**Panel A1: Politics, Education and Culture**

**1. Culture, Development and Politics of Education in Africa**

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**Abstract**

Culture as a totality of a way of people should be cultivated into development and education in Africa. It was also expected that political leaders in Africa should be ideologically conscious and clear enough to the extent that some of the African progressive cultural practices were inserted into politics of education in Africa. But unfortunately, reverse is the case to the extent that the curriculum contents of what are taught in various African schools have colonial /western and American influence at the expense of the rich African cultural practices. The results of which have made some African countries like Nigeria to rely heavily on foreign educational contents with insertion of foreign culture including the use of foreign languages as official and lingua franca. This paper therefore posits that it is high time the trend was reversed in order to make African culture a dominant factor in the curriculum contents in different levels of her education and develop appropriate technology in support of that in order to save Africa the repatriation of her scarce foreign currencies abroad. It is expected that savings through this would be used to develop and enrich African educational system the more.

**2. Educational and Sociocultural Imports of Yoruba Insults**

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**Abstract**

This paper seeks to establish that the home is the main pivot for imparting traditional education among other avenues, in Yoruba land. It posits further, that multidimensional method is employed in furthering this end. Ridicule is identified as one of the training approaches. Insult is seen as an integral aspect of ridicule. Yoruba insults are therefore paraded and annotated where necessary in this paper. The various educational, social and moral Imports behind the use of insults are highlighted for consideration.

3. **The State and Politics of Education in Northern Nigeria**

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***Abstract***

*This paper examines the purpose and nature of Education in societies in general and how politics make or mar their developments in determining the progress or otherwise of the individual society. The paper posits that the use to which education is deployed in any society is a reflection of that society’s political aspirations. Using the northern part of Nigeria as an example, the paper shows that the deliberate educational policy of the British colonial administration in the region laid the landmines of educational backwardness cum political somersaults and travesties the Nigerian nation have been experiencing.*

**Keywords**:  *Education,Society,Northern Nigeria,Aspiration,*

**4**. **FAULTY EDUCATION, LINGUISTIC DILEMMA AND ETHNO-RELIGIOUS CONFLICT: BANE OF NIGERIA'S SOCIO-ECONOMIC TRANSFORMATION**.

By

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**Abstract**

In spite of the huge human and material resources that Nigeria is blessed with, the country has had very little to showing terms of commensurate socioeconomic development and the quality of life of her citizenry. Even in her best of times, especially during the period of oil boom, poverty, illiteracy and disease were the lot of the majority of the people and industrialization was at a very low ebb while urban slums characterized major cities. Now, as the nation witnesses recession, people are apt to blame her economic woes on corruption and mismanagement of resources. This paper posits that, far beyond these immediate causes the nation's economic transformation is constantly being truncated by faulty education, linguistic dilemma and ethno-religious conflicts. It then proffers possible solutions to these challenges.

**5. BISHOP E.M. LIJADU, IFA AND THE PROMOTION OF LITERACY IN AFRICA**

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**Abstract**

The history of literacy and that of Christianity in Nigeria are always interwoven, and presented as two phenomena promoting each other. In a calculated attempt at giving Christianity a firm foothold, literacy was introduced. Thus, literacy helped to consolidate the gains of the missionaries or vice versa, whereas the indigenous faiths were perceived antithetic to literacy and civilization. This paper examines how the documentation of the knowledge of an African traditional religion played a role, contrary to widely-held belief, in the education of the peoples of the pre-colonial Nigeria.

By carrying out a critical analysis of the life and works of a profound Christian cleric, Bishop Emmanuel Moses Lijadu, on Ifá and Òrúnmìlà, a very important religious corpus/oracle and deity of the Yorùbá people, the paper seeks to examine how research and documentation of the knowledge and edicts of a profound Yoruba religion helped promote reading and writing in Yorùbá land. It discusses how the documentation, and by corollary, better preservation of the Ifá body of knowledge was a great step towards educating even later generations of Ifá adherents. The study also seeks to give better perspective to the notion that, though Christian missionaries introduced literacy, Christianity and literacy were not inseparable flip sides of a coin, but only mutually complementing as could be literacy and African traditional religions.

The paper will draw on data works of E.M. Lijadu on Yorùbá/Ifá religion. Series of interviews will also be conducted with living members of the Lijadu family in Ondo town and acquaintances of the family who are well versed in the family history. These will be corroborated by a thorough search of the archives as well as the private collection and library of the Lijadu family. Other relevant publications on Ifá as well as the introduction of Western education will also be very useful.

Thus, the paper aims at providing fresh insight to existing knowledge on the introduction of Western education and the place Christianity and Christian missionaries have hitherto occupied. In another light, it will also explain how, ironically, literacy introduced by Christian missionaries was instrumental in the documentation and preservation of the knowledge of the indigenous faith which the missionaries sought to eradicate. It will also further showcase and celebrate the efforts of an African in promoting literacy and preserving an African faith.

**6. A critique of the Mega School System in Ondo State, South West, Nigeria.**

**BY**

**OGUNBOYE A.A AND OGUNBOYE Y.O**

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**Abstract:**

In Nigeria, the government at the Federal and State levels of Admintrstion constitute the primary driving force of Education. Agencies of government formulate and implement educational policies, monitor and supervise educational institutions as well as playing the role of founder, manager and financier of most of the educational institutions at primary, secondary and tertiary levels. In recent years, the facilities and infrastructure in most public schools have been experiencing rapid deterioration and decay with resultant face in standard and quality of education. Thus, the immediate past administration of Ondo State under the leadership of Olusegun Mimiko came up with the concept of the Mega school System at the primary school level as a prototype of schools with modern facilities. This paper attempts an appraisal of the Mega school vis-à-vis the other schools in terms of cost and benefits, and also a comparism between the facilities provided in the two categories of gender. The paper concludes that it have been much more beneficial to the primary educational system and the state at large if there is equitable provision of facilities across all the primary schools instead of few “elite” primary schools for the benefit of a few.

**Panel A2: Sexuality and Sex Education**

1. **RITES OF PASSAGE IN THE CONTEMPORARY FRANCOPHONE AFRICAN FEMALE** ***BILDUNGSROMAN***

BY

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ADEYEMI COLLEGE OF EDUCATION, ONDO

**Abstract**

Rites of passage are regarded as sacred ceremonies that transform an individual’s social or sexual status. Existing studies revealed that rites of passage were seen as fulfillment of tradition, which is understood as a must in the indigenous African society but not much have been said on rites of passage as the violation of rights to young girls and women coming of age. Hence, this study examined the African’s beliefs on rites of Passage in Khady Koita’s *Mutilée* (2005) with a view to establishing them as oppressive and destructive to the rights of a girl-child in a male dominated society. This paper adopted the genre of female *bildungsroman* in analyzing Khady Koita’s *Mutilée*. The French “Explication de texte” serves as the methodology to analyze the novel in this paper. This paper concludes those rites of passage as farce. This is because they deter progress, self-growth and self-development of young girls and women in a patriarchal society.

**Keywords:** *Bildungsroman*, Rites of passage, Patriarchy, coming-of-age

1. **COMPARATIVE ANALYSIS OF TEACHING SEX EDUCATION IN SOME SELECTED PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ONDO WEST LOCAL GOVERNMENT OF ONDO STATE.**

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**Abstract**

*The provision of sex education has continued to be a sensitive issue in Nigeria and the entire world because of the fear that provision of such education will arouse young people curiosity and encourage sexual activities. Although, this is a myth as some scientific evidences disprove this claim. This study was set out to compare the teaching of sex education in public and private secondary schools in Ondo west local government Area of Ondo State. A total of 100 teachers from 10 private secondary schools and 10 public secondary schools were sampled. The instrument for the study was a self-developed and thoroughly validated questionnaire. The instrument was administered personally at each of the secondary schools and retrieved for analysis afterwards. The analysis showed that there were no significant differences in the teaching of sex education in some public and private secondary schools in the areas of: availability of teachers; methods of teaching and the opinions of the two categories of teachers. It is concluded that the teaching of sex education in both public and private secondary schools were the same. Based on the findings, it is then recommended that sex education should remain as a part of secondary school curriculum and qualified sex education teachers should be employed in both public and private secondary schools.*

**Keywords:** Comparative Analysis, Sex Education, Secondary Schools, Teachers

1. **PSYCHO-EDUCATIONAL GROUP THERAPY AND SELF-COMPONENTS TRAINING ON SEXUAL ABSTINENCE AMONG IN-SCHOOL ADOLESCENTS IN ONDO STATE**

**BY**

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**ABSTRACT**

The consequences of early sexual debut such as sexually transmitted infections, HIV/AIDS and unintended pregnancies have brought the study of adolescent sexual behaviour to the fore of sexuality research. Attempts have been made at understanding why adolescents engage in sexual activity at an early age. However, studies on the enhancement of sexual abstinence have been under-reported in Nigeria. This study, therefore, applied Psycho-educational Group Therapy (PGT) and Self-Components Training (SCT) in encouraging sexual abstinence among in-school adolescents in Ondo State, Nigeria. It examined the moderating roles of gender and peer influence. The study was anchored on the theories of reasoned action and planned behaviour. Partial mixed design with 3x2x2 factorial matrix and qualitative approach using Focus Group Discussions (FGDs) were adopted. Multi-stage sampling technique involving stratified random sampling was used to select 121 in-school adolescents (44 males and 77 females) from three randomly selected secondary schools. The participants were screened using Sexual Abstinence Test for Adolescents and were randomly assigned into PGT, SCT and control group. Ten FGDs, which lasted three weeks, were conducted with the groups. Sexual Abstinence Scale (α = 0.89), Sexual Abstinence Test for Adolescents (α = 0.77) and Peer Pressure Inventory (α = 0.80) were used for data collection. The treatment programmes lasted eight weeks. The qualitative data were content analysed, while the null hypotheses were tested using Analysis of Covariance and Scheffe Post-hoc test at 0.05 level of significance. Participants’ age was 12.9 years ± 1.145 with 24% of them sexually debuted at a mean of 10.1 years. There was significant main effect of treatments on sexual abstinence (F(2,89) = 96.66, η2 = .710). The PGT had the highest mean score (=167.91) in sexual abstinence, followed by the SCT (=145.74) and control group (=127.79). However, the two way interaction of gender and peer influence was not significant. There were no significant interaction effects of treatments, gender and peer influence on sexual abstinence. Rape, curiosity, financial gain, and fear of offending the predator making the advances were major reasons for early sexual debut. Sexual abstinence improved psychological well-being and enhanced higher educational attainment. Psycho-educational Group Therapy and Self-Components Training were effective in enhancing sexual abstinence among in-school adolescents in Ondo State, Nigeria. Counselling, clinical and educational psychologists, as well as non-governmental organisations should adopt the two techniques in helping in-school adolescents.

**Keywords**: Psycho-educational group therapy, Self-components training, Sexual abstinence, In-school adolescents, Ondo State.

1. **EFFECT OF SEXUAL HARASSMENT ON HUMAN DEVELOPMENT AND THE EDUCATION OF THE NIGERIAN CHILD**

**Monday S. Adiaha 1\*, David U. Ocheje 2, Momoh I. Anabe 3, Saminu Auwalu 4**

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**ABSTRACT**

Sexual harassment has been looked at as an unwelcome behavior of a sexual nature which interferes with the right to receive an equal educational opportunity. It effect on the victim has been proven negative with consequences like health effects including financial effect been a drawback, acting like a barrier to the success of an individual been victimized. Sexual Harassment has been found to be more pronounced in the female gender, but male are increasingly been victimized, forcing learners to drop/or miss school for the fear of been sexually abused. Result of this research finding shows sexual harassment occurring in schools, workplace including homes, where the victim is always not given equal opportunity to express him/herself as part of his/her Human Right obligation. Result of this survey present sexual harassment as one of the factors contributing to the down-turn movement in the education of the Nigerian child, further indicating the potential effects of harassing the Nigerian child to include: drop-out from school, loss of interest in academics, apart from it huge health/financial effects which can gradually drive the society into ruin if not checkmate appropriately/consistently. Different forms of sexual harassment has been identified by researchers and confirmed in this study to included: comments, joke, gestures or looks, touched, grabbed or pinched in a sexual way, intentionally brushed up against in a sexual way, flashed or mooned, had sexual rumors spread about them, had clothing pulled at in a sexual manner including moving or followed closely in a sexual way. This research finding also indicated that sexual harassment can takes place in: in hall, in the classroom, outside of the school, on school grounds, on the playing field or cafeteria, in school parking lot including school grounds. Statistical analysis presented a significant (p<0.05) difference, hence, indicating a view that sexual harassment can be controlled: by involving the entire school community in the fight against the act, by clearly defining sexual harassment/highlighting its possible punishment for offenders including well-publicizing and effectively implementing legislative law against the act.

***Keywords***: Sexual harassment, Human development, Gender, Sexuality, Educational development

**3. Capacious Sexuality Education a substitute to the narrow perspectives in teacher education**

BY

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**Abstract**

The purpose of this paper is to show positive ways by which young people can tackle relationship issues in colleges of teacher education and the possibility of replacing narrow *perspectives towards sexuality education through exposure to capacious sexuality education. Sexuality is a fundamental aspect of human life, s*o it is not unusual to find growing numbers of student teachers developing or having sexual relationship while pursuing their education in the college but it is alarming when such transition are not purposefully directed by the school curriculum. Infact, when these aspects of sexuality are hardly addressed many issues such as unwanted pregnancy, unsafe abortions, suicidal acts, infections of sexually transmitted diseases, criminally related issues such as rape do arise through unguided sexual relationship among student teachers in training who are expected to teach our teens and adolescents after graduation. These culminating issues occurring frequently might be due to the information gap within the college facilities and students as Sex and Family Life Education is taught only to NCE III Physical and Health Education students in the second semester. In the absence of positive and comprehensive sexuality education, the components of capacious sexuality education, “our leaders of tomorrow” go the wrong way in their sexual relationships. Thus, it was recommended that capacious sexuality education curriculum should be explored and make it compulsory for all sophomores in college so as to curb the uprising issues emanating from unguided sexual relationships.

Key Words: Capacious sexuality education, Sexual relationship, Teacher education, Sophomores.

**Panel A3:** **Philosophy of Education**

1. **GENDER MAINSTREAM AND PHILOSOPHY OF EDUCATION IN SHARI‘AH: A PARADIGM SHIFT FOR NIGERIAN EDUCATIONAL TRANSFORMATION**

BY
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**Abstract**It is highly germane to examine the concept of gender education, gender mainstream and philosophy of Islamic education as needs for sustainable development. Shari‘ah which is corner stone of Islam places high premium on knowledge acquisition of both sexes. It obliges both male and female Muslims to pursue not only religious knowledge but also that of other professions especially the sciences. This is well embedded in its philosophy of education as the mechanism towards the growth, development and advancement of a society at large. The both are given equal opportunities based on the nature of each other to contribute to the betterment of the world educationally, economically, socially and politically. Besides the equal status of the both on education, preferential treatment is given to female education as not only first school of a child who will later grow and make a virile society but also as the co – builder of a society. Female Muslims are equally emancipated in Islamic jurisprudence to work in a society like their male counterparts. This work therefore examines the concept of Shari‘ah and its interplay with gender education as well as its impacts to sustainable development. The study is expository, analytical and historical in nature. Both primary and secondary data are used to carry out the work. Recommendations are also put forward after the findings as paradigm shift proffered in the Islamic law for sustainable development and Educational Transformation.

**Keywords:** Gender mainsteam, gender education, Islamic education, Shari‘ah, philosophy and Educational Transformation.

1. **APPLICATION OF CONCEPTUAL METAPHOR THEORY: ITS IMPLICATIONS ON TEACHING AND LEARNING**

**By**

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**Abstract**

*The attitudes and commitments of classroom teachers to teaching and learning, using various instructional-techniques have been perceived to be at low ebb. The previous studies on instructional techniques aimed at determining learning outcomes have largely focused on teaching techniques such as lectures, field-trips, group discussions, assignments and demonstrations, without a due consideration of the effects of the application of stages of metaphor such as, body parts and bodily state towards enhancing effective learning in the classroom. This study, therefore examined the usefulness of conceptual metaphor theory and its domains towards effective teaching and learning. Further, the paper examined the studies of Piagetian system of learning and usefulness of simulation exercise to ascertain application of metaphors in enhancing teaching and learning. The paper reveals that while several of the instructional methods deal with the teacher-centre, conceptual metaphor theory avails the opportunity of the learner-centre, for the purpose of effective learning and self-discovery. Recommendations were therefore made that application of metaphors in classroom would enhance effective teaching and learning and also sustain learners’ attention and improve their rate of assimilation. The paper also recommended to the policy makers in curriculum development that metaphors’ application could enhance learners’ motivation to learn and improve their rate of assimilation. That the use of metaphors, if teachers are properly trained on its various stages would help to attain new perspectives of pedagogy in the field of teaching and learning.*

***Keywords:*** *Assimilation,, Conceptual theory, Epistemology, Metaphor, Piagetian learning.*

1. **Transformative Potentials of Pestalozzi’s Philosophy and Purpose of Education: Implications for Nigeria’s Education and Transformation**

**By**

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**Being a Paper to be Presented at the Toyin Falola Annual International Conference on Africa and The African Diaspora (TOFAC) 2017 Conference to be held between Monday 3rd and Wednesday 5th July, 2017 at Adeyemi College of Education, Ondo, Nigeria.**

**Abstract**

*In Nigeria, learners seem not to be given appropriate quality academic training and environment that would enable them to reach their full potentials (Dike, 2017). It equally seems that the survival of Nigeria as a viable society depends among other things, on the health of her educational institutions. These facts, among others, may not be out of the way concerning what the philosophy and purpose of education are and how they are being achieved. The paper looks into Pestalozzi’s philosophy and purpose of education comprehensively. It examines Pestalozzi’s philosophy and purpose of education and sees how the philosophy and purpose of education in Nigeria could explore Pestalozzi’s philosophy and purpose of education to totally transform Nigeria. It concludes that once Nigeria’s philosophy/purpose of education is well stated and rightly implemented, then Nigeria will experience total transformation. It recommended, among other things that the philosophy and purpose of Nigeria should, in addition to practicality of education, consider the overall problems facing the world in its entirety so as to address the peace that Nigeria may require to achieve that total transformation.*

**Panel A4: Education and Literary Formations**

1. **THE SUBVERSIVE IMPULSE AND SOCIETAL REALITIES IN OLU OBAFEMI’S DARK TIMES ARE OVER? : A SOCIOLOGICAL THEORY PERSPECTIVE.**

 By

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This paper is a critical exploration and interrogation of OluObafemi’sDark Times are Over?as a sordid socio-cultural commentary on the despicable and appalling state of the Nigerian society. The paper attempts a textual and thematic analysis of the play’s themes of poverty, cultism, prostitution, religious bigotry and social injustice prevalent in the university system as a microcosm of the macrocosm. The paper adopts the misbehaviour theory and the conflict of values theory as subsets of sociological theory as the theoretical framework of the paper. The sociological theories provide a solid conceptual background for the work. The functional responsibilities of literature and the ideological roles of the artists in the society using the European plays of Ibsen Henrik, Bernard Shaw and some African plays written by Wole Soyinka, Femi Osofisan and NiyiOsundare that focus on social issues as a foreshadow are well articulated in the paper. The paper notes the ideological temperament of OluObafemi and his commitment to literature as a tool of protest and liberation from all forms of socio-cultural, political and legal eccentricities in the society. A critique of the play’s dramaturgical inadequacies is also undertaken.

**Keywords:** Drama, Criticism, Social Issues, OluObafemi, Dark Times are Over?

1. **Polygamy, Poetry, and Ping-Pong: Education and The Auto/biographical Component of Co-Wives’ Songs**

By

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Polygamy is one of the unique features of many marriages in Africa.  Some men marry several wives in different societies and this is documented in many African novels likeThings Fall Apart where Okonkwo and others marry multiple wives and in plays like Wole Soyinka’s The Lion and the Jewel where Baroka has many wives.  Some of the consequences of polygamous marriages are jealousy and rivalry among the competitors.  The co-wives educate the society about their appraisal of polygamy, their colleagues, husbands, and environment in songs and stories that contain innovative poetic and auto/biographical features. Just as the oral, communal, poetic, and auto/biographical aspects of the co-wives’ songs educate the society about polygamy, they also form part of the postcolonial educational framework against the Eurocentric context of defining the autobiographical genre as an exclusively individualistic and written genre. This paper will focus on the poetic and auto/biographical components of the co-wives’ tales and songs. The paper will analyze some of the narratives, poems, and songs of the co-wives to show them as auto/biographical texts of individuals and part of a community and discuss how they educate both African and Eurocentric communities and ideologies. Along with content analysis of the texts will be a contextual discussion and an examination of their formal and structural qualities that are comparable to other auto/biographical texts. As well, the paper will discuss the art of composition of the texts and how co-wives borrow and revise existing auto/biographical texts in the community. The paper will also discuss how some women acquire supernatural powers to enhance both their poetic and cultural statuses in the community. The implications of the co-wives’ tales and songs for the development of the auto/biographical genre, identity politics, and education will also be considered. The oral texts for my analysis are from oral interviews that I conducted in Nigeria, social media, churches, fictionalized co-wives’ texts, oral songs, and Nollywood movies.

1. **INSTANCES NARRATIVES ET LA DENONCIATION DES POUVOIRS SOCIO-PHALLOCRATIQUES DANS REBELLE DE FATOU KEÏTA**

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**Abstract**

Every reader is moved by reading the intrigues on the condition of the black woman in rebel by the Ivorian Fatou Kéïta. Our choice for this novel is particularly caused by the fact that this work exposes the shocking life of the protagonist who revolts against the system established by retrograde traditions and its adverse impact on the culture and religion of black Africa. This study makes use of narratology, also known as the narrative voice or narrative context as theoretical frame work. A critical reading of selected novel rebel Fatou Keita was made. We reviewed the status of the subject areas about writers and narratology by using the theory of the work of Gérard Genette, model Lucie Guillemette and Cynthia Levesque. An inventory of narrative structures that denounce the oppressive powers in the novel was drawn for analysis. Subsequently, we proposed a statistical representation of simple percentage on analytical categories of the techniques for denouncing negative powers of traditions. The work revealed that the author made use of various narrative techniques to expose the socio-cultural injustices of the community in particular and Africa in general. The most prominent are: free indirect discourse and especially the interior monologues that expose stigmatizing abuses, oppression of men, that is to say, the subjugation of women caused by the patriarchal society. The study also revealed that the dialogues have severely condemned other ailments such as imperialism, racism, rape, forced marriage and female circumcision. The study also identified violence, a common element to all the stories as a way to protest against the cruel powers. The study has established the fact that narratology is a viable tool to highlight writers messages.

1. **African Onomastics: A Deconstructive Study of Selected Characters’ Names in Osofisan’s Plays**

**By**

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**Abstract**

This study demystifies some characters’ names in Osofisan’s selected plays from an onomastic standpoint. Names are special to Africans because it carries the essence of what a child will become in life. It also describes where he is coming from (origin), where he is presently (status), and where he is going (future). To undertake this task, the researcher adopts eclectic theoretical approaches to deconstruct twenty characters’ names in Osofisan’s Fiddlers on a Midnight Lark, Love’s Unlike Lading (A Comedy from Shakespeare), Midnight Hotel, The Midnight Blackout and Who’s Afraid of Solarin. The dissection of these names will assist in the understanding of the characters’ personalities and roles in the texts, and to clarify if the characters’ names can be situated within situational and sociocultural contexts. The study concludes that characters’ names in Osofisan’s plays are symbolic markers through which the playwright expresses crucial socio-political themes and his satirical leaning.

**Keywords**: Onomastics, Characters’ Names, African Drama and Deconstruction

1. **Fecundity in African Literary Arts:The male perspective**

Presented by:

**Olaiya Stephen**

Post graduate student

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**Abstract**

In many African countries ,the purpose of marriage is solely for procreation .However, if a couple fails to have children after few years of marriage ,the society begin to ask questions on why or who is responsible for the infertility in such home but to make the matter worse ,all eyes are on the woman or the wife as the major causative factor for the childlessness in such home. However, this paper is set to prove the assumption wrong because in many homes, the males could be responsible for the infertility which many African people including females believe is even a taboo to mention such issue in an African home. The study is based on fictive world created by Yetunde Akorede’s Empty Water Pot and J.P Clark’s Song of a Goat based on the fecundity crisis in the two plays .The study intends to use the fictional characters of Sola and Zifa in the two plays respectively to explore the possibility of male barrenness in the world and in Africa in particular .The paper concludes that although many Africans believe that male infertility is not possible ,but the two plays have proved beyond doubt that indeed a male could be barren and this will educate many people and Africans people in particular.

**Keywords;** Fecundity, male, perspective, barrenness, childlessness

1. **A Social Semiotic Reading of the educational-oriented scenes of Ola Rotimi’s *If…A Tragedy of the Ruled***

**By**

AKINWANDE Bankole Idowu

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**Abstract**

The study examines the representations of education at the domestic front where intense social relationships are essential to national development, with a view to unveiling the significance of Papa’s education from a positive dimension in resolving critical issues of national education. Using Van Leeuwen’s (2005) social semiotic framework which puts a premium on how people regulate the use of semiotic resources in the context of specific social situations and practices, the study analyses verbal and non-verbal signifiers invoked by the characters to initiate and resolve conflicts in the text. The study involves a close reading of significant selected excerpts from the chosen text that focus on the nagging issues of ‘leadership failure syndrome’ , ‘inhumanisation’, ‘corruption’, ‘nepotism’ as well as ‘joblessness’ as being the sociopolitical malaise partly responsible for the visible signs of underdevelopment in Nigeria and how such issues are calmly resolved by the educated minds in the text. The text is chosen because it projects political themes that are relevant to the study. A linguistic reading of the text is done to discover recurrent linguistic nuances and features of the text at all levels of linguistic analysis. The analysis shows a number of findings such as the preponderance of adverbials, particularly time and reason, to emphasise urgency of time to grave issues of national interest; extensive use demonstrative adjectives to describe the nation’s socio-political and economic woes and Preeminence of rhetorical devices to satirise egocentric attitudes of political leaders in the country. The study concludes that not only does the text underscore the potency of positive application of education as a practical semiotic tool required for pragmatic transformation in Nigeria/Africa, it adds to the understanding of Van Leeuwen’s (2005)Social Semiotics in the study of political discourses.

**Keywords**: Social semiotics, educational-oriented, Ola Rotimi and *If…A Tragedy of the Ruled*.

**Panel A5**: **Trajectories of Educational Systems**

1. **ISLAMIC EDUCATION IN YORUBALAND : ITS EVOLUTION, CHALLENGES AND PROSPECTS**

BY

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Abstract

Islamic education has a long history in Yoruba land and in Nigeria. Its history has been traced back to centuries before the arrival of colonialist and the introduction of western education in the country. Infact, by the time the first missionaries arrived in Yorubaland in 1842, there had been many private Arabic institutes in yorubaland established by Muslim theologians to disseminate Islamic education in the region. Hence, this paper examines the evolution, challenges and prospects of Islamic education in yorubaland . The paper wishes to define the concept of Islamic education and trace its evolution in yorubaland. The influence of western education on Islamic education, reformation and standardization of Islamic education and the challenges facing Islamic education in its various level of education in yorubaland were seriously examines in this paper. The paper then recommends among other things that government should give institutional support to the teaching and learning of Islamic education at various level of education in Nigeria as a remedy to the challenges facing Islamic education in yorubaland.

**Key words**: education Islamic education yorubaland, evolution, challenges, prospects

1. **A HISTORIC TRANSFORMATION OF AFRICAN LIBRARIES: THE IMPACTS ON EDUCATION**

By

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&

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A paper to be presented at the 2017 Toyin Falola Annual International Conference on Africa and the Africa Diaspora (TOFAC) in Collaboration with Adeyemi College of Education, Ondo, Ondo- State. Nigeria. 3rd- 5th July, 2017.

**ABSTRACT**

Library is a germane aspect of educational sector across the globe. It has drastically experienced a rapid transformation from traditional library to global electronic library via automation. This makes learning easier, comprehensive and readily accessible among other benefits. With reference to a major country in the four major geographical zones in Africa viz-a- viz: North, South, West and East Africa, the paper will delve into the trend of migration from orthodox library to automation. Also, the challenges and achievements in educational sector will be considered among other factors. The major source of information is basically the secondary source of information.

**Keywords**: e- learning, automation, Orthodox library...

1. **An Appraisal of Universal Basic Education (UBE) in Nigeria: Its Implication on Vocational/Entrepreneurship Education**

**By**

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**Abstract**

Education has been recognized as the most powerful instrument for both developments of man and transformation of human society. Universal Basic Education (UBE) programme is faced with many challenges. This paper examines the general prospects and challenges of universal basic education (UBE)programme in Nigeria. Also, it pinpointed the specific challenge ofUBE regarding the implementation of vocational and entrepreneurial education as contained in the framework of national policy on education. The paper concludes and recommends, among other, that, there is the need for most of the 36 states of the federation including the federal capital territory to access the UBE fund to improve the demand of functional basic education programme in schools and colleges for nation’s growth and development. Also, vocational/entrepreneurial educational studies should begin from basic school level.

1. **FITNESS OF LIS PROFESSIONAL EDUCATION AND TRAINING FOR THE MANAGEMENT OF INDIGENOUS KNOWLEDGE IN AFRICA**

**Authors: Akinniyi A. Adeleke**

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&

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*Ondo*

**Abstract**

Africa is a land of great opportunities. It is rich in natural and human resources so much that its population should not have business with poverty, hunger, diseases and conflicts. One great aspect of Africa’s wealth is its indigenous knowledge assets which were employed to solve local problems in the pre-colonial era in farming, health care delivery, antenatal care, security, community development, peaceful coexistence, politics and conflict resolutions. However, incompetent management of these knowledge assets has almost relegated them to the dustbins of Western civilizations.

Knowledge oils the engine of development and its proper management helps individuals, organisations and nations to build capacities for transformation. For knowledge to be properly managed, the services of library and information science (LIS) professionals are essential. These professionals possess requisite skills to identify, locate, collect, organize, promote and disseminate information and knowledge in any form. LIS professionals in Africa have performed these functions creditably well for documented knowledge over the years. Nevertheless, the same cannot be said of the professionals about indigenous knowledge which is largely tacit in nature.

LIS professionals need robust education and training to acquire and develop necessary skills to effectively capture and manage indigenous knowledge that often resides in the minds, cultures, customs, practices and traditions of its owners. Therefore, this paper investigates the fitness of LIS education and training for the management of indigenous knowledge in Africa by critically analyzing the contents of LIS curricula of ten universities for relevance, adequacy and up-to-datedness to manage these assets.

**Keywords:** indigenous knowledge, knowledge management, LIS curriculum, professional education, Africa.

1. **Combatting Youths Excessive Involvement in Social Maladies through Theatre Education for National Transformation**

**By**

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The principal characters in the 1914 amalgamation of the Northern and Southern protectorates which eventually led to the birth of Nigeria did not envisaged the voluminousity of the social engineering which their decision may engender upon the natives. Their major aims of carting away natural and human commodities as well as civilising the natives beclouded their intention and expedition and therefore they could not see that their decision was a dagger on the throat of the natives coexistence. Today, no region is devoid of turbulence and social crisis which are products of cultural differences, intolerance and struggle for religious supremacy. In all these disturbances, which are inimical to the peaceful coexistence of the various tribes that constitute the nation, the youths had been turned to essential tools in the hands of the perpetrators. The focus of this paper is the potency in theatre education as recipe for social re-engineering. The paper observes that in an era besmeared with youths' excessive involvement in socio-political and other disturbances that are barriers to national transformation, theatre education portend the veritable power to curb social unrest. It concludes that, theatre education has the capacity to create social awareness for the needed transformation as it brings the people together and helps them to identify with one another.

**Keywords**: Theatre education, Transformation, Youth.

1. **General Studies Programme and Education for Sustainability**

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**ABSTRACT**

This study explores the integration of environmental sustainability awareness training into higher education curricula in Nigeria, through vehicle of the GSP (general studies programme), to prepare graduates to become ecologically-responsible citizens. In examining the nexus between Literature and the environment, an inter-disciplinary approach is adopted to groundtruth how this connection can facilitate developmental and environmental consciousness issues in formal and informal learning situations. The study concludes that ecocritical discourse is core in the teaching and learning of environmental sustainability to establish an effective relationship that fosters human connectedness with nature.

**Keywords**: environmental sustainability, general studies programme, ecologically-responsible, ecocritical discourse

**Panel A6**: **Mother Tongues, Expressions and National Languages**

1. **FACE AND INTERLANGUAGE PRAGMATICS IN MOTLEY EXPRESSIONS OF YORUBA ENGLISH AS A SECOND LANGUAGE USERS/LEARNERS**

 **BY**

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**ABSTRACT** *The concept of face looms large in interpersonal communication among Yoruba interlocutors. It is even a pivotal strand of the much-esteemed ‘Omoluabi’ phenomenon as against the highly denigrated ‘Asa’ concept. Face is the prestige and personal worth with which each interactant comes into a communication encounter and which s/he ostensibly wants fellow participant(s) to recognize and respect. Face is a subset of politeness concept in a broader area of applied linguistics called pragmatics. The data for this study are diverse expressions of Yoruba English speakers which are arbitrarily classified into three categories. Adopting pragmatics tools, the data for this study were interrogated and discussed within the ambit of Critical Discourse Analysis (CDA) theoretical framework. The foregoing is done largely from interlanguage and intercultural pragmatics contextual points of view with particular interest in the centrifugal powers of language and culture on meaning negotiation in the communication encounters of English-Yoruba bilinguals. The paper concludes by highlighting the implications of the foregoing on the communicative competence of Yoruba-English bilinguals in English-mediated academic engagements.*

1. **THE FUTURE IN THE FACE OF TODAY: THE IGBO LANGUAGE IN DISPORA.**

By

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Language as the most established instrument of identity permeates all  spheres of human  life. It goes with man anywhere and everywhere. Nigeria as a nation with multiplicity of languages

has elevated English language to a high position that its presence is dominating the indigenous languages.  This dominance manifests in every aspect of our existence to the negligence of the indigenous languages. This study intends to investigate how the Igbo living outside the Igbo environment make use of Igbo language to determine how much of the language they know for their transformation. A structured interview is used to collect data on the form of language used in communication by the Igbo in Ondo town which is analyzed and used in the discussion. The results show that the Igbo children in Ondo town use English language in almost all their interactions both at home, in the village as well as among their peers.

1. **EFFECTS OF YORUBA LANGUAGE AND CULTURE ON THE SPOKEN ENGLISH OF YORUBA CHILDREN**

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**Abstract:** *The English language has acquired the status of a second language in Nigeria after about a century of socio-political domination by Britain. Various sections of the Nigerian society use English for different communication purposes. In fact, in some homes today, children are first introduced to English and only afterwards learn an indigenous language as second language (L2) so as to be able to imbibe the Yoruba culture and communicate with the uneducated members of the family and society. Most of the expressions made by these children are full of errors with great deviation from the Standard British English (SBE) variety. This is because most of their parents’ speech and usage reveal ample evidence of the Nigerian flavor. Thus, in the ESL environment, various varieties evolve over time and this has resulted in the Nigerian English variety with distinctive features at the Phonological, semantic, lexical and syntactic levels. It is in the light of these facts, that this paper attempts to investigate some of the errors underpinning the superficial mastery of the Standard British English (SBE) by Yoruba children. Participant observation was used to collect data. This paper therefore recommends in line with the UNESCO’s recommendation that in the ESL setting, Nigerian children should be educated initially in the Mother Tongue (MT) or language of the immediate environment before English language is introduced and qualified English specialists should be allowed to handle the teaching of English at the elementary, secondary and tertiary levels.*

**Keywords:** Standard British English (SBE), ESL Environment, Phonology, Mother Tongue and Culture.

1. **TRANSFORMING AFRICAN EDUCATION THROUGH INDIGENOUS LANGUAGES: THE YORUBA EXAMPLE**

 By

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 Department of Arts and Social Sciences Education,

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Abstract

The indigenous language of a people is the first language and the language the speech community uses for interaction and communication. Studies have confirmed the UNESCO (1953) submission that development and transformation will be enhanced through the use of the indigenous language in education. Such studies include the Ife Six-Year Primary Project, Rivers Readers project and Iloilo Experience. These studies are ongoing. This paper explains how African education can be transformed through indigenous education, using Yoruba as a case study. It does this by examining the status of the mother-tongue in the National Policy on Education, approaches in teaching indigenous education and the status of the Yoruba language today. The paper also discusses efforts made by scholars in the field of engineering, medicine communication, education etc to transform Nigeria through Yoruba language and the prevailing challenges. It recommends the implementation of the language policy in the National Policy on Education, UNESCO’s actualisation of the 26% allocation of the national budget to education and recruitment and training of teachers of indigenous languages

**Language and the Challenges of Teaching Modern Education**

ABSTRACT

Language is synonymous to development. It's popularly known that no nation can attain meaningful development through the use of a foreign language in education. The world in the 21st century is revolving globally each and everyday and in meeting this trend, Nigeria must use the indigenous languages as media of instruction. However, research has shown that, the non-standardization of Nigerian languages, undeveloped orthography, inadequate human and material resources, attitudinal factors and flaws in the language policies have hampered the use of these languages for modern education. Thus, this paper tends to look critically at this challenges, and how it affect the teaching of modern education. Also, it makes further suggestion such as: funding, collaboration between all the levels of government in developing these languages, development of orthographies of minority Languages, among others.

Keywords: Language, Mother-tongue, Indigenous Languages, Modern Education.

1. **UTILIZING YORUBA CHILDREN'S LITERATURE AND CULTURE IN EDUCATING
AND TRANSFORMING NIGERIA**

**By**

**Dr.Mrs F.T. Ajayi**

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This paper examines the roles of children's literature and culture in
educating and transforming the society. The paper
looks at some cultural ethics in the themes and how they can be used
in transforming the whole nation. The study is of the view
that if concepts such as
courage,respect,honesty,justice,humility,love,equity,perseverance and
obedience which forms the
themes of children's literature in Yoruba land,are properly inculcated
into the minds of the children ,it will lead to a disciplined
adulthood.
This work beliefs that when an individual is transformed he will in
turn transform the society as it is said that children are the future
of tomorrow.
Children's literature contains crucial cultural ethics and values and
they need to be resuscitated and also the teaching of these values
should
be emphasized for the children in the society.The paper concludes that
Yoruba children's literature and culture are indispensable tool in
inculcating
positive values in the live of people and to the society as a whole.
**Keywords:** Culture, Education, Transformation, Children's literature

**6. The Mother Tongue, Mathematics and History**

***N. C. Kamelu*, *S. O. Olagunju*&*Ajishola Omojeje*, Adeyemi College of Education, Nigeria**

1. **The Hidden Treasures In Mother Tongue Education : Hausa And Igbo Languages Contributions**

***Shuaib .A , Nnadi . C. C  and Okoroafor , E. I*, Adeyemi College of Education, Nigeria**

1. **Addressing Challenges of Modern Education in Nigerian Languages**

**Panel A7:** **Education and Security**

1. **THE IMPACT OF MATHEMATICS ON NATIONAL SECURITY**

**BY**

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**ABSTRACT**

Mathematics as the language of science and technology plays a vital role in the development of any nation. This paper examines mathematics skills, various forms of security and the roles that mathematics plays in each. Some areas of applications of mathematics in national security include cryptography, satellites launch and wavelet transformation. Recommendations made include enlistment of graduates of mathematics and applied sciences into the national security manpower structures. Functional mathematics education incorporating national security should be included in the post primary school curriculum

**KEYWORDS**; Mathematics, National security, Intelligence gathering, Safety

1. **SAFETY IN THE TERTIARY INSTITUTION COMMUNITY**

By

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**Abstract**

An academic environment is expected to be devoid of any unpleasant and unsafe happening. This is so because the safer the environment, the more pleasant it will be for both academic and non-academic  personalities. A safe tertiary institution setting will promote in the occupants a sociable, healthy and sustainance culture that will make them to perform their duties as expected. Such a community will not be tensed-up and under any form of pressure. The tendency for above- the level productivity will be enhanced continually. It is as a result that this paper took a look at safety in the tertiary institution setting. Salient aspects on the issue were discussed. Conclusion was arrived at and recommendations were advanced.

**Keywords**- Safety, Tertiary, Community, Institution, Health

1. **Eduransom AND THE CHALLENGES OF PROVIDING QUALITY SECOND TIER EDUCATION IN CONTEMPORARY NIGERIA**

**BY**

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**Abstract:** The phenomenon of using the cover of darkness to go to elite secondary schools in Nigeria to kidnap and/ or abduct students for ransom or sexual gratification is gradually becoming a feature of secondary education in Nigeria. In the North East, an estimated 270 students (mainly) females were kidnapped under the cover of darkness by the Boko Haram insurgents. Before this sensational case, there have been several cases of kidnapping/abduction in many elite secondary schools, especially in South West, Nigeria. The parents of the unfortunate victims were always forced to part with huge ransom fees to secure their safe release and return. In many cases, the payment of ransom is often hidden from the public by security agencies and negotiators. Eduransom in the context of this paper is the deliberate and conscious invasion of schools by organised armed groups to kidnap vulnerable school children for ransom. This is gradually becoming a feature of secondary education in Nigeria and, if not quickly addressed, will have negative repercussions on education. The possibility of Eduransom spreading to tertiary institutions where children from rich families are targeted for abduction is high. The objective of this paper, using system theory, is to draw attention to the implications of Eduransom on Nigeria’s drive to provide quality education for its citizens.

**Keywords:** Eduransom, Nigeria, Secondary education, Security, Kidnapping,

**EDUCATION AND THE CHALLENGE OF SOCIAL COHESION IN AFRICA**

**By**

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**Abstract:**

This paper was informed by the contribution of Julius Nyerere’s education for self-reliance and its pragmatic impact on education today. This bring about an understanding that knowledge should not just be for knowledge’s sake but should order a course in the individual and society at large. Beyond Nyerere’s recommendation, this part argued a form of education that is geared towards attitudinal and social re-orientation, which will bring about social cohesion in Africa. In carrying out such task there should be an educational reformation at all levels of learning that will engender harmonious living in the society. We submit that education, just like the Socratic recommendation should gear towards enlightenment and social orientation that will instil right values will foster peaceful coexistence across tribes, ethnicity and religion in Nigeria.

*Keywords: social cohesion, enlightenment, educational transformation*

1. **Leaders of Tomorrow, Myth or Reality: Interrogating the Impact of Insurgency on the Education of Primary and Secondary School Pupils in North-eastern Nigeria**

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**Abstract**

Many studies have emerged on the scourge of insurgency in the north-eastern Nigeria. However, most of these studies hammered on the economic and political implications against its impacts on the education of children who are often referred to as ‘leaders of tomorrow’. The Boko Haram insurgency has resulted in kidnappings and killings of students, teachers and even parents; destruction of several schools’ infrastructures and serious hampering of school administration by the sacking of civil servants working in ministries and agencies related to Education. This paper examines the impact of these perilous activities of Boko Haram on the future of school pupils in Borno, Adamawa and Yobe states. Findings show that insurgency has negatively impacted on the enrolment of children in schools for fear of being attacked by the insurgents. Further findings also indicate that the contaminated religious philosophy being propagated by the insurgents has significantly affected the orientation of the people of the affected areas towards education. Applying Mary Kaldor’s new and old war proposition, this paper interrogates the foregoing using a combination of data derived from both primary and secondary sources through survey approach.

**Keywords**: Insurgency, Education, Leaders of Tomorrow.

1. **LANGUAGE, LITERATURE AND EDUCATION FOR NATIONAL SECURITY AND TRANSFORMATION: EXPERIENCING THE OPPOSITE**

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**Abstract** Transformation is as old as humanity itself. Education through the use of language and literature is envisaged to bring about adequate and functional security in every society. This is to enhance transformation that will produce rapidly needed development in the third world countries. Africa’s development has been over the ages bastardized as a result of the negative effect of both colonialism on the part of the West and its twin sister, neo-colonialism on the part Africa. Among these vices are: senseless and wanton killings of helpless compatriots, abuse of power, high level corruption etc. This paper is poised to correct the notion that vices are on the high side due to the education acquired by the elites. The paper looks into the causes of the negative tendencies as a result of the enlightenment and civilization in this modern times, rather the opposite of what education stands to impact on whoever is educated is been experienced. The paper also blames national insecurity on the lack of self-discipline, inadequate leadership experience, inadequate leadership training, lack of leadership training and qualifications on the part of the leaders whose leadership styles is not by example. Therefore, language, literature and education will navigate the ocean of thoughts to make known the reasons for the opposites been experienced, and proffers certain solutions.

***PANEL SESSION B***

*B1*

**PANEL B1**: **TRANSFORMING POSTCOLONIAL EDUCATION IN AFRICA**

1. **THE INFILTRATION AND IMPACT OF WESTERN EDUCATION ON INDIGENENOUS EDUCATION IN NIGERIA**

## BY

**OYEWUMI C.F PHD AND DR. M. F. DADA**

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The traditional education system in Nigeria is life-long in nature as it aims at equipping individuals with the necessary skills and attitudes that would help them function effectively in the society, the system has been and is still effective in providing functional training and experiences in artistry, farming and other vocational skills which are needed for the survival of the society.

No study of the history of education in Africa is complete without adequate knowledge of the traditional or indigenous educational system prevalent in Africa before the arrival of Islam and Christianity.

Ajiboye (1999) maintained that western education as we know it today predated by traditional education in Nigeria. He regarded as erroneous and incorrect the impression created by some foreign authors that there was no education in Nigeria before the arrival of the missionaries, this is because the formal education as it is being referred to now is as old as the society itself and has been highly developed before the advent of the formal western education. This study therefore, seeks to investigate the infiltration and impact that western education had on the indigenous education in Nigeria.

Since it is historical in nature the researcher will employ historical method and use document from primary and secondary sources for this study.

**Key words:** Impact, infiltration indigenous, western education.

1. **HISTORY AND GLOBAL MULTICULTURAL EDUCATION: A NECESSITY FOR CHANGING COMMUNITIES**

**BY**

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**Abstract**

Multicultural education, a concept built on the ideals of freedom, justice, equality, equity, and human dignity affirms the need to prepare students for responsibilities in an interdependent world. It recognizes the roles schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and challenge all forms of discrimination in schools and society. This paper explains the global perspective of multicultural education and how institutions of higher learning in Nigeria can use it to remain models of academic excellence in changing Nigerian society. It argues that multiculturalism has not been fully implemented, implication of this is insecurity, ethnic-politics, economic encroachment and racial in-toleration and ethnic tensions in Nigeria, it had really endangered the education sector and peace in the country. The paper concludes that the promotion of history and its allied disciplines, through multidisciplinary approach to historical reconstruction would ultimately enhance multicultural education and promote the Nigerian citizens for greater responsibilities while providing a conducive atmosphere for classroom harmony, peace and internal integration in learning process in Nigeria.

**The Humanities, American Revolution and Post Independence African Renaissance**

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**Abstract**

The rest of the world, especially emerging democracies look up to the United States of America for leadership in the direction of democratic ethos. The American advantage in this regard is predicated on the quality of educated elites trained in the humanities that prosecuted the revolution and the subsequent drafting of the classic American Constitution. The discourse is an attempt to demonstrate the relevance of the humanities to societal engineering and re-engineering using the American experience as a basis of analysis. An interpretative approach is adopted to analyse documents and statements with relevance to the American Revolution and Constitution. The discourse concludes that African elites can derive inspiring wisdom from the American lessons towards a post independence African renaissance.

**Keywords**: Humanities, African Renaissance, Revolution, Re-engineering, African Elites

**The Politics of a Dichotomous Educational System: Marginalization of the Peoples of Southern Cameroons**

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Title of paper/Abstract:

**“The Politics of a Dichotomous Educational System: Marginalization of the Peoples of Southern Cameroons”**

Across Africa challenges in the Education sector continue to plague nations and hamper development, thereby placing Africa in a marginal position within a global context. This is partly due to lack of educational infrastructure, and a failure to keep the promises made at independence and to meet the current needs of the people in an increasingly globalizing era. This at least is the case of the Cameroons where, there are more and more student insurrections on college and university campuses as anxiety over their compromised future continues to grow, their creativity and potential crushed while they become sacrificial lambs. This paper examines the history, types of systems and state of education in the Cameroons. It explores different modalities, and connections between key elements (infrastructure, quality education, trained teachers, equal access, funding, etc.) that determine educational advancement and/or hamper its potential to transform Cameroon and Africa. It draws on data collected during fieldwork between 2015 and 2016 with particular emphasis on “Youth Rising,” and the “People’s Revolution” that started in November 2016 and resulted in “no schools” and “ghost towns” across Southern Cameroons. C. Bouquet, Sciences Po Bordeaux, calls the trend “la ruecratie. This paper uses an inter-disciplinary methodology that combines primary sources, secondary sources, archival material, and oral sources. Quality and relevant education is key to Cameroon’s and Africa’s transformation and development for the empowerment of its youth and a better future.

***Music Teacher’s Education and Transformation in Nigeria***

*The importance of music education, the role of music teachers and the need for teachers education in the transformation agenda in Africa cannot be over-emphasized. It is an undisputable fact that music teacher play conspicuous and significant role as character moulder and nation builder through the instrument of music education in the transformational processes. The theme of this paper is titled “music teacher’s education and transformation in Nigeria. The paper discusses the concept of teaching and learning, concept of music education, importance of music education in Nigerian societal transformation, the need for music teacher’s education and its role in societal education and transformation in Nigeria, problems of music education and lastly, it discusses the conclusion and recommendation on the way forward in music teacher’s education in order to achieve the educational objectives of societal transformation of the African continent*

 **EDUCATION, DEVELOPMENT AND TRANSFORMATION: GAINING MAXIMALLY FROM EDUCATION**.

By

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**Abstract**

It is common knowledge that education is the bedrock of development of any nation and its proper deployment is the beginning of sustainable development. If this is anything to go by then every nation that embraces any form of education should be able to hold her head up in terms of economic and social development. However it is obvious that this is not so all over the world. This suggests that it is good quality and appropriate education that translate to good development. Over the years unending focus has been placed on education in Nigeria and indeed Africa but sufficient efforts have not been made by successive Governments to the extent that Nigerians and the rest of Africa can enjoy the true dividends of education in terms of development and appreciable transformation of individual lives and the societies. Perhaps adequate attention has not been paid to the necessary aspects of education that could assist in harnessing our peculiar nature and potentials as Africans or the types/forms of education we have adopted or practising is not culturally relative. Where actually have things gone wrong? Wherein exactly lies our long awaited development and subsequent transformation amidst our educational systems? This paper sets out to interrogate the problem of getting education to work in Nigeria and indeed Africa for the economic and social transformation of lives and the sustainable development of nations in Africa. Identifying the missing link or neglected areas may go a long way in getting our educational system right for sustainable development and transformation in Nigeria and indeed Africa.

**Panel B2**: **Public Education and National Development**

1. **Language Rights and the Sustainable Development Goals: Implications for Quality Education in Nigeria.**

By

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That a natural language is central to all human activities is incontestable, asit carries the people’s identity, shapes their thoughts and is a powerful tool, because it embraces values, cultures and concepts of a particular frame of reference. As such, the language a people speak has a crucial role to play in the attainment of the sustainable development goals by the UN General Assembly for 2015 to 2030. Particularly, the fourth goal is to “ensure inclusive and equitable quality education and promote lifelong learning”since obtaining a quality education is the foundation to improving people’s lives and sustainable development. If this is the case, then suffice to say that it is practically impossible to achieve the above objective of the SDG if the language of instructions is not the language that the children are familiar with or if the given language is foreign to the children. If quality education is teaching the skills and tools that are needed to build a comprehensive foundation of knowledge that is meaningful to the student through learning, then the children must be taught in the language that they are familiar with and knowledgeable in. The essence of this paper is to, therefore, examine critically, what language rights is, some fundamentals of language rights and the ways and manners these linguistic rights of Nigerian children have been trampled upon vis-à-vis the damage it has done to quality education while using English, French and Arabic as media of instructions all through the stages of instructions of the children. We proffer practical solutions to the linguistic rights of the children that have been abused so that Nigeria can also reap the benefits that are accruable to nations that are using their various indigenous languages at the various stages of their education.

1. **Student-Teacher Relationships as a Protective Factor for School Adjustment during the Transition from Junior to Senior Secondary School**

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**Abstract:** The relative importance of teachers’ role in the trajectory of students throughout the formal schooling experience cannot be overemphasized. A robust body of research has identified school transitions during adolescence, and in particular the transition from middle to high school, as one of the riskiest phases for school failure, being characterized by significant social, emotional and behavioral changes and poor adjustment to the new school context. The impact of students' relationships with their teachers may be particularly relevant during critical developmental periods with respect to poor academic achievement of Nigerian students . The aim of this study was to investigate the effects of the quality of teacher-student relationships, as perceived by pupils, on academic achievement, and problem and prosocial behaviors during the relevant school transition. The sample consisted of 650 students (Male, 350 and female, 300). We employed a self-report questionnaire to collect information on: demographic characteristics, quality of the relationship with teachers, problem and prosocial behaviors, and academic achievement. Students filled in the questionnaires twice: once during the Junior Basic 9 class and 2 years later, during their second year of Senior Secondary School. Regression analyses indicated that both average and varying levels of closeness with teachers significantly predicted changes in academic achievement: A perceived increase in closeness in Basic 9 class, as well as a higher mean closeness level, was associated with an increase in academic achievement. In turn, an increase in the level of perceived conflict with teachers significantly predicted an increase in conduct problems and hyperactive behaviors. This study supports the significance of student-teacher relationships as a protective factor during students' transition to Senior Secondary School. Our findings also highlight the importance of relationship quality in preventing students' risk of school failure.

**Keywords:** student-teacher relationships, protective factor, school adjustment, transition from junior to senior secondary school, academic achievement

1. **Student-Teacher Relations in Contemporary Nigerian Tertiary Institutions**

BY

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**ABSTRACT**

The Nigerian tertiary education sector which encapsulates Universities, Polytechnics and Colleges of Education consists of two distinct groups- students and teachers- who come in contact in order to actualize the teaching-learning process. Of the three domains of impacting knowledge which includes Teaching, Research and Community Service, fulfilling the task of teaching have led to regular contacts between teachers and students thus serving as the basis of student-teacher relations. With the rising cases of rape, sexual harassment, sex for mark among other anomalies that has bedeviled the tertiary level of education, the need for a critical look at Student-Teacher relations has arisen. Surprisingly, this area has been largely avoided due to its sensitivity and topical nature. The objective of this paper is to examine if issues arising from student-teacher relations is a contributory factor to the high incidences of sexual harassment and abuse in our tertiary institutions. This paper concludes that unguided, unprofessional contacts between students and teachers have contributed significantly to the high incidences of sex-related issues in our tertiary institutions and the poor quality of graduates churned out annually by these institutions. It recommends the creation of an independent body or unit outside these tertiary institutions to moderate Student-Teacher relations in order to reduce the high rate of sexual immoralities involving students and teachers in tertiary institutions across the country.

**Keywords**: Teaching, Universities, Polytechnics, College of Education, tertiary education

1. **THE TREND AND IMPACT OF GOVERNMENT EFFORT ON PUBLIC EDUCATION IN NIGERIA**

By

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**ABSTARCT**

The standard of education is not basically on the quantity but on the quality of such provided by the state. The last couple of years have witnessed increasingly competition for school enrolments from the non-government sector resulting in a pronounced shift in enrolment share, due to decline in the standard of education and the quality of products emanating from the system.

This paper looks at the current trend, the impact of this trend for public education and discuses the future role of government in education at various levels.

1. **COMPARATIVE ANALYSIS OF PRIMARY EDUCATION IN NIGERIA AND POLAND**
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This paper examined the comparative analysis of primary education in Nigeria and Poland with special interest on the government policy on primary education, how accessible is primary education, what is the completion rate of primary education, Administration of primary education, funding of primary education, pupils enrollment in the primary schools, availability and quality of primary school teachers,
provision of educational facilities to aid teaching and learning in the two countries and so on. The study employed historical research method cum descriptive research design. The paper also traced the
development of western education in the two countries. Comparative analysis of primary education in the two countries was done to deduce the differences and the similarities in the primary education of the two countries. As a matter of fact, there is no country without her own shortcoming educationally, especially when it come to the issue of financing education by the government which is always inadequate, this in adequacy always lead to inadequate teachers to cater for pupils in school, in adequate teaching and learning facilities, inadequate classrooms and inadequate motivation and incentives for teachers thereby resulting to poor performance of pupils which later turn out to affect the development of the nation. The paper recommended that government should be more committed to the primary education of both countries by providing education that will meet the basic need of the

Individual as well as the society.

Key Words: Comparative analysis, primary Education, government policy, access, completion rate, enrollment.

1. **Effective Utilization and Maintenance of Facilities in Nigerian Public Secondary Schools: Implication for Educational Management**

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*Abstract*

*Over the years, the attention of many government and agencies have been drawn to the poor condition of the nation’s secondary school facilities with adverse effects on students attendance, students’ retention, students’ achievement, teachers’ effectiveness, teachers’ retention and recruitment and occupants’ health and safety. This paper considered effective maintenance and utilization of facilities in secondary schools as an antecedent to functional education and panacea of reducing drastically the drop-out rate from formal school system, improve students’ retention and bring about a positive impact on students’ academic performance/achievement. On this note, the paper therefore examined: the concept of facilities in respect of school, the current state of school facilities and various types of maintenance were also examined. It also looked at challenges of maintaining school facilities in the 21st century in relation to the rapid technological advancement being experienced globally. The paper concluded that the maintenance of school facilities should be jointly funded by the three tiers of government as well as involving the private sector and other critical stakeholders.*

1. **Public Enlightenment Strategy Influence on Water Protection at Riveriine Communities of Ondo State, Nigeria**

**Panel B3**: **Dynamics of Culture and Cultural Education**

1. **TEXTILES AND INTERPRETATIONS IN MASQUERADE DRESSING: A CASE STUDY OF OKO TOWN IN KWARA STATE, NIGERIA.**

By

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**Abstract***: The African masquerade parades is inherent in the peoples believe system which has great affinity to their ancestral worship and believe in life after death. Like the Christian faith postulates that death in this body is passage way to eternity in heaven or hell. The African believe in life after death which gives rise to art practices to assist their claim. One major means of practicalising the existence of these spirit beings (ancestral spirits) in the African culture is through masquerades who are usually dressed in multimaterial ranging from traditionally woven fabrics, animal skin. Leaves and masks are often used as head dress. This paper examined the Egungun Ode “LAYEWU”’s dressing which the Oko-irese people paraded at the climax of the funeral rites at the demise of their Olu-Ode (Chief Hunter). The paper concludes on the need to preserve some aspects of our cultural heritage as a lot is going down the drain among our artistic cultural practices.*

**Keywords:** Textiles, Interpretations, Masquerade dressing, Cultural heritage

1. **CULTURE EDUCATION AN INSTRUMENT FOR SUSTAINABLE OF MORAL DEVELOPMENT AND NATIONAL INTEGRATION**

**By**

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**Abstract**

Culture form the basis of the rich heritage of Africans. Africa greatest contribution to development of the world is in artistic tradition and culture. Culture refers to the totality of People’s way of life. In another sense, culture encapsulates knowledge, beliefs, customs and tradition that are available to the members of a society. This paper therefore addresses the dialectical relationship between culture, development and nation-building. It draws attention to the imperatives of a culture –centered strategy of development in Nigeria. The paper adopts hermeneutics method in carrying out the research. The paper recommends that culture education of Africans constitute an integral part of African development. African cultural traditions had some underpinning philosophical and psychological traits which can be seen clearly when viewed from their social and religious context therefore, one cannot talk of any meaningful national development without using ‘culture’ as the fountain spring of all policies whether educational, social, political or economic.

**Keywords: Culture, Education, Development, Integration and Society.**

1. **Fortress Mentality: Breaking through the Barriers of Culture to Deliver Transformative Education in Africa; the Nigerian Example**

By

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**Abstract**

Culture in Africa is one great barrier to breakthrough and the provision of transformative education. This is not to say that there was no education in Africa prior to the introduction of Western education as we know it today. Rather, the pioneers of western education perhaps did not gather enough fact about African culture before the introduction of education. It has therefore become next to impossible to totally penetrate the existing “culture fortress” and make education purely transformative. Two “culture fortresses” are identified by the present author; these are the almagiri culture and Masun kiwo culture amongst the Hausa-Fulani people of Northern Nigeria. The argument of the present writer is that these “culture fortress mentality” must first be broken through by in-depth study of the culture of a people if transformative education is to be provided in cultural Africa. Data for the study included ethnographic data from the Northern part of Nigeria, oral information elicited from Hausa-Fulani group found in Southwestern Nigeria. The data were analyzed through the use of historical method where elicited information are juxtaposed with existing study to verify the veracity of claims earlier made. The study found that Nigeria has done some ground breaking works in certain area but much still required to be done.

1. **“IWURE” IN IFA LITERARY CORPUS AS UNWRITTEN YORUBA PSALMS**

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**Abstract**

Ifa literary corpus constitutes one of the major sources of indigenous knowledge in Africa particularly in Yorubaland. Although, Ifa is commonly referred to as “Opitan ale Ife”, its contents are more than mere stories. Apart from the vast words of wisdom and counsels, several corpus of Ifa contain words of blessing that are known in Yoruba language as “Iwure” and comparable to the biblical psalms. This study attempts to analyse some of the words of blessings (Iwure) as hidden Yoruba treasures in Ifa literary corpus with a view to compare them with Psalms in the Bible. The study depends on oral data gathered through interviews conducted with some renowned Ifa priests in Yorubaland and relevant literature that have bearing with the subject matter of the study. The study will no doubt contribute in no small measure in re ascertaining the importance of this Yoruba important cultural practice that is being undermined by modern ways of praying.

**Keywords:** Ifa corpus, indigenous knowledge, “Iwure”, biblical psalms, cultural practice.

**CULTURALLY-BASED EDUCATION IN EARLY CHILDHOOD CLASSROOM**: **A POTENT WEAPON FOR ACHIEVING TRANSFORMATION IN AFRICA**

**By**

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**Abstract**

Education is a multi-faceted tool as well as cultural product employed by the societies of the world to attain the desired status especially in the area of development and transformation. Nevertheless, when education does not give due cognizance to the culture of the immediate environment of the recipient, it bounds to yield little or no result. Culture and education are inseparable because the latter is a by-product of the former but the process and practice in the educational system in Nigeria is a reflection of the fact that the two have been separated because of the preference for practices that are based on the western culture especially at the early childhood setting. Hence, meaningful transformation might not be achievable until there is a reconnection between the two to have culturally-based education. This paper therefore, discusses the concept of culturally-based education and its relevance towards achieving transformation in Africa. It also provides justification for focusing on early childhood education level in achieving transformation in Africa. Recommendation was made to make practices in early childhood classroom in Africa culturally appropriate to achieve transformation.

**Keywords**: culturally-based education, early childhood education, transformation

**6. Leveraging Contemporary Knowledge with Indigenous Textiles Production for Economic Transformation in Nigeria**

**By**

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**Abstract**

Weaving among the Yoruba of Nigeria has been used to transfer and perpetuate indigenous technologythrough theapprenticeship training for cultural propagation and as a means of livelihood and economic self-sufficiency for practitioners. The study observed that despite global technological advancement in the textile industry, woven textiles still suffer contemporary acceptance due to heavy texture, design monotony and inability to mass produce. The study used both experimental and survey research methods: weavers were trained to use wide loom to produce wider width *Aso Ofi*, while design variety were introduced into the products through Computer Aided Design (CAD). The process and products of the experiments were assessed through an Oral Interview Schedulle administered on 226 weavers (113 males and 113 females) selected through purposive sampling in the study area. Interview Schedulle contained items on respondents’ demography, type of training, sources of equipment, product processing and patronage. Data collected were analysed using descriptive statistics and T-test to test hypothesis at p= 0.05 level of Significance across gender. Results confirmed that Hypothesis was accepted for product attributes like: cultural values (T-cal= ≥ 6.00), innovativeness (T-cal = ≥ 2.42), weight and texture reduction (T-cal = ≥ 2.57), mass production (T-cal= ≥ 4.00), improved patronage (T-cal = ≥ 3.60), and capacity building (T-cal = ≥ 4.00). The study concluded that improvement in the process and products would yield unprecedented patronage without jettisoning cultural attributes. It recommended a synergy between weavers, dressmakers and media practitioners to push up the acceptance of *indigenous woven textiles.*

**Keywords:** Craftsmanship, Indigenous Textiles, Contemporary Knowledge, Economic Transformation, Sustainability

**Panel B4**: **Rethinking Vocational and Technical Education**

1. **FUNDING PATTERNS OF VOCATIONAL AND TECHNICAL EDUCATION PROGRAMMES AND ITS ASSOCIATED PROBLEMS IN NIGERIA**

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**Abstract**

*Education is an expensive social service that requires adequate financial provision from all the three tiers of government, private sectors and other stakeholders for a successful implementation. Vocational and technical education is very important in skills acquisition, entrepreneurial development and economic development of any nation, though it is associated with huge investment of establishment and maintenance. The importance of vocational and technical education programmes for entrepreneurial and economic development in Nigeria cannot be over emphasized. Over the years the issue of inadequate funding of vocational and technical education programmes in Nigeria has been the bone of contention and this has been one of the major factors hindering proper implementation of vocational and technical education programmes in Nigeria and this is why vocational and technical education programmes in Nigeria cannot attain the heights in which they were envisioned as compared to their counterparts in other countries of the world.* *This paper therefore examines the funding patterns of vocational and technical education programmes in Nigeria, problems associated with the funding of vocational and technical education programmes in Nigeria and make recommendations for it adequate funding as appropriate.*

**Key words:** Funding, problems, vocational and technical education

1. **Conceptualization of Procedural Functional Pedagogical Content Knowledge of Vocational Subject Teachers in the Digital Classroom Context.**

by

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**Abstract:** *This paper offers an exploration of contemporary issues related to the forms of Procedural Functional Pedagogical Content Knowledge (PrFPCK) needed by teachers to effectively use emerging Information Communication Technology (ICT) resources as pedagogical tools in the digital classroom context. It is imperative to look at instruction in the digital classroom environment such as Office Data Processing (ODP) by specifying the specific PrFPCK that needs to be acquired by ODP teachers at Technical Vocational Education & Training (TVET) colleges in South Africa. This study applies factor analysis for exploring beginner and veteran ODP teachers’ PrFPCK at TVET colleges in South Africa. The researchers would develop an inventory of 65 comprehensive measures based on the PrFPCK framework and validates the inventory on a dataset of responses from 107 ODP teachers. The findings of this study would generally reveal the importance of Procedural Functional Content Knowledge in explaining the technological knowledge of ODP teachers in ICT-enhanced classroom.*

***Keywords:*** *Procedural, Functional Knowledge, ICT-enhanced classroom, TVET colleges*

1. **VOCATIONAL AND TECHNICAL EDUCATION IN NIGERIA, 1932-1960**

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The level of unemployment in Nigeria is extremely high. Not less than 20million youths are jobless in a country with abundant and rich opportunities. One of the reasons for this ugly situation is due to the increasing number of youths without vocational and technical skills. Therefore, the relevance of vocational education in a country such as Nigeria is not in doubt. Ironically, hundreds of youths prefer university education with a false hope of securing white-collar jobs after graduation while several of them are eager to travel out of the country. This study examines the beginning, growth and development of vocational and technical education in Nigeria. This is with a view to understanding the crisis associated with dearth of technical manpower prevailing in Nigeria. Archival records coupled with oral and secondary source materials would be utilized to carry out the study.

1. **GENDER ISSUES IN VOCATIONAL AND TECHNICAL EDUCATION AND EDUCATIONAL SYSTEM IN NIGERIA**

By

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**Abstract*:*** *Gender is an ample determinant in the choice of one’s field of study. However, in the field of Vocational and Technical Education in Nigeria’s Educational system, gender issue is mostly associated with lack of female’s participation. This study however, examined gender enrolment and trends in various technical courses in Vocational and Technical schools in Nigeria, and also identified the career aspiration among the students of both gender as well as the factors that influence their choice of career. Data for this study were gathered and compiled from various sources. These include; annual reports of the Ministry of Education, the National Board for Technical Education (NBTE) and a constructive close-ended questionnaire for students. Trend data for students’ enrolment in Vocational and Technical schools, as well as in institutions of higher learning were presented between 2012 and 2016. Percentages of male and female students’ enrolment in federal, state and private polytechnics, monotechnics, colleges of Agriculture, colleges of health technology and technical colleges were presented. Also, the paper found out from focused group of students of both gender in randomly selected Vocational and Technical institutions, their area of specialization and the implications on future career were tested using Cronbach’s Alpha and Chi-square. Major finding revealed that there are gender differences in the student enrolment in favour of males in vocational and technical schools and their area of specialization. However, the females exceeded the males in the field of health science, home science, food technology. Implications of the findings on employment outcomes were discussed. While, recommendations were equally made.*

**Keywords:** Gender issues, Vocational and Technical Education, Nigerian Educational system

1. **Vocational and Technical Education: A Strategy for Sustainable National Development.**

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***Abstract:*** *This paper is designed to look at vocational and technical education as a strategy for sustainable national development in Nigeria. Vocational and technical education seems to be*

*an integral part of sustainable national development strategies in many societies (especially the world leading countries) because of the impact on human resource development, productivity and economic development. It also seems hold the key to national development of most nations. However, despite its contributions to societal and economic development, Nigerian governments and stakeholders have not given this aspect of education the maximal attention requires for sustainable national development. From the foregoing, this paper considers, The paper treated the topic under the following sub-headings: the concept of vocational and technical education, objectives of vocational and technical education, state of vocational and technical education in Nigeria, the importance of vocational and technical education in Nigerian educational sector, the role of vocational and technical education on national and economic development and challenges of vocational and technical education in Nigeria. The paper concludes that through vocational and technical education the workforce of a country especially the youths should be trained to acquire skills, attitude and knowledge which are needed for the economic growth of our nation. The paper therefore recommends that the government must invest vastly and rigorously in education with particular attention given to vocational and technical education for sustainable national development.*

**Keywords**: Economic development, Nigeria, national development, sustainable, Vocational and Technical education..

1. **Vocational and Technical Education for African Transformation: Consumer Education: A Need for Protecting Consumers of Textile Goods**

**Panel B5**: **Indigenous Education and Knowledge Systems**

1. **African Indigenous knowledge Systems (AIK): Its Efficacy and Utilization as Primary Alternative source for Intellectual Liberation and Development in Africa**.

By

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**Abstract:** That the African continent is holistically mired in development challenges is a matter that is quite obvious to both Africans and non-Africans alike. Deep retrospection reveals that this development is a product of the historical experience of slavery and colonization that Africa went through in the course of her history. Added to that is the puerility of post-colonial African leadership. This state of affairs has affected the quality of education given on the continent, which is why it has failed to drive the development of Africa. Be that as it may, conversations factored on the “Blame Game” have not necessarily shown any leeway out of this quandary that the continent has found itself in, therefore there is every need for Africans and African intellectuals to think outside the box in order to generate cogent ideas and initiatives germane to the propulsion of Africa unto the path of constructive development. Adopting the critical Africanist approach, the essay will suggest an attempt at the utilization of African Indigenous Knowledge Systems as alternative path for intellectual progress. The development of pedagogical constructs tailored along values and ethos derived from the abandoned basket of African Indigenous Intellectual heritage will deepen the debate and create enough educational impetus that will be creative and innovative. Efforts at hybridization with selected constructive Western Knowledge content will not be foreclosed because human knowledge is universal. The narrative will engender Africa’s positive contribution to the store house of human intellectualism.

1. **THAT THEY MAY BE IMMERSED: THE PROGENIES OF HISTORICAL SCHOLARSHIP IN NIGERIA**

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**Abstract;** The future of any academic discipline is shouldered on how immersed and rigorous its progenies are in the discourse and narratives of such discipline. Nigerian history had enjoyed a great deal from its initiators whether in the longstanding tradition of historical consciousness evident in pre-colonial African societies or an instituted and refined form of history writing from the 1950s. The succeeding two decades have been referred to as the high noon of historical scholarship in Nigeria and indeed in Africa as History became a utilitarian tool in addressing fundamental issues bothering on identity and nation building. This good was however eclipsed by methodological exhaustion and crisis of relevance from within and without from the 1980s. Elder craftsmen of Nigerian history and their academic descendants have bemoaned among other things the disinterest of undergraduate students in History and dwindling postgraduate enrolment. But no single literature is yet to appraise any significant role of the students’ body, SHSN to the academic discipline of History.

The purpose of this paper is to situate the contributions and make a critical assessment of the Students Historical Society of Nigeria (SHSN) to the business of history advocacy, elaboration and research. Rather than using Ibadan solely as obtainable in most literatures, this work employ select chapters of the student body, SHSN across Nigerian universities as the focus of analysis, inasmuch as they help in illuminating the issues under discussion. For a nuanced analysis, this article intends to interrogate the relationship between the Historical Society of Nigeria (HSN) and its student body, SHSN – how they have both fared in promoting historical awareness and sustaining a toga of relevance and confidence among its disciples. This essay draws information from journal articles, scholarly works accessible in institutional libraries, catalogues of publications, oral interviews and official records.

**Key words**: Student Historical Society of Nigeria (SHSN), Historical Society of Nigeria (HSN), Nigerian history, progenies.

1. **THE ROLE OF IYA KA IN THE YORUBA PRE COLONIAL EDUCATIONAL SYSTEM: A TEMPLATE FOR**

**DAY CARE CENTRES IN NIGERIA**

BY

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**Abstract**

The Yoruba educational system has provisions for the care of the young ones even before the advent of the western education or formal education. An experience woman is placed in charge of the young ones, she is known as Iya Ka. A specialist in the care of children, she is in charge of the children until the arrival of Parents from farms. The number of full-time housewives in Africa’s urban areas is on a rapid decline. Unlike anytime in its history, more African women are working at paid jobs or running their own small businesses. This has made it impossible for the mothers to have little or no time for their children and have no option but to seek the service of day care centers. However, some of these centers have been alleged of wrongful doing to the detriment of children placed in their care. Hence, this paper examines the role of Iya Ka in the Yoruba pre colonial educational system and its impacts on the children. Also, the paper traces the emergence of Day care centers in Nigeria This paper also looks into the operation of the Day Care centers with the aim of understanding its curriculum. This paper employs qualitative method for its data collection which includes data analysis. This paper suggests that government should take proactive role in the establishment of these Day Care centers, education administrators should pay unscheduled visit to the Day Care centers regularly. Also, owners of Day Care centers should not see their services just as a means to put food on their table but as service to humanity. Furthermore, untrained personnel should be discouraged from going into the business of Day Care.

**Key Words:** Iya Ka, Yoruba, Pre-colonial, Template, Day Care

1. **A LITERARY AND SOCIO-CULTURAL ANALYSIS OF POLYGYNY PRACTICES AMONG THE YORÙBÁ DEITIES**

BY

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**Abstract:** This paper interrogates the mythical origin of polygyny practices among Yorùbá Deities as well as its implication on modern society. The article identifies and critically examines the way in which several Ifá oral genres work interdependently to construct a dominant narrative of deities’ polygyny practices as manifestation of human perception on practices of polygyny in their relationship with latter. It observes that the practice of polygyny has been encouraged by our traditional beliefs and its implications on modern society arguably generated to polyandry practices. This research work examines how our cultural beliefs could create inequality, injustice unhealthy rivalry of both feminine and masculine iconographies. It is argued in this paper that it is human that weave words to expose what they consider as the archetype of polygyny practices of deities and at the same time it is human that construct issues that society views as subversive contrary to the mythological world or experience. The paper postulates succors to the challenges of our current historical movement especially in the area of martial; as it has a consequential implications on breaking home. The work uses memoirs personal narratives and mythology of some selected deities and their polygyny experiences. The paper finally concludes that the construction of polygyny by the people in any given society is subjective hegemonic and hinged mainly on human imaginative and creative abilities and capacities.

**Key Words:** Literary Analysis, Socio-Cultural, Polygyny Practices and Yorùbá Deities

1. **Indigenous knowledge system: A Panacea for Educational Transformation.**

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***Abstract***

*As a community- based form of knowledge, the indigenous knowledge has not been accorded his importance in the cognition and intellectual development of African youth. This study tends to advance the position that African indigenous knowledge is significant to the educational advancement of the youth, through its numerous oral materials that are loaded with well- grounded knowledge needed for a functional mind-set. The work is grounded on the systemic functional approach with a focus on the need to identify the indigenous knowledge especially, the ones gained through both material and immaterial culture and, also to intensify their propagation as the educational resource manager. The data used were mainly oral collections from Yoruba speaking states of Western Nigeria. They were obtained from relevant documents and electronic database. African indigenous knowledge is discussed with reference to its contribution to the development of professionalism in individual’s field of work. The findings reveal that the intellectualism displayed by individuals in their field of work is relative to the degree at which the knowledge acquired from indigenous system is maximized. The discussion suggests the need for concerted effort in the documentation of oral materials to promote their acceptance as resources for educational development. Both the government and the educational stakeholders should initiate projects to develop documentation of indigenous knowledge in order to promote culture on one hand and to enhance indigenous capacity for educational sustainability and effective management of educational resources in Africa.*

**Key Words**: Intellectual development, Culture, Professionalism, Oral Resources.

**INFORMATION AND COMMUNICATION TECHNOLOGY FOR EDUCATIONAL TRANSFORMATION IN AFRICA**

by

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ABSTRACT

 Information and communication technologies (ICTs) have become inseparable entities in all aspects of human life. The use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavour within business, governance and civil service. In education, ICT has begun to have a presence but the impact has not been as extensive as in other fields of endeavour. The moving of the world to digital media and information has made the role of ICT in educational transformation to become more important and this importance will continue to grow and develop in the 21st century particularly in most of the African countries. Information and communication technology (ICT) is an indispensable part of the contemporary world. Infact, culture and society in Africa countries have to be adjusted to meet the challenges of the knowledge age. This paper starts by explaining the concept of ICT. The paper will further discuss ICT tools for educational transformation in Africa . Various challenges of effective use of ICT for educational transformation in Africa would be discussed. The paper concludes by proffer solutions to the challenges facing adoption of ICT for educational transformation in Africa.

**Key words:** Information and communication technology (ICT), educational transformation, African countries, developing countries.

Panel B6: **Foreign Languages and Educational Development**

1. CODE SWITCHING AND CODE MIXING A SINE QUA NON IN THE TRANSFORMATION AND REORIENTATION OF TEACHING AND LEARNING OF FOREIGN LANGUAGES IN AFRICA. A CASE STUDY OF FRENCH AS A FOREIGN LANGUAGE.

CODE SWITCHING ET CODE MIXING UNE SINE QUA NON DANS LA TRANSFORMATION ET REORIENTATION DE L’ENSEIGNEMENT DES LANGUES ETRANGERES EN AFRIQUE. LE CAS DU FRANÇAIS LANGUE ETRANGERE (FLE).

PAR

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**RESUME**

L’adoption d’ une approche qui est venue inconsciemment et adoptée inconsciemment dans l’apprentissage des langues étrangères fait l’ écho d’une prise de conscience dans la didactique de l’enseignement d’une langue étrangère, pour un enseignement adéquat et efficace dans la transformation et réorientation de l’enseignement des langues étrangères dans nos classes en Afrique. C'est-à-dire le code mixing et code switching, une approche qui fait la une dans nos classes respectives. C est le focus de notre allocution.

1. **LANGUAGE, A VEHICLE FOR AFRICA EDUCATION AND TRANSFORMATION: A CASE OF ENGLISH IN NIGERIA**

 **By**

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**Abstract**

This paper x-rays the significant of language, as a medium through which the desired goals of Africa education and transformation is achievable and sustainable. It establishes that language, education and transformation in Africa share interdependent relationship. In an attempt to bring the relationship that exist among them to the fore; it argues that language, with its versatile attribute is an indispensable social phenomenon and a tool with which knowledge, skills, values and norms are conceived and articulated in order to transform a person, community, organization, nation or continent from initial stage of development; socially, economically, politically, technologically etc. to an higher stage. For proper delimitation of study, this paper adopts English Language, though of a foreign origin, its long usage by Africans acclimatized it as a medium of transmitting preconceived education for positive change on the one hand and Nigeria, the most populous African nation on earth, as a representative of Africa where the use of English language has transformed not only a large number of individuals but the nation as a whole on the other hand. This paper concludes against the aggressive clamour for the relinquishing of the role of English in Nigeria to indigenous languages and posits that the role of English in Nigeria is still indispensable in a multilingual linguistic firmament like Nigeria.

**Keyword**s: Language, Education, Transformation, Interdependent, Development

1. **FRENCH LANGUAGE EDUCATION AS A PANACEA FOR TRANSFORMING AFRICAN SOCIETIES**

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**Abstract**

*The importance of language as a means of communication to the overall economic, social, political and technological advancement of any nation in the present global dispensation is not disputable. It is difficult to envisage a society without language which is the basis of human progress. It is the flesh and blood of human culture. Language is knowledge and all forms of knowledge are transmitted through language. Therefore, language education is the vital key to transmitting knowledge, skills and attitudes to learners. Thus, this paper will explore how French language education could be a source of transforming African societies. It will use descriptive research method to carry out the research. Five Anglophone countries in Africa will be randomly chosen from the entire populace of African countries. The findings of this research will be used to make qualitative and valuable recommendations for the transforming of the African societies.*

**Keywords**: French language, Africa, Transforming, Panacea

1. **The English Determiner System as a Determinant in National Transformation**
2. **Standardization of Nigerian English for Sustainable Educational Development**

**Panel B7: Pedagogical Practices and the Challenges of Learning**

.

1. **LES LANGUES EN DIASPORA: LA MORPHOSYNTAXE ET LA SEMANTIQUE DANS L’EXPRESSION DU NOMBRE EN FRANCAIS ET EN YORUBA**

 (LANGUAGES IN DIASPORA: MORPHOSYNTAX AND SEMANTICS IN THE EXPRESSION OF NUMBER IN FRENCH AND YORUBA.)

PAR (BY)

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**ABSTRACT**

When two languages are in regular contact, there are chances that some features of these languages will influence one another in all manner of ways at the level of pronunciation, articulation, lengthening, prosody, lexical choice, semantic range, among others. Research in this area has been so rich and popular that, with regards to French and Yoruba there has been little or no interest in the comparative study of these languages viewed as independent structures. The objectives of the study were to show the contribution of number to the behaviour of French and Yoruba as mediums of expression, and to determine the nature of the marks of number and their placement. In addition, the study highlights the processes involved in the application of number rules to each of the two languages, shows the constraints imposed on the number marks, and the implications of the morpho-syntactic peculiarities of expressing number in Yoruba for learning French as a foreign language. To achieve the above, the research methodology adopted was primarily descriptive, relying on the synchronic data and adopting a contrastive perspective.

The findings of the study were that: both languages use only two-scale number system (singular and plural); in plural formation, the mark redundancy features are introduced in some contexts; morpho-syntactic and semantic values are interwoven in expressing number in both languages.

The study concluded by expressing the fact that French is a flectional language, while Yoruba is more of the lexical type when it comes to the issue of number.

1. **Learning English at the University of Adrar: Challenges and Prospects**

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**Abstract:** Learning English as a foreign language has become more than a necessity due to its position as being the language of science and technology, business and communication. A quarter of the world population lives in countries where English has official status. Over seventy percent of the scientists in the world read English and publish their findings in English, and about  eighty  five  percent  of  the world’s  mail  is  written  in English. However, learning foreign languages in general, and English in particular, in the south of Algeria is a big challenge. Despite the effort made by the Ministry of National Education and seven years of English in the middle and secondary school, the Baccalaureate exam show bad results in foreign languages, in general, in the southern regions of the Algeria. This can also be noticed at the Department of English at the University of Adrar compared to other universities in the northern regions. Based on the above mentioned facts, the paper attempts to examine the deficiencies  in the learning skills recorded among the students at the Department of English at the University of Adrar. The study concerns a sample of thirty students graduated in the academic year 2015-16. They will be assessed in the four skills of learning language: speaking, writing, listening and reading, which will allow to check the level of these students therein, and therefore determine their deficiencies. Then, we will try to find out to what extent each of the four major factors involved in the learning process is responsible for these deficiencies. In the context, light is shed on the curriculum of students studying for a license degree, the human and material means provided by the administration, the attitude of students vis-à-vis learning English and the socio-historical aspects which characterize the region of Adrar. The latter involves colonial linguistic legacies on the southern regions in Algeria, namely the contact between the French and the local people. The paper will try to propose some of the remedies to improve the results of the students at the Department of English at the university of Adrar.

**Keywords**: Learning English, challenges, university of Adrar, perspectives, curriculum, learning skills

1. **Fieldwork and Sustainable Pedagogy at the Tertiary Institutions in Nigeria**

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**Abstract:** Subjects such as Geography are still distinctly taught at both secondary and tertiary institutions. But fieldwork, one of the means of implementing the syllabi at these levels is becoming trivialized. This work examines the relevance of fieldwork for teaching and learning at the tertiary level of education. It studies the challenges of the teachers and students, and makes recommendations for holistic fieldwork that will benefit learners, teachers, researchers and field guides. Geography is used as a case study. The four levels of syllabi, 100 to 400 of programmes of study, of six Nigerian universities were examined. There were discussions with six senior lecturers, one from each of the six universities. Ten students each from the four levels of each university responded to a self-structured questionnaire designed to collect data and information on the status, challenges and potential/prospects of fieldwork in their respective universities and levels of studentship. The Likert Scale, Fish Bone Analysis, charts, tables of percentile and Multiple Regression Analysis were used for data analysis and presentation. It was found that the field is one of the geographers' laboratories where students experience at first hand landscapes, places, people and issues, and where they collect data, learn and practise the subject's skills in a real environment. But lack of funds and facilities, interests, security situations and bad condition of roads prevent fieldwork from holding. Fieldwork must regain its rightful place in the execution of syllabi in Nigeria’s institutions of higher learning. The more the fieldwork, the more the knowledge, skills and understanding of both the teachers and the students. This paper calls on the subject associations and governments to intervene.

**Key words:** Fieldwork, sustainable pedagogy, tertiary institutions, subject associations, Nigeria

1. **Adequacy of Use of Research and Development Reports in Adult Education for Societal Sustainable Growth and Development in Nigeria**

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**Abstract:** The study of Adult Education has come a long way in Nigeria. This paper has tried to reiterate the objective of teaching and researching in Adult Education, and examine the research works in the field, and the level of usage of research reports for national development. Suggestions were made for sustainable use of the results of researches for sustainable growth and development of the nation, Nigeria. It used both primary and secondary data and information. It is in six parts: The introduction, scope and content of Adult Education taught and researched in Nigeria, centre and intensity of teaching and learning of the discipline. The last two parts are "towards sustainable research and development;" and discussion, conclusion and recommendations. There is an avalanche of research reports turned out every year at conference, seminars and workshop. There are also gamut of scholarly research works by individuals and groups from the institutions where the discipline is being taught and researched about. But they are often hung off shelves. The most obvious, at best, are in the university library and or in the offices of the researchers. This however is not peculiar to the results of researches in Adult Education but peculiar to all disciplines taught and researched about in Nigeria. There must be paradigm change: The results of researches must be valued and used/implemented to enhance development of the body of knowledge, and for generic growth and development of the nation. The chapter calls for concerted efforts for collaboration between institutional departments, universities and yet to be identified government division that must be saddled with this responsibility.

 **Keywords:** Research and development, Adult Education, National development, Nigeria

1. **STRATEGIES FOR FACILITATING CLOUD COMPUTING IN NIGERIAN EDUCATIONAL SYSTEM**

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**Abstract**

The ubiquitous nature of Information and Communication Technology (ICT) over the years has led to technological advancements in almost all sectors in Nigeria with no exception to Education. Furthermore, cloud computing which is a new model of ICT has brought about a large-scale transformation to the Nigeria educational system. Cloud computing has reshaped most of the processes relating to learning, teaching and administration by creating a collaborative learning environment, improving learning opportunities for students as well as improving communication and interaction between learners and teachers. Hence, cloud computing has the capability of improving the standard and quality of education. Despite the benefits of cloud computing to education, cloud computing is yet to be fully adopted in Nigeria educational systems. Thus, its advantages are yet to be fully attained within the context of Nigeria educational system. Factors hindering the effective adoption of cloud computing in Nigeria educational system include epileptic power supply, inadequate ICT infrastructure, low bandwidth, resistance to change amongst others. In view of this background, this paper explores the concept of cloud computing in relation to education. This paper also examines the advantages of cloud computing in the Nigeria education system as well as the barriers to the effective deployment of cloud computing in the Nigeria educational system. This paper also recommends strategies for facilitating the wide adoption of cloud computing in Nigeria educational system. The paper suggests that the Nigerian government should provide an enabling environment for the successful implementation, maintenance and sustenance of cloud computing in Nigeria educational system.

**Keywords:** Cloud computing, educational system, information and communication technology, Nigeria

1. **MATERIAL RESOURCES MANAGEMENT SKILLS NEEDED BY PRESCHOOL TEACHERS IN ONDO STATE**

 **BY**

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**Abstract**

*This paper examines material resources management skills needed by preschool teachers in Ondo State for planning, organizing, controlling and evaluating the use of material resources in their classrooms. The population for the study consists of 892 respondents. These include 196 Headmasters/mistress, 679 preschool teachers and 17 Home Economics lecturers from tertiary institutions in the state. Multi-stage sampling technique was adopted in selecting the 197 respondents which include 90 preschool teachers, 90 preschool management members and the entire 17 Home Economics lecturers in tertiary institutions in the state. The instrument for data collection is a 68-item structured questionnaire. The data collected were analyzed using analysis of variance (ANOVA) for testing the hypotheses at p≤0.05 level of significance. Findings from the study revealed that 68 material resources management skills were needed by preschool teachers in the state, these include; 15, 14, 19 and 20 material resources for planning, organizing, controlling and evaluation skills respectively. There were no significant differences in the mean ratings of the responses of preschool teachers, preschool management and Home Economics Lecturers on the material resources skills needed by preschool teachers in the state. Based on these findings, the following recommendations among others were made: educational administrators in the state should ensure that preschool teachers are skilled in planning, organizing, controlling and evaluation of material resources usage in preschools; conferences and workshops should be organized for preschool teachers for skill update in the use material resources.*

**Key words:** Preschool, material resources, management skills

**PANEL SESSION C**

PANEL C1: **The Indigenous, Modernity and Globalization**

1. **“They Burnt Our Shrines!” The Politics of Traditional Knowledge in Kenya**

By

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In light of the conference theme, “Education and Africa’s Transformation” this paper examines the problematic relationship between traditional knowledge of rain shrines, colonial rule, Christianity, and current drought management policies in Kenya. Through the lens of rain shrines and associated sacred ceremonies, the study aims to analyze a history in South Central Kenya that is slowly being forgotten and dying, as one rainmaker soberly claimed on this tradition, “after us there will be no more”. Unfortunately, despite the long tradition versus change struggle, all sides have lost the battle to fight drought issues. Recently, on February 10, 2017, Kenya’s Star Newspaper reported on drought again, “Kenya Declares Drought National Disaster”outlining the government’s acknowledgement of the drought impacting about 23 arid and semi-arid areas along with a request for assistance.[[2]](#footnote-2) Most drought mitigation and management focus mainly on coping and relief strategies, instead of solutions for increased and predictable rain. This study reveals the entangled politics of traditional knowledge in modern Kenya, showing rainmaking efforts are often not always supported by the State, local Chiefs and Christian members. Additionally, it questions the importance of Kenyan traditional knowledge in a modern world strongly influenced by global white supremacy. Through a combination of interviews and surveys from 2009 to 2017, archived files, and media reports, this study argues that there is a need to revisit rain shrine ritual knowledge and the importance of collective prayer for community empowerment and unity.

1. **The Role and Impact of Indigenous Education on the people of Yoruba Land Prior to 1903 A.D**

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**Abstract**

 Pre-colonial education was one of the priorities of the pre-colonial Nigerian society. This article explores the characteristics, goals, modes of transmission, teaching and learning strategies of indigenous African education. It was meant for moral inculcation, in which the pursuit of excellence and quality has always been an important tool of educating people in the pre-colonial period. Informal and vocational training constitute the core of indigenous Education in Africa to make people of the indigenous age be able to form or influence a decision, differentiate the good and the bad as well as to guide members of the society to conform to societal values, norms and interests. The article suggests the adoption of some of the elements of this system into modern-day educational practice as a strategy for improving the quality of modern education. The study therefore, shows that prior to the 1903 indigenous education has always been the means of educating people on how to behave in society.

1. **GLOBALIZATION AND THE PRESERVATION OF NIGERIAN INDIGENOUS LANGUAGE**

BY

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and

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**ABSTRACT**

 Globalization is a multidimensional phenomenon that has economic, social, political, cultural and linguistic implications. A lot has been written or said about globalization and its effects on different aspects of human endeavours including language and culture which are the bedrock of any society. In this paper, our focus is on the impact of globalization on the preservation of Nigerian indigenous languages. This is informed by the fact that the importance of language in any society cannot be over-emphasized. Moreover, since the colonization of Africa and Nigeria in particular by the British, foreign languages, especially English have been playing dominant and domineering role in the country at the expense of the indigenous languages. This sad development coupled with language attitudinal problems and ineffective language policies has grossly threatened the survival of majority of Nigerian indigenous languages including the major ones. This paper is of the strong view that though globalization has adverse effects on both the growth and development of indigenous languages, certain aspects of it like the Information and Communication Technology (ICT) could be harnessed and channeled towards proper development and preservation of Nigerian indigenous languages. Specifically the challenges of globalization and possible and positive ways it could be explored to enhance the growth and sustainability of local languages constitute the thrust of this paper.

1. **THE EFFECTS OF GLOBAL WARMING ON EDUCATIONAL TRANSFORMATION IN AFRICA.**

BY

**NWANKPA, A.C; KASUMU, D.A; EHINJU, O.**

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**ABSTRACT**

Since the industrial revolution, man has introduced tremendous amount of carbon dioxide into the earth’s atmosphere. While some of this CO2 is assimilated into the natural reservoirs, approximately 50% remains airborne. This increase in CO2 concentration causes what is commonly known as greenhouse effect. The greenhouse effect is a result of the absorption of infrared radiation by the surface of the earth. This absorption causes an increase in the atmospheric temperature. Increasing the earth’s temperature in turn increases the amount of water vapour in the atmosphere. Since water vapour is also a strong absorber of infrared radiation, a positive feedback mechanism is created, leading to further infrared radiation absorption. As temperatures increase, atmospheric circulation patterns are altered which will change local weather patterns, and this change is what we call global warming which could have enormous impact on agricultural production, melting of icecaps that result in rise in sea level which would flood coastal areas including major population centers, permafrost. The heaving of permafrost damages roads, homes, and other buildings. The overall warming of the world cause major problems all over and these problems affect everyone everywhere especially in education sector. Global warming causes desertification, increase in pests and disease and also affects the melting of icepacks that many animal species rely on for shelter and/or hunting grounds.

1. **Evolution of Interactive and Mobile Technology Tools for Learning: A Path towards a 21st Century Classroom**

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**ABSTRACT**

With advanced developments, availability of affordable, portable and secure computer technologies in schools, the educational model of the twentieth century has become obsolete partly because we do not pay enough attention to facilitating interactions and collaboration between learners and partly because it has been rendered irrelevant to real life. The replacement of the teacher-centered paradigm with the child-centered paradigm is not a sufficient condition for promoting collaboration and it does not, by itself, encourage more interactions between individuals’ learners. Interactions required structured methodologies and collaboration requires a purpose. Overtimes, innovative approaches for integrating technology into practical teaching activities have been neglected. This paper focus on the evolution of Interactive and Mobile Technology Tools for Learning systems which encourages teachers and learners to acquire, store, share, apply and create knowledge. When learners use technology tools to learn, they perform better in the task.

**Palace Griots as a veritable form of Indigenous knowledge in Africa; A study of Àso Sèkèrè Ensemble in Iga Ìdúnùngánrán Palace, Lagos**

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**ABSTRACT**

A Significant missing link in African (Nigerian in specific) history is what is tagged, appropriate documentation and transmission. Because African Education is majorly oral transmitted, doubts have been constantly cast on the authenticity and accuracy. The peculiarity of African mode of education notwithstanding, challenges in this respect have continued to trail the black man’s history and education. The fact that Africans history does not domicile in the library but in the minds of the people as preserved in their arts, iconography, music, poetry have constantly being queried by scholar mostly of Europe descent and at times by fellow Africans brothers. These set of people have discountenanced the fact that, for Africans to correctly perceive education as a transformative agent, the practice must be domesticated. This study will examine the role of Palace griots as a repository of history, in the preservation of history and educating the people. Using the Aso Sekere ensemble in the palace of Oba of Lagos as a study, the study undertakes a contextual analysis of the music of the ensemble, the lyrical content of the repertoires and the functional role of preservation and relay of history of, not only the Obaship institution in Lagos state but the community at large. Exploring an ethnomusicological approach, the paper will rely on archival and ethnographic sources for its methodology. Data for this study will be collected using the Focus Group discussion method, Interview method and Participants Observation method. Performances of different typologies will be observed at the palace. The chief palace musician will be interviewed alongside his troupe. Focus group discussions will organised among the various ensemble leaders in the palace. Emphasis is laid the educative roles played by these crop of traditional musicians. Discussions in the paper are focused towards ensuring the continuity of the arts. Lyrics employed in the discharge of the art of this ensemble will be analyzed. This will also enhance further research and creative analysis of the works.

**A History of Modern Education and Changing Pattern of Feeding Among the Akure People of Southwestern Nigeria**

By

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Abstract

Modern Education was a major apparatus used by the colonial gangsters to explore, exploit, re inform, and eventually restructure the age long esteemed indigenous content and context of feeding among the people of Akureland. No doubt that every society welcomed modernization in its true nature but the adverse effect of it has significantly rubbed on the people’s pattern of feeding. It has become so conspicuous that the age long endured indigenous feeding culture has given way to strange chefs and food items that were located to all homes and public outlets. Most people from age 45 downwards no longer prepare neither consume the indigenous food items, surprisingly, several of the old men had adjusted their tastes to the unfamiliar food items owing to the basis that the chefs of nowadays could not display satisfactory knowledge of the recipes and methods of preparation of the indigenous food items. This study will rely largely on oral interview and scholarly works on food and feeding culture. Thus, the study poises to relate modern education to the pre-colonial feeding culture among the people, explore the trends and gain insight into the implications of modern education for the people’s changing feeding pattern.

Keywords; modern education, changing pattern of feeding.

PANEL C2: **Media, Education and Society**

1. **Teaching Morals through Folktales and Folk Song: A Reading of Selected Tunde Kelani’s Films.**

**By**

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**Abstract**

In African societies, folktales and folk songs have been channeled, in both oral and written texts, as well as in films, to serve the educational needs of the society, especially in transmitting cultural ideals and virtues that are necessary in the course of social construct. They are, therefore, veritable tools of shaping and reshaping human minds, and as such have shouldered this responsibility from ancient times. The ultimate end of every human discipline is to inculcate virtues in man to the end that human society might be advanced or improved. Anything short of this end is not only an abuse but much more a misdirection of human intelligence. This paper examined the possibility and capacity of folktales and folk songs as tools of educating the contemporary man. Deploying structured interview and analytical model and through textual analysis of Tunde Kelani’s “Arugba”, “Saworo-Ide” and “Agogo-Ewo”, the paper specifically focused on the place of oral narratives and songs in shaping and reshaping the human mind. The paper has thus established that, the method or procedure to be adopted in the process of instructing the mind is important as much as the knowledge sought to be impacted. It further established that the quantity of virtuous habit a man imbibes or possesses and the capacity to live and transmit it to others are all functions of the effectiveness of the process of instruction. This is because virtues are dependent on the ideological dispositions of a given society, and that this is best transmitted by acceptable cultural means of education, either formal or informal. It concluded that, tales that are reconstructed to reflect the modern social consciousness are useful in influencing the mind of both young and old and that all manners of discipline or subject could be taught with appropriate folktales and folk songs.

1. **Strengthening Early Childhood Education Practice in Esan, Nigeria: The Video Media Complement**

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**Abstract**: Globally, premium is placed on the concept of ‘play’ in early childhood education practice. This is because play is critical to a child’s physiological and psychological growth and development. In Nigeria, it is enshrined in the National Policy on Education (NPE) that relevant government authorities are to ensure that the main method of teaching at the pre-primary level is through play away method. The curriculum of teacher education is oriented to achieve this. However, the situation on ground in many parts of the country appears to be a far cry from this. It is within this context that this study uses historical, interview and analytical methods to examine early childhood education practices in Esan locality in Nigeria. It argues that although teachers at the preschool level in Esan strive to adopt the play methods, they tend to overtax the learning capacities of preschoolers, thereby overgrowing them, with likely negative effects, which affect them in successive higher levels of learning. The study observes that the regretful situation may have arisen from a combination of factors, including inadequate number of trained pre-primary school teachers, inadequate facilities, poor teaching and learning environment, weak supervisory and regulatory practices, etc, in the area under investigation. It is in view of this that this study recommends a revisiting of the play phenomenon in preschool education in Esan, with emphasis on the use of video media to create a more hearty learning and teaching environment for both preschoolers and their teachers, as part of the panoply of efforts aimed at strengthening early childhood education practice in the area. Towards this end, deliberate efforts should be geared towards curricular overhaul, training and retraining of preschool teachers, with massive deployment of video media in teaching and learning activities among preschoolers because children find audio-visual aesthetics of video media irresistible.

**Keywords**: Early childhood education, Esan locality, Video media, NPE, Preschool teachers

1. **A Rethink of Cultural Representation in Mo Abudu’s *Wedding Party***
2. **Indigenous Music as Agent for Socialization: An Examination of Saheed Osupa’s Fuji Music**

**by**

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**Abstract**

The traditional form of education in Africa was not completely formalized in the form of the school based type practiced in the western culture. Despite this semi – formal or non – formal approach, however, the content of learning were so carefully programmed into various aspects of the culture, lore and institutions of the society. This leads to a generic process of socialization, enculturation and learning in an unconscious way. Music is one of these agents of socialization. This paper explores the Fuji popular music as a tool for socialization within the current Yoruba cultural setting. A lot of traditional elements are embedded in the lyrics of Fuji musicians. Each Fuji musician digs deep into the Yoruba culture to make the brand of Fuji music distinct from others. One of such Fuji musicians is Saheed Osupa whose lyrics is laced with different sorts of Yoruba socio – cultural values. These values include proverbs, folktales, folklores, riddles, witty sayings etc. The paper concludes that apart from being a vibrant art form in the popular literature sub – genre, contents of the Fuji music can also serve pedagogical and other educational purposes in the present day set – up.

**Keywords**: Indigenous Music, Socialization, Fuji music and Socio – cultural values

1. **DIASPORA AND AFRICA’S EDUCATIONAL TRANSFORMATION: MOYO OKEDIJI’S VISUAL ARTS EXPLOITS**

 By

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**ABSTRACT**

African Art has experienced globalization through the exportation of our traditional art works to Europe and America either as gift or stolen items. A well known example was the Benin Art treasury of late 19th Century. That European artists borrowed from these concepts is not in contention. Contemporary African Art became globalized through organized local and international exhibition which have grown over the years. A new dimension of globalization is the activities and exploits of the Africans in diaspora. There are a good number of them who are residence in Europe and America for more than two decades. The activities of these people have had a direct influence on Nigerian Art educational system. Notable among the African artists in diaspora is Moyo Okediji who is based in Austin Texas. His artistic ideas are rooted in Yoruba cultural artistic expressions. In pursuance of this, he co-founded the “Ona Group” at Obafemi Awolowo University, Ile-Ife. The *Ona* concept was exemplified in the art content of the students while each lecturer in other areas applied the same. Moyo Okediji, a painter carried this to a higher level of globalization as he practiced this and taught the faculty students in USA and is widely accepted. The thrust of this paper is to examine how Moyo Okediji, a Professor of Visual Arts in the University of Colorado, Denver has propagated Yoruba Art through Painting in America with continued influence on the Art Education of the Obafemi Awolowo University, Ile-Ife.

1. AUDIO-VISUALS IN THE HUMANITIES COURSEWORK: A PROPOSAL

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**Abstract**

The use of audio-visuals in higher education teaching has been explored in the sciences especially in the Medicine and Computer Studies. However, courses in the humanities do not have adequate audio visual lectures materials. This paper, therefore, demonstrated the possibility of Linguistics lecturers producing their easy-made audiovisuals of Formal Linguistics. Making use of power-point presentations, text-to-speech applications and subtitle applications, the paper reproduced a video version of LIN303 Transformational Grammar I. The video was given to the students as part of their course materials to complement their course notes. The students showed better understanding of the coursework than when they merely used the blackboard and the hardcopy notes.

1. Palace Griots As A Veritable Form Of Indigenous Knowledge In Africa; A Study Of Àso Sèkèrè

PANEL C3: **Language and Communication**

**8. HISTORICIZING THE MARKET VALUE OF PIDGIN IN NIGERIA**

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**ABSTRACT**

The English Language enjoys patronage in every sphere of human endeavor especially in Nigeria, an erstwhile colony of Britain.

Most functions of government are carried out in English, and Nigerians, especially the educated folks use the English Language as status symbol. It is however observed that in the area of commerce, advertisement, music and entertainment, Pidgin English challenges the ‘super language’ status of the English Language as Nigerians of different ethnic, social, religious, educational and professional backgrounds employ pidgin to break the barrier of communication nationally. Using the Nigerian language space as a case study, the paper finds pidgin filling the yawning gap created by many people’s inability to communicate in English. The educated speakers of the English language have equally given their tacit support to the use of Pidgin as Market Language Alternative {MLA} being of the view that once in a while people i.e educated speakers of the English Language {ESEL} should be able to divest themselves of the rigid rules of English and enjoy the familiar and vivacious atmosphere engendered by pidgin in daily interactions. Musicians, comedians, advertisers, promoters, film-makers and other key users of language have also added value to the use of pidgin in Nigeria. Therein lies the debacle faced by standard English in Nigeria. With Pidgin now taking the centre space in national discourse, the issue of the National Language Question’s pendulum is swinging effortlessly in favour of Pidgin as a force to be reckoned with.

Keywords: English language, Pidgin, Historicizing, Communication, Value, National language.

1. **The Role of Nigerian Languages in Primary Education: Problems and Prospects**

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Abstract

The use of Nigerian Languages in Primary education cannot be over-emphasized. Nigerian languages are languages that are native to Nigerians and spoken by Nigerians that have settled in an area for many generations. Primary education is the initial stage of education and has as its basic aim to create, establish and offer opportunities to all children regardless of age and gender to achieve a balanced cognitive, affective and psychomotive development. The focus of this paper is to examine the relevance of Nigerian languages in general, and Yoruba language in particular to Primary education system. For a child to excel in all the three domains of learning, the Mother Tongue (MT) plays important role. It equips him/her with the opportunity to learn the contents, facts, principles and methods of the subject he/she offers. Problems such as lack of qualified teachers, textbooks, metalanguage, orthography, lack of implementation of language policies, lack of constant review of syllabus and general apathy are associated with the use of Nigerian languages. However, despite all these problems, Nigerian languages are worth the trouble. Researches have shown that a child learns best in his or her MT. To show the gains of learning in Nigerian languages, case has been made for the use of indigenous Nigerian languages throughout Primary education as demonstrated by the Six-Year Ife Primary Education Project. It is observed that the results of the experiment demonstrated that many Nigerian languages could be used exclusively for Primary education. This paper is of the view that Nigerian languages should be adopted as medium of instruction in Primary schooling.

**Keywords:** Nigerian Languages, Primary Education, Problems, Prospects.

1. **The Effect of the use of Native Language in Catholicism**

 By

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 And

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**Abstract**

Catholicism as a term in its broadest sense refers to the beliefs and practices of Christian churches that understand and describe themselves as being catholic within the universal and apostolic church. This church has its origin from Rome. The church’s history has it that the early Apostles were mainly from Greek and Hebrew hence Latin was used for communication, and till date it remains the official language of the church. With time the church spread to all nooks and crannies of the world and its members were both the literate and the illiterate, hence there arouse a very necessary need for easy communication, and the only way to solve that problem was to start translating the liturgy into other people’s languages. The then Holy Sea (pope) gave an instruction to all the bishops in every local ordinary to conduct liturgy in the local language of their environment.

This paper therefore will x-ray the effect of the use of local/native language both on Catholicism and the various native languages as a whole. The study will focus on the effects of the use of native language on Nigerian languages and Igbo language in particular. The study will be majorly descriptive and a bit of empirical, whereby some catholic clerics and elderly ones will be interviewed orally. The choice of these groups of people is justified because the clerics are known to be custodians of the doctrine of the church and the choice of the elderly ones is justified because it is from such people we can see those who existed in both the period when Latin was the only language of the church and in this present time when native language is been used,

Keywords: Catholicism, native / local language, local ordinary and the Holy Sea.

**LANGUAGE, COMMUNICATION AND EDUCATION FOR AFRICA’S TRANSFORMATION**

**BY**

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**Abstract**

*For over five century, Africa has been a continent of horror. Intra tribal wars were followed by the nasty colonial exploitation. The advent of Independence which ought to be a prelude to better transformation ushered in despotic military and civilian leaders who have no love for their countries. A chaotic society cannot thrive economically and politically. A war turn zone cannot experience development. Undoubtedly, no society is totally free of crises. From the naïve hamlets to the most complex city of Africa, there have always been records of incessant conflict needing urgent intervention. The memories of Ebola virus are still causing nightmare in many West African countries. The massacre perpetrated by terrorist organizations like Maitacine, Boko Haram and Al Shabab have become source trauma to many powerful Nations of our the black continent. The most heartless are moved with pity when they watch the horrifying experience of Migrants. This paper therefore sees language use, communication and education as powerful weapons in conflict resolution and transformation. While the communication received can guide or mislead an individual, proper education can perpetually lead him out of poverty. In other words, this paper looks at the manner communication and education can be used as a mean of fostering peace at all levels of human engagements, with special reference to the mass media.*

**Key words:** Language Communication Education Transformation Africa

**EVOLUTION OF DANCE CULTURE AND CHILDREN PSYCHOLOGY IN LEARNING PROCESS**

**By**

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**Abstract**

**The** African culture provides an enviable ambiance for children to learn through dance and songs. With the skillfully rendered beats during the storytelling sessions where children are allowed to manifest their talents, through the conscious dance practical sessions, the children surrender themselves and take up new character and traits reflecting the dominant topical issues around cultural norms and values of the society. This process is facilitated by the storyteller who is seen as the central metaphor for the children-education. However, as the children get exposed to alien dance and musical  forms, there exist concern that these children will no longer be keenly interested in the traditional dances and songs which may detach them from known traditional ethics for more self expressive sessions and influences. Though the influence of contemporary dances and songs are almost inevitable, the child facilitator should open a wider range of activity irrespective of cultural bias, provided the beats and movements are capable of impacting positively on children for sustainable development and growth. Children that are allowed to express themselves without inhibitions become more creative and inventive.

**Sentence as the Upper Limit of Grammatical Description: An Interpretative Analysis**

C4: **Religion and Religious Education**

1. **PENTECOASTAL CHURCHES AND EDUCATIONAL DEVELOPMENT IN YORUBALAND, NIGERIA**

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**ABSTRACT**

Pentecostal Churches were founded in Yorubaland, Nigeria by Indigenous Christian leaders beginning in 1950’s. Apart from spiritual activities of the churches, the establishment of primary, secondary and universities have been of concern to them. Western education was seen as part of civilization and enlightenment for the development of any society. The objective of the paper, therefore, was the contributions of selected Pentecostal Churches, such as the Redeemed Christian Church of God, Deeper Life Christian Church of God, Living Faith Church and Mountain of Fire and Miracles Church to Yorubaland.

The methodology adopted in the research study was historical. The primary and secondary sources were used as tools of gathering the required information for the study.

The findings of the research indicated that they took much interest in western education. It is believed that education would eradicate poverty and ignorance in the society. The establishment of school was also an opportunity to provide jobs and manpower in Nigeria. Mission school was also an opportunity to propagate Christian values, such as hardwork, honesty, dedication and teaching of morality. It was observed that in spite of the interest of Government in education, she could not shoulder it alone; therefore, the Churches were directly involved in it, since it was under concurrent list in the Constitution of Nigeria.

However, the cost of education is gradually becoming unbearable by the members of the middle class in the churches.

In conclusion, there is no doubt that the Pentecostal churches have complemented the efforts of the government in the provision of western education, manpower, employment and civilization in Yorubaland.

1. **Language, Culture, Religion and Education: The Nigerian Perspective**

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Abstract

Language, culture and religion had been contemporaries right from creation and education has been the pivotal factor engineering the other three. God’s use of language in creation led to the formation of culture when He made man in His image and likeness (Gen. 1:26a). God’s culture and ability to speak was passed to human. From that time human has been educating the next generation about the culture and religion that was established in relation with God. There was just one language, one culture, one religion and one way of educating the people which was oral passage. Diversity of language, religion, culture took over at the Tower of Babel and culture formation based on language differences led to differing forms of religion and education. Transformation of education began as a result of the need arising in the new location of the newly formed culture. Different education policies had been formulated to address the diversity of language and religion in Africa but with little success. Using a structural-functional analysis, this paper examines from a biblical perspective the relationship between language, culture, religion and education. It also delve into how the diversity of language has affected culture, religion and how this has transformed education. It finally examines the pros and cons of the diversity of languages in terms of multi-cultural and multi-religious settings of the Nigerian education system. The paper concludes by recommending the state of one language for education irrespective of our cultural diversity and religious bias.

**Key words**: Language, Culture, Religion, Nigeria, Education, Transformation.

1. **The Roles of Religious Activities on Language Acquisition,Social interactions and Early Education in Children**

**By**

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**Abstract**

The objective of this study is to explore the religious activitiesin churches that enhance language acquisition, social interactions and early education. African society is structured largely around its children. In many African cultures, children are viewed as crucial to the family survival, communities and wider society. Many studies have been carried out on life in the rural society, but few of these have focused primarily on aspect of healthcare and education. There are many religious activities done in churches nowadays, these activities have been beneficial to all round development of children.Many religious activities exposed to children are capable of enhancing their language acquisition, social interactions and early education; many of these activities are age-based which helps in meeting the needs of children according to their age. These activities are practiced by children even at home; as a result, these have become part of their life and so enhance these skills in them. Children are able to socialize, learn words of God through songs, play, demonstrate, use figures and alphabets in learning the word of God, use pictorial images to express stories and memorize bible verses. The study recommends that activities that can enhance other developmental domains like physical and cognitive should be encouraged in activities that will be done in churches.

**Keywords:** Religious Activities, Language Acquisition,Social interactions and Early Education.

1. **THE PROGNOSIS OF RELIGION ON EDUCATION IN AFRICA**

Panel of Interest: Language, Culture, Religion and Education in Africa

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The inseparability of education and religion in recent times is of great concern in Africa. Religion has permeate every aspects of human endeavour so much that it is almost an herculean task to make a clear distinction between the learned and unlearned in matters of religion. Culture on the other hand, is that complex whole of man’s acquisitions of knowledge, morals, belief, art, custom, technology that is shared and transmitted from generation to generation thereby emphasizing culture as a societal rather than personal item, and it also encapsulates both the material and non-material aspects which language, religion and education are embedded. This paper is an eye opener to the menace of religion in the society rather than the oil that lubricates education in Africa as a whole and Nigeria in particular. It employs secondary data that dwells more on the conflictual role of education and religion and how religion can be a channel of support for education rather than a bane. This Paper then concludes with recommendations that religion and education can play their distinct roles effectively and efficiently without posing threat to the societal values and norms.

**Keywords**: Religion, Culture, Language, Education

1. **TEACHERS’ VIEWS ON THE TEACHING OF RELIGION AND NATIONAL VALUES (RNV) IN THE NEW UPPER BASIC CURRICULUM IN ONDO STATE, NIGERIA**

**By**

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**Abstract**

The study investigated the views of teachers on the teaching of Religion and National Values (RNV) in the new Upper Basic Curriculum (UBC) in Ondo State, Nigeria. 400 RNV teachers from five (5) Local Government areas in Ondo State were randomly selected for the study. An instrument titled Teachers’ Questionnaire on the Teaching of RNV (TQTRNV) was designed and used for the study. Four (4) research questions were raised and answered in the study. Mean and Standard Deviation statistics were used to analyze data collected. The findings of the study revealed that Upper Basic students can better be equipped with national values through separate subjects rather than the harmonized RNV. That is, students can acquire national values better if Religious Studies, Civic Education, Social Studies and Security Education are taught as separate subjects. However, the results showed that themes in RNV help students to develop positive moral attitude and national values. The study further revealed that human and material resources are not adequate for effective teaching of RNV in Junior Secondary Schools in Ondo State. On the basis of the findings of the study, it is recommended that government should organize mass-orientation on the importance and goals of RNV. Also, pre-service and in-service teacher-training programme should be organized to provide adequate human resources for the teaching of RNV

**Key words:** Teachers; Teaching; Religion, National Values; Upper Basic

1. **Transformative Social Change through Effective Implication of Religion and National Values Curriculum in Nigeria**

**By**

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**Abstract**

Nigeria is at the brink of failure due to threats to her sovereignty, high crime rates, insurgency, and extreme corruption among other implosive forces ravaging the polity. The paper, through the theoretical platforms of the frustration aggression and social contract theories, examine the socio-economic environment of the country and opines that social transformation, political stability and economic progress can be achieved through the effective implementation of the 9-year Basic Education Curriculum of Religion and National Values (RNV). The paper suggested among other things that Nigeria will achieve her National Economic Empowerment and Development Strategies (NEEDS) and Millennium Development Goals (MDGs) and overcome her deleterious socio-economic problems with improved motivation of teachers and teacher preparation in the quest to achieve the long sought ambition of a land of bright opportunities for all citizens, where peace and justice reign.

**KeyWords**: Sovereignty; Insurgency; Frustration aggression theory; Social Contract; Curriculum; etc.

1. **THE ROLE OF THEOLOGICAL EDUCATION IN TRANSFORMING**

 **PASTORAL MINISTRY IN NIGERIAN PENTECOSTALISM**

By

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**Abstract**

The background to this paper is that many Nigerian Pentecostal Ministers (NPM) do not value Theological Education as necessity for their career just in the same way “Religious Education” is not given its due respect among other academic courses in Nigerian Universities; some Private Universities (even so called Faith Based) avoid having the Department of Theology and Religious Studies because they are aware of the fact that very few people will enroll there. Most people see no reasonable ground for studying Theology or send their wards to do the same. Most of the Pentecostal ministers’ belief is that Theology is not needed for ministerial competence, operating under erroneous slogan: “You shall receive Power, not a Theological College Certificate” which is a misinterpretation of Acts 1:8. This paper explored the importance of Theological Education as an academic discipline as well as the most important tool for Christian ministry. The methodology adopted a Reader Response Criticism with emphasis on the exegesis of 1 Corinthians 1:4-6. The results showed that: very few among lecturers in the Department of Religious Studies are initially interested in the course; most of themselves took the course as alternative to their first choice in the University. Secondly, people erroneously belittle Theological studies, thinking it is for the drop-outs and thirdly, many people are being misled under the umbrella of prophecy and direction of the Holy Spirit simply because of the lack of Theological Education. The paper concluded that since Jesus taught his disciples for about three and a half years before telling them to wait for the Power of the Holy Spirit. All Christian ministers should take Theological training seriously to avoid becoming blind guides to their members.

**Keywords:** Education, Pentecostal, Theology, Law, Medicine

1. **OF EVANGELISM OR MERCHANDISE? THE ROLE OF SELECTED CHRISTIAN FAITH-BASED PRIVATE SCHOOLS IN NIGERIAN EDUCATION**

**By**

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**Abstract**

There is no doubt that Christianity had contributed immensely to the religious,political, educational and socio-economic development of Nigeria. However, the story is not holistic Hence; this paper critically examines the role of both mainline and Pentecostal churches in education in relation to National development in Nigeria.It examines the contribution of Faith-based schools in southwestern Nigeria to educational transformation. Data for this research were obtained through primary and secondary sources. Primary source includes in-depth interviews with the owners of the selected faith-based schools. Secondary source incudes books, journal articles, the Internet and structured questionnaires as tools for eliciting information.Also, all relevant documents of selected institutions will be collected. Data collected will be analyzed through sociology of Religion.

**KEY WORDS:** Christian Schools, Education, Religion, Pentecostal churches, Transformation

**C5: Educational Management and Policies**

1. **UNIVERSITY GOVERNANCE AND THE CHALLENGE OF STUDENTS’ DRAIN IN NIGERIAN EDUCATIONAL SYSTEM USING REDEEMER’S UNIVERSITY AS A CASE STUDY.**

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**ABSTRACT**

This paper carried out an assessment of university governance and the challenges of students’ drain in the Nigerian educational system using Redeemer’s University Nigeria as a case study. It examined causes of bad governance and students’ drain in Nigerian universities; determined the significant relationship between university governance and students’ drain; and examined the consequences of bad governance and students’ drain on the Nigerian educational system. A descriptive survey was adopted for the study; primary and secondary data were consulted. A simple random sampling technique was used to select a total of 140 students and employees of Redeemer’s University. The instrument used for data collection was a structured questionnaire. Two research hypotheses were raised: HP1-There is no significant relationship between universities governance and students’ drain and HP2-There is significant effect of university governance on students’ drain. Pearson Product Moment Correlation and Multiple Regression statistics were used to analyse the data. Results revealed that there was a significant relationship between universities’ governance and students’ drain. The independent variable (university governance) had a significant positive relationship with students’ drain (r=0.57;P<0.05). Hence, the quality of education offered by higher education institutions in recent times had deteriorated. This poor standard of education is in part caused by the inability of university administrators to effectively run the universities by sustaining standards of academic programmes. This study concludes that there is a relationship between universities governance and students drain in Nigeria. Students were interested in travelling to developed nations to study more.

**Keywords:** University Governance, Students’ Drain.

1. **Policy Maker and Educational Transformation: The Role of Information Commons in Nigerian Academic Libraries**

**By**

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**Abstract**

Policy making simply refers to the collection of laws and rules that govern the operation of government in different areas of national development. One of these areas is educational transformation and development. The roles of information resources and services become very vital and instrumental to policy making towards educational development of citizens of respective nationalities, particularly in Nigeria. This paper, therefore, attempted an investigation into Nigerian policy making and how such impacts on educational transformation of the nation through the utilization of available information commons. Existing literature on policy making, educational transformation and utilization of information resources were reviewed. Recommendations for improved policy making and policy oriented educational development coupled with access to and utilization of information resources were made and it was concluded that no tangible educational transformation can be realized without recourse to effective collaborative policy making by stakeholders (governments, non-governmental organizations, parent-teacher association, educationalist librarians and scholars) in the business of education, with due regard to information consumed from materials in academic library. It was also recommended that information commons that would assist policy makers should be acquired and well disseminated to education policy makers in the country.

**KeyWords**: Educational Policy, Transformation and Academic Library

1. **AN ASSESSMENT OF GOVERNMENTAL POLICIES TOWARDS RESUSCITATING SECONDARY EDUCATION IN EKITI AND OSUN STATES, NIGERIA**

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**Abstract**

In the world all over, education is seen and regarded as an instrument of development and transformation. For this reason, many nations therefore prioritize education in their national lives. In this priority, secondary education is given a quantum attention, on the reason that students most likely attain the age of self-consciousness at this level of education. In this discussion, Nigeria is not left out as secondary education is quite significant being a tool for national development as exemplified by the objectives set in the National Policy on Education, Section 4 Subsection 18. In reality, however, the level of decadence in secondary education in southwestern Nigeria is alarming. This calls for urgent attention looking at the previous performance of this region in secondary education. Secondary education is an intermediate level of education expected to shape students before sending them to tertiary institutions for final molding before they are released to the labour market for societal transformation. The decline in the standard and quality of education at this level in the region attracted the attention of some of the state governments in enacting policies to ameliorate the falling standard. This paper will therefore assess the roles played by the governments of Ekiti and Osun states in raising the standard and quality of secondary education. The paper will employ secondary source of data to provide information to the study. Through its comparative assessment, the strengths of the policies in the two states can be identified and replicated by other states in the region.

**Key words:** Education, Secondary Education, Education Policy, Standard, Quality

1. PROBLEMS OF EDUCATIONAL POLICY IMPLEMENTATION IN NIGERIA AND IMPLICATION FOR NATIONAL DEVELOPMENT.

 BY

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ABSTRACT

 This paper attempted to identify the problems of educational policy implementation in Nigeria; the paper equally examined the implication of the failed policies on national development objectives and proffered solutions to the problems created by policy implementation failure to national development objectives. The paper highlighted some of the failed policies due to poor implementation. Some of the problems of policy implementation identified include lack of continuity in governance, corruption, inadequate manpower and material resources, strife, militancy and outright neglect. These problems often led to a gap between policy and desired goals. Specifically these problems often led to a gulf or dislocation between a workable educational system and national development objectives. The study concluded that the latest of the educational policy i.e. the 6-3-3-4 system which was expected to provide all cadre of human resources is the most misapplied and has since wreck havoc on the nations educational system and consequently national development objectives. It had created a huge and dangerous backlog of unemployed and unemployable youth in the country. The transition between the Junior Secondary school to either a Technical School for the training of artisans or to Universities, polytechnics or college of education had neglected the Technical School option in favour of other tertiary institutions. Consequently those who are unable to make it to any of the tertiary institutions ended up without a trade. While most of those who made it to the tertiary institution graduated as non professionals. Both scenario accounts for the very high level o insecurity in the country from kidnapping, armed robbery, cultism, murder, to fraud.

1. **Effective Utilization and Maintenance of Facilities in Nigerian Public Secondary Schools: Implication for Educational Management**

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*Abstract*

*Over the years, the attention of many government and agencies have been drawn to the poor condition of the nation’s secondary school facilities with adverse effects on students attendance, students’ retention, students’ achievement, teachers’ effectiveness, teachers’ retention and recruitment and occupants’ health and safety. This paper considered effective maintenance and utilization of facilities in secondary schools as an antecedent to functional education and panacea of reducing drastically the drop-out rate from formal school system, improve students’ retention and bring about a positive impact on students’ academic performance/achievement. On this note, the paper therefore examined: the concept of facilities in respect of school, the current state of school facilities and various types of maintenance were also examined. It also looked at challenges of maintaining school facilities in the 21st century in relation to the rapid technological advancement being experienced globally. The paper concluded that the maintenance of school facilities should be jointly funded by the three tiers of government as well as involving the private sector and other critical stakeholders.*

1. **Digital Technologies and the Administration of University Education in Osun State, Nigeria**

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**Abstract**

Information and Communications Technologies (ICTs) tools are deeply penetrating administrative activities, as organisations are increasing leveraging the advantages that ICTs offer in reducing costs, enhancing efficiency and smoothening relations. The use of paper and other more conventional tools is giving way to digitized office operations. This trend is equally gaining momentum in Africa, with universities gradually improving their online presence and turning towards other digital technology tools in achieving their institutional mandates and communicating same to the public. However, to what extent do Nigerian universities operating under different modes of ownership and structure engage digital technologies for routine administrative tasks in the midst of strength and challenges in ICT deployment? The present study is tailored towards answering this question by exploring, in comparative terms, the experiences across three universities in Osun State each under federal, state and private ownerships. The study will involve data collected qualitatively using key informant interview with personnel and web measurement of the online presence of the Obafemi Awolowo University, Ile-Ife, Osun State University and Redeemer’s University, Ede. Interviews will be conducted with key respondents, including the Registrar, Head of ICT Unit, Chairmen of local academic and non-academic staff unions and the president of Students’ Union in each of the schools. Data will be subjected to content analysis. The study will add to knowledge on the pattern and mode of electronic administration and how it connects with greater efficiency in the administration of teaching, research and community services in Africa.

**Keywords**: E-Administration, Attitude, Universities, OAU, UNIOSUN, RUN

1. **The State of Education in Nigeria: Creating Standards for Transformation**

C6: **Education and Funding**

1. **FUNDING OF EDUCATION - BETWEEN INADEQUACY AND JUDICIOUS UTILIZATION OF AVAILABLE FUNDS**

**BY**

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**BEING A PAPER PRESENTED AT THE TOYIN FALOLA ANNUAL INTERNATIONAL CONFERENCE ON AFRICA AND THE AFRICAN DIASPORA (TOFAC) HELD AT ADEYEMI COLLEGE OF EDUCATION, ONDO BETWEEN 3RD AND 5TH OF JULY, 2017**

**FUNDING OF EDUCATION – BETWEEN INADEQUACY AND JUDICIOUS UTILIZATION OF AVAILABLE FUNDS**

**ABSTRACT**

*In the past, the clamour has always been for adequate funding of education. This is against the backdrop of Nigeria’s inability to make budgetary provision that is less than the United Nations Education, Social and Cultural Organization (UNESCO) minimum of 26% annually. The budgetary provisions have been hovering between 8% and 13% every year. This has been the case even when the problem of Nigeria was not lack of funds but how to spend it as observed by a one- time Head of State. If it was not possible then, it is going to be hope against hope to expect that to be possible now when the implementation of the annual budget depends on external borrowing. This year for instance has a revenue projection of N 5.08 trillion and an aggregate expenditure of N 7.44trillion. The projected fiscal deficit of N 2.36trillion is to be financed largely by borrowing. The implication of this is that about 32% of the budgetary provisions would have to be sourced from outside. So adequate funding of education may not be feasible for now. This being the case, why not consider a more possible option of judicious utilization of available funds. This will involve blocking all loopholes in the budget implementation, reducing wastages , completing abandoned projects rather than initiating new ones and re-ordering our priorities. Again, the current war against corruption should be extended to the education sector. By the time all these measures are put in place, it is hoped that what hitherto has not been adequate will go a long way to achieving more in the sector. This is the focus of this paper.*

**Keywords :** *Funding, Education, Inadequacy, Judicious, Utilization and Available.*

1. THE ROLES OF DEVELOPMENT AGENCIES IN NIGERIAN EDUCATION AND AFRICA’S
TRANSFORMATION.
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Abstract
The government of Nigeria and other African countries have not only
been dedicating some percentage of their national budgets to the
development of education annually but also various programmes aimed at
addressing some developmental challenges confronting Nigeria in
particular and Africa in general have been severally put in place.
Despite the efforts put in place to bring about tangible development
through education in the nation and the continent at large, there are
still lots of challenges of development vividly noticeable in almost
all facet of our national life. This paper made attempt to examine the
roles of the development agencies (governmental and non-governmental)
in term of funding, programmes, implementation strategies, their
achievement and the challenges so far and some suggested way forward.
The work relies on quantitative and qualitative analysis to address
its focus. Data were sourced from the Federal Ministry of Education -
Nigeria, Development Agencies, journals, books and other educational
documents. Keywords: Education, education development, development
agencies, education programmes, Nigeria, Africa .

**Public-Private Partnership and the Funding of Tertiary Education in Nigeria in the 21st century**

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**Abstract**

There is no doubt that the history of educational development in Nigeria has its origin in the activities of the private sectors, that is, the Christian missions. Meanwhile, their involvement in the development of western education in the country between the late 19th and 20th centuries was mainly confined to the provision of primary and secondary education. Up to the birth of the Fourth Republic in 1999, the provision of tertiary education in the country was exclusively the responsibility of the government. Although an attempt was made during the Second Republic, 1979-1983, to encourage private sector participation, this eventually failed. Effective provision of quality tertiary education is key to socio-economic development of any society. This is because availability and accessibility to high-quality tertiary education enriches people’s lives, increases their employment opportunities and helps to build a productive skills base to drive economic growth. This educational goal can be meaningfully achieved through public-private collaboration. Hence, the daunting challenge of funding facing the Nigerian government in delivery of quality tertiary education to the citizenry in the 21st century can be overcome through effective promotion of PPP. In fact, many of the developed countries such as the United States, United Kingdom and Western Europe that had recorded significant breakthrough in the delivery of tertiary education services, achieved this through the involvement of non-state actors. Active involvement of non-state actors in the delivery of tertiary education would not only help in improving efficiency in delivery, expand service coverage, but also would help the government to mobilize financial resources to meet more pressing public service needs. Thus, the main thrust of this paper is to interrogate the role of Public-Private Partnership in the funding of tertiary education in Nigeria in the 21st century, with major emphasis on university education. The methodology adopted for this work is historical, qualitative and quantitative methods.

**Keywords: Public-Private Partnership, funding, tertiary education, development and Nigeria**

**POLITICAL STRUCTURES AND THE POLITICS OF HIGHER EDUCATION FUNDING IN NIGERIA AND SOUTH AFRICA: ISSUES AND CONTENTIONS**

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**Abstract:** The enhancement of human capacity, largely achieved through quality education, is critical to the development of any nation. It is a core aspect whose functioning is heavily reliant on the availability and adequacy of human and material resources, as well as the kind of structure being used. Countries in the developing regions of the world, especially in Sub-Saharan Africa, often experience challenges in this aspect, resulting in poor outcomes, low quality of outputs and brain drain. This often reflects in poor rankings of African higher educational institutions relative to their peers in other parts of the world. It is against this background that this paper assesses, comparatively, the political cum educational structures of Africa’s largest economies, Nigeria and South Africa, and how it relates with the resources made available for the administration of higher education in both countries. The paper seeks to identify how areas of strength in both climes can be reinforced as well as how challenges can be mitigated to enhance the standard of higher education. The paper will draw on data from secondary sources as well as interviews with experts in educational administration and funding. It will add to knowledge of how the political circumstances and peculiarities of each country can be maximised in enhancing funding of

higher education for quality outcomes.
**Key words:** Higher Education, Nigeria, South Africa, Development, Political Structure, Funding

1. **Foreign Aid and Educational Development in Sub-Saharan Africa**

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**Abstract**

The relationship between inputs and outputs in the educational sector is a critical, and sometimes, worrisome consideration when spending and support patterns are in focus. Foreign support in the sector has particularly been concerned about how funding has been used as well as its development outcomes in the sector. In this study, the role of foreign aid on the development of the educational sector in Sub-Saharan African (SSA) countries is systematically investigated. First, we examine how foreign aid affects government educational spending in the region, then the direct effects of aid on educational quality and development is examined. In this direction, the general effects of aid on educational development in SSA is categorized as both direct and indirect. The argument is that spending sources have strong effects on the outcomes of such spending. Moreover, the study shows that foreign aid directed at the education sector could have different effects depending on the educational outcome being considered. In this direction, the study presents educational development in terms of educational access, educational quality and overall human capital development using different measures based in the World Bank and UNESCO estimates. The study uses data covering the period 1980 to 2015 and econometric techniques for the empirical analysis. Expected results include determining whether more aid stimulates educational development in SSA and explaining the link between foreign aid effect and the output components in the educational sector in SSA.

1. **IMPACT OF ADEYEMI COLLEGE OF EDUCATION ON RENTAL VALUE TO ITS NEEIGHBOURING ENVIRONMENT, (NEW TOWN, PALM-GROOVE AND WING-C AREA).**

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**IMPACT OF ADEYEMI COLLEGE OF EDUCATION ON RENTAL VALUE TO ITS NEEIGHBOURING ENVIRONMENT, (NEW TOWN, PALM-GROOVE AND WING-C AREA).**

**ABSTRACT**

This research analyzed the impact of Adeyemi College of Education (ACE) on rental value to its neighbouring environment, Ondo. It examined among others the relationship between students’ population off-campus and the rental values of proximate residential properties, and the factors that influence the rental values of residential properties within the neighbourhood of the college. The data for the study was collected through structured questionnaires from the residents; the data collected were analyzed using Descriptive Statistics (frequency tables) and Inferential Statistics. The study revealed that the major factors often discovered from relevant literature to determine rental values of residential properties such as facilities and condition of repairs among others were the least ranked within the neighbourhood of ACE. The study also revealed that there was a positive relationship between the populations of students of ACE living in the rental values of selected residential properties over the years. This indicates that demand pressure from students and residents contribute immensely to the changes in rental values within the area. It is therefore recommended that the institution management should be encouraged to make a clear and definite statement concerning the provision of enough On-campus accommodation. Also with respect to the facilities, such as access road, water supply, electricity and health the school management should appeal to the government in making more of the facilities available and effective in the study area.

 Keywords: Higher Educational institution, Proximity, Residential Property, Rental Values.

C7: **Colonialism, Agency and Development**

1. **Deconstructing African Identity from Western Dialectic**

**By**

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**Abstract**

Africa has been affirmed by several scholars as the bedrock of world civilizations supported by historical and archeological facts. Evidence of various achievements of Africa before their formation into nation-states and prior to their encounter with the occidental world abounds. Supremacist ideologies coupled with lack of continental awareness on the part of Africans has led Africa to consistently view itself through the lens of another and play to the narrative of the imperialists. The basic problem therefore lies with a people who have been conditioned to mock at themselves, to reinvent the will to be human again. In this essay, we shall present our quota in the reclamation of African identity in different ramifications that has been defined for and even accepted by many Africans. In doing this, the dialectical method and hermeneutical method in the endeavour of redeeming African identity will be employed. In the final analysis, this paper crave for an awakened race from slumber that possess the will to disturb the equilibrium in order to guarantee liberation, not a kind of freedom that frees them from an alien oppressor, but that liberates them from the foe within.

1. **Formal Education and Women’s Agency in Colonial Africa: A Historical Survey**

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**Abstract**

Formal education in Africa, which was pioneered by the Christian missions, was an educational system whose outcomes were ambivalent. Though transformative and offered African women and girls opportunities for upward social and economic mobility, formal education domesticated them and undermined their status. In all the colonies, both the mission and the government pursued gender-based education that favored men and boys with serious implications on African women and girls. Mission and colonial female education was domestic oriented and undercut African women and girls in the labor market. Reinforced by the colonial agenda and certain institutional structures, formal education also engendered regional and ethnic inequalities in the continent. However, it has had the greatest transformative impact on young women and girls, offering them opportunities to traverse geographical, cultural, ideological, and social boundaries. Mission and colonial education was a vehicle for vocational training, job acquisition, upward social mobility, and acculturation. Drawing examples from Belgian, English, French, German, and Portuguese colonial and mission educational policies, the proposed paper will examine the rationale, pattern and consequences of the differential gender-based colonial education. Efforts will be made to address the following questions: How did the perceived value and purpose of education in reference to the ideological understandings and contradictions within the household, community, state and religious circles affect the nature of formal education offered to African women and girls? What role did patriarchal cultures and social systems play in determining the type of education they received? What are the gains made and the factors responsible for the persistent gender disparity in access to formal education? How could formal education be constructively channeled toward expanding opportunities for girls and women for leadership roles and live improvement?

1. **Education for De-radicalization: Islamic Fundamentalism and Counterterrorism in Nigeria**

By

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De-radicalization refers to the deliberate undoing of all the gradual, incrementally experienced process of social and behavioural learning that has culminated in the individual person’s engagement in terrorist activities. This paper in a historical and analytical manner examines how the nature and character of “Western” education and indeed “mis-education” of individuals in the Northern part of Nigeria, has contributed to the festering of Islamic fundamentalism and consequently terrorism. It observes that the failed educational system in the Northern part of Nigeria encouraged the development of the Almajiri system, which has left a large percentage of children of school-age completely out of school. The paper argues that the continued imposition of euro-western curricula on schools in Nigeria fosters underdevelopment which manifest in high unemployment, excruciating poverty, wanton corruption and decaying infrastructure. All these, coupled with the selective teaching of scriptural passages by respective religious leaders in the country contribute to the rise of religious fundamentalism. The paper opines that there is the need for a thorough review of the entire educational system, with strategies that keep children in schools. It also advocates for the decolonization of the curricula, as well as the development of a liberating educational system that would deliver functional education to the generality of the people. The paper therefore concludes that unless all these are consciously pursued, the fight against religious radicalization, terrorism and all counterterrorism efforts may not succeed especially in Northern Nigeria.

1. **Analyzing South Africa’s soft power in Africa and the knowledge diplomacy of Higher Education**

By

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**Abstract:** In just 20 years of democracy, South Africa has benefitted immensely from the products of its high culture as reflected by its internationally recognized universities that have the potential to promote the country’s national interests, particularly at the continental level. We note however that given the challenges created by the apartheid past, the rich in South Africa tend to educate their children in the west. Nevertheless, the role that South Africa’s higher education plays as a sophisticated tool of influence in Africa’s development is becoming increasingly critical to the continent, thus strengthening its status as an important regional and global actor. Using the notion of soft power, we analyse the significance of South Africa’s higher education for the country’s international reputation and how its Higher Education Institutions could or position themselves internationally for economic and geopolitical benefits. While we show that the increasing preference for higher education in South Africa – especially by African academics and students – is a valuable soft power platform for South Africa to assert itself as an acceptable regional power in Africa, we argue that this has shortcomings at the continental level

**Keywords:** higher education, internationalization, knowledge diplomacy, knowledge economy, soft power, Higher Education Institutions

1. **Anthropology, Education and Transformation of Africa**

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It seems a common opinion that education and socio-cultural and human development are closely interwoven. While the validity of this claim remains to be established, it is my interest, based on this hypothesis to explore the missing link between education in African context and the transformation of Africa. It was Julius Nyerere who critically observed in the years after Tanzanian independence that “we have not until now questioned the basic system of education which we took over at the time of independence” (1968:44). Evidently, it is quite a time since he made this remark and of course many independent African countries have developed new policies on education. Nevertheless, the belly of most African societies are filled with graduates without a corresponding human development, socio-cultural and political transformation. Although, Nyerere understood the inadequacy of the inherited colonial education as a consequence of non-contextualization of the end of education, I argue that the problem lies on a wrong anthropology of African humanity. This paper claims that this defective anthropology that gave birth to both inherited educational legacy and the consequent reforms either has been ignored or not been adequately analysed. It is my hypothesis that philosophy of education capable of yielding a transformative education must necessarily include a philosophical anthropology directed towards the rediscovery of the humanness of Africa.

1. **Education in the Britain’s African Colonial Military (c.1900-60)**

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**Abstract**

The stereotype of African soldiers who served in colonial armies is that they were recruited from remote and marginalized communities with imagined martial traditions and, as such, had little or no formal education. Indeed, it is well known that British colonial officers often expressed an aversion to recruiting Africans who had attended mission schools believing that these men had been corrupted by Western education and that as soldiers they would turn into insubordinate “barrack room lawyers.” However, and as historian Timothy Parsons has pointed out with regard to East Africa, the military eventually became one of British colonial Africa’s largest educational organizations.  At the start of the colonial era some of the first educational efforts of the British military in Africa was to train British officers in African languages so they could communicate with the African rank-and-file. During the Second World War era, the British colonial military needed literate and numerate soldiers which meant that recruiters turned to supposedly “non-martial” African communities with better educational opportunities and army educational units were established.  British colonial military units in Africa began to enlist uniformed African teachers and school masters who conducted educational classes on a range of subjects for the African soldiery.  In turn, the educational level of Britain’s colonial African troops began to increase. Furthermore, and given the increasing importance of technology to military operations, the British colonial army began to train Africans in specialized skills such as construction, motor vehicle driving and signaling all of which had applications in later civilian life.  This paper will discuss the relatively little known impact of the British colonial military in West, East and Southern Africa in terms of providing its personnel (both the relatively small number of European officers and the mass of African troops) with various types of education.

1. **Formal and Informal Methods in the Production of Adire ( Tie and Dye) in Nigeria**

**PANEL SESSION D**

D1: **Cultism and Delinquency**

1. **THE MENACE OF CULTISM IN AFRICAN TERTIARY INSTITUTIONS: IMPLICATIONS FOR EDUCATIONAL DEVELOPMENT IN AFRICA.**

**By**

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**Abstract:**

Tertiary education plays a significant role in the development of Africa. It serves as a formidable instrument for political stability, social reconstruction, economic buoyancy and cultural integration. If Africa is to forge ahead economically, socially and politically, prominent attention must be given to the menace of cultism permeating various tertiary educational institutions in Africa in recent times. Of all the social problems facing many tertiary educational institutions in Africa today, none is as virulent, devastating, agonizing and persistent as the problem of campus cultism. Cases of cultism involving loss of lives and vandalization of valuable properties within and outside the campuses are being reported daily in some international, national newspapers and magazines and broadcasting corporations and media houses. A secret cult is a group of persons in an organized form whose practice, worship, observance of rituals, unorthodox doctrines, mystical and obscure operational activities are kept away from the knowledge of non-members. This paper takes a cursory look at the cases, causes, and effects of cultism in African tertiary educational institutions. It also examines the efficacy of measures adopted in various tertiary institutions in Africa in overcoming this ruinous problem permeating the institutions and their implications in the development of education in Africa.

1. **Young People, Delinquency and Education in Southwest Nigeria Since 1980s**

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**Abstract**

The idea of young people and delinquent behavior and education have more often been linked in the minds of the general public. Moreover, in a developing country like Nigeria there are widely held commonsense notions that such activities are a recent phenomenon and
invariably an outcome of the wide spread of globalization and the breakdown of
the traditional nuclear family that has occurred beginning in the military years that serve as the departure period for this study. It is also widely believed that in the past young people were orderly, disciplined, well behaved and law-abiding. This is a commonly held and extremely influential viewpoint which has had a considerable impact on political thinking and policy agendas. The delinquent behaviours of children and young people has become
a significant social and political concern in the country in recent years, with a rather evasive demand that if young people are prepared to break the law they should also be prepared to take responsibility for their actions and that this might well mean incarceration in the same institutions as adults. This is of course contrary to the dominant idea emanating from International bodies which the country is signatory to. This paper submits that there are grave consequences vis a vis educational development in the Southwest

**EXAMINATION MALPRACTICES: AN INDISCIPLINARY ACT TOWARDS A SOCIETAL RUIN, CAUSES, AGENTS, CONTROL AND THE WAY FORWARD**

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**ABSTRACT**

Examination Malpractices as an indisciplinary act towards a societal ruin was surveyed. Findings of this study presents examination malpractices as an act capable of dragging the society into ruin. Result of the statistical analysis was significant (p<0.005), proofing examination malpractices as an act been perpetrated in schools for the benefit of the parties involved. Different forms, causes and agents of examination malpractices have been identified, seeking a control guide where these factors can be tackled for the benefit of the Nigerian society and the world at large. The mode of life contrary to societal development has been identified as indiscipline with characteristics which do not conform to the development of the environment. The regular violations of school rules, constant violence been experienced in the country today, turn-down of court orders, broken homes, including loss of respect for Humanity, metamorphoses from indiscipline from one stage/form to the other. The Research finding further revealed that this act is one of the possible reasons for some level of underdevelopment been experienced in some of the developing countries like Nigeria. Tackling indisciplinary acts like examination malpractice can help to revive a society’s morals including her economic status, where development can be sustainable for the benefit of the present and unborn generations and to create an ideal society where Human dignity and respect for academics as one of the factors for strong economic development can prevail. Recommendations of this survey include good home training and upbringing, leadership by example, engagement of an individual in life rewarding activities to exit idleness including setting of realistic rules guiding the act of examination malpractice as an act of indiscipline.

***Keywords***: Examination malpractice, societal ruin, Underdevelopment, Educational advancement, Indisciplinary act

1. **STRATEGIES FOR CURBING EXAMINATION MALPRACTICES IN ENHANCING EDUCATIONAL TRANSFORMATION: PERCEPTION OF LECTURERS OF ADEYEMI COLLEGE OF EDUCATION, ONDO, NIGERIA**

By

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**Abstract**

This study investigated the perception of selected lecturers in Adeyemi College of Education, Ondo, Nigeria on strategies for curbing examination malpractices in higher institutions across the variables gender, qualification and religion. Fifty (50) lecturers from the five (5) schools in Adeyemi College of Education, Ondo responded to items in the questionnaire which was designed to elicit response on their perceptions. Their responses provided suggestions on ways of curbing examination malpractices in higher institutions. Three research questions were raised while two hypotheses were generated. Percentages, Analysis of Variance (AVOVA) and t-test statistical procedures were used to analyse the data collected. The findings from the study revealed various strategies for curbing examination malpractices and it underscored the need to educate students on the dangers of examination malpractices.

**Key words:** Strategies, examination, malpractice, perception

1. **The Blemish of Scandal on the Nigerian Academy**

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Abstract

A sound educational system is a sine qua non for the development of Nigerian nation. Looking inwards, the decadent nature of the Nigerian academe has brought its ridicule, contempt, just as it portends further decay and inadvertent complete degenerate. Thus, preserving the culture of quality literacy in Nigeria is a worthy exercise at any given time and context. This paper is an analysis of how Nigerian academic fabric has been soiled over time and the need to resurge acute discipline in the system. Using documentary sources of reported cases of higher and lower profile scandals, the paper presents a lucid picture of some of the splattered spots on Nigerian academic fabric and how it could be worsted in the nearest future if proper steps are not taken to remedy the situation. The paper concludes with recommendation of global academic best practices that could be reinforced to achieve purity of Nigerian academic gown.

Keywords: Academy, Corruption, Development, Nigeria and Scandal

1. **CAUSES AND PANACEA TO PROBLEM OF CULTISM IN THE NIGERIAN EDUCATION SYSTEM**

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**Abstract**

*The Nigerian education system is bedeviled with a myriad of malaise hampering effective teaching and pleasant learning, chief among which is- cultism. The overall effect of cultism leaves much to be desired in the education system as education is an instrument par excellence for achieving national development. The trust of this paper, therefore, is to investigate the crushing effect of cultism, on the Nigerian education system. The paper traces antecedents of cultism; its pervasiveness at particular level(s) of the education system; causes of cultism as well as panacea to the cankerworm, with a view to salvaging the Nigerian education system and making it the bastion of development, as affirmed by the National Policy on Education, which considers education as an instrument par excellence for national development. Among other things, the paper proffers panacea in form of recommendations which include mass re-orientation against violence in Nigerian schools, emphasising moral and religions teaching, provision of welfare/recreational facilities in-school(s),as well as enacting and enforcing stricter laws.*

***Keywords:*** *Cultism, Menace, Panacea, National Develoment.*

1. **Examination Malpractices as Acts of Indiscipline: Causes, Agents, Control and the Way Forward**
2. **Drug Addiction and Its Effect on Health and Academic Performance of Tertiary School Students: A Case Study of Adeyemi College of Education Ondo, Nigeria**

**D2**

**D2: Education and Good Governance**

1. **The Effects of Corruption on Nigerian Universities since 1978**

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**Abstract**

This Study uses historical methods of analyses to investigate the effects of corruption on Nigerian University system from the late 1970s. It argues that the politicization of University education gave rise to wanton corruption that has been the bane of University education in Nigeria. University is the highest academic institution where research, teaching and learning take place for holistic development of human society. By this configuration, University is designed to set space in research, teaching and learning for the purposes of character and moral building and rapid development of the socio-political and economic structure of the state. The above was considered as major lapse in Nigeria political development by foremost Nigerian nationalists, which propelled agitation for its establishment during the colonial administration. Nigerian Universities exhibited these virtues from 1948 up till 1970s. These were evident in the outputs of research, teaching and learning. The products of the Nigerian Universities compete favourably with other Universities around the world. However, from late 1970s, corruption began to shift its pendulum through appointment and promotion of staff, admission process, undue process of awards of contracts, favouristism and moral degradation by lecturers and students. It concludes that except the monster of corruption in Nigerian Universities is dealt with; repositioning Nigerian University system to its lost glory will be a mirage.

**Keywords**: Nigeria, University, Corruption, Lectures, Students

**SPATIAL DISTRIBUTION OF NATURAL RESOURCES IN AFRICA, ITS IMPACT IN FUNDING EDUCATION: A CASE OF NIGERIA.**

BY

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ABSTRACT.

The continent of Africa with her fifty three independent countries including the Islands, lies astride the equator between latitude 37oN and longitude 18oW and 53oE is blessed with numerous Natural resources even including human resources. The giant of her countries is Nigeria. With this ascertion however he continent and her countries they are expected to be buoyant enough to fund education of their people conveniently. But alas the expectation is negative especially with Nigeria as one of her countries. This paper is focusing on the spatial spead of these natural resources, their economic importance and looking that the funding of the education. Relevant studies are examined so as to establish how far the impact of those natural potentialities have hither to aided in funding education with reference to the examined studies as Mentioned Educational Funding is below UNESCO standard not withstanding of the numerous resources available. Factors affecting educational funding in Africa, Nigeria to be specific is bedeviled by other physical, political and social factor as it shall be explained in

this paper suggestions and workable recommendations are made.

1. **UNMASKING BRIBERY AND CORRUPTION FOR GOOD GOVERNANCE IN NIGERIA**

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**Abstract**

Bribery and corruption had eaten deep in the very fabric of the Nigeria society. Bribery is the act of taking bribe which is a payment such as money or a favour given to someone to induce him to act dishonesty whereas corruption is dishonest or illegal behaviour especially of people in authority using their power to dishonest or illegal things in return for money or to get advantage. Good governance is an act of meeting the needs of the masses, as good governance cannot strive where there is bribery and corruption by individuals and the governing body of a particular country, hence this paper tries to find out probably causes and forms of bribery and corruption in Nigeria. The levels at which bribery and corruption have taken place in Nigeria were discussed. The paper recommends how to unmasking bribery and corruption in Nigeria. One of the way by which bribery and corruption can be unmasked is for our leaders to live a life that is transparent, in order for good governance to strive in Nigeria.

**Keywords**: Good governance, Bribery, Corruption, Unmasking, Governance.

**ASSESSMENT OF SOCIAL STUDIES EDUCATION AS INSTRUMENT FOR STRENGTHEN STATE ECONOMIC EMPOWERMENT AND DEVELOPMENT STRATEGY FOR POVERTY ERADICATION IN OGUN STATE**.

**BY**

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**Abstract**

The paper focus on the assessment of social studies education as instrument for strengthening State, Economic, Empowerment and Development strategy for poverty eradication in Ogun state. Social Studies, being a problem solving subject can serve as a potent instrument for strengthen (SEEDS) for poverty eradication in Ogun state, this work is an opinion survey that draws data from lecturers and non-academic staff of three colleges of education in Ogun state. One hundred and eighty (180) academic and non-academic staff were sample for the study. It has 2 research objectives and hypothesis which borders on the potency and strategies of social studies for potential instrument in strengthen SEED for poverty eradication. Data were collected using structured questionnaire containing mostly closed ended questions. The instruments were validated by expert in the field of social studies and test- retest method which yielded a correlation of 0.92 through the adoption of piercing product correlation co-efficient statistical method. Questions basically bothered on the potential of social studies education as a tool for strengthen SEED in the eradication poverty. The questionnaire was administered by the researchers using on the spot technique to avoid retrieval difficulty and failure. Data was collected, collated and further analysed in descriptive form using percentage distribution through social science analytical software package (spss 20.0) the PPMC statistical analysis tool was used in the analysis of data at 0.05 level significance. The study find significance relationship in the potency of social studies education as effective tool in strengthens seed to eradicate poverty in Ogun state. The work recommended that the course content of social studies should be reviewed to accommodate current issues that have become global phenomenon; social studies education should be taught at all level of education in our halls of learning.

**Key-words**: eradication, strengthening, social studies, instruments, poverty

1. **Education for Empowerment and Employment: A recipe for Transformation**

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Abstract

Education has been described by many scholars as a strong tool for the enhancement of national development. Its place as the bedrock of socio-economic and political advancement of any nation may not be over-emphasized. The founding fathers of Nigeria have expressed strong faith in the ability of education to eradicate unemployment and empower the citizenry. However, in the opinion of the present writer, leaders have always paid lip-service to education in Nigeria. This paper seeks to establish three central positions which the author believes will make education a true catalyst for youth empowerment and employment in Nigeria. Data for the work are sourced from both primary and secondary sources. Primary data include information gathered through oral interviews with different grades of youths, that is, unemployed and under-employed, trained in skills but lacking in tools, untrained and poorly trained youths to mention a few. Secondary data include published articles in journals and books. The paper concludes that unless education is geared to empowering the youth, it may never be transformative.

**Keyword**: Empowerment, Employment, Recipe, National Development, Political advancement.

RE-DESIGNING NIGERIAN TERTIARY INSTITUTIONS’ THEATRE TECHNOLOGY CURRICULA FOR YOUTH EMPOWERMENT AND EMPLOYMENT

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ABSTRACT

Generally, the theatre is perceived as the house of truth and creativity where real life experiences are enacted before the audience by actors in order to educate, correct, inform and entertain them about realities of life. Interestingly, this feat is usually achieved with the collaboration of theatre designers who usually design costumes, make-up, scenery, lighting, properties and sound effects that add value, meaning and aesthetic effects to the messages communicated to the audience. Unfortunately, recent scholarly researches have revealed that the technicalities imbued into the training of students in theatre design and technology courses in Nigerian tertiary institutions have not been maximally harnessed and explored for youth empowerment and employment in Nigerian society unlike other advanced societies of the world. In view of this, this paper adopted descriptive and analytical methods to examine and highlight the factors undermining the successful implementation of their functional values in job creation within the Nigerian society. It was discovered among other factors that technical theatre courses are not centrally incorporated into the curricula of theatre Arts Departments across Nigeria, thereby limiting their potentials in theory and practice. The paper therefore recommended an upward review of theatre Arts curricula to positively cater for the needs of theatre design and technology courses so as to empower and create sustainable jobs for youths in the Nigerian Society.

1. **Teachers’ and Nursing Mothers’ Perception on Frequency of Childhood Sicknesses and School Attendance among Young children in Southwest Nigeria**

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**Abstract**

This study examines teachers’ and nursing mothers’ perception on frequency of childhood sicknesses and school attendance in children. Attendance in school is a strong determinant of good success at all level of education. The state of health of children determines the regularity of any child in school, so, good health is supposed to increase school attendance and good academic attainment in children. In Nigeria, there are still many childhood sicknesses which children have not been immunized against that are preventing children from having the required number of school attendance, which in turn may affect school performance. Based on this, the study wants to ascertain the extent to which frequent sicknesses affect school attendance in young children. The study adopted a descriptive survey research design with a self- designed checklist called Childhood Sickness Frequency Checklist (CSFC) to elicit information from thirty teachers and forty nursing mothers from schools and health centres respectively. The study revealed that malaria, whooping cough and stooling are the commonest and most frequent childhood sicknesses that affect children and have been able to reduce school attendance among young children. The study recommended immunizing children against these sicknesses.

**Keywords: Teachers’ and Nursing Mothers’ Perception, Childhood Sicknesses and School Attendance**

1. **Early Childhood Education as an Instrument for Good Governance**
2. **Youth Empowerment and Employment**

**D3**

**D3: Curriculum Issues and the Growth of Education**

1. **THE CURRENT CHALLENGES OF JAMB ON ADMISSION SEEKERS IN NIGERIA TO HIGHER INSTITUTIONS**

By

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**ABSTRACT**

The world is moving towards a ‘knowledge driven society’ where those with knowledge rule and lead the rest. The spread of modern knowledge offers possibilities for improvements in the quality of life worldwide. It is therefore apparently plausible to argue that a critical element of sustainable development in today’s competitive global economy lies with accessibility to knowledge. Hence, the Joint Admission Matriculation Board (JAMB) becomes an indispensable gateway for students seeking admissions into Higher Institutions in Nigeria. This study assesses how JAMB has made lives difficult for admission seekers in Nigeria in the recent times. This has affected Nigeria’s Higher Educational system and students especially between the periods 2012 – 2017. Using historical tools of analysis, this study examines the stress and difficulties the prospective admission seekers have undergone and its socio-economic impact on Nigerians and Higher Institutions using some selected Higher Institutions in Southwest as case study. The study also recommended possible solutions to the challenges it poses to the people and the nation as a whole by calling on the federal government of Nigeria to order on seeing to the solutions given.

1. **EFFECTS OF A PARTICIPATORY CIVIC EDUCATION PACKAGE ON STUDENTS’ KNOWLEDGE OF CIVIC AND POLITICAL CONCEPTS IN ONDO STATE, NIGERIA**

 **By**

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 **and**

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**Abstract**

This study examined the effects of a Participatory Civic Education Package (PCEP) on secondary school students’ knowledge of civic and political concepts in Ondo State, Nigeria. Three instruments were developed and used for the study. These instruments are: Students’ Civic and Political Knowledge Test (SCPKT); Conventional Teaching Method Guide (CTMG) and Focus Group Discussion Guide (FGDG). Four hundred and twenty-two Junior Secondary School 2 (JSS II) students from eight (8) co-educational schools in Ondo State were used for the study. Three research questions and a null hypothesis were raised and given qualitative and quantitative analyses. The qualitative finding showed that secondary school students can make use of informal PCEP to learn civic and political concepts. Also, the qualitative findings showed that students in the experimental group gained more knowledge of the selected civic and political concepts through the PCEP. The quantitative analysis revealed that there was a significant difference in the civic and political knowledge scores of the experimental and the control groups. The Multiple Classification Analysis (MCA) indicated that students that were exposed to the PCEP were significantly better, in civic and political knowledge, than students that were taught through the conventional teaching method. On the basis of the findings, it is recommended that there is an urgent need for pedagogical change in the Nigerian secondary school curriculum. Informal civic education package should be developed for the teaching and learning of civic and political concepts.

**Key words: Participatory; Civic education package; Students’ knowledge; Civic and political concepts**

1. **TEACHING PRACTICE EXERCISE AMONG TEACHERS-IN-TRAINING: THE CASE IN COLLEGES OF EDUCATION IN SOUTH-WESTERN NIGERIA.**

By

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&

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**Abstract**

Teaching practice is an important aspect of Teacher education as it gives the Teacher-in-training the privilege to test real life teaching in a practical way. Hence, with teaching practice, a student teacher is given the opportunity to put his/her theoretical studies into practice. Through this, student teachers learn to take responsibility, gain confidence and improve upon their classroom management skills. This study empirically assesses the teaching practice exercise in Colleges of education with a view to identify on-the-field problems encountered by teachers-in-training. Three categories of these problems were considered, namely: students’ related, institutions’ related and school of teaching practice related problems. Five Colleges of education in south-western Nigeria were used as case study for this research work. Primary data collected through a structured questionnaire from five hundred respondents randomly selected across the study area was analysed through likert rating scale. The results showed poor educational facilities and learning environment in the schools of teaching practice as well as high costs of accommodation and transportation inhibiting against the effective exercise of teaching practice in south-western Nigeria. The study recommended among others that schools of teaching practice should create a good learning environment and adequate educational facilities to improve quality of teaching practice exercise and education in Nigeria. Governments at various levels and philanthropists are also encouraged to introduce accommodation and transportation allowances for teachers-in-training.

**Keywords**: Teaching practice, Teachers-in-training, Learning environment, Educational facilities.

**Teaching Practice Exercise in Teacher’s Colleges: Challenges & Prospects. A case study of Adeyemi College of Education Ondo**

**by**

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**ABSTRACT**

This study examines the teaching practice exercise in teacher’s colleges considering some challenges encountered by student-teachers during the course, their influences on students’ performances and the teaching profession as a whole. 300 students in Adeyemi College of Education Degree 3 & 4 were randomly selected as sample. Data were collected using questionnaire method and analyzed using t-test with statistical tool (SPSS). The result indicated that factors such as financial constraint, accommodation, interpersonal relationship between student-teachers and their respective cooperative teachers influences the performances of the students in the course of the exercise.

***Keywords****:* Teaching practice, Teacher education, Challenges, Student-teachers.

**CURRICULUM REVIEW IN VOCATIONAL AND TECHNICAL EDUCATION FOR IMPROVED ENTREPRENURSHIP AND ECONOMIC RANSFORMATION IN NIGERIA**

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[Vocational and Technical Education](http://www.vocationalalliance.com/vocational-education/)  (VTE) comprises of disciplines like Agricultural Science, Business ness Education, Fine and Applied Arts, Home Economics and other subjects where scientific principles and those in the arts are applied in manual or practical activities that prepare and equip learners with the requisite skills, knowledge and competencies needed to function effectively in jobs that are related to specific trades, occupations or vocations and other jobs often referred to as "blue collar" jobs. Advanced communities like China and Japan have embraced VTE as an effective fulcrum in their quest for technological advancement and self-sustenance. This paper observes that VTE in Nigeria is bedeviled with curriculums that seem to be deficient in contents that could give adequate exposure to skills and competencies needed for the World of work; hence graduates are half-baked individuals who lack the confidence to start vocations or become employers of labour. Data were collected through an 18 item questionnaire from 30 graduates of VTE programmes in six tertiary institutions in Ondo State, Nigeria; and analysed using descriptive statistics. Results showed: deficient curriculum 64%, inadequate facilities 76%, teachers’ poor conditions of service 52% and poor funding 68% as some of the issues affecting VTE. It concluded that VTE could become the panacea for economic transformation in Nigeria if given its rightful place in policy and implementation. It recommended the involvement of government at all levels, the industrial sector, parents and good spirited individual in the funding of VTE to improve the entrepreneurial capabilities of graduates to boost economic transformation and reduce poverty.

**Keywords:** Curriculum Review, VTE, Entrepreneurship, Economic Transformation

THE RELEVANCE OF PRACTICAL EXPERIENCE IN THE TRANSFORMATION OF HIGHER GEOGRAPHY EDUCATION

BY

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ABSTRACT

Geography as a field studies the spatial distribution of phenomenon. It examines the Physical, Social and Economical features that constitute the environment. The abstract nature of the field coupled with the wide curriculum is a major impediment in the pedagogy of Geography at all levels, this has culminated in the dwindling rate of enrolment of students, and this may lead to the extinction of the subject if proactive steps are not taken to affect the methodology of the teaching-learning process of the subject. This study examines the effect of practical experiences such as fieldwork, excursions, models, GIS, geographical garden, etc, on students’ understanding of concepts in Geography. It also examines the adequacy and functionality of instructional materials for the practical classes and the problems associated with practical involvements. The study employs survey method, using questionnaire on a group of 300 students, selected from both the NCE and Degree classes of Adeyemi College of Education, Ondo. The simple percentage was used in the data analysis. It was discovered that the use of practical method is very low; materials are either not available or obsolete. It is recommended that teachers should adopt practical methods to enhance better productivity; Management bodies should make concerted efforts in providing relevant supports for effective teaching process. This concept would enhance better understanding of the subject matter and subsequently the transformation of learning process.

KEYWORDS: Pedagogy, Practicals

**Measured Identification and Remediation of Students’ Weakness in Senior Secondary School Physics Curriculum**

By

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&

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**Abstract**

The study identified and measured students’ weakness in the senior secondary school Physics curriculum. The study adopted the descriptive survey design. 543 Physics students in Ondo metropolis of Ondo State, Nigeria were involved in the study. This included 279 male Physics students and 264 female Physics students. A researcher designed questionnaire consisting of the themes in the senior secondary school Physics curriculum was used to obtain data for the study. Five research questions were raised and answered using descriptive statistics. Also, the only null hypothesis formulated was tested for acceptance or rejection at 0.05 level of significance using t-test. Findings from the study showed that senior secondary school Physics students experience some levels of weakness in the senior secondary school Physics curriculum especially in Theme 6 (Physics in Technology). Findings also revealed that there was no significant difference in the weakness experienced by male and female Physics students in the senior secondary school Physics curriculum. Some of the recommendations made include; the encouragement of Physics teachers to teach the contents where Physics students experience weakness using more appropriate teaching methods; the allocation of more periods to the teaching of the contents where physics students experience weakness; and the organisation of in-service training, seminars and workshops for practicing Physics teachers in order to improve their professional competencies.

**EXPLORING GENRE-BASED APPROACH FOR EFFECTIVE TEACHING OF ACADEMIC WRITING**

By

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**Abstract**

*Writing, an important aspect of language skills, is a crucial medium of expression that cannot be over-emphasized as far as communication is concerned. It is not just a graphological representation of thought and idea but an expressive means of ventilating feelings,opinions, beliefs, sentiments etc. In Nigeria, however, writing, which is the hallmark of literacy is not given priority attention nor is it considered very important under language curriculum. The purpose of this paper is to explore the effectiveness of Genre-based approach in teaching academic writing. The paper is motivated by the researcher’s perceptions about University students’ difficulty in acquiring the essayist literacy and the fact that very little empirical research has been conducted on the effects of Genre-based writing interventions especially in Nigeria. The paper is hinged on the principle of Systematic Functional Grammar and Critical Literacies as its theoretical framework.*

Keyword: Genre-based, writing, literacy, language skills.

**PANEL D4**

**D4: Science and Innovative Systems**

1. **DEVELOPMENT OF A FUZZY LOGIC MODEL FOR PREDICTING THE LIKELIHOOD OF CHOLERA DISEASE**

**.**

BY

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Abstract— *Water borne disease is contacted from the consumption of unsaved drinking water. From literature, a number of predictive models have been in existence that dealt with different water related problems. However, these models did not take into consideration some factors that cause water borne disease after fetching water from a good source. Hence, this research developed a Fuzzy Logic (FL) model which is characterized by water storage, water transmission and duration of storing the water after fetching from a good source to forecast the likelihood of waterborne diseases.*

*Index Terms*— Fuzzy Logic, Model, Predicting and Cholera e Diseases.

1. **Effects of different processing methods on the nutritional values of Moringa leaves**

**By**

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**Abstract**

Moringa is commonly called the drumstick tree or horseradish tree. The tree produces abundant leaves with high concentration of proteins, vitamins and minerals. The study determined the effects of different processing methods on the nutritional values of moringa leaves. Fresh, indoor dried, outdoor dried and powdered form of the outdoor dried moringa leaves were taken to microbiology laboratory at the Federal University of Technology, Akure for proximate and mineral analysis. Energy value, ash, moisture, crude fibre, fat, protein and carbohydrate contents of the four samples were determined. Minerals analysed were sodium, potassium, calcium, magnesium and iron. Findings showed that outdoor dried moringa leaves contained the highest energy value (1262.581±0.039kj/g) followed by indoor dried (1168.636±0.119kj/g) and fresh moringa leaves (734.587±0.110kj/g). Outdoor dried moringa leaves also contained the highest protein content (40.296±0.051), followed by indoor dried (31.54±0.020) and fresh moringa leaves (25.321±0.015), fat content was low in outdoor dried, indoor dried and least in fresh moringa leaves. None of the samples contained the Recommended Daily Intake (RDI) for fats in any of the age groups. Outdoor dried moringa leaves contained more than the RDI for energy and protein require by infants and children below 8 years and 14 years of age respectively. Indoor dried moringa leaves contained the highest magnesium content (320.400±0.020mg/kg), followed by outdoor dried (314.400±0.003) and fresh moringa leaves (75.000±0.011mg/kg). Moringa leaves contained almost the RDI for magnesium required by all age groups. It was therefore recommended that outdoor dried moringa leaves should be given to all age groups because it has the highest protein content and energy value. Fresh moringa leaves is recommended for the aged and overweight because it contained the lowest fat content. The four processing methods of moringa leaves are recommended for all age groups because of their high magnesium content.

**Keywords:**Moringaleaves, processing methods, dried leaves, nutritional values, minerals

**RELATIONSHIP BETWEEN LAND USE TYPES AND THE INCIDENCE OF FLOOD IN ONDO TOWN**

**BY**

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**ABSTRACT**

Flooding is a major problem in urban areas. The main causes being impervious surfaces made up of roads, buildings, driveways and parking lots. Impervious surfaces change the routings and timing of water convergence to streams. The aim of this paper is to analyse the relationship between spatial variations in urban land use types and flooding in Ondo town, Nigeria. The research evaluated the variations in impervious surfaces of different land use areas relating them to floods in Ondo town. Primary data were obtained from direct field measurement from selected housing compounds while flooding experience was acquired through the administration of questionnaire. The findings reveal that impervious surface plays a major role on flooding in urban areas by increasing surface runoff. The paper suggests ways of reducing impervious cover in urban areas and thereby reducing floods.

1. **Utilization of Cassava Starch Residue Meal for Rabbit Production and Empowerment of Small Scale Farmers**

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***Abstract***

*A 56-day feeding trial was carried out to assess the utilization of cassava starch residue meal in place of maize grain in rabbit diet. A total of one hundred (100) weaned rabbits of group mean weight range of 550-700 g were randomly assigned to five dietary treatments in five replications of twenty rabbits per treatment in a completely randomized design (CRD). Results showed significant (P<0.05) increase in the growth rate (15.43-16.38 g/rabbit/day) of rabbits fed cassava starch residue meal-based diets when compared with those (14.66 g/rabbit/day) fed maize-based diet. The findings also revealed that it was economically viable and profitable to raise rabbits on cassava starch residue meal up to 100% substitution level for the expensive conventional maize grain in rabbit diet. The N66.58-130.82 additional saving cost, N18.09-101.73 profit per rabbit and 114.29-228.57% relative economic efficiency attested to the economic gains of substituting maize grain with cassava starch residue meal in rabbit diet. Thus, rabbit farmers or potential rabbit farmers in this part of the world where there is stiff competition for maize can take advantage of cassava wastes to improve their income or empower people or interested livestock farmers on rabbit production.*

**Key words:** Cassava wastes, rabbit production, empowerment, small scale farmers

**Chromatographic Separation and Characterization of**

 **Crude Oils and Petroleum Products.**

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 **ABSTRACT**

**Samples of crude light, medium and heavy crude oils from different locations supplied by Portharcourt, Kaduna and Warri Refineries and Shell Company and Petroleum Product including engine oil(SAE 40),kerosene, diesel and petrol(gasoline) obtained from Olak Petroleum and Texaco filling station in Ilorin Kwara State were separated into various constituents as saturates, mono aromatic, di aromatics and poly aromatics using column chromatography and the various fractions were identified by their respective colours. The physical properties of the samples such as density, specific gravity , API gravity were determined and the physical properties were found to be increasing from light crude oil to lagoma heavy oil and this is the same case as of the petroleum products but the API gravity was found to be decreasing from kerosene to engine oil.**

**Keywords: Chromatography, Crude Oils, Petroleum Products,**

**ICT, ADOLESCENCE AND ACADEMIC ADVANCEMENT**

**BY**

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*Abstract*

*The influence of ICT on adolescents has been a topic on the front burner of many research and developmental efforts and in conferences, seminars and workshops. Scholars and indeed the general public have continued to express their concern about the negative impact of ICT on the teeming youth population. Also, the myth as well as reality of the digital divide it has created has become an albatross on our collective psyche. This paper is predicated on the positive assumption that ICT holds great promises for our teeming youth in Nigeria. It explores the academic potentials, challenges and prospects of the ICT-adolescence interface.*

Key words: adolescence, ICT, interface, academics, impact.

1. **Challenges of Woman’s Involvement in the Management of Hospitality Industry in Ondo State**

**Green Cooking and Market in Sub Sahara Africa:
A Holistic Review on Current State and Future Demands**Akinsemolu A.A., Kamundala J., Onyeche K., Abdelhay M., Ologunbaba A., and David O.
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*In Sub-Saharan African countries, more than 88% of the total population relies primarily on traditional biomass, such as fuel wood, charcoal and agricultural waste as energy source for cooking. However, appraisal of recent researches have demonstrated that the depending primarily on this traditional biomass has led to environmental degradations, health related issues in women and children and also, local climate change. In that vein, Solar cooking, improved biomass cooking stoves, biogas generation, piped natural gas (PNG), electricity based cooking and liquefied petroleum gas (LPG) have been developed as the most recent sustainable solutions to address the attendant challenges of traditional biomass. Therefore, this review paper aims to address the challenges associated with solar cooking, improved biomass cooki ng stoves and biogas generation in Nigeria. The paper argues that the existing proffered solutions are not operational in developing countries like Nigeria due to illiteracy, incidence of poverty, unavailability of materials and skilled labor, cultural unacceptance and unavailability of intermittent sources. Against this background, this paper proposes a plan for future actions to facilitate the integration of these sustainable solutions into Nigerian houses and thus reduce the pollution that affects the health of the direct end users of this traditional biomass. Conclusively, this paper posits that developing youth entrepreneurship, raising awareness and a profound explanation of these techniques would be a contributory approach to eradicating the existing prejudice against those new techniques.*

**Keywords**: **Sustainable cooking; Green; Biomass; Solar Cooking; Energy; Wood Fuel**.

**ISOLATION AND CHARACTERIZATION OF BERGAPTEN FROM THE ROOT BARK OF *FICUS EXASPERATA (VAHL)***

By

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**ABSTRACT** Bergapten, a furanocoumarin, was earlier isolated from the aerial parts of *F. pumilla*, stem bark of *F. religiosa* and lately from the stem bark of *F. exasperata*. From this work Bergapten was isolated from the root bark of *F. exasperata* for the first time. This compound was identified on the basis of 1D NMR (1H and 13C ), 2D NMR (gCOSY, HSQC, and HMBC ), IR, ESI-MS data and by comparison with reported data.

**Keywords**: Bergapten, Furanocoumarin, Isolation and Characterization

LIJADU, IFA AND THE PROMOTION OF LITERACY IN AFRICA

By

Ayodeji Abiona

There is little or no dissension in literature on the impact of the Christian missionaries in the introduction of western education to the peoples of the pre-colonial Nigeria and in the promotion of literacy. The history of literacy and that of Christianity in Nigeria are always interwoven, and presented as two phenomena promoting each other. In a calculated attempt at giving Christianity a firm foothold, literacy was introduced. Thus, literacy helped consolidated the gains of the missionaries or vice versa, whereas the indigenous faiths were perceived antithetic to literacy and civilization.

This paper examines how the documentation of the knowledge of an African traditional religion played a role, contrary to widely-held belief, in the education of the peoples of the pre-colonial Nigeria. By carrying out a critical analysis of the life and works of a profound Christian cleric, Bishop Emmanuel Moses Lijadu, on Ifá and Òrúnmìlà, a very important religious corpus/oracle and deity of the Yorùbá people, the paper seeks to examine how research and documentation of the knowledge and edicts of a profound Yoruba religion helped promote reading and writing in Yorùbá land. It discusses how the documentation, and by corollary, better preservation of the Ifá body of knowledge was a great step towards educating even later generations of Ifá adherents. The study also seeks to give better perspective to the notion that, though Christian missionaries introduced literacy, Christianity and literacy were not inseparable flip sides of a coin, but only mutually complementing as could be literacy and African traditional religions.

The paper will source data majorly from the two aforementioned works of E.M. Lijadu on Yorùbá/Ifá religion. Series of interviews will also be conducted with living members of the Lijadu family in Ondo town and acquaintances of the family who are well versed in the family history. These will be corroborated by a thorough search of the archives as well as the private collection and library of the Lijadu family. Other relevant publications on Ifá as well as the introduction of western education will also be very resourceful.

The paper will contribute to the body of knowledge by providing fresh insight to existing knowledge on the introduction of western education and the place Christianity and Christian missionaries have hitherto occupied. In another light, it will also explain how, ironically, literacy introduced by Christian missionaries was instrumental in the documentation and preservation of the knowledge of the indigenous faith which the missionaries sought to eradicate. It will also further showcase and celebrate the efforts of an African in promoting literacy and preserving an African faith through documentation.

**D5**

**D5: Unionism and Conflict**

1. **Conflict in the Nigerian University System: Federal Government of Nigeria and ASUU in Perspective**

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**Abstract**

The paper aims at pointing out the historical disagreement that has continued to exist and shape the relationship between Federal Government of Nigeria and the Academic Staff Union of Universities. The disagreement centres on the problematic notions both parties hold with regard to the Nigerian University System (NUS). While the Federal Government believes that university education and academic staff can be treated with disdain, ASUU holds that that posture remains resistible, and thus demands for a better and responsible attention to the system and its workers. Through a interpretive framework, it is argued how this skewed relationship has negatively impacted on the Nigerian University System, and calls both sides to the ‘art of thinking together’ as a way of addressing issues and avoiding the incessant disruption of academic calendar.

1. **ASUU and the Struggle for the Transformation of the Education System in Nigeria**

By

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The Academic Staff Union of Universities (ASUU) is a Trade Union, but unlike other Trade Unions, ASUU is a Trade Union of intellectuals formed in 1978. This paper in a historical and analytical manner examines the historic struggles of ASUU for the stability and transformation of the education system in Nigeria. It observes that there is a public misconception about the objectives, strategies and the activities of the Union. The pervasive opinion of Nigerians is that the Union only embarks on incessant strike for the selfish personal aggrandizement of its members with its concomitant effect on the quality of education. Contrary to this believe, the paper opines that strikes have been used by the Union to force successive governments to be alive to their responsibility, of treating education as a public good. The paper argues that ASUU has played a pivotal role in ensuring the stability of the education system through its constant engagement with the state. The paper further argues that the Unions ideology of social justice and its principled demands for academic freedom, University autonomy and increased funding for the revitalization of public Universities through the Needs Assessment exercise, are significant efforts in the transformation of the education system in Nigeria. It concludes that, but for ASUU’s principled stance against the commercialization of education within a neo-liberal economic paradigm, education would have been priced out of the reach of the masses, in spite of Nigeria’s stupendous oil wealth, that has been mindlessly stolen by the kleptocratic ruling elites.

1. **THE IMPACTS OF CONFLICT AND WARS ON EDUCATION IN AFRICA: A CASE STUDY OF DARFUR**

By

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ABSTRACT

It is a truism that education is germane in human’s life. Africa is known for its taking head in advancing the cause of education in the world from the time immemorial. From the history, the first University was established in Africa, Egypt. This does not only project the deep concern of Africans on education but also showcase the keen interest of our predecessors on pursuance of education. Wars and recurrent conflicts in Africa have grossly affected the level of education in the continent as it has also impoverished the well exploited region by the then colonialists. Scholars have given a myriad accounts on the impacts of conflicts and wars on education in Africa but little research has been done on impacts of conflicts and wars in Darfur especially after the mounting of UNAMID mission in the region. This Paper is an attempt to fill this gap. It is noteworthy that AMIS was the first and only external military force in Darfur region but it could not effectively bring the violence under control. A better equipped and more sizable UN/AU peacekeeping force replaced the AMIS on December 31, 2007 to control Darfur crisis and to stop the conflicts from being overblown. Based on this backdrop, this paper uses context analysis to investigate the impacts of conflict and war on education in Darfur. It also argues that whenever and wherever there is war in Africa, educational activities of the young ones are at stake. It recommends more commitment from both UN and AU in their efforts to put an end to conflicts in the region and to engender enough resources needed for resuscitation of education in Darfur.

**Key Words:**  **Conflict, Wars, Education, Africa, Darfur, AMIS, UNAMID**

1. **A Critical Analysis of Socio-Economic Effects of Ethnic Conflicts on Inter-Group Relations in Nigeria**

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**Abstract**

 The frequency of ethnic conflict leading to violence and extensive destruction of lives and property has undermined socio-economic development in Nigeria. Over the years ethnic conflict in Nigeria had done incalculable damage to harmonious relationship between communities, sustainable peace, manufacturing companies and large investment. Different ethnic unions of parallel functions have emerged in many communities. These ethnic unions have used rivalry to stall industrial development by demanding separately for improved social life. The incessant ethnic conflicts have thus undermined the establishment viable institutions and further put stress on martial harmony. This paper has identified the causes of ethnic conflicts and discussed the need for the promotion of non-violent means of managing conflict and facilitation of peace education in the society.

**106. ABSTRACT**

Policy making simply refers to the collection of laws and rules that govern the operation of government in different areas of national development. One of these areas is educational transformation and development. The roles of information resources and services becomes very vital and instrumental to policy making towards educational development of citizens of respective nationalities, particularly, Nigeria This paper, therefore, attempted an investigation into Nigerian policy making and how such impacts on educational development of the nation through the utilization of available information commons . Existing literature on policy making , educational transformation and utilization of information resources were reviewed, recommendations for improved policy making and policy oriented educational development coupled with access to and utilization of information resources were made and it was concluded that no tangible educational transformation can be realized without recourse to effective collaborative policy making by stakeholders ( governments, non- governmental organizations, parent- teacher associations, educationists and scholars) in the business of education.

1. **THE SOCIAL COSTS OF WAR: THE EFFECT OF VIOLENT CONFLICT ON EDUCATION IN AFRICA, 1990-2015**

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Abstract

The true wealth of any country is measured against, among other things, its extraordinary commitment towards citizens’ education. However, violent conflict and civil wars, impact negatively on education, destroying such wealth. Unfortunately, regaining such wealth becomes usually an uphill task in post-war milieu. It is against this background that it has become pertinent to examine the negative effects of violent conflict and even post-conflict milieu on educational structures and enrolment of children and youth in Africa. Africa has been a strong site of conflict, especially of intra-state type, driven by questions of ethnicity, religion and resources. Such conflicts result in myriads of deaths, refugee crisis, internal displacement, use of children as soldiers of war, political instability and destruction of social infrastructure, one of which is education. In post-civil war milieu, the state is extremely weak to fix the collapsed structures. Rather, emphasis is placed on increasing military expenditures to protect the state to the detriment of revamping the educational structures. Based on existing data and fieldwork over the years in Liberia, Sierra Leone and Nigeria’s Niger Delta region, this study argues that the costs of such effects are extremely high on war-torn countries in Africa, affecting long term socio-economic development.

**DISABILITY AND EDUCATION IN AFRICA**

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 **ABSTRACT**

*The purpose of this paper is to critically examine people with disabilities (PWD) and their access to education in Africa as supported by various international laws which condones their marginalization. The Convention of the Right of Persons with Disabilities offers sufficient protection, independence and right to inclusive and quality education. Over 650 million people are estimated to be living with disabilities globally, of whom more than 500 million are in developing countries including Africa. Hence, this paper will examine thoroughly why people with disabilities (PWD) are exempted from schools in African countries. Twenty (20) persons with different physical disabilities were selected from five (5) African countries and interviewed. Questions relating to their inability to quality education were asked during the interview. The interview was audio-recorded and thematically fully transcribed making use of Computer Assisted Qualitative Data Analysis Software (CAQDAS). Findings revealed many results but the most significant is that, government of various African nations have failed to give priority to education of people with disabilities which is as a result of their obsolete laws. It is expected that people with disabilities would have increased political knowledge, improved their decision making strategy and responsibilities to constituted authority. The recommendation is to provide and implement laws that will avail people with disabilities quality and standard education. This implies that people with disabilities need access to education to sustain their lives and contribute their quota to the development of nations*.

**KEYWORDS: EDUCATION, DISABILITIES, AFRICA**

1. **The Effects of inter-ethnic conflicts on the Education of the African Girl Child:A reading of Chinua Achebe's *Girls at War***

**D6**

**D6: Educational Assessment and Quality Control**

1. **REPOSITIONING TEACHER EDUCATION FOR QUALITY ASSURANCE AND ACCELERATED TRANSFORMATION IN AFRICA**

**By**

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**Abstract:**

Teacher education is accorded high recognition in Africa, as the foundation of every nation’s educational system, which contributes significantly to the development of other sectors in the nation’s economy. The high quality teachers produced by various institutions running teacher education programmes in Africa would undoubtedly utilize their acquired knowledge, skills and attitudinal values to train and develop high level manpower required in various sectors of the economy. As African aims at achieving a buoyant and efficient economy and accelerated transformation, high premium should be accorded to the production of high quality and well motivated teachers for all levels of education in the continent. Undoubtedly the high quality manpower developed through education, would utilize their acquired knowledge, skills and attitudinal values to attain and sustain economic efficiency, political consciousness, social reconstruction, cultural change and scientific and technological advancement. All these would definitely accelerate Africa’s transformation.

1. **ANALYSIS OF SCIENCE TEACHING PRACTICES OF PRE-PRIMARY TEACHERS AND CHILDREN IN IBADAN NORTH LOCAL GOVERNMENT AREA, OYO STATE NIGERIA.**

 **BY**

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**ABSTRACT**

There are evidences to show to that the most effective way young children learn science is when they are actively involved. However, there seems to be dearth of studies designed to investigate the type of activities both children and teachers are involved in during science lessons in Nigeria. This study therefore investigated activities carried out by both teachers and children during science lessons in Ibadan North, Local Government Area, Oyo State, Nigeria.

This study adopted the explanatory sequential mixed method research design. Four research questions were answered. Ten (10) pre-primary classrooms were randomly selected from public primary schools in Ibadan North Local Government Area, Oyo State using simple random sampling technique. Quantitative Data was collected using a self designed instrument titled “Pre-primary Science Teaching Practice Observation Schedule” while Qualitative data was collected using interviews. Quantitative data was analyzed using frequency counts, percentages, mean and standard deviation. While qualitative data was analyzed using content analysis.

Findings indicated that majority of the teachers did not use hands-on activities during science lessons (weighed average =1.08) and majority of the children did not use hand-on activities during science lessons (weighted average =0.9).Furthermore, the level at which the science process skills were utilized was also below expectation (Weighted average=1.15) and the level at which sciencing activities were used was very low (weighted average =1.03). In addition, the qualitative data collected explained possible reasons for teachers’ and children’s low involvement in hands-on activities during science lessons as; lack of instructional materials, poor remuneration, unavailability of the one year pre-primary school education curriculum in all the schools visited, lack f relevant activity based science textbooks for children in pre-primary classes and insecurity. Recommendations were made based on the finding of this study.

**Key words:** Activities, Pre-primary Science, Teachers, Children, Sciencing.

1. **STUDENTS’ OVERPOPULATION IN NIGERIA’S TERTIARY EDUCATIONAL INSTITUTIONS: IMPLICATIONS FOR PERFORMANCE ASSESSMENT AND QUALITY OF GRADUATES**

BY

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Abstract

Population explosion has become a prominent feature of Nigeria’s tertiary educational institutions, especially the public ones. On an annual basis, qualified candidates seeking admission are far greater in number than available space; and the authorities of such institutions often bite more than they can chew by granting admission to more candidates than their facilities and personnel can conveniently handle, not simply as a consequence of pressure from parents, who is who in the society and others, but out of the desire for profit as well. At this period of paucity of funds when regular payment of workers’ salaries is no longer certain, when facilities are falling apart owing to lack of funds for maintenance and tertiary educational institutions are being urged by the government to look for ways of generating funds on their own rather than depend totally on the government for funding, the temptation for the institutions to admit students beyond their carrying capacity to boost internally generated revenue (IGR) appears irresistible – as hundreds of millions of naira would be realized from tuition, compulsory admission acceptance fees and various other levies the new students are made to pay. This paper examines the implications of grossly inadequate personnel and infrastructure for the efficiency of students’ performance assessment and eventual quality of graduates produced. The paper also proposes measures to be taken to rectify the situation.

1. **Instructional Supervision as Correlate of Quality Assurance of Teaching in Selected Public and Private Secondary Schools in Ede, Osun State, Nigeria**

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**Abstract**

Secondary School education remains the foundation upon which students’ performance in tertiary institutions is built. Therefore, teaching quality at secondary school level should be assured in order to ascertain that institutions of higher learning enroll and graduate quality candidates. Institutional supervision is one approach whereby principals and heads of secondary schools assure quality of teaching. This study investigates the frequency of institutional supervision in secondary schools in Ede, Osun State. It also attempts to find out if there is a correlation between institutional supervision and quality of teaching in the selected schools.

The study adopted a descriptive survey of selected secondary schools in Ede South Local Area of Osun State. The population of the study was the teachers and principals of the selected secondary school schools. A multistage sampling procedure was employed to select 200 participants for the study. A structured questionnaire measuring Quality Assurance of teaching and frequency of supervision was used as data collection instrument. Pearson Movement Correlation Matrix was used to answer the research questions raised in the study.

The results of the analysis revealed that institutional supervision had significant correlation with quality assurance of teaching in secondary schools in Ede, Osun State.

It was recommended that heads of schools and secondary education regulatory bodies should be more involved in supervision of teaching in secondary schools.

1. **ADOPTING QUALITY ASSURANCE PRACTICE FOR ASSESSMENT TO ENHANCE ACADEMIC STANDARD IN TEACHER EDUCATION IN NIGERIA**

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**Abstract**

Assessment is one of the most controversial issues in higher education today, essentially due to the varying guidelines and principles that abound. Studies and observations have shown that there is dissatisfaction in the quality of public education delivery, particularly in the area of assessment in Nigeria. This paper therefore identifies and discusses three essential elements of assessing students’ learning in line with the Quality Assurance Practice- design, feedback and marking; the adoption of which can help to enhance academic standard in teacher education, in addition to ensuring continuous intellectual, social and physical development of the learners.

**Keywords:** Academic standard, Teacher education, Quality assurance, Assessment

**The College of Education System and the Quest for Quality Education in Nigeria**

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The critical role of the college of education system in the attainment of quality education in Nigeria cannot be overemphasized. In the 60s and 70s, this sector was vibrant, relevant and served the purpose of advancing quality teacher training education in Nigeria. However, the Nigerian college of education system has become a shadow of itself and has been relegated to a third place after the university and polytechnic systems.

This paper seeks to establish the fact that quality teacher education is inexorably tied to the Nigerian college of education system and when the latter ails, so does the former. The paper underscores the essence of quality education and the very crucial role the teacher plays. It gives recommendations for internal repositioning from case study examples and discusses the roles of relevant regulatory agencies as well as that of the government

The article draws from the author’s personal reflections as a product of the college of education system, a teacher and as an administrator. It also relies on data from relevant books and journals as well as other publications. Of course, these will be corroborated by interviews with relevant stakeholders. It is hoped that this article will be a useful addition to the burgeoning literature on the state of colleges of education in Nigeria and will seek to suggest solutions to the myriads of problems facing this beleaguered sector of our educational system.

Low enrollment of Male students into Home Economics Department in Adeyemi College of Education, Ondo

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Abstract
Home economics is the education for living. It is the study of all that relates to home and family, and provides the necessary knowledge guiding and assisting human being to be able to attain a more self reliant and fulfilled life. It was purposefully set to; highlight the factors that influence male students to study Home economics in tertiary institution, find out if there is a significant difference in the level of enrollment of male and female students into Home economics department and suggest ways to increase the enrollment of male into the department. A total number of 44 respondents were selected using descriptive questionnaire to elicit information from them. From the inference it was deducted that being self reliant, management of home, family and available resources were seen as high factors affecting the enrollment of male students into the department. It was recommended that frequent sensitization and awareness programs should be organized on importance of home economics, coupled with frequent training programs for in-service teachers.

**D7**

**D7: Education, Culture, Performance**

1. **POLITENESS PRINCIPLE AND ENGLISH LANGUAGE TEACHING**

**By**

**FARINDE Raifu Olanrewaju (PhD),**

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**ABSTRACT**

In Nigeria today, the English Language has been so much with us that we now seem to take its roles and functions for granted in our everyday life. The language is so much central to all our formal facets of life such as judiciary, parliamentary, parastatals, education, journalism etc that the attention paid to it is far more than the one paid to the Nigerian languages. Because of its central position, the issue of competence as well as performance in it matters a lot. It is only when one is competent in the language that he can use it to perform various functions. The ultimate aim of English language teaching is to develop students’ communicative competence. Therefore, it is highly significant to apply the politeness principle to English language teaching. This paper tries to prove the applicability of politeness principle to English language teaching.

**Keywords:** Politeness Principle, Communicative Competence, Language

 Teaching, English Language, Performance.

1. **LIBRARY AND EDUCATION: ANY RELATIONSHIP IN THE INTERNET AGE?**

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**Abstract**

*A library is as important to learners as education itself; and as such library has been an important aspect of any educational institution. However, the advent of Information and Communication Technologies (ICTs) has revolutionalised every aspect of human endeavour including education. Notwithstanding, the paper wants to establish that the existing relationship between library and education has not been obliterated by the Google and other search engines. This paper will discuss the concept of education and library, levels of education and type of library. The paper will also discuss the indispensable roles the libraries play in each of the level of education. The paper will identify the relationship between the library and education in the Internet Age. Conclusion and recommendations will be made*

**Keywords:** Library, education, relationship, Internet Age

1. **THE INFLUENCE OF DEMOGRAPHIC FACTORS ON DATA PROCESSING TEACHERS’ TECHNOLOGY USE IN ICT-ENHANCED CLASSROOM**

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**Abstract**

This paper presents the results of a study which comparatively assessed 107 beginner and veteran Office Data Processing (ODP) educators’ pedagogical approach and procedural functional knowledge in an Information Communication Technology (ICT)-enhanced classroom in 11 Technical Vocational Education and Training (TVET) colleges in Gauteng province South Africa. The data collection instrument that was used in this study is a procedural functional and pedagogical content knowledge (PrFPACK) framework self-report survey questionnaire, with 65 items in 13 sub-categories and classroom observations. The survey was validated through factor analysis. The main findings generally revealed that Procedural Functional Content Knowledge is the most important factor in explaining the technological knowledge of ODP teachers. This study found no significant differences in the procedural functional content knowledge of ODP teachers with respect to their teaching experience and gender. Based on the findings, recommendations are made at the end of the article.

**Keywords:** ICT teachers’ training, Office data processing, Procedural Functional Knowledge

1. **COMPUTER SIMULATION AND DIGITAL PUZZLE PACKAGES AS MEANS OF TRANSFORMATION OF STUDENTS’ ACHIEVEMENT IN SECONDARY SCHOOLS BIOLOGY IN OYO STATE, NIGERIA**

**By**

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**ABSTRACT**

The science education in Africa has come a long way in Nigeria educational system with the expectation to satisfy individuals’ quest for knowledge, and cope with growing societal-demands by secondary school students seeking more opportunity to actively participate in Nigeria’s future in scientific development. This study, therefore, determine the effects of Computer Simulation and Puzzle based (Digital) instructional packages on students’ problem solving skills of Genetic and Ecology in Biology of in Oyo state of Nigeria. The moderating effects of self efficacy were also examined.

Pre-test, post-test control group quasi-experimental design was adopted. Participants in the study were 238, 99 male and 139 female drawn from four local government areas using intact classes from six senior secondary schools in Oyo state in south western Nigeria which was purposively selected to form the sample for the study. Instruments used were ;Students’ Problem-Solving Test in Ecology and Genetics (SPSTEG), Students’ Achievement Test in Ecology and Genetics (SATEG),(4) Students’ Self-Efficacy Scale (SSES) Computer Simulation Package In Ecology and Genetics(CSPEG),Digital Puzzle package in Ecology and genetics (DPPEG)

 Instructional Guide for Computer Simulation Package on Ecology and Genetics in Biology (IGCSPEGB),Digital Puzzle Package on Ecology and Genetics in Biology (IGDPPEGB) Modified Conventional Based Instruction on Ecology and Genetics in Biology (IGMCBIEGB) and Evaluation Sheet for Assessing Teachers’ Performance on the use of the packages Data were analysed using analysis of covariance and graph

The study revealed that the treatment had significant effects on students’ achievement in basic operations in Ecology and Genetics (F(2, 219)= 44.71; p<.05) students’ in Computer Simulation obtained achievement mean score (23.92) performed better than those in the Digital Puzzle (16.76) while those in the control group scored low (12.21).

Computer Simulation and Digital Puzzle strategies are effective than conventional face-to-face strategy. Biology teachers should adopt both Computer Simulation and Digital Puzzle strategies for instructional delivery in Ecology and Genetics concepts in Nigeria especially for all students in Africa.

**Key words: Computer Simulation, Digital Puzzle strategies, achievement, Ecology and**

 **Genetics**

1. **Parental Involvement and Academic Achievement of Pre School Children**
2. **Multinomial Logistic Regression Analysis of factors that affect Students’ Academic Performance in Agricultural Science at Adeyemi College of Education, Ondo**
3. **Model for Area ‘α’ of ABC circumscribed about a circle centre 0, subject to the condition A+B+C= π and Application of Language Method of Undetermined multiplier to optimize the shape of the triangle**

**PANEL SESSION E : 2:45 - 4:15 PM**

PANEL G7: **Education as Democratic Imperative**

**(1) DEMOCRACY AND EDUCATION DEVELOPMENT IN NIGERIA**

 **BY**

 **BABALOLA O.E**

 **OBAFEMI AWOLOWO UNIVERSITY,**

 **ILE- IFE, OSUN STATE**

**Abstract**

Development of education in Nigeria had passed through different forms of government since the introduction of western education in the first half of the sixteen century in the `western part of the country. Then the control and funding of education were rested sorely on the hand of the Christian Missionaries. Thereafter the colonial administration took over from them till independence when Nigeria education development was left in the hand of Nigerian made government i.e. the short- lived civilian government in the first and second republic, the Prolong and uninterrupted military government. However this paper sets to examine the present democratic government in Nigeria and the impacts made to the development of education over the past seventeen years of uninterrupted rule. This is to give a better understanding of the values that the present democratic government place on education in the country since education for society and reduction of illiteracy level form one of the fulcrums for the survival of democracy. Historical method of analysis will be explored as a tool for writing this paper.

Key words: Democracy, Education, Development

**(2) EDUCATION AS HUMAN RIGHTS**

By

AMBODE Alexander Abiodun, *Ph.D, LLB*

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Ondo

**Abstract**

*The paper first and foremost examines generally the origin of right to education by tracing some essential classical points of view of human capital economic school of thoughts. This is followed by the examination of the concept of human right to education by looking into the essential variables such as legal stands and assessment base that qualify the real meaning of the right to education. Some essential references were copiously made to Nigerian and Indian constitutions as well as some legal decided cases to establish the merit or not of the importance of education as human rights. The paper further tries to find out whether or not the guarantee of right to education to the citizenry not “as and when practicable”, as being spelt out in some nations’ constitutions such as Nigeria’s, can engender educational transformation. Many literature, such as legal ones and decided cases point to the fact that right to education is the main pivot upon which other fundamental human rights, as mentioned below, can be better construed before any society can be meaningfully transformed. The paper recommends, among others, that the right to education should be properly enshrined constitutionally in Nigeria so as to guarantee fundamental rights such as right to life, human dignity, possession of property, freedom of speech and association that are guarantee-able and justificiable in Nigeria.*

***Keywords:*** *decided cases on right to education, justiciability, ingredients of right to education, legal right to education, right to education.*

**(3) EDUCATION AS HUMAN RIGHTS**

By

AMBODE Alexander Abiodun, *Ph.D, LLB*

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Department of Continuing Education,

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**Abstract**

*The paper first and foremost examines generally the origin of right to education by tracing some essential classical points of view of human capital economic school of thoughts. This is followed by the examination of the concept of human right to education by looking into the essential variables such as legal stands and assessment base that qualify the real meaning of the right to education. Some essential references were copiously made to Nigerian and Indian constitutions as well as some legal decided cases to establish the merit or not of the importance of education as human rights. The paper further tries to find out whether or not the guarantee of right to education to the citizenry not “as and when practicable”, as being spelt out in some nations’ constitutions such as Nigeria’s, can engender educational transformation. Many literature, such as legal ones and decided cases point to the fact that right to education is the main pivot upon which other fundamental human rights, as mentioned below, can be better construed before any society can be meaningfully transformed. The paper recommends, among others, that the right to education should be properly enshrined constitutionally in Nigeria so as to guarantee fundamental rights such as right to life, human dignity, possession of property, freedom of speech and association that are guarantee-able and justificiable in Nigeria.*

***Keywords:*** *decided cases on right to education, justiciability, ingredients of right to education, legal right to education, right to education.*

**ISLAMIC CULTURE CUM ARABIC LITERACY:**

**AN INDEX FOR HUMAN AND NIGERIAN EDUCATIONAL ADVANCEMENT**

**BY**

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Abstract

Not only Arabic played pivotal roles to human and African development but also Islam. The two disciplines contributed immensely to the growth, development and advancement of Nigerian society socially, politically and intellectually among others. A number of oral, written and documented historical manuscripts of Nigerian as well as African history revealed that both Arabic and Islam predated other forms of education in Nigeria. The literacy brought by Arabic as well as Islam formed the philosophy and parts of the reformed culture in the political structure of the nation hitherto. However, these roles among others are not obvious to the public especially the non-Muslims in the nation.  This is a core reason why Islam is being construed by some people as only act of worship through which Muslims devote to God (Allah). By and large, this investigation is carried out to explore the pivotal impacts of both Arabic and Islamic education on human and intellectual developments in Nigeria as the mechanisms for educational transformation of the nation. This is done as a core need for the government on the nation’s educational curriculum re-structure and transformation. The methodologies adopted are empirical and scientific. Primary and secondary methods of data collection are employed. Suggestions are put forward as measures to revive and transform the country’s education as well as Africa for growth, development and advancement.

Key words: Islamic-culture, Arabic-literacy, development, Nigeria and Africa.

**(4) BEYOND RITUALS TO NATIONAL AND ETHICAL EDUCATION: A CRITICAL DISCOURSE ANALYSIS OF NIGERIA’S NATIONAL ANTHEM WITH PEDAGOGICAL IMPLICATIONS**

**by**

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**ABSTRACT**

The subject of national orientation and ethical education in Nigeria has in recent years become familiar to us in newspapers, sermons, parliamentary speeches and conversations. Yet with all this popularity, it is uncertain whether scholars and educationists have adequately evaluated the role and significance of the country’s national anthem with all the values it represents in the overall national and educational process and whether it is meant to serve as a mere ritual song to venerate the official opening and closing of public and national events. In this paper, we examine Nigeria’s national anthem as a repository of the nation’s cherished values and ideologies, not only in terms of its social and official functions but more importantly as a veritable tool for effective national orientation and ethical education. Our way of investigation is a Critical Discourse Analysis (CDA) of Nigeria’s national anthem with the aim to uncovering its deep social, political, religious and moral ideologies and values which are considered invaluable for effectual national orientation and ethical education. Such ideological values are nationalism, patriotism, communalism, altruism, national unity, brotherliness, selfless service and social justice. We, then, consider systematic ways and means of incorporating these ideological values in the operation of formal and non-formal education process from pre-primary to higher education. The significance of this study is its systematic attempt to overcome moral collapse and degradation in Nigeria through a formal and non-formal national and ethical educational system.

**Keywords: Rituals, Values, Nigeria’s National Anthem, Critical Discourse Analysis and National Education**

**(5) CIVICS EDUCATION: PANACEA FOR JUVENILE DELINQUENCY AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN OYO STATE**

**BY**

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**Abstract**

*The study investigated on civics education as panacea for juvenile delinquency among junior secondary school students in Oyo state. The study used ex-post facto design of survey research type; four hundred junior secondary school students were selected through multi-stage sampling techniques from five educational zones in Oyo State. Two validated instrument was used to gather information in this study. These are: Civics Education Knowledge and Attitudinal Scale (r = 0.75) and Juvenile Delinquency Questionnaire (r = 0.78). Three research questions were raised and answered in this study. The data obtained were analysed using t-test and Pearson product moment correlation at 0.05 level of significance. Result revealed that: there was a correlation between students’ civics education knowledge and decrease in juvenile delinquency p < 0.05, there was a correlation between students’ attitude towards civics education and decrease in juvenile delinquency p < 0.05.in addition, there was a significant difference in the mean scores of male and female students in attitude toward teaching and learning of civics education. The paper submitted that: teaching and learning of civics education should be given priority as its knowledge will help the citizen to shun anti-social behaviour. Likewise, students should be intimated with acceptable behaviour in the society at their early stage of education.*

**Key Words:** *Civics-education, delinquency, Classroom-Interaction, Human-transformation.*

(6) **ENHANCING QUALITY OF POLITICAL LEADERSHIP IN NIGERIA’S FLEDGING DEMOCRATIC EXPERIENCE: IMPERATIVES FOR POLITICAL AND CIVIC EDUCATION.**

BY

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**ABSTRACT**

Poor and ineffectual political leadership has dominated Nigeria’s political space since independence. The negative impact of this phenomenon on the Nation’s political development and sustenance of its fledling democracy is obvious. This paper seeks to analyze the leadership gaps in Nigeria’s political development over time, and its nexus with the near absence of concerted and integrated curricular offerings focusing on political education for students and citizens in formal and non-formal educational settings who themselves are active participants in the political process either as leaders or followers. To the end that democratic governance has become a global trend for which Nigeria cannot afford to lag behind, vis-à-vis the realization that effective political leadership and followership constitute the bedrock for attaining democratic dividends cum political development, and development of politics, the paper posits that there now exists more than ever, compelling imperative for curricular revision in Nigeria. This will assure inclusion of a well articulated and integrated offering on political education in Nation’s secondary and tertiary institutions. Doing this, will provide the needed platform to prepare present and future participants in the political processes with clearly defined leadership and followership roles. It is conjectured that education as strategy for social mobilization and national development is one sure pedestal that fosters positive leadership values and skills for effective citizen participation in politics and national development, which will on the longer run make for an all inclusive democratic dispensation.

Keywords: Politics, Leadership, Education, Social Mobilization, National Development, Citizen Participation.

PANEL G6: **The State and Education**

(1) **THE ROLE OF STATE GOVERNMENT IN NIGERIA EDUCATION**

BY

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**Abstract**

Nigeria is part of the global community committed to attaining the millennium developments through education. To achieve these goals, the state governments have roles to play.

This paper, therefore discusses the roles of the state governments in Nigeria education. In order to provide quality education to all students, the state governments have specific roles and duties that they should perform. These roles include policy making, advocate and liaison.

State government are to set policy to guide schools within the state, they might set standards for what should be accomplished at each grade level. They play an advocate role by ensuring that schools are providing quality education for all students by establishing statewide assessments to hold educators accountable for student’s learning.

The state governments also act as liaison between educators and the public, when the public votes to change education policy in a state; it is the state government that actually change the policy to reflect what the new law in a given state.

The paper examines the various forms of education in practice in the past years, the state of thing now and the effects on the education. Appropriate recommendations would be made to cripple the development of education.

(2) **NIGERIA’S LEADERSHIP CRISIS: A CASE STUDY OF HUBERT OGUNDE’S MUSICAL WORK TITLED ‘YORUBA RONU’**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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ABSTRACT

Nigeria as a country has six geo-political zones out of which the Yorubas occupied the south-western zone with the rest of her people in the diaspora. The leadership tussle in Nigeria’s political leadership today, among the Yoruba people especially, began as far back as the early 1960s which experienced intra-party and inter-party crisis as Hubert Ogunde allegorically reflected in his musical work titled ‘Yoruba Ronu’. This paper analyzed the conceptual views of the musical work as paralleled to the power struggle in the leadership system of Nigeria. It discovered that the system of leadership is precarious and undefined which has since paved way for insecurity, misappropriation, loss of confidence, distrust and other vices. It concluded that the role of music cannot be underestimated or underrated in the transformation of the leadership system in Nigeria because it is pivotal in dissemination of information.

(3) **An Assessment of the United Nations Children’s Fund And State Governments’ Partnership in Achieving Quality Education in South Western Nigeria**

Tunde ABIORO (PhD)

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**Abstract**

The United Nations Children’s Fund (UNICEF) was established immediately after the Second World War II in 1946 by the United Nations General Assembly to cater for children’s humanitarian and development necessities. It provides assistance to children and mothers in developing country that had been affected and devastated after the war. Specifically, in recent times, its activities include catering for children’s rights and basic needs to brighten their chances towards reaching full potentials. The objectives of the study are to assess the relationship between the UNICEF and selected States in the south western region of Nigeria and evaluate the effect of the performance of initiatives adopted to ensure quality education is given to children in those States. This research is evaluative and it shall adopt a mixed method design to draw data. Interview shall be conducted on stakeholders across specific categories of respondents to include: the UNICEF office in Nigeria, state/local government education officers and school heads. Also, web measurement as released by relevant agencies and governments shall be considered. Data will be analysed using descriptive methods and content discussion. Observations and analysis of other documents as well as unobtrusive issues shall be considered. In the final analysis, findings will reveal among other things the political, administrative, economic and social interactions that held sway as well as the outcome produced.

Keywords: Assessment, UNICEF, State Government, Partnership, Quality Education

(4) **A COMPARATIVE ANALYSIS OF THE LANGUAGE POLICIES OF NIGERIA AND THE UNITED STATES OF AMERICA**

**By**

**Akinmusire Patrick Aliu (Ph.D)**

**Department of Special Education and Curriculum Studies,**

**Adeyemi College of Education, Ondo**

**Abstract**

Over five hundred and fifty indigenous languages are competing for recognition within the Nigerian polity. The introduction of English language by the colonial administrators eroded the potency and relevance of the indigenous languages in performing the basic roles of language in any society. The introduction of formal education in Nigeria in 1842 bestows the status of official language on the English language and ever since, every Nigerian has been making frantic effort to have a good command of the language. The place of appropriate language policy in ensuring growth in education and Nigeria’s/Africa’s transformation cannot be undermined. This paper looks at the language provision in Nigeria and makes a comparative thereof with that of America’s with a view to share out of Americas wealth of experiences for educational, socioeconomic, socio-political and technological breakthrough. The paper concludes by highlighting the area of similarities and differences between the two policies and recommends as to how commitment to the professed political will to Nigeria’s language policy could help to achieve the desired growth in the education industry for her dire-need of socio-economic and technological emancipation.

**Key words**: *Comparative analysis, language, language policy, Education industry, Educational growth.*

**EDUCATE THE FEMALE, EDUCATE THE NATION**

**BY**

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 **&**

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**Abstract**

Education helps men and women claim their rights and realize their potential in economic, political and social arenas. It is also the single most powerful way to lift people out of poverty. Yet, many people, especially females are still lagging behind education-wise in Nigeria. Women who are in the majority in most countries were often relegated to the background, regarded as inferior to men and are treated as second class citizens. They are confined to the home in most developing countries. They are still largely confined by tradition while the men march along with progress. The participation of women in national development is very important because development would proceed most rapidly only if all nations’ human resources, male and female are provided with the means to participate fully in the development process. Education should be an intrinsic part of any strategy to address the gender-based discrimination against females that is prevalent in our society. Hence, this paper offers an overview of women education in Nigeria its values to individual, families, and the nation as a whole. It also highlighted the impediments to women education in Nigeria.

**Keywords: Education, Women, Gender discrimination, Impediments, Participation, National development.**

PANEL G5: **Dimensions of Traditional Education**

(1) **PROVERBIAL REFERENCES IN THE CONTEXT OF TRADITIONAL MEDICAL EDUCATION IN AFRICA: THE YORUBA EXAMPLE**

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Abstract

Every institution reflects the quality of the education that births and sustains it. This also affects the medical institution, not only in Africa but all over the world. The general orientation underlying the administration of the medical institution in Nigeria mirrors the nomothetic and highly scientific inclination it rests on. Physicians are less humane and more scientific in their clinical interactions with their patients because of the nature of the western medical education they received. But in traditional times, proverbs serve as an effective instrument of educating the populace, both old and young, in all spheres of life, medical education inclusive. This study gathers Yoruba proverbs with medical references. It uses the psychoanalytic theoretical approach to analyse these with a view to highlighting ways through which they educate the people and medical practitioners medically. The study discovers that proverbs help to educate in the areas of the tendency for medical practitioners to clinically pre-determine all ailments presented to them by patients, involvement of patient in their diagnosis and therapy, physician-patient clinical relationship and empathic connection in healing. It recommends that the administration of medical institutions in Africa should adopt and integrate the wisdom in these traditional cauldrons of wisdom into their templates. This will help create better, more culture-friendly medical institutions and more effective clinical experiences for patients.

(2) **TRADITIONAL EDUCATION SYSTEMS AND TRANSFORMATION:**

**THE NIGERIA EXAMPLE**

**BY**

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**&**

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**SCHOOL OF LANGAUGES**

**ONDO**

**Abstract**

Various forms of traditional education are used in Africa to impart knowledge to children. They include: religious education, vocational education, language education, socio-cultural education, health education, agricultural education and community participation education. In Nigeria, traditional education system has been greatly affected by the influx of modernization, western education, western religion and technological advancement. Nigerians have been culturally dislocated and completely uprooted from their traditional base and literally transplanted into the culture of a foreign land. For education to be wholistic, it must be a combination of traditional education involving arts, culture, traditions, wisdom and knowledge, native intelligence, indigenous craft practice/vocation and formal education. Today, education in Nigeria has become a one way traffic dwelling only on the mastery of the subject matter in schools. This has greatly exposed Nigerians to dangers, idleness, crime, individualism and all sort of untoward behaviours. It is against this backdrop that this paper examines ways to fully integrate and harmonize formal education and traditional education systems at all levels of education in order to produce a well-bred, productive, independent and well-grounded individuals in the society. This paper argues that Nigeria can be transformed in all ramifications if only we retrace and go back to our history, culture and traditions. This could be achieved by spelling out the objectives of traditional education and following them genuinely with passion. This paper concludes that formal school system should emphasize traditional system of education for a more effective and functional education.

(3) **THE BANE TO FUNCTIONALITY IN THE TRANSITION OF YORUBA TRADITIONAL EDUCATION SYSTEM FROM THE PRE-COLONIAL TIMES TO THE MODERN DAY NIGERIAN SOCIETY**

**Makinde S.A. and Onyeagoro J.C.**

Department of Fine and Applied Arts

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Ondo

**Abstract**

Yoruba as a people are traditional inhabitants of the south western part of Nigeria and a part of the south of the Republic of Benin in West Africa. These people have since been widely acknowledged in scholastic circles, as having an extensively developed socio-political system with a proportionate artistic culture and dependable traditional vocations. Their traditional vocations are also reported to have been bigots of the Yoruba traditional system of education; examples of which variously obtain in other African traditional societies. Africa’s contact with the outside world from the mid-19th century, which brought in the religion of Islam and Christianity, also brought with it a new system of education which generally emphasised literary forms of education for the purpose of spreading the new religions and facilitating trade, which by tradition, used to be by barter. These developments had also resulted into conflicting changes in the interest, content and general purpose of education in the traditional Yoruba setting and beyond. It is some of the latent negative effects of the conflicts that this qualitative paper intends to highlight and proffer solutions against their tendencies of serving as a bane to the societal values inherent in traditional African education system.

(4) RETHINKING INDIGENOUS GAMES AND PLAYS IN THE QUEST FOR NATION BUILDING IN NIGERIA

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**Abstract**

 *The question of Nigeria’s failed attempt at nation-building is that of a full moon; clear enough, even for a hypocritical sight. It reaches an epidemic level that one wonders; scarcely can the intent of her founding fathers be realized. There is no feedback mechanism between the container and the content except that which spells an impending collapse. Admittedly, no work of whatever magnitude can fully analyze the obstacles to nation-building in Nigeria nor proffer remedies to same. For whilst one is engaged in that, another anti-nation building script is being acted out somewhere else. Whether blamed on ill historical inheritance, corruption, we-they complex or nature’s wrath on the content – which manifests a dent on the container. What is clear is that; little is what nature has contributed to the state of the nation’s lopsidedness. Whatever inconsistencies is largely man made, the findings of this paper validated the root of the problems as fallout of the content’s actions and inactions, despite his ‘education’. Noting that the present generation has much to shoulder in transforming the defaulting atmosphere, the paper advocates an adoption and institutionalization of Indigenous games and play (being forms of indigenous education) as a vehicle for conveying the expected switch from this bleeding situation.*

**Keywords**: Indigenous Education, Indigenous Games and Plays, Nation-Building, Socialization Process, Value System.

(5) APPLICATION OF BLACKSMITH TECHNOLOGY IN YORUBA SOCIETY: SAMPLE FOR TECHNOLOGY EDUCATION IN NIGERIA

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Abstract

*Blacksmith technology is a very old profession in Yoruba society, and it has contributed to the development of the Yoruba society. Blacksmithing as a technology and profession is popular and prestigious among the Yoruba because it produces tools for other Professions i.e hunting, farming, fishing, palm-wine tapping etc. This technology is so important to the Yoruba people that the knowledge and application of this profession is not only passed from one generation to the other, but over the years fine tuned to meet up with modern day’s technology. Nigerians are well known all over the world to be intelligent and industrious, well known for never say die attitude yet, it is only a consuming country not a producing country. The reason for this is not farfetched; it is simply because the technology and the technical- know-how to produce what are needed are not available. Expatriate are largely depended upon by the country. Hence, this paper examines the blacksmith technology in Yoruba pre-colonial society. The paper also examines technological education in Nigeria. This research work further examines the impact of technology education on the growth and development of Nigeria. This paper employs qualitative method for its data collection which includes data analysis. This paper’s recommendations include; curriculum developer should place more attention on the practical not only on teaching of technology. There should be concerted effort towards achieving a set target technologically.*

PANEL G4: **Education as Women Empowerment**

**(1) ACHIEVING TRANSFORMATION AND SUSTAINABLE DEVELOPMENT IN AFRICA THROUGH WOMEN EDUCATION AND EMPOWERMENT: KAMMELU’S *MAKUACHUKWU***

 **Abstract**

Education is the fulcrum on which every authentic anthropocentric transformation and sustainable development revolves. It is acclaimed the foremost instrument of liberation of the female from exploitation, domination, marginalization, violence, and other vices meted on the female especially in Africa. In most African countries and some developed countries of the world, women have been marginalized especially in the educational, social, political, economical and cultural spheres of life. The men are given much freedom to exercise their capabilities while the women are culturally restricted.The above practice, incapacitated the African women from attaining equity with men in education and other aspects and hampered them from contributing meaningfully towards the sustainable development of the African nations. However, African transformation can only be achieved and maximized through the empowerment of the African woman especially through education. It is within this scenario that this study critically examines the various ways of empowering women, exemplifying by the comparison of both male and female characters in Kammelu’s *Makuachukwu* anIgbo written prose. The extent of African (Igbo) women participation in education and the various factors that have been adduced for the ludicrous attention given to female education even in the 21st century were also examined. The activities and achievements of Makuachukwu the female protagonist in the prose is a limelight to what the educated female can contribute towards the transformation of Africa and general sustainable development of the continent given the proper empowerment. The African feminist theory premised on the theory of sociology of literature was adopted for this study. Also, the content analysis and the observational methods were used in the explication of the contents of the text as related to the societal realities. Suggestions were made on how concerted efforts by individuals, international community and genuine commitment by the government of African countries will greatly assist the African women to contribute to the transformation of their continent given the desired empowerment.

*Key words: Africa, Transformation, sustainability, Women, Literature.*

(2) **MARGINALISATION AND OPPRESSION OF WOMEN IN NIGERIAN LITERATURE**

**By**

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**Abstract**

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Since the emergence of gender studies, there have been various scholarly works on the plights of women in the male-dominated society, such as oppression, marginalisation, male chauvinism and (s)exploitation. However, this paper examines another dimension to marginalisation and oppression of women in Nigerian literature which is different from the status quo of patriarchal hegemony. Many literary works by both male and female writers present women as the marginal others orchestrated by patriarchy and its various institutionalised systems, which thrive on subverting females, without referring to the marginalisation that is perpetuated by the female gender too against their own kind. The study subjects Sade Adeniran’s *Imagine This* to both literary and critical analyses. It examines the interactions of women in close-knit relationships and identifies conflicts between grandmother and granddaughter, aunt and niece, female cousins and mother-in-law and daughter-in-law as veritable platform for oppression of the ‘inferior’ woman. Meanwhile, the scope of this paper excludes conflict among co-wives. The paper submits that the predicament of womenfolk in the society is multifaceted as they are not spared from the evils of members of their gender.

Key Words: gender, conflict, patriarchy, oppression, *Imagine*.

(3) **WIDENING THE SCOPE, ENHANCING ACCESS: ASSESSING INTERVENTION INITIATIVES IN WOMEN'S EDUCATION AND DEVELOPMENT IN OBAFEMI AWOLOWO UNIVERSITY, NIGERIA BETWEEN 2002 AND 2017.**

 By

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  **Abstract**

This paper examines the situation of women in Obafemi Awolowo University, Ile-Ife, Nigeria between 2002 and 2017. It identifies various forms of gender imbalance and discrimination against women in the university right from its inception. It notes that the marginalisation of women was both at the level of student enrolment and staff employment - both academic and administrative. The study traces this to the traditional socialisation of women in Nigerian societies on the one hand and the patriarchal legacy of the British colonial masters on the other. It examines intervention initiatives of some international organisations and the Centre for Gender and Social Policy of the university as well as private women's organisations of the institution. The paper concludes that these various interventions have contributed immensely to gender sensitisation and female empowerment in the university, a fact that is attested to by the rising profile of the female gender between the years under study and recommends that deliberate actions and policies be put in place in order to enhance the upward mobility of women in Nigerian universities.

**Keywords**: Education, marginalisation, Nigeria, university, women.

(4)  **TRANSFORMING THE SOCIO-ECONOMIC STATUS OF NIGERIAN RURAL WOMEN THROUGH FUNCTIONAL LITERACY EDUCATION**

BY

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**Abstract**

The development of any nation rests considerably on the education of its citizenry (men and women) living both in the rural and urban areas. If the women folk, especially the rural ones, are not properly educated, they will not be able to improve themselves academically, economically and socially among others, and contribute meaningfully to the development of the nation. This paper therefore, advocates transforming the socio-economic status of rural women in Nigeria through functional literacy. The paper, discussed three major areas pertaining to its transformation. The first one focused on the reasons for transforming the socio-economic status of rural women. The second part examined the methods/strategies for the transformation, while the third part discussed the importance of transforming the socio-economic status of Nigerian rural women through functional literacy. It is therefore, recommended that governments at all levels and non-governmental organizations should refocus policy attention on functional literacy education, as this will not only add value to the lives of the rural women, but also reduce their illiteracy and poverty levels. Then, with this, their educational and financial needs will not be left in jeopardy.

**Keywords:**  Transforming, RuralWomen and Functional literacy Education.

PANEL G3: **Foundations of Primary Education**

1. (1) **Teachers’ and Nursing Mothers’ Perception on Frequency of Childhood Sicknesses and School Attendance among Young children in Southwest Nigeria**

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**Abstract**

This study examines teachers’ and nursing mothers’ perception on frequency of childhood sicknesses and school attendance in children. Attendance in school is a strong determinant of good success at all level of education. The state of health of children determines the regularity of any child in school, so, good health is supposed to increase school attendance and good academic attainment in children. In Nigeria, there are still many childhood sicknesses which children have not been immunized against that are preventing children from having the required number of school attendance, which in turn may affect school performance. Based on this, the study wants to ascertain the extent to which frequent sicknesses affect school attendance in young children. The study adopted a descriptive survey research design with a self- designed checklist called Childhood Sickness Frequency Checklist (CSFC) to elicit information from thirty teachers and forty nursing mothers from schools and health centres respectively. The study revealed that malaria, whooping cough and stooling are the commonest and most frequent childhood sicknesses that affect children and have been able to reduce school attendance among young children. The study recommended immunizing children against these sicknesses.

**Keywords: Teachers’ and Nursing Mothers’ Perception, Childhood Sicknesses and School Attendance**

**Primary Education and African’s Transformation through Pupil-Centred Activities: A Panacea for Reading Deficiencies of Primary School Leavers.**

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*Abstract*

*Reading deficiencies of primary school leavers has remained a pointer to the failure of primary school teachers at inculcating permanent literacy and ability to communicate effectively. The first objective if this level of education has not been realised, thus has become a thing of shame and a source of concern for all. Studies have revealed an alarming statistics of pupils in primary four, primary five and even primary six who cannot read and write which are the hallmark of literacy acquisition. Primary school as the foundation of other levels of education has been saddled with the responsibility of laying sound basic education. Thus far this has remained a far cry from the wilderness. This tide has continued to occur and reoccur as years go by. This ill wind hinders economic growth and development that can lead to Africa’s transformation. The cause of this malady has been placed at the door step of teachers’ methodology which does not take into cognizance the nature of children at this level and how they learn. This paper therefore, traces the history of primary education in Nigeria. It discusses how children at this level learn, causes of literacy problems and its attendant effects on the social context of Nigeria in particular and Africa in general. It also considers teachers-centred methodology. The effect of pupil-centred activity based methods that could influence the achievement of pupils in reading and comprehending were also explored. Recommendations were then made.*

***Keywords:*** *primary education, reading deficiencies, Africa’s transformation, pupils-centred activities*

**Availability and Utilization of Instructional Materials for the Teaching and Learning in the Lower Primary Schools in Ondo State**

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**Abstract**

This study investigated availability and utilization of instructional materials in the lower primary schools. Specifically, the study assessed the extent to which instructional materials are available and utilized by teachers for teaching and learning in the lower primary schools. The study used descriptive survey research design. The population of the study consisted of all lower primary school teachers in Ondo West Local Government Area of Ondo State, Nigeria. The instrument used for collection of data was a structured questionnaire developed by the researcher. Data collected were analyzed using simple percentage. The results obtained indicated that most of lower primary schools do not have adequate instructional materials for effective teaching and learning. Also, the few available instructional materials are not properly utilized for instruction in schools. Based on the findings of the study, it was recommended that instructional materials should be provided and used in schools for the effective implementation of education policy concerning the use of play way methods for teaching and learning in the lower primary schools.

**Keywords**: *Availability, Utilization, Instructional Materials, Lower Primary Schools.*

PANEL G2: **Dynamics of Secondary and Adult Education**

**Instructional Supervision as Correlate of Quality Assurance of Teaching in Selected Public and Private Secondary Schools in Ede, Osun State, Nigeria**

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**Abstract**

Secondary School education remains the foundation upon which students’ performance in tertiary institutions is built. Therefore, teaching quality at secondary school level should be assured in order to ascertain that institutions of higher learning enroll and graduate quality candidates. Institutional supervision is one approach whereby principals and heads of secondary schools assure quality of teaching. This study investigates the frequency of institutional supervision in secondary schools in Ede, Osun State. It also attempts to find out if there is a correlation between institutional supervision and quality of teaching in the selected schools.

The study adopted a descriptive survey of selected secondary schools in Ede South Local Area of Osun State. The population of the study was the teachers and principals of the selected secondary school schools. A multistage sampling procedure was employed to select 200 participants for the study. A structured questionnaire measuring Quality Assurance of teaching and frequency of supervision was used as data collection instrument. Pearson Movement Correlation Matrix was used to answer the research questions raised in the study.

The results of the analysis revealed that institutional supervision had significant correlation with quality assurance of teaching in secondary schools in Ede, Osun State.

It was recommended that heads of schools and secondary education regulatory bodies should be more involved in supervision of teaching in secondary schools.

**Instructional Supervision as Correlate of Quality Assurance of Teaching in Selected Public and Private Secondary Schools in Ede, Osun State, Nigeria**

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**Abstract**

Secondary School education remains the foundation upon which students’ performance in tertiary institutions is built. Therefore, teaching quality at secondary school level should be assured in order to ascertain that institutions of higher learning enroll and graduate quality candidates. Institutional supervision is one approach whereby principals and heads of secondary schools assure quality of teaching. This study investigates the frequency of institutional supervision in secondary schools in Ede, Osun State. It also attempts to find out if there is a correlation between institutional supervision and quality of teaching in the selected schools.

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The results of the analysis revealed that institutional supervision had significant correlation with quality assurance of teaching in secondary schools in Ede, Osun State.

It was recommended that heads of schools and secondary education regulatory bodies should be more involved in supervision of teaching in secondary schools.

**NEW FRONTIER IN PEACEFUL COEXISTENCE IN NIGERIA: ADULT EDUCATION AS A NEW PARADIGM**

**BY**

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**Abstract**

It is a worthwhile step to discuss issue of peace in Nigeria at present. In fact, peace keeping has always being the leading topics of global, national and local talks. All avenues and methods including use of firearms, confrontations and dialogues have been adopted to eradicate violence and to create peace and peaceful coexistence: within the homes, between communities, among people, within the nation especially in Nigeria. Yet, peace and peaceful coexistence are still not within the reach and it is gradually becoming unattainable. Therefore, there is need for serious reflections and if possible, paradigm shift. The thrust of this paper is to searchlight a new method of resolving violence and bringing about peace. The new paradigm found in equality of education through adult education; peace/security education, competency literacy, autodidactic learning and so on. This is qualitative research work; carried out through analysis, synthesis and logical analysis.

**KEYWORDS: peace, peaceful co-existence, education, adult education**

**GENDER INEQUALITY AND DIFFERENTIAL ACADEMIC PERFORMANCE OF STUDENTS IN MATHEMATICS IN SOME SECONDARY SCHOOLS IN ONDO-WEST LOCAL GOVERNMENT OF ONDO STATE**

**By**

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**Abstract**

*The study is to investigate the gender inequality and differential academic performance of students’ in Mathematics in Nigerian Secondary School of Ondo West Local Government. Four senior secondary schools were involved in the investigation; fifty students were selected from each school which makes a total of two hundred (200) students. Two research instruments were used for data collection; Questionnaire and the achievement test in one selected topic in S.S.S.2 Mathematics syllabus. The four hypotheses were tested at the 0.05 level of significance and data were analyses using t-test statistical tool.*

**Effects of Gaming Instructional Strategies on Senior Secondary School Students’ Academic Achievement in English Language in Mubi Educational Zone, Adamawa State, Nigeria.**

By

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**Abstract**

 This study investigated the effects of gaming instructional strategy on senior secondary school students’ academic achievement in English Language in Mubi Educational Zones. The previous gathered May/June WAEC results of students indicated high level of failure in English language in Mubi Educational Zone of Adamawa State therefore this study focused on improving students’ learning achievement in English Language.The purpose of this study was to investigate the effect of gaming instructional strategy on senior secondary students’ academic achievement in English language, also to examine the gender differences in the academic achievement of senior secondary school students taught English Language through gaming instructional strategy. A quasi experimental of pre-test-post-test non-equivalent control group design was adopted for the study. A sample of 145 from the population of 24,901 senior secondary school students (SS2) from four intact classes in different schools in Mubi Educational Zone were assigned to an experimental group and a control group. One of these groups attended a lecture method instructional strategy based on conventional lecture, while the other attended a gaming instructional strategy. Both groups were administered through a test to evaluate academic achievement of the students. Gaming group reported a significantly higher level of academic achievement than the lecture method group. Statistically, there were significant differences between the two groups regarding their academic achievement. The findings revealed that: there is a significant difference in achievement of students taught English Language using gaming instructional strategies and lecture Method {F(2, 210) = 100.865); p<0.05}and there is no significant difference in the achievement of male and female students taught English Language using Gaming (df = 69; t = .940; p>0.05. The results indicated that the gaming group showed greater improvement in academic achievement than did the lecture method group and that the gender of the students has no effect on the treatment group and based on these, it was recommended that this strategy be adopted more in Nigerian schools for improved and higher academic performance of students in English language.

KEYWORDS: **Gaming; Instructional strategy; Academic achievement; Gender difference and Conventional lecture method**

PANEL G1: Enhancing Youth Empowerment

**REPOSITIONING INFORMATION COMMUNICATION TECHNOLOGY (ICT) BASED VOCATIONAL AND TECHNICAL EDUCATION FOR YOUTH EMPLOYMENT AND ECONOMIC GROWTH IN NIGERIA**

**BY**

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**Being A** **Paper presented at the 2017 Toyin Fasola Conference at Adeyemi College Of Education Ondo between Monday 3rd July-5th July, 2017.**

**Abstract**

*The paper focused on repositioning**Information Communication Technology (ICT) based Technical and Vocational Education and Training (TVET) for youth’s employment and economic growth in Nigeria. It examined briefly the concepts of technical vocational education and training (TVET), youth’s unemployment, and economic growth. It also examined the importance of technical vocational education and training (TVET) in facilitating youths` employment and economic development in Nigeria, the application of ICT asa tools for mobilizing youth for employment, the challenges facing the effective implementation of TVET programmes in Nigeria as well as the strategies for repositioning the Vocational and Technical Education for youth employment and economic growth in Nigeria. However, TVET has been accepted globally as a strong catalyst for development and sustainable national security as a result of its potentials in job creation, wealth generation, poverty reduction and technological transformation. It was suggested, among others, the relevant arms of government should adequately fund, plan, implement, and manage TVET programmes in all educational institutions, especially tertiary institutions in Nigeria. In addition, provision of adequate facilities, equipment, consumable materials, and hand tools is very imperative for TVET to be adequately repositioned in Nigeria.*

**ENTREPRENEURSHIP IN ACCESSORY BEADING WORKS: ROUTE TO EDUCATION AND YOUTH EMPOWERMENT**

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**Abstract**

*The paper examined the importance of education as a route to youth empowerment through acquisition of skills in beading works. It defined education, youth, entrepreneurship, entrepreneurs and employment. It also discussed the term beads, uses of beads, tools for beading works and samples of beaded articles were also exhibited. The study investigated into the acceptability of youths both male and female in acquiring skills in beading work under entrepreneurship scheme. The study area was Odigbo Local Government Area of Ondo State, the population of the study is infinite and one hundred and forty (140) respondents were convenience sampling technique to select the respondents. The test-instrument for the study was a fixed response questionnaire administered to the selected samples and their responses collated, interpreted and analysed using frequency counts and percentages. The findings of the study reflected that larger percentage of the youth wished to learn the skills in beading under entrepreneurship scheme. Conclusions were drawn and recommendations provided that African countries should strive to increase the establishment of more vocational and technical schools and colleges that encompass beading works and more skill acquisition centres in both urban and rural areas with the hope of promoting the level of youth empowerment in Africa.*

**The Dynamics of Managing Youth Unemployment in Nigeria**

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**Abstract**

The issue of unemployment among the Youths had generated serious discussions among scholars. From the North to South-West and to East and South-South of Nigeria one recurring feature that has reached a crescendo is high rate of unemployment. The inability of the successive governments to effectively address this menace and the systematic failure of the private sector to equally create jobs for the growing Youths and the insensitivity of political leaders have led to high unemployment rate, poverty and low standard of living. The implication of this hopeless situation is that active Youths are forced into devious activities that persistently threaten national security. It is therefore become imperative in this paper to identify the causes of unemployment. The paper has equally provided the strategies and measures for the reduction in unemployment rate in Nigeria.

**Entrepreneurial Education and Youth Empowerment as a Panacea for Social Vices**

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**Abstract**

It is observed that for any nation to develop, the youths must be resilient. A nation without productive and responsible young people will not have a desired future. The rate of unemployment, the poverty in the land, the noticeable urban migration with the attendant vices and the problem of seeking for white-collar jobs (which is not available in the face of companies retrenching workers) is increasingly alarming. Some of these could be addressed by influencing an attitudinal change of youths to embrace entrepreneurial skills that will make them independent and contributors to the economy. Thus education is a panacea for social vices. Education is a factor of change. Education serves as a means to transform the minds of the youth. Education is the medium that could be used for the realization of the potentialities of the youths. Many youths have dropped out of school and there are some with low level of education. Some graduates cannot defend their academic results. Failure in academic life and the problem of unemployment of the youth are some of the causes of many of the prevailing problems in Africa, such as armed robbery, kidnapping, ritual killings and many other social vices in the country. This paper examines the promotion of entrepreneurship education and vocational training of the youths in the society. These forms of empowerment reduce the challenges of youth unemployment in the society. This will guide the young people to pursue the right type of entrepreneurship through effective and continuous education. It is recommended that institutions should not only teach entrepreneurship as a course but also equip youth with requisite skills. It is recommended that entrepreneurial institutions should be available for the youth to be empowered. Also, educational system of the country should improve on the output in order to make their products to become critical thinkers, problem solvers and accomplished leaders in the business world as entrepreneurs.

PANEL F7: **Library and Literacy**

**Modifying Physical Activities to Meet the Needs of Students with Disabilities**

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**Abstract**

*Students, who are unable to have all their educational needs met in a regular physical education class during the school day, are identified as “children with disabilities.” These students need special consideration in the planning and implementation of the physical education program being provided. Else, they won’t be able to participate safely and/or successfully, thus, not gain the physical, social, and psychological benefits of a quality physical education program. This article describes the components of a systematic approach to addressing the needs of individuals with disabilities in an inclusive physical activity setting. It is established that meeting the needs of individuals with disabilities in inclusive physical activity settings can be a challenge because constraints related to equipment, class size, curriculum, and the various ability levels of individuals with and without disabilities can influence the success or failure of participants and instructors. So, there is a need to develop appropriate opportunities for people with disabilities throughout their life course. It is concluded that understanding how the task and environment interact is integral to ensuring that individuals with disabilities have positive and successful experiences during physical activities, since instructors control the dynamic aspects of the task and environment, it is up to them to adjust and match the environment and the tasks to the participants’ abilities. It is then recommended that provision of access for people with disabilities to quality physical activity and sporting opportunities must be addressed on an equal basis with those of their non-disabled peers.*

**Keywords:** Physical Activities, Needs**,** Modification, Disabilities.

Resources and Services of the Library to Physically Challenged Students in Adeyemi College Of Education Ondo

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**Abstract**

*The paper will focus on resources and services of the library to physically challenged students in Adeyemi College of Education Ondo. Library resources and services are expected to be used by student and staff in any higher institution of learning all over the world. Physically challenged students in this paper will be restricted to the blind (visually impaired). The library is expected to provide inclusive resources and services to all and sundry. Visually impaired people have the same information needs as sighted people. Just as sighted people might read a newspaper, listen to a CD or download electronic information from the Internet. The visually impaired students also need information and would want to access relevant information in their chosen accessible format. It was observed that the College graciously admitted qualified blind undergraduates into departments and they are expected to make use of the resources and services of the library for their academic advancement and recreation. The provision of relevant resources and services for the visually impaired students in the College will enable them to utilize the library resources; and compete academically with their sighted colleagues in the same department. All the four (4) visually impaired students, administrative officer in-charge of the visually impaired in Counseling and Human Development Centre and 11 librarians in the College will be the population and sample of the study. Interview and questionnaire instruments will be used for the students/administrative officer and librarians respectively for the study. Conclusion and recommendations would be made at the end of the study.*

***Keywords:*** Resources; Services; Library; Physically Challenged; ACE Students.

**The Use of Information and Communication Technology in Obafemi Awolowo University Library, Ile-Ife (2017)**

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**Abstract**

Information is considered as fifth need of human in ranking. This research work is being conducted to expose some of the inhibiting factors that are hindering the impact of ICT on Nigerian academic Libraries. This study begins with an investigation on ICT literacy and its application for library services by academic librarians. The study also the purpose and relevance of the use of ICT in the Hezekiah Oluwasanmi Library, 2017. The study was guided by five research questions. This study gathered information through a questionnaire. The population of the study was made up of staff and students. A purposive sample of 30 academic staff in the library and 50 students participated in the study. The data was analyzed using simple descriptive statistics.

The results for the analysis showed that respondents agreed that most of the ICT facilities are available and functional. It also revealed that ICT literacy is required to effectively utilize the ICT applications in the library. Based on the findings it was recommended that individuals should be sensitized on the availability of ICT facilities and be encouraged to use them for their personal and library services. Academic librarians should constantly use computer system and the internet in order to attain ICT literacy proficiency, they should also be sponsored abroad for ICT literacy training, library management software should be acquired and installed for efficient and effective library services; funds, ICT infrastructure and training opportunities should be provided by the government, NGOs and other stakeholders.

PANEL F6: **Specific Educational Programmes**

**RELATIVE EFFECTIVENESS OF CASE-BASED AND COLLABORATIVE LEARNING STRATEGIES ON STUDENTS’ ACHIEVEMENT AND RETENTION IN SENIOR SECONDARY SCHOOL PHYSICS**

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**Abstract**

This study investigated the relative effectiveness of case-based and collaborative learning strategies on students’ achievement and retention in senior secondary school Physics. The study adopted pretest, posttest control group design. Simple random sampling technique was used to select three schools used for the study. The sample used for the study was one hundred and twenty (120) senior secondary two (SS2) Physics students randomly selected from the three schools in Ile-oluji/Okeigbo Local Government Area of Ondo State, Nigeria. The study made use of Physics Achievement Test (PAT) with internal consistency of 0.84 using Kuder Richardson Formular 21. The data collected were analysed using Analysis of Covariance and Scheffe Post hoc analysis was used to obtain the direction of significance. From the findings, it was observed that, instructional strategies had significant main effect on students’ achievement (F(2, 116) = 60.12, p = < .001) and retention (F(2, 116) = 60.53, p = < .001) in the concept of optics in Physics. The results of the Scheffe Post hoc analysis indicated that, case-based learning strategy was the most effective in facilitating students’ achievement and retention in the concept of optics. This was followed by collaborative learning strategy while conventional learning strategy was found to be the least facilitative. Conclusion from the findings led to the recommendation that, teachers should be encouraged to adopt the use of case-based and collaborative learning strategies in teaching the concept of optics in Physics in order for the students to develop problem solving skills, construction of knowledge and student-centred activities.

**Re-structuring Secondary School Chemistry Education for Sustainable development in Nigerian developing economy**.

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**Abstract**

Chemistry Education is considered as a key agent of development, either as a way of developing human capacity, increasing the skilled workforce for modernization, or as a matter of personal freedom, developing capability and empowerment. Nigeria, as a nation, is still wadding in a muddy pull in seeking the right way to terminate her total dependence on foreign nations for technological expertise in fields of Science and Technology. The nation has produced many scientists, engineers and technologist yet we import services and goods in these fields from other countries which resulted in a recessed economy. This paper therefore discussed the loopholes in the present secondary school chemistry education and recommended the way forward in terms of restructuring the curriculum themes to produce a functional chemistry education, restructuring the chemistry practical activities to integrate improvisation with locally available materials and chemical processes designed to meet the need of the society (and not just rote learning of titration and cation/anion analysis), introduction of remedial teaching plan for mastery learning strategy, introducing Science Mini Project (SMP) for Senior Secondary Students using available local materials as part of SSCE continuous assessment scores. This would build a solid foundation that would usher in a new era of creative and innovative students who are prepared for post- secondary industrial work and at the same time could proceed with higher confidence and adequate creative potential and practical skills to higher education in any science and technological field.

**Keywords**: Secondary School Chemistry Education, Re-structuring, Sustainable Development, Chemistry curriculum, , Science Mini Project.

**Student's learning styles and their academic achievement in senior secondary school chemistry**

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The purpose of the current study was to identify the extent to which learning styles influence the senior secondary chemistry in terms of academic achievement. This study examined the potential correlation between the learning style preferences of students and their academic achievement in senior secondary school chemistry. The researcher collected data from a sample of approximately 200 students from three schools in their intact classes. Descriptive statistics was used to identify the learning styles followed by correlation analysis and regression analysis.. The study found that the students learning styles are Visual, Kinesthetic, Aural, individual and group and there are correlations among the learning styles and achievement. From the findings of the study major conclusions were made, one of such conclusion is that students would prefer a classroom that is heavily dominated by the students while they interact with materials, and least emphasis on numerical manipulation.

***Keywords:* learning styles, achievement, intact classes, kinesthetic, manipulation.**

**THE NIGERIAN COLLEGE OF EDUCATION SYSTEM AND QUALITY EDUCATION IN NIGERIA**

**Ayodeji Abiona**

The history of education in Nigeria is directly linked to teacher-training institutions and the role they played in the early days of education cannot be overemphasized. The college of education system is the earliest and oldest of the education systems in Nigeria, predating the university and polytechnic systems. However, the Nigerian college of education system has become a ghost of itself and has been relegated to third place after the university and polytechnic.

This paper seeks to: establish that Nigerian education is inexorably tied to the Nigerian college of education system and when the latter ails, so does the former; underscore the essence of quality education in Nigeria and the very crucial role the teacher plays; give recommendations for internal repositioning from case study examples; discuss the roles of relevant regulatory agencies and government among others

The paper will get data mainly from relevant books, articles in journals, and monographs as well as other publications. These will be corroborated by interviews conducted with students and heads of select colleges of education in Nigeria.

This paper will be a contribution to literature and to the ongoing discussion on the state of colleges of education in Nigeria with the aim of rescuing the system from descension into irrelevance and the consequences for the Nigerian education system.

**Chronological History of Mathematics and Mathematics Education: Perspective and Relevance in African’s Educational Transformation**

**By**

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**Abstract**

Mathematics without doubt remains very important to all disciplines and fields of human work and study. It has continued to play significant role in the development of both the individuals and nations. Hence, this paper gives a chronological account of Mathematics and Mathematics Education from historical perspective from inception to date and highlighted their relevance to sustainable development of educational transformation in Africa by showcasing the pivotal roles and contributions of Africans, in particular, Nigerians to the growth and advancement of Mathematics and Mathematics Education.

**Keywords**: Mathematics, Mathematics Education, History, African’s Educational Transformation.

**Physics Teaching for Africa development in developing countries**

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**Abstract**

The need for endogeneous learning materials that will relate Physics to the student's culture and environment spurred countries to develop their own Physics curriculum materials and laboratory equipment. Meagre resources and widespread poverty necessitated the development of laboratory materials from everyday items, recycled materials and other low-cost or no-cost local materials. The process of developing learning materials for one's teaching-learning needs in physics and the search from within for solutions to one's problems contribute in no small measure to the development of self-reliance in physics teaching of a developing country. Major concerns of developing countries are food supply, livelihood, health, nutrition and growth of economy. At the level of the student and his family, food, health, and livelihood are also primary concerns. Many physics teaching problems can be overcome on a large scale, given political support and national will. In countries where national leadership recognises that science and technology developed is essential to national development and that science education in turn is crucial to science and technology development, scarce resources can be allocated to science education. In developing countries where science education receives little or no political support, the most important resource in the physics classroom is the physics teacher. A highly motivated and adequately trained teacher can rise above the constraining circumstances of paucity of material resources and government apathy. In developing countries the need is great for self-reliance in physics teaching at the country level, and more importantly at the teacher level.

PANEL F5: **Music, Music Education and Transformation**

**GROWING AMARANTHUS AS A MEANS OF LIVELIHOOD AMONG PEASANT FARMERS IN AFRICA**

By

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**Abstract**

Nigeria soils are depleted as a result of mismanagement, hence, the peasant farmers experience low yield which scares the youths from taking farming as their profession. For any meaningful transformation, to occur, the youth must be involved, well fed with a balanced diet that can keep them healthy and energetic. Two experiments were conducted in 2015 to determine the effect of poultry manure (PM) and cattle dung (CD) on growth parameters of *Amaranthus cruentus* in Ondo southwestern Nigeria. Poultry manure and cattle dung were each applied at 0, 5, 10, 15 and 20 t­/ha. The treatments were arranged in randomised complete block design with three replications. Relative to control, application of PM at all rates and CD at 10, 15 and 20 t /ha significantly (p .05) increased plant height, number of leaves, leaf area and leaf fresh weight. Poultry manure increased the agronomic parameters of Amaranthus cruentus as the rate of manure increased

**Key word** . poultry manure , cattle dung, agronomic parameters , soil.

**TRANSFORMATIVE CURRICULUM FOR MUSIC TEACHER EDUCATION IN NIGERIA**

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**Abstract**

**Music education in Nigeria shares same history with the advent of western education in Nigeria. And has since evolve and metamorphosed from various developmental stages to where it is today and its evolution is still in progress. The focus of this paper is to advocate for a music teacher education curriculum that is culturally relevant, since the western influence music education has failed to come up with answers to many of its own socio-cultural problems. It is necessary to ensure meaningful propulsion of our musical heritage in modern vista and relevance. For the attainment of this goal, music educators are imperative as the system cannot grow above the quality of the implementers. This paper review the development of music teacher education in Nigeria, Indentify the present position of music teacher education in colleges of education as it tends to deny intending music educators the opportunity to acquire basic skills, knowledge and capacity required of a culturally based education and cause for a curriculum that has the ability to foster the Nigerian musical heritage and recommend a curricular that is suitable to meet the mission of the contemporary, progressive and revolutionary Nigerian society.**

**Transforming the African Youths through Folksongs: the ethno-musicological approach**

by

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**Abstract**

Western education is a treasure trove, while African traditional education is a formative process, which when the two are combined make individual a complete, fulfilled and recognizable icon in African society. Yoruba of southwest Nigeria is rich in traditional culture, that, it is globally recognized and attractive to western scholars for study. The habits demonstrated by the Yoruba youths of the contemporary time indicate a clear departure from the socio-cultural norms and values. Development and nation building as a result of this is therefore threatening the ethnic group and Nigeria as a whole. Folksong, being a designated and functional value of culture is capable of transmitting, alerting and retaining the philosophical meaning of the learned ideals of the society. Music is an indispensable branch of culture which has it function in the day to day activities in Africans. This paper identified some areas of cultural departure which negatively reflected in the characters of the Yoruba youths. The use the philosophical meaning of the text of some of the Yoruba folksongs, traditional poems, *eewo* (must not do) and proverbs could be of possible impact to educating and re-orientating the youths in the Yoruba culture.

**THE IMPACT OF UNIFIED CURRICULUM ON TEACHING AND LEARNING OF MUSIC IN SELECTED SCHOOLS, IN ONDO WEST LOCAL GOVERNMENT AREA**

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**Abstract**

The aim of this study is to examine the impact of unified curriculum on Teaching and learning of Music in selected schools, in Ondo West local government area. A questionnaire was design and administered on 20 teachers and 80 students randomly from ten schools. T – Test and Analysis of variance (ANOVA) were employed to analyze the data collected. The findings indicate that there is a high interest on music and the few available teachers are effective on their job. However, more hands are needed to teach student the music aspect of C.C.A and more materials are needed to make CCA more effective.

**Music Education as a device of Trasfomation to Nigerian Development**

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**Abstract**

Music as a vital part of culture is an indispensable part of African heritage that can bring about transformative development to the entire continent if properly exploited. The substantiation from many sources is explicit in that music is one of the most important elements in the life of all humans. It is essential in representing the strong African heritage and its importance can be seen in many aspects of the culture. This paper exermined the educational values, trainings and practices that music education can offer to incoming generation if appropriately utilized. Findings revealed that music as a vocational suject is not meant for entertaiment purposes alone but encompasses several value that can transform a nation to a desirable status, this include inculcating moral virtue, training the learners on acquisition of musical skills with definitive aim of improving the quality of life, stimulate creativity, motivation, strength, sense of belonging and cooperation, finally enable them to be self reliant as well as contributing to the economic development of their nation. It has the capability to bring about momentous transformative development. However, it was recommended that music curriculum needs to be reassessed and reviewed in such a way that practice, tradition and ways of African music heritage will dominate the curriculum of music so as to allow its product function and relevant to the need of the society.

**Keywords:** African heritage,Music education, Trasfomation, Training, Development

**SOCIAL TRANSFORMATION OF AFRICA THROUGH MUSIC: THE NIGERIAN EXPERIENCE**

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**Abstract**

This paper seeks to enlighten music composers and producers on the need to judiciously and carefully use music as an instrument of transformation in Africa and other world cultures. There is need for a change on the way music is composed and produced by Nigerian musicians. This is necessary because music is an agent and a medium of transmitting information to the populace. It is expedient therefore that people get the right information through a good channel and medium. Music affects the ways and manner of its hearers positively and negatively, hence, music composers, performers and producers should be careful of what is composed and performed in order to have a transformed society. The use and effect of music on human being was traced from antiquity to date through library sources. It discovered that music has been an asset used from time past to pass crucial information, impart knowledge, soothe emotions, and transform lives positively. It recommends a viable music teacher education that will impart adequate knowledge on the music teacher trainee which will in turn transforms the music consumers.

**Keywords**: Music composers, Music producers, Music consumers, Transformation, Music teacher education.

**MUSIC TECHNOLOGY EDUCATION AS A MEANS TO POVERTY ALLEVIATION IN NIGERIA**

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**&**

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**Abstract**

Poverty is a problem that is common to many (if not all) African countries, with economic indices showing that a larger part of the citizenries live below the poverty threshold. After the rebasing of Nigeria’s GDP in 2014, it emerged (overtaking South Africa) as the largest economy in Africa. However, relevant economic statistics still shows that poverty is still a dominant condition among its citizens. This dangerous and worrisome development may not also be unconnected to Nigeria’s mono-economy, which is solely dependent on oil, and the commodity’s recent plunge in the global market. There have, therefore, been talks on the diversification of its economy from its hitherto over-dependence on oil as its sole means of national income. This paper sets out to explore the possibilities of music technology education as a means to poverty alleviation, thereby serving as a contributory solution to the country’s present economic state. Employing the review of existing literatures and analytical research methods, the study appraised the status quo in the Nigerian economy, outlined the problems militating against the economy and recommended ways of ameliorating them via music technology education. The study observed that music technology education has so many untapped benefits that can help its graduates become self sufficient and economically independent; and recommends the need to explore all these opportunities.

 **344. EXPLORING GENRE-BASED APPROACH FOR EFFECTIVE TEACHING OF ACADEMIC WRITING**

By

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**Abstract**

*Writing, an important aspect of language skills, is a crucial medium of expression that cannot be over-emphasized as far as communication is concerned. It is not just a graphological representation of thought and idea but an expressive means of ventilating feelings,opinions, beliefs, sentiments etc. In Nigeria, however, writing, which is the hallmark of literacy is not given priority attention nor is it considered very important under language curriculum. The purpose of this paper is to explore the effectiveness of Genre-based approach in teaching academic writing. The paper is motivated by the researcher’s perceptions about University students’ difficulty in acquiring the essayist literacy and the fact that very little empirical research has been conducted on the effects of Genre-based writing interventions especially in Nigeria. The paper is hinged on the principle of Systematic Functional Grammar and Critical Literacies as its theoretical framework.*

Keyword: Genre-based, writing, literacy, language skills.

PANEL F4: **Education, Ethics and Morality**

**Synchronizing** **Islamic** **Moral** **Education** **and** **Ethics** **for** **the** **Development** **of** **Nigeria** **Education** **System**

**By**

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 **Abstract**

 Islam upholds moral value and instructs the people to be righteous and honest to the highest degree in our dealings with others in society. Islamic education has its own peculiar character due to the ambient presence and influence of the Qur’an on Islam...the immutable source of the fundamental tenets of Islam,ethics and culture.It is the basis for both moral and general education.In the modern era, technology is affecting society in obiquitous fashion while maintaining its upright position, and both science and technology are also being influenced by society.This article, therefore, presents the rationale and arguments for the presence of Islamic moral, character education and the universal Islamic moral values and education is outlined that may be helpful for future educators and researchers.The paper states that there is need to identify a common Islamic value and character education in our institutions for the development of our education system.

 **Key** **Words**: Islamic; education; moral; ethics; character education.

**Librarianship: An Inimitable Profession for Ethical Transformation.**

 By

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**ABSTRACT**

Librarianship is an inimitable profession that gives in for unique professional traits that lure and entreat users to the available services in the libraries. Unlike the previous unattractive, storerooms labelled libraries, modern libraries now house updated print and non print materials that captivate the attention of users for transformatory usability. Therefore, there should be speedy attempt to activating the behavioural dispositions of codes of ethics required to trigger library services for fruitful patronage. Codes proffer, amongst other things, guidelines for users’ internal and external behaviour, and equally serve as eye opener of the community to the profession’s objectives to be ethical and to validate the trust of the library’s patrons. This paper probes into some of the traits library services offer for wider patronage. It acquiesces to the fact that courteous handling of the library clients, abstaining from disruptive behavioural dispositions and proper handling of materials and resources with care; and accompanying these with appropriate social civility (ethics), would motivate the users for more patronages. Equally, a very neat and serene environment coupled with charismatic staff services and display of ethical traits, would also entail the generation of new knowledge and a markedly different ways of solving problems. These would assist users to be self empowered and successfully benefiting from library resources - a set of characteristics of transformation that give way to educational development of individuals within the society.

**Keywords:-** Librarianship, Ethical codes, Clientele, behavioural disposition, transformation.

**The Impact of Conflict and Wars on Education in Nigeria: A Religious Perspective**

**By**

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**Abstract**

More than any other aspect of human phenomenon, religion has been said to be a major factor that has hampered peaceful coexistence and the realization of educational development envisaged by the founding fathers of Nigerian nation. This paper investigated how conflict and wars have negatively affected the realization of appreciable levels of the required processes of teaching and learning in Nigerian educational enterprise. The paper aimed at assessing the impact of religious conflict and wars on the achievement of the set out standard of education by local, national and international bodies who are stake holders in educational development. The paper adopted historical and critical observations of available empirical facts in its findings to unravel the negative effects of the absence of peace as a menace in achieving the much desired target of education in Nigerian society in recent circumstances in certain areas of the country. The paper observed that the incessant religious conflict and wars which had resulted into mass destruction of buildings, educational infrastructures and total distortion of educational standard, needs to be critically looked into and solutions needs to be proffered. The shortage in the access of education in some religious conflict and war ridden areas of the country has led to significant and long-lasting detrimental effects on individuals, regional and national developments. The paper concluded that for meaningful educational development that dictates the spate of human and national development of a nation in the present global trend, all religious agencies and stakeholders should embrace tolerance and peace-education that is powered by religion so that an enabling environment which is germane to achieving the required educational standard and development of any nation may be realized.

**INDIGENOUS EDUCATION AS A MEANS FOR MORAL AND ETHICAL STANDARDS IN YORUBA SOCIETY**

By

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**Abstracts**

Yoruba traditional society is typical of maintaining decorum within their environment, especially when it comes to human relationship. Theirideology of having a well formed social organization is something that cannot be overemphasized. It is an onus on the leaders and the subjects of the Yoruba society to find a benchmark for an adequate moral and ethical standard which keeps a society together in a better way. Yoruba people does find a means of educating either their wards or grown up through transmission of their culture. These culture archetypes form the basis for cultural transmission. The types of education transmitted identify a way through which the biological being is transformed into a specific cultural being. It serves to be a model of socialization. How this is realized is important for us to know. This paper using a sociological model will unveil this medium of indigenous education and show its significance in the development of Yoruba social organization.

**ETHICAL ISSUES IN CURRICULAR MATTERS AND THE SEARCH FOR TRANSFORMATION IN EDUCATION IN NIGERIA**

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**Abstract**

*In the recent past, educational questions, issues and matters of curriculum studies were not items that are so strong on the priority list of the stakeholders in education. As such, curriculum and educational issues have been treated as a kind of appendage. Infact, approaches to issues in education and curriculum transformation is just like a stamping-ground for personal prejudice, where there is no well-established public perspective that can provide a veritable framework for a curriculum development and transformation. The research used a descriptive survey design to investigate issues in curriculum matters that hampers curriculum and education transformation. Purposive sampling technique was used among upper grade secondary schools practising teachers. Data collected were analysed using simple percentage and based on the findings, recommendations were made for effective education and curriculum transformation in Nigerian education system.*

**Keywords:** Ethical Issues, Curricular Matters, Transformation in Education

PANEL F3: **Economic Institutions and the Growth of Education**

**STATISTICAL RECORDS OF FOREX TRADING VIS-À-VIS RECESSION IN NIGERIA: IMPACTS ON THE NATION’S EDUCATIONAL TRANSFORMATION, ECONOMY AND CITIZENS’ STANDARD OF LIVING**

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**Abstract**

This paper reviews the mean monthly records of Forex trading in Nigeria between May 2015 and May 2017 vis-à-vis the immediate economic recession. The statistical Forex record was only considered for dollar, euro and pounds (which are essentially the world economy driving currencies) benchmarked against the Nigeria naira. The paper reviews the country Nigeria, recession in the country; its causes and impacts on the citizens’ standard of living, nation’s economy and educational transformation. Recommendations were given to reposition the nation’s economy and transform the education industry and improve standard of living.

 **Keywords**: Forex, Recession, Nigeria, Risk, Economy, Educational Transformation.

**Tourism Awareness and Education for National Development in Nigeria: Problem and Prospects**

**By**

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**And**

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**Abstract**

Tourism has been widely regarded as viable alternative to generate income for mono-culture dependent economy such as Nigeria. Also, early tourism awareness among young people can contribute to national integration and development in a multi-cultural and diverse society as Nigeria.

It has been observed that Nigerians who can afford tourism, prefer to travel to destinations outside the country, however, an increase in the patronage of domestic tourism will not only stimulate economic development but also encourage national integration. This is due to the multiplier effects of tourism in creating employment opportunities and new businesses while the people are exposed to new cultural resources from other parts of the country hence a better appreciation and understanding of these new cultures.

It is observed that a veritable means of increasing tourism activities in Nigeria is through awareness created by formal and informal tourism education in the various institutions. This study examined Ebunoluwa International School in Osun State, South West Nigeria. The study utilized qualitative data based on both relevant primary and secondary sources to establish the level of exposure of the students to tourism education and how this has affected their appreciation of and participation in tourism activities organized by the school.

The study revealed that factors such as economic well being, communication, and security have affected the translation of tourism awareness of the students to practical experiences. The study recommended way out of these challenges to make tourism works for both economic and national development of Nigeria.

**Keywords: Education, tourism awareness, economic development, national development and Nigeria**

**Medical tourism and the Nigerian Economy: An Appraisal**

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**Abstract**

Tourism is acknowledged as one of the drivers of the global economy. In this regard, the Nigerian economy is not an exception. However, in recent times, the frequent trips of the affluent and the privileged individuals in the society moving out of the country in search of medical attention no doubt will have its economic implications on the economy of the nation; hence, constituting a clog in the wheels of progress of our medical sector. The paper therefore examined the trend in medical tourism, its causes and implications on Nigerian economy and finally, recommendations were made.

**FUNCTIONAL EDUCATION AND ECONOMIC GROWTH AMONG AFRICAN STATES**

  **BY**

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**ABSTRACT**

African states ranks amongst the failing states worldwide. Many of them grope with diseases, food shortages, technological dependence on foreign nations and corruption. The types of education inherited from colonial masters were those that cannot liberate Africa from dependency syndrome. Little emphasis is placed on training of artisans and technicians. This paper compared education in Africa with those of Asia (India, Pakistan and Japan). It established that educations in Asian states were tailored to the needs of these societies. Thus education emancipated them from dependency syndrome and most of these states were able to solve the problems of poverty, economic sustenance and technological development. This paper therefore recommends that secondary schools in Africa be converted to technical and vocational schools. Education in Africa should be designed to meet the social, economic and technological needs of Africa.

PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT OF PRE SCHOOL CHILDREN

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&

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Abstract

 *Parental involvement in a child’s growth and development cannot be over emphasized, and since Early Childhood Education is the foundation of all other levels of education, it is therefore important that children have access to this as early as possible. The school and the teacher alone cannot play the all-round role of imparting knowledge into children, it is then imperative for the parents also to discover and play their roles in order for the child to perform excellently in the school. Parent’s high aspiration does have additional benefits over and above the advantage children enjoy capable and receiving adequate stimulation. The home is very germane and crucial for a child’s well being in later life therefore, parent’s early involvement is very important. As a child moves to speak, listen, read and write, which later develop the child to achieve academically, parents must ensure that the efforts of the teacher is complemented. This study then recommends that parents join hands with the teachers and the school for proper educational attainment to be achieved*

**Institutional Quality, Educational Sector Development and Structural Transformation in Sub-Saharan Africa**

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**Abstract**

In this study, the relationship between institutions, educational development and structural transformation in sub-Saharan Africa (SSA) is investigated using a panel of 28 countries and covering in the period 1996 to 2015. The paper sets out to determine how institutional quality influences the role of educational development in attaining structural transformation in the selected countries by linking educational expenditures and outcomes. It is argued in the study that institutions can have both direct and channeled effects in transforming economic structure in Africa, with the channel of effect coming primarily from the education sector. The theoretical economic structure model developed in this paper demonstrates the importance of the interaction between education and institutions for explaining the transformation process. By considering educational development in spending and outcome dimensions, the study sought to highlight how the quality of intuitions shape the comparative effects of educational expenditures and outcomes on structural transformation in SSA. The system GMM estimation technique is employed in the estimation of the relationships. It is expected that this study will

1. show the pattern of effects that the presence of quality political and educational institutions has in improving educational sector development in SSA;
2. determine the direction of effects of educational development on the economic transformation of SSA countries.

The policy implication of the study is the need to establish and sustain quality institutions that could improve effective linkages between spending and outcomes in the educational sector and the role of the sector in promoting adequate structural transformation in the SSA region.

SPATIAL ANALYSIS AND ECONOMIC IMPLICATIONS OF THE INCIDENCE OF MALARIA IN EDUCATIONAL INSTITUTIONS: A CASE STUDY OF ADEYEMI COLLEGE OF EDUCATION, ONDO (2014-2016)

BY

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**ABSTRACT**

The prevalence of chronic non communicable diseases especially in third world countries is on the increase thereby posing health challenges and an increase in the number of sudden death. Despite so many researches in the field of medicine and geography, much remains to be understood about the correlation between diseases and space especially in the area of disease distribution across geographical regions. It has being observed, for instance that African countries are disproportionately dependent on external resources for health care financing coupled with low level of awareness among students in Nigeria institutions; this has not helped in the reduction of many diseases in addition to the low development of socio demographic data of the patients. The objectives are: to identify the spread of the disease by gender and age, the causes and economic impacts on the performance of the students and possible ways of reducing the spread. The data gathered from the field were analyzed using percentages and the results were presented using charts and tables. The paper discovered a significant relationship between the environment and inadequate resources across gender and age as some of the major reasons for the prevalence of malaria in the institution leading to frequent health breakdown and its attendant consequences on students’ academic performance. Enlightenment and timely donations of resources by individuals and the government are recommended as possible ways of reducing the trend.

Keywords: Educational Institution, Economic, Malaria, Medical Geography and Spatial

PANEL F2: **Interrogating Childhood and Child Education**

**FOLKLORISTIC CULTURAL APPROACH TO CHILD EDUCATION AMONG THE YORUBA**

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**Abstract**

This paper examines different folkloristic methods of education among the Yoruba and concludes that these ignored cultural methods of instructing the child are invaluable traditional methods which can still be employed effectively to make the contemporary imported system of education functional, producing well- integrated,well-harmonised,well-adjusted end products-Omoluabi.

**GIRL-CHILD EDUCATION AS A VITAL TOOL FOR AFRICAS’ TRANSFORMATION: NIGERIA AS A CASE STUDY.**

**By**

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ABSTRACT

Etymologically, the term education came from the Latin word “Educatum” which means the act of teaching or training. A group of educationists say that it has come from another Latin word “Educare” which means bring up or to raise. In every society, education is recognized as the corner stone for transformation. It is a fulcrum around which the genuine transformation of economic, political, sociological and human resources of every society revolves. The girl-child education. This is the education received by the girl-child which makes her functional in the society. It is that type of education that equips the girl-child with knowledge that enable her to carry out different functions which if properly channeled could lead to the actualization of national transformation. It is the basic tool that should be given to the girl-child in order to fulfill her role as full member of the society. This has followed a snail speed in Nigerian especially in the Northern part of the Country. Various cultural and social values have historically contributed to gender disparity in education.

 According to work done by Denga, one prominent cultural view is that it is better for the girl-child to stay home and learn to tend her family instead of attending school. A study by the University of Ibadan linked the imbalance in boy’s and girls’ participation in schooling was to the long-head belief in male superiority and female subordination.

 Transformation proved difficult in both the political and economic realm. Given the extent of the social challenges, the pace of reform is too slow and economic growth too limited. Many reform projects have been launched but few successfully implemented. A gulf-yawn between heralded changes and their realization.

 Therefore, this paper examines the girl-child education as a vital tool for Africas’ transformation wherein Nigeria is seen as the case study. In doing this, the paper used books, journals and international organization write ups as data to stress this.

 It finally concludes and recommends among others that, changing mind sets, attitudes and behavior of traditional and religious leaders, parents and other community members that have negatively affected girl-child, education. When the girl-child education is adequately taken care of, a solid foundation is laid for genuine transformation in Nigeria which is in the Western part of Africa.

**THE POETICS OF “ALAWIYE” AND THE NIGERIAN EARLY CHILDHOOD EDUCATION IN RETROSPECT**

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The Alawiye was an elementary reader in Yoruba language that was meant to introduce the Yoruba elementary school child to the art of reading in the indigenous or mother tongue. The text was so carefully planned by the author J.F. Odunjo to such an extent that though the reader focused on the basic language skills of listening, speaking, reading and writing primarily, it was also effectively designed to meet the aesthetic, didactic, linguistic, educational psychological needs of the early childhood learner. All these features were met through the act of successful manipulations of oratorical skills combined with poetic artistry at the various levels of the application of the “alawiye” text in the Primary School. This paper seeks to examine the style of the text as an effective combination of the arts of language and poetics in meeting the psycho-social as well as the educational needs of the Nigerian child and with a view to inculcating desirable social values in the child growing up within the decadent contemporary society. This study observes that readers in use at the early stage of the child’s education have the potentiality to determine the success or otherwise of the child, not only in language learning, but also in the child’s overall psychological disposition and social comportment. The paper concludes that texts for junior readers should be planned to include poems, chants and songs that would contribute to the pedagogical, psychological and social needs of the growing child.

Keywords: Poetics, Alawiye, Early Childhood Education, Retrospect

**Teachers’ Knowledge of Partnership in Early Childhood Education and Areas of Teacher-Parent Relationship in Ondo West Local Government Area of Ondo State**

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**Abstract**

Early childhood period is a critical fundamental moment in human development and experiences during this stage greatly influence life chances for individuals including success in education, lifetime employment, overall health and welfare. During this period, children spend considerable number of hours with teachers/caregivers in early childhood centers. It is therefore important that both parents and teachers/caregivers work together as partners in order to ensure proper development of the child. This paper thus examined pre-school teachers’ knowledge of partnership in early childhood education and the areas of parents-teachers’ relationship in Ondo West Local Government Area of Ondo State. The study adopted descriptive survey research design. Sample for the study comprised 100 pre-school teachers. Instrument used were “Test on Pre-school Teachers Knowledge of partnership in Early Childhood Education” and “Questionnaire on Areas of Parent–Teachers Partnership in Early Childhood Education”. Data collected were analysed using percentage, mean and standard deviation. Findings from the study revealed that the level of pre-primary school teachers’ knowledge on partnership in early childhood education is average and the extent to which parents and teachers partner in other areas apart from the area of child’s learning is low. Recommendations made include initiation of programmes that can foster greater Parent–Teacher Partnership in early childhood education.

**Keywords**: Partnership, Early Childhood Education, Teachers’ Knowledge of Partnership,

 Holistic development

**Myths and Double Standards in the Education of the Nigerian Rural Girl-Child**

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**Abstract**

*Some views and opinions within some traditional African societies in the raising up of the girl child had been so intensified that they have become mythical in nature. Mythical in the sense that they are not only held tenaciously but also becomes recurrent and profound in the sub-consciousness of both parents and relations of the girl child. These views are also mythical more importantly because they are based on unfounded grounds. The views provided the basis for double standards in the parents’ attitude and approach to the education of male and female children. Parents generally favoured the education of the male child over and above that of the female where the female child was allowed to receive formal training limits were placed on the native extent and length of such trainings based on gender bias. The study reviews the trend of the girl-child education in Nigeria from independence till date. The study intends to open up some of the myths that backed the gender bias against the girl child’s education in Nigeria. The conclusion of the paper is that many female children in the rural communities still suffer gender discrimination in their pursuit of western education.*

**Keywords: Myths, Double standards, Education, Rural girl-child.**

**Roles of teachers in effective implementation of early childhood education curriculum in Nigeria**

By

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***Abstract***

*Early childhood education is a key foundation of Nigerian educational system. The quality of care and education which a child receives at early stage determines– to a great extent­– the level of his or her physical and cognitive development in the future. Despite the fact that the curriculum of early childhood education was explicitly stated in the National Policy on Education, the effective execution of the stated curriculum is questionable. Undoubtedly, quality teachers have a huge role to play in the effective implementation of the early childhood education curriculum in Nigeria.Teachers are central to any curriculum improvement effort, and they are responsible for introducing the curriculum in the classroom as well as outside the classroom. The crux of this study therefore is to critically examine the roles of teachers in effective implementation of early childhood education curriculum in Nigeria. In order to attain the objective of this study, the overview of early childhood education, challenges of implementation of early childhood education curriculum and the roles of teachers in effective implementation of early childhood education curriculum were discussed extensively in this study.*

PANEL F1: **Research, Instruction and Pedagogy**

**ATTITUDE OF STUDENTS TOWARD RESEARCH IN NIGERIAN TERTIARY INSTITUTIONS**

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**Abstract**

Research is much required from the graduating students at all levels. Over the years, so many rich and useful researches had been carried out even in the midst of watery and shallow ones. There is no doubt that some problems are contending with research work in our university thereby subjecting it to under fulfilling the national development and sustainability goal set for it. The study investigates attitude of students towards research in tertiary institutions. The study adopted descriptive survey research design. 12 Universities consisting federal, state and private universities from South- West geopolitical zone of Nigeria, 50 students were randomely selected from each of the universities. Five hypotheses were postulated and tested at 0.05 level of significance. Data was also collected with the use of ‘Students Attitude Toward Research Questionnaire’ (SATRQ) á= 0.62 and analysed with descriptive statistics and t-test. The students from selected universities had negative attitude towards research. The findings will help the various Nigerian Universities to solve the problem and make good use of the guidance counselors who liaise with community to disseminate research results, to sensitize the public at large about the usefulness of research, and its sustainability to development. The findings of this study could be implemented in the educational policy, curriculum and appropriate quarters.

Key Words: Attitude, Research, Tertiary Institutions, Students.

**Impact of Tertiary Education on Employability as Perceived by Selected Lecturers in Adeyemi College of Education Ondo**

 **Dr (mrs) C.B Obasoro**

 **Oyebanji T.O** Ph.D

 **Mrs T.I Otutu**

This study investigated the perception of selected lecturers in tertiary institutions on employability across the variables gender, educational qualification and length of service. Sixty lecturers from the five schools in Adeyemi College of Education responded to items in a questionnaire which was designed to elicit response on their perception. Their responses underscored the need for tertiary education to take an overly focus on its academic provision in such a way that demands of global market is taken into account. Thus, there is the need to rejuvenate tertiary education lecturers through induction programmes with a view to updating and equipping them to be able to meet global expectations on employability of graduates.

**Key words:** Impact Employability perception

**OF ENGLISH CONCORD: A CATALYST TO THE DEVELOPMENT OF EARLY CHILD CARE EDUCATION IN NIGERIA**

**BY**

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*Abstract*

*Early child care education is fundamental to the general development of the child because it forms the foundation on which the child’s all round education later in life is predicated. The solidity or weakness of this foundation therefore is a key determinant factor of how the child will eventually turn out later in life. This paper thus attempts an empirical appraisal of the level of mastery of the rules of concord in English in Nigerian secondary schools using a sample population. It posits that an adequate mastery of concord is a needed catalyst to enhance the development of early child care education in Nigeria. This paper which makes use of the questionnaire method of enquiry has revealed that the level of knowledge of the rules of concord is low at this level of education. This not so encouraging yet prevailing scenario has been blamed on a number of factors. The paper makes invaluable recommendations regarding how best the identified problems can be overcome in order to boost the development of early child care education in the country*

*KEY WORDS: Early Child Care Education, Concord, Mastery, Development*

**EFFECTS OF AGRICULTURAL TEACHING RESOURCES ON STUDENTS’ PERFORMANCE IN ONDO WEST AND ILE OLUJI-OKEIGBO AREAS OF ONDO STATE**

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**ABSTRACT**

This study examined the influence of availability and utilization of teaching and learning resources on the performance of students in Agricultural Science at Secondary Schools in Ondo state. Poor performance at Senior Secondary Certificate Examination (SSCE) in recent years necessitates the need for this study. The study was carried out in Ondo West and Ile Oluji-Okeigbo Local Government Areas of Ondo State involving 15 secondary schools, 225 Agricultural Science students and 43 Agricultural Science teachers. Well-structured questionnaires were administered to teachers and students of the sampled schools. Data collected were analysed using frequency and percentages. The relationship between availability and utilization of the teaching resources and the academic performance of students was tested using chi-square. The results of the study revealed that most physical and material resources were available while laboratories and livestock farms as well as charts, journal, models, specimen and handbooks were unavailable in most of the schools studied. There was no significant relationship (P=0.221) between availability of physical resources and performance of the students. Meanwhile, a significant relationship (P=0.011) was recorded between the availability of material resources and performance of students in Agricultural Science. The utilization of physical and material resources had significant effects (P=0.002 and P=0.017 respectively) on the academic performance of the students in Agricultural Science. The levels of utilization of these resources depend on their availability, adequacy and conditions. It was recommended that teaching and learning resources should be made available and be properly utilized to improve the performance of students.

**Keywords:** Agricultural Science, Availability, Secondary Schools​, Teaching Resources, Utilization

PANEL E7: **Imperatives of Entrepreneurial Education**

**ECONOMIC TRANSFORMATION THROUGH ENTERPRENEURSHIP IN FOODS AND NUTRITION FOR UNDERGRADUATES IN LAGOS STATE.**

**BY**

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**Abstract**

Entrepreneurship results in creativity, innovation and enterprise development and growth. This study was conducted to investigate the creativity skills needed in entrepreneurship foods and nutrition in tertiary institutions in Lagos State. It specifically assessed the critical thinking and decision making skills students need to acquire for entrepreneurship and creativity in foods and nutrition. Three hundred (300) Home economics lecturers and students from four (4) tertiary institutions in Lagos state were randomly selected for the study. Data were collected using a pre-tested semi-structured questionnaire on critical thinking and decision making skills and analysed using mean and standard deviation. The results showed the critical skills needed to acquire for creativity in entrepreneurship by the respondents as : ability to predict outcomes, evaluate outcomes, recognize relationship between concepts, being intuitive and make intelligent guess. While decision making skills needed to acquire were: making valid judgements, thinking before acting to make wise decisions ,provide reasons for actions, determine consequences of each action before acting and accepting leadership roles. It is recommended that the schools and Government should help students in the acquisition of creativity skills necessary for an individual’s ability to turn ideas into action involving and engaging in socially-useful wealth creation through the application of critical thinking and decision making skill.

**Keywords**: Economic Transformation, Entrepreneurship, Undergraduates, Lagos State.

**ENTREPRENEURSHIP EDUCATION FOR SOCIAL-ECONOMIC RECONSTRUCTION AND TRANSFORMATION IN AFRICA**

**By**

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**A Paper Presented at the Toyin Falola Annual International Conference on Africa and the African Diaspora (TOFAC) on the Theme: Education and Africa’s Transformation: held in Adeyemi College of Education, Ondo between Monday 3rd and Wednesday 5th July, 2017.**

**Abstract:**

There is a clear recognition in Africa today, that education constitutes a formidable instrument that could be used for solving the various socio-economic problems facing the continent and for the fullest realization of the potentialities and aspirations of the Africans. It is, however, disheartening that Africa today is passing through a period of socio-political and economic vicissitudes. The various economic woes and social vices, permeating African continent which have their genesis in youth unemployment have now become regular features of some international, national newspapers and magazines and broadcasting corporations. The economic and social reconstruction and accelerated transformation in Africa can only be effectively achieved, if education is made more relevant and functional by placing high premium on entrepreneurship education for self-reliance. Through entrepreneurship education, products of the school system will be properly equipped with entrepreneurial skills that will make them self-employed or employable in the public and private sectors of the economy. Thus, an efficient and effective system of education which places high priority on entrepreneurship education for self-reliance will not only transform Africa, but also make the continent forge ahead economically, technologically, socially and politically.

**INDIGENOUS LANGUAGE EDUCATION FOR ENTREPRENEURAL SKILLS AND YOUTH EMPOWERMENT IN NIGERIA**

 **BY**

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***Abstract***

*The state of Nigeria that had hindered the process of empowerment of youth and the role of indigenous languages as an instrument for the provision of qualitative and functional education that would instill in the life of the youth an entrepreneurial skill for self-reliance were discussed in this paper. Education, formal and non-formal, public awareness and training are considered as key processes by which humans and the society can reach their full potential. However, upon the huge investment of Nigerian government in education at all levels, many Nigerians are still wallowing in abject poverty. The youth happened to be the worst affected because they lack the informal type of education that can allow entrepreneurial diversity, therefore their hope is on the government and the few corrupt elites without a mind of being self employed. Nigeria, a country formerly full of milk and honey, with a viable economy country in Africa, now a country with a threatened economy. Indigenous language education which despises idleness, instills discipline and stimulate creativity have become a thing of the past in our society. The paper hereby posits that empowering our youth through our indigenous language is the best course of action by exposing them to different teaching in our culture that will allow youths to diversify their employment search from mainly white-collar jobs to self empowerment, having the strong mind that no job is too low for an idle hand, or else the devil will find work for them.*

**ASSESSMENT OF TIME MANAGEMENT AND INTERPERSONAL RELATION SKILLS REQUIRED BY SMALL SCALE BUSINESS OPERATORS FOR SUCCESSFUL ENTREPRENEUSHIP PROGRAMMES**

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**Abstract**

Entrepreneurship skills are simply business skills, which an individual acquires to enable him or her to function effectively in the turbulent business environment as an entrepreneur or a self employed or a self reliant person. Entrepreneurial skills are paramount to both individuals and entrepreneurs alike as they reduce the incidence of unemployment problem and business failure and this therefore, implies that the entrepreneur’s most essential tool to succeed is his skill, creativity and ideas generation ability. Unemployment has continued to thrive in Nigerian thereby plunging the economy in unbearable state which has led to many people in wanting to establish one form of business or the other because of the opportunities abound but these businesses hardly survive the test of time, that is they fail or liquidate within a very short period due to deficiency in skills other than financial and management skills. Hence, the need for this paper to focus on assessing time management and interpersonal relation skills required by small scale business operators for successful entrepreneurship programmes in Ondo State, Nigeria. Three research questions were raised to guide the study. A descriptive survey design method was adopted with a population of 300 small scale business entrepreneurs which constituted the sample. The data generated from the study was analyzed with a descriptive statistic of mean (x). The findings from the study revealed that time management and interpersonal skills is sacrosanct for entrepreneurs success. It is however recommended among other things that the curriculum planners should incorporate the assessed skills in the curriculum of entrepreneurship programme both at the secondary school and tertiary levels so that prospective entrepreneurs can effectively manage their enterprises.

***Keywords: Time Management Skill, Interpersonal Skill, Entrepreneurship, Small Scale, Business Operators***

**PERCEIVED INFLUENCE OF SOME PERSONOLOGICAL FACTORS ON ENTREPRENEURIAL INTENTIONS AMONG GRADUATES WITH NYSC IN ONDO STATE NIGERIA**

*By*

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**Abstract**

*The study investigated the effects of conscientiousness, entrepreneurial self-efficacy and risk propensity, on the entrepreneurial intention among some graduates in NYSC. The study employed the descriptive survey design using the ex-post facto type. 300 graduates randomly selected from corpers serving in Ondo State constitute the study’s sample. Four reliable and valid instruments were used to collect data from the participants. Pearson Product Moment Correlation and Multiple regression statistics were used to analyze the data. The result indicated that the three independent variables were potent predictors of entrepreneurial intention and their contributions were found to be significant. The variables also made relative contribution to the criterion measure. Based on these findings, it is suggested that appropriate strategies and policies for enhancing conscientiousness and entrepreneurial self-efficacy training would be of immense benefits to graduates. Such training would also enable them to cope with risk associated with entrepreneurial processes and enhance their entrepreneurial activities.*

**Keywords**: Entrepreneurial intention, Entrepreneurial self-efficacy, Conscientiousness, risk propensity.

**ENTREPRENEURSHIP EDUCATION: CURATIVE MEASURE FOR UNEMPLOYMENT**

**BY**

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**A PAPER PRESENTED AT THE TOYIN FALOLA ANNUAL INTERNATIONAL CONFERENCE ON AFRICA AND THE AFRICAN DIASPORA (TOFAC)**

**HELD AT ADEYEMI COLLEGE OF EDUCATION, ONDO BETWEEN MONDAY, 3RD – WEDNESDAY, 5TH JULY, 2017**

Abstract

*This paper discusses entrepreneurship education: curative measure for unemployment. Entrepreneurship education serves as catalysts to any discipline in life because of its diverse opportunities and embedded values, graduates of any discipline need not be idle after graduation because they have acquired basic skills to function effectively and efficiently as entrepreneurs in their fields. Thus, this will make them job makers instead of job seekers and in turn useful to themselves and improve the nation’s economy. It suggests that entrepreneurship education should be made compulsory for students in all fields, so that they will be able to explore their area of specialization for self-reliance. Therefore, this study recommends that curriculum planners should include entrepreneurship into every field of study for example entrepreneurship in business education; government should provide more funds for institutions to enable them purchase more gadgets and materials for their functionalities. In addition, competent hands will also go a long way in tackling this problem.*

***Keywords:*** *Entrepreneurship Education Curative Measure Unemployment*

**‘ENTREPRENEURIAL SELF-EFFICACY AND ENTREPRENEURIAL ACTIONS AMONG GRADUATES; THE MEDIATING ROLE OF NETWORKING AND EMOTIONAL INTELLIGENCE FOR FACILITATING REDUCTION IN UNEMPLOYMENT**

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**Abstract**

Reducing unemployment challenges is possible with graduates becoming entrepreneurs. However, the challenge persists as a result of difficulties in transmitting entrepreneurial efficaciousness from training programmes to successful entrepreneurial actions. A dearth of studies exists with regard to how certain key entrepreneurial skills as habit and ways of the mind as well as opportunity identification influence entrepreneurial ship. This study investigated the possible mediating role of networking and emotional intelligence in the relationship between entrepreneurial self-efficacy and entrepreneurial actions among graduates. Using the expost facto design, four hundred (400) hundred corps graduates in the National Youth Service Corp deployed to serve in Osun state were selected for the study. Four standardized and valid scale were used for data collection. Data was analysed, using Pearson Product Moment Correlation Path analysis. Two research hypotheses were tested in the study. The result indicated that there were significant relationships among all four variables investigated. While networking was an effective mediator in the relationship between entrepreneurial self-efficacy and entrepreneurial action, the effect of emotional intelligence was unexpectedly not significant. This study therefore suggest the inclusion and promotion of networking and emotional intelligence skills in entrepreneurial development programmes and course targeting graduates from tertiary institutions.

**Keywords:** Entrepreneurial self-efficacy, Emotional intelligence, Networking, Entrepreneurial actions.

Lecturers’ Perception of Entrepreneurship Education as Empowerment Strategy for Graduate Self- Employment

By

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**Abstract**

Entrepreneurship education enhances graduate self- employment through job creation and enables graduates to be self-reliant and relevant to the society. The study examined lecturers’ perception of entrepreneurship education as empowerment strategy for graduate self- employment. Three research questions and one research hypothesis were formulated to guide the study. The design adopted for this study was a survey design. The population of the study comprised all academic staff from Obafemi Awolowo University, Ile-Ife, Nigeria. The sample size of 200 from 10 faculties was selected using stratified sampling technique. The instrument for data collection was a questionnaire adopted by the researcher titled: Perception of Entrepreneurship Education for Graduate Self-employment Questionnaire (PEEGSQ); and it was subjected to face and content validation by two experts in Test and Measurement. The reliability coefficient of the instrument was 0.79, using test re-test method. Data were analyzed using inferential statistics. The researcher concluded that since all courses have hidden values and skills of entrepreneurship, lecturers should be encouraged to emphasize such values and skills as they teach and supervise students both in formal and informal settings.

**Keywords:**  entrepreneurship education; entrepreneur; skills; knowledge; job creation; self-employed

ALL ROUD YEAR CROP PRODUCTION CAN TRANSFORM AGRICULTURAL SECTOR OF AFRICA ECONOMY THROUGH FERTIGATION

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African countries that are naturally agriculture endowed but with low crop yield as a result of soil nutrients depletion and dry spells which does not encourage all year round crop production can only be transformed through fertigation. Fertigation combines application of water and fertilizer for crop production especially in the dry season. Hence, two field experiments were concurrently carried out at farmers field in 2015 in Ondo, Southwestern Nigeria to compare the effect of fertigation on soil chemical properties, growth and nutrients content of Basella alba. 5 and 10 t/ha of poultry manure (PM), 22ml of foliar fertilizer, 5 and 10t/ha PM combined with 11ml foliar fertilizer and no fertilizer treatments were individually mixed with 6,000L of water/ha. The treatments were arranged in randomized complete block design and replicated three times. Compared with control, all the treatments significantly increased (p < 0.05) number of leaves and plant height. Poultry manure (PM) singly applied at 10 t/ha and PM and FF combined significantly (p < 0.05) recorded highest increase in crude protein, crude fibre, fat and moisture content of *Basella alba* as well as soil OC, total N available Ca, K, Mg, Cu and Zn.

Key words: Maxiforce, soil nutrients, growth parameters, *Basella alba*

PANEL E6: **Education as Creative Learning**

**Creative Education: From Education for All (EFA) to Self-Employment for All (SEA) in Lesotho**

**Ilongo Fritz Ngale**

**Abstract**

This article aims to demonstrate that Education for All (EFA) is only a primary and indispensable step in the fight against poverty, unemployment, inequality, and development in Lesotho, and that beyond EFA there is the imperative necessity for Self-Employment for All (SEA). Creative Education is the proposed paradigm for accelerating and sustaining prosperity, employment, equality, and development in Lesotho, due to the fact that EFA has not been able to contain unemployment, underemployment and unemployability among Lesotho’s graduates and youths. The methodology is critical analysis of a ‘talent discovery, development, and valorization paradigm’ articulated in conjunction with the strengths and the limitations of EFA, in order to propose Self-Employment for All through Creative Education as the logical evolution of the EFA programme. If Education for All answers the ‘’for whom’’ question, Creative Education intends to answer the ‘’how’’ question in relation to self-employment. The paper recommends the implementation of the Creative Education Paradigm as the theoretical and practical Way Forward from poverty, unemployment, inequality and development, to an authentic and sustainable self-employing employers’ system. Creative Education includes guidelines for government policy and planning beyond the infrastructure of EFA. These guidelines include: development of Talent Discovery and Development Centres (TADDECS), Talent Guilds (TAGS), the reinforcement of Entrepreneurship and Intrapreneurship in education curricula, and the valorization of the Spirit of ‘Botho and Ubuntu’ as guarantors of an overarching transpersonal, democratic spirit of good governance and accountability.

**PUBLIC ENLIGHTMENT STRATEGY INFLUENCE ON WATER PROTECTION AT RIVER- RINE COMMUNITIES OF ONDO STATE, NIGERIA.**

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**ABSTRACT**

*Environmental degradation is a national issue today in Nigeria, which stakeholders in environmental protection and management are contending with, considering its precarious and negastive consequential effects on sustainable national development. The study, therefore, focused on public enlightment strategy influence on water protection at river- rine communities of Ondo state, Nigeria. Descriptive survey research design was used. All the adult dwellers at the river- rine communities of Ondo State, Nigeria constituted the study population. The sample size for the study was One hundred and twenty (120) subjects, selected through a simple random sampling technique. Data was gathered, through structured questionnaire developed by the researchers, entitled, ” Questionnaire on Public Enlightment Strategy Influence on Water Protection at the River- rine Communities of Ondo State, Nigeria”, complemented with Focus Group Discussion (FGD). Data was analysed using frequency counts and simple percentage and Pearson Product Moment Correlation (PPMC). The findings of the study showed that, public enlightment strategy could positively influence people’s behavior towards water protection. Recommendations were made that, stakeholders in environmental protection and management should intensify their efforts on public enlightment programme; public should also be made to know the effect of water pollution and destruction on individual’s and the nation’s, Nigeria economic sustainability and so on.*

***Keywords****: Public enlightment, Strategy, Water protection, Sustainable Development*

**Input factors and students’ skill acquisition in Vocational/Entrepreneurship Education Programme in Post-UBE in Oyo state, Nigeria.**

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***Abstract***

*Education in a global world must go beyond the mere impartation of knowledge or facts. There is an increasing body of knowledge in Nigeria and many other developing countries in Africa which speaks about the product of secondary schools and how they are unprepared to meet the test of “real life” outside school by the system. In spite of the recent remarkable efforts at linking education with socio-economic and environmental development particularly at secondary school level of education in Nigeria, available indicators in respect of low vocational\entrepreneurship (VE) skill acquisition of these secondary school graduates show that such efforts have yielded minimal results. To this effect, the study investigated the input factors and students’ skill acquisition in vocational/entrepreneurship programme of post universal basic education in Oyo state, Nigeria. Survey design was used, 2000 SSS II students and 200 vice principals academics participated, the instruments used for data collection were; Students’ Perception of V/E (SPTE) (r= 0.69), assessment of training materials questionnaire (ATMQ) (r= 0.78) and students’ skill acquisition assessment (SSAA) (r= 7.8). Data were analyzed using simple percentage and descriptive statistics. Results showed that the quality of vocational/entrepreneurship skills that the students exposed to were inadequate. Also, inadequate facilities, poor funding, obsolete training materials, poorly equipped laboratory/workshop and lack of expertise to handle some trades and sophisticated machines were among the factors that hindered effective implementation of VE programmes in Nigerian secondary schools. Relevant strategies of tackling the challenges and appropriate recommendations for enhancing the implementation of the programme by all the critical stakeholders were suggested.*

**Key words:** Input factors, entrepreneurship, skill acquisition, challenges and implementation.

TEACHERS’ PERSONALITY AND DISCIPLINARY STYLES AS PREDICTORS OF STUDENTS’ PERCEPTION TOWARDS TEACHERS ENCOURAGEMENT OF CREATIVITY IN LAGOS AND KEBBI STATES.

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**Abstract**

Teachers are the nucleus of the teaching and learning process with students being their captive audience. Thus, there is need for a healthy relationship between teachers and students for there to be an effective knowledge transfer, knowledge assimilation and the development of creative minds. However, in order to achieve this healthy relationship, teachers tend to display some personality traits and employ different disciplinary techniques. This present study investigates teachers’ personality and disciplinary styles as predictors of students’ perception towards teachers encouragement of creativity in the classroom. A simple random sampling was used to recruit 200 secondary school students and teachers in Lagos and Kebbi States. The study adopts the survey research design and standardized instruments for data collection. Moreover the multiple linear regression and independent t test were used to analyse the data. The results depict that a significant prediction was found between teachers with openness to experience personality trait and students’ perception towards teachers encouragement of creativity. A significant prediction was also found between teachers’ reward and decision making styles of discipline and students’ perception towards teachers encouragement of creativity. However, no significant difference was found among school type, gender and state toward students’ creativity. Implications for educators and further research are discussed.

***Keywords:*** Disciplinary styles, personality, creativity, student, teacher.

**EFFECTS OF MINDFULNESS TECHNIQUE IN ENHANCING THE TEACHING CREATIVE PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN SOUTH-WEST NIGERIA**

*By*

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**Abstract**

*The study experimentally investigated the effectiveness of Mindfulness technique in enhancing the teaching creative performance of secondary school teachers in south west Nigeria. Self-efficacy was used as a moderating variable. The pretest-posttest control group experimental design with a 2x2 factorial matrix was used. Two valid and reliable instruments were used to assess required data from 67 purposively selected secondary school teachers from Oyo State and Ondo State, Nigeria. The selected participants were randomly assigned to experimental and control conditions. Three hypotheses were tested at 0.05 level of significance. Using ANCOVA the treatment package was found to be effective in fostering teacher creative performance among the participants. Implications of the findings for implementing a dynamic based teacher training curriculum and programme targeting teaching creative performance were discussed.*

**Key Words:** Mindfulness Self-efficacy, Creative Performance, Teachers.

**EFFECTS OF MINDFULNESS TECHNIQUE IN ENHANCING THE TEACHING CREATIVE PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN SOUTHERN NIGERIA**

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**Abstract**

*The study experimentally investigated the effectiveness of Mindfulness technique in enhancing the teaching creative performance of secondary school teachers in south west Nigeria. Self-efficacy was used as a moderating variable. The pretest-posttest control group experimental design with a 2x2 factorial matrix was used. Two valid and reliable instruments were used to assess required data from 67 purposively selected secondary school teachers from Oyo State and Ondo State, Nigeria. The selected participants were randomly assigned to experimental and control conditions. Three hypotheses were tested at 0.05 level of significance. Using ANCOVA the treatment package was found to be effective in fostering teacher creative performance among the participants. Implications of the findings for implementing a dynamic based teacher training curriculum and programme targeting teaching creative performance were discussed.*

**Key Words:** Mindfulness Self-efficacy, Creative Performance, Teachers

**Cartoon Programmes and Negative Impact on Children’s Education in Africa: A Call for Action**

**By**

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**Abstract**

In the past the entertainment of children was limited to outdoor games and physical activities. However, with modernization and globalization children of African descent have been exposed to television particularly with the expansion of subscription-based, satellite and cable television reception through which audiences can gain access. It is a known fact that media exposure influences cognitive development and academic achievement. Various programmes are aired on television but of particular interest is the animated series called cartoons intended to educate children on diverse issues. The contents sometimes are opposed to those of the core African values. Also, exposure and addiction to cartoons has started to take its toll on the academic performance of African children. The paper calls attention to some of the negative impacts of cartoons while citing cases from a focussed group discussion conducted for parents. A call was made to stake holders in education to develop cartoon contents that will be educating and also in congruence with African values.

**Key words:** Education, Cartoons, Africa, Children

**Environmental Education and Sustainable Development: Exploring the Critical Nexus and Role of Colleges of Education in Nigeria**

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**Abstract**

Aggressive human population growth and its attendant anthropogenic pressures constitute a leading cause of a myriad of serious environmental phenomena in recent times, such as pollution and oil spillage, intense natural resources depletion and biodiversity loss, global warming and sea level rise, entrenched poverty and aggressive tribal insurgence. The present article explores the inextricable links between sustainable development and environmental education. The author argues that the contemporary trend of industrialization and urban development in Nigeria is largely apocalyptic, contravening the context of sustainable exploitation and environmental stewardship. In this article, prospective teachers in the teacher training Colleges of Education in Nigeria are proposed as critical agents of influence through whom remarkable changes can effectively be borne on the mind of the public by providing essential knowledge, skills and values that will encourage learner's awareness and interest in their immediate environment as well as reinforce their active participation in solving local problems. A more robust teacher education curriculum that will enhance environmental consciousness and friendliness is therefore recommended as a strategic tool towards achieving sustainable development in Nigeria.

**Keywords:** Environment, Pollution, Sustainable Development, Environmental Education, Colleges

**VIRTUAL EDUCATION MODEL FOR PRE-TERTIARY EDUCATION IN NIGERIA**

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**Abstract**

Distance learning is a common term among tertiary education system in Nigeria, whereas in the international arena virtual education grows every day, offering educative programs to all levels of learning. With Virtual learning model education can be acquired anytime, anywhere irrespective of the nature of course. Virtual Education (VE) extends education opportunity to marginalised students such as teenage mothers, health or physically challenged or those with family constraints. This paper explores the VE framework, the challenges for implementation and its possible impact on the secondary school curriculum in the Nigerian context.

**Keywords:** virtual education, curriculum, implementation, ubiquitous, software

PANEL E5: **Education and Social Media**

**. Fostering E-Education in Nigeria**

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**Abstract**

The world has become a global village where information could be obtained just by a click. While the use of electronic device is well recognised by the social world, it is still under-utilised by academes, especially in developing countries. There is a sharp contrast in the statistics of users on social media (more than half a million on monthly basis) with those on academic media. The variance is not only reflected in online academic media but also in the acquisition and transmission of E-Information in Nigerian schools. This paper examines the quality of E-Education in Nigeria. Expanding on what the quality of E-Education entails, the overview of education without electronic facilities is analysed. The availability, usage and the impact of inculcating Information and Communication Technology (ICT) in learning also form a part of the discussion. The paper concludes with recommendations on the way forward to maximise the use of electronic facilities and improve the standard of education in Nigeria.

**Keywords**: Academic media, E-Education, Information and Communication Technology (ICT), Social media.

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**Title:** Teaching and Learning Transformation in Nigeria: The

 Use of Social Media

**Abstract**

Teaching and learning are very important element of human development which involves ability to impact and acquire knowledge that would make one to be useful to himself and the community at large. However, observation shows that the use of social media seem to have negative effect on teaching and learning in Nigeria. Besides, previous studies have dealt with social media use and factors such as entertainment, sports, communication and relationship but have not exhaustively studied social media as an agent of educational transformation in Nigeria. Therefore, this study investigated social media use and its positive effects on teaching and learning transformation in Nigeria.

Concerted effort was taken to describe teaching and learning with due cognisance to the relevance of Information and Communication Technology. Besides, efforts were taken to describe the different types of social media which include facebook, twitter, whatsapp, imo and so on. Apart from these, social media was justified as agents of transformation in teaching/learning through its use in the classroom, communication between teachers and students, knowledge sharing among students/teachers, gathering data for research, display of images/characters, knowledge dissemination, and content storage. The challenges of social media use which among others include abuse and poor electricity supply were exhaustively justified.

Based on the above, recommendations that would enhance positive social media use and integration of social media into the Nigerian educational curriculum were proffered. This involve advocacy against social media crime and formulation of policies that would be acceptable by citizens

**Key Words:** Teaching, Learning, Transformation and Social Media Use.

**Social Media, Self-esteem and Peer influence As Determinants Of Sexual Harassment Among Female Students In Public and Private Senior Secondary** **Schools**

**By**

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**Abstract**

The study examines social media, self-esteem and peer influence as determinants of sexual harassment among female students in Ogun State. The study utilized survey research design of ex-post factor type. The sample size was 500 female students drawn from public and private senior secondary schools in Abeokuta South Local Government area of Ogun State. The instruments used to collect data in this study were Sexual Harassment Questionnaire (SHQ) α =90, Self-esteem Questionnaire (SEQ) α=96, Pear Influence Questionnaire (PIQ) α= 81 and Internet and Social Media Utilization Questionnaire (ISMUQ) α=94. Two research questions were answered and three hypotheses tested at 0.05 level of significance. The data collected were subjected to Pearson Moment Correlation and Multiple regressions so as to determine the correlation among the variables. The findings of this study revealed that self esteem (n= 0.096, p> 0.05) peer influence (r=0.146, p< 0.05) and social media (r=0.194, p<0.05) are significant determinants of sexual harassment of the participants. On the basis of this conclusion, it was recommended that government at all levels, schools, parents, religious organization and other stakeholders should create awareness on the negative impact of sexual harassment. The school counselors should also use counseling intervention services to prevent sexual harassment and sustenance of adjustment for the harassed individuals.

**Key words: Sexual Harassment, Self-Esteem, Peer Influence, Social Media**

**LINGUISTIC ANALYSIS OF DIGITALLY MEDIATED TEXTS AS TRANSFORMATION TOOLS AMONG SELECTED *WhatsApp* USERS**

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***Abstract***

*The twenty-first century has witnessed social media discourse becoming part and parcel of our daily communication cutting across all strata of human activities. Therefore, social media can be described as a vibrant linguistic rendezvous where various classes of people converge daily to communicate with one another on all issues bothering them personally and the macro society. This is indeed a proof of the world as a global village. Apart from the seemingly borderless chatting opportunities offered by social media, especially WhatsApp, users have the chance of posting their pictures in the profile-photo corner for their easy identification. In recent times, rather than posting personal picture in the profile-photo corner, a writing (an inscription) is displayed for a relatively permanent message or impression either confirming the principle or belief of the user or admonishing his/her patrons (contacts). The concern of this paper is to interpretively examine the relevance of such selected texts displayed as profile photos on WhatsApp in the quest for transformation of Africa as a society. Using the critical theory as our framework, the paper shows that WhatsApp users deliberately make use of certain text on their profile space to convey their belief and ideology. The paper concludes by saying that WhatsApp is indeed a channel for free expression and an opportunity for the spread of principles and ideologies that are capable of developing individuals as well as our society.*

**Keywords**: Transformation, WhatsApp, language, texts, critical theory, social media

**The Transformation of the Linguistic Situation in Africa: Nigerian Experience**

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**Abstract**

The most profound agency of socialization that has tremendously impacted on the socio-political landscape of Africa is Western education. The agency touches all spheres of life of the people leaving an indelibly lingering footprint. This theoretical study examines the agency of education in its entirety as well as its allies of civilization, modernity, colonialism and elitism as they impact on the linguistic landscape of Africa in general, and Nigeria in particular. The transformation is evident in the emergent generation of incipient Anglo-Saxon bilinguals, linguistic imperialism/hegemony, language disloyalty, language disuse, poor penchance for endogamous languages, subtle or utter abhorrence of the indigenous languages, ambivalent retention of foreign languages as ‘officiologue’ in all modern domains, disuse and linguisticide of native languages. The strong preference for foreign languages to the neglect of the native languages is further perpetuated by the propitious grounds provided by the multi-lingual polity of Nigeria. Aside from the above, the native languages have also undergone positive change of corpus planning and status planning with a view to making them appropriate for modern role. The paper underpins and applauds the positive impacts of the transformation and suggests ways to further develop the indigenous languages in its bid to assume a higher role of patronage in all modern domains. This will hopefully salvage the native languages from the abyss of linguisticide, disuse and apathy.

Keywords: Impact agency of education native languages

language disuse modern domains.

. **BRIDGING THE DICHOTOMY BETWEEN MODERN AND INDIGENOUS POTTERY PRACTICES IN NIGERIA: A TOWN AND GOWN APPROACH**

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**Abstract**

This paper examines pottery practices, styles and techniques in Nigeria as championed by the academic (modern) and indigenous potters. It specifically discusses the dichotomy existing within pottery practices in Nigeria with the intent to bridge the intellectual, technical and cultural gaps between the academic and indigenous potters. As a point of analytical departure, the paper explores the town and gown concept, participant observation and related literature; in addition to stylistic theory to discuss factors militating against the evolution of a typical Nigerian pottery. Findings reveal that Nigerian pottery is diverse in terms of materials, methods, styles, and motifs. Technical gaps exist in Nigerian pottery, especially when compared to other national styles like Ghana and Chinese. More so, there are no indicators that could help in identifying the distinctiveness of Nigerian pottery, especially in the international pottery market. The paper submits that synergy and collaborative efforts among Nigerian potters (irrespective of training and background) are germane to bridging the dichotomies in pottery practices, and also to creating a typical Nigerian pottery with distinct national and cultural styles.

**Key Terms:** Dichotomy, Pottery, Nigeria, Town and Gown, Style.

**. THE ROLE OF SCIENCE CENTRE IN AFRICA’S TRANSFORMATION: IMPLICATION FOR DEVELOPING COUNTRIES**

By

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**ABSTRACT**

Science and Technological Education is the basic essential building block for any developing country like Nigeria and for this to succeed there should be an enabling environment inform of Science villages, Towns and centres which is seriously lacking in the Nigerian context. There is the urgent need to look into the Nigerian educational sector in terms of Science education for meaningful and sustainable development. Science education still lacks some vital organs for its full development in Nigeria. As big as Nigeria is there were no adequate Science museums and Science centres in the country. This Paper addresses salient issues associated with popularisation of Science Education and the urgent need for creation of Science centres.

**Keywords:** Science, Technology, Nigeria, Education, Centre, Africa

PANEL E4: **Teaching and Teacher Education**

**TRANSFORMING AFRICA THROUGH IMPERATIVE AND IMPROVING THE CONDITION OF TEACHERS AND TEACHING PROFESSION IN ANGLOPHONE COUNTRIES OF WEST AFRICA**

By

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**Abstract**

*Teaching profession has suffered a lot in the hands of African political leaders for decades and this has given another portrait to the profession in contemporary African countries. It is obvious that many has seen it as a dumping ground or last resort of employment where anybody can just get employed irrespective of his or her qualification. However, these anomalies in teaching profession has contributed negatively to African countries transiting from one stage of development to another. This also has reduced the rate at which skilled manpower are produced in African societies. Thus, this paper therefore intends to look holistically on transforming African countries through imperative and improving the condition of teachers and teaching profession in Anglophone countries of West Africa. The study will cover five western Anglophone African countries where English language is their lingua franca. The paper will employ descriptive research method to carry out the research. The findings of this paper will be used to provide useful and lasting solution to teaching profession in African countries.*

**Keywords**: Transforming, Africa, Teaching, Anglophone, Imperative

**THE PROBLEM AND CAUSES OF FEWER NUMBERS OF FEMALE LECTURERS IN DEPARTMENT OF PHYSICS IN NIGERIAN TERTIARY INSTITUTIONS.**

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**ABSTRACT**

This work investigated the problems and causes of fewer numbers of female lecturers in the Department of Physics in tertiary institutions in Nigeria. Five institutions were selected randomly from both private and public schools in Southwest Nigeria. The data collected were analyzed using T-test. The findings revealed that socio-cultural belief, sex-stereotyping, poor performance and low productivity of female contribute to fewer numbers of female lecturers in the department of Physics. It was recommended that the schools; both public and private institutions should orientate female students about Physics Education so as to enhance more involvement of females in the teaching and consequent learning of Physics.

**KEYWORDS**: Physics Education, female lecturers, data, T-test, Institutions.

**TEACHING EDUCATION AND TRANSFORMATION IN AFRICA**

**By**

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Education, which is the foundation stone of any nation, definitely contributes to the development of a nation. School is regarded as central in the academic upbringing of a child. The role of teachers as the facilitators of educational programme cannot be over emphasized. Their contributions to students’ achievement areenormous. The teacher has always been the one who instructs others or provides activities, materials and guidance that facilitate learning in either formal or informal situations. Since the teacher is the central figure in any reform, the achievement of transformation in Africa needs his attention in terms of initiative, professional commitment and creative ability. The teacher influences the live of the nations’ youths and consequently the nation’s future, therefore the service of the teachers are indispensable to any nation or continent.The paper enumerates the aims and objectives of teachers’ education and the roles of teacher in the transformation of Africa. Efforts made to achieve transformation in Africa through teacher education were highlighted. The paper alsohighlights the challenges hindering transformation in Africaand strategies to achieve transformation. Recommendations were made such as careful selection and training of teachers and in-service training and proper remuneration of teachers.

. **TEACHERS AS AGENTS OF SOCIETAL TRANSFORMATION**

**BY**

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**ABSTRACT**

The more complex a society becomes, the more socially and technologically advanced it gets and the more problems it is confronted inescapably with. To solve some of these problems, education can be considered as an effective tool in the transformation of the nation and its overall development. This is why education should be given adequate attention in order to meet the yearning needs and aspirations of the Nigerians. While education may not be expected to transform the society in a drastic manner because it is part and parcel of the society it seeks to transform, all hands must be on deck to reposition it to produce moral human beings who can have positive impact on their society. Again, for National transformation to flourish, the society must be prosperous in knowledge which is often sought and acquired through the teachers. Education, for the purpose of this paper, will simply be defined as the process of teaching someone especially in a school, college or university. This paper, therefore, examines the roles of teachers in the societal transformation of Nigeria. It viewed teachers as professionally trained personnel charged with the responsibility of disseminating positive knowledge, attitudes and skills to learners in the school. Transformation on the other hand involves a shift in our orientation in such a way that new actions and results become possible. The analysis established that teachers serve as role models to their learners. Through this, the character and personality of the learners are moulded in the right direction which leads them to their final destinations.

Keywords: Teachers, Transformation, Education, teacher’s role

**EVALUATION OF TEACHER PROFESSIONAL DEVELOPMENT IN NIGERIA – AN EDUCATIONAL TRANSFORMATION AGENDA FOR AFRICA.**

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***Abstract***

*Leaders all over the world seemed to have agreed that education is a veritable tool for national transformation. In view of this assertion, Teacher Professional Development programme has become a major strategy, adopted by the Nigerian Government for improving teachers' efficiency and effectiveness. This study was therefore designed to evaluate the impact of this programme on teachers' performance in both primary and junior secondary schools. Ondo State was used as a case study. Two hypotheses were formulated to guide the study. A correlation design was used for the study, while simple random sampling technique was chosen to select the subjects. Data were collected with a questionnaire, designed by the researcher. This instrument has reliability coefficient of 0.81. The data collected was analyzed, using t-test for independent samples and the results indicated that teachers' participation in the TPD programmes significantly improved their performance level in schools, it also showed that teachers in Junior Secondary Schools have higher significant level of performance than those in primary schools. The result also showed that short service courses have higher significance level than training workshops organized for teachers. It was therefore recommended that government and relevant agencies should intensify more efforts on provision of TPD programmes and extend tt to cover all subjects in the school curriculum and as well ensure that the training goes round all the teachers. It was also recommended that government should increase the budgetry allocation for TPD.*

***Key words: Teacher, Professional Development and Transformation***

**THE TEACHER OF OUR DREAM - AN EVOLUTION OF THE TEACHING PROFESSION IN NIGERIA**

**BY**

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**ABSTRACT**

*Dear Lord, give me a teacher thrice blessed with wisdom, initiative, vision, understanding, dependability, awareness, a sense of fair play, a keen sense of humour. Give me a teacher who is sympathetic, kind and just, yet firm and courteous. Give me a teacher who has an over-dose of good old-fashioned common sense, seasoned well with professional spirit. Give me a teacher who knows the value of discipline, one who at all times has control of a situation yet not dictatorial. Give me a teacher who threatens not, neither one who makes hasty decisions, nor inflicts unjust and often ridiculous punishment. Give me a teacher who is willing to do perhaps a little more than her share, and above all, one who is on the job. Give me a teacher who feels the responsibility of the school plant, one who is aware of lavatories, halls, playgrounds, and lunchroom. Give me a teacher who will cooperate and work with her fellow teachers. Give me a teacher who has a quiet dignity. Give me a teacher who has, besides a well rounded personality and good educational background, a desire not only to teach but to be a really good teacher. But, God, Above all, Give a teacher who loves to teach children. (* ***This is a Principal’s Prayer by an anonymous author****). If the above prayer is taken as what is expected of an ideal teacher, how far have we gone in attaining this feat in Nigeria? Are we there yet? If no, what else do we still need to do. These and more are the questions this paper attempts to address. Again, considering the crucial role the teacher has to play in nation building, it is sure that if we can get it right in having the teacher of our dream, then, there is hope for a better tomorrow.*

**Keywords**: Teacher, dream, evolution, teaching profession and nation building

PANEL E3: **ICT, Infrastructures and Africa’s Development**

**The Use of Information and Communication Technology in Obafemi Awolowo University Library, Ile-Ife (2017)**

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**Abstract**

Information is considered as fifth need of human in ranking. This research work is being conducted to expose some of the inhibiting factors that are hindering the impact of ICT on Nigerian academic Libraries. This study begins with an investigation on ICT literacy and its application for library services by academic librarians. The study also the purpose and relevance of the use of ICT in the Hezekiah Oluwasanmi Library, 2017. The study was guided by five research questions. This study gathered information through a questionnaire. The population of the study was made up of staff and students. A purposive sample of 30 academic staff in the library and 50 students participated in the study. The data was analyzed using simple descriptive statistics.

The results for the analysis showed that respondents agreed that most of the ICT facilities are available and functional. It also revealed that ICT literacy is required to effectively utilize the ICT applications in the library. Based on the findings it was recommended that individuals should be sensitized on the availability of ICT facilities and be encouraged to use them for their personal and library services. Academic librarians should constantly use computer system and the internet in order to attain ICT literacy proficiency, they should also be sponsored abroad for ICT literacy training, library management software should be acquired and installed for efficient and effective library services; funds, ICT infrastructure and training opportunities should be provided by the government, NGOs and other stakeholders .

**Information and Communication Technology (ICT) usage for Transmission and Acquisition of Quality Education in Nigerian Schools**

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**Abstract**

The world in which we live has undergone speedy and widespread technological changes in recent years. Information and Communication Technology (ICT) in recent times have influence people’s whole life including works, learning, leisure and relationship. Therefore, this paper discusses the concept of ict , ict relevance in transmitting quality education in Nigerian Schools , the need for ict usage by teachers in classroom instructions were highlighted and discussed. Also, shortcomings for the usage of ict in Nigerian Schools were looked into. In this paper it was concluded that effective use of ict by both the students and teachers in the classroom would bring about quality education in Nigerian schools. And it was recommended that ict facilities should be installed in Nigerian schools for effective accessibility by both teachers and students and ict should be adopted in schools by teachers and students respectively for quality education.

**Keywords**: Information and Communication Technology (ICT), usage, education, transmission and acquisition, quality education and instruction.

**TRANSFORMING BUILDING AND INFRASTRUCTURE DESIGN AND MANAGEMENT IN NIGERIA HIGHER EDUCATION SECTOR**

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**ABSTRACT**

It has been argued that the main objective of establishing the first universities in Nigeria by the colonial masters is to produce the necessary manpower to replace colonial administrators. However it is incontrovertible that the level of infrastructural provision especially buildings then was almost at par with what existed anywhere else in the world at the time. The present level and standard of buildings in the dominant government universities is a far cry from what existed in the colonial era and this deterioration has been gradual.

The paper views the present challenges in the building and infrastructure situation in the higher education sector in Nigeria through the lenses of design and management. These challenges are placed in the context of expanding demand for education in an era of dwindling and mismanaged resources. It is based on literature review and the architectural practice experiences of the writers. The paper identifies and examines the challenges in the building and infrastructure provision in the education sector in relation to sustainability issues in design and management. It also examines the precepts of the original designers of the University of Ibadan and Obafemi Awolowo University, Ile-Ife as case studies with a view to making recommendations for transforming building and infrastructure provision in the education sector.

Key words: Sustainable design, Sustainable building, Sustainable practices, Design

# THE ROLE OF THEATRE IN THE REFORMATION OF AFRICAN CULTURE: A STUDY OF JULIE OKOH’S *EDEWEDE*

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**Abstract**

Apart from correcting societal ills through entertainment, theatre also educates its audience by providing important information. It is also used by dramatists to create awareness on any given topic in order to develop their communities. Theatre can also be used as a viable tool to project the culture of a nation. At the same time, it can be used to reform and transform cultural practices which are no more acceptable in the society. For example, some African cultural practices have been tagged barbaric, cruel, brutal and inhumane because of the gruesome nature of such cultures towards human beings. However, Julie Okoh wrote *Edewede* to correct one of them- the culture of circumcision which has claimed a lot of young women’s lives in the olden day. This paper therefore, discusses Julie Okoh as one of the Nigerian playwrights in search of cultural reorientation. Adopting the analytical research method, Okoh’s play, *Edewede* shall be our case study for the research. The paper concludes that the art of the theatre is a viable tool for Africa reformation. Thus, the study recommends that the arts of the theatre should be employed in the process of reforming Nigeria and Africa at large.

**ASSESSMENT OF ROAD SAFETY EDUCATION ON DRIVING BEHAVIOUR TOWARDS ACCIDENT REDUCTION IN S0UTH-WESTERN NIGERIA**

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This paper examined the level of road safety knowledge and driving behaviour among the Nigerian road users. Survey research design was adopted for the study. The population is all the drivers in South-Western Nigeria. Purposive sampling technique was used to select 120 literate drivers, 60 illiterates, 74 drivers travelling along Sagamu Ore road and 46 drivers along Zebra-crossing. Findings from the study showed that 68% of the respondents could not read many caution signs, while 81% of those on motion exceeded the speed limit. Also, 82.60% of all those observed in a Zebra-crossing did not respect pedestrians crossing. Based on the findings of the study, the following recommendations were made: Road users should be made to acquire road safety education. Road safety education should be incorporated into curriculum at all levels of education in the country and public awareness should be made on the benefits of road safety education to the individuals and to the nation.

**Keywords:** Safety education, driving behaviour, accident reduction

**Demographic Characteristics and Information Communication Technology Competence Skills on the Use of E-Portal among Undergraduate Students in Adeyemi College of Education, Ondo.**

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**Abstract**

 *E-portal has become an increasingly popular management system in higher education institutions due to the rapid growth of Internet technologies in Nigeria. However, for the huge investment made by higher institutions in Nigeria on the E-portal to materialize and fulfill its mandate, it must take note of some critical personal factors; Undergraduate ICT competence skills and their demographic characteristics. Hence, this study investigates the demographic characteristics and information communication technology competence skills on the use of E-portal among undergraduate students in Adeyemi College of Education, Ondo State, Nigeria. The survey research design was adopted for the study. A multi- stage sampling technique was used to select 100 undergraduate students from the five schools in Adeyemi College of Education. The instrument used for data collection was a questionnaire. The instrument were validated using construct and face validity. Data collected were analysed with the use of descriptive statistics, t-test, Pearson Product Moment Correlation and Anova. The findings showed high level of ICT skills among respondents (X= 2.69), Majority of the respondents use e-portal to pay necessary fees (X=3.52). Perception of undergraduate students on the use of e-portal was positively high. Major challenge students face when using e-portal was the slow internet network service. The findings revealed a positive significant relationship between ICT competence skill and their use of e-portal (r= .190, p<0.05). Gender has a significant influence on the use of e-portal (t=2.071, p<0.05) also, respondents age has a significant effect on use of e-portal (F (3; 246) =2.892; p<0.05). The study therefore, concluded that ICT competence skills and demographic characteristics of undergraduate students have an effect on the use of E-portal. It is recommended that higher institutions of learning in Nigeria should further explore the potentials of E-portal for its teaching, learning and research mandates.*

Keywords: Gender, Age, Information Communication Technology, E-portal, Undergraduate Students

STRUCTURAL DESIGN AS A PANACEA FOR CONSTURCTION FAILURES IN RIVERINES

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**ABSTRACT**

This paper looks into the riverine sites so as to provide a way out for the problems confronting them by examining fundamental steps which are to be considered before embarking on any structural construction in such marshy/waterlogged environment. These are to be considered by the science and buildings technology engineers before laying foundation on any specified building style for Design and Construction of Building on the site. It is imperative to take action on these precautionary measures in the riverines in order to forestall structural failure and foundation settlement in the future. The steps to be considered are related to sustaining building construction in design and construction operation in science and buildings technology, mining and civil engineering projects which are the slope of the site, the type of river encroaching the site, the direction of the river on the site, sand testing, water testing, soil sounding, ground/foundation settlement and voids. This paper looks into the problems from these above-listed parameters, the dynamics of ground settlement and the constant effects of subsurface voids.

Keywords: structural design, panacea, buildings construction, construction failure, and riverine**.**

**NIGERIAN UNDERGRADUATE STUDENTS AND THE MASTERY OF ENGLISH LANGUAGE, CHALLENGES AND REMEDIES: A CASE STUDY OF ADEYEMI COLLEGE OF EDUCATION, ONDO.**

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Proficiency in English is used as a yardstick to measure the competency of students in academic institutions. English for a very long time now has been sociolinguistically important in Nigeria. It has become over the years both the language of official business and a vital link language between the various ethnic groups in the country. It is pedagogically significant as the language of instruction in the entire school system, from upper primary to the highest tertiary level. However, and surprisingly, majority of students and graduates find it difficult to use Standard English in their formal and information discourse.

This paper therefore is an attempt to trace the problems faced by both teacher and student in the mastery of English language at the undergraduate level in a specific tertiary institution. Observation and interview methods were used to collect data. Some of the findings reveal that there are some interference features and pedagogical defects in the methodological orientation of those who teach and learn English in the specified school. There is also the lack of rich stimulating language environment and technical skills.

This paper recommends among others an urgent need to produce a new breed of equipped teachers and students who will be sensitive and responsive to the prevalent demands and challenges they face and also deliver (teachers) and imbibe (students) high quality education especially in English Language.

**DYNAMICS AND CHALLENGES OF ICT IN NIGRIAN TERTIARY INSTITUTIONS**

**BY**

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**ABSTRACT**

**KEYWORDS**

RE-POSITIONING ARTS AND CRAFTS IN THE NEW OYO

Abstract

Man is the first image created by God as the foremost work of art. This image (man) had been endowed by his creator (God), the various creative artistic skills for decoration, amusement, representation, ornamental and to make a living. Most of such skills were acquired by man through vigourous training of kinds. Arts and Crafts, apart from its socio-cultural value in the Society, the economic advantages derivable are also enormous. The mastery of any work of art is the ability to conceptualized and represent an object. An object could be imagine and artistically represented with an image. This practice was quiet prevalent in the old Oyo Empire, especially noticeable in royal homes (palace), house of a notable chief or an important personality in the society. Such artistic figure(s) often depicts the personality of such individual. The art and craft works in the new Oyo are replica of what obtains in the old Oyo kingdom. It has thus remains a veritable tool for cultural expression, ornaments, social as well as economic development of individual and the society. The paper focuses on the evolution and the nature of art and craft in the new Oyo. It further reveals the historical, cultural as well as economic value it portends in the new Oyo. The empirically based paper explores primary sources such as oral interview, archival materials and observations of art and craft at the field in order to have the field assessment. Secondary sources such as textbooks, journal articles, news papers and magazines reports as well as internet materials were also consulted. It concludes on the need for funding arts and crafts with a view to sustaining the historic past, cultural and traditions of the Yorubas so as to prevent same from going into extinction.

**Keywords:** History, Culture, Arts and Crafts, Development, Empowerment

PANEL E2: **Knowledge, Art and Art Education**

**A Study of Drawing Culture among Junior Secondary School Students in Mission Schools in Nsukka Nigeria**

 **by**

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Abstract

An education that must transform Africa must pay attention to every aspect of indigenous knowledge with transformatory potentials. The arts, particularly the visual arts was the very tradition that crafted Nok terracotta heads, Ife naturalistic bronze heads, Benin carved art forms and Igbo-Ukwu ornamented pots and pendants. Sadly, following Western influenced modernity, this ancient tradition has declined into oblivion without an alternative replacement. Although the present educational system made little a room for the arts, they have have remained largely relegated to the background. This study takes a critical look at drawing as an integral part of psychomotor skill among secondary schools students in three selected mission secondary schools in Nsukka, Nigeria. It contains analysis and interpretation of data gotten through a direct investigation in a quasi-experimental research. It argues that given the level of drawing skill acquired by the JSS three students examined for the purpose of this study, drawing lessons can help Nigerian students develop their perceptions and visual language fully. Such skills would enable them contribute to the development of art forms that would be part of Africa's heritage in the future.

**ART, INDIGENOUS KNOWLEDGE, EDUCATION AND HUMAN EMPOWERMENT**

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**Abstract**

It was the late novelist, Chinua Achebe, who had said that a man must know where the rain began to beat him. In knowing this, he wrote “Things Fall Apart” in order to erase European assumptions about Africa, in their constructions of the Other. He said that he would not write in Queen’s English, but would rather tinker with it in ways that would enable him to evolve and indigenized English that would carry the weight of his African sensibility. An unknown architect thinking in a parallel but complementary way, has suggested that we should think globally and build locally. By this, they both emphasize the importance of indigenous knowledge as an instrument of human empowerment. This paper draws from the above conceptual back cloth in examining ways in which a well codified art pedagogy that is based on indigenous art knowledge is considered fundamental in dealing with issues of human empowerment by tapping into indigenous knowledge within the scheme indigenous art education and its potentials for adaptation in a modern system of education. Using this as a scheme, the study examines how art production curricula at both  secondary and the tertiary levels could be used as mechanisms to meet the goals of education in Nigeria and thus, hasten  intellectual transformation for human empowerment. The paper argues that indigenous art knowledge, like the late Prof. Fafunwa’s preference for teaching in the mother tongue, provides the basis for formulating an art pedagogy that enables the learner to key into his/her indigenous art culture for creative discovery and inventiveness and as a mechanism for human empowerment. The 19thcentury Italian educationist, Quintilian, has advised that teaching/learning should occur in the context of love for the subject being taught. The paper advances the thesis that any system of education for human empowerment should direct itself to the excavation of indigenous art knowledge/culture of the immediate locality and use same to advance the growth and flowering of the artistic consciousness as a means of achieving the goals of education, which has its direct focus on human empowerment with the art pedagogy as its facilitator. Visual examples would be used to aid the thrust of the paper. These visual models easily provide access to the concerns of the paper and would be used to validate its primary thesis. As has been suggested by the Chinese, a picture is more than a thousand words so that a thousand flowers can bloom. The paper concluded that indigenous art knowledge is a “sine qua non” in meeting the goals of education as a process of human empowerment.

**SCRIBBLING AS A REFLECTION OF MENTAL GROWTH IN CHILD ART EDUCATION**

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**ABSTRACT:**

The art products of children tell us a great deal. The child reveals himself directly and without fear. The thrust of this paper is to examine children, their art, their creativity and their cognitive and social growth. It is generally recognized that children progresses through certain stages of development in their art making. Each stage may be identified by certain characteristics that show up repeatedly in their artwork. First, disordered scribbles are simply records of enjoyable kinesthetic activity, not attempts at portraying the visual world. The importance of encouraging and developing creativity cannot be overemphasized. Without question, one of the prime objectives of any art program is the development of individuals who are creative thinkers. The paper concluded with a number of recommendations which focused on parents encouraging children to exhibit their potential talent from birth and that government should create enabling environment for the children to develop their skills.

**AFRICA’S CULTURAL TRANSFORMATION FROM THE ANCIENT TO MODERN PERFORMANCE: AN ANALYTICAL STUDY OF OBITUN MUSICAL ART PERFORMANCE**

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Abstract

Obitun musical art performance is a rite that must be taken by ladies crossing from childhood to puberty stage among the Ondo people of southwestern Nigeria. This migration must be done only by virgins as readiness for marriage, but as a result of modern changes, the performance has taken a new face. This is a shift from the ancient puberty rite to modern social entertainment. Irrespective of various research works that has been carried out by various scholars on obitun as a dance performance, more is expected to be given in respect to the musical aspect of this art performance in as much that there cannot be dance without music. Therefore, this study dwells on textual analysis of the music with proper presentation of some of the music involved in staff notation by the researcher which is more concentrated on the modern performance of the music as it is free from the ritualistic act of the ancient time. Some of this music was stratified according to their social manipulations which has given them there various unique functions. Viable suggestions that will give befitting transformation to age musical culture in Africa were also suggested by the researcher.

**THE EDUCATIONAL AND INTELLECTUAL CONTENT OF TEXTILE ART INSTALLATIONS:**

**A POST-MODERN PERSPECTIVE**

**By**

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For over four hundred years, Western Art which also gave birth to Modern African Art, flourished on the basis of the creative trope known as mimesis. Another name used in describing this form of representation is pictorial illusionism or simulacrum. This is based on the pictorial principle that the work of art is analogical to nature that it imitates and resembles. This is described as the theory of resemblance as a classical canon. According to Aristotle, what he senses behold must be rational because a work of art is like a mirror held out unto nature. This cognitive and creative approach to representation in art is based on the assumption or premise that by using selected pictorial tropes based on good anatomy and proportion, tonal modeling to create volume, linear and aerial perspectives, one can create a convincing picture of the world in its classical and pictorial harmony. This is based on the notion that art is a means of representing the rational order in the world. After all, says Albert Einstein, if there is a rational order in the world, there must be a moral order also. For four hundred years, western canons of mimesis became the epistemic order in the sciences as shown in Newton’s theory of universal gravitation and the empirical concerns of the sciences in their search for explanatory clarity. Even modernism in architecture follows the cuboid plan in the search for architectural purism, while painters like Piet Mondrian searched for nature of painting as a geometric construction. This he described as the dynamic equilibrium, while the use of binaries in philosophy by Hegel led to dialectical discourses in philosophy, and includes the Kantian canons of categorical imperatives. By this, it is assumed that there is a rational order in the universe. This is very true of positivism in the British school of analytical philosophy. Totalizing theories does posit the triumph of the logos as lying at the centre of the Western knowledge industry. However, with the advent of post-modernism, all boundaries of knowledge have begun to wither giving birth to inter-textuality. For example, all totalizing and discourses have become suspect in the attempt to create a fixed centre of knowledge, whereas postmodernism preaches the existence of multiple centres and the theory of the decentredness. Meanings in a text are not fixed but are infact slippery in their endless chain of signification. Thus, postmodernism extols the intermelding of creative media, meanings and even contextual premises. These conceptual shifts have impacted on textile art as textile art installation with its implications for the promotion of educational values for intellectual empowerment. The primary objective of this paper is to use the postmodernist frame to analyze textile art installations as embodiment of not fixed, but mutable values in the context of art education. The paper examines difference samples of textile art installations against the backcloth of postmodernist theories of interrogation and deconstruction in order to demonstrate that these samples and their analyses provide good insights into art, education and inculcation of values that impact on intellectual empowerment and development. The paper concluded that art installations provide good context for communicating educational values that impact on individual intellectual development, if not empowerment.

**REPOSITIONING NIGERIA’S PROFESSIONAL ART MUSIC PRACTICE**

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ABSTRACT

Music as a discipline is highly lucrative and greatly beneficial in many aspects of human development. Despite the advantages in music, professional study and its practises are not broadly encouraging especially in this part of the world due to several factors. Some scholars elucidate public perception of music as a school subject in Nigeria. In addition, popular musical practise in Nigeria has far greater recognition and it continues to have more influence on the populace because of it variant nature and improvisation techniques that it allows. By survey and descriptive method, this study looks into repositioning professional art music practise within the Nigerian community and suggests ways to more valuable, vibrant and profitable professional art music for greater influences and gain in the contemporary Nigeria.

Words: Repositioning, Professional, Art Music.

**Effect of Instructional Materials on Teaching - Learning of Home Economics in Junior Secondary Schools in Ilesa Area of Osun State, Nigeria**

**By**

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 **Abstract**

The study examines the use of instructional materials in aiding the teaching-learning process in Home Economics, in selected junior secondary schools in Ilesa East and West Local Government Areas of Osun State. It was therefore designed to examine the relevance of instructional materials to Home economics as a school subject at 25 Junior Secondary Schools in Ilesha East and West local Government Areas of Osun State .Twenty (20) Structured questionnaire was administered to elicit information from fifty (50) Home Economics teachers in the twenty five secondary schools, including (private and public) that offer Home economics as a school subject. The data collected was subjected to percentage analysis. The results revealed that Home Economics as a subject in secondary schools lacks relevant instructional materials such as related text books, Home economics laboratory and equipment. These have retarded meaningful learning process of the subject in most of the selected secondary schools. There is therefore the need for reinforcement from both private and government with a view to preparing the products of the system for effective productivity. The study makes recommendations on how to improve quality of instructions in Home Economics as a school subject.

***KEY WORDS:*** *Instructional Materials, Home Economics, Effective Teaching, Attributes of Learning,*

**The Consequences of Contemporary Music and Dance on Academic Achievement of Students in Adeyemi College of Education, Ondo**

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***Abstract***

*Students nowadays have unprecedented access to modern contemporary music and use them in expected and unexpected ways. They spend hours in a day listening, singing and dancing to various genre of contemporary music. This paper set out to examine the effects of contemporary music on the academic achievement of the tertiary institution students, specifically Adeyemi College of Education Ondo, the negative and positive impact that this music permeates on their academic achievement. . Descriptive survey was employed and the targeted populations for the study are students and lecture while the sample and sampling procedure include students (degree and NCE and their lecturers. The instrument used for the data collection was questionnaire. 540 students were random selected from various departments as well as 100 lecturers making a total number of six hundred and forty (640) respondents. Data collected were analyzed using simple percentage. The study bring into being that contemporary music and dance is causing students to lose focus on their academic tasks, promote high sense of immorality through high offensiveness in language (lyrics) and dance patterns. This has resulted to penetrability of moral impiety, licentious dress and sexual perversion among students. Recommendations were made on the type of music that should be allowed and available for student edification.*

***Key words:*** Contemporary Music, Dance Academic achievement*.*

PANEL E1: **Gender and Family**

**THE EFFECT OF POLYGYNY FAMILY ON GIRL-CHILD EDUCATION IN SOUTHWEST, NIGERIA**

**BY**

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**Abstract**:

Family is a product of marriage institution and the smallest unit of the society. The kind of family set-up a man maintains has a lot of influence on its members. Polygyny family is the state of having several wives at the same time. This type of family is very prominent in African traditional setting and common with the people of Southwest Nigeria. Each wife will like to have her own children, thereby resulting into a large family. When a family is large, the children education may be a problem. In most cases, girl-child may not be given opportunity to attend school unlike their male counterparts because male children are more preferred in everything to girl-child, especially in funding their education. This paper therefore attempted to examine the concept of polygyny family, Education, Girl-child, need for girl child Education, and the effect of polygyny family on girl-child education. Lastly, conclusion and recommendations were made.

**Keywords: Polygyny family, Girl-child, Education.**

**GENDER ANALYSIS AND DETERMINANTS OF PARTICIPATION IN EMPOWERMENT PROGRAMME IN ONDO STATE, NIGERIA**

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**Abstract**

There is a dearth of information on gender analysis and determinants of participation in empowerment programme in Ondo state, Nigeria. Several literatures have been documented on participation in empowerment programme with little empirical evidence on gender analysis and determinants of participation. This study is set out to investigate gender analysis and determinants of participation in empowerment programme in Ondo state, Nigeria. A multistage sampling technique was used for sample selection of One hundred and fifty-six respondents. Primary data for the study was gathered with the aid of structured questionnaires. The descriptive statistics (frequency distribution and percentages) and the logistic regression analysis were used for the purpose of data analysis. The findings revealed that, the mean age was 35.6±4.7 years for male and 41.7 ±5.4 years for female, 51.2% and 34.7% accounted for married male and female respectively, 42.5% males and 21.8% females had secondary and non-formal education respectively. The logistic regression showed that age, marital status, level of education, and access to credit among others were the significant variables influencing respondents participation in empowerment programme. The study concludes that males are more involved in empowerment programme in the study area. It was recommended that gender policies that could bridge the gaps between male and female in our society should be put in place by the government and access to education and credit should be made a priority for the women with a view to increasing participation in economic empowerment and other capacity building programmes in Ondo State.

**Keywords:** Gender, empowerment, participation, logistic regression.

Marital Conflicts and Intergender Violence: Does Education have any answer?

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Abstract

Gender based violence among educated men and women in marital relationships is on the increase in many societies among the developed, developing and underdeveloped nations of the world. This reality, despite socio-economic, religious, technological advancement, availability of legal knowledge and educational exposure of the partners involved in the relationships. Women especially appear to be at the receiving end of oppressive experience and  are believed to be the most  violently maltreated partners in the marriage relationship, this violent act, in some cases leads to the death of some of these women. The 1994 Cairo International Conference on Population and Development (ICPD), as well as the 1995 Beijing Declaration and Platform for Action discussed the art of violence against women. Using both primary and secondary sources of data, this paper discusses the art of gender reconstruction in post colonial Nigeria as depicted in relevant home video films, with emphasis on  the secrecy and reluctance to expose or discuss this experience openly by the  partners at the receiving end. The paper,  with particular reference to the socio-economic and educational background of the characters depicted in the literary works, discusses the representation of  marital conflicts with the primary data sourced from selected Nigerian home videos with special consideration from  the gender deconstructionist theoretical framework with particular emphasis on the submission of Kolawole  employed for the analysis. Her theoretical perspective  is relevant because of the  attention on the family and the concern about the disintegration of the institution of marriage in the African cultural contexts.  This paper however reveals a hidden fact  that men do not have the monopoly of the exhibition of violence and other related actions and reactions in marital conflicts, it is revealed  that in some marital relationships, some women are guilty of outright against their spouse.

Keywords: education, gender, literature, home video,  violence  marital conflict,

**GENDER ISSUES IN EDUCATION**

**By**

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**ABSTRACT**

*The gender perspective looks at the impact of gender on people's opportunities, social roles and interactions. Successful implementation of the policy, programme and project goals of international and national organizations is directly affected by the impact of gender and, in turn, influences the process of social development. Gender is an integral component of every aspect of the economic, social, daily and private lives of individuals and societies, and of the different roles ascribed by society to men and women. Social scientists and development experts use two separate terms to designate biologically determined differences between men and women, which are called "sex differences", and those constructed socially, which are called "gender differences". Both define the differences between men and women, but they have very different connotations. Sex refers to the permanent and immutable biological characteristics common to individuals in all societies and cultures, while gender defines traits forged throughout the history of social relations. Gender, although it originates in objective biological divergencies, goes far beyond the physiological and biological specifics of the two sexes in terms of the roles each is expected to play. Gender differences are social constructs, inculcated on the basis of a specific society's particular perceptions of the physical differences and the assumed tastes, tendencies and capabilities of men and women. Gender differences, unlike the immutable characteristics of sex, are universally conceded in historical and comparative social analyses to be variants that are transformed over time and from one culture to the next, as societies change and evolve.*

 *A common question posed by laymen and students of social sciences raises the distinction between the term “sex” and the term “gender”. Many people use the two words incorrectly, as interchangeable, when they signify two very different things.*

**Violence in Marital Conflicts: An Attempt at a Redefining Gender Violence**

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Gender based violence among educated men and women in marital relationships is on the increase in many societies among the developed, developing and underdeveloped nations of the world. This reality, despite socio-economic, religious, technological advancement, availability of legal knowledge and educational exposure of the partners involved in the relationships. Women especially appear to be at the receiving end of oppressive experience and are believed to be the most violently maltreated partners in the marriage relationship, this violent act, in some cases leads to the death of some of these women. The 1994 Cairo International Conference on Population and Development (ICPD), as well as the 1995 Beijing Declaration and Platform for Action discussed the art of violence against women. Using both primary and secondary sources of data, this paper discusses the art of gender reconstruction in post colonial Nigeria as depicted in relevant home video films, with emphasis on the secrecy and reluctance to expose or discuss this experience openly by the partners at the receiving end. The paper discusses the representation of this specific conflict with the primary data sourced from selected Nigerian home videos with special consideration from the gender deconstructionist theoretical framework with particular emphasis on the submission of Kolawole employed for the analysis. Her theoretical perspective is relevant because of the attention on the family and the concern about the disintegration of the institution of marriage in the African cultural contexts. This paper however reveals a hidden fact that men do not have the monopoly of the exhibition of violence and other related actions and reactions in marital conflicts, it is revealed that in some marital relationships, some women are guilty of outright against their spouse.

Keywords: gender, home video, violence marital conflict,

**GENDER ANALYSIS OF ARABLE CROP FARMERS IN SOIL FERTILITY MANAGEMENT PRACTICES IN ONDO –WEST LOCAL GOVERNMENT AREA OF ONDO STATE, NIGERIA**

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**ABSTRACT**

*Soil fertility management practices in sub-Saharan Africa have been a major task. Several studies by scholars have left out gender analysis in soil fertility management practices. Hence, the study investigated gender analysis in soil fertility management practices in Ondo – West Local Government Area of Ondo State, Nigeria. A three-stage sampling technique was used to select One hundred and forty-four respondents for the study. The primary data for the study were collected with structured questionnaires coupled with interview schedule. Data analysis was done using descriptive statistics and chi-square analysis. The findings revealed the mean ages were 42.6±4.7 years and 44.7±5.2 years for males and females respectively, 50.4 percent and 46.7 percent were married males and females respectively, educational attainment revealed that 56.5 percent males and 51.7 percent females had secondary and non-formal education respectively. Soil fertility management practices identified in the study area were; mulching, planting of cover crops, and application of organic manure. The chi-square analysis revealed that age, level of education, income, farm size and access to credit were the significant variables influencing soil fertility management practices in the study area. The study concluded that soil fertility management practices are important in the rural areas of developing countries due to the continuous and over-use of land coupled with declining cultivable land size in the rural areas. It is recommended that policies that could bridge gender gap in our society particularly in arable farming should be put in place. Women should be given access to education and credit in view of the prevailing food crisis in the country.*

**Keywords:** Gender, arable farmers, soil fertility, chi-square analysis.

**FACTORS DETERMINING THE LEVEL OF PATRONAGE OF HOTELS IN ONDO STATE.**

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**FACTORS DETERMINING THE LEVEL OF PATRONAGE OF HOTELS IN ONDO STATE.**

**Abstract**

The study examine the determinants factors of patronage of hotels in Ondo state, the study made use of primary and secondary source of data, the primary source of data involve direct observation, questionnaire, reconnaissance survey and the secondary source of data involve relating journals. However, the main instruments employed to investigate were sets of questionnaire targeted at the managers and the proprietors of hotels and their guest visitors. The instrument was administered to 22 hotel owners/ managers and 308 questionnaires was administered to guest visitors to selected hotels within the senatorial district of Ondo State. The analysis was done at two levels, Uni-variate and Bi-variate, Uni-variate analysis involves summarizing the variable in form of table, frequency distribution, graph etc. Bi-variate analysis was used to comparison of data on two variables. Anova was used to test the hypothesis between factors determining the patronage of hotels in Ondo State.The study shows the level of income of the patron to be above ₦25,000, and the patrons are business men and civil servant, it also reveals the distance from the patron’s home to the hotels between 1km – 2km away from the hotels. The study concluded that the environment of the hotels should be clean and neat always for it also enhances more patronage and modern facilities should be provided in the hotels to improve guest’s attraction.

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)
3. Gbenga Adejare is a postgraduate student of Sociology Department, Faculty of the Social Sciences, University of Ibadan, where he specialises in Sociology of Development. His areas of interest include urban and rural sociology, gender studies, youth development, and Pentecostalism. He has a handful of publications, both in books and academic journals, to his credit and has attended various academic conferences. [↑](#footnote-ref-3)
4. Victoria Adewale is a postgraduate student of Computer Science Department, Faculty of Science, University of Ibadan, and also a Graduate Assistant in the Department of Computer and Mathematical Sciences, Crawford University. Area of interest includes Artificial intelligence, Computer Vision, Software engineering and System Analysis. [↑](#footnote-ref-4)