3 below)

Research Question 4: What factors influence STEM teachers' practice of AI-based instructional strategies?

Teachers perceived factors influencing STEM teachers' practice of AI-based teaching strategies

On teachers' perception about factors influencing teachers' practice of AI-based teaching strategies, the table reveals that majority of the teachers agreed (51.8%) and strongly agreed (32.9%) that regular access to internet connectivity support the use of AI-based instruction. About 60% majority of the teachers agreed that sharing of ideas and collaboration with AI experts is necessary in the use of AI-based instructional. However, the table reveals that a large proportion, 60% (51 respondents) either disagreed or strongly disagreed that there were enough facilities for the practice of AI-based teaching strategies.

Table 4: Associated variables on AI-based teaching strategies; awareness, perceived effectiveness, extent of practice and factors affecting its practice.

Demographic Characteristic	AI-based teaching strategies			
	Awareness	Perceived effectiveness	Extent of practice	Factors affecting its practice
	Beta Coeff (Std Error)	Beta Coeff (Std Error)	Beta Coeff (Std Error)	Beta Coeff (Std Error)
Gender (ref: male)				
Female	-0.1699(0.2597)	0.3789(0.2598)	-0.0279(0.2558)	0.3254(0.2586)
Age (ref: 26-35yrs)				
36-45years	0.4323(0.4327)	0.4281(0.4381)	0.1472(0.4308)	-0.2750(0.4316)
46-55years	-0.5412(0.6980)	-0.1643(0.7125)	-0.1013(0.6952)	-0.4565(0.6915)
Marital (ref: single)				
Married	0.0804(0.3242)	-0.4617(0.3309)	0.2425(0.3271)	0.4725(0.3243)
Experience (ref: Below 10 years)				
10-15years	0.2720(0.3780)	0.4308(0.3878)	0.3583(0.3811)	0.2778(0.3788)
16-20years	1.7108(0.6891)**	0.3449(0.6734)	0.3847(0.6629)	0.3172(0.6628)
21-25years	-0.6630(1.0931)	-1.9843(1.1897)	-1.3406(1.0847)	0.3454(1.0487)
Education (ref: NCE/OND)				
BSC/HND	-0.2298(0.5491)	-0.5293(0.5523)	0.0180(0.5446)	-0.3929(0.5512)
MSC	-1.5945(0.8191)*	0.3845(0.8368)	-0.0993(0.8136)	-0.6421(0.8068)
PhD	0.7619(1.1685)	-1.5283(1.1781)	-0.1208(1.1660)	-0.1116(1.1827)
Specialization (ref: Biology)				
Chemistry	-0.6352(0.4560)	-1.3010(0.4730)**	-0.8740(0.4592)	-1.1286(0.4618)
Mathematics	-0.7964(0.3727)**	-0.1832(0.3678)	-0.6045(0.3688)	-0.4305(0.3691)
Physics	-0.5768(0.4018)	-0.6666(0.4013)	-0.3426(0.3983)	-0.1197(0.3975)
Basic Science	0.6325(0.4968)	-0.0679(0.4034)	-0.1006(0.4040)	-0.1445(0.4020)
Agric Science	0.3020(0.3940)	0.6733(0.4046)	-0.2809(0.3928)	-0.0389(0.3917)
PHE	-0.5519(1.1073)	-0.0401(1.1130)	0.0061(1.1232)	-0.4937(1.1108)
Computer	2.3655(1.1075)**	6.5558(1.2272)	0.7908(1.0742)	1.7141(1.1063)
No of observation	85	85	85	85
Expected Probability	0.0034	0.0015	0.5762	0.4947

Pseudo R ²	0.0961	0.1025	0.0414	0.0450
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Associated variables on AI-based Instructional strategies’ awareness, perceived effectiveness, extent of practice and factors affecting its practice.

Table 4 above shows that there are significant association between the teachers’ years of experience and their perceived awareness of AI-based instructional strategies in STEM education, the table shows that those teachers with more years of experience like 16-20years were 1.7108 times more aware of AI-based instructional strategies in STEM education, compare to those teachers with lesser years of experience, with a significant statistical index (Beta Coeff = 1.7108, Std Error = 0.6891, at $P < 0.05$). Also, the table reveals that the teachers with MSc qualification were a bit significantly 1.594 times less aware of AI-based instructional strategies in STEM education, compare to those teachers with NCE/OND (Beta Coeff = -1.5945, Std Error = 0.8191, at $p < 0.1$). The table shows that the mathematics teachers were significantly 0.7964 time less aware of AI-based teaching strategies in STEM education, compare to those that teach biology, with statistical index (Beta Coeff = -0.7964, Std Error = 0.3727, at $p < 0.05$). The table shows that those teachers that teaches computer were 2.3655 times more aware of AI-based teaching strategies in STEM education, compare to those that teach biology, with statistical index (Beta Coeff = 2.3655, Std Error = 1.1075, at $p < 0.05$).

Awareness, perceived effectiveness, extent of practice and factors affecting its practice as dependent variables. Each were regressed against the independent variable. The mean relationship found to be significant each at $p < 0.1$ level, $p < 0.05$ level, and $p < 0.001$ level.

Discussion of findings

The first research question which sought to find the level of awareness of science, mathematics and computer studies teachers on AI-based teaching strategies, the findings revealed that, 74% of the respondents are aware of the AI-powered tools for creating personalized learning plans for students while 54.1% of the respondents also agreed that science, mathematics and computer studies teachers use AI to improve their efficiency. The findings are consistent with Akinwumi & Clement (2024), who documented significant gains in secondary students’ physics achievement and interest using virtual laboratory instruction. Similarly, Ubom, Apochi, & Akanmu (2025) investigated the effect of virtual laboratory instruction reported that students exposed to the virtual lab outperformed their peers taught via conventional methods, showing significantly higher post-test scores ($p < .05$).

The second research question on how STEM teachers perceive the effectiveness of AI-based teaching strategies in enhancing students’ learning outcomes, 49.4% of the respondents agreed that integrating AI-based teaching strategies into the existing teaching methods will enhance students’ performance and facilitate assessment of academic activities. This is in line with the findings of Oloyede (2022) who observed in his study significant improvement in students’ mathematical problem-solving skills when exposed to AIMLP over the control group. The findings are equally supported by the work of Perculiar, Oduselu-Hassan and Jonathan (2025) who explored the influence of artificial intelligence on secondary school

students' cognitive development and academic achievement and found robust enhancement in learner-centred practices, cognition, and performance in science; AI tools supported complex concept teaching and feedback.

On research question three; to what extent do STEM teachers practice AI-based teaching strategies, the study revealed that AI-based teaching strategies have not been practiced in STEM classes in Ife-East Local Government Area secondary schools. However, 51.8% of the respondents agreed that incorporating AI-based teaching strategies in STEM education curriculum make it more relevant and effective.

On the factors affecting STEM teachers practice of AI-based teaching strategies are according to research question four, it was revealed by the study that there were insufficient facilities to support or encourage the use of AI-based teaching strategies. Access to internet connectivity, sharing of ideas and collaboration with experts would be necessary for the practice of AI-based teaching strategies. This is in consonance with the study of Lee, Kim & Kim (2020) on the role of training and support on teachers' attitude towards AI-based STEM education. The findings revealed that teachers who receive training and support on AI-based STEM education showed positive attitudes towards AI-implementation.

Conclusion

Based on the findings of this study, it is concluded that science, mathematics and computer studies teachers in secondary schools possess a moderate level of awareness of AI-based teaching strategies, especially regarding the use of AI-powered tools for creating personalized learning plans and enhancing teaching efficiency. However, the adoption and practical application of these AI-based strategies in STEM classrooms remain minimal, largely due to inadequate facilities, poor infrastructure, and limited access to necessary resources. The study further concludes that integrating AI-based teaching strategies into existing instructional methods holds significant potential to improve students' academic performance, cognitive development, problem-solving abilities, and engagement in science, mathematics, and computer studies. When properly implemented, AI has the capacity to transform STEM education by promoting learner-centred practices, supporting adaptive assessments, and strengthening feedback processes.

Recommendations

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

1. Education stakeholders should organize awareness campaigns, seminars, and workshops to sensitize science, computer, and mathematics teachers on the benefits and applications of AI-powered tools in secondary schools.
2. Teachers should be offered continuous professional development opportunities to build their competence in integrating AI-based instructional strategies into STEM education.
3. Governments, school authorities, and private sector partners should invest in providing reliable internet connectivity, ICT facilities, and AI-enabled tools necessary for effective implementation.

4. AI-based instructional strategies and tools should be integrated into the national secondary school science, mathematics, and computer curriculum to ensure consistency and relevance.
5. Schools should encourage partnerships that enable teachers to share ideas, access mentorship, and collaborate with specialists for successful AI integration in STEM teaching.

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**TEACHERS AND PARENTS' PERCEPTION OF GOVERNMENT POLICY ON
EDUCATION OF PHYSICALLY CHALLENGED CHILDREN IN LAGOS STATE**

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Abstract

Physically Challenged Children experience negative social perception attached to disability in the world. They were been bias in terms of entering to schools from primary school level, bullying and separation from classmate and stigma from the families. This can be due to inadequate involvement of teachers, parents or guardians of physically challenged children in curriculum planning, drafting and implementation of policies concerning physically challenged children in all levels of education. This study focused on the perception of teachers and parents on government policies made the on education of physically challenged children in Lagos State. Employing a descriptive research design, the study utilised a stratified random sampling technique to select 266 participants from 30 inclusive primary schools in Lagos State primary schools which comprising of 60 teachers from inclusive schools and 166 parents of physically challenged children. Data was collected using a validated questionnaire titled Inclusive Primary School Questionnaire with aggregate means of 3.03 and Parents' Awareness of Government Policy Questionnaire with aggregate means of 2.68. The findings revealed that the level of awareness of teachers on the National Policy on Special Needs Education in Nigeria was high, although they feel ignorant about key aspects of the policies while the level of awareness among parents on the policy was moderate. Importance of birth registration and educational campaigns to include physically challenged children in all primary schools was highlighted. The study concluded that heads of units and teachers in inclusive primary schools should be attending training, workshops,

seminars and conferences to deepen their understanding and application of the policy in inclusive settings while parents of physically challenged children should cooperate with teachers to achieve the objectives stated in the policy.

Keywords: *Government policy, perception, physically challenged children, inclusive education.*

INTRODUCTION

In Nigeria, physically challenged children experience negative social perception attached to the condition, and this may hinder them from reaching their full potential in life. They face bias in terms of entry to schools from primary school level, which later leads to low academic achievement, denied access to drinkable water, among others. In schools, some of these children experience abandonment, unpleasant attitudes such as oppression, bullying and isolation from the societies. Sometimes it may lead to shame, low self-esteem, lack of positive achievement in school and lack of motivation. It also leads to low social relationship with people in communities and total well-being.

Despite various efforts at reducing negative attitude towards physically challenged children, parents and guardians equally suffer upon learning about their child's misdeed. Parents and the entire family view the news of deformity as a painful period because they already known that discrimination have set in. Daniel et al. (2021) viewed it as chronic sorrow for parents, guardians and physically challenged children because they (parents, guardians and physically challenged children) known that they will be label, treat without pity and face shame from the society. Societies sometimes perceive a physically challenged child as not having proper privileges when providing amenities like education, health facilities, social interaction and the likes and when given, they are very scanty because societies see them as not gaining anything in return.

According to World Health Organisation (WHO) (2020), disability is a global public health issue facing one in seven people worldwide. It is estimated that about one billion people, or 15% of the world's population, live with disability worldwide, and this included 93 million children and 720 million adults. Disability and poverty mutually reinforce each other (WHO, 2020). Zubaid (2022), quoted from the United Nations Population Fund (UNFPA) (2021) World Population Dashboard, Save the Children International opined that thirty -two million people in Nigeria, including children, live with one or more disabilities and also face different types of discrimination which included having limited access to essential social services like health care and education. Uduu (2020) buttressed it that one of every eight or more disability can be due to wars, poverty, and lack of medical treatment.

Physically challenged children suffer stigmatisation and experience negative attitudes from schools and societies. All these are due to partial implementation of the policies for physically challenged children. This, therefore, calls for an urgent intervention by the government to stem this trend of abuse on fellow citizens, especially children, due to no fault of their disability. This, therefore, gave birth to the National Policy on Education (FRN, 2013) of section seven, and National Policy on Special Needs in Nigeria (FME, 2015 which focused on physically challenged children.

In Nigeria, education is considered as an instrument “par excellence for effective national growth and achieving Sustainable Development Goals” (SDG’s). In section 7 of the National Policy on Education (FRN, 2013) and National Policy on Special Needs Education (NPSEN) (FME, 2015) which focuses on Special Needs Education, it was stated that the “provision of equal access to qualitative educational opportunities for all citizens at all levels of education” irrespective of their genetic composition, social, physical, sensory, mental, psychological and emotional disabilities would be pursued vigorously. One way to achieve this goal is to merge all children (normal and physically challenged children) together (inclusive) irrespective of their status to have equal access to education.

Statement of the Problem

Although, policies guiding physically challenged children are well stated in National Policy on Education (FRN, 2013) and National Policy on Special Needs Education in Nigeria (FME, 2015) have received wide attention, however, practical experiences from visitation to schools and parents’ attitude to physically challenged children revealed that they were not well catered for in schools and being discriminated by parents in the society. There have been issues of bullying, stigmatisation, unfriendly classrooms or learning environment, unqualified teachers, teaching and learning resources were inadequate. Parents also refuse to register the physically challenged children in schools due to embarrassment and segregation in the classrooms.

Bridging the gaps between policies (statement and implementation) for physically challenged children is a great concern to all stakeholders. Hence, adequate intervention should be taken to realise the provision for physically challenged children in Nigeria, especially in Lagos State primary schools and among parents. This explains why the present study focused on teachers and parents’ perception of government policy on education of physically challenged children in Lagos State.

Purpose of the study

The main purpose of this study is to look at teachers and parents’ perception of government policy on education of physically challenged children in Lagos State.

Specifically, this study sought to:

- i. find out the level of awareness of teachers on National Policy on Special Needs Education in Nigeria;

- ii. examine the extent of awareness of parents on the National Policy on Special Needs Education in Nigeria.

Research Questions

The following research questions guided the study:

1. What is the level of awareness of teachers on National Policy on Special Needs Education in Nigeria?
2. To what extent are parents of physically challenged children aware of National Policy on Special Needs Education in Nigeria?

LITERATURE REVIEW: Overview of physically challenged children

The term physically challenged children is so complex that it cannot be pinned down to a single definition because not all cultures share the same concept of disability. In other words, an individual considered as being disabled in one culture may not be in another culture; therefore, different countries view the word “disability” in different ways. This view was supported by Chukwuedo (2022) that African society see people with disabilities as a misfortune individuals that should not be related with. In more developed countries, they were seen as part of the societies, therefore, arrangements were made for them to engage in activities and contribute their own quota in regular life.

The World Health Organisation (WHO) (2020) defined disability as challenges that limits and restricts one’s participation as an individual. It was stressed that disability resulted from the interaction between the physically challenged children, attitudinal and environmental view that hinder their full and effective participation in the society on an equal basis with others. The International Classification of Functioning, Disability and Health (ICF) (2015) defined disability as an umbrella term for impairments, activity limitations and participation restrictions. Disabled World (2022) defined a disabled person as someone who has a physical, social or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Education is the pillar of every nation and for a country to perform exceedingly well in terms of national development and achieve the Sustainable Development Goals (SDGs), it must have a strong thriving education system. United Nations Educational Scientific and Cultural Organization (UNESCO) (2015) defined education as a process of improving learning outcomes, or the acquisition of knowledge, skills, values, morals, beliefs and habits. It involves the transmitting of knowledge through teaching and learning process especially at primary schools’ level irrespective of their disability.

National Policy on Education (FRN, 2013) is a policy formulated or designed by the Nigeria government to promote and regulate education system in Nigeria. It was stated in the policy that basic education shall be of nine (9) years duration comprising six (6) years of primary education and three (3) years Junior Secondary education and it shall be free and compulsory for all children irrespective of religion, race, culture and disability. It stressed further that

special needs is a customised educational system designed to meet the unique needs of physically challenged children that the general education programme cannot cater for. Some examples are being blind or partially blindness, physical impairment, health impairment, deafness or partially deaf and the likes. It was written in the Policy (FRN, 2013) that education of physically challenged children shall be free at all levels and all necessary facilities needed to achieve this shall be provided via inclusive units in public schools under the Universal Basic Education (UBE) programme. The policy also stressed that all necessary facilities, equipment, materials and other assistance devices that would ensure easy access to quality education of special needs persons include the following: Perkins Braille, white / mobility cane, brailled textbooks, Abacus braille, and the likes will be funded by Federal and State governments.

In under developed countries, Nigeria inclusive, disability is seen as a personal issue of a child or parent, and sometimes, it was perceived as affliction by gods. According to Borthwick - Duffy & Widaman (1998) cited in Barrio, Miller, Ojeme and Tamakloe (2018) supported this view that negative perception of parents towards physically challenged children hindered their inclusion. This can be due to the cultural belief of parents in the state associated with shame and feelings of been stigmatised in the societies. This was coupled with teachers not welcoming them or not to be educating with normal children in classrooms. While some parents feel that there is no need for them to attend schools because they cannot meet their need therefore, they should be kept at home. This view was also supported by research worked by Borthwick - Duffy & Widaman (1998) cited in Barrio, Miller, Ojeme and Tamakloe (2018) that parents felt that the schools cannot meet the demand of the physically challenged children.

Methodology

The focus of this study was to look at teachers and parents' perception of government policy on education of physically challenged children in Lagos State.

Design

Descriptive research design of survey approach was used. The design was chosen for its ability to gather qualitative data and to facilitate the analysis of the gathered information.

Population of the study

The population covered all five administrative divisions in Lagos State and also covered. All teachers in Public Primary Schools in Lagos State and all parents or guardians of physically challenged children in Lagos State Primary Schools.

Sample Size and Sampling Technique:

For participant selection, a cluster sampling technique was utilised. This method ensured that every group of the population has equal and independent chance of being selected, allowing for effective representation across different strata. The use of this technique is critical for achieving a sample that accurately reflects the diversity within the population under study.

The sample for this study was drawn from 60 teachers handling physically challenged children in inclusive units and 166 parents of physically challenged children.

Research Instruments

The primary instrument used for data collection was a questionnaire titled “Teachers’ Inclusive Primary Schools Learning Resources Inventory (TIPSLR) and Parents’ Awareness of Government Policy Questionnaire (PAGPQ)”. Additionally, Cronbach's alpha was employed to assess the internal consistency of the instrument, yielding a reliability coefficient of .94 for teachers and .70 for parents.

Method of Data Analysis

Data collected from participants were analysed using Frequency counts simple percentages and statistical charts were used to analyse the demographic information supplied by the respondents and answer to the research questions.

Results and Findings

Table 1: Frequency Distribution of Respondents’ Demographic Data (Teachers)

Demographic Variables	Categories	Frequency	Percentage (%)
Qualification	M.Ed	2	3.3
	B.Ed/B.A./B.Sc	41	68.3
	NCE	16	26.7
	Grade II	1	1.7
	Total	60	100.0
Gender	Male	15	25.0
	Female	45	75.0
	Total	60	100.0
Specialisation	Special Education	56	93.3
	English Language	4	6.7
	Primary Education	0	0.0
	Studies	0	0.0
	Total	60	100.0

Data source: Researcher’s 2024 field survey.

Table 1 showed that 60 teachers participated in the study. Out of this, it is indicated that 3.3% (n = 2) of teachers had M.Ed qualification, 68.3% (n = 41) had B.Ed/B.A./B.Sc qualification, 26.7% (n = 16) of respondents had NCE qualification and 1.7% (n = 1) of the respondents had Grade II qualification. These distributions revealed that majority of teachers in inclusive primary schools were graduates with B.Ed/B.A./B.Sc qualification. The gender of respondents was represented by 25.0% (n = 15) males and 75.0% (n = 45) females. This implied that majority of teachers of inclusive primary schools were female. In the area of specialization, it was revealed that, 93.3% (n = 56) teachers studied Special Education while 6.7% (n = 4) of other teachers studied English Language. This also showed that majority of

the teachers in inclusive primary school specialised in Special Education. The demographic profile is represented in figure 1.

Figure 1 Demographic Profile of Teachers in Inclusive Primary Schools in Lagos State

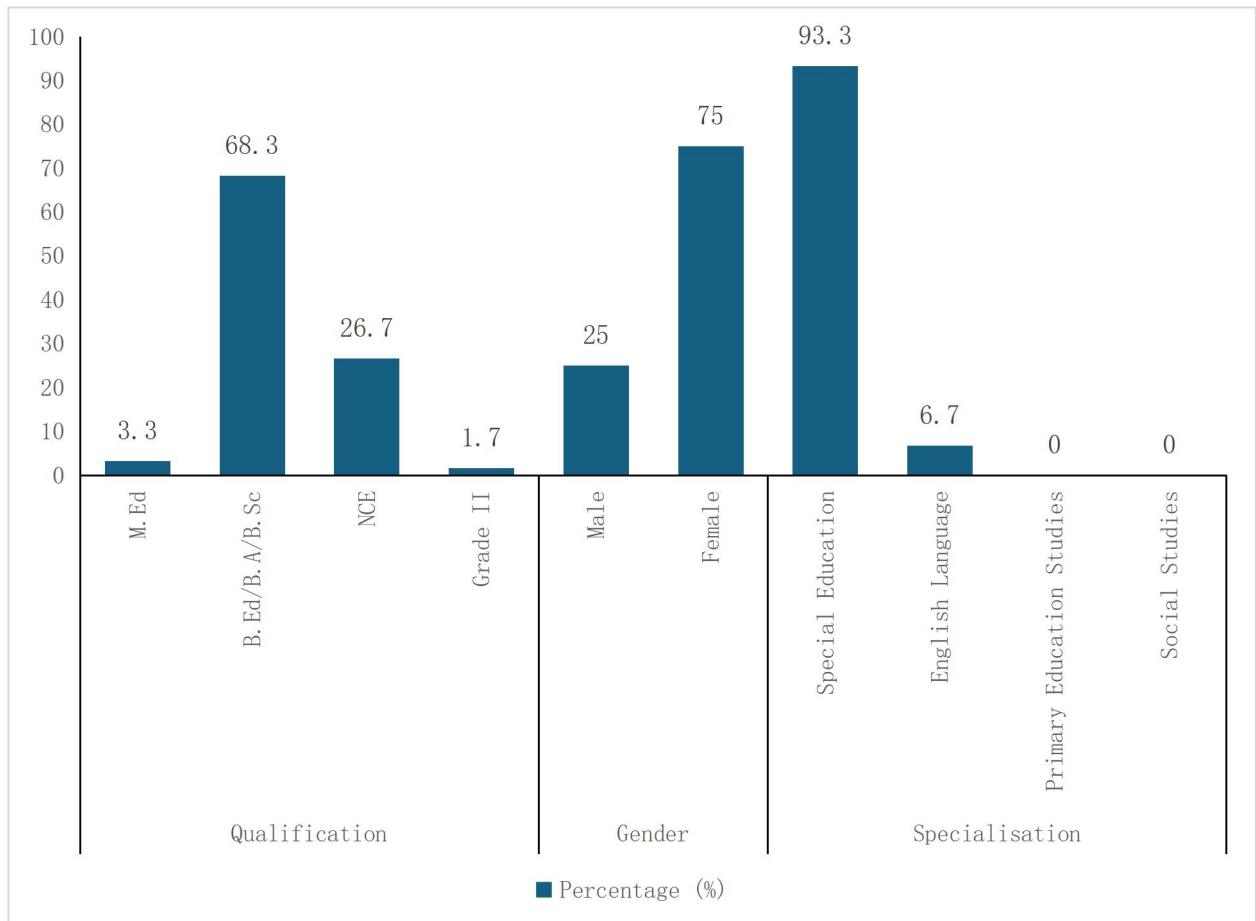
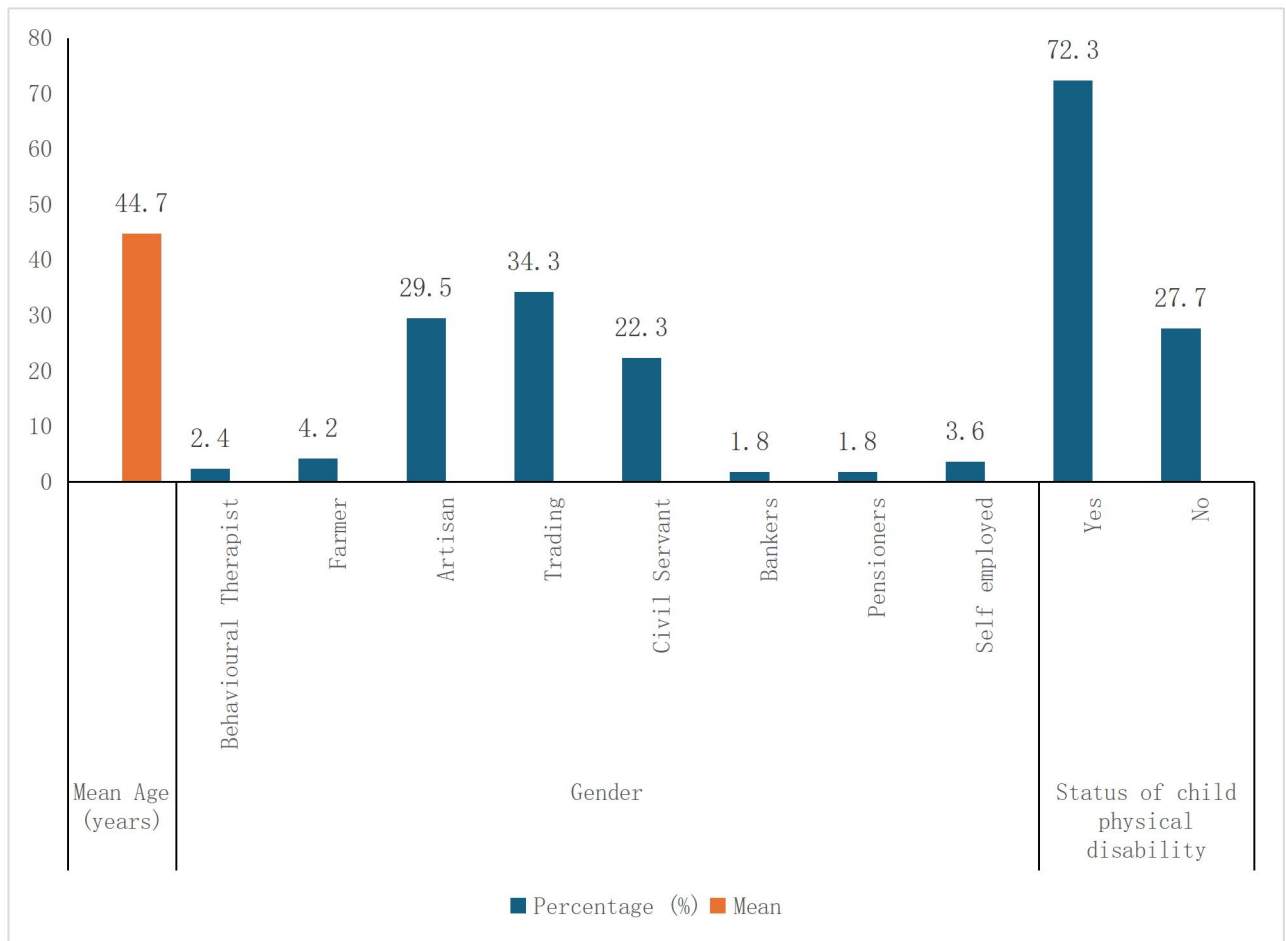


Table 2: Frequency Distribution of Respondents' Demographic Data (Parents)

Demographic Variables	Categories	Frequency	Percentage (%)	Mean	S.D	Min.	Max.
Age (years)		166	100.0	44.70	8.862	28	74
Gender	Behavioural Therapist	4	2.4				
	Farmer	7	4.2				
	Artisan	49	29.5				
	Trading	57	34.3				
	Civil Servant	37	22.3				
	Bankers	3	1.8				
	Pensioners	3	1.8				
	Self employed	6	3.6				
	Total	166	100.0				
Status of child	Yes	120	72.3				
physical	No	46	27.7				
disability	Total	166	100.0				

Data source: Researcher's 2024 field survey.

Table 2 showed that 166 parents participated in this study while the mean age of respondents (parents) who participated in this study was 44.70 years with standard deviation of 8.862 years, the minimum and maximum age of the participants was 28 and 74 years respectively. The results also showed that 2.4% (n = 4) of the respondents were behavioural therapist, 4.0% (n = 7) were farmers, 29.5% (n = 49) were artisans, 34.3% (n = 57) were traders, 22.3% (n = 37) were civil servants, 1.8% (n = 3) were bankers, 1.8% (n = 3) were pensioners and 3.6% (n = 6) were self-employed. Based on the status of participants' child physical disability, the majority representing 72.3% (n = 120) of respondents' child had physical disability while 27.7% had no physical disability. The data are further represented with a bar chart in Figure 2



Demographic Profile of Parents of physically challenged children in Inclusive Primary Schools in Lagos State.

Research Questions

Research Question One: What is the level of awareness of teachers on National Policy on Special Needs Education in Nigeria?

Table 1: Mean of Items Indicating the Level of Awareness of Teachers on National Policy on Special Needs Education in Nigeria

S/N	Items	Responses (%)				Mean	S.D
		SD	D	A	SA		
1	I am well informed about the current National Policy on Special Needs Education in Nigeria.	0.0	6.7	33.3	60.0	3.53	.629
2	I did not feel confident in my understanding of how the National Policy addresses the needs of Special Education pupils.	23.3	36.7	36.7	3.3	2.80	.847
3	I did not seek updates and information on changes to the National Policy regarding Special Needs Education in Nigeria. ⁺	3.3	53.3	36.7	6.7	2.53	.681
4	I believe that my colleagues and I are not adequately briefed on the key aspects of the National Policy on Special Education. ⁺	16.7	36.7	36.7	10.0	2.60	.894
5	I think there is a need for more training and awareness programme to ensure teachers are fully aware of the National Policy on Special Needs in Nigeria. ⁺	83.3	6.7	6.7	3.3	3.70	.750
Aggregate mean =						3.03	.760

NB. ⁺ Items with reversed coding. SA = Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1). Rated mean > 2.50 (High); Rated mean < 2.50 (Low); N (Number of respondents teacher) = 60.

The results provided in Table 1 indicated the mean, standard deviation and aggregate mean of items on awareness of teachers on National Policy on Special Needs Education in Nigeria. The aggregate mean of 3.03 with standard deviation of .760 which is greater than the benchmark of 2.50 indicates that the teachers' awareness of the National Policy on Special Needs Education is slightly above average. This highlights some strength, such as general awareness, but also reveals areas requiring improvement, particularly in proactive engagement and detailed understanding.

Research Question Two: To what extent are the parents aware of the National Policy on Special Needs Education in Nigeria?

Table 2: Mean and Standard Deviation of Responses Indicating the Extent of Awareness of the National Policy on Special Needs Education Among Parents

S/N	Items	Responses (%)				Mean	S.D
		NAAT	SA	SAW	EA		
1	The policy concerning physically challenged children is not well known to me.	41.0	18.7	22.3	18.1	2.17	1.155
2	Physically challenged children are always put in a separate class in inclusive schools.	22.3	15.7	13.9	48.2	2.88	1.235
3	I often visit the school to observe the interaction among the pupils.	9.0	5.4	15.1	70.5	3.47	.951
4	I am not aware that birth registration is compulsory for all children of school age.	56.6	5.4	16.9	21.1	2.02	1.260
5	Physically challenged children are not better than other children in our society.	26.5	10.8	18.7	44.0	2.80	1.256
6	I am aware of the rights of physically challenged children.	17.5	10.8	18.1	53.6	3.08	1.160
7	Learning resources are available for physically challenged children in all primary schools.	28.9	17.5	25.9	27.7	2.52	1.179
8	Poor or low nutrition of food intake by the expectant mother can make a child physically challenged.	33.7	21.7	13.9	30.7	2.42	1.242
9	Low socio-economic status sometimes of parents can hinder physically challenged children from going to school.	10.8	13.9	28.9	46.4	3.11	1.015
10	It is not government responsibilities to make provision and pay for the hospital bills of physically challenged children.	37.3	15.1	20.5	27.1	2.37	1.238
	Aggregate mean =					2.68	1.169

NB. ⁺ Items with reversed coding. 1= Not At All Aware (NAAT), 2 = Slightly Aware (SA), 3 = Somewhat Aware (SAW), 4 = Extremely Aware (EA). Rated mean of 1.00-1.99 (Low); Rated mean of 2.00-2.99 (Moderate); Rated mean of 3.00-4.00 (High); N (Number of respondents parent) = 166.

Table 2 provided the mean and aggregate mean score for parents' awareness of the National Policy on Special Needs Education for inclusive primary schools in Lagos State. The aggregate mean score of 2.68 with standard deviation of 1.169 indicated an overall moderate level of awareness of the National Policy on Special Needs Education among parents, with varying degrees of understanding across individual items.

Discussion of Findings

Findings from the study revealed that there was a high level of awareness among teachers on National Policy on Special Needs Education in Nigeria. The high score on Item 5: “I think there is a need for more training and awareness programme to ensure teachers is fully aware of the National Policy on Special Needs in Nigeria” points to the need for regular training and awareness programmes. These should focus on clarifying key aspects of the policy and equipping teachers with the necessary skills to address special education needs effectively. The moderate scores on Item 3 (I did not seek updates and information on changes to the National Policy regarding Special Needs Education in Nigeria) and Item 4 (I believe that my colleagues and I are not adequately briefed on the key aspects of the National Policy on Special Education) suggest that policymakers need to establish robust systems for briefing and updating teachers on policy changes. This could involve regular workshops, newsletters, and digital platforms.

The high awareness level of teachers about the National Policy on Special Needs Education, as reflected in the mean score, aligns with studies emphasising the critical role of teacher awareness in policy implementation. According to Ewa and Igwe (2020), teachers’ level of awareness directly influences their ability to create inclusive classrooms. However, awareness does not always equate to apprehension or effective implementation, highlighting a potential gap between policy knowledge and practical application (Adewale, 2019).

The moderate confidence level in understanding how the policy addresses special needs suggests that many teachers did not undergo training or attend workshop about feel the policies which resulted in less confidence when teaching physically challenged children. Musa & Bello (2020), buttressed it that clear understanding of objectives and application assist in policy implementation. While Ogunlade & Oyewumi (2020), studied have showed that continuous professional development and access to updated resources were critical for keeping teachers informed about policy changes.

The finding on the high mean score for adequate briefing suggested that many teachers feel underinformed about key aspects of the policy. This perception reflects findings by Ajayi and Omotayo (2018), who noted that poor communication is one of the factors that hinder the effective dissemination of policy information.

Result of the second research question revealed that there was moderate level of awareness of the National Policy on Special Needs Education among parents of physically challenged children in Lagos State. The moderate awareness levels suggest the need for community-based campaigns to educate parents about the rights of physically challenged children and the provisions of the policy.

The above findings revealed a moderate level of awareness among parents about the National Policy on Special Needs Education. The work of Omede (2016) found that little parental awareness often affects effective policy implementation in inclusive schools, resulting in inconsistent support for physically challenged children. The high mean score for parental visits to observe classroom interactions demonstrate significant engagement among parents.

Findings by Zvoch and Stevens (2020), buttressed it that to increase the level of performance of physically challenged children parental involvement is a critical factor. Therefore, more structured opportunities for parental participation, such as open days and policy orientation programmes.

The moderate awareness of the availability of learning resources supports earlier findings by Olaleye et al. (2012), who noted that resource availability is often inconsistent across schools in low-income countries. This inconsistency can hinder the implementation of inclusive practices and perpetuate educational disparities for children with disabilities. These findings call for increased government investment in adaptive learning materials and teacher training to address the resource.

Conclusion

This study revealed that teachers displayed a high level of awareness of the policies, yet parental awareness remained moderate, suggesting a gap in community engagement and outreach. These findings highlight the potential for improvement in resource allocation, awareness campaigns, and community involvement to enhance policy effectiveness.

Recommendations

Based on the findings of this study the following recommendations were made.

- 1) There should be regular training and workshops organised for teachers in inclusive primary schools to deepen their understanding and practical application of the policy in classroom settings to ensure sustained knowledge and skills for inclusive education since improved teacher awareness can lead to better identification of challenges faced by physically challenged children, thereby creating a more accommodating and inclusive learning environment.
- 2) Curriculum planners should use the inclusive strategies currently in place to supplement with better monitoring and evaluation mechanisms to identify and address gaps that will ensure that these strategies are consistently applied and adapted to meet emerging needs.
- 3) The moderate availability of resources for inclusive education should be addressed by government, non – governmental organisation and parents by providing adequate teaching aids, assistive technologies, and physical infrastructure tailored to the needs of physically challenged children.
- 4) Since no significant difference exists between male and female teachers' awareness levels, gender-specific strategies are unnecessary. However, periodic assessments should be conducted to ensure all teachers, regardless of gender receive equal opportunities for professional development.

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COLLABORATIVE STRATEGIES FOR EDUCATORS AND FAMILIES OF GIFTED VIRTUALLY IMPAIRED STUDENTS IN NIGERIA

BY

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Abstract

Collaborative strategies in education emphasize the importance of teamwork between educators, families, and other stakeholders to provide holistic support for students, especially those with special needs. This paper explores the role of collaborative strategies for educators and families of gifted virtually impaired students in Nigeria. Collaborative strategies between educators and families are crucial for the academic and social development of gifted visually impaired students in Nigeria. These partnerships create a supportive network that fosters inclusive educational environments, ensuring that the unique needs of these students are met both inside and outside the classroom. Effective collaboration enhances the development of individualized learning plans, facilitates the use of specialized resources, and provides a holistic approach to addressing the academic, emotional, and social needs of gifted visually impaired students. By adopting family-centred models, co-teaching practices, and community partnerships, stakeholders can work together to overcome existing challenges and provide a well-rounded education. Ultimately, these collaborative efforts not only empower educators and families but also contribute to the academic success and social inclusion of gifted visually impaired students in Nigeria. Therefore, educators should receive specialized training to effectively support gifted visually impaired students. This training should include strategies for differentiated instruction, assistive technologies, and ways to foster inclusive learning environments. Also, families should be actively involved in the educational process by participating in the development of individualized education plans (IEPs) and attending regular meetings with educators.

Keywords: Collaborative, Educators, Families, Virtually, Impaired

Introduction

The inclusion of visually impaired students within educational systems, particularly those with advanced intellectual capabilities, presents a unique set of challenges and opportunities. Gifted visually impaired students often possess high cognitive abilities and exceptional talents that require tailored educational strategies to support their growth. In many Nigerian schools, however, the education system lacks the resources, training, and policies necessary to address the needs of these students adequately. Collaborative strategies between educators and families are crucial in providing the personalized support these students need to thrive (Adedokun, 2022; Eze & Akinyemi, 2021).

The concept of “giftedness” in educational psychology has traditionally referred to individuals who demonstrate above-average intellectual, creative, or artistic abilities and have a high potential for exceptional performance when appropriately supported (Gardner, 2020). When giftedness is combined with visual impairment, the need for specialized instructional techniques and tools increases significantly. Visually impaired students often rely on alternative sensory channels to learn and express their talents. Research has demonstrated that early and consistent support, including the use of adaptive technology and tailored learning resources, can have a profound impact on the academic and social outcomes for visually impaired students (Oyewole et al., 2023). Yet, the involvement of educators and families in the provision of these resources is often inconsistent in Nigerian schools due to infrastructural limitations and a lack of targeted policies (Aluko & Nwachukwu, 2023).

Effective educational support for these students is best achieved through collaborative efforts between families and educators, both of whom play critical roles in fostering an environment conducive to learning and personal development. Collaboration between educators and families has been shown to enhance educational outcomes by providing a consistent support system across both home and school environments. Bronfenbrenner’s Ecological Systems Theory highlights the importance of interactions between a child’s immediate environments, school, family, and community in shaping their development (Bronfenbrenner, 1979). This framework emphasizes the need for all stakeholders to work in unison to foster a nurturing learning environment for gifted visually impaired students. However, in Nigeria, there is a notable gap in practical frameworks that facilitate this level of cooperation (Olowe & Fakunle, 2022).

Current studies on inclusive education in Nigeria have largely focused on either the general needs of visually impaired students or the academic potential of gifted students, without addressing the intersection of these two groups. Research by Adebayo and Oladimeji (2022) found that teachers often lack the training required to identify and support gifted visually impaired students adequately. Additionally, families of these students frequently experience socioeconomic and logistical barriers that limit their ability to actively participate in their child’s educational journey. A study conducted by Igwe (2023) emphasized that parents of visually impaired students often struggle to obtain necessary resources and technological tools due to financial constraints, which hinders their collaboration with educators.

Despite these challenges, there are opportunities for improvement. Global studies suggest that implementing collaborative models, such as family-centred planning and school-community partnerships, can create more inclusive and supportive educational experiences for students with disabilities (UNESCO, 2021). Adaptation of such models in Nigeria, with careful attention to the specific socio-cultural context, could lead to improved outcomes for gifted visually impaired students. For example, family-centred approaches empower parents as equal partners in decision-making processes and enhance communication with educators. This results in a more cohesive support system for students across both home and school settings (Johnson & Kwame, 2021). The aim of this study is to explore and recommend effective collaborative strategies that Nigerian educators and families can employ to support gifted visually impaired students.

Concept of Visual Impairment and Giftedness

Visual impairment refers to a range of conditions that affect an individual's ability to see and interact visually with their surroundings. These conditions vary from partial sight to total blindness and can be congenital or acquired (American Foundation for the Blind, 2023). The World Health Organization (WHO) categorizes visual impairment as a functional limitation of the eye or visual system that affects one's ability to perform specific tasks. It can be classified as mild, moderate, or severe, depending on the degree of visual loss and its impact on daily functioning (WHO, 2022). Within the educational context, visually impaired students may require specific tools, such as braille, screen readers, or magnification devices, to access information and communicate effectively (Smith & Tyler, 2022).

Giftedness, on the other hand, refers to exceptional abilities and high performance in one or more domains such as intellectual, creative, artistic, or leadership capacities (National Association for Gifted Children, 2023). The concept of giftedness goes beyond mere intellectual ability, as it often includes creativity, problem-solving skills, and the capacity for innovation (Pfeiffer & Burko, 2023). Research indicates that gifted students exhibit advanced reasoning skills, high levels of motivation, and an intense focus on learning (Subotnik et al., 2018). These attributes make gifted students unique in their learning needs, as they often require educational strategies that provide greater intellectual challenge and opportunities for creative exploration (VanTassel-Baska, 2023).

When these two conditions intersect, as in the case of visually impaired gifted students, unique challenges and strengths emerge. Visually impaired gifted students, while sharing the need for academic challenge with other gifted students, often face limitations due to their sensory impairment (Lohmeier & Lamb, 2021). For example, a gifted student with visual impairment might struggle to access traditional materials quickly, limiting their opportunity to engage at the same pace as their sighted peers (Pae et al., 2022). Studies have shown that, with the right adaptations, these students can excel academically and contribute original ideas in fields such as mathematics, music, and science (Kaplan & Goldstein, 2022).

The educational system's awareness and responsiveness to these dual needs—giftedness and visual impairment remain crucial for optimizing learning outcomes for these students. Collaborative strategies between educators and families have been recognized as essential in

providing holistic support, as they allow for personalized approaches that align with both the cognitive and sensory needs of visually impaired gifted learners (Dare et al., 2023).

Collaborative Strategies

Collaborative Strategies refer to approaches where multiple stakeholders, such as educators, families, professionals, and community members, work together in a coordinated manner to achieve common goals in the education and development of students, particularly those with diverse learning needs. These strategies emphasize shared responsibility, communication, and mutual respect in addressing the challenges and enhancing the academic, social, and emotional well-being of students. Collaborative strategies are often utilized in inclusive education settings, where the focus is on creating a supportive environment tailored to individual needs through joint decision-making and resource sharing (Friend & Cook, 2020; Blue-Banning et al., 2018). In the context of special education, such strategies involve the collaboration of teachers, specialists, and families to ensure that the unique needs of students, including those with disabilities or gifted learners, are met effectively and comprehensively (Turnbull et al., 2021).

Importance of Collaborative Strategies in Special Education

Collaborative strategies in special education are essential for creating a supportive and inclusive learning environment, where the individual needs of students with disabilities can be met. Effective collaboration among educators, families, specialists, and support staff improves the quality of education for these students by enhancing accessibility, tailoring instructional approaches, and promoting a sense of community and shared responsibility (Friend & Cook, 2017). Research underscores that when families and educators work together, they create more holistic support systems that address both academic and social needs, resulting in better educational outcomes and social integration for students with special needs (Salmivalli & Peets, 2021).

Improving Student Outcomes: Collaborative strategies have a positive impact on academic achievement, social-emotional growth, and skill development for students with special needs. When educators and families align their efforts, they reinforce learning across both home and school environments, fostering continuity and stability for students (Hornby, 2016). Collaborative Individualized Education Plans (IEPs) provide tailored goals and strategies, enabling educators to address specific learning objectives and adapt them to the student's pace and style. A study by Brown and Carter (2018) shows that students in collaborative educational settings outperform their peers in isolated support models, particularly in areas of reading and social interaction, as they benefit from integrated interventions and consistent feedback.

Enhancing Teacher Support and Training: Teachers involved in collaborative special education benefit from professional support and shared expertise, which helps them meet diverse student needs more effectively. According to Lindsay and McPherson (2018), collaboration encourages educators to engage in co-teaching models, consult with specialists, and participate in ongoing professional development. This shared responsibility not only reduces teacher burnout but also leads to improved instructional practices and a more

adaptive curriculum. For instance, co-teaching with special education experts allows general educators to better understand and implement instructional modifications, resulting in an inclusive classroom that supports all learners (Graziano & Navarrete, 2021).

Increasing Family Engagement and Advocacy: Family involvement is a cornerstone of successful collaborative efforts in special education, as families offer unique insights into their child's strengths, needs, and preferences. Studies have found that parents who actively collaborate with educators are more likely to advocate for necessary resources and support, benefiting not only their own child but potentially prompting systemic improvements (Reynolds et al., 2020). Engaging families in IEP meetings, open communication practices, and school events promotes a sense of trust and mutual respect, creating a more inclusive school culture. This active engagement can also help families feel more empowered and knowledgeable about navigating the education system and advocating for their child's rights.

Building a Community of Support: Collaboration fosters a community of support within schools, which is crucial for the social and emotional well-being of students with special needs. Collaborative models, such as inclusive classrooms and peer support programs, integrate students with special needs into the school community, enhancing their sense of belonging and social acceptance (Santos et al., 2022). These supportive environments reduce stigma and encourage positive interactions, thereby promoting empathy and understanding among all students. The result is a school culture where diversity is celebrated, and students learn the values of cooperation and inclusion.

Facilitating Access to Resources: Collaborative strategies help streamline access to resources and services essential for the effective education of students with special needs. When educators, families, and specialists work together, they can identify and secure resources such as assistive technology, specialized curriculum materials, and occupational or speech therapy (McLeskey et al., 2019). Collaboration also ensures that resources are used efficiently and tailored to meet the specific needs of each student, creating a more equitable educational environment.

Challenges Facing Gifted Visually Impaired Students in Nigeria

Gifted visually impaired students in Nigeria encounter unique challenges that hinder their educational progress and personal development. These challenges span from societal stigma and inadequate educational resources to limited professional support for educators. Understanding these barriers is crucial for developing effective support systems for these students.

1. Societal Stigma and Cultural Perceptions: In Nigeria, traditional beliefs and societal stigma around disabilities can lead to social exclusion for visually impaired students, even those with exceptional abilities. Negative attitudes can restrict these students' opportunities to participate fully in educational and social activities (Ihenacho, 2022). For instance, many communities still view disabilities as a result of spiritual or supernatural causes, leading to discrimination and reduced access to essential resources (Umar, 2023). This cultural stigma limits the societal support that these students need for success, often affecting their mental health and self-esteem.

2. Inadequate Educational Resources and Infrastructure: The lack of adequate educational materials tailored for visually impaired students is another significant barrier. Most Nigerian schools lack resources such as Braille books, audio resources, and adaptive technology essential for effective learning (Adegoke & Adeyemi, 2023). Moreover, classrooms are often not designed to accommodate the special needs of these students, affecting their learning environment and engagement. A study by Chukwu (2023) highlights that only a fraction of schools in Nigeria has the necessary resources to support students with visual impairments, leading to frustration among gifted students who cannot fully access the curriculum.

3. Limited Professional Support for Educators: Educators in Nigeria often lack the training required to support visually impaired students, particularly those who are gifted. Training programs that focus on special education techniques, adaptive technologies, and inclusive teaching strategies are scarce. A recent survey indicates that fewer than 20% of Nigerian teachers feel adequately prepared to address the needs of gifted visually impaired students in their classrooms (Ogunbiyi, 2024). This gap in professional support leads to challenges in instructional delivery, preventing gifted visually impaired students from reaching their full academic potential.

4. Financial Constraints: Many families of gifted visually impaired students struggle financially, making it difficult to afford specialized resources and support services. With limited financial aid programs and high costs associated with adaptive technology, these students face a disparity in educational access compared to their peers (Okafor & Nwachukwu, 2023). Financial constraints can lead to reliance on standard educational materials and environments, which are often not inclusive of visually impaired needs, thereby hindering academic progress.

5. Limited Opportunities for Social Interaction and Extracurricular Activities: Gifted visually impaired students also face challenges in participating in extracurricular activities, which are crucial for social development and peer interaction. Schools in Nigeria seldom have programs designed to include visually impaired students in sports, clubs, or arts activities (Adeola, 2022). These social limitations can isolate students, diminishing their self-confidence and social skills. According to a study by Bello (2023), students with visual impairments who have access to inclusive social activities perform better academically and show higher levels of emotional well-being.

Collaborative Models for Supporting Special Needs Education

In recent years, collaborative models have gained prominence in special needs education as effective approaches for addressing diverse learning needs and fostering inclusive environments. Collaboration between educators, families, support staff, and community organizations is essential for providing comprehensive support to students with special needs (Friend & Cook, 2020).

1. Family-Centred Model: The family-centred model places families at the core of educational planning, acknowledging that parents and guardians hold valuable insights into their children's needs and strengths. According to recent studies, this model encourages

active participation of families in the decision-making process, ensuring that the support provided aligns with the student's unique context (Turnbull et al., 2021). In a family-centred approach, educators work collaboratively with families to set goals, design individualized educational plans (IEPs), and provide resources tailored to the student's specific needs (Blue-Banning et al., 2018). Such collaboration has been shown to improve student outcomes, as it fosters continuity of support between home and school environments (Turnbull et al., 2021).

2. School-Community Partnerships: Another effective model is school-community partnerships, where schools collaborate with external organizations, such as healthcare providers, local nonprofits, and community centres, to enhance support for students with special needs. These partnerships expand the resources available to students, providing access to specialized services such as occupational therapy, speech therapy, and counselling (Brady & Woolfson, 2022). Community involvement not only supplements educational resources but also promotes social integration and supports the broader needs of students with disabilities, helping them develop essential life skills. Recent evidence shows that community partnerships improve student engagement and foster a sense of belonging, which is crucial for the well-being of students with special needs (Rees & Allen, 2023).

3. Co-Teaching Models: Co-teaching is a collaborative instructional model where special education and general education teachers work together in the same classroom, sharing responsibility for planning, instructing, and assessing all students. This model supports the inclusion of students with special needs by providing differentiated instruction tailored to varied learning levels (Friend et al., 2021). Research by Saloviita and Shinn (2020) found that co-teaching improves academic outcomes for students with disabilities by creating a more inclusive learning environment that promotes both social interaction and academic success. By combining the expertise of general and special educators, co-teaching fosters an adaptable and responsive learning environment.

4. Multidisciplinary Teams: The multidisciplinary team model involves professionals from diverse fields, including education, psychology, social work, and healthcare, working together to address the comprehensive needs of students with disabilities. Each team member brings specialized knowledge, contributing to a holistic approach that encompasses academic, emotional, and physical support (Wilder et al., 2022). For instance, a team comprising a speech therapist, special educator, school counsellor, and occupational therapist collaborates to develop a personalized support plan tailored to the student's individual needs. This model is especially effective for students with complex needs, as it allows for coordinated and consistent support across different areas of development (Wilder et al., 2022).

5. Response to Intervention (RTI): Response to Intervention (RTI) is a multi-tiered model that combines assessment and intervention to identify and support students with learning difficulties. RTI operates on three levels: universal interventions for all students, targeted interventions for students who require additional support, and intensive interventions for students with significant needs (Fuchs & Vaughn, 2020). By identifying struggling students early and providing timely interventions, RTI minimizes the need for more restrictive special education placements, promoting inclusion within the general education setting. Studies

indicate that RTI enhances academic outcomes for students with disabilities and reduces the overall number of special education referrals (VanDer Heyden et al., 2021).

6. Universal Design for Learning (UDL): Universal Design for Learning (UDL) is a collaborative approach that focuses on designing educational environments and materials accessible to all students, including those with disabilities, from the outset. By implementing flexible teaching methods and multiple means of engagement, UDL enables teachers to meet diverse learning needs without requiring individual adaptations (Meyer et al., 2019). Research shows that UDL improves engagement and learning outcomes for students with disabilities by fostering an inclusive classroom environment where every student has equitable access to learning (Castro & Cavazos, 2021).

Conclusions

In conclusion, collaborative strategies between educators and families are crucial for the academic and social development of gifted visually impaired students in Nigeria. These partnerships create a supportive network that fosters inclusive educational environments, ensuring that the unique needs of these students are met both inside and outside the classroom. Effective collaboration enhances the development of individualized learning plans, facilitates the use of specialized resources, and provides a holistic approach to addressing the academic, emotional, and social needs of gifted visually impaired students. By adopting family-centred models, co-teaching practices, and community partnerships, stakeholders can work together to overcome existing challenges and provide a well-rounded education. Ultimately, these collaborative efforts not only empower educators and families but also contribute to the academic success and social inclusion of gifted visually impaired students in Nigeria.

Recommendations

Based on the findings of the study, it is recommended that;

- i. Educators should receive specialized training to effectively support gifted visually impaired students. This training should include strategies for differentiated instruction, assistive technologies, and ways to foster inclusive learning environments. This will help educators meet the diverse needs of these students while maximizing their academic potential.
- ii. Families should be actively involved in the educational process by participating in the development of individualized education plans (IEPs) and attending regular meetings with educators. This partnership ensures that the home environment is aligned with the student's learning needs and provides consistency in their support.
- iii. Schools should establish stronger partnerships with community organizations and healthcare providers to ensure that gifted visually impaired students have access to a range of resources, including specialized therapies, counselling, and extracurricular activities. This collaboration can enhance the overall well-being of these students and provide them with additional opportunities for growth.

- iv. Government should invest in research and development of accessible educational materials and technologies tailored to the needs of gifted visually impaired students. This would facilitate greater inclusion and ensure that these students have equal access to quality education.
- v. Policy frameworks should be created or strengthened to mandate inclusive practices for visually impaired students in all educational institutions. This should include guidelines on how to provide individualized support and how to train educators and school staff to adapt to the needs of these students effectively.
- vi. Collaborative support teams should be formed within schools that include special education teachers, vision specialists, counsellors, and other relevant professionals. These teams should work together to monitor the progress of gifted visually impaired students and adjust educational strategies as needed.
- vii. Parents should advocate for their children's needs and actively seek out available resources, both within the education system and in the community. Empowering parents with information and support will enhance their ability to effectively support their gifted visually impaired children.

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PROMOTING ADULTS' HEALTH SUSTAINABILITY THROUGH SOCIAL MEDIA ADVOCACY IN NIGERIA

BY

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ABSTRACT

The paper focuses on promoting adult learners' health sustainability through social media advocacy in Nigeria. The paper discusses the concept social media, health and sustainability health, adult education and the emerging role of social media to promote health behaviours towards a sustainable outcome. Emerging research is focused on evaluating the potential of social media as an opportunity to create awareness. Such measures require less effort in quantifying and isolating the effect. The design of the campaigns is required to be aligned in relation to stages of the behaviour change. The study provides suggestions and recommendations on how this can be achieved. One of the recommendations provided includes the need to implement fact-checking mechanisms on social media platforms to swiftly identify and counter false health information to help reduce the spread of harmful health-related rumours. Also, citizens should increase the use of social media tools for remote consultations, especially in rural areas, to enhance access to healthcare and reduce the burden on physical health facilities

Keywords: *Adults, Advocacy, Health Awareness, Promotion, Social-media, Sustainable Health,*

Introduction

Knowledge societies in the 21st century confront a health decision-making paradox. People are increasingly challenged to make healthy lifestyle choices and manage their personal and family journeys through complex environments and health care systems but are not being prepared or supported well in addressing these tasks. "Modern" societies actively market unhealthy lifestyles, health care systems are increasingly difficult to navigate (even for the best educated people), and education systems too often fail to provide people with adequate skills to access, understand, assess and use information through social media to improve their health and enhance their sustainable health status.

Developing strategies to change health behaviour is one of the biggest challenges of health promotion programs. Social media, as a popular and innovative communication and education tool, offers opportunities to modify health behaviour. While literature on using social media for health promotion campaigns is growing, there is a need to evaluate the approaches used to change health behaviour, rather than only creating awareness. Evaluating the performance of social media campaigns to promote health behaviours towards a sustainable outcome is a complex process. Emerging research is focused on evaluating the potential of social media as an opportunity to create awareness. Such measures require less effort in quantifying and isolating the effect. The design of the campaigns is required to be aligned in relation to stages of the behaviour change.

The review of existing literature on the application of social media in health promotion campaigns revealed a range of negative and positive aspects of using this venue for public health and medicine and challenged its effectiveness to ensure behaviour change and sustainability, especially in the long-term perspective. While some positive aspects include potential access to wider target audience, more accurate health messaging and facilitated communication between health professionals and a wide range of adult learners, the effectiveness of such social media in health promotion campaigns and their evaluation are somewhat questioned by improper communication strategies, lack of support, self-diagnostic and concerns about short- and long-term changes in health behaviour and sustainability among adults (Adeoye, 2020).

Promotion of health awareness campaigns is one of social media's most important functions in Nigeria. But currently, non-governmental organisations (NGOs), public health organizations', and medical professionals use various platforms such as WhatsApp, Facebook, TikTok, Twitter, Instagram and so on to raise public awareness of important health concerns including diet, cleanliness, and vaccination policies, as well as maternal health and immunization. Social media's immediate nature and broad audience make it possible to share health alerts in real time, which is especially important during epidemics or other situations involving the public's health. For example, social media sites like Facebook, Twitter, and WhatsApp were used to spread information regarding mask use, social distancing procedures, and the advantages of vaccination during the COVID-19 pandemic. This information was crucial in preventing disinformation and enhancing public safety.

Social media has not only raised awareness and encouraged peer participation, but it has also allowed Nigerian healthcare practitioners to offer telemedicine and online consultations. In rural areas where healthcare facilities are scarce, platforms like WhatsApp have been used by doctors to consult with patients remotely, thus broadening access to healthcare and improving health outcomes (Bello, Yusuf & Malik, 2019). When it comes to treating chronic illnesses, mental health issues, and other problems that call for ongoing patient monitoring, this digital transition is very helpful. Nonetheless, social media technologies will probably become even more important in improving Nigerians' health condition as the nation's digital environment develops. Social media serves as a collaborative dissemination platform to reach and influence the target audience and deliver health related information (Sutton, 2018). Social media can provide efficient, ubiquitous and user-friendly approaches to attract large numbers

of participants and demonstrate a certain level of engagement with the health-related messages most especially among adults. Social media interventions may improve early diagnosis of diseases and facilitate behaviour change techniques, such as providing social support and emphasizing the consequences of a health issue (Lawal, 2019).

Research has revealed a significant positive influence of social media on public health protection, with the potential to change individuals' behaviour towards establishing a healthy lifestyle (Oyebanji, 2018). Preliminary evidence shows that social media interventions can effectively promote health behaviour change (Sutton, 2018). Health promotion campaigns effectively contribute to increased awareness of health issues using social media to enhance the willingness of social media users to discuss the problems openly. Recent events related to COVID-19 are a vivid example where social media was used to significantly raise awareness of public health topics and elicit behavioural changes of individuals and thus increased protection against COVID-19 (Oloyede, 2021)

Concept of Social Media

The collection of interactive online tools called social media makes it easier for people to create, and share user-generated content individually or in groups. They are a feature of daily life that is becoming more and more prevalent. Wolf, Sims and Yang (2018) defined social media as a variety of technologies that facilitate the sharing of ideas and information among their users. It is referred to as the digital technology that facilitates the exchange of ideas and information through online communities and networks, including text and images. User-generated material on social media platforms is common and encourages interaction through likes, shares, comments, and discussions. Globally, there are around 5 billion users of social media. A study by Akpan, James & Nwokoro (2022), explained that brand awareness of a product can be set of activities carried out on outdoor advertising through social media platforms to promote consumer engagement and influence sales.

While social media is criticized for spreading hate speech and misinformation, it is also praised for aiding in the development of communities. Additionally, social media plays a bigger and bigger role in the marketing strategies of many businesses. The most popular social media sites in the world are We Chat, Instagram, Facebook, YouTube, and WhatsApp. It is also a type of communication where users may communicate more with one another by using certain media platforms. Wolf, Sims & Yang (2018), however defined social media as websites which allow profile creation and visibility of relationships between users. Social media refers to web-based programmes that offer features for connections, groups, profiles, and discourse. Some have referred to social media as social media sites, or as a collection of information technologies that enable networking and interactions.

Given how much time individuals spend on social media websites and applications every day; it should come as no surprise that social media plays a significant part in the marketing efforts of many businesses. Social media may be thought of as interactive platforms that let people and groups share, co-create, debate, and alter user-generated content such as text, photos, videos, audio files, and games using online and mobile technology. Social media is a type of online mass media communication where people exchange ideas, information, and

other content, including videos, using websites for social networking and microblogging. Additionally, they are collections of Web 2.0-based programs that facilitate the production and sharing of user-generated content while expanding on its theoretical and technological underpinnings. Indeed, many have mastered the social media landscape successfully, showing the potential of these applications to yield impressive results (Ohiagu & Okorie, 2019).

A variety of online environments where people may engage with friends, coworkers, strangers, information, visual material, and more is also referred to as social media. However, through online communities, people may develop, share, and exchange ideas and information using social media. Depending on the user, this tool can be utilized in a variety of ways. Given the importance of social media in influencing public opinion, terms like "social media" have gained prominence in public discourse and mass communication studies. Examples of these platforms include Facebook, Twitter, and blogs. Real-time one-to-one and many-to-many interactions are now possible because to this change in the way health communication messaging is distributed. Ohiagu & Okorie (2019) affirmed that, social media are online communications that use special techniques that involve participation, conversation, sharing, collaboration and linkage.

Concept of Health and Health Sustainability

Being in a condition of health allows one to express their full potential within their living environment and to perform successfully on a physical, mental, social, and spiritual level. Oleribe, Ukwedeh and Burstow (2018) affirmed that, Health is an amorphous word that lacks a single definition. Since one cannot reach one's full potential or that of society in the absence of excellent health, health is really wealth. Health is a condition of total physical, mental, and social well-being and is not only the absence of illness or infirmity. It encompasses all aspects of emotional, mental, and physical well-being. An aid to daily existence rather than the goal of life. Good health emphasizes both physical abilities and social and personal resources. Accordingly, one's health serves as a tool rather than an aim in and of itself to support one's role in larger society. One may live a complete life with meaning and purpose if they follow a healthy lifestyle.

Health is the body's capacity to adjust to unexpected dangers and conditions. The term "health" has several definitions that have been used to diverse contexts over time. In general, it denotes to being in good bodily and mental health, particularly when it is connected to the body's regular functioning and is free from illness, pain, including mental agony, or damage. Promoting healthy behaviours like consistent exercise and enough sleep, as well as minimizing or avoiding unhealthy settings or activities like smoking or excessive stress, can help people stay healthier. Alslman and Muayyad (2015) defined health as the holistic: a state of complete physical, mental, and social well-being, and not merely the absence of disease and infirmity. Wellness is perceived as a lived reality, a cyclical process of being and evolving. However, the state of being sound or entire in terms of both mental and physical functioning is called health. Physical, psychological, interpersonal, and social elements are all included. An individual's perceived state of existence is their level of well-being.

A person's subjective representation of their composite assessment of their somatic sense of self, how they are feeling, and their functional competence is referred to as their state of health; how one is doing. The judgement that follows materializes as a subjective perception of varying degrees of health or disease. A state of mind, body, and spirit when a person is free from disease is called health. In a similar vein, wellness is an active condition that includes leading a lifestyle that supports mental, emotional, and physical well-being. Being in good health goes beyond simply not being sick or disabled to include social and mental well-being as well as the capacity to lead a fulfilling life on both a social and financial level.

Concept and Objectives of Adult Education and Adults Uses of Social Media

Adult education as a concept is very broad in which literacy is just one of its components. The term adult education according to Okeke in Nzeneri, (2019) is an important facet of national education enterprise and a source of social, economic and political development of nations. It is worthy of note that this is the only type of education that gives people the second chance irrespective of their previous level of education to improve their lives, and to participate meaningfully in their social, economic, political and cultural activities. Many people have been inhibited by some socio-economic, political, cultural and natural factor from benefiting from the right to education.

In addition, its ultimate goal is to develop a process by which members of a community may learn to work together to identify problems and to seek out solutions to such problems (Oyebamiji, 2020). He went further to state that, its role extends from traditional idea of teaching children to the broader concept of identifying the needs, problems and wants of a community, and development facilities for the improvement of the whole community (Howard and Voorhees in Oyebamiji, 2020).

The most acceptable definition of adult education which is relevant for national development was given by UNESCO in Oyebamiji (2020): The entire body of organised educational processes, whatever the content, level and methods, whether formal or otherwise, whether it prolong or replaces initial education in schools, colleges, and universities, as well as in apprenticeship whereby person regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical qualifications, or turn them in a new direction and bring about changes in their attitudes or behaviours in two-fold perspective of full-personal development and participation in balanced and developmental social, economic, and cultural development.

From the above definition, adult education accommodates all categories of learners whether those already in the formal school system, out of school early leavers and those who do not have the ability to see the four walls of the classroom. It is interesting to note that emphasis is laid on flexible rather than rigid procedure of educational provision.

The objectives of adult education as seen in Oyebamiji (2020) citing the National Policy on Education as follows:

1. To provide functional literacy education for adults who have never had the advantage of any formal education;

2. To provide functional and remedial education for those young people who prematurely dropped out of the formal school system;
3. To provide further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills;
4. To provide in-service, on-the-job vocational and professional training for different categories of workers and professionals in order to improve their skills; and
5. To give the adult citizens of the country necessary aesthetic, cultural, and civic education for public enlightenment.

From the above stated objectives of adult education as contained in the National Policy on Education, the fulfilment of these objectives is paramount in order to attain all round health sustainability in Nigeria and thus, a well-informed adult individual with digital literacy knowledge will possess good knowledge over the use of social media for updates and current information on their health status (Ezimah, 2016)

Adult education aims, objectives, principles, practices, curriculum and policies need to be sustained for the future. Sustainable adult education can be seen as a transformative learning process that equips adult learners and facilitators in a formal, informal and non-formal system with the knowledge and ways of critical thinking in order to achieve economic prosperity and responsible citizenship while restoring the health of the living systems upon which our lives depend. Digital literacy is one of the key variables for the survival of the present-day economy. All the spheres of life have gone digital, and to be illiterate in this century will be a serious disaster for our development.

Effectiveness of Social Technologies on Health Promotion Advocacy

Social media serves as a collaborative dissemination platform to reach and influence the target audience and deliver health related information (Oyebamiji, 2020). Social media can provide efficient, ubiquitous and user-friendly approaches to attract large numbers of participants and demonstrate a certain level of engagement with the health-related messages. Social media interventions may improve early diagnosis of diseases and facilitate behaviour change techniques, such as providing social support and emphasising the consequences of a health issue (Abdullahi, 2020). Research has revealed a significant positive influence of social media on public health protection (Oyebamiji, 2020) with the potential to change individuals' behaviour towards establishing a healthy lifestyle.

Preliminary evidence shows that social media interventions can effectively promote health behaviour change. Health promotion campaigns effectively contribute to increased awareness of health issues using social media to enhance the willingness of social media users to discuss the issues openly. Recent events related to COVID-19 are a vivid example where social media was used to significantly raise awareness of public health topics and elicit behavioural changes of individuals and thus increased protection against COVID-19 (Abdullahi, 2020). However, there are challenges in evaluating the impact of social media interventions in health promotion programs and understanding how desired outcomes could be achieved for sustained engagement and behaviour changes (Eheazu, 2021).

The majority of past studies analysed social media from the viewpoint of the organisations implementing health promotion campaigns and only limited studies evaluated short-term and long-term changes in individuals' health behaviour and lifestyle and validated the effectiveness of social media beyond creating awareness. While social media campaigns can provide a significant change in health behaviour and orchestrate health promotion efforts (2019), the evaluation methods to measure the outcome and analyse the success of health promotion programs using social media platforms remain unexplored.

Use of social media in health promotion campaigns are of high interest among health professionals, marketers, policy setters, regulators, and any health enthusiasts. But evaluating the impact of such is a complex process (Eheazu, 2021). The main reason is that these initiatives are not implemented in isolation, but rather complementary to each other, creating synergies and blurring the effect. Such synergies make it difficult to isolate the impact of individual social media in health promotion campaigns, as well as potentially, make the impact marginal or complementary to other factors. For example, obesity and diabetes control involves individual knowledge, awareness and motivation for both diet and exercise, but it also involves structural and contextual factors such as urban design, food availability and pricing, access to appropriate clinical services etc. Similarly, smoking cessation involves taxation, restrictions on how and where tobacco products are marketed and sold, smoke free public spaces etc. (Abdullahi, 2020).

A systematic review found that using online social networks may not enhance smoking cessation or weight loss. However, some studies concluded that use of social media can improve physical activity behaviours (Eheazu, 2021) or facilitate healthier choices of eating and recipe tips in young adults, although they are reluctant to share their information on the online social networks. The current study developed a framework to guide the assessment of social media and illustrate the potential functions of social media in promotion of public health. The examples of functions that can influence the outcomes relevant to the evaluation of the effects of social media on the public health are minimising the spread of misinformation and increasing public awareness of accurate health-related information, enhancing real-time surveillance related to incident disease, disease Control and mitigation, and screening or treatment interventions (Oyebamiji, 2020).

Roles of Social Media in Promoting Health Sustainability among Adult Learners in Nigeria

Social media has become an important tool in the promotion of health sustainability among adults in most communities in Nigeria. The increasing use of social media sites like Facebook, Instagram, WhatsApp, and Twitter in Nigeria has changed how adult members obtain and share health information and how they interact. The significant roles of social media in health promotion among adult learners in Nigeria were discussed below:

In Nigeria, where access to traditional media and healthcare services is restricted in rural regions, social media platforms play a critical role in the dissemination of health-related information. The World Health Organization (WHO) emphasizes that health literacy is crucial for promoting healthier lifestyles and enhancing public understanding of health issues

(WHO, 2020). Social media, on the other hand, fills the vacuum by providing forums for medical experts, non-governmental organizations (NGOs), and the government to inform the public on a range of health-related issues, such as cleanliness, nutrition, and sexual health. (Jiang, &Beaudoin, 2020).

Social media sites assist in warning the public about possible epidemics and preventative actions by spreading information in real-time. During the Ebola outbreak in West Africa, including Nigeria, social media served as a critical tool for the dissemination of health warnings and preventive strategies (Obadare & Olatunji, 2020). The Nigerian Centre for Disease Control (NCDC) uses social media sites like Facebook and Twitter to promptly announce health alerts about epidemics and other public health issues. By utilizing hashtags like "#EndEbola" and "#StopCOVID19," social media served as a platform for public education and engagement while also encouraging preventative measures like social distance and vaccination drives. These digital tactics have been successful in raising public awareness of health emergencies and showing the role of social media in Nigeria's public health management.

Nigerians still face a great deal of stigma associated with mental health problems, in part because of ingrained cultural beliefs and restricted access to mental health care. But social media has given advocates for mental health a forum, which has helped to eliminate stigmas and advance mental health. Social media is a tool used by many mental health activists and organizations in Nigeria to spread awareness of mental health issues including anxiety, depression, and post-traumatic stress disorder (PTSD). On the other hand, Twitter efforts for mental health, such the "#MentalHealthAwareness"hashtag, have aided in conversations on the value of getting professional assistance and the necessity of society accepting mental health issues.

In Nigeria, social media is essential for providing residents with access to healthcare services. It has played a major role in the rise in popularity of telemedicine in recent years. In order to deliver remote consultations, healthcare practitioners use Facebook and WhatsApp. This makes healthcare more accessible, particularly in underdeveloped and rural areas. According to studies, social media has made it easier for patients and healthcare professionals to communicate, leading to a spike in the use of telemedicine platforms in Nigeria. Many residents now have better health outcomes since they can access healthcare more easily through social media platforms, eliminating the need for them to go far for care (Ogunniyi & Olagunju, 2021).

Social media encourages community involvement by allowing users to share their personal experiences and take part in health-related conversations. The popularity of online health communities has grown, enabling people to create support groups where they can talk about common health issues and provide encouragement. These virtual communities foster a sense of camaraderie, especially for people living with long-term conditions like diabetes, cancer, or HIV/AIDS. For instance, Facebook groups devoted to certain medical issues offer a forum for Nigerians to interact, pose queries, and exchange coping mechanisms. Such peer support is vital for individuals managing long-term illnesses, as it reduces feelings of isolation and empowers patients to take charge of their health (Marijke, 2020).

Nigerian government organizations have included social media into national health campaigns after seeing the value of these platforms for public health. The NCDC, for example, uses Twitter to regularly update citizens on public health issues, from infectious disease outbreaks to vaccination drives (Ogunniyi & Olagunju, 2021). These organizations can reach a wider range of people using social media, which helps spread the word about public health issues throughout society. Furthermore, government organizations may get real-time public input via social media's interactive features, which helps them better customize health treatments. For example, social media channels were utilized to combat vaccine reluctance during the COVID-19 immunization campaign by debunking myths and disinformation that were spreading online.

Social media has advantages, but it can also be a double-edged sword since it frequently acts as a haven for false information, particularly in times of medical emergency. False health claims have the potential to cause widespread fear and encourage risky behaviour. Social media can, however, also present a solution since authorities and health professionals may utilize these channels to dispel rumours and give correct information. For example, false information about vaccination safety and possible treatments for COVID-19 disseminated quickly on social media during the epidemic. To combat these misleading narratives, the Nigerian government and health organizations used fact-checking techniques and started social media public education (UNESCO, 2020).

Conclusion

In conclusion, social media has emerged as a powerful tool for health advocacy and promoting sustainable health status among adults. By leveraging the reach and engagement capabilities of social media platforms, health organizations and individuals can effectively disseminate information, build supportive communities, and encourage positive behaviour changes that contribute to better health outcomes. Social media tools have emerged as transformative agents in promoting the health status of Nigerian citizens, offering a powerful means of health communication and service delivery.

These platforms have facilitated rapid spreading of vital health information, enabled widespread public health campaigns, and provided a space for peer-to-peer engagement and telemedicine services. However, social media interactions provide rich data to understand the processes of stages of behaviour change and can help to discover the patterns of changes in health behaviour. Adult learners' health promotion programs using social media platforms require the full knowledge and digital literacy skills.

Recommendations

The following recommendations were made;

1. Government and healthcare organizations should use social media to launch targeted health literacy programs, ensuring citizens understand critical health issues and preventive measures.

2. Implementing fact-checking mechanisms on social media platforms to swiftly identify and counter false health information to help reduce the spread of harmful health-related rumours.
3. Citizens should increase the use of social media tools for remote consultations, especially in rural areas, to enhance access to healthcare and reduce the burden on physical health facilities.
4. It is advised that the public foster collaborations between the government, social media companies, and healthcare providers to create innovative digital health solutions and promote healthier lifestyles.
5. All the stakeholders involved in planning and implementation of adult education programmes such as: Nigerian National Council for Adult Education (NNCAE), Universal Basic Education Commission (UBEC), – National Mass Education Commission (NMEC) and National Orientation Agency (NOA) should include digital literacy contents and endeavour to make efforts to provide the needed facilities in every adult education programmes.

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**SOCIAL POWER STRUCTURES: EXPLORING TEACHER-CHILD
CONNECTIONS IN EARLY CHILDHOOD FROM A SOCIOLOGICAL ANGLE.**

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Abstract

This conceptual paper examines the complex power dynamics embedded within teacher-child relationships in early childhood education through a critical sociological lens. It explores how societal structures, institutional norms, and traditional pedagogical paradigms influence the distribution of power in early learning environments. Drawing on theories from critical pedagogy, sociology of education, and childhood studies, the paper interrogates how dominant educational practices can reinforce teacher authority and limit children's agency, autonomy, and voice. In contrast, it considers alternative frameworks such as democratic education, the Reggio Emilia approach, and child-centred pedagogies that seek to cultivate more equitable, respectful, and participatory relationships between teachers and children. This theoretical exploration aims to challenge prevailing assumptions and advocate for transformative practices that promote social justice and inclusivity in early childhood settings. By rethinking power relations, the paper encourages educators, researchers, and policymakers to critically reflect on the values that underpin their practices and to centre children's perspectives in shaping their educational experiences.

Keywords: *Critical Pedagogy, Democratic education, Early Childhood Education, Sociological Angle, Social Power, Teacher-Child Relationships Connection.*

Introduction

The nature of teacher-child relationships in early childhood education has been a focal point of scholarly inquiry, as these relationships are increasingly recognized as central to young children's holistic development. Brooker (2015) emphasizes that the quality of interactions between teachers and children fundamentally shapes children's early learning experiences, social behaviours, and identity formation. In a similar vein, Dahlberg, Moss, and Pence (2013) argue that early childhood settings are not neutral spaces but are imbued with values and

ideologies that influence pedagogical practices and the relational dynamics between adults and children.

Vis-à-vis Brooker's focus on developmental outcomes, Dahlberg et al. (2013) introduce a critical pedagogical perspective that challenges the idea of a universally beneficial early childhood practice, urging educators to consider the sociocultural and institutional factors that shape interactions. Grieshaber (2008), building on this sociological perspective, highlights how institutional norms, teacher training protocols, and broader societal expectations mediate the nature of teacher-child engagements. This aligns with MacNaughton's (2005) critical examination of power in early education, where she contends that traditional, often authoritarian pedagogies tend to reproduce adult-centric hierarchies, thereby reinforcing teacher dominance and limiting children's agency.

From a socio-political standpoint, scholars such as Delpit (1995) and Ladson-Billings (1995) bring to light the racialized and class-based dimensions of power in educational interactions. Their work foregrounds how teacher authority, when unchecked by reflexivity and equity-oriented practice, can contribute to persistent disparities in self-esteem, motivation, and academic success among marginalized children. In contrast, Noddings (1992) advocates for a pedagogy of care, arguing that teacher-child relationships grounded in empathy, mutual respect, and trust create the emotional and relational scaffolding necessary for meaningful learning.

Taken together, these perspectives highlight the multifaceted and deeply relational nature of early childhood education, where teacher-child interactions are not only educational but also political and ethical. This study therefore seeks to interrogate the dynamics of power within these relationships, exploring how pedagogical approaches, institutional structures, and broader social discourses converge to shape children's early educational experiences.

Theoretical Framework

This paper is grounded in critical sociology, particularly drawing on the foundational works of Pierre Bourdieu (1977) and Michel Foucault (1980). Bourdieu's concept of "symbolic violence" illustrates how power is maintained and reproduced through everyday practices, language, and institutional norms—often without overt coercion. In early childhood education, this can manifest through unexamined routines, curriculum choices, or teacher expectations that inadvertently reinforce social hierarchies or marginalize certain groups of children. Symbolic violence, in this context, helps reveal the often-invisible ways in which children from diverse backgrounds may experience exclusion or inequality in educational settings.

Foucault's theory of "power-knowledge" is also central to this paper. It emphasizes how power is not only repressive but also productive, it shapes what is accepted as truth and determines whose voices are heard or silenced. In the context of early childhood education, Foucault's ideas prompt a critical examination of how certain developmental norms, pedagogical approaches, or assessment practices may serve as instruments of power, legitimizing particular ways of being and knowing while delegitimizing others. This lens

allows for an interrogation of how institutional policies, teacher training, and broader societal norms collectively contribute to the maintenance of unequal power relations in early learning environments.

In addition, this paper draws on critical pedagogy theory, particularly the work of Paulo Freire (1970), who argued for education as a practice of freedom. Freire's emphasis on dialogue, reflection, and empowerment is highly relevant to early childhood education, where traditional models often position children as passive recipients of knowledge. Critical pedagogy challenges this assumption by advocating for the recognition of children as active agents—capable of contributing to, questioning, and shaping their own educational experiences. Applying this perspective to early learning environments encourages educators to engage children in participatory, inquiry-based practices that value their voices and experiences.

Taken together, these theoretical perspectives provide a robust framework for analysing the complex interplay of power, knowledge, and agency in early childhood settings. They enable a critical examination of how systemic structures and day-to-day practices can either support or hinder equitable and democratic educational experiences for young children.

Implications for Stakeholders

This paper carries important implications for various stakeholders involved in early childhood education. By examining the subtle and systemic ways power operates within educational contexts, this paper advocates for a shift toward more equitable, inclusive, and democratic early learning environments. The following stakeholder groups are particularly impacted:

Teachers

Teachers play a pivotal role in shaping children's early learning experiences. This paper highlights the importance of critical self-reflection on their own practices, beliefs, and interactions with children. Educators are encouraged to examine how everyday routines, disciplinary strategies, and curricular choices may unintentionally reproduce power imbalances. Adopting child-centred and inquiry-based pedagogies can foster more inclusive classroom environments where children's voices are valued, their autonomy is respected, and their diverse backgrounds are affirmed. Professional research that emphasizes critical pedagogy and anti-bias education can further support teachers in becoming agents of change within their classrooms and institutions.

Educational Policymakers

Policymakers have the capacity to enact structural changes that promote equity in early childhood education. This paper underscores the need for policies that support democratic and participatory learning environments, including frameworks that recognize and uphold the rights of children as active participants in their education. Policy reforms should prioritize inclusive curricula, equitable resource distribution, culturally responsive teaching practices, and the integration of children's perspectives in decision-making processes. By grounding

educational policy in critical social theory, policymakers can help dismantle systemic inequalities and ensure that early education serves as a foundation for social justice.

Parents and Caregivers

Parents and caregivers are essential partners in the educational journey of young children. This paper calls attention to the importance of equitable and respectful relationships between families and early childhood institutions. It encourages parents to engage critically with educational settings and advocate for environments that honour the identities, needs, and voices of their children. By becoming more aware of how power operates within these spaces, parents can actively support efforts to challenge exclusionary practices and reinforce children's rights to participate in shaping their learning experiences.

Children

At the heart of this paper is the recognition of children as active, competent, and capable agents. Rather than being seen as passive recipients of adult knowledge, children are understood as individuals who can meaningfully engage with their environments, express their perspectives, and contribute to the co-construction of knowledge. This view challenges traditional hierarchical models of education and emphasizes the need to create learning spaces where children feel empowered, heard, and respected. Acknowledging children's agency supports their holistic development and nurtures the foundational skills necessary for lifelong learning, critical thinking, and democratic participation.

Guided Discussion:

The following questions were raised to guide this discussion:

- How do institutional policies and teacher training perpetuate power imbalances in early childhood settings?
- What alternative pedagogies can mitigate power differentials and promote equitable relationships?
- How can educators balance authority with child autonomy and agency?
- What role do societal norms and cultural values play in shaping power dynamics in early childhood settings?
- How can educators and policymakers prioritize children's voices and perspectives in shaping their learning experiences
- How do institutional policies and teacher training perpetuate power imbalances in early childhood settings?

Institutional policies and teacher training can perpetuate power imbalances in early childhood settings through implicit and explicit mechanisms (Grieshaber, 2008). For instance, policies that emphasize standardized curricula and assessment can reinforce teacher dominance,

limiting children's autonomy and agency (Dahlberg et al., 2013). Similarly, teacher training programs that focus on behaviour management and control can perpetuate authoritarian teaching styles, undermining democratic values (MacNaughton, 2005).

Furthermore, institutional policies often prioritize efficiency and productivity over children's well-being and interests (Brooker, 2015). This can result in rigid scheduling, limited playtime, and restrictive classroom environments that stifle children's creativity and self-expression (Malaguzzi, 1993). Teacher training programs that neglect critical pedagogy and sociological perspectives can also perpetuate power imbalances, failing to equip educators with the necessary tools to recognize and challenge dominant power structures (Freire, 1970).

What alternative pedagogies can mitigate power differentials and promote equitable relationships?

Alternative pedagogies such as democratic education, Reggio Emilia, and child-centred approaches can mitigate power differentials and promote equitable relationships in early childhood settings (Dewey, 1916; Malaguzzi, 1993). These pedagogies prioritize children's agency, autonomy, and participation, recognizing them as active agents in their learning experiences (Noddings, 1992).

Democratic education, for example, emphasizes shared decision-making, critical thinking, and social responsibility (Dewey, 1916). Reggio Emilia's focus on project-based learning and collaborative inquiry encourages children to take ownership of their learning, fostering a sense of community and mutual respect (Malaguzzi, 1993). Child-centred approaches prioritize children's interests and needs, recognizing their unique perspectives and experiences (Noddings, 1992).

How can educators balance authority with child autonomy and agency?

Educators can balance authority with child autonomy and agency by adopting a critical pedagogical approach that recognizes children's capacity for self-directed learning (Freire, 1970). This involves creating spaces for children to make choices, take risks, and explore their interests (Noddings, 1992).

Teachers can also employ strategies such as co-construction of knowledge, peer-to-peer learning, and negotiated curriculum to share authority and promote child autonomy (Dahlberg et al., 2013). By acknowledging children's expertise and experiences, educators can create a more democratic and inclusive learning environment (Ladson-Billings, 1995).

What role do societal norms and cultural values play in shaping power dynamics in early childhood settings?

Societal norms and cultural values significantly influence power dynamics in early childhood settings, often perpetuating dominant power structures (Grieshaber, 2008). Cultural norms around authority, obedience, and conformity can reinforce teacher dominance, limiting children's autonomy and agency (MacNaughton, 2005).

Furthermore, societal expectations around standardized education and academic achievement can pressure educators to prioritize productivity over children's well-being and interests (Brooker, 2015). Recognizing and challenging these cultural norms and values is crucial for creating more equitable and inclusive early childhood settings (Delpit, 1995).

How can educators and policymakers prioritize children's voices and perspectives in shaping their learning experiences?

Educators and policymakers can prioritize children's voices and perspectives by adopting participatory and inclusive approaches to education (Noddings, 1992). This involves creating spaces for children to express their thoughts, feelings, and experiences, and valuing their contributions to the learning process (Ladson-Billings, 1995).

Strategies such as child-led research, participatory action research, and democratic decision-making can empower children to take ownership of their learning (Dewey, 1916). Policymakers can support this by developing policies that prioritize children's rights, well-being, and participation (United Nations Convention on the Rights of the Child, 1989).

Conclusion

This study makes a significant contribution to our understanding of power dynamics in early childhood education, highlighting the need for critical reflection and transformative practices. By examining these dynamics, educators and policymakers can create environments that empower young children, recognizing their agency and autonomy in shaping their learning experiences.

The research underscores the urgency of a paradigm shift in early childhood education, moving away from traditional pedagogies that reinforce teacher dominance. Instead, we must adopt more democratic and child-centred approaches that prioritize equity and inclusivity. Achieving this requires a critical examination of institutional policies, teacher training, and societal norms that perpetuate power imbalances. The findings demonstrate that equitable relationships between teachers and children are vital for fostering a sense of belonging, motivation, and engagement in learning. By prioritizing children's voices and perspectives, educators and policymakers can create environments that promote social justice, equity, and inclusivity. These implications extend beyond early childhood education, emphasizing the importance of critical reflection and transformative practices in all educational settings.

To further advance this field, future research should investigate the complex power dynamics in early childhood education, exploring intersections with factors like race, class, gender, and ability. Additionally, researchers should evaluate alternative pedagogies and policies prioritizing democratic education and child participation.

By challenging traditional power structures and embracing equitable approaches, educators and policymakers can create a more just and empowering education system. This transformation requires intentional efforts, including integrating critical pedagogy into teacher training, establishing professional development opportunities, and fostering community engagement.

To achieve this vision, several steps are necessary. Educators must integrate critical pedagogy and child-centred approaches into teacher training programs and establish professional development opportunities to reflect on power dynamics. Policymakers must develop policies promoting democratic education and child participation, while encouraging parental involvement in shaping early childhood settings.

Ultimately, creating equitable early childhood education requires a collaborative effort. By working together, educators, policymakers, and community members can foster environments that empower young children, recognizing their agency and autonomy in shaping their learning experiences. This study serves as a catalyst for this transformative journey, illuminating the path towards a more just and inclusive education system.

Suggestions

The paper has the following suggestions:

- Investigate the impact of power dynamics on children's learning outcomes and socialization.
- Examine how authority structures within classrooms, schools, and curricula influence children's participation, sense of agency, and identity development.
- Focus on the subtle and overt ways power operates in teacher-child and peer relationships.
- Analyse the intersectionality of power dynamics with factors such as race, class, gender, and ability.
- Explore how overlapping systems of oppression and privilege shape the experiences of children and educators in early learning environments.
- Highlight disparities in discipline, access to resources, and representation in curricula.

Pedagogical Approaches

- Examine the effectiveness of alternative pedagogies, such as Reggio Emilia and democratic education.
- Investigate how these child-centred and participatory models challenge traditional hierarchies and foster autonomy, collaboration, and creativity. Consider comparative studies with conventional approaches.
- Integrate critical pedagogy and child-centred approaches into teacher training programs.
- Redesign teacher education to incorporate reflection on power, social justice, and children's rights. Include experiential learning, classroom inquiry, and exposure to diverse pedagogical models.

Teacher Education and Professional Development

- Establish professional development opportunities for educators to reflect on power dynamics.
- Create ongoing training and reflective spaces where educators critically examine their positionality, biases, and teaching practices. Encourage peer dialogue and community-of-practice models.
- Support teacher leadership in transforming power structures in schools.
- Empower teachers to advocate for inclusive and democratic practices through leadership roles, research engagement, and collaboration with policy-makers.

Policy Reforms

- Develop policies promoting democratic education and child participation.
- Advocate for policy frameworks that recognize children as active citizens. Embed mechanisms for child voice in curriculum design, classroom governance, and school decision-making.
- Encourage parental involvement in shaping early childhood settings.
- Promote collaborative decision-making between families and educators. Recognize families as co-educators and cultural bearers, particularly in marginalized communities.
- Reform assessment practices to reduce hierarchical power imbalances.
- Shift from standardized testing to holistic and formative assessments that value diverse ways of knowing and learning.

Community Engagement and Research

- Foster community engagement and partnerships to support equitable early childhood education.
- Build sustainable relationships with local organizations, cultural institutions, and families to co-create learning environments that reflect and support community values and needs.
- Conduct further research on power dynamics in diverse early childhood contexts.
- Encourage participatory and ethnographic research approaches that centre children's voices and lived experiences. Address gaps in knowledge about rural, Indigenous, refugee, and underrepresented communities.

- Explore how community-based practices can challenge institutionalized power structures.
- Document and analyse grassroots initiatives and informal learning settings that empower children and families, and integrate these insights into formal education systems.

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ETHNO-LINGUISTICS ANALYSIS OF SELECTED DIDACTIC POEMS OF YORUBA ORIGIN

BY

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Abstract

This study investigates the ethno-linguistic dimensions of selected didactic poems of Yoruba origin, focusing on their linguistic features, cultural contexts, and moral functions. Yoruba, a major ethnic group in Nigeria, are renowned for their rich oral tradition, encompassing proverbs, folktales, and didactic poetry, which serve not only to entertain but also to impart moral lessons, critique society, and preserve cultural heritage. Utilizing a didactic and ethnography of communication approach that integrate linguistic and ethnography analysis, this study offers a comprehensive exploration of the interplay between language and culture in Yoruba didactic poetry. The study analyses the poems', as well as their use of rhetorical devices such as repetition, parallelism, alliteration, and metaphor, which reinforce the ethical teachings and communal values inherent in the poetry. Through detailed textual examination, the study delves into themes like diligence, justice, honesty, respect for elders, communal responsibility, and the consequences of moral failings. The findings highlight the crucial role of cultural context in fully appreciating the meaning and significance of these poems. In conclusion, this ethno-linguistic analysis affirms that Yoruba didactic poetry is a vital cultural artifact that bridges the gap between past and present, tradition and modernity. It demonstrates how language functions as a powerful tool for cultural transmission and moral instruction, contributing to the continuity of cultural identity among the Yoruba people. The study recommends the preservation of orally transmitted poems, their integration into the educational curriculum, the promotion of further research, and the use of digital archiving to enhance accessibility and cultural continuity.

Keywords: *Ethno-linguistic, ethnography, didactic, Yoruba*

Introduction

Social vices are a worldwide issue that cut across all demographics, not just in Nigeria. Prominent social vices are prostitution, inappropriate dressing, robbery, cultism, pocket-picking, drug addiction, examination fraud, hooliganism, thuggery, betting, smoking, rape, and illegal substances to mention but a few. These vices affect the society as a whole and individuals in particular. Also, the mental, physical, academic, moral aspects of an individual

are negatively affected. Nigerian society in the past is known for moral values and has produced prominent scholars and individuals who have brought glory and honour to the nation. Gone are the days when her value system is integrity, honesty, hard work, respect for elders and the likes. Today, moral decadence and social vices have replaced moral values in the society. There are several cases on the air and internet of all sorts of crimes.

In time past, values are inculcated at the primary schools by using short poems that talk about hard work, integrity, health, morals and the likes. Back then, there were poems written by J. F. Odunjo which were taught at the grassroots level. Right from the first day of a child in school, such poems were learnt on the assembly ground. The characters of the people then were quite outstanding compared to what is obtainable in Nigerian society (Aiyeyinka, 2010). Such poems are referred to as 'old school' and are no longer in vogue as they have gone into extinction. The present-day school tends to focus only on academic achievements while neglecting moral values. The difference between old and this new generation is glaring. Ebenwa-Okoh, et al. (2013) notes that morality to a large extent across the society has been thrown to the trash can. Ungodly pursuit of mundane assets driven by a materialistic culture has relegated human life to the background. Peaceful and successful life is gradually eluding the inhabitants of our society.

Language is one of the most effective tools in human associations due to its lasting impact on the recipients. Language is a symbol system based on pure or arbitrary conventions infinitely extendable and modifiable according to the changing needs and conditions of the speakers. According to Akinnaso (1991), language as a human property is used to perform various functions in a society such as communication, instruction and socialization, which is why its study is indispensable. The way a person uses language is determined by the choice of words, annotated expressions, and the use of figurative speech. There are numerous styles in which a person can strategically use language to indirectly pass a message that would otherwise fail to impact or cause conflicts if passed directly. Language is dynamic and, therefore, can be easily altered to fit varied situations (Alshami, 2019).

Poetry as one of the genres of literature, could be "spoken or written" and it emphasizes rhythm, other intricate patterns of sound and imagery, and many possible ways that words can suggest meanings. It is an emotional artistic form of self-expression. All societies irrespective of their social and economic condition have peculiar poetic expressions (Okeji, 2017). To save the next generation from the aforementioned societal vices, intervention measures are crucial. Such measure is the need to go back to the grassroots and begin to inculcate moral values in the children right from the primary school.

Statement of the Problem

The Nigerian society grapples with a myriad of social vices such as corruption, tribalism, gender inequality, religious intolerance, youth unemployment, among others. These vices have deeply entrenched themselves in the fabric of society, posing significant challenges to national development, unity and progress. Despite various efforts and interventions, these social vices continue to persist, highlighting the need for innovative approaches to address

them effectively. The rich oral tradition of the Yoruba people includes a variety of didactic poems that serve both educational and cultural functions. Despite their significance, these poems have not been extensively studied from an ethno-linguistic perspective. There is a need to systematically analyse the linguistic and cultural dimensions of these poems to understand their roles in Yoruba society better and to contribute to the broader Field of ethno-linguistic. This study seeks to fill this gap by providing a detailed analysis of selected didactic poems of Yoruba origin.

Research Questions

The following research questions were addressed:

- i. What are the key linguistic features and structures present in the selected Yoruba didactic poems?
- ii. What moral and cultural messages are conveyed through these poems?
- iii. How do the ethno-linguistic characteristics of these poems compare to those of didactic poems from other cultures?

Conceptual Framework

Origin of Ethno-linguistic

Ethno-linguistic, also known as cultural linguistics, is a field of linguistic anthropology that studies the relationship between language and culture. It examines how language reflects and influences social structures, cultural norms, and worldview (Alyeksyeyeva, 2022). The origin of ethno-linguistic can be traced back to the early 20th century, particularly influenced by the work of anthropologists and linguists such as Edward Sapir and Benjamin Lee Whorf. Their Sapir-Whorf Hypothesis, which proposes that language influences thought and perception, was foundational in linking language to culture. Franz Boas, considered the father of American anthropology, also contributed significantly to the development of ethno-linguistic. Boas emphasized the importance of understanding the languages of indigenous peoples in their cultural context, arguing that language is a key component of culture. Over time, ethno-linguistic has grown to encompass a wide range of studies, including the documentation of endangered languages, the analysis of language use in social interactions, and the exploration of how linguistic practices shape cultural identities (Madison, 2012).

Ethno-linguistics, as a formal discipline, is rooted in the convergence of linguistic and anthropological studies. Its development was significantly influenced by several key figures and intellectual movements of Franz Boas. He emphasized the importance of linguistic study within the context of cultural anthropology. He argued that language is a fundamental part of culture and that understanding a culture requires understanding its language. His work with Native American languages laid the groundwork for ethno-linguistic studies (Ebede, 2017).

Key Themes in Ethno-linguistic Analysis

1. Language and Identity: Ethno-linguistic analysis often explores how language functions as a marker of ethnic identity. Scholars have shown that language can both reflect and construct social identities. For example, Fishman's work on language and ethnicity demonstrates that language choices and practices can signal group membership and solidarity (Hymes, 1972).

2. Language Maintenance and Shift: Another major area of study is language maintenance and shift, which examines how and why certain languages persist or decline within ethnic communities. Factors influencing language transmission, and institutional support. Joshua Fishman's Graded Intergenerational Disruption Scale (GIDS) is a seminal framework in this area, providing a tool for assessing the vitality of minority languages.

3. Code-Switching and Diglossia: Ethno-linguistic research also investigates phenomena such as code-switching (the practice of alternating between two or more languages within a conversation) and diglossia (the use of different languages or dialects in different social contexts). Studies by scholars like Gumperz (2001), Myers-Scotton (1993), and Auer (1998) have highlighted how code-switching can serve various communicative and social functions, such as signalling group identity or negotiating social relationships.

4. Language Policy and Planning: Language policy and planning is a significant area of ethno-linguistic analysis, focusing on how governments and institutions influence language use. This includes efforts to promote or suppress certain languages, which can have profound impacts on ethnic communities. Research has shown that language policies can either support linguistic diversity or contribute to language endangerment and loss.

5. Linguistic Landscapes: The concept of linguistic landscapes refers to the visible display of languages in public spaces, such as on signs, billboards, and graffiti. This area of study examines how these displays reflect and influence social hierarchies, cultural identities, and language policies. The work of scholars like Landry and Bourhis has been instrumental in developing this field. Today, ethno-linguistic continues to explore the intricate connections between language, thought, and culture, adapting to new theoretical frameworks and incorporating advances in related disciplines (Levitas, 2013).

Theoretical Framework

Ethnography of Communication Theory

The ethnography of communication theory is a framework for analysing the ways in which communication practices are embedded within and shaped by cultural contexts. Developed primarily by sociolinguist Dell Hymes in the 1960s. This approach emphasizes that communication cannot be understood apart from the cultural and social contexts in which it occurs. Here are the key components and concepts of the ethnography of communication theory:

Communicative Competence: Hymes introduced the concept of communicative competence, which extends beyond the grammatical correctness of language to include the ability to use

language appropriately in various social and cultural contexts. This involves knowing when and how to speak, what to say, and to whom.

Speech Community: A central concept in the ethnography of communication is the speech community, a group of people who share norms and rules for using language. These norms and rules are shaped by cultural, social, and situational factors.

SPEAKING Model: Hymes developed the SPEAKING model as a tool for analysing communication within its cultural context. The model includes the following components:

- Situation: The setting and scene in which communication takes place.
- Participants: The individuals involved in the communication event.
- Ends: The purposes, goals, and outcomes of the communication.
- Act sequences: The sequence of actions and messages in the communication.
- Key: The tone, manner, or spirit in which the communication is carried out.
- Instrumentalities: The channels and forms of communication used (e.g., spoken, written, nonverbal).
- Norms: The social rules governing the communication event.
- Genres: The types or categories of speech acts or events (e.g., storytelling, debate, prayer).

Ethnographic Methods: The ethnography of communication employs ethnographic methods to study communication practices. This involves immersive fieldwork, participant observation, and detailed analysis of communication events within their cultural settings.

Several scholars have utilized the ethnography of communication theory in their research. Hymes Dell is the foundational scholar in the field, introducing the concept and framework of the ethnography of communication. Tannen (1989) has applied the ethnography of communication to studies of conversation and discourse analysis. Philipsen (1992) has used the theory to examine communication patterns within specific cultural groups. Bauman (1990) explored performance and verbal art from an ethnographic perspective. These scholars have significantly contributed to the development and application of the ethnography of communication theory in various cultural and social contexts.

Didactic Theory

Didactic theory refers to the principles and methods used in the teaching and learning process. It is the study of how information is best transmitted from the teacher to the student in an educational setting (Slavík, 2004; Gagné et al., 2005). Didactic theory in poetry refers to the approach of using poetry as a means of instructing or teaching the reader about a specific moral, philosophical, or intellectual concept (Abrams & Harpham, 2015; Ricoeur, 1977).

Didactic theory recognizes that different teaching techniques are suitable for different learning goals and student needs. Common instructional methods include lectures, discussions, demonstrations, case studies, problem-based learning, and hands-on activities (Biggs & Tang, 2011; Reigeluth, 1999; Marzano, 2007). The selection of methods should be based on factors such as the subject matter, students' prior knowledge, and the desired level of cognitive engagement (Bloom, 1956; Gagné et al., 2005).

Didactic theory emphasizes the importance of organizing the content and sequence of lessons in a logical and coherent manner. This involves breaking down the subject matter into manageable units, identifying the prerequisites, and structuring the lessons to build upon previous knowledge (Biggs & Tang, 2011; Gagné et al., 2005). Effective curriculum design also considers the alignment between learning objectives, instructional activities, and assessment (Marzano, 2007; Reigeluth, 1999).

Didactic theory suggests using both formative and summative assessments to evaluate student learning and the effectiveness of the teaching methods. Formative assessments, such as quizzes, discussions, and performance tasks, provide ongoing feedback to guide instruction and support student learning. Summative assessments, like examinations or projects, measure the achievement of the learning objectives at the end of a unit or course (Marzano, 2007; Biggs & Tang, 2011).

Didactic theory acknowledges the importance of creating a conducive learning environment that supports student engagement and participation. This includes establishing clear expectations, maintaining discipline, and fostering positive student-teacher and student-student interactions (Stern, 1983; Marzano, 2007). Didactic theory emphasizes the need to consider the diverse learning styles, prior knowledge, and individual needs of students (Bloom, 1956; Biggs & Tang, 2011).

Research Design

This study employed a qualitative method to comprehensively investigate the role of poetry in combating social vices in Nigerian society. The qualitative component involved in-depth analysis of poetic works.

Research Instruments

Text Analysis Guide was to critically analyse the existing poems that address social vices in Nigeria by looking at the themes, literary devices used and the impact of these poems on the society. The selected poems constitute the primary source of the data for the study, works of other scholars related to the study, internal source, relevant literary texts constitute secondary sources of data for the study.

Sample and Sampling Technique

The sample for the study was selected from J. F. Odunjo and Niyi Osundare's poems: *Work is an Antidote to Poverty*, *enhance your Character*, *Why should I be a Thief?* and *A Child that*

Despises his Mother are from Joseph Odunjo's collections. The poems from Niyi Osundare's collections are *Not My Business*, *Cradling Hands*, *Advice and Sleeping, at Five and Twenty*. The sampling procedure for the study was purposive sampling technique. The aforementioned poems were selected because of their focus on didacticism.

Procedure for Data Collection

The selected poems critically examined with the aim of identifying the contextual analysis in the poems and virtues as well as ethnographic elements used by the poet to preserve their messages.

Method of Data Analysis

This study employed ethnography of communication theory. This theory is related to the study given that it deeply explores moral issues within the realms of literature and culture.

Acronyms for the Analysis of Odunjo and Osundare's Didactic Poems

S/N	Titles	Acronyms
1.	"Ìṣẹ̀ loògùn ìṣẹ̀" - Work is the antidote for poverty	WAP
2.	"Kí nì n ó folè ṣe láyé tí mo wá" – Why should I be a Robber?	WST
3.	"Ọmọ tó mọ́yá rẹ lójú o" - A child who despises his mother)	CDM
4.	"Toju iwa re, ore mi" - Enhance your character, my friend	EYC
5.	Not My Business	NMB
6.	Cradling Hands	CH
7.	Advice	AD
8.	Sleeping, at Five and Twenty	SFT

Data Analysis

This section uncovers how didactic poems serve as a vehicle for cultural transmission, reflecting the values, norms, and societal structures of the Yoruba people. The selected poems are dissected to reveal the layers of meaning embedded in their linguistic and cultural context, highlighting their role in shaping and preserving the Yoruba worldview across generations.

Enhance your Character – EYC

Odunjo's EYC does not specify a physical location, but it implies a reflective, advisory context, likely a conversation between friends or a mentor advising a mentee. The scene here is a moral or ethical reflection, emphasizing the importance of good character over material

wealth and superficial beauty. The participants in this poem are the speaker (presumably an elder, mentor, or wise friend) and the addressee (referred to as "my friend"). The speaker adopts a didactic tone, imparting wisdom and advice to the listener. The primary purpose of the poem is to convey a moral lesson about the transient nature of wealth and beauty and the enduring value of good character. The desired outcome is for the listener to prioritize character development over material or superficial gains. The poem follows a logical sequence of introduction and assertion of the transient nature of wealth and beauty; emphasis on the enduring nature of good character; presentation of rhetorical questions to highlight the consequences of lacking good character and conclusion reiterating the importance of character over education or other attributes without character. Odunjo's EYC refers to the tone, manner, or spirit in which the communication is carried out. The tone of the poem is earnest, advisory, and reflective. The speaker's manner is that of a wise elder or mentor sharing important life lessons. The poem uses written language in a poetic form. The diction is formal and didactic, appropriate for delivering moral instruction. The use of rhetorical questions and repetition enhances the persuasive power of the poem.

Why should I be a Thief? - WST

The poem appears to be set in a contemporary societal context where moral choices and social values are critically examined. The tone and atmosphere of the poem are reflective and somewhat solemn, emphasizing the ethical dilemma faced by individuals in society. The speaker in WST is an individual contemplating

moral choices in life. The audience could be the society at large, particularly those who face similar moral decisions or who can influence societal norms. The poem aims to express a moral stance against theft and to promote the virtues of honesty and hard work. It seeks to reinforce the idea that integrity and serving others (even as a servant) is preferable to engaging in theft. The poem is structured with repetitive lines and stanzas, creating a rhythmic and emphatic effect. The content revolves around the ethical choice between theft and servitude, emphasizing the preference for the latter. The tone is serious and didactic, urging readers to consider the consequences of their actions. The mood is reflective and cautionary, instilling a sense of moral responsibility. The medium is written text, specifically a poem. The language is Yoruba, rich in proverbs and cultural references, which adds depth and resonance to the moral message.

WST reflects societal norms that value honesty and integrity over dishonesty and theft. It can be classified as a moral discourse or didactic poetry. It fits within the genre of moral or ethical poetry, often used to teach or reinforce societal values. Repetition: The repeated question "Kí ni n ó folè ẹ̀ láyé tí mo wá" (Why should I be a robber) serves to underline the central theme and moral questioning. The contrast between "kàkà kí n jalè" (instead of stealing) and "Màá kúkú ẹ̀rú" (I will rather be a servant) highlights the choice between two paths.

A Child that Despises His Mother – (CDM)

The context in which Odunjo's CDM is written, possibly reflecting a household or community where abuse occurs. The emotional and psychological atmosphere surrounding the poem, likely marked by conflict, pain, and perhaps a call for attention to domestic abuse. The poet or narrator who is addressing the audience. The audience, which could be general readers, or more specifically, those in positions to intervene in abusive situations (family members, social workers, etc.). The child and the mother, with a focus on their relationship dynamics. To highlight the issue of child-to-parent abuse, evoke emotional responses, and possibly advocate for change or awareness. To make the reader empathize with the mother and understand the severity of the situation.

Odunjo's CDM is structured to convey a poignant message. Descriptions of abuse, the emotional state of the mother, and perhaps reflections on societal attitudes towards such abuse. It is sombre, reflective, or accusatory, depending on the specific language and style of the poem. Odunjo's CDM evokes feelings of sadness, anger, or a call to action. The language used, including specific word choices that reflect the severity of abuse and cultural attitudes. Cultural expectations around family dynamics, respect for elders, and the taboo nature of discussing family abuse. The audience is expected to understand and react to the poem and influenced by cultural attitudes towards child abuse and parental respect. A social or moral commentary in the form of poetry. Use of literary devices like imagery, metaphor, and symbolism to convey the emotional depth of the subject.

Ethnographic Analysis of Osundare's Poems

'Not My Business' - NMB

Osundare's NMB is set in a community where acts of violence and injustice are common. The settings are varied: 'Akanni is picked up in the morning; Danladi is taken at night; Chinwe loses her job during the day; and the speaker is confronted in the evening. The times of day reflect the ongoing and pervasive nature of these injustices. The participants include Akanni, Danladi, and Chinwe, who are victims and each suffer different forms of injustice. The oppressors are unnamed individuals who carry out these acts of violence and suppression. The speaker is a bystander who initially feels detached from the events until it affects him directly.

Osundare's NMB aims to highlight the consequences of apathy and the interconnectedness of individual and collective fates. It suggests that ignoring the suffering of others because it does not directly affect oneself is a flawed and dangerous attitude. Akanni's abduction: Akanni is beaten and taken away. Danladi's removal: Danladi is dragged out of his home at night. Chinwe's job loss: Chinwe loses her job without any explanation. The speaker's realization: The speaker faces the same threat he had previously ignored. The tone of the NMB is initially detached and complacent but shifts to one of fear and realization. The repetition of the phrase "What business of mine is it" conveys a dismissive attitude that changes when the speaker becomes a target. The NMB is a written, literary piece, using a narrative form to convey its

message. The repetitive structure emphasizes the speaker's initial indifference and the eventual impact on them.

Cradling Hands – (CH)

The setting in Osundare's CH is primarily agrarian, reflecting the rural life and agricultural practices. The imagery of jungles, groves, loamy plains, and yams roots; the poem is deeply in a farming culture. The scenes depicted involve hands working the land, tending plants, and handling produce, illustrating the hard work and dedication of farmers. The central participants are the "hands," symbolizing the farmers or labourers who engage in the agricultural activities described. The hands are personified, given attributes and actions that highlight the toil, skill, and experience of the farmers.

Osundare's CH highlights the goals of sustenance and survival through hard work. The hands "subdue stubborn jungles," "tend tendrils," and "cradle the new yam," aiming to produce food and ensure the community's well-being. The final lines emphasize the desired outcome: "Hands which toiled in thunderstorms let them eat with the softening rains," signifying a reward for labour. The sequence of actions depicted in the poem follows the agricultural process: preparing and cultivating the land ("subdued stubborn jungles," "unmasked fertile groves"); planting and tending crops ("tended tendrils," "hoed heaps clean"); harvesting and preparing produce ("cradled the new yam," "fresh from the womb of earth").

"Sleeping, at Five and Twenty" – (SFT)

The setting in Osundare's SFT is a rural Nigerian village, indicated by references to traditional activities such as wrestling in the village square, visiting relatives during communal activities, and maidens at the village stream. The specific time is daytime, with the sun symbolizing wasted youth and opportunity. The poem features a speaker who appears to be an elder or a concerned member of the community, addressing a young man who is seen as neglectful of his duties. The addressee is a young man, 25 years old, who is being criticized for his laziness and lack of ambition. The primary purpose is to criticize and admonish the young man for his laziness and to urge him to take responsibility for his life. The speaker seeks to convey the urgency of taking action before youth and opportunity are wasted.

Osundare's SFT starts with a call to action ("If you have decided not to move, take your wooden body out of the way"), followed by a detailed description of the young man's idleness, contrasting it with the expectations of his age group. The acts include sleeping, snoring, eating, and being teased by maidens, with a repetitive reminder of his age to emphasize the critique. The tone is reproachful and critical, with a hint of disappointment and urgency. The repetition of "at five and twenty" serves to underscore the speaker's frustration and the gravity of the young man's inaction. The language is poetic but straightforward, using vivid imagery and cultural references familiar to the intended audience. The poem employs repetition and parallelism to drive home the message.

Osundare's SFT reflects societal expectations in a traditional Nigerian village. Young men are expected to be industrious, take on responsibilities such as farming, marrying, and starting

families. The criticism highlights the deviation from these norms and the social disapproval that comes with it. Osundare's SFT is a form of didactic poetry, intended to teach and correct behavior. It serves as a social commentary on the importance of responsibility and industriousness in young adulthood. Osundare's SFT critiques the young man's idleness through the lens of community norms and expectations.

Advice – (AD)

Osundare's AD is set in a context where honesty and integrity are significant values. It is within a traditional or rural African setting where farming is a common livelihood. The act of farming yams is a metaphor for one's work or achievements. The scene captures a moral or ethical lesson, possibly in a communal setting where advice or wisdom is shared. It reflects a society that values truth and warns against deceit. The narrator, who seems to be an elder or a wise individual giving advice to someone younger or less experienced. The immediate audience is the person being advised ("Friend"), but the poem also speaks to a broader audience that includes anyone who might be tempted to exaggerate or lie about their accomplishments. The broader community that would be affected by the deception, implicitly present as those who would discover the truth.

Osundare's AD aims to impart a moral lesson about the importance of honesty and the consequences of dishonesty. The speaker warns that exaggeration or lying will eventually lead to negative outcomes. Osundare's AD seeks to encourage the audience to be truthful and to avoid the pitfalls of deceit, suggesting that lies, like unearned yams, cannot sustain one indefinitely. The speaker outlines a scenario where someone exaggerates their achievements, specifically in the number of yams farmed, as a metaphor for dishonesty. The person who lies about their achievements will have to deal with the consequences of those lies, symbolized by the idea of "eating a hundred lies" after the truth about the yams is revealed.

Conclusion

In conclusion, the ethno-linguistic analysis of selected didactic poems of Yoruba origin underscores the profound interplay between language, culture, and moral instruction within Yoruba society. These poems, steeped in rich linguistic features and cultural nuances, serve not only as a medium for aesthetic expression but also as a vital tool for cultural preservation and ethical education. The exploration of their language reveals a sophisticated use of proverbs, idiomatic expressions, and oral traditions that enhance their didactic power.

Culturally, these poems reflect and reinforce Yoruba values, beliefs, and social norms, offering insights into the community's worldview and social structure. The moral and ethical teachings embedded in these poems are conveyed through vivid imagery and compelling narratives, emphasizing the role of the poet or storyteller as a custodian of wisdom and tradition.

The performance aspect of these poems further highlights their communal significance, illustrating how they are experienced and internalized by the audience. This communal

engagement not only reinforces the moral and cultural messages but also strengthens social cohesion.

Comparative insights reveal both the unique features of Yoruba didactic poetry and its universal themes, contributing to a broader understanding of didactic traditions across cultures. Ultimately, this analysis affirms the importance of preserving and studying Yoruba didactic poems as a means of safeguarding.

Recommendations

Based on this study, some recommendations for conducting an ethno-linguistic analysis of selected didactic poems of Yoruba origin are hereby made:

Effort should be made to preserve Yoruba didactics particularly, those passed down orally to prevent the loss of this cultural heritage. Also, Yoruba didactic poems should be incorporated to our educational curriculum to teach students about Yoruba culture, language and moral values.

Further research on ethno-linguistic poetry and other African traditions should be encouraged to enhance understanding of their cultural and pedagogical significance. Furthermore, workshops and collaborations with poets and story tellers should be organized from time to time. In addition, digital archiving of Yoruba didactic poems should be created to ensure wider accessibility and reach to allow both local and global audiences to appreciate and learn from this cultural treasure.

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