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EDITORIAL

The EDOCOE Multidisciplinary Journal of Education (EMJE) Journal is the official multidisciplinary research journal of the Edo State College of Education, Edo state, Nigeria. The Journal with several well researched articles by scholars in different topical issues aims at providing a platform for the dissemination of research information on contemporary trends in education and promises to be a major reservoir of information not only to students within and outside the college but also to researchers who are earnestly searching for information on well-articulated educational trends.

We sincerely appreciate members of the editorial team for their commitment and effort towards making this edition of the journal a reality. We also appreciate the consulting editors, contributors and others who have contributed towards the success of this edition.

Professor (Mrs) R.O. Osagie
(Ag. Provost)
Editor-in-Chief

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SOCIAL PSYCHOLOGY OF LEARNERS WITH SPECIAL NEEDS: A THEORETICAL PERSPECTIVE ON CONFLICT RESOLUTION IN EDUCATION AND NATIONAL DEVELOPMENT

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Abstract

This article explores the intersection of social psychology and education, focusing on learners with special needs and the application of conflict resolution theories to enhance educational outcomes and contribute to national development. It provides a theoretical framework grounded in social psychology, including key theories such as Social Identity Theory and Attribution Theory, and examines their relevance to conflict resolution in educational settings. The article discusses the role of attitude formation and change towards learners with special needs and its impact on national development by promoting social cohesion, economic growth, and sustainable development. Through case studies and practical examples, it highlights how inclusive education practices can drive positive social and economic outcomes. Recommendations for integrating social psychological principles into teacher training and educational policies are provided to foster more inclusive and supportive educational environments. The article concludes that applying social psychology in education not only improves an individual's educational experiences but also contributes significantly to national progress and development.

Keywords: Social psychology, Learners, Special needs, Conflict Resolution, and National development.

Introduction

Education remains one of the most critical tools for national development. However, learners with special needs often face additional challenges in their academic journey, including social exclusion, stigma, and conflicts arising from interactions with their peers and educators. Social psychology offers a valuable framework for understanding these challenges and developing effective strategies for conflict resolution within educational contexts.

The field of education is increasingly recognising the importance of addressing the diverse needs of learners, including those with special needs. This recognition is crucial for creating inclusive educational environments where all students have the opportunity to succeed. In this context, social psychology also offers valuable insights into understanding and managing the social dynamics that influence learners with special needs.

Social psychology explores how individuals' thoughts, feelings, and behaviours are shaped by their social environment. For learners with special needs, these social dynamics play a critical role in their educational experiences. Conflicts arising from interactions between these learners, their peers, and educators can significantly impact their academic performance and social development. Therefore, understanding these social interactions through the lens of social psychology is essential for developing effective conflict resolution strategies and fostering a positive learning environment.

The Theoretical Exploration of Social Psychology in Education Reveals Several Key Areas of Interest:

1. Social Identity Theory: This theory examines how individuals identify with groups and how this identification influences their behaviour and self-perception. For learners with special needs, their social identity is often shaped by their interactions with peers and teachers. Addressing these dynamics is crucial for creating supportive and inclusive educational settings.
2. Attribution Theory: This theory explores how individuals attribute causes to their own and others' behaviours. In educational contexts, understanding how learners with special needs interpret their experiences can provide insights into their academic and behavioural outcomes.
3. Conflict Resolution Theories: These theories offer frameworks for understanding and addressing conflicts. Constructivist theories emphasise the role of social interactions in cognitive development while conflict theory highlights the need to address underlying causes of conflicts. Both approaches are relevant for managing conflicts involving learners with special needs.

The importance of integrating social psychological principles into education is underscored by the need to create inclusive environments that accommodate diverse learning needs and foster positive social interactions. Effective conflict resolution strategies, informed by social psychology, can help manage and mitigate conflicts, improving educational outcomes and contributing to a more inclusive and supportive educational environment.

This article aims to explore the theoretical perspectives on social psychology as they relate to learners with special needs, with a focus on conflict resolution strategies. By examining these theories and their application in educational contexts, the study provides insights into how educators can create inclusive environments that promote social cohesion and support national development. Through this exploration, the article contributes to the broader goal of enhancing educational practices and fostering a more equitable society.

Theoretical Framework

Social Psychology and Special Needs Education: Social psychology provides a framework for understanding how individuals' thoughts, feelings, and behaviours are influenced by their social environment (Myers, 2012). For learners with special needs, social interactions and perceptions play a crucial role in their educational experiences. Several key theories are particularly relevant in this context:

Social Identity Theory: Developed by Henri Tajfel and John Turner (1979), this theory explores how individuals identify with groups and the impact of group membership on self-perception and behaviour. For learners with special needs, their social identity is often shaped by interactions with peers and educators. Recognising these dynamics is essential for creating supportive environments that reduce stigma and foster inclusivity (Hornsey, 2008).

Attribution Theory: Proposed by Fritz Heider (1958), attribution theory examines how individuals attribute causes to their own and others' behaviors. In educational settings, teachers can use attribution theory to understand how learners with special needs interpret their experiences and how these interpretations influence their academic performance and behaviour (Weiner, 1986).

Conflict Resolution Theories: Effective conflict resolution requires understanding the psychological and social factors contributing to conflicts. Relevant theories include:

Constructivist Theory: Jean Piaget (1952) and Lev Vygotsky (1978) emphasise the role of social interactions in cognitive development. For learners with special needs, constructivist principles suggest the importance of collaborative learning environments that reduce conflicts by promoting inclusivity and mutual respect (Palincsar, 1998).

Conflict Theory: Johan Galtung's conflict theory (1969) highlights the need to address the root causes of conflicts. In education, this means addressing systemic inequalities and prejudices that can exacerbate conflicts involving learners with special needs (Reardon, 1995).

Application in Education

1. Integrating Social Psychology into Teacher Training

Teacher education programs play a vital role in preparing educators to manage conflicts involving learners with special needs. Several key areas for integration include:

1. Empathy and Sensitivity: Teachers need to develop empathy to better understand and address the unique experiences of learners with special needs (Hoffman, 2000). Training programs should emphasize emotional intelligence and perspective-taking to create more supportive learning environments.
2. Conflict Management Techniques: Educators should be equipped with conflict resolution techniques such as mediation, negotiation, and restorative practices (Deutsch, 2006). These skills are essential for resolving disputes in a constructive manner and maintaining a positive classroom environment.

2. Promoting Inclusive Practices

Creating an inclusive educational environment involves applying social psychological principles to enhance interactions among learners. Effective strategies include:

- Encouraging Positive Social Interactions: Cooperative learning, group activities, and peer tutoring are strategies that can foster positive relationships between learners with and without special needs (Slavin, 1995). These practices reduce conflicts by promoting mutual understanding and respect (Johnson & Johnson, 2000).
- Addressing Stereotypes and Stigma: Developing school-wide initiatives to challenge stereotypes and reduce stigma associated with special needs is critical (Crocker & Major, 1989). Anti-bullying campaigns, inclusive curricula, and workshops on diversity can help create a more accepting school culture.

Social Psychology and Conflict Resolution in Special Needs Education

1. Educational settings are rich with social interactions, which can lead to both positive and negative outcomes for learners with special needs. Conflicts may arise due to misunderstandings, prejudice, or systemic barriers that prevent equal participation in the learning process. Social psychology offers several key insights into how these conflicts can be resolved:
2. Reducing Stereotypes and Prejudice: Stereotypes and prejudice are common sources of conflict in educational settings, particularly for learners with special needs. Social psychological research has shown that stereotypes can lead to biased attitudes and behaviours that negatively impact the educational experiences of marginalised groups. Interventions aimed at reducing prejudice such as perspective-taking exercises, empathy-building activities, and cooperative learning projects, have been shown to be effective in promoting positive intergroup relations (Pettigrew & Tropp, 2006).
3. Promoting Inclusive Group Dynamics: Social identity theory suggests that group membership plays a key role in shaping individuals' self-concept and behaviour. In educational settings, fostering a sense of belonging and inclusion for learners with special needs can reduce the likelihood of conflict. Teachers can create inclusive group dynamics by promoting cooperative learning, encouraging peer support, and ensuring that all students feel valued and respected within the classroom.
4. Encouraging Positive Attributional Styles: Attribution theory highlights the importance of how individuals interpret the causes of their successes and failures. For learners with special needs, developing a positive attributional style—where they attribute successes to their effort and their challenges to external factors such as lack of support—can enhance their resilience and motivation. Teachers can encourage positive attributions by providing constructive feedback,

Theoretical Perspectives on Attitude Formation and Change

Attitudes to learners with special needs significantly impact their educational experiences and outcomes. Understanding how these attitudes are formed and how they can be changed is crucial for creating inclusive and supportive educational environments. This section delves into the processes of attitude formation and change, exploring relevant theories and practical strategies for fostering positive attitudes towards learners with special needs.

Social Learning Theory Developed by: This theory was developed by Albert Bandura (1977). Social learning theory posits that attitudes are formed through observational learning, imitation, and reinforcement. Individuals develop attitudes by observing others and the outcomes of their behaviours. This could be applied in the following ways.

Modeling positive attitudes: Educators and peers can model positive attitudes towards learners with special needs. By demonstrating acceptance and respect, they provide learners with role models who reinforce inclusive attitudes (Bandura, 1977).

Reinforcement: Positive reinforcement for inclusive behaviours can encourage the development of favourable attitudes towards learners with special needs. Recognising and rewarding inclusive actions can strengthen positive attitudes within educational settings (Bandura, 1977).

Theory of Planned Behaviour: This was developed by Icek Ajzen (1991). The theory of planned behaviour suggests those attitudes, subjective norms, and perceived behavioural control influence individuals' intentions and behaviours. This theory helps explain how attitudes towards learners with special needs can influence behaviours in educational settings. The theory could be applied in the following ways.

Attitude-behavior link: Understanding the link between attitudes and behaviours can inform strategies for promoting positive attitudes towards learners with special needs. For instance, educators' positive attitudes can lead to more supportive behaviours and inclusive practices (Ajzen, 1991).

Influencing norms: Shaping subjective norms by promoting inclusive values and practices within educational institutions can help change attitudes towards learners with special needs (Ajzen, 1991).

Strategies for Changing Attitudes: Educational Interventions: Structured educational interventions can help change attitudes by providing knowledge and fostering empathy. Some of the intervention strategies may include the following.

Inclusive education workshops: Workshops and training sessions that focus on the benefits of inclusive education and the needs of learners with special needs can help change attitudes. These interventions should include interactive elements such as simulations and role-playing, to enhance empathy and understanding (Scruggs & Mastropieri, 1996).

Peer Interaction Programmes: Peer interactions and collaborative activities can influence attitudes by providing firsthand experiences with learners with special needs. These activities can be executed through the following strategies.

Buddy programmes: Implementing buddy programmes where typically developing students support and collaborate with learners with special needs can promote positive attitudes. These programmes facilitate social integration and mutual respect (Lindsay, 2007).
Collaborative projects: Encouraging group work and collaborative projects that include learners with special needs can help reduce prejudice and build positive relationships (Jones, Smith, Taylor, and Brown, 2006).

Policy and Practice Changes: Policy and practice changes at the institutional level can support the development of positive attitudes towards learners with special needs. This could be accomplished through the following media.
Inclusive policies: Schools should implement policies that promote inclusivity and provide resources for supporting learners with special needs. These policies should be communicated clearly to all stakeholders and integrated into the school culture (Osgood, 2005).
Supportive practices: Adopting teaching practices that emphasise differentiation and individualised support can help educators and students develop positive attitudes towards learners with special needs (Tomlinson, 2001).
Impact on National Development: The inclusion of learners with special needs in mainstream education systems has far-reaching implications beyond individual educational outcomes. This section examines how inclusive education contributes to national development by fostering social cohesion, economic growth, and enhanced human capital. Critical aspect of this contribution lies in the ability of inclusive education to promote the following;

1. **Social Cohesion and Inclusivity**

Promoting social integration
Inclusive education fosters social integration by bringing together students from diverse background including those with special needs in the same learning environment. First, this reduces prejudice and discrimination: Inclusive education helps to break down barriers and stereotypes by promoting interactions between diverse groups of students. This exposure can reduce prejudice and increase empathy, contributing to a more cohesive society (Hornby, 2015). Secondly, this enhances social skills. Students in inclusive settings develop better social skills and interpersonal relationships as they learn to interact with peers from different backgrounds and abilities. This social cohesion is crucial for building a more inclusive and accepting society (McLeskey, Rosenberg, and Westling, 2017).

2. **Strengthening Community Ties**

Inclusive education initiatives often involve community engagement and collaboration. Thus, it increases community involvement. Schools that promote inclusive education frequently engage with parents, community organisations, and local businesses. This involvement strengthens community ties and fosters a sense of shared responsibility for the education of all children (Bergsma, 2016). Secondly, it promotes support for social programmes. Inclusive education programmes can lead to increased support for broader social programmes such as disability rights and anti-discrimination efforts, contributing to a more equitable society (Florian, 2014).

3. **Economic Growth and Productivity**

Enhancing Human Capital

Core Concept: Inclusive education equips learners with special needs with the skills and knowledge necessary for future employment and economic participation.

Impact:

- Increased Workforce Participation: By providing quality education and vocational training, inclusive education helps learners with special needs gain the skills needed for employment. This increased workforce participation contributes to economic growth and productivity (Baker et al., 2012).
- Economic Contributions: Individuals with special needs who receive appropriate education and training can contribute economically through entrepreneurship, innovation, and various professional roles, enriching the national economy (Schuelka, 2015).

4. **Reducing Economic Disparities**

   Inclusive education can help address economic disparities by providing equitable opportunities for all learners.

Impact

- Access to Opportunities: By ensuring that learners with special needs have access to education and training, inclusive education helps reduce economic disparities and promote equal opportunities (Simeonsson et al., 2001).
- Long-Term Economic Benefits: The long-term economic benefits of inclusive education include reduced reliance on social services and increased contributions to the tax base as individuals with special needs become economically self-sufficient (McCulloch, 2018).

National Development and Policy Implications

1. **Strengthening Education Systems**

Core Concept: Inclusive education reforms can drive improvements in education systems at the national level.

Impact:

- Policy Innovation: Implementing inclusive education policies often leads to innovations in teaching practices, curriculum design, and school management. These innovations can enhance the overall quality of education and benefit all students (UNESCO, 2017).
- Resource Allocation: Inclusive education requires the development of specialized resources and support services. This focus on resource allocation can improve the efficiency and effectiveness of the education system as a whole (Gordon & Rosenblum, 2015).

2. Promoting Sustainable Development

Inclusive education aligns with broader goals of sustainable development by promoting social justice and equality.

Impact:

- Alignment with SDGs: Inclusive education supports several United Nations Sustainable Development Goals (SDGs), including Goal 4 (Quality Education) and Goal 10 (Reduced Inequality). By advancing these goals, inclusive education contributes to sustainable national development (United Nations, 2015).
- Social Justice and Equality: Inclusive education promotes social justice by ensuring that all individuals, regardless of their abilities, have the opportunity to succeed. This commitment to equality is fundamental to achieving long-term, sustainable development (Ainscow & Sandill, 2010).
- **Case Studies and Practical Examples**

Case Study: Inclusive Education Policy in Kenya (Kenya's National Special Needs Education Policy)

Kenya has implemented a national policy to promote inclusive education for learners with special needs.

Policy Framework: The policy framework includes guidelines for integrating learners with special needs into mainstream schools and providing necessary support services (Kenyan Ministry of Education, 2018).

3. **Community and Economic Impact:** The policy has led to increased community involvement and economic participation of individuals with special needs, contributing to national development goals.

Practical Example: Inclusive Education in Rwanda

Rwanda's inclusive education program focuses on integrating learners with special needs into mainstream schools.

Educational Reforms: The program includes teacher training, curriculum adaptations, and the development of support services (Rwanda Education Board, 2020).

Impact:

- The program has improved educational outcomes for learners with special needs and fostered social cohesion and economic participation in the community.

Recommendations

1. Integration of social psychological theories into teacher training programs.
2. Development of comprehensive conflict resolution training
3. Promotion of inclusive educational
5. Continuous professional development
6. Community and parental engagement

Conclusion

The intersection of social psychology and education plays a pivotal role in addressing the needs of learners with special needs and fostering conflict resolution in educational settings. The theoretical exploration of social psychological principles such as social identity theory, attribution theory, and constructivist theory—reveals their significant impact on understanding and managing the dynamics of conflict among learners with special needs.

By integrating these theories into teacher training and educational practices, educators can develop a deeper understanding of the social and psychological factors influencing learner behaviour. This understanding enables the implementation of effective conflict resolution strategies, promoting inclusive educational environments that accommodate diverse learning needs. Key practices such as empathy training, conflict management techniques, and inclusive educational strategies contribute to a more supportive and equitable learning environment for all students.

The recommendations provided underscore the necessity for a comprehensive approach to enhancing educational practices through social psychology. They advocate for the incorporation of these principles into teacher education, the development of targeted conflict resolution training and the implementation of school-wide initiatives to challenge stigma and promote inclusivity.

Ultimately, the application of social psychological theories in education not only improves the educational experiences and outcomes for learners with special needs but also contributes to broader national development goals. By fostering inclusive practices and resolving conflicts constructively, educational institutions can help build a more cohesive and equitable society. Continuous professional development, policy advocacy, and community engagement further support these efforts, ensuring that the benefits of integrating social psychology into education are realised across diverse contexts.

The integration of these practices and theories into the educational system holds the promise of creating a more inclusive and supportive environment that values diversity and promotes the well-being of all learners. As we advance, it is essential to continue researching and refining these approaches to meet the evolving needs of learners with special needs and contribute to the overarching goal of national development.

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EVALUATING THE UTILIZATION OF THE INTERNET BY ACADEMIC STAFF AT EDO STATE COLLEGE OF EDUCATION, EDO STATE.

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Abstract

This study employs a descriptive research method to evaluate internet usage patterns among academic staff at Edo State College of Education. The research encompasses a population of 100 academic staff members, with a random selection of 75 participants. Three research questions guide the study, and data collection is facilitated through a structured questionnaire. Descriptive statistics are employed for data analysis. The results indicate that most academic staff have access to internet services within the campus, primarily for teaching and research purposes. Moreover, the study reveals that internet usage has positively impacted the academic activities of lecturers. However, the challenges associated with internet usage include a lack of constant electricity supply, insufficient computers, and slow internet speed, hindering effective utilization. Based on the research findings, it is recommended that the school management take steps to enhance the electricity supply, provide adequate computers, and improve internet facilities. These measures would facilitate increased and more effective internet access for academic staff, both on campus and within the comfort of their offices.

Keywords: Evaluating; Utilization; Internet; Academic activities; Tertiary Institutions.

Introduction

Globally, and especially in developing countries like Nigeria, internet usage has grown rapidly in recent years. This technology has transformed tertiary education by enhancing academic learning (Apuke & Iyendo, 2018). The use of the Internet in tertiary institutions has accelerated academic progress and research, while also encouraging staff to engage in online collaborations for sharing research findings. As the Internet offers a crucial platform for research and various other activities, including entertainment, it is extensively utilized in higher education environments.

According to Gbaje (2007), the internet is a vast network of interconnected networks linking millions of computers across the globe. It has the capability to provide adequate, current, and timely services to information seekers regardless of their location. The internet links millions of computers through telecommunication equipment for the purpose of sharing data, resources, and information.

Mangal and Mangal (2014) described the internet as the largest wide area network (WAN) globally, functioning as the most extensive inter-network system (a network of networks) that offers the fastest, easiest, and most cost-effective means for countless users to access, provide, and communicate information on a global scale. The internet consists of a complex web of interconnected computer networks worldwide, accessible to the general public. These interconnected computers exchange data through a specialized communication protocol called the Internet Protocol (IP) (Wikipedia, 2018). The internet hosts a vast array of information resources and services used for various purposes, including file transfer, document sharing, online chatting, and more. Utilizing the internet in education facilitates easier access to a wealth of academic information.

The Importance of the Internet in Academic Activities

The internet has become an indispensable tool in academic activities, offering a wide range of benefits that enhance learning, research, and collaboration. Here are some key points highlighting its usefulness:

Research and Collaboration: Peter Suber (2012) highlights how the internet enables global collaboration among researchers and students through online forums, social media platforms, and collaborative tools such as Google Docs and Mendeley. In "Open Access," Suber (2015) focuses on advocating for and exploring the concept of open access to scholarly research. Suber explores the principles, practices, and implications of open-access publishing, which involves providing unrestricted online access to scholarly literature free of charge or other access barriers. The central theme of the book is to promote the idea that scholarly research should be freely available to anyone, anywhere, without financial, legal, or technical barriers. Suber (2015) examines various open-access publishing models, such as gold open-access journals, repositories, and hybrid models. He highlights the potential benefits of open access, such as increased visibility, citation impact, and knowledge dissemination, while also addressing concerns and challenges associated with its implementation. The book serves as a comprehensive guide to understanding the open-access movement and its significance for the future of scholarly communication and research dissemination.

"Access to Information and Resources: The Internet and Higher Education" by Mark Warschauer and Douglas Grimes (2007) explores the transformative effects of the internet on higher education institutions and practices. The book offers a comprehensive analysis of how internet technologies have revolutionized teaching, learning, research, and administrative processes in universities and colleges.

Online Learning and E-Learning: According to Joshi (2012), the internet supports online learning platforms and Learning Management Systems (LMS), allowing students to access lectures, assignments, and interactive modules from anywhere.

In "Online Collaboration: Scientists and the Social Network" (2014), Richard Van Noorden examines how scientists leverage online platforms and social networks to collaborate effectively.

Van Noorden investigates the increasing trend of scientists turning to digital tools and social media to connect, share findings, and collaborate on research projects. The central theme of the article is to highlight the transformative impact of online collaboration tools and social networks on the practices of contemporary scientific research. Van Noorden discusses the benefits and challenges associated with these platforms, emphasizing their potential to facilitate interdisciplinary collaboration, disseminate research findings, and increase the visibility of scientific work. The article sheds light on how scientists are navigating the evolving landscape of scholarly communication and harnessing digital technologies to enhance collaboration and innovation in research.

Objective of the Study

The main goal of this article is to explore how academic staff utilize the internet for teaching and research, with a focus on its effects and the challenges encountered. The specific objectives are to:

1. Evaluate the availability of internet services for academic staff on campus.
2. Examine the purposes of internet usage and its impact on lecturers' academic activities.
3. Identify the challenges that impede effective internet use for teaching and research among academic staff.

Research Questions

This study will be guided by the following questions:

- Is internet service accessible to academic staff on campus?
- What are the purposes of internet usage, and how does it impact lecturers' academic activities?
- What challenges hinder academic staff from effectively using the internet for teaching and research?

Statement of the Problem

The Internet has become an essential tool for academic institutions, facilitating the dissemination of intellectual resources to support teaching and research. In Nigeria, many tertiary institutions have made notable progress by establishing Internet facilities on their campuses to benefit both staff and students. However, the effective access and utilization of these services are hindered by various challenges, which negatively impact the quality of teaching and research. These challenges include unreliable electricity supply, inadequate internet infrastructure, and limited information retrieval skills, among others. Against this backdrop, this study seeks to explore the utilization of the Internet, evaluate its impact, and identify the challenges faced by academic staff in leveraging Internet resources for teaching and research at the Edo State College of Education in Nigeria.

Literature Review

Internet services are the various services that are available on the Internet. To connect to the Internet, you need a service provider. Internet services provide a way for data to be transferred from Internet servers to the computer. Components of the Internet are of different stages, which are interrelated and are the backbone of its application. Muzakkari (2002) asserted that Internet resources are the resources available on the net, which include: e-mail, chat groups, file transfer protocols, and so on. Internet facilities such as e-mail, telnet, file transfer protocol, World Wide Web, Usenet, and mailing lists can be used to enhance teaching and research. With such facilities, an academic staff can be able to have up-to-date information, know what is happening in his field of research somewhere around the globe, and share information with colleagues using the mailing list facility of the Internet (Suleiman and Aliyu 2013). Internet services are a major source by which library and information centres can effectively provide information services to its increasing population of users in this rapidly growing environment of information explosion and availability.

Internet resources and services have the potential to provide Nigerian researchers and scholars with an enabling environment to overcome barriers to communication and collaboration. They also offer individuals, scholars, researchers, and organizations the opportunity to share their research findings and ideas. According to Worldometers (2015), Nigeria, with a population of 184,608,768, ranks as the most populous country in Africa and the eighth globally, boasting 65,675,984 Internet users (Internet World Stats, 2015). Ogunjobi and Fagbami (2012) affirmed that internet resources and services empower lecturers to enhance their knowledge, create updated lecture materials for students, access free e-books and e-journals, and utilize email for communication and collaboration with colleagues. Through the use of the Internet resources and services, lecturers keep abreast with research and development in their fields of study, bringing them fame and recognition, improving their institutional ranking and ensuring regular promotions to higher academic positions.

Methodology

The research adopted a descriptive survey design, with the study population consisting of one hundred academic staff members affiliated with Edo State College of Education, Edo State. To obtain a representative sample, a simple random sampling technique was applied, resulting in the selection of seventy-five (75) respondents for the study. Data collection was facilitated through the use of a questionnaire as the research instrument.

The instrument's validity was determined through content validation, ensuring that its items were relevant to the subject matter. Reliability was evaluated using the Cronbach Alpha method, which produced a coefficient of 0.87. This indicates a high and satisfactory level of internal consistency for the instrument. The researchers administered the instrument to the respondents, and the collected data were subsequently analyzed using descriptive statistics. The findings are presented below.

Results

The study's findings are elucidated through the presentation of results in the subsequent tables, accompanied by explanatory details.

Table 1: Demographic Profile of Respondents.

Gender	Freq.	Age Range	Freq.	Educational Qualification	Freq.
Male	54(72%)	35-40	8(11%)	B.Sc	6(8%)
Female	21(28%)	41-45	34(45%)	M.Sc	40(53%)
		45 and above	33(44%)	Ph.D	29(39%)
Total	75(100%)	Total	75(100%)	Total	75(100%)

Table 1 reveals that the predominant gender among academic staff is male, constituting 54 individuals (72%), while 21 individuals (28%) are female. Additionally, the age distribution indicates that the majority of academics, 34 individuals (45%), fall within the 41- 45year age bracket, with 33 individuals (44%) aged 45 years and above. A smaller portion, 8 individuals (11%), falls within the age range of 35-40 years. Furthermore, the educational qualifications of the academic staff are depicted in the table, with 6 individuals (8%) holding B.Sc degrees, 40 individuals (53%) possessing M.Sc degrees, and 29 individuals (39%) attaining PhD qualifications.

Research Question 1: Is internet service accessible to academic staff on campus?

Table 2: Availability of Internet Services on Campus.

Access to Internet Services	Frequency
Yes	70(93%)
No	5(7%)
Total	75(100%)

According to the data in Table 2, the majority of academic staff (70 individuals or 93%) possess access to Wi-Fi services within the campus, while a smaller percentage (5 individuals or 7%) do not have such access. This discrepancy may be attributed to the lack of internet-enabled devices such as phones and laptops among the latter group. This indicates that a significant proportion of lecturers indeed enjoy access to internet services while on campus.

Research Question 2: What are the objectives of using the internet, and how does it influence lecturers' academic activities?

Table 3: Objectives and Consequences of Internet Utilization.

Purpose of Internet Usage	Yes	No	Impact of Internet Services on Academic Activities of Lecturers	Yes	No
For teaching and research	72(96%)	3(4%)	Internet helps me to deliver lectures without necessarily being in class	68(91%)	7(9%)
For conference and seminar information	59(79%)	16(21%)	Internet helps me to source for lecture/research materials	75(100%)	-
For self-development	64(85%)	11(15%)	The Internet encourages qualitative research through collaboration among lecturers	73(97%)	2(3%)
For pleasure and entertainment	53(71%)	22(29%)	The Internet enables lecturers to share their research works globally	75(100%)	-
			The Internet provides information on how to access research funds	62(83%)	13(17%)
			The Internet provides an easier platform for lecturers to publish online	75(100%)	-

By the data presented in Table 3, the majority of lecturers (62 individuals or 84%) utilize the Internet daily, with 7 individuals (9%) using it weekly, and 5 individuals (7%) not using Internet services at all. This suggests that a significant portion of lecturers access internet facilities within the campus daily. Regarding the purpose of Internet usage, it was observed that the majority of academic staff (72 individuals, or 96%) primarily utilize the Internet for teaching and research. Additionally, 59 individuals (79%) use it for accessing conference and seminar information, 64 individuals (85%) for self-development, and 53 individuals (71%) for pleasure and entertainment. This underscores that a substantial majority (72 individuals, or 96%) of academic staff primarily employ the Internet for teaching and research purposes. Examining the impacts of Internet usage, the findings indicate that most lecturers (68 individuals, or 91%) agree that Internet usage facilitates lecture delivery without physical presence in the classroom. Furthermore, 75 individuals (100%) highlighted that the use of the Internet enables them to source lectures and research materials. Additionally, 73 individuals (97%) noted that the Internet encourages qualitative research through collaborative efforts among lecturers. All respondents (75 individuals or 100%) agreed that the Internet enables global sharing of research works, while 73 individuals (97%) indicated that it provides information on accessing research funds. Finally, all lecturers (75 individuals or 100%) concurred that the Internet offers an easier platform for online publishing. In summary, this widespread internet usage has positively impacted the academic activities of lecturers.

Research Question 3: What challenges hinder academic staff from using the Internet effectively for teaching and research?

Table 4: Challenges Faced by Lecturers in Using Internet Services.

Challenges Faced by Lecturers in Using Internet Services.	Yes	No
Lack of constant electricity supply	70(93%)	5(7%)
Slow internet speed (slow network)	60(80%)	15(20%)
Inadequate information retrieval skills	42(56%)	33(44%)
Inadequate computer systems in the e-library	62(83%)	13(17%)

As per the findings in Table 4, the predominant view among academic staff is that the major impediments to effective internet usage within the campus are the lack of consistent electricity supply, insufficient computer systems in the e-library, and slow internet speed. A substantial majority, comprising 70 individuals (93%), concurred on these challenges.

Findings

- The research revealed that the majority of lecturers primarily used campus internet services for teaching and research, consistent with the findings of Sanjeev et al. (2008), who noted that most teaching staff rely on the internet primarily to access materials for teaching and research activities.
- The study demonstrates that internet usage has positively influenced lecturers' academic activities, corroborating the findings of Eze and Nwambam (2019).
- Lastly, the respondents concurred that irregular electricity supply, insufficient computers, and slow internet speed are the primary challenges hindering effective internet usage. This finding aligns with the results of Oghenetega and Igere (2014).

Conclusion

The study examined the usage of the Internet by academic staff at Edo State College of Education. The findings indicate that most staff members have access to internet services on campus and regularly use these services for academic purposes, personal development, and entertainment. Additionally, the majority of staff use the internet in the College library. However, key challenges identified include slow internet speeds, unreliable electricity supply, inadequate information retrieval skills, and difficulties in finding relevant information.

Recommendations

Based on these findings, the researchers recommended that the institution maintain its effective internet services by upgrading the electrical supply, internet infrastructure, and providing internet access in staff quarters and offices. Furthermore, to enhance staff search methods and strategies, the College library should offer digital literacy training.

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LA LANGUE FRANÇAISE : UN ATOUT FONDAMENTAL POUR LE DEVELOPPEMENT NATIONAL ET LA PRESERVATION CULTURELLE DANS LES REGIONS FRANCOPHONES

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Résumé
La langue française, instrument essentiel de communication et d'identité, joue un rôle crucial dans le développement national et la préservation culturelle, notamment dans les régions francophones. Dans cet article, nous analysons comment le français agit comme un vecteur d'intégration sociale, d'accès à l'éducation de qualité et de promotion des valeurs culturelles. En tant que langue officielle dans de nombreux pays, le français favorise la cohésion nationale et sert de pont entre les différentes communautés. Nous avons exploré l'impact de l'éducation en langue française sur le développement humain, révélant que la maîtrise du français ouvre des portes aux opportunités académiques et professionnelles, tout en renforçant le sentiment d'appartenance culturelle. En outre, le français permet aux pays francophones de s'affirmer sur la scène internationale, en facilitant leur participation aux échanges politiques, économiques et culturels. L'article aborde également les défis auxquels la langue française fait face, comme la domination croissante de l'anglais et la nécessité de moderniser les méthodologies d'enseignement. En conclusion, nous soulignons l'importance de préserver et de promouvoir la langue française comme un atout stratégique pour le développement durable et la richesse culturelle des régions francophones.

Mots-clés: langue française, atout fondamentale, développement national, préservation culturelle, régions francophones.

Abstract
The French language serves as a vital instrument for national development and cultural preservation, particularly in Francophone countries. This article explores its role in enhancing economic growth, fostering education, and facilitating governance. Additionally, it highlights how French acts as a conduit for preserving cultural heritage by promoting literature, arts, and intercultural dialogue. Through its multifaceted influence, the French language not only bolsters national identity but also strengthens global ties within the Francophonie. This analysis underscores the significance of investing in the French language as a strategic asset for nations striving for sustainable development and cultural continuity.

Keywords: French language, fundamental instrument, national développement, cultural préservation , francophone régions.

Introduction

La langue française, souvent perçue comme un simple outil de communication, revêt une importance capitale dans le développement national et la préservation culturelle des pays francophones. Au-delà de sa dimension linguistique, elle incarne des valeurs, des identités et des formes de savoir qui sont intrinsèquement liées à l'histoire et à la culture de ces régions. Cet article vise à explorer comment la langue française, en tant que ressource fondamentale, peut être un vecteur de développement économique, social et culturel pour les communautés francophones.

Revue littéraire

La langue française joue un rôle central dans les pays francophones, non seulement comme moyen de communication, mais aussi comme outil de développement national et de préservation culturelle. Cette revue littéraire explore les contributions de la langue française dans divers aspects du développement et son impact sur la culture.

Selon Tchombe (2017), l'éducation en Afrique francophone est souvent dispensée en français, ce qui facilite l'accès à des ressources éducatives de qualité et prépare les étudiants à des carrières dans un monde globalisé. Moulin (2015) aborde également la question de la gouvernance en attestant que l'utilisation du français dans les institutions gouvernementales permet une meilleure communication et une intégration plus efficace des politiques publiques.

Goyet (2018) soutient que le français favorise un dialogue interculturel essentiel à l'intégration économique dans un contexte global. La Banque Mondiale (2020) révèle que les pays francophones qui ont incorporé le français dans leur développement économique ont enregistré des avancées significatives en matière de croissance et d'innovation.

Hunnewell (2021) explore comment la littérature disponible en français contribue à la préservation des patrimoines culturels. L'écriture et la traduction de récits locaux en français permettent de transmettre des savoirs traditionnels aux générations futures.L'écriture en français offre un espace pour partager des histoires qui pourraient autrement être oubliées. Par exemple, de nombreux contes populaires et légendes auront la chance d'être préservés et diffusés grâce à des auteurs qui choisissent d'écrire dans cette langue. De plus, la traduction de ces récits vers d'autres langues élargit leur portée, permettant à un public plus vaste d'accéder à la culture locale.

La valorisation de la littérature en français contribue également à renforcer l'identité culturelle des communautés. En écrivant et en traduisant des œuvres littéraires, les auteurs participent à la sauvegarde d'une mémoire collective. Ces textes servent ainsi de témoins historiques, offrant des aperçus précieux sur les pratiques, les croyances et les valeurs de différentes cultures.

La littérature devient donc un vecteur de transmission intergénérationnelle. En consultant ces œuvres, les jeunes peuvent apprendre sur leurs ancêtres et sur les valeurs qui ont façonné leur communauté. De plus, la communauté littéraire en français joue un rôle actif dans la sensibilisation aux enjeux de la diversité culturelle.

Les événements littéraires, tels que des festivals ou des ateliers d'écriture, permettent également de dynamiser l'intérêt pour les récits locaux. Cela crée un environnement propice à l'échange de savoirs et à la célébration des diversités culturelles. Ainsi, les langues et les récits se croisent, montrant que chaque culture a quelque chose de précieux à offrir au monde.

Écrire et traduire des récits en français favorise donc une culture du partage. Cette démarche assure que les voix des anciens continuent de résonner dans la société moderne. En fin de compte, la littérature en français agit comme un pont entre le passé et l'avenir, garantissant que les richesses culturelles demeurent vivantes et accessibles à tous.

Ainsi, Hunwell met en lumière l'importance de cette littérature non seulement comme un acte de création, mais aussi comme une mesure de préservation et de transmission des savoirs à travers le temps.

Pour sa part, Bourguignon (2019) souligne que la francophonie joue un rôle crucial dans la construction de l'identité culturelle. La langue française, en tant que vecteur de singularité culturelle, permet aux nations francophones de se démarquer sur la scène mondiale tout en préservant leur héritage. La langue française est non seulement un outil d'éducation et d'administration mais également un puissant vecteur d'identité culturelle. Son intégration dans les politiques de développement national et de préservation culturelle est essentielle pour garantir un avenir durable aux sociétés francophones.

1.1. Francophonie et economie mondiale

La francophonie représente un marché estimé à 300 millions de personnes parlant français dans le monde (OIF, 2021). Selon une étude de la Banque mondiale (2018), les pays francophones, en particulier en Afrique, enregistrent des taux de croissance économique significatifs, en partie grâce à leur capital linguistique.Les économies francophones, surtout en Afrique, connaissent un développement rapide, attirant les investissements étrangers. Par exemple, des secteurs comme l'agriculture, l'énergie et les technologies numériques sont en plein essor. De plus, les pays comme la Côte d'Ivoire et le Sénégal affichent des taux de croissance parmi les plus élevés au monde.

L'éducation en français s'est également intensifiée, favorisant une main-d'œuvre qualifiée pour répondre aux besoins du marché. La culture francophone, riche et diversifiée, attire également le tourisme, générant des revenus supplémentaires pour ces pays.

Enfin, l'accès aux langues et à la culture francophones contribue à renforcer les échanges entre nations, favorisant des partenariats économiques. Ainsi, la francophonie représente un vecteur significatif de développement et de coopération à l'échelle mondiale.

La maîtrise du français ouvre des opportunités professionnelles, tant sur le marché national qu'international. Des entreprises multinationales recherchent souvent des employés bilingues, et la langue française est souvent une exigence dans divers secteurs tels que le commerce, la diplomatie, et l'enseignement (Forward, 2019).

Le développement d'entreprises locales en utilisant le français comme langue d'affaires favorise également l'autonomisation économique. Des initiatives entrepreneuriales qui valorisent la langue française permettent la création d'emplois et renforcent la résilience économique des communautés (Leclerc, 2020).Le développement d'entreprises locales en utilisant le français comme langue d'affaires favorise également l'autonomisation économique. En adoptant le français comme langue principale, les entrepreneurs peuvent mieux atteindre leur clientèle locale, ce qui facilite les interactions commerciales. Cela crée un environnement propice à la confiance entre les entreprises et les consommateurs, renforçant ainsi les relations économiques.

Les initiatives entrepreneuriales qui valorisent la langue française permettent la création d'emplois, non seulement pour les entrepreneurs eux-mêmes, mais aussi pour les employés recrutés. Par exemple, les start-ups qui se lancent dans des secteurs innovants, tout en utilisant le français, contribuent à l'essor d'écosystèmes d'affaires locaux dynamiques. Ceci est d'autant plus crucial dans les régions où la langue française est prédominante, car cela soutient l'identité culturelle et favorise la cohésion sociale.

Les entreprises locales qui utilisent le français opèrent souvent avec une meilleure connaissance des besoins de leur marché, permettant des produits et services plus adaptés. En conséquence, cela peut mener à une augmentation du chiffre d'affaires local, ce qui est essentiel pour la croissance économique. De plus, ces entreprises peuvent jouer un rôle dans le renforcement de la dépossession linguistique dans leur communauté, assurant que la langue française reste vivante et pertinente dans les affaires quotidiennes.

La valorisation de la langue française encourage également l'innovation, car les entrepreneurs sont incités à développer des solutions locales. Cela peut se traduire par la création de nouvelles technologies ou services qui répondent spécifiquement aux besoins de la communauté, stimulant ainsi la créativité et le progrès économique. L'éducation joue un rôle clé dans cette dynamique, car une maîtrise de la langue française permet à un plus grand nombre de personnes de participer à l'économie locale, réduisant ainsi le chômage.

En outre, l’appui à des initiatives qui favorisent l'utilisation du français peut attirer des investissements étrangers. Les entreprises multinationales sont souvent intéressées par des marchés où la langue et la culture sont valorisées. Cela peut renforcer la résilience économique des communautés, car elles deviennent moins dépendantes des fluctuations économiques externes.

Embrasser le français comme langue des affaires favorise une plus grande inclusion, permettant à des groupes parfois marginalisés de participer pleinement à la vie économique. Cela contribue à bâtir une économie locale plus robuste et diversifiée, où chaque membre de la communauté peut jouer un rôle actif et bénéfique. Par conséquent, le développement d'entreprises locales en français constitue un levier puissant pour l'autonomisation économique et la prospérité communautaire.

2. Langue Française et Cohésion Sociale

La langue française est souvent utilisée comme langue d'instruction dans les écoles francophones. En promouvant l'éducation en français, les gouvernLe développement d'entreprises locales en utilisant le français comme langue d'affaires favorise également l'autonomisation économique. En adoptant le français comme langue principale, les entrepreneurs peuvent mieux atteindre leur clientèle locale, ce qui facilite les interactions commerciales. Cela crée un environnement propice à la confiance entre les entreprises et les consommateurs, renforçant ainsi les relations économiques.

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La langue est un puissant vecteur d'identité culturelle. Elle véhicule des traditions, des contes, des chants et des rituels qui forment la base de l'identité d'un peuple. La préservation de la langue française est donc essentielle à la sauvegarde des cultures locales (Bourguignon, 2019)

En intégrant le français dans les programmes éducatifs, on favorise également la coexistence d'autres langues locales. Ce pluralisme linguistique contribue à la richesse culturelle de la région et à la préservation des langues en danger (Riencourt, 2020).

3. La Langue Française comme Outil de Diplomatie et de Communication Internationale

La langue française joue un rôle essentiel dans les relations internationales, notamment au sein d'organisations comme la Francophonie, l'ONU et l'UE. Elle est un vecteur de dialogue et de coopération entre les États francophones (Tchombe, 2021).En tant que langue officielle de nombreuses institutions internationales, le français facilite la communication entre pays aux histoires, cultures et intérêts divers. Cela permet non seulement de promouvoir la paix et la sécurité, mais également de favoriser des échanges économiques et culturels.

Au sein de la Francophonie, par exemple, la langue française constitue un lien fort entre des nations qui partagent une langue commune et une vision des valeurs telles que la démocratie, les droits de l'homme et la culture. Les sommets de la Francophonie permettent aux dirigeants d'échanger des idées et de collaborer sur des initiatives qui affectent le développement durable et l'éducation dans les pays francophones.

À l'ONU, le français, en tant que langue de travail, joue un rôle crucial dans les négociations internationales. Son utilisation garantit que les voix des pays francophones sont entendues et prises en compte dans les discussions mondiales. De plus, le français est une langue reconnue pour le droit international et les documents officiels, ce qui renforce son importance dans le cadre légal mondial.

Dans l'Union européenne, le français est l'une des langues de travail et est utilisé dans les institutions pour la prise de décisions et l’élaboration de politiques. Cette diversité linguistique favorise une meilleure représentation des intérêts de chaque État membre. En outre, la culture française, à travers la littérature, le cinéma et la philosophie, a un impact significatif sur la pensée européenne et internationale.

Ainsi, en tant que langue vivante et dynamique, le français ne se limite pas à une simple communication. Il participe à la construction de ponts entre cultures et nations, tout en étant un vecteur indispensable de l'identité francophone à travers le monde. En somme, le français, en tant que langue diplomatique, ne joue pas seulement un rôle de communication, mais aussi un rôle fondamental dans le rapprochement des peuples et le renforcement des liens multilatéraux. Dans un monde de plus en plus interconnecté, la langue française reste un outil stratégique pour le dialogue, la coopération et la promotion des valeurs universelles.

La maîtrise du français permet également l'accès à une pléthore de ressources éducatives et culturelles, renforçant ainsi la capacité des individus et des nations à participer au dialogue mondial (OIF, 2020).

4. Stratégies pour promouvoir le français dans les régions francophones

Il est impératif de renforcer l'enseignement du français à tous les niveaux, avec des méthodes pédagogiques adaptées et des ressources appropriées. Les enseignants doivent être formés pour offrir une éducation de qualité en français (UNESCO, 2019

Les gouvernements doivent établir des partenariats avec le secteur privé pour développer des programmes linguistiques innovants et des initiatives culturelles qui mettent en avant la langue française (Schleicher, 2020)

Des campagnes de sensibilisation sur l'importance de la langue française et de la culture francophone doivent être mises en place, en particulier dans les régions où le français n'est pas la langue maternelle (Bourguignon, 2019).

5. Études de cas

Sénégal : La Réforme Éducative

Au Sénégal, la réforme du système éducatif a inclus un accent sur l'enseignement du français dès l'école primaire, favorisant l'accès à des ressources académiques et l'inclusion sociale (Ba, 2019).

Le français, en tant que langue officielle, joue un rôle crucial dans la communication entre les différentes ethnies et communautés du pays. En mettant l'accent sur cette langue, la réforme vise à réduire les barrières linguistiques qui peuvent freiner l'apprentissage et limiter les opportunités sociales.

Les élèves qui maîtrisent le français dès leur jeune âge ont un meilleur accès aux manuels scolaires et aux ressources académiques, qui sont majoritairement disponibles dans cette langue. Cela leur permet d'acquérir des connaissances dans divers domaines, y compris les sciences et les mathématiques, qui nécessitent une compréhension approfondie du français.

De plus, l'enseignement précoce du français contribue à renforcer la confiance en soi des élèves, en leur permettant de s'exprimer clairement dans des contextes variés, tant à l'école qu'en dehors. Cela favorise également la mobilité sociale, en ouvrant des portes à des possibilités d'études supérieures et de carrières qui exigent une bonne maîtrise du français.

En intégrant les compétences linguistiques dans le curriculum, la réforme éducative crée un environnement d'apprentissage inclusif, où chaque élève, quelle que soit son origine, a la possibilité de réussir. Finalement, cet accent sur l'éducation en français est un moyen de promouvoir l'égalité des chances et de stimuler le développement économique du pays.

Les enseignants jouent aussi un rôle central dans cette transformation, en étant formés pour utiliser des méthodes pédagogiques adaptées à l'enseignement du français comme langue seconde. Ainsi, la réforme éducative au Sénégal ne se limite pas à l'enseignement d'une langue, mais s'inscrit dans une vision plus large de développement humain et social.

Côte d'Ivoire : Promotion de la langue

La Côte d'Ivoire a lancé des initiatives visant à promouvoir le français tout en respectant la diversité linguistique locale, ce qui a permis d'améliorer la cohésion sociale et le développement économique (Kouadio, 2018).La Côte d'Ivoire, riche de sa diversité linguistique, promeut activement la langue française comme moyen de communication nationale tout en valorisant les langues locales. Cette initiative vise à renforcer l'identité culturelle tout en facilitant les échanges entre les différentes communautés. En intégrant le français dans les systèmes éducatifs, le pays permet aux jeunes de développer des compétences professionnelles indispensables dans un monde globalisé.

La promotion du français contribue également à une meilleure cohésion sociale en créant un terrain d'entente pour les différentes ethnies et groupes linguistiques. Cela aide à atténuer les tensions potentielles qui pourraient surgir en raison des différences linguistiques. L'utilisation d'une langue commune favorise le dialogue et l'interaction, essentielle dans un pays multiculturel.De plus, un usage accru du français dans les affaires et l'administration attire des investissements étrangers. Les entreprises internationales, en particulier, recherchent des environnements où la langue de travail est partagée. Cela a un impact direct sur le développement économique, offrant de nouvelles opportunités d'emploi et favorisant la création d'entreprises.Les initiatives lancées par le gouvernement, telles que des campagnes de sensibilisation et des concours de littérature, encouragent également la créativité et l'expression artistique en français. Cela stimule la fierté linguistique et culturelle au sein de la population.En parallèle, la Côte d'Ivoire a mis en place des programmes de formation pour les enseignants, afin d'améliorer l'enseignement du français et de renforcer la qualité de l'éducation. Cela est essentiel pour garantir que les élèves aient une maîtrise solide de la langue.Les projets de traduction et de documentation en français des langues locales servent également à préserver ce patrimoine linguistique tout en rendant hommage à la diversité du pays. Cette approche intégrée montre que le français et les langues locales peuvent coexister harmonieusement, enrichissant ainsi la culture ivoirienne.

La promotion du français en Côte d'Ivoire, ancrée dans le respect des langues locales, constitue un levier important pour le développement social et économique du pays. C'est une démarche qui valorise à la fois l'unité et la diversité, faisant de la Côte d'Ivoire un modèle d'harmonie linguistique en Afrique.

Conclusion

La langue française représente bien plus qu'un simple moyen de communication ; elle est un vecteur puissant de développement national et de préservation culturelle au sein des régions francophones. À travers l'éducation, l'utilisation de la langue française renforce l'identité culturelle des communautés, favorise l'intégration dans un marché global et ouvre des portes vers des opportunités économiques. Malgré les défis tels que le manque de financement et les infrastructures éducatives, il est clair que des efforts concentrés peuvent conduire à des résultats significatifs qui assurent un avenir meilleur pour les jeunes générations.

La promotion de l'éducation en français doit être considérée comme une priorité par les gouvernements, les institutions éducatives et les organisations non gouvernementales. En investissant dans les ressources éducatives et en favorisant des partenariats multi-sectoriels, ces acteurs peuvent contribuer à la création d'un environnement propice au développement durable. La langue française, en tant que patrimoine culturel, mérite d'être préservée et mise en valeur à travers des programmes adaptés qui répondent aux réalités des communautés francophones.

Recommandations et suggestions

Augmenter le financement éducatif : Les gouvernements des pays francophones doivent réévaluer et augmenter leur budget alloué à l'éducation, en mettant l'accent sur les programmes d'enseignement en français. Cela inclut la construction d'écoles, la formation d'enseignants et l'acquisition de ressources pédagogiques adaptées.

Promouvoir les Partenariats Public-Privé : Encourager les partenariats entre les secteurs public et privé pour le financement des initiatives éducatives en français. Les entreprises peuvent investir dans la formation des jeunes, ce qui leur permet d'acquérir des compétences tout en participant au développement local.

Développer des programmes d'échanges culturels: Mettre en place des programmes d'échanges scolaires et universitaires entre différents pays francophones. Cela encouragera l'immersion linguistique et culturelle, renforçant ainsi l'importance de la langue française dans un contexte global.

le bilinguisme dans les programmes scolaires : Intégrer des programmes bilingues dans les écoles, en enseignement d'autres matières en français pour permettre aux élèves de maîtriser cette langue tout en développant d'autres compétences académiques.

Utiliser la Technologie pour l'Éducation en Français: Exploiter les technologies numériques pour créer des ressources éducatives en ligne, tels que des applications et des plateformes d'apprentissage réalisées en français, afin de rendre l'éducation plus accessible, en particulier dans les zones rurales.

En adoptant ces recommandations, les pays francophones vont non seulement renforcer leur développement national, mais aussi protéger et promouvoir la richesse de leur patrimoine culturel. La langue française, en tant qu'élément central de l'identité francophone, doit être célébrée et renforcée par des actions concrètes et durables.

La langue française est un atout majeur pour le développement national et la préservation culturelle dans les régions francophones. En tant qu'élément fondamental d'identité, de cohésion sociale et de dynamisme économique, la promotion du français doit être une priorité pour les gouvernements et les acteurs de la société civile. Des efforts soutenus en matière d'éducation, de diplomatie et de partenariats sont nécessaires pour garantir que la langue française continue à jouer un rôle central dans le développement durable des communautés francophones.

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COLLABORATIVE APPROACH TO INFORMATION SERVICES AND INCLUSIVENESS IN AI USE IN ACADEMIC LIBRARIES: CHALLENGES AND PROSPECTS IN NIGERIA

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Abstract
AI and inclusivity lie the potential for collaborative approaches that bring together diverse stakeholders to address the challenges and opportunities presented by AI in information services in Academic Libraries. Collaborative efforts are essential to ensure that AI systems are designed and implemented in ways that promote inclusivity, especially for marginalised and underserved communities. As Artificial Intelligence (AI) remains a transforming agent the delivery of information services, collaboration and inclusiveness have become pivotal in ensuring equitable access to information. This paper examines collaborative approaches in libraries and the role of AI in facilitating information service delivery, highlighting strategies to foster inclusiveness in academic libraries with efforts to showcase the best practices and challenges in implementing AI-driven collaborative information services in academic libraries.

Keywords: *Collaborative Approach, Information Services, Inclusiveness, AI Era*

Introduction

Artificial Intelligence (AI) has been integrated into libraries and other information services, thus, revolutionizing how academic libraries manage and deliver information. AI technologies have made significant impact on information services, in the area of machine learning, natural language processing, and data analytics have revolutionised how information is created, processed, and disseminated. For instance, AI-driven systems can automate cataloguing, classification, and retrieval processes, thereby reducing the workload on human staff and increasing the accuracy and speed of information services allowing them to focus on more complex tasks that require human expertise (Ouanes & Farhah, 2024). Moreover, AI's ability to analyse large datasets has enabled libraries and information centres to gain insights into users' behaviour, allowing them to tailor information services to meet the specific needs of their communities (Vujičić et al., 2024).

According to Paul (2024), the incorporation of AI in libraries has led to enhanced accuracy in information retrieval and a reduction in processing times. This has been particularly beneficial in large academic libraries where the volume of materials can be overwhelming. Virtual libraries have also benefited from AI through the integration of intelligent systems that can handle large datasets and provide users with personalised recommendations. Jalamneh (2024) discussed the role of AI in academic libraries, emphasising how AI can enhance the user experience by providing more targeted search results and improving the accessibility of digital resources. The integration of AI in academic libraries is not without challenges. One major concern is the potential for AI systems to perpetuate biases, particularly in how information is categorized and retrieved. Abba (2024) discussed the need for AI systems in African university libraries to be developed with inclusivity in mind, ensuring that these technologies do not exclude marginalized communities from accessing vital information.

At the intersection of AI and inclusivity lies the potential for collaborative approaches that bring together diverse stakeholders to address the challenges and opportunities presented by AI in information services. Collaborative efforts are essential to ensure that AI systems are designed and implemented in ways that promote inclusivity, especially for marginalised and underserved communities. The ethical use of AI in information services, as highlighted by Raza and Graepel (2023), involves ensuring that AI systems are trained on diverse datasets to avoid biases that could exclude certain groups from accessing information. The collaborative approaches in the AI era involve partnerships between libraries, educational institutions, technology developers, and community organisations. These collaborations are crucial for developing and implementing AI tools that are accessible, culturally relevant, and capable of meeting the diverse needs of all users (Batan, 2023). Furthermore, inclusivity in information services can be fostered by ensuring that AI technologies are developed with input from a wide range of stakeholders, including those from underrepresented communities.

The successful implementation of AI in libraries and archives also depends on the scalability of these technologies. Sonawane (2024) noted that while AI can significantly enhance academic library operations, the scalability of these solutions remains a challenge, especially in libraries with limited resources. As AI continues to evolve, the need for collaborative approaches to information services will only grow. By fostering inclusivity through these collaborations, we can ensure that AI technologies serve as a force for good, promoting equitable access to information for all.

The papers' focus is centred on the intersection of information services, inclusiveness, and artificial intelligence (AI). As highlighted below.

i) Understanding AI in academic Libraries
ii) Inclusive AI Implementation
iii) Collaboration and Stakeholder Engagement
iv) User-Cantered Design

v) Ethical Considerations
vi) Training and Capacity Building for librarians and users

AI Technologies Integration into Academic Library Information Services

The integration of AI into libraries is evident in various facets, from behind-the-scenes operations to direct user interactions. One of the most impactful areas is accessibility. AI technologies have the potential to make libraries more accessible to a wider audience, including those with disabilities. For instance, AI-driven text-to-speech systems can convert written text into spoken words, making it easier for visually impaired users to access information. Additionally, AI can be used to translate texts into different languages, thereby breaking down language barriers and enabling non-native speakers to engage with library resources (Paul, 2024). Efficiency is another critical area where AI is making a substantial impact. Traditional library tasks such as cataloguing and classification, which have historically been labour-intensive and time-consuming, are now being automated through AI. Automated cataloguing systems use machine learning algorithms to analyse and categorise new materials more quickly and accurately than human cataloguers. AI don't only speed up the process but also reduces the likelihood of errors, ensuring that users can find what they need more easily. Furthermore, AI can handle large volumes of data, allowing libraries to process and manage their collections more effectively (Sonawane, 2024).

In terms of user experience, AI is playing a pivotal role in personalising the way users interact with library services. One of the most visible applications of AI in this context is the use of chatbots. These AI-driven virtual assistants are increasingly being deployed to handle routine queries, guide users through the library's resources, and even provide recommendations based on user preferences. Chatbots can operate around the clock, offering support at any time, which is particularly beneficial in academic settings where students may need assistance outside of regular library hours. The efficiency and immediacy of chatbots contribute to a smoother and more satisfying user experience (Jalamneh, 2024). Another significant AI application in libraries is the development of recommendation systems. Similar to those used by online retailers and streaming services, these systems analyse user behaviour and preferences to suggest relevant books, articles, and other resources. AI has not only helped users discover new materials that align with their interests but also encourages broader engagement with the library's collection. By leveraging AI, libraries can provide a more tailored and intuitive service, enhancing user satisfaction and encouraging continued use of library resources (Abba, 2024).

Automated cataloguing is perhaps one of the most transformative applications of AI in libraries. Traditionally, cataloguing has been a meticulous process, requiring significant human effort to ensure that each item in a library's collection is accurately described and indexed. AI has the capability to revolutionise this process by automating much of the work. Machine learning algorithms can analyse the content of books and other materials, automatically generating metadata such as subject headings, keywords, and summaries. This not only expedites the cataloguing process but also ensures a higher degree of consistency and accuracy across the library's collection. The ability to handle vast amounts of data also means that AI can keep up with the ever-growing volume of information that libraries need to manage, something that would be challenging for human staff alone (Conte et al., 2024). Therefore, AI technologies are becoming integral part of academic library information services, offering significant advantages in accessibility, efficiency, and user experience. From chatbots and recommendation systems to automated cataloguing, AI is transforming how library operate and interact with their users. While challenges remain, the potential benefits of AI in libraries are immense, promising a future where libraries are more accessible, efficient, and user-friendly than ever before.

Inclusiveness in AI Design and Strategies for Evaluating and Mitigating Bias

The implementation of Artificial Intelligence (AI) in libraries and other information services carries the potential to revolutionise access to knowledge and resources. However, to realise this potential fully, it is essential that AI systems are designed with inclusivity at their core. Inclusivity in AI refers to the development and deployment of technologies that cater to the diverse needs of all users, ensuring that no group, especially those traditionally marginalised, is inadvertently excluded or disadvantaged. AI technologies are powerful tools that can amplify both positive and negative outcomes depending on how they are designed and implemented. If AI systems are not carefully crafted with inclusivity in mind, they risk perpetuating and even exacerbating existing inequalities. This is particularly concerning in the context of libraries, which are traditionally seen as egalitarian institutions dedicated to providing access to information for all members of society.

Bias in AI is one of the most significant challenges in achieving inclusivity. AI systems learn from data, and if that data reflects existing societal biases, the AI is likely to replicate and reinforce those biases. For example, if a library's recommendation system is trained on data that primarily reflects the preferences of a dominant demographic group, it may fail to recommend resources that are relevant to minority groups. Similarly, chatbots and automated systems that are not designed to recognise diverse linguistic or cultural nuances may inadvertently alienate users from different backgrounds (Mabona & Van Greunen, 2024).

These biases are not always overt and can be deeply embedded in the algorithms that power AI systems. As a result, marginalised groups—such as people of colour, non-native speakers, and individuals with disabilities—may find themselves at a disadvantage when interacting with AI-driven library services. This could manifest in various ways, from the system's inability to recommend materials that reflect their interests or needs to more subtle forms of exclusion, such as a lack of culturally appropriate language or resources (Isiaka & Olarongbe, 2024).

To create fair and equitable AI-driven information services in academic libraries, it is crucial to adopt strategies that evaluate and mitigate bias within AI algorithms. One of the first steps in this process is to ensure that the data used to train AI systems is as diverse and representative as possible. This means including data from various demographic groups, cultural backgrounds, and perspectives. By broadening the dataset, AI systems are less likely to learn and replicate biased patterns.

Another key strategy is the continuous monitoring and auditing of AI systems. This involves regularly evaluating the outputs of AI algorithms to detect any signs of bias. For instance, if a recommendation system consistently favours certain types of resources over others, it may indicate an underlying bias that needs to be addressed. Monitoring should be an ongoing process, as AI systems can evolve over time, potentially developing new biases as they are exposed to more data (Sonawane, 2024). Algorithmic transparency is also vital in mitigating bias. By making the decision-making processes of AI systems more transparent, developers and users alike can better understand how decisions are being made and identify any potential biases. This can be achieved through explainable AI (XAI) techniques, which allow users to see the factors that influence an AI system's decisions. For example, in a library setting, an explainable recommendation system could show users why certain resources are being suggested based on their past interactions and preferences. This not only helps in identifying bias but also builds trust with users, who are more likely to engage with a system they understand (Mabona & Van Greunen, 2024).

More so, inclusive design practices should also be integrated into the AI development process from the outset. This includes involving diverse teams in the development process, from data scientists and engineers to ethicists and representatives from marginalised communities. By incorporating a range of perspectives during the design phase, it is more likely that potential biases will be identified and addressed early on, resulting in a more inclusive final product. Engaging with the communities that the AI systems are designed to serve is crucial. Libraries can host focus groups, workshops, and surveys to gather feedback from users, particularly those from underrepresented groups. This user-centred approach ensures that the AI systems meet the actual needs of the community and helps to identify any areas where the system may be falling short in terms of inclusiveness.

Collaborative Approaches to Information Services in Academic Libraries in AI Era

In the rapidly evolving landscape of Artificial Intelligence (AI) in libraries and information services, collaborative approaches and stakeholder engagement are essential. The successful integration of AI technologies in libraries depends not only on the technical aspects but also on the active involvement of librarians, educators, researchers, and community members in decision-making processes. Collaboration ensures that AI-driven services are aligned with the needs and values of the communities they serve, while partnerships with other institutions, technology companies, and organisations can enhance the development and implementation of these services. The integration of AI into library services should not be a top-down process driven solely by technology experts. Instead, it should be a collaborative effort that includes input from a diverse range of stakeholders. Librarians, who are the front-line users of these technologies, bring valuable insights into how AI can be applied to improve library services while maintaining the core values of the profession. Their practical experience and understanding of user needs are crucial in shaping AI applications that are both effective and user-friendly.

Educators and researchers also play a vital role in this collaborative process. They can contribute to the development of AI-driven educational resources and ensure that these technologies are pedagogically sound and support learning outcomes. Moreover, researchers in fields such as information science, ethics, and social justice can provide critical perspectives on the potential impacts of AI, helping to identify and address any ethical concerns or unintended consequences of AI deployment in libraries. Community members, particularly those from traditionally marginalised groups, should be actively involved in AI-related decision-making. Their voices are essential in ensuring that AI systems are designed to be inclusive and equitable. Engaging with community members through forums, workshops, and surveys can help libraries understand the specific needs and concerns of different user groups. This collaborative approach fosters a sense of ownership and trust among users, as they see their input reflected in the services provided by the library (Mabona & Van Greunen, 2024).

To fully realise the potential of AI in academic libraries, it is necessary to explore partnerships with a variety of institutions, technology companies, and organisations. These collaborations can bring together different areas of expertise, resources, and perspectives, leading to more innovative and effective AI-driven information services. Partnerships with other libraries and educational institutions can facilitate the sharing of best practices, research findings, and technological developments. For example, academic libraries could collaborate on joint AI projects, such as developing shared recommendation systems or automated cataloguing tools that can be used across multiple institutions. Such collaborations not only reduce costs but also enhance the quality of AI applications by incorporating diverse datasets and user feedback from different contexts (Isiaka & Olarongbe, 2024).

Similarly, organisations that focus on digital inclusion and social justice are valuable partners in ensuring that AI in academic libraries is implemented in a way that promotes equity and access. Collaborating with such organisations can help libraries identify potential biases in AI systems and develop strategies to mitigate them. These partnerships can also support outreach efforts to ensure that underserved communities are aware of and can benefit from AI-driven library services (Sonawane, 2024). International collaborations can also play a significant role in advancing AI in academic libraries. By participating in global networks and initiatives, libraries can learn from the experiences of institutions in other countries and contribute to the development of international standards and best practices. This global perspective is particularly important in addressing challenges such as data privacy, copyright issues, and the ethical implications of AI, which often require coordinated responses across borders.

Collaboration and stakeholder engagement are critical to the successful integration of AI in academic libraries. By involving librarians, educators, researchers, and community members in AI-related decision-making, libraries can ensure that these technologies are developed and implemented in ways that reflect the needs and values of their users. Partnerships with other institutions, technology companies, and organisations further enhance the potential of AI-driven services, enabling libraries to leverage a broader range of expertise and resources. Ultimately, these collaborative efforts will help libraries harness the power of AI to provide more effective, inclusive, and equitable services for all.

Usability Testing, Feedback Loops, and Continuous Improvement

The integration of AI in academic libraries represents a powerful opportunity to enhance the accessibility, efficiency, and overall quality of information services. However, to fully realise this potential, it is essential to prioritise a user-centred design approach that focuses on the needs and preferences of diverse user groups. By tailoring AI tools to meet these varied needs, libraries can ensure that their services are not only effective but also inclusive and equitable. User-centred design is a fundamental principle in the development of AI tools for libraries. This approach begins with a deep understanding of the users—who they are, what they need, and how they interact with library services. Libraries serve a wide range of users, including students, researchers, educators, casual readers, and community members from different cultural, linguistic, and socio-economic backgrounds. Each of these groups has unique needs and preferences that must be considered when designing AI-driven services. One of the key ways libraries can tailor AI services to diverse user groups is through personalisation. AI systems, such as recommendation engines, can analyse user behaviour and preferences to offer personalised suggestions for books, articles, and other resources. For example, a student preparing for exams might receive recommendations for study materials and past papers, while a researcher might be directed towards the latest journal articles in their field of interest. Personalisation enhances user experience by making the library's vast resources more accessible and relevant to each individual (Mabona & Van Greunen, 2024).

Additionally, libraries can use AI to support users with different levels of digital literacy. For instance, chatbots and virtual assistants can be designed to provide step-by-step guidance for users who may be less familiar with digital tools. These AI-driven helpers can simplify complex processes, such as navigating the library's digital catalogue or accessing online databases, making the library more user-friendly for everyone, regardless of their technical proficiency. To ensure that AI tools meet the needs of all users, it is crucial to consider inclusivity in the design process. This includes accommodating users with disabilities by integrating features such as voice commands, screen readers, and text-to-speech functionalities. Moreover, AI systems should be capable of recognising and responding to cultural and linguistic diversity. For example, a library in a multilingual community might implement an AI system that supports multiple languages, allowing users to interact with the library's resources in their preferred language (Isiaka & Olarongbe, 2024).

Besides, to create AI tools that truly serve their users, libraries must engage in continuous usability testing and seek feedback from their user base. Usability testing involves observing how users interact with AI-driven information services and identifying any challenges they encounter. This process helps to ensure that the tools are intuitive, accessible, and aligned with user needs. By conducting usability tests with diverse groups, libraries can identify any potential barriers to access and make necessary adjustments to improve inclusivity. Feedback loops are another essential component of user-centred design. Academic libraries should actively seek input from users on their experiences with AI tools. This can be done through surveys, focus groups, or direct feedback channels integrated into the AI systems themselves. For example, after interacting with a chatbot, users could be prompted to rate their experience and suggest improvements. This feedback is invaluable for identifying areas where the AI might not be meeting user expectations or where additional features could enhance the service (Sonawane, 2024).

Continuous improvement is the final step in ensuring that AI-driven services remain effective and relevant over time. As user needs and preferences evolve, AI systems must be regularly updated and refined. This might involve tweaking algorithms to better reflect user behaviour, adding new functionalities based on user feedback, or expanding the system's capabilities to include support for additional languages or accessibility features. Continuous improvement ensures that the AI tools remain responsive to the changing needs of the user community and continue to provide value in the long term. Moreover, continuous improvement should be informed by data and analytics. By analysing usage patterns and feedback, libraries can identify trends and anticipate future needs. For instance, if data shows that a particular user group is underrepresented in AI interactions, the library might investigate whether there are barriers to access that need to be addressed. This data-driven approach allows libraries to proactively enhance their services, rather than simply reacting to problems as they arise. User-centred design is critical to the successful implementation of AI tools in libraries. By prioritising the needs and preferences of diverse user groups, libraries can tailor AI-driven services to provide more relevant, accessible, and inclusive experiences. Usability testing, feedback loops, and continuous improvement are essential practices that ensure these tools evolve in line with user expectations and continue to serve all members of the community effectively. In adopting a user-centred approach, libraries can harness the full potential of AI to enhance their services and fulfil their mission of providing equitable access to information for all.

Ethical Considerations: Develop Guidelines for the Responsible Adoption of AI in Library Environments

In the rapidly evolving landscape of artificial intelligence (AI), ethical considerations have become crucial in shaping responsible AI adoption, particularly in information services such as libraries. As AI systems increasingly handle vast amounts of data, concerns around privacy, data security, and transparency have intensified. Libraries, which serve as stewards of sensitive and personal information, must navigate these ethical dilemmas with great care. The integration of AI into aacademic library services brings significant challenges related to privacy. AI systems often require access to large datasets to function effectively, raising concerns about how this data is collected, stored, and used. Ensuring that AI systems respect user privacy is essential. According to Gupta, et al, (2024), the use of AI in surveillance and other information services necessitates stringent safeguards to protect personal data. This underscores the need for libraries to adopt robust data protection measures that not only comply with legal standards but also build trust with their users. Data security is another pressing ethical issue in the AI era. The sophistication of AI technologies also means that they are becoming attractive targets for cyberattacks. Watkins and Vieira (2023) highlight the importance of addressing security considerations alongside equity and bias in AI systems. Libraries must prioritise securing their AI infrastructure through regular audits, encryption, and other protective measures to prevent data breaches that could compromise user information. Transparency in AI operations is equally important. The complexity and opacity of AI algorithms can lead to a lack of understanding among users and staff, which can erode trust in these systems. Farayola and Olorunfemi (2024) emphasise the need for transparency in IT governance, which includes AI adoption in library settings. Ensuring that AI systems are transparent about how decisions are made and data is processed is critical for maintaining accountability and user confidence.

To address these challenges, libraries should establish clear guidelines for the responsible adoption of AI. An ethical AI framework, as suggested by Owate and David-West (2024), can guide libraries in integrating AI in ways that align with their values and mission. This framework should prioritise fairness, accountability, and transparency, ensuring that AI technologies are used to enhance, rather than undermine, the core principles of library services. Furthermore, libraries should seek explicit consent from users before deploying AI systems that handle their data. This approach, highlighted by Sun (2023), helps ensure that users are fully informed about how their data will be used and gives them control over their personal information. Continuous monitoring of AI systems is also essential. By regularly reviewing the ethical implications of AI and making necessary adjustments, libraries can address emerging issues and ensure that their AI practices remain responsible and inclusive. Ethical considerations in AI adoption within academic library settings are multifaceted, encompassing privacy, data security, and transparency. By developing responsible AI practices and frameworks, libraries can harness the benefits of AI while protecting the rights and interests of their users.

Training and Capacity Building for AI In Academic Libraries

The integration of artificial intelligence (AI) into library services has highlighted the need for comprehensive training and capacity-building programs for librarians and staff. As AI technologies continue to evolve, librarians must be equipped with the necessary skills to understand, implement, and support these advanced systems. This is not only essential for enhancing the efficiency of library operations but also for ensuring that users can benefit fully from AI-driven services. One of the key aspects of capacity building in this context is providing librarians with the technical knowledge required to work effectively with AI technologies. According to Udoh and Jimmy (2024), there is a growing recognition of the potential of AI in modern libraries, particularly in areas such as data management, resource discovery, and user interaction. However, the successful adoption of AI depends on continuous training programs that enable librarians to stay up-to-date with the latest technological advancements. These training programs can take various forms, including workshops, webinars, and online courses, tailored to different levels of expertise. Workshops and hands-on training sessions are particularly valuable for librarians who may not have a strong background in technology. These sessions provide an opportunity to engage directly with AI tools, allowing librarians to develop practical skills that can be applied in their day-to-day work. Mahmud (2024) emphasizes the importance of such practical training in enabling librarians to integrate AI technologies like machine learning and natural language processing into their workflows.

Collaborative learning opportunities, such as peer-to-peer mentoring and knowledge-sharing sessions, can also play a crucial role in building capacity. By fostering a culture of collaboration, libraries can ensure that staff members at all levels have access to the resources and support they need to succeed in an AI-driven environment. The use of AI in automating library processes, as discussed by Astles et al. (2024), underscores the importance of equipping librarians with the skills to manage and support these systems effectively. In addition to technical training, it is essential to focus on the ethical implications of AI adoption in libraries. Librarians must be aware of issues such as data privacy, security, and bias, and be prepared to address these challenges as part of their professional responsibilities. This holistic approach to training ensures that librarians are not only capable of using AI tools but also of doing so in a manner that aligns with the ethical standards of the profession. Also, ongoing professional development is critical in this rapidly changing field. Continuous learning opportunities, such as advanced courses and certifications, can help librarians keep pace with new developments in AI and related technologies. As emphasized by Husni and Armizawati (2024), the application of AI in library development requires a commitment to lifelong learning and professional growth. Effective training and capacity building are essential for librarians to fully leverage the potential of AI in enhancing library services. By providing comprehensive training programs, fostering collaboration, and promoting ethical awareness, libraries can ensure that their staff are well-prepared to navigate the challenges and opportunities of the AI era.

Conclusion

Despite the potential benefits of collaborative approaches, several challenges may arise in fostering inclusiveness in information services in the AI era. The digital divide, characterized by unequal access to digital infrastructure and language barriers, can hinder participation in collaborative initiatives. Additionally, data bias, which can reinforce existing inequalities and limit representation, is a significant concern. Ethical considerations, such as privacy concerns and accountability, must be addressed to build trust and prevent harm. Cultural sensitivity is also crucial, as collaborative efforts must be tailored to the specific needs and perspectives of diverse communities. Finally, ensuring sustainability and scalability of collaborative initiatives can be challenging, especially in resource-constrained environments. Addressing these challenges requires a multifaceted approach that involves collaboration among libraries, technology developers, policymakers, and community organizations. By working together, we can create a more inclusive and equitable information ecosystem that benefits everyone. This paper has explored the potential of AI to enhance collaborative approaches in information services and foster inclusiveness. It has highlighted the significant impact of AI on information services, including automation of routine tasks, improved search results, and enhanced accessibility in academic libraries. However, the paper has also acknowledged the challenges posed by the digital divide, data bias, ethical considerations, cultural sensitivity, and sustainability. To overcome these challenges, it is imperative for academic libraries, policymakers, and technology developers to collaborate and develop innovative solutions. By doing so, we can harness the power of AI to create a more digitally included and equitable information ecosystem that benefits everyone. Further research and exploration are needed to fully understand and address the complexities of AI in information services in academic libraries and to ensure that its benefits are realized for all.

Recommendations

Based on the information obtained from literature, personal observations and challenges discussed, the researchers made the following recommendations:

Building a digitally included environment, by investing in digital infrastructure, such as broadband access and providing affordable internet connectivity in underserved areas;

Promote Digital Literacy: offer digital literacy training programs to equip marginalized communities with the skills needed to participate in the digital world;

Develop Accessible Technologies: Create AI-powered tools and services that are inclusive and accessible to people with disabilities.

Address Data Bias: Diverse Datasets: Train AI models on diverse datasets that represent a wide range of populations to mitigate bias and ensure equitable outcomes;

Ethical AI Development: Develop ethical guidelines and standards for AI development to prevent the perpetuation of harmful biases.

Strengthen Ethical Frameworks: Privacy and Data Protection: Implement robust privacy and data protection policies to safeguard user information and build trust.

Accountability Mechanisms: Establish clear accountability mechanisms to address ethical concerns and prevent harm caused by AI systems.

Foster Cultural Sensitivity: Inclusive Design: Involve diverse stakeholders in the design and development of AI-powered information services to ensure that they are culturally relevant and accessible to all;

Language Diversity: Support the development of AI tools and resources in multiple languages to address language barriers;

Promote Collaboration and Partnerships: Public-Private Partnerships: Encourage collaboration between public and private sector organizations to leverage their respective strengths and resources. Community Engagement: Involve communities in the development and implementation of information services to ensure that their needs are met.

Invest in Research and Development: AI for Social Good: Support research and development of AI technologies that can be used to address social challenges and promote inclusivity;

Evaluation Frameworks: Develop robust evaluation frameworks to measure the impact of collaborative approaches and identify areas for improvement;

Policy and Advocacy: Inclusive Policies: Advocate for policies that support the development of inclusive information services and promote digital equity;

Awareness Raising: Raise awareness about the importance of collaborative approaches and the potential of AI to foster inclusivity

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TECHNICAL AND VOCATIONAL EDUCATION FOR CONFLICT RESOLUTION AND NATIONAL DEVELOPMENT

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Abstract
Over the years, the peaceful coexistence that once permeates the various communities in Nigeria is gradually being eroded by one form of conflict or the other. Most cultures in Nigeria that were hitherto accommodating are no longer so, and even in some cases have become hostile, due to conflict. The sources of these conflicts include the insurgency in the Northeast, cattle rustling and banditry in the Northwest and North central; farmer herders clashes in the Southsouth, Southeast, Southwest and Northcentral; the struggle for independence by the Indigenous People of Biafra (IPOB) which gave rise to the Eastern Security Network (ESN); Land boundary disputes, just to mention a few. Conflict resolution by the Government such as through military interventions; have not always yielded the desired outcomes. However, in 2009, militants who were agitating for resources control by disrupting crude oil exploration in the Niger-Delta through bombings and hostage taking of expatriates, were granted amnesty by the Federal Government of Nigeria. As part of the amnesty deal, some of the ex-agitators acquired vocational and technical skills such as welding and fabrication, metal work, building and woodwork, automobile works, catering, fishery, and animal husbandry, just to mention a few. Today peace has since returned to the region and oil

exploration is going on without disruptions. Hence, this paper seeks to emphasise the need for citizens to acquire vocational skills to aid in conflict resolution and engender peace for the overall economic development of Nigeria.

Keywords: Vocational and Technical Education, Conflict Resolution, National Development, and Skills Acquisition.

Introduction

Vocational and Technical Education (VTE) is also known as the system of education that involves the acquisition of skills. It refers "to those aspects of educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life" (FRN, 2014, p. 24). While the term vocational education may refer to skill-based programmes which are designed for skill acquisition at lower level of education, focusing on specific vocations for entry into defined workplace, technical education, on the other hand, is designed to prepare people for entry into recognised occupation at a higher level (Osuyi, Ogbebor & Igharo, 2024). They further argued that Vocational and Technical education is a merger of technical education and vocational education, that is, the inclusion of basic technical and scientific knowledge with the skill based vocational programme. However, Reko and Maxwell (2016) see technical education as the training of technically oriented personnel who are to be the initiators, facilitators and implementers of the technological development of a nation. Reko and Maxwell (2016) further stressed the need for citizens to be technologically literate; emphasising that citizens will have means of sustainable livelihood and become self-reliant.

The framework for the acquisition of vocational and technical skills is embedded in the National Policy on Education as 'Technical and Vocational Education and Training (TVET)" (FRN, 2014, p. 24). Vocational education is a form of instruction tailored with skills acquisition intended to equip and prepare individuals for industrial or commercial occupations, which can be acquired either from trade schools, technical colleges, polytechnics or on-the-job training programmes (Nanjwan, Eke & Plang, 2019). Nanjwan et al (2019) further argued that vocational education assists individuals to pick up the necessary skills for sustainable livelihood. Federal Republic of Nigeria (2013) stipulates that Technical and Vocational Education and Training (TVET) shall cover Technical Colleges, Vocational Enterprise Institutions (VEIs) and National Vocational Qualifications Framework (NVQF) and it outlined the objectives of TVET as a system that will help to:

a. provide manpower in applied science, technology, and commerce, especially at sub-professional level;
b. produce people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man;

c. provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development;
d. give an introduction to professional studies in engineering and other technologies;
e. give training and impart the necessary skills leading to the production of craftsmen and other skilled personnel who will be enterprising and self-employed; and
f. enable young men and women have an intelligent understanding of the increasing complexity of technology in today's world.

The importance of acquiring technical and vocational skills in the present Nigerian society cannot be overemphasized, as the nation grapples with many challenges, such as conflicts, which can cause economic uncertainties. In recent times, various forms of conflicts have resulted to loss of life and properties. For example the United Nations (2021) reports that insurgency in the North-east part of Nigeria, with Adamawa, Bornu and Yobe states worse hit, have resulted in almost 350,000 deaths and over 2,400,0000 becoming Internally Displaced Persons (IDPs)(p. 4). Other examples of conflicts in Nigeria, in recent times, includes cattle rustling and banditry in the Northwest and North central; farmer herders clashes in the Southsouth, Southeast, Southwest and Northcentral; the struggle for independence by the Indigenous People of Biafra (IPOB) which gave rise to the Eastern Security Network (ESN), cases of Land Grabbing in Edo State and other communities in the Niger-Delta resulting in clashes between land developers, farmers, community development associations and boundary disputes between communities. (Ubani, Kio- Lawson, & Iyowuna, 2020). Ubani et al (2020) explained that "conflicts may occur when there are incompatible claims to right over a particular land by different parties, attentive on a specific portion of land that may be handled inside the current legal foundation of a nation" (p. 49).

Meaning of Conflict Resolution

"Conflict" is a term used to mean a variety of things, such as, serious disagreement, incompatibilities, fight, argue, contest, debate, combat, clash and war amongst others (Hilal, 2011). The author added that these terms are needed to understand the term conflict or to know which description of behaviour fits under the title of conflict. Furthermore, Bercovitch (cited in Hilal, 2011) describes conflict as a situation which generates incompatible goals or values among different parties.

According to sociological studies by Scott and Marshal (cited in Abubakar, 2019), conflict has always been central to the sociological theory and analysis of any society. On the other hand, Abubakar (2019) sees conflict as a situation whereby ethnic or religious groups are engaged in a serious disagreement or argument, such as the frequent clashes between the Fulani herdsmen and farmers, incessant cases of cattle rustling in Zamfara State and other northern states of Nigeria and conflict between Muslims and Christians which has resulted in "large loss of lives and tremendous destruction of valuable properties" (p. 26).

On the other hand, the word "resolution" means, the quality of being resolute, a firm decision, an expression of opinion or intentions agreed on by a legislative body, the process of reducing or separating something into components; the action of solving a problem or dispute (Tide, cited in Hilal, 2011). This describes a situation where "conflicting parties enter into an agreement that solves their central incompatibilities, accept each other's continued existence as parties and cease all violent action against each other" (Hilal, 2011, p. 105).

Therefore, it can be said that conflict resolution refers to a range of processes aimed at alleviating or eliminating sources of conflict. It is an umbrella phrase for a whole range of methods and approaches for dealing with conflict: "from negotiation to diplomacy; mediation to arbitration; facilitation to adjudication; conciliation to conflict prevention; conflict management to conflict transformation; and from restorative justice to peacekeeping" (Hilal, 2011, p. 105)

Need for Conflict Resolution

For any nation to make progress and develop economically, politically and socially, its peace and security of life and property are prerequisites (Nwalodo & Nwalado, 2015). Nwalodo and Nwalodo (2015) further stated that for a nation to experience peace and security, her citizens have to be fully engaged in one vocation or the other which will bring about economic growth and peaceful co-existence. Nigeria, as a nation, cannot develop economically without peace, which could be determined by many socio-political factors such as ethnic homogeneity and language integration, religion, democracy, culture, ethos of the people, history of communities, discrimination and quality of leadership. Similarly, relationship with neighbourhood and political system are fundamental elements for attaining peace and economic development of any nation (Nwalado & Nwalado 2014).

Conflict resolution engenders communal peace and cohesion. Igwe (cited in Nwalado & Nwalado, 2014) views peace as a means of beneficent adjustment of harmony between the individual and fellow men. The authors further stated that this applies to the entirety of the concentric relationship between individuals and community, community and community, community and nation, nation and nation. Peace means living in harmony and not fighting one another. When a nation is calm and relaxed, such nation is peaceful. Maiyo, Ngao, Mulwa and Mugambi (2012), state that peace is not just the absence of war; it is the practice of love. In a peaceful society, people would work together to resolve conflicts, develop morally and economically, treat each other with justice, satisfy basic needs and respect each other's feelings, opinion and ideas. (Usman, 2012)

National Development

"Development is the act or process of growth, progress and improvement within a physical setting" (Adagbabiri & Okolie, 2019, p. 11). According to the United Nations (1986), development is a comprehensive economic, social, cultural and political process, which aims at the constant improvement of the well-being of the entire population and of all individuals on the basis of their active, free and meaningful participation in development and in the fair distribution of benefits resulting there from. This implies that for there to be meaningful development the resources of society will have be applied to improve the living standard of the people. When this concept is applied on a national scale, it is referred to as national development.

National development entails producing more and better food to eat, healthier and happier individuals, better living accommodation, improved transportation and communications system, sound education and enlightenment among the populace and having a means of sustainable livelihood. Adagbabiri and Okolie (2016) asserts that national development includes sustainable improvement in both material and spiritual life of a nation, and which must be realizable in ways consistent with the protection of human, by aggregating of national resources for the general well-being of the citizens of a country. Similar line, Idike (2014) holds that national development is a nationwide development in a nation-state, in which the security of lives and property is guaranteed. Hence, for there to be national development, conflict should be resolved in a timely manner.

The Roles of Vocational and Technical Education for Conflicts Resolution and National Development

It is a well-known fact that the vocational and technical education contributes immensely in resolving conflicts and ushers in economic development, due to its fundamental roles, which cannot be underestimated (Abubakar, 2019). Other conflict resolution techniques used by the Government, such as military interventions, have not always yielded the desired outcomes. In 2009, militants who were agitating for resource control by disrupting crude oil exploration in the Niger-Delta by bombing oil facilities and hostage taking of expatriates, were granted amnesty by the Federal Government. As part of the amnesty deal, some of the ex-agitators acquired vocational and technical skills such as welding and fabrication, metal work, building and woodwork, automobile works, catering, fishery, animal husbandry, electrical installations, electronics repairs, just to mention a few. Today, peace has returned to the region and oil exploration is going on without disruptions (Asuquo, Onyemah & Godwin, 2022). Same can be applied to other cases of conflicts.

Outlined hereunder are some of the roles of vocational and technical education in conflict resolution.

1. **Employment Generation**: Struggling for survival often leads to conflict. However, in a situation whereby employment opportunities are adequately created for the people, conflicts are likely to be drastically minimised. Citizens will be engaged in developmental activities with little or no time for conflict involvement. Akpakpan (2016) is of the view that vocational technical institutions such as Technical Colleges, Polytechnics, Monotechnics, Universities of Technology, Work schools and other skills acquisition centres are very indispensable in employment creation. The author further

stated that with adequate equipment, these institutions are capable of providing practical vocational skills to the masses, create independent job opportunities and contribute to national development (Akpakpan, 2016).

2. **Reduced Rate of Out-of-school Children and Drop-out**: High rate of out-of-school children and school drop-out fuels conflicts. In the North-East Geopolitical zone, and indeed other Northern states of Nigeria where conflicts as insurgency, cattle rusting and banditry abound, these regions record the highest rate of out of school children in Nigeria. (Sunday, 2024). School drop-outs are persons that leave school or college before they finish their studies successfully. Vocational and technical education has been programmed to deliver to the individual learner the needed skills required for them to be useful to the society (Nwalado & Nwalodo, 2014). In a situation whereby these persons continuously live without means of sustainable livelihood, they become miscreants in the society. However, out-of-school children and school drop-outs who acquire vocational and technical skills can be gainfully engaged and can provide a means of sustainable livelihood for them (Okorieocha & Duru, 2014).

3. **Improved Standard of Living for Citizens**: Upon acquisition of vocational and technical skills, individuals can be gainfully employed thereby improving their earning capacity. Improved earning capacity will, in turn, lead to improved standard of living, self-satisfaction and will be able to relate more closely with other members of the society. (Anthony, Akpama & Tawo, 2021). Such individuals will never have time to be recruited or involved in violence, robbery, kidnapping, human trafficking and suicide bombing.

4. **Improved Nutrition for the citizenry**: It is noteworthy that in most regions in Nigeria where there are conflicts, many persons suffer from malnutrition. However, with vocational skills, such as those in Agriculture and Home Economics, healthy living is achieved as a good knowledge of these vocations leads to the production of nutritious diet. When the citizens are healthy, they are able to engage in profitable ventures and maintain a more peaceful disposition, rather than engaging in conflict (Okolocha, 2012). It is often said that a hungry man is an angry man.

Challenges Facing the Proper Implementation Vocational and Technical Education

Vocational and Technical Education is unable to impact positively to the Nigerian society in conflict resolution and sustainable peace yet. This is due to the numerous challenges that have bedevilled the sector (Eze, 2013). Reko and Maxwell (2016) observed that, despite the good intentions of successive Nigerian governments, TVET programmes are still fraught with a lot of challenges as discussed below.

Inadequate Facilities in Public Vocational and Technical Institutions:

Most technical colleges and departments saddled with the responsibility of providing vocational and technical education in tertiary institutions in Nigeria do not have functional laboratories or workshops (Ojimba, 2012). Explaining further, the author stated that in some cases where laboratories and workshops exist, either they are not properly equipped or they are grossly inadequate. Some workshops only have items or equipment that were provided when the departments were first established, most of which are now obsolete or grounded (Ojimba, 2012).

Inadequate Qualified Technical and Vocational Education and Training (TVET) Personnel: Another notable challenge facing TVET is that adequately trained and qualified personnel are in short supply. Availability of qualified technical teachers is a major step towards quality skills acquisition. Nwogu and Nwanoruo (cited in Igberadja, 2014) stated that the challenges facing technical and vocational education and training are numerous, and they include lack of skilled manpower and acute shortage of technical and vocational education teachers. Due to lack of qualified personnel, technical and vocational education and training has suffered continued neglect (Igberadja, 2014).

Technological Innovations:

We live in an era of rapid technological advancement. The system and processes of yesterday may not be the same today. So, TVET system may rapidly become outdated, and those trained will lack the needed exposure to operate in modern industries. Where available, most of the vocational and technical teachers currently teaching in our technical colleges were trained by teachers who were only exposed to the technologies of the 70's and 80's and might not have the knowledge and skill requirements to use modern tools and equipment (Ogbebor, 2023). The implication is that most technical teachers may lack the exposure of teaching the right knowledge and skills in the 21st century colleges in the area of emerging technologies (Osuyi & Owenvbiugie, 2015).

Faulty Policy and Institutional Frameworks:

Sometimes, policies are formulated without providing the foundation for its implementation. For example, currently the National Business and Technical Examinations Board (cited in Osuyi, Ogbebor & Igharo, 2024) provides in its syllabus a 20%:80% ratio for Theory and Practical in Trade Courses. This is quite commendable. But schemes for workshop practical are not available and the allocation of marks is completely left at the manipulating prowess of the Demonstrator. To make matters worse, qualified demonstrators are not even readily available (Osuyi et al, 2024).

Unique Nature of Vocational and Technical Education Curriculum:

The low pace of industrialization and technological growth in Nigeria can also be attributed to the widening gap between science and technology as a result of the inability of technical education to adequately utilise scientific ideas to promote technology due to the fixed nature of vocational and technical education curriculum (Ojimba, 2012). The National Policy on Education (FRN, 2013) states that Vocational Enterprises Institutions shall be formal. That implies that, in most parts, the implementation framework for technical and vocational education and training (TVET) is through formal education. Furthermore, Ojimba (2012) adjudged some part of the curriculum for technical and vocational education and training to be too academic and overloaded with intellectual content in pure science and mathematics, at the expense of basic engineering and technological skills. For example, students of motor vehicle mechanic work in the technical colleges are distracted from their core course content as they are made to offer Biology.

Conclusion

From the foregoing, to say that vocational and technical education is a laudable initiative for employment generation, poverty reduction, national development, self-actualization and conflict resolution, is stating the obvious. However, vocational and technical education is yet to yield the desired results because of the challenges it is currently facing. If these challenges facing vocational and technical education, as highlighted in this paper, are fixed, it will go a long way to help in resolving the various forms of conflicts that are currently hampering the economic development of many parts of the country.

Recommendations

From the foregoing, to meet the national objectives of employment generation, poverty reduction, national development, self-reliance, conflict resolution, national peace and security through vocational and technical education, the following recommendations are made:

1. There should be concerted effort by all tiers of Government and the private sector to establish vocational and technical skills acquisition centres in nook and crannies of Nigeria that will be accessible to all, especially in areas affected by conflicts.
2. Government should upgrade and equip all existing vocational and technical education with modern infrastructure that adequately caters for the skills need of the citizens.
3. Technical and vocational education teachers should be trained and re-trained to enable them acquire modern skills in their various fields of specialization.

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INTEGRATIVE AND INSTRUMENTAL TESTING STRATEGIES IN EDO AS A SECOND LANGUAGE

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Abstract
This paper focuses on the testing strategies to be adopted in Edo Language acquisition. Acquiring a second language is area of concern to teachers and language learners, ways of teaching a second language has also become a major concern to the teacher as well as the learners. A test is a way of arriving at a meaningful decision. Testing is an activity carried out to ascertain ones level of understanding. It is in fact a tool employed in the measurement of a particular skill. There are two types of testing of a particular skill. Two types of testing strategies are examined in this paper.
Integrative testing and instrumental testing. It is observed that the two strategies focus however on the second language motivations. The instrument employed for gathering the data is the questionnaire. The major findings in this research effort however, reveal that while the integrative motivation enables the learner to study every aspect of a second language including the norms of the language community, the instrumental motivation enables a learner to study some aspects of the language that will equip him in achieving his goal. Therefore, knowing the focus of a learner in the acquisition of a language will determine the type of testing strategy to adopt. In summary, this paper establishes the fact that motivation is the bedrock to second language learning.
Keywords: Language, Learning, Testing, Strategies, L1, L2, Edo Language

1.0 Introduction

Edo language is spoken by the people of Edo State particularly those residing within the following Local Government Areas in the state; Oredo, Egor, Uhunmwonde Orhionmwon, Ikpoba Okha, Ovia North East and Ovia South West. According to Greenberg (1963) the Edo Language belongs to the kwa-sub family of the Niger-Congo family. Williamson (1979), classification of Nigeria languages as cited by Aghahowa (2007:1), the Edo language belongs to the North Central sub-group of Edoid Language. According to NPE 2004 said that the language of the local environment should be used in instruction, till the Junior Secondary School.

In this paper, there exists two major methods of setting tests, the objective and essay - type test. For objective tests, we have varieties of it ranging from that of filling in the gap, multiple choice answer's objective tests, sentence completion tests (ie German objective tests, also called as cloze test) etc. The objective test type is usually employed when the pupils/ students to be tested are very many.

The second type of test is the essay -type. This involves many words than the first type we examined above. It involves continuous writing which enables the student involves to put down all he knows about the questions he is asked. Here, the learner is granted opportunity to think hard, thereby constructing his ideas in the best possible ways citing his ideas in the best possible ways known to him.

However, the two types of tests identified above can be used independently or combined to test a learner's proficiency on a particular issue or concept, including testing scholars interested in learning second language for integrative/ instrumental purposes.

The Concept of Test

Test is a concept common to teachers and learner. Anderson (1991:460), defines test as a method of operationalizing the construct of reading comprehension. Baker (1989) and Amold (200), however, asserted that a test is a way of arriving at a meaningful decision. It is in fact a tool employed in the measurement of a particular object.

A test can be defined as a measuring instrument used in measuring something like students' ability, capability, mastery of knowledge, retention, proficiency, recall, pronunciation, articulation etc. Generally, it is to measure students' performance in the four language skills, listening, speaking, reading and writing.

Cooper (1971) defines a test as a task or a set of conditions for purposes of assessment or evaluation. Asking a student to respond to a question means assigning him a task. If we ask other students or even the same student the same question at a later time, then, we are able to assign the task under uniform conditions.

Testing is an aspect of learning that should be taken seriously by the teacher and the learner. But it should be a thing of enjoyment if it is conducted obtrusively and in a relaxed way. Testing is useful as it helps the teachers to find out or know the extent to which his teaching is successful or effective. It gives the teacher some feedback on the effectiveness of his method and the materials presented to the learners.

Test must satisfy the criteria of reliability, validity and discrimination. A test is said to be discriminatory if results or outcome of the test shows a marked difference between the performance of one learner and that of the other learners who did the same test.

A test is reliable when it gives, consistently the same result, i.e there is consistency of measurement. Reliable test fairly comparable results anytime the test is given. A test is said to be valid if it given, a test is said to be valid if it measures what it purports to measure a pronunciation test therefore be valid empirically, content -wise and in terms of the theory which supports the test ie it must have construct (theory validity).

The Concept of Second Language Learning

Second language learning is the acquisition of a set of rules that may generate infinite number of sentences, including recursiveness. Second language learning is learning to understand the speakers and learning to be understood. Learning a second language means accepting its culture, i.e to be bilingual is to be bi-cultural, though not all bilinguals are bicultural. Second language learning takes place in a formal, classroom situation. Second language learning involves a lot of imitation, association and rote memorization.

A situation of second language could be created by political expediency, historical exigency, socio-economic necessities etc through legislation, decree or fiat.

Some aspect of second language learning capacity change with age i.e the brain has maximum plasticity or elasticity at early age and brain becomes senile, docile or senescent at old age.

The learner of second language brings with certain predisposition which direct the process of learning, such as interest and motivation both instrumental and integrative. Second language learning is affected negatively by L_1 acquisition and L_2 can also interfere negatively with L_1. A language is not L_2 just because it is the language acquired by the individual immediately after L_1, rather it is L_2 because of the special status or position it maintains in the lives of the community where the child comes from. The status of any language is determined by its functions or the role it plays in Edo Language in Edo State specially in the seven local government areas where Edo language is a must to be taught and learnt by the pupils/ student in both private and public schools because it is in the National Policy of Education that the pupils/ students should be taught the language of the local environment. In Edo State, Edo Language is the dominant language and it plays the role as it is regarded as a second language [L_2] to the non-native and native speakers that are not competent in the language.

However, test in second language should cover the element of the language (vocabulary grammar, pronunciation and spelling), and the use of the language skills.

Spolsky (1989), in a very simple term defined second language learning to refer to the acquisition of a language once a first language has been learned, say after the age of two.

Types of Tests

There are basically three types of tests administered in any formal setting. These test types are applied based on the purposes for which the test is conducted.

Achievement Test

This is the type of test carried out to examine ones abilities within a short period of time. It involves a progressive assessment of a learner's performance and competence in a programme of activity over a given period of time.

The goal, however, of the achievement test is to be able to determine progress rate of the learner in the causes exposed to him/ her. It therefore involves a continuous assessment/ monitoring of the student's progress in his / her area of study.

Achievement test can either be oral, written or a combination of both. This type of test can he administered in the form of an assignment, a quiz or an interview. It ranges from immediate classroom test to terminal examination which will assist in determining the level of competence and skill which a student has acquired in a short period. It is worthy of note to state here that the content of achievement test is chosen with reference to a clearly defined syllabus, so that only the materials and skills on that syllabus are tested. No wonder, Henning (1987) stated that achievement test could be demotivating for the students if it was designed to show their deficiencies rather than to indicate how successful they had been at absorbing the material ls they have been taught. He therefore stresses the importance of pitching the test at the appropriate level for the students concerned.

Apart from determining the progress rate of learning. Achievement Test can also be employed to evaluate teaching programmes. In such cases, Henning opines that an individual student's score is not of primary interest. Instead, the focus is on the average performance of the group which is necessary in deciding if changes need to be made.

Attainment Test

This is the type of test which aims at measuring one’s level of competence and skills at the end of any programme of study. It is an advance form of testing in which one is assessed on the cumulative competence and performance on completion of a course of study. It usually involves an establishment of formal organized body who are responsible for determining ones level of success or failure at the end of a programme. For example, if a secondary school student completes his six-year programme, he will be tested at the end of his course and where he performs creditably well, he will be issued a Senior Secondary School Certificate by an examination body known as West African Examination Council (WAEC).

Likewise, is any training center, when a candidate completes his learning programme successfully, he is thoroughly examined and issued a certificate or license that will empower him/her to practice his profession. Attainment test therefore measures the sum of one’s achievement in any field of study.

Aptitude Test

This is the last type of test which is not designed to test ones knowledge of a subject but a measurement which will enable him identify his vocation in life without tears. Aptitude test with respect to language enables one find out whether one is capable of learning language or not. If one is not endowed with the ability to learn language, he is advised with his performance in the aptitude test given to venture into other areas useful in his life time.

So far, we have examined the three types of tests that can be carried out. It is however necessary to state here that these three types of tests can be applied to the field of language where language scholars are given short term to determine their competence in the language study over a short period of time. They can also be given attainment test in which they can be awarded a certificate / license for being successful.

Also, ones competence can be tested in language through aptitude test by giving the learner a language text to read write or pronounce. It is usually a short term test which enables a language body to determine the level of proficiency of a scholar in a certain language.

Qualities of A Good Test

According to Bachman (1996), the most important consideration in designing and developing a language test is the use for which it is intended, so that the most important quality of a test is its usefulness. We must however note that simply using a test does not make it useful. However, a test must possess some basic qualities that will render it useful.

Firstly, a good test must be valid and reliable, we say a test is valid when it measures what it was set out to measure but when the opposite is the case, then the test lacks validity. Reliability and validity are the two fundamental measurement characteristics of a quality test.

In language testing, a valid test must consider the age and comprehension of the learners so as not to administer tests to them above their level. Apart from being valid, a good test must be reliable. We say a test is reliable when there is consistency in the instruments employed in administering the test at any given time. By instrument, we mean the content and methodology of the teacher when he is teaching the scholars to avoid putting the learner into confusion and lack of precision when discharging his content. It therefore becomes necessary to carry out a test on validity and reliability purposes in order to ensure that the test, testers and testees exhibit some positive correlation.

Another quality of a good test is authenticity; it must be real and concise. This is in fact a critical quality of a good test as it relates the test task to the domain of generalization to which we want our score interpretations to generalize. Authenticity therefore provides a means for investigating the extent to which score interpretations generalize. Authenticity therefore provides a means for investigating the extent to which score interpretations generalize beyond performance on the test to language use in the target language or to other similar non-test language use domains.

Interactiveness as a quality of a good test is a quality of the interface between the tester and the test (i.e how effectiveness the test taken is able to engage with the task).

The Concept of Motivation

Motivation is the bedrock to second language learning/ acquisition. There are several factors which combine in profile of the successful second language learning. Obviously, the motivation to learn is important. However, it has been noted that those who experience some success are among the most motivated to learn. Thus, motivation may be as much a result of success as a cause. A language learning situation that encourage success and accomplishment must consequently be more helpful than one that dwell on errors and correction Indeed, the learner who is willing to guess, risks, making mistakes and tries to communicate in the second language will tend, give the opportunity to be more successful. An important part of the opportunity is the availability input.

However, it is the learners orientation with regard to the goal of learning a seen language (Gardner, 1983), in other words, it is simply the reason why an act is being carried out. Gardner (1983), however, identifies two basic types of motivation, integrative and instrumental motivation.

Types of Motivation

Integrative Motivation

He stated that integrative motivation has to do with the learner's positive attitude towards the target language group and the desire to integrate or become accepted as a member of the target language community. It is however the desire of a second language learner to be so proficient in the second language in order for him to become a bilingual as well as becoming a bicultural at the same time.

Member having this type of motivation described above have been shown to make greater efforts to establish links with members of the host community (Culhane, 2002, 2004). In other words, they have shown to afford opportunities for friendship, social link and a more complete linguistic and cultural competence.

Gardener and Lambert (1972) states that the main objective of integrative motivation is the desire to learn a language in order to integrate successfully into the target language community; they, also added that integrative motivation is of more importance in formal learning environment that instrumental motivation. In line with Gardener and Lambert, Ellis (1997) stated that although integrative and instrumental motivations are essential elements of success, it is the integrative motivation which has been found to sustain long term success when learning a secend language.

Moreso, integrative motivation is fundamentally different from instrumental motivation, when you take up residence in a community that uses the target language in its social interaction. Integrative motivation encourages you to integrate yourself socially into the community and become one of its members. Integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation achievements that usually elude learners with instrumental motivation.

Instrumental Motivation

People have many different reasons for studying a second language; sometimes people study a language for practical reasons while other times people have a special affinity for the particular language and its people. Language teachers are often very aware of the career advantages that language proficiency can bring, but to many language learners, studying the language is only an abstract undertaking required for an academic degree.

Gardner and Lambert (1972), language teachers and researchers have recognized the important role that motivation plays in language learning. Gardner and Lambert are responsible for proposing the most commonly used framework for understanding the different motivations that language learners typically have. They distinguish two types of language learning motivation: instrumental motivation and integrative motivation.

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting into college or what they want to achieve. Many second language learners have a clear instrumental motivation for language learning: They want to fulfill a college language requirement! Integratively motivated learners want to learn the language so that they can better understand and get to know the people who speak that language.

Testing Strategies

The major purpose of testing foreigner in his study of a second language is to ascertain his level of competence and proficiency in the language of study. However, such test must be dependent on the particular type of motivation of the learner. Therefore, the two basic testing strategies examined in this paper are those for integrative and instrumental purposes.

Testing Strategies for Integrative Motivation

As we stated earlier in this paper, a learner with integrative motivation desires to become a member of that community. He will be given such tests involving his second language learning. He should therefore be examined in the phonology, Morphology, Syntax and Semantics of the target language as well as testing his ability to completely employ the new language in any social and cultural context.

Thus, the learner of a second language will be tested in all the sounds of the second language, paying more attention to the sounds outside his own speech form. The basic essence of the test however is to ascertain the learner's mastery of the sounds of the second language. He should be tested on the description of the sounds and how they function in the language. Apart from what we have stated so far, he must be tested on pronunciation of the sounds of the target language both in isolation and in context. The test must include oral and written questions in order to be certain that the learner is able to fit into the target language community.

In addition, similar tests must be conducted for him in the other levels of the language study both in written and oral forms. Apart from the above, the learner must be examined on other areas of his target language such as the culture and traditions of the people of he must be integrated into his target language. He must therefore be tested on the use of proverbs, idioms, euphemistic expressions, etc in order to avoid deviating from the norms of his second language.

Thus far, testing a learner for integrative purpose, though difficult, is an interesting one. It is a task which involves an examination conveying all aspects of the target language since the aim of the learner is to become socially integrated into the target language as well as gaining mastery of two languages - his source language (L1) and target language (L2).

Instrumental Testing Strategies

The test for a learner who is learner who is learning for instrumental purpose is quite easier when compared to that examined above. Here, the learner needs not bother studying to become competent in the language as he will not be tested in those areas since they do not form the basis for his study. The learner will therefore be interested in how to read, speak and write in the second language. He does not bother about the social norms or the tradition of the language community since its goal for studying the second language is instrumental in that it will enable him achieve his goal.Language learners who acquire a second language for instrumental purposes are not aspiring to become bilinguals as the interest in acquiring the language may not be there.

Conclusion

So far, in this paper, we have examined the testing strategies to be adopted in Edo second language learning. The strategies are however fashioned in line with the basic motivations for acquiring the language. Two motivations observed are integrative and instrument. In the integrative motivation type, the learner is aspiring to become a bilingual and as such must be tested in all areas of the language and focus should be in the feature peculiar to the language under and not on his mother tongue. The other aspect examined is the instrumental motivation in which the study of the language is an instrument to be employed in acquiring success in one life endeavours. In such a case, learners must be tested in areas relating to his focus and not basically in every aspect of the language study. Since he is interested in just how to read and write in the language, he does not need to bother himself about the culture and traditions of the language community. However, we must state here that whatever the strategy adopted one examining a learner of a second language, it must not be devoid of the basic qualities which any good test must possess.

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ROLE OF INCLUSIVE EDUCATION IN CONFLICT RESOLUTION AND NATIONAL DEVELOPMENT: A SPECIAL EDUCATION PERSPECTIVE

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Abstract
Inclusive education plays a critical role in fostering conflict resolution and promoting national development, particularly from the perspective of special education. This paper explores the intersection of inclusive education and its impacts on social cohesion, economic progress, and political stability in Nigeria. By integrating students with disabilities into mainstream educational settings, inclusive education not only promotes equality but also equips all students with the skills necessary for constructive conflict resolution and social harmony. The study highlights the theoretical frameworks that support inclusive education as a means to mitigate conflicts, emphasizing the development of empathy, tolerance, and cooperation among diverse student populations. Furthermore, the economic implications of inclusive education are discussed, including its potential to enhance workforce diversity and productivity. Despite its benefits, several challenges impede the effective implementation of inclusive education in Nigeria, including policy inadequacies, societal attitudes, and resource constraints. The paper provides a critical analysis of these barriers and offers strategic recommendations to overcome them. Through case studies from Nigeria and other countries, the paper illustrates successful models and practices that can be adapted to enhance inclusive education. Based on the findings, it was suggested that Schools should create collaborative learning environments that encourage interaction and cooperation among students of diverse backgrounds and abilities. Also that the parties involved in conflict should be informed of the consequences of failure to meet time constraints if there are sufficient reasons why a solution must be reached immediately.

Keywords: Inclusive education, conflict resolution, national development, special education, Equity.

Introduction

Special education is often viewed narrowly as a system designed solely to cater to the needs of students with disabilities. However, its impact extends far beyond individual benefits, influencing broader societal dynamics, including conflict resolution and national development. Having observed and participated in the educational landscape of many states in Nigeria, for several years, I am convinced that special education plays a pivotal role in shaping a more inclusive, peaceful, and prosperous society.

Inclusive education, defined as the practice of educating students with diverse needs within mainstream classrooms, has become a cornerstone of contemporary educational policy and practice (UNESCO, 2018). It represents a commitment to equality and human rights, aiming to provide all students, regardless of their abilities or backgrounds, with access to quality education (Federal Ministry of Education, Nigeria, 2018). In Nigeria, where social and economic disparities are pronounced, inclusive education has the potential to bridge gaps and foster a more cohesive and productive society (Obasi, 2017).

Conflict is a situation whereby two or more parties (either individuals or groups) have uncommon goals, interests, outcomes, manner of thinking and ideology in the same directions. Conflict can occur in both cooperative and competitive contexts as well as in mixed motive contexts that are marked by a combination of competitive and cooperative features (Cohen, 2008). Conflict is an inevitable and all-pervasive element in our society and in the world. Although conflicts may end up in destruction and even death, conflicts may also result in increased effectiveness, enhanced relationships, and further goal attainment. Indeed, in human terms conflict is one of the engines of evolution that allows us to learn, progress, and grow.

Conflict resolution is a process of managing a conflict and negotiating a solution. Resolving conflicts to achieve positive outcomes involves two distinct elements, conflict management and negotiation. The first element, conflict management, deals with the attitudes and strong negative emotions usually associated with a conflict situation. It involves defusing the accompanying emotional energy and achieving a mutual understanding of differences. This element is often referred to as conflict settlement. Conflict settlement occurs when destructive behavior has been reduced and hostile attitudes lessened. Once the conflict has been reduced, the next step is to use negotiation or problem solving to arrive at an outcome that satisfies both parties.

Several theoretical frameworks support the practice of inclusive education and its role in conflict resolution and national development. Social constructivism, for instance, posits that knowledge is constructed through social interactions and shared experiences (Slee, 2018). This perspective highlights the importance of collaborative learning environments where students with diverse backgrounds can learn from each other and develop mutual understanding and respect (Kozleski&Waitoller, 2016). Another relevant framework is the capabilities approach, developed by AmartyaSen and Martha Nussbaum, which focuses on expanding individuals' opportunities and freedoms to achieve their potential (Sen, 1999). Inclusive education aligns with this approach by providing all students with the resources and support they need to participate fully in educational and social life (Nussbaum, 2011). Conflict resolution theory also underscores the significance of inclusive education in fostering peace and stability. By promoting communication, empathy, and cooperation among students from diverse backgrounds, inclusive education can help to reduce prejudices, address social grievances, and prevent conflicts from escalating (Epstein & Sanders, 2016)

This paper explores the multifaceted role of inclusive education in conflict resolution and national development, focusing on its implications within the context of special education. The integration of students with disabilities into regular educational settings not only promotes social inclusion but also enhances the overall quality of education. By fostering an environment of understanding and cooperation, inclusive education can contribute significantly to conflict resolution, which is essential for national stability and development (Ajayi & Adewumi, 2020).

Historical Context of Inclusive Education

Inclusive education has evolved significantly over the past few decades. Initially, the focus was on segregated special education, where students with disabilities were educated in separate facilities. This approach was based on the belief that specialized environments were necessary to meet their unique needs. However, this model often led to the marginalization and stigmatization of these students, limiting their opportunities for social interaction and personal development (Ugwueze, 2019).

The shift towards inclusive education began in the late 20th century, driven by growing recognition of the rights of individuals with disabilities and the benefits of integrating them into mainstream educational settings (UNESCO, 2018). International frameworks such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the Salamanca Statement on Principles, Policy and Practice in Special Needs Education have been instrumental in promoting inclusive education globally (United Nations, 2006). These frameworks emphasize the importance of providing all students with equitable access to quality education and the need to create learning environments that accommodate diverse needs (World Bank, 2021).

In Nigeria, the journey towards inclusive education has been gradual but steady. Policies such as the National Policy on Education (NPE) and the Nigerian Disability Act have underscored the government's commitment to inclusive education (Federal Ministry of Education, Nigeria, 2018). Despite these efforts, the implementation of inclusive practices remains uneven, with significant challenges in terms of resources, training, and societal attitudes (Obasi, 2017).

Inclusive Education and Conflict Resolution

Inclusive education encompasses a broad range of practices aimed at accommodating the diverse needs of students within mainstream educational settings (UNESCO, 2018). This includes not only students with disabilities but also those from various cultural, linguistic, and socioeconomic backgrounds (Schwartz & Wiggins, 2016). The goal is to create an educational environment where all students feel valued, respected, and supported (Obasi, 2017).

Conflict, in its various forms, is an inevitable aspect of human interaction. In the context of schools and communities, conflicts can arise from misunderstandings, differences in backgrounds, and divergent interests. Special education, through its emphasis on inclusive practices and individualized learning approaches, equips students with essential skills to navigate and resolve conflicts.

Conflict resolution refers to the processes and strategies used to address and resolve disputes or conflicts in a constructive manner. In the context of education, this involves teaching students the skills needed to manage conflicts, such as effective communication, problem-solving, and empathy (Epstein & Sanders, 2016). Inclusive education plays a crucial role in this process by promoting a culture of tolerance, respect, and collaboration (Ajayi & Adewumi, 2020).

Mechanisms for Conflict Resolution

Inclusive education contributes to conflict resolution in several ways. First, it fosters an environment where diversity is celebrated and differences are viewed as opportunities for learning rather than sources of conflict (Sahlberg, 2015). This helps to reduce prejudices and stereotypes, which are often at the root of social tensions (Kozleski & Waitoller, 2016).

Second, inclusive education encourages the development of social and emotional skills that are essential for managing conflicts (Slee, 2018). By interacting with peers from diverse backgrounds, students learn to understand and appreciate different perspectives, which enhances their ability to empathize and communicate effectively (Epstein & Sanders, 2016).

Third, inclusive education provides opportunities for students to practice conflict resolution skills in real-world settings (Ajayi & Adewumi, 2020). Through collaborative learning activities, students learn to work together to solve problems, negotiate differences, and reach mutually beneficial solutions. These experiences not only help to resolve conflicts within the classroom but also equip students with the skills needed to address conflicts in their communities and beyond (Schwartz & Wiggins, 2016). Communities that embrace inclusive education tend to be more cohesive and resilient. Inclusive education policies ensure that all individuals, regardless of their abilities, have access to quality education and opportunities to contribute to society. This inclusivity helps to break down barriers and reduce social divisions, leading to stronger, more integrated communities.

Economic Impacts

Beyond its immediate educational benefits, special education has far-reaching implications for national development. By fostering inclusive communities, enhancing human capital, and promoting social equity, special education is a powerful catalyst for sustainable development. Inclusive education has significant economic implications, particularly in terms of workforce diversity and productivity (World Bank, 2021). By providing all students with access to quality education, inclusive practices help to develop a more skilled and diverse workforce, which is essential for economic growth and competitiveness (Nussbaum, 2011).

Research has shown that inclusive education can lead to higher levels of educational attainment and employment for individuals with disabilities. This, in turn, reduces dependence on social welfare programs and increases contributions to the economy through taxes and consumer spending (Ugwueze, 2019). Special education also plays a crucial role in enhancing human capital, which is essential for economic growth and development. By providing students with disabilities the skills and education they need to succeed, special education programs help to ensure that no potential is wasted. Every individual who can contribute to the economy strengthens the nation’s workforce and promotes economic prosperity.

The economic impact of special education can be profound. For instance, students who receive appropriate educational support are more likely to complete their education, gain employment, and become economically self-sufficient. This, in turn, reduces the burden on social welfare systems and contributes to overall economic growth. In Edo State, the emphasis on special education has led to tangible improvements in employment rates among individuals with disabilities, demonstrating the economic benefits of inclusive education policies.

Moreover, inclusive education promotes innovation and creativity by bringing together individuals with diverse perspectives and experiences. This diversity of thought is crucial for addressing complex challenges and driving economic development (Schwartz & Wiggins, 2016).

Social and Political Impacts

Inclusive education through special education also has profound social and political impacts. By promoting social inclusion and cohesion, it helps to build more equitable and peaceful societies (Sahlberg, 2015). Inclusive practices reduce social inequalities and promote the integration of marginalized groups, which is essential for achieving social justice and human rights (Epstein & Sanders, 2016). Special education is a key driver of social equity and justice. By ensuring that individuals with disabilities have access to the same educational opportunities as their peers, special education helps to level the playing field and promote fairness in society. This commitment to equity is not just a moral imperative but also a practical necessity for achieving sustainable development.

Politically, inclusive education supports democratic values by fostering a sense of belonging and participation among all citizens. It helps to develop the skills and attitudes needed for active citizenship, such as critical thinking, empathy, and respect for diversity (Ajayi & Adewumi, 2020). These qualities are essential for building a strong and inclusive democracy, where all individuals have the opportunity to contribute to and benefit from national development (Kozleski & Waitoller, 2016).

Challenges and Barriers

1) **Policy and Implementation Challenges**: Despite the benefits of inclusive education, several challenges impede its effective implementation. One of the main challenges is the lack of comprehensive and coherent policy frameworks. In many countries, including Nigeria, policies supporting inclusive education are often fragmented and lack clear guidelines for implementation (Federal Ministry of Education, Nigeria, 2018). Additionally, there is a shortage of trained teachers and support staff who are equipped to work with diverse student populations. This is compounded by inadequate funding and resources, which limit the availability of specialized services and support for students with disabilities (Obasi, 2017).
2) **Societal and Cultural Barriers**: Societal attitudes and cultural beliefs also pose significant barriers to inclusive education. In many communities, there is still a stigma attached to disability, and individuals with disabilities are often viewed as less capable or less deserving of educational opportunities (Ugwueze, 2019). These attitudes can lead to discrimination and exclusion, both in schools and in broader society, making it challenging to implement inclusive practices effectively (Adefolalu, 2020). These attitudes are often rooted in misconceptions and a lack of awareness about disabilities and the capabilities of individuals with special needs (Ajayi & Adewumi, 2020). Changing these deep-seated beliefs requires extensive advocacy, community engagement, and public education to promote the values of inclusion and equality (Obasi, 2017). In addition, traditional cultural norms in some regions may conflict with the principles of inclusive education. For example, certain communities may prioritize educational opportunities for boys over girls, or view children with disabilities as less deserving of educational investment (Federal Ministry of Education, Nigeria, 2018). These cultural practices pose significant challenges to the implementation of inclusive education policies, as they require a shift in long-standing beliefs and practices (Ugwueze, 2019).
3) **Resource Constraints**: Resource constraints are a major barrier to the implementation of inclusive education, particularly in developing countries like Nigeria (World Bank, 2021). Many schools lack the necessary infrastructure, such as accessible classrooms, adaptive equipment, and adequate teaching materials, to

support students with diverse needs (Obasi, 2017). Additionally, the cost of providing specialized training for teachers and developing inclusive curricula can be prohibitive for many educational institutions, especially in rural and underserved areas (Ajayi & Adewumi, 2020). Without sufficient funding, it is difficult to implement the comprehensive supports and services required for effective inclusive education (Federal Ministry of Education, Nigeria, 2018). This includes not only physical resources but also human resources, such as trained special education teachers and support staff, who are essential for meeting the needs of students with disabilities (Schwartz & Wiggins, 2016).

Strategies for Improvement

1. Policy Recommendations

To enhance the role of inclusive education in conflict resolution and national development, several policy recommendations are proposed:

A. **Strengthening Policy Frameworks:** Governments should develop comprehensive and coherent policies that promote inclusive education and provide clear guidelines for implementation (Federal Ministry of Education, Nigeria, 2018). These policies should align with international standards and best practices, such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (United Nations, 2006).

B. **Increasing Funding and Resources:** Adequate funding and resources are essential for the successful implementation of inclusive education. Governments should allocate sufficient budgets to support the development of inclusive practices, including the provision of specialized services and training for teachers (World Bank, 2021).

C. **Enhancing Teacher Training:** Teacher training programs should be expanded to include comprehensive modules on inclusive education and conflict resolution. This will equip educators with the skills and knowledge needed to support diverse learners and promote a positive and inclusive school environment (Kozleski&Waitoller, 2016).

D. **Promoting Community Engagement:** Community engagement is crucial for the successful implementation of inclusive education. Governments and educational institutions should work with communities to raise awareness about the benefits of inclusive education and address societal attitudes and cultural beliefs that may hinder its adoption (Adefolalu, 2020).

E. **Monitoring and Evaluation:** Regular monitoring and evaluation are essential to assess the effectiveness of inclusive education policies and practices. This will help to identify areas for improvement and ensure that inclusive education initiatives are achieving their intended outcomes (World Bank, 2021).

In addition to policy recommendations, several best practices can be adopted to enhance the role of inclusive education in conflict resolution and national development:

2. Collaborative Learning Environments: Schools should create collaborative learning environments that encourage interaction and cooperation among students of diverse backgrounds and abilities. This can be achieved through group projects, peer tutoring, and inclusive extracurricular activities (Schwartz & Wiggins, 2016).

3. Individualized Support Plans: Educators should develop individualized support plans for students with disabilities, tailoring educational approaches to meet their unique needs and strengths (Inclusive Education Canada, 2019). This will help to ensure that all students have the opportunity to succeed and contribute to their communities (Ajayi & Adewumi, 2020).

4. Inclusive Curriculum Design: The curriculum should be designed to reflect the diversity of the student population and promote the values of empathy, tolerance, and respect (Slee, 2018). This can be achieved by incorporating topics related to diversity and inclusion into the curriculum and using inclusive teaching materials (Kozleski & Waitoller, 2016).

5. Professional Development for Educators: Ongoing professional development is essential for educators to stay informed about the latest research and best practices in inclusive education (Epstein & Sanders, 2016). Schools should provide regular training opportunities for teachers and support staff to enhance their skills and knowledge (Obasi, 2017).

6. Parent and Community Involvement: Schools should actively involve parents and community members in the development and implementation of inclusive education initiatives. This can help to build a supportive and inclusive community that values diversity and promotes social cohesion (Adefolalu, 2020).

7. Raise Awareness and Combat Stigma: Raising awareness about the benefits of special education and combating stigma associated with disabilities is essential for building inclusive communities. Public awareness campaigns and community engagement initiatives can help to educate the public about the value of inclusive education and the contributions of individuals with disabilities.

Nigeria and Other Countries

To illustrate the potential of inclusive education in conflict resolution and national development, this section presents case studies from Nigeria and other countries. These case studies highlight successful models and practices that have been used to promote inclusive education and address social and economic disparities.

Nigeria: Inclusive Education and Social Cohesion

In Nigeria, several initiatives have demonstrated the positive impact of inclusive education on social cohesion and conflict resolution. One such example is the implementation of the Inclusive Education Policy in Lagos State. This policy aims to integrate students with disabilities into mainstream schools, providing them with the necessary support and resources to succeed alongside their peers (Lagos State Ministry of Education, 2021).

The policy has led to significant improvements in the attitudes of students and teachers towards individuals with disabilities, fostering a more inclusive and tolerant school environment (Ajayi & Adewumi, 2020). Research conducted by the Lagos State Ministry of Education shows that inclusive education has contributed to a reduction in incidents of bullying and discrimination in schools, as students learn to appreciate diversity and develop empathy towards others (Ugwueze, 2019). Additionally, students with disabilities have reported higher levels of self-esteem and academic achievement, highlighting the positive outcomes of inclusive practices (Obasi, 2017).

Finland: Comprehensive Inclusive Education Framework

Finland is often cited as a model for inclusive education due to its comprehensive approach to integrating students with diverse needs into mainstream education. The Finnish education system is based on the principles of equity and inclusion, with a strong emphasis on individualized support and student-centered learning (Sahlberg, 2015).

In Finnish schools, students with disabilities receive tailored support, such as personalized learning plans and access to specialized services (Malinen & Savolainen, 2017). This approach not only enhances their educational outcomes but also promotes social cohesion by encouraging interaction and collaboration among students of all abilities (Kozleski &Waitoller, 2016). The success of Finland's inclusive education model is reflected in the country's high educational attainment levels and low rates of social inequality and conflict (Sahlberg, 2015).

South Africa: Inclusive Education as a Tool for Reconciliation

In South Africa, inclusive education has played a crucial role in the country's efforts to promote reconciliation and social justice in the post-apartheid era. The South African Schools Act of 1996 established a framework for inclusive education, aiming to provide equal educational opportunities for all students, regardless of their background or abilities (Department of Basic Education, South Africa, 1996).

One notable initiative is the Inclusive Education South Africa program, which supports schools in implementing inclusive practices and provides training for teachers on how to accommodate diverse learners (Inclusive Education South Africa, 2021). The program has helped to reduce educational disparities and promote social integration, contributing to a more cohesive and inclusive society (Obasi, 2017).

Conclusion

Inclusive education plays a vital role in promoting conflict resolution and national development. By integrating students with diverse needs into mainstream educational settings, inclusive education fosters social cohesion, reduces inequalities, and enhances economic productivity (Ajayi & Adewumi, 2020). However, the effective implementation of inclusive education requires comprehensive policy frameworks, adequate funding and resources, and a commitment to overcoming societal and cultural barriers (Federal Ministry of Education, Nigeria, 2018).

Through the analysis of case studies from Nigeria and other countries, this paper has highlighted successful models and practices that demonstrate the potential of inclusive education to contribute to social and economic development (Lagos State Ministry of Education, 2021). The recommendations and best practices outlined in this paper provide a roadmap for policymakers, educators, and communities to enhance the role of inclusive education in conflict resolution and national development (Obasi, 2017).

To realize the full potential of inclusive education, it is essential to adopt a holistic approach that encompasses policy development, community engagement, and ongoing support for educators and students (Kozleski & Waitoller, 2016). By working together to promote inclusive education, we can create a more equitable and peaceful society where all individuals have the opportunity to achieve their potential and contribute to national development (Ajayi &Adewumi, 2020). Special Education Teaches Essential Conflict Resolution Skills.

Special education programs often include targeted interventions that teach conflict resolution directly. Techniques such as peer mediation, social stories, and role-playing activities help students with disabilities develop the skills needed to manage disputes constructively. These interventions are not just beneficial for the students involved but also serve as models for their peers, demonstrating effective strategies for resolving conflicts.

Recommendations

In the light of the various means in conflict resolution discussed in this paper, the following suggestions were made that:

1. There should be reflective listen to help the disputing parties get their interests stated and met.
2. The parties involved in conflict should be informed of the consequences of failure to meet time constraints if there are sufficient reasons why a solution must be reached immediately.
3. There should be implementation of inclusive education which requires comprehensive policy frameworks, adequate funding and resources, and a commitment to overcoming societal and cultural barriers.
4. Schools should create collaborative learning environments that encourage interaction and cooperation among students of diverse backgrounds and abilities.

5. Special educators should develop individualized support plans for students with disabilities, tailoring educational approaches to meet their unique needs and strengths.

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DIGITAL INCLUSION IN LIBRARIES FOR ENHANCEMENT OF INFORMATION SERVICES: A STUDY OF SELECTED COLLEGES OF EDUCATION LIBRARIES IN NIGERIA

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Abstract
The study examined digital inclusion in Colleges of education libraries for enhancement of information services. This paper focused on government owned College of education libraries in Nigeria. Literatures were reviewed in line with the variables under study. Survey design was adopted for the study. Descriptive statistics was used for data analysis. As a result of the findings, recommendations were made to include that: The level of digital inclusion in Colleges of education libraries for enhancement of information services in Nigeria should be sustained. In conclusion, the paper suggests that the level of digital inclusion in College of education libraries for enhancement of information services in Nigeria should be improved upon, that alternative platforms such as online services, LMS, social media applications should be fully deployed for the enhancement of information services in Colleges of education libraries.

Keywords: Digital Inclusion, Enhancement & Information services

Introduction

The era of emerging smarts technologies have forced Colleges of Education to blend with the use of digital tools in information handling. According to International Federation of Library Association (IFLA) (2020), libraries and librarians with the experience drawn around the world have resort to alternative mode of enhancing information services. Smart technologies used in College of education libraries include computer systems and their accessories, cell phones or smart phones, the internet, video conferencing devices, projectors, digitising machines, Microsoft printers, radio-electronic copiers, Easy-to-Read Books, Assistive Listening Systems, and other technologies that can help deaf or physically challenged people in libraries. Colleges of education libraries in Nigeria have recorded a great feat in blended library services through the library intervention fund by Tetfund and other donor's agencies through the provision of online database through Tertiary Education Research and Application Systems (TERAS) platform. Following that, the libraries provide the material to members of the schools, researchers, and students. In addition, online platforms and other comparable technologies are used to teach, communicate, interact and handle information. As a result, librarians are optimistic about the discovery of new information services and the possibility such as Artificial Intelligence (AI) to build a more comprehensive library-user interface in the future through the implementation of digital inclusion principles and practice. To achieve these goals, Colleges of education libraries must be equipped with cutting-edge Information and Communication Technology (ICT) infrastructure and skilled staff.

Thus, Barraket and Wilson (2021) define digital inclusion as having both the capability and the opportunity to effectively use emerging technology and online platforms. Individuals and groups should have access to computers, mobile devices, and the internet. This is the premise that underpins the term "digital inclusion." According to the Institute of Museum and Library Services (2018), the essential principles of digital inclusion ensure that individuals and communities have access to the knowledge and skills, background content, and technological support services they require to use technology. Access is also a key component of digital inclusion. The development of digital inclusion has enabled Colleges of education library users to gain access to information and communication technology within academic libraries (Burnett, 2016). Furthermore, Burnett stated that libraries play an important role in the progress of digital inclusion and help reach the greatest number of people. However, extant literature, observations and personal experiences with colleagues have revealed that Colleges of education libraries have yet to fully incorporate functioning digital technologies for enhancement of information services in the face of smart technologies. This aberration could thus be the outcome of libraries low level of digital inclusion. Therefore, this paper was carried out to obtain information in order to gain a deeper knowledge of the specific issues as it relates to digital inclusion in College of education in Nigeria and to propose viable recommendations.

Objectives of the Study

The main objective of the study is digital inclusion in colleges of education libraries for enhancement of information service in Nigeria. The specific objectives of the study are to:

i. ascertain the level of digital inclusion for Colleges of education libraries enhancement of information services;
ii. ascertain the available information services rendered digitally in Colleges of education libraries;
iii. find out benefits of access to digital technologies for Colleges of education libraries enhancement of information services.

Research Questions

1) What is the level of digital inclusion for Colleges of education libraries enhancement of information services?
2) What are the available information services rendered digitally in Colleges of education libraries?
3) What are the benefits of access to digital technologies for Colleges of education libraries enhancement of information services?

Scope of the Study

The study covered selected Government owned Colleges of Education libraries in Nigeria.

Review of Related Literature

In the study of Barraket and Wilson's (2021) on digital inclusion found that the digital inclusion index in Australia will climb to 7.9 points in 2021, up from 6.9 points in 2019. Martzoukou and Elliot (2020) conducted an analysis into the "extent to which librarians are successfully prepared to engage the community in digital literacy and inclusion". The majority of respondents agreed that information technology and transferable skills were significant; yet, there were gaps in their understanding of what they learnt in their library programme and how it applied to their working environment. Respondents also suggested that libraries should promote digital inclusiveness. Furthermore, Oyelude and Akin-Fakorede's (2019) discovered that the introduction of innovative technologies necessitates the continuous improvement of librarians' digital skills in order to meet the needs of their users and provide exceptional service. The American Library Association (2015) made a similar proposal, stating that developing digital inclusion competencies among librarians should be a goal for all libraries, especially university libraries. Martzoukou and Elliot (2020) developed sets of digital skills for digital inclusion. These skill sets include information technology talents, transferable skills, web technology techniques, and other related skills. Bhati and Kumar (2020) underline the important skills required for digital inclusion. These talents include technological skills, communication skills, makeup management skills, library and information skills, cultural diversity awareness, lifelong learning skills, service oriented skills, presentation skills, assessment skills, and so on. Furthermore, Bhati and Kumar (2020) discuss the critical skills required for digital inclusion. In light of this, academic libraries should nurture the competencies required to meet the ever-changing needs of library customers by using online platforms to provide library services. Valensiya Dresvyannikova of the International Federation of Library Associations (IFLA) conducted a study titled "Public Access in Library Achievements and Insight from Broadband Policy Implementation" to address the issue of the general population's lack of access to digital technology. A study that investigated internet connectivity in libraries and library services in Romania, Colombia, Kenya, Lithuania, and the Philippines found that there is a gap in access to digital content and information during the pandemic and in the future recovery (IFLA, 2020).Furthermore, Mahadevan and Kumar's (2020) investigation revealed that a considerable number of academic libraries already had a strong digital presence, while others were working to build one in order to continue delivering services to. the study of Bhati and Kumar (2020) posited that digital access to information can be difficult duties for library professionals. Furthermore, they noted that in order to deliver meaningful information, library personnel must be prepared to work with modern technology. Unfortunately, the Sustainable Development Goals (SDGs) goal of achieving universal connectivity by 2020 has not been met, as reaffirmed by the International Governance Forum (IGF) in 2020. In a similar spirit, Azolo's (2020) research strongly advocated for universal internet access and connectivity to enable academic libraries deploy intelligent technology. In addition, Siddike and colleagues' 2011 research, which was acknowledged by Toroitich and Momanyi (2018), was presented in a presentation at an international seminar on the theme of "vision 2021: the role of libraries for building digital infrastructure." On the other hand, Bangladesh believed that developing countries should absorb innovations in the same way that wealthier countries do. Similarly, Toroitich and Momanyi (2018) investigated automating library services, user access, and management systems at Maseno University Library. The study's findings demonstrated that digital technologies have an impact on academic libraries as well. Furthermore, the survey discovered that eighty percent of digital technology implementations in academic libraries resulted in considerable improvements in library services (Toroitich & Momanyi, 2018). In addition, Mahadevan and Kumar (2020) identified the various components of offering digital information services and information and communication technology to academic libraries in the twenty-first century. He also noted that the environment is changing and that academic librarians should be ready for everything. He also stressed the necessity of discouraging academic libraries in underdeveloped nations from becoming overly reliant on traditional library services. Based on the study's findings, it is advised that academic libraries strengthen their capacities and shift from traditional to virtual ways. According to Bhati and Kumar's (2020) theory, library personnel can experiment with Internet of Things (ICT) tools and share expertise with the user community.

Furthermore, library professionals can provide cloud-based library services, authentication technologies, remote access electronic resource management systems, library services platforms, and Lib Guides/IRs, as well as advocate for library service marketing via blogs, social media networks, web courses, and other similar platforms. This can be achieved via a variety of internet platforms found in academic libraries. Asif and Singh (2020) suggests that librarians working in academic libraries are enthused about the prospect of discovering new services and chances to improve the library user experience in the future. To achieve this purpose, digital library services were highlighted. These services include virtual reference services such as chat and email, self-check-in and check-out of books, scanning of book chapters, journal articles for remote users, LibGuide, which is a list of library resources, and updating the library website's dynamic content and tutorials (Asif & Singh 2020).

Research Methodology

The survey research design was used for the study. The population of the study was 60 librarians (College Librarians) in government owned Colleges of Education in Nigeria. Purposive sampling techniques was adopted for the study. Questionnaire was used for data collection, which was personally administered to the College librarians in the selected libraries under the study. The data collected was analyzed using descriptive statistics.

PRESENTATION OF RESULTS AND DISCUSSION

Answering of the Research Questions

Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	36	60.0
Female	24	40.0
Total	60	100.0

Out of 60 respondents, 36 are male, representing 60% of the total respondents. The remaining 24 respondents are female, making up 40% of the total respondents. This data indicates more male respondents than female respondents in this survey, with males constituting a larger proportion than females.

Age Range of the Respondents

Age Range	Frequency	Percentage (%)
31-40	6	10.0
41-50	24	40.0
51 and above	30	50.0
Total	60	100.0

Out of 60 respondents, 6 are in the age range of 31–40 years, representing 10% of the total respondents. 24 respondents are in the age range of 41–50 years, making up 40% of the total respondents. The largest group consists of 30 respondents who are 51 years of age and older, accounting for 50% of the total respondents. This data indicates that the majority of respondents are aged 51 and above, making up half of the total respondents.

Qualification

Qualification	Frequency	Percentage (%)
B.Sc./BLS	21	35.0
MLIS/M.Sc.	21	35.0
Ph.D.	18	30.0
Total	60	100.0

Out of 60 respondents, 21 have a B.Sc. or BLS degree, representing 35% of the total. Another 21 respondents have an MLIS or M.Sc. degree, also accounting for 35%. The remaining 18 respondents hold a Ph.D., making up 30% of the total. This data indicates a diverse range of qualifications among the respondents, with equal representation of B.Sc./BLS and MLIS/M.Sc. degrees, and a slightly smaller proportion of Ph.D. holders.

Answer to Rresearch Questions:

Research Question 1: What is the level of digital inclusion for Colleges of education enhancement of information services?

Table 1: Level of Digital Inclusion for Colleges of education libraries enhancement of information Services

	Digital inclusion	**VHL**	**HL**	**LL**	**VLL**	$\bar{x}$	**Std.**
1	I have access to digital environment in my library	12	33	15	0	2.95	0.68
2	I have access to mobile devices in my library	30	24	6	0	3.40	0.67
3	There is provision/adoption of new technologies	15	27	12	6	2.85	0.92
4	Continuous training programmes on new technologies	6	39	15	0	2.85	0.58
5	Integration of library e-services into the College Management Learning System	9	27	21	3	2.70	0.79
6	Provision of boundless resources to support e-learning	3	30	27	0	2.60	0.59
7	Librarians possession of information technology and transferable skills to engage in the digital community	9	33	15	3	2.80	0.76
8	Incorporation of online platforms in information services	9	27	24	0	2.75	0.70
9	Increased expectations on new technologies for librarians	9	48	3	0	3.05	0.59
Aggregate Mean						**2.88**	**0.43**
Criterion Mean						**2.50**	

The mean values for the individual items range from 2.60 to 3.40, indicating varying levels of agreement with the statements related to digital inclusion. This data suggests that while librarians have reasonably adequate access to digital environments and mobile devices, areas such as the provision of e-learning resources and new technologies may require further enhancement. However, with an aggregate mean of 2.88 (std. = 0.43), which is greater than the criterion mean of 2.50, it can be concluded that the level of digital inclusion for Colleges of education libraries enhancement of information services in Nigeria is high.

Research Question 2: The available information services rendered digitally in Colleges of education?

Table 2: The available information services rendered digitally in Colleges of Education.

S/N	Available information services	Agreed		Disagreed	
		No.	%	No.	%
1	Technological advancement	54	90.0	6	10.0
2	Users experience optimization	54	90.0	6	10.0
3	Content enrichment	54	90.0	6	10.0
4	Data integration	54	90.0	6	10.0
5	Accessibility improvement	57	95.0	3	5.0
6	Quality control	51	85.0	9	15.0
7	Collaboration tools	51	85.0	9	15.0
8	Continuous improvement	54	90.0	6	10.0

The data indicates a high level of agreement among respondents on the availability of various information services. Specifically, 90% or more of respondents agree that technological advancement, user experience optimisation, content enrichment, data integration, accessibility improvement, and continuous improvement are available. The highest agreement is on accessibility improvement (95%). Quality control and collaboration tools also have strong agreement, with 85% of respondents indicating these services are available. This indicates that the respondents widely recognise and agree upon the majority of the listed information services.

Research Question 3: What are the benefits of access to digital technologies for Colleges of education libraries enhancement of information services?

Table 3: The benefits of access to digital technologies for Colleges of education libraries enhancement of information services

S/N	Benefits	Agreed		Disagreed	
		No.	**%**	**No.**	**%**
1	Cloud-based library services	27	35.0	33	55.0
2	Digital collection development management practice	42	70.0	18	30.0
3	Library guide to /IRs/AJLS	36	60.0	24	40.0
4	Promoting library services through social networks	54	90.0	6	10.0
5	Web course/centric course/enhance course services	27	35.0	33	55.0
6	Virtual reference services	39	65.0	21	35.0
7	Self-check-in and out of books	39	65.0	21	35.0
8	Digitized of information materials	39	65.0	21	35.0
9	Library support for e-learning platform	48	80.0	12	20.0

The data reveals varying levels of agreement regarding the benefits of available information services. Notably, 90% of respondents agree on the importance of promoting library services through social networks, while 80% agree on library support for e-learning platforms. In contrast, cloud-based library services and web-centric course services received only 35% agreement, suggesting these areas may need further attention. Overall, the high levels of agreement on several key services highlight their perceived importance and effectiveness, while the lower agreement on other services indicates potential areas for improvement and further development.

Discussion of findings

The study revealed that the level of digital inclusion for Colleges of education libraries enhancement of information services in Nigeria is high. This corroborates the study by Internet Governance Forum (IGF) (2020) which confirmed the need to intensify efforts to end digital divide. Also, the findings affirmed that digital inclusion presents high hope for Colleges of education libraries in the area of technical knowhow and skill required that is why the level of digital inclusion was found to be high.

The study's findings revealed that there is a significant level of access to digital technology in Colleges of education libraries, thereby allowing librarians to perform enhanced information services. This is consistent with the findings of Mahadevan and Kumar's (2020) research, which discovered that a significant number of academic libraries already had a strong digital presence, while others are working to establish one in order to continue providing enhanced information services to users. More so, the findings revealed that advocating and marketing library services through social networks, searching online database journals, providing library support for e-learning platforms, and creating access to digital repositories of e-journals, among other were the major enhanced information services performed. The findings of this study support Bhati and Kumar's (2020) which demonstrated that library staff may provide clients with electronic content and information links.

Conclusion

In the study, it is evident that the level of digital inclusion for Colleges of education libraries enhancement of information services in Nigeria is high. This could be traced to the level of corroboration and efforts intensified to end digital divide. This goes to show that digital inclusion presents high hope for Colleges of education libraries in the area of technical knowhow and skill required that is why the level of digital inclusion was found to be high. Efforts should also be put in advocacy and marketing of library services through social networks, searching online database journals by providing library support for e-learning platforms, and creating access to digital repositories of e-journals, among other were the major enhanced information services performed.

Recommendations

Due to the findings of the study, the following recommendations were made.

i) The level of digital inclusion for Colleges of education libraries enhancement of information services in Nigeria should be sustained.
ii) The level of access to digital technologies for Colleges of education libraries enhancement of information services in Nigeria should be sustained and if possible improve upon.
iii) Colleges of education libraries in Nigeria should explore other emerging information services such as cloud-based library services, technology authentication services, Collection development management via digital environment and library guide/IRs in order to keep pace with the global best practices.

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UPCYCLING ACTIVITIES FOR ENVIRONMENTAL AWARENESS AND CREATIVITY AMONG PRIMARY SCHOOL PUPILS IN NIGERIA

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Abstract

This study examines the increasing environmental degradation and waste challenges in Nigeria and seek the need to instill sustainable practices and environmental awareness in the younger generation among primary school pupils in Nigeria. Upcycling, a process that involves creatively repurposing waste materials, offers a dual advantage of reducing waste and fostering creativity. It explores the integration of upcycling activities into the curriculum of Nigerian primary schools as an educational tool for promoting environmental sustainability and developing creativity. It highlights the environmental challenges faced by Nigeria, including inadequate waste management and growing waste accumulation and positions upcycling as a practical and cost-effective solution. Through upcycling, primary school pupils can gain hands-on experience in waste reduction, resource conservation, and innovative problem-solving. This approach not only raises awareness about environmental issues but also nurtures critical thinking, collaboration and artistic expression. The paper also addresses the challenges of implementing upcycling in Nigerian schools, such as limited resources, lack of teacher training and inconsistent waste management systems and offers useful suggestions for overcoming these barriers through partnerships, curriculum integration and localised solutions. By incorporating upcycling into primary education, Nigerian schools can empower students to take responsibility for their environment, inspire creative thinking and contribute to the broader goal of sustainable development. This initiative presents an opportunity to shape a generation of environmentally conscious, innovative and proactive citizens prepared to tackle the ecological challenges of the future.

Keywords: Upcycling, Environmental Awareness, Creativity, Sustainable Practices, Critical Thinking

Introduction

In an era defined by rapid industrialisation, urbanisation and increasing waste accumulation, environmental degradation has emerged as one of the most urgent global challenges (United Nations, 2020). Across the world, ecosystems are under strain from factors like deforestation, pollution, and climate change, with developing countries like Nigeria facing unique and often intensified environmental challenges. Nigeria, a country of over 200 million people, grapples with an escalating waste crisis, where urban centers, such as Lagos, generate millions of tons of waste annually (World Bank, 2018). In many parts of Nigeria, waste management systems are either inefficient or nonexistent, resulting in widespread pollution, clogged waterways and environmental hazards. As waste continues to accumulate in landfills, rivers and streets, the situation has become a critical issue for public health and sustainability (Akinyemi et al., 2020).

Given the environmental pressures facing the nation, the need for environmental education is more pressing than ever. Schools serve as key institutions for shaping the values and habits of future generations. For countries like Nigeria, with limited resources for large-scale environmental interventions, education remains a powerful tool for sustainable development. Environmental education can cultivate a sense of environmental responsibility and encourage sustainable practices from an early age (UNESCO, 2019). This is where upcycling, the practice of creatively reusing materials that would otherwise be discarded can play a transformative role. Upcycling, as an innovative approach to waste management and creative expression, offers a practical, hands-on means of addressing both environmental and educational needs in Nigeria's schools.

Upcycling not only offers a solution to the growing problem of waste, but also serves as a means to cultivate creativity and critical thinking among students. Through upcycling activities, children can repurpose materials like plastic bottles, cardboard, fabric scraps and newspapers into functional or decorative items. These projects not only help to reduce the burden on waste disposal systems but also offer a valuable opportunity to teach students about sustainability, the finite nature of resources, and the importance of conservation (Liu et al., 2021). Moreover, upcycling fosters a sense of ownership and responsibility for the environment, encouraging children to view waste not as garbage but as valuable material that can be transformed into something new and useful (Barton, 2017).

The educational benefits of upcycling extend beyond environmental awareness to the development of essential skills for the 21st century. Creativity, critical thinking, problem-solving, and collaboration are just a few of the skills that are enhanced through upcycling projects. As students work together to design and create new objects from discarded materials, they learn to think creatively, collaborate with peers, and find solutions to challenges. These experiences contribute not only to their cognitive development but also to their ability to engage meaningfully with real-world problems (Nicolson, 2020). For Nigerian pupils, upcycling activities can help bridge the gap between traditional educational methods and more innovative approaches that encourage hands-on learning and creativity.

The relevance of upcycling in the Nigerian context is heightened by the local waste challenges faced by communities across the country. In Nigerian cities, especially in informal settlements and rural areas, large amounts of recyclable materials like plastics, glasses, cellophanes and papers are often left to pile up due to inadequate waste management systems (Ogundele & Ayodele, 2020). This waste often ends up in landfills or, worse, in rivers and streams, contributing to environmental degradation and health risks. Upcycling provides an immediate, local solution by utilising readily available materials and transforming them into useful or artistic products. For example, plastic bottles can be used to create school supplies, while old clothes can be turned into bags or decorations. By involving children in such activities, schools can directly address local waste problems and teach students to value waste as a resource rather than a problem.

In addition to environmental benefits, upcycling also aligns with Nigeria's cultural values and creativity. The country has a rich tradition of craftsmanship, and many communities have long relied on traditional methods of recycling and reusing materials (Eze & Ogu, 2021). Integrating these practices into the classroom through upcycling not only teaches students about modern environmental challenges but also connects them to cultural heritage and local resourcefulness. Nigerian children can benefit from this intersection of traditional knowledge and modern sustainability practices, leading to an enriched learning experience that respects both their heritage and the urgent need for environmental stewardship.

As Nigeria continues to face pressing challenges related to waste management, climate change and environmental sustainability, upcycling offers a cost-effective, practical, and culturally relevant solution. *By teaching children about the benefits of reuse, recycling and resourcefulness, schools can help shape a generation that is more environmentally conscious, creative and prepared to tackle the environmental challenges of the future.* The study also explores the significant potential of upcycling as an educational tool in Nigerian primary schools, examining its impact on environmental awareness, creativity and critical thinking development.

Through this work, we seek to argue that integrating upcycling activities into primary school curricula is a proactive strategy for not only addressing waste problems but also for fostering a culture of sustainability. By equipping children with the skills, knowledge, and mindset to reimagine waste as a valuable resource, Nigerian schools can play a pivotal role in shaping a sustainable future for the country.

Environmental Challenges in Nigeria

Nigeria, like many developing countries, is grappling with significant environmental challenges due to rapid urbanisation, poor waste management systems and industrial growth. According to recent studies, urbanisation has increased waste generation in Nigerian cities, contributing to an escalating waste crisis. The country produces millions of tons of waste annually, a large proportion of which ends up in landfills, streets and bodies of water. This improperly managed waste leads to various environmental issues such as pollution, flooding, and the spread of diseases (Ogundele & Ayodele, 2020).

In Nigerian cities like Lagos, Abuja, Port Harcourt, Benin City, etc., waste management infrastructure is often insufficient, leading to the accumulation of refuse in public spaces. Inadequate waste disposal systems result in the contamination of water sources, as waste is often dumped directly into rivers, leading to poor water quality and the spread of diseases like cholera and malaria. This highlights the urgent need for sustainable waste management practices and responsible consumption in Nigeria.

The country's rapid industrialisation and increased consumption of disposable goods have intensified environmental degradation. Improper disposal of non-biodegradable materials like plastic bottles, bags, and packaging has further contributed to pollution. These materials take hundreds of years to decompose, causing long-term harm to ecosystems.

In this context, it becomes evident that environmental education, particularly at the primary school level, is crucial in addressing these environmental issues. By educating children about waste reduction, resource conservation and responsible consumption, we can create a generation of environmentally conscious citizens. Upcycling, as a sustainable practice, provides a hands-on solution for reducing waste and fostering a culture of sustainability.

Upcycling

Upcycling refers to the creative reuse of materials or products that would otherwise be discarded. Unlike recycling, which breaks down materials into their raw components for reuse, upcycling transforms waste into new products or art without significant alteration of the original material. This process has significant environmental benefits, particularly in waste reduction and resource conservation.

Upcycling is an effective way to teach children about sustainability, as it allows them to directly engage with materials they might typically throw away. By repurposing items like plastic bottles, cardboard, old fabrics and newspapers, pupils can make useful objects, such as toys, decorations or even functional tools. This hands-on learning approach offers pupils a tangible understanding of how recycling and waste reduction can be integrated into daily life.

Benefits of upcycling in primary education

1. Upcycling directly addresses waste accumulation, as it involves reusing materials instead of sending them to landfills or incinerators. By turning discarded materials into useful products, pupils can see firsthand how small efforts can contribute to larger environmental benefits.

2. Upcycling activities emphasize the finite nature of natural resources. Children learn that many materials, such as plastic, fabric and metal, are produced from non-renewable resources. Through upcycling, pupils understand the importance of minimising the extraction of new resources and reducing the consumption of single-use products.
3. As children engage in upcycling, they develop a sense of responsibility toward the planet. They learn that individual actions can contribute to reducing pollution and conserving natural resources.
4. Upcycling can also be culturally relevant in Nigerian schools. Teachers can incorporate local materials, such as woven baskets, palm fronds and discarded wood, into upcycling projects. These materials reflect the local culture and environment, making the lessons more relatable to the pupils (Eze & Ogu, 2021).

Through upcycling activities, children can understand the connections between the environment and their everyday lives. By engaging in these activities, they develop a deeper understanding of environmental sustainability and its practical application.

Creativity and Critical Thinking Development

Upcycling activities offer more than just environmental education; they also foster the development of creativity and critical thinking among pupils. The act of transforming discarded materials into new products requires problem-solving skills, imagination and the ability to think outside the box. By repurposing materials, children explore their creative potential and discover innovative ways to use everyday objects.

Upcycling allows pupils to express their creativity by transforming mundane objects into art. For example, children can turn plastic bottles into vases, old newspapers into collage art or fabric scraps into fashionable accessories. These activities give pupils the opportunity to develop their artistic abilities and design skills (Nicolson, 2020). By experimenting with different materials and techniques, children gain confidence in their creative expression. Many upcycling activities are designed to be carried out in groups, encouraging collaborative learning. As students work together on upcycling projects, they share ideas, negotiate designs, and combine their skills to produce a final product. This process fosters teamwork, communication, and a sense of community, which are essential life skills (Osborne, 2019).

Upcycling also encourages pupils to think critically about the objects around them. By asking themselves how everyday materials can be reused or repurposed, pupils develop problem-solving skills. This type of thinking challenges conventional views on waste and value, encouraging children to question the disposability of products and consider alternative uses for items (Nicolson, 2020).

In addition to creativity, upcycling encourages pupils to approach problems in new ways, fostering a mindset that values resourcefulness and sustainability.

Integrating Upcycling into the Nigerian School Curriculum

Integrating upcycling into the Nigerian primary school curriculum would require collaboration between educators, policymakers and local communities. Schools can organise upcycling workshops, competitions and projects that engage students in creating art and functional objects from discarded materials. These activities can be incorporated into existing subjects such as Art, Mathematics, English studies, Basic science and technology, Social studies and Civic education ensuring that upcycling is not only an extracurricular activity but an integral part of the educational experience. Nigerian educational authorities should consider incorporating upcycling and sustainability into the national primary school curriculum. This would ensure that every child, regardless of location or socioeconomic background, receives consistent and comprehensive education on environmental issues. Government-backed initiatives and frameworks can guide schools in creating standardised programmes for sustainability education. Schools can start by introducing simple upcycling projects that do not require significant investment. For example, students can create decorative items from bottle caps, turn old t-shirts into bags, or repurpose cardboard boxes into storage units. Such projects promote creativity while fostering sustainable practices (Eze & Ogu, 2021). Schools can collaborate with local businesses and NGOs to source materials for upcycling projects. Partnerships with waste management organisations can help schools access recyclable materials, while collaborations with local artisans can introduce pupils to traditional upcycling practices that use locally available resources.

Challenges to Upcycling Implementation in Nigerian Schools

Despite the potential benefits, there are several challenges to implementing upcycling activities in Nigerian schools. These include:

1. Teachers and school administrators may not be aware of the educational potential of upcycling. Without proper training, they may be hesitant to integrate upcycling into the curriculum.
2. Many schools in Nigeria face financial constraints that limit access to basic educational materials. Without adequate funding, schools may struggle to implement upcycling programmes that require certain tools or materials.
3. In Nigeria, there is a lack of proper waste collection and sorting infrastructure, which makes sourcing materials for upcycling difficult. In rural and underfunded urban schools, the availability of suitable discarded materials may be limited, affecting the feasibility of upcycling projects.
4. There may also be cultural perceptions around waste and the reuse of materials. In some Nigerian communities, waste is often seen as undesirable and upcycling may not immediately resonate as an educational tool. Changing these perceptions requires concerted efforts from educators, community leaders and government stakeholders to emphasize the value of reusing and reimagining materials as resources for creativity.

Conclusion

Upcycling presents a powerful tool for enhancing environmental awareness and nurturing creativity among Nigerian primary school pupils. By reimagining waste as a valuable resource, upcycling not only addresses pressing environmental challenges like waste accumulation and pollution but also fosters a sense of responsibility and creativity in pupils.

Incorporating upcycling into the school curriculum can help children develop critical life skills, including problem-solving, teamwork, and innovative thinking. As Nigeria faces mounting environmental issues, integrating upcycling in primary schools offers a proactive, low-cost, and culturally relevant solution that can foster long-term environmental sustainability. For upcycling to become a mainstream educational tool, there must be concerted efforts from government, educators, and communities to overcome challenges such as limited resources, inconsistent waste management, and cultural perceptions. Through partnerships, teacher training, and policy integration, upcycling can transform Nigerian schools into hubs of environmental education, inspiring the next generation to lead sustainable lives and contribute to a greener future for Nigeria.

Suggestions

1. There should be specialised training and sensitisation programmes to equip educators with the knowledge and skills needed to lead upcycling initiatives. Teachers should be made aware of the environmental impact of waste and the benefits of teaching children to reuse materials creatively. Workshops, seminars, and online resources can be developed to ensure that teachers understand how to incorporate upcycling into their lessons.
2. Primary schools in Nigeria should collaborate with local businesses, environmental NGOs and government agencies to obtain resources for upcycling projects. Local artisans and craftsmen can be brought in as mentors, sharing their knowledge of traditional crafts and upcycling practices.
3. The Nigerian government should consider formally integrating upcycling and sustainability into the national curriculum for primary education. By introducing environmental education as a core component of the curriculum, students across the country will have access to standardised instruction on waste reduction and resource conservation.
4. The Nigerian government should allocate resources to schools for environmental education programmes, particularly those that involve hands-on activities like upcycling. Funding can be used to provide schools with the necessary tools, materials and equipment to carry out these activities. Government should also incentivise schools that successfully implement upcycling programmes through grants, awards or recognition, ensuring that more schools across the country adopt these initiatives.

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PERCEPTION OF SECONDARY SCHOOL BIOLOGY STUDENTS ON SOCIAL MEDIA USE FOR LEARNING IN OREDO LOCAL GOVERNMENT AREA IN EDO STATE

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Abstract

This paper examined the perception of students on the use of social media platforms for learning biology in Oredo L.G.A in Edo State. The study adopted the descriptive survey research design. Three research questions guided the study. The population comprised all the Secondary Schools in Oredo L.G.A of Edo State. The sample comprised 120 biology students selected from six senior secondary schools. The simple random sampling technique was used to select the sample. A questionnaire titled: Biology students' perception on social media use for learning (BSPSMULQ) was used for data collection. The questionnaire was in four sections; A, B, C and D. Section A elicited demographic information about the respondents. Section B comprised 20 items that elicited information on the perception of students on the use of social media for learning biology. Section C comprised 15 items on the problems associated with social media usage while section D comprised 12 items on the social media platforms used by the students. The four-point Likert scale with the value of 4, 3, 2 and 1 respectively were used. The validity of the instrument was determined by three lecturers from the faculty of Education, University of Benin. The internal consistency reliability test was used to determine the reliability of the instrument. Cronbach alpha coefficient of 0.80, 0.72 and 0.70 were obtained for section A, B and C respectively. Data collected were analysed using frequency and mean. Based on the findings, it was concluded that biology students' perception on the use of social media for learning biology was positive. It was therefore recommended that biology teachers and students skills be developed through workshops and seminars to enhance their proficiency in leveraging on social media platforms for educational purposes.

Keywords; Perception, social media, Students, Biology, Learning

Introduction

In contemporary times, social media is undoubtedly the fastest growing technology in the globe today. It has changed from just being tools for social interaction to a versatile platform that is leveraged greatly for educational purposes. They provide unique opportunities for learning, collaboration and engagement, supporting traditional classroom. The incorporation of social media into teaching and learning, particularly in biology, offers novel opportunities for enhancing teaching learning experiences. This shift is driven by the evolution of the internet, increasing awareness and accessibility of e – learning and digital technology and the evolving needs of students who are digital savy. Scholars in various field, have acknowledged that using social media platforms for learning purposes, promote learning. The impact of social media on sustainable education is becoming an impelling factor, by the way it is changing instruction (Boateng and Amankwa 2016).

Several social media platforms have evolved as powerful educational tools, providing dynamic environments where students can access information, collaborate and share useful knowledge with peers and professionals all over the world (Muhammed, Ghazali and Hashim, 2018). Social media sites like Facebook, Twitter, Instagram, YouTube, WhatsApp, and Telegram are useful for teaching biology. They facilitate access to varied resources and experiences. Such as access to scientific journals, periodicals, articles, videos, interactive simulations and expert discussions and professional mentorship. These various social media platforms enhance enriched learning environment that can complement traditional classroom teaching. Jacobsen and Forste, (2011) stated that a vital platform of technological change in exchange of information is online social network.

Social network sites enable people to link and connect with each other (Mensah and Nizam, 2015). These online platforms help people build social relations and network with other people who share similar backgrounds, activities, personal or career interests or real life connections (Adebayo and Balogun, 2019). Social media platforms have the potential to increase students' engagement by providing participatory and interactive learning experiences. Through live streaming, forums and discussions biology students can actively participate in the learning process by sharing useful insight, and asking questions. This will be particularly beneficial to biology students where complex concepts and processes can be better understood through visual and interactive learning. Social media is a powerful learning and collaborative tool that allows students work together on assignments and projects, share resources and provide feedback. The collaborative aspect reflect the spirit of real scientific research where teamwork and communication are vital. In addition, social media enhances students connections with broader community of learners and experts thereby fostering a community of knowledge sharing and progressive improvement.

The conventional approaches of teaching biology, which were mostly focused on textbooks and laboratory work in classroom settings, have been altered by the incorporation of technology into education. Social media now offers the opportunity to engage multimedia resources, virtual laboratories, and global collaboration making biology teaching and learning more engaging, rewarding and interesting for students. Raths, (2012) stated that some schools have embraced access to social media and are using them to foster students' education. However, despite the advantages of using social media for education, generally and in biology in particular, there are issues of credibility of sources, privacy concerns and the potential for distractions that need to be mitigated, to ensure that social media is used effectively and responsibly as an educational tool. Obi, Bolus, Adamu and Sala (2012) stressed on the negative implications of students giving too much time to socialization on the social media than their studies. Aghazamani,(2010) found that students time spent on facebook reduces the time available for their studies and consequently affect their academic performance. According to Fatawu, Majeed and Rockson, 2015, The misuse of social media, particularly the unrestrained use of non-standard idioms, abbreviations, and spellings, as well as the potential harm to students' writing abilities, are the issues that need to be addressed. Social media is a global technical progress in and of itself. In contrast, Guy, (2012) is of the view that students' vocabulary and writing skills can improve because of the way they utilize social media. Junco, Elavsky and Heiberger(2012) stated that students use of social media is integrally related to how they view and engage with the world.

According to Othman, Apani and Ngah (2017), social media often contains misinformation, which can complicate the task of ensuring accurate and authentic scientific content. Raut and Patil (2016), also opined that false information spreads very rapidly than even the truth on social media platforms. Digital literacy of both the educators and students is a major factor to consider in digital education. It's possible that neither instructors nor students have the abilities needed to use social media in a way that effectively promotes learning. Tayo, Adebayo and Yahya (2019), emphasized the importance of digital competence for leveraging social media in learning. Also, Junco et al (2012) found that students who frequently use social media during study sessions have lower academic performance. This clearly reveals that social media can be a very great source of distractions, reducing students' focus on their studies.

Poverty can significantly hinder students and even-teachers from involving in digital aspects of education. Inability to afford internet enabled phones and data plans can make it impossible for such categories of teachers and students to access digital learning resources. Some families due to poverty prioritize basic essential needs over technology. The volume of information on social media can be overwhelming to students who may find it very difficult to filter relevant and valuable content from the vast amount of information. For students to ascertain that scientific information shared is scientifically valid and accurate may be very difficult. Also, students' ability to maintain focus on learning activities and avoiding distraction by non educational content is a concern (Boateng and Amankwa,2016). It is also worth noting that, not each and every student has equal access to the required technology. Guy, (2012) opined that there are disparities in access to digital resources among students. Lack of access to power is a significant issue in digital education in Nigeria. It is very difficult for teachers and students to utilize electronic devices and use them regularly when there is very poor access to a constant electrical supply. It is an incontrovertible fact that without access to internet enabled phones and stable power supply, students and teachers cannot effectively use social media platforms for educational purposes. This hinders their participation in online discussions and access to educational content and materials shared on online platforms nor collaborate with peers and teachers. This lack of access to technology and power contributes to a digital divide, where students from poor backgrounds have less opportunities to benefit from digital learning tools. This underscores the need for strategies, policies and initiatives aimed at ensuring equitable access to digital education.

Statement of the Problem

The unprecedented breakthrough in technology and the rapid advancement in Scope of ICT has tremendous influence on the ways and means of communicating, sharing information and connecting in contemporary times. Modern methods of knowledge acquisition and transmission have evolved over time, due to the production of mobile smartphones and proliferations of ICT resources and varied social media platforms. This has made a significant contribution to the usage of social media for communication, particularly among youth. Students have unlimited access to the internet. Mohammed, Ghazali and Hashim (2018) averred that social media use among the youth of today, is growing exponentially and gaining more and more popularity among students. Despite the knowledge advancing, many students are still ignorant of social media's ability to help them advance their studies. Nonetheless, worries about the potential impact that students' unrestrained use of social media, may have on their learning are becoming more and more prevalent. Many educators are not certain about how to balance traditional teaching methods with digital tools resulting in inconsistence and sometimes ineffective use of social media. Concerns exist over the veracity and authenticity of content generated on social media platforms. In addition, not all teachers and students have access to stable power supply and the necessary technology and internet connectivity required to engage with social media effectively. Finally, there is the challenge of distraction. Social media is designed to capture and hold attention which can lead to students being distracted from educational content by non-educational materials.

A thorough understanding of the usage of social media in education is necessary to address these issues and maximize the positive effects of social media while minimizing its negative aspects. In light of this, the purpose of this paper is to investigate students perception of social media as a biology learning tool.

Methodology

The research design used in the study was a descriptive survey. The population included all the Secondary Schools in Oredo L.G.A of Edo State. The sample comprised 120 biology students selected from six senior secondary schools. Simple random sampling procedure was employed to select the students. The researcher designed a questionnaire that was used as the data collection tool for this investigation, titled: Biology Students' Perception on Social Media Use for Learning (BSPSMULQ). The Biology Students in the sampled schools responded to the instrument. There were four sections on the questionnaire: A, B, C, and D. Section A comprised questions designed to extract demographic data from the respondents. Section B asked questions about the perception of secondary school students about using social media to learn Biology. Section C comprised items on the problems associated with social media usage while section D comprised items on the predominant student-used social platforms. The questionnaire's statements were answered using a four-point Likert scale with values of 4, 3, 2, and 1, respectively, based on Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The validity of the instrument was determined by three experts from the faculty of Education, University of Benin. Corrections made were effected in the the final instruments' drafting. Thirty respondents who were not involved in the study were administered the instruments to determine the instrument's reliability. The responses were analyzed using Cronbach alpha, and this yielded a reliability coefficient of 0.80, 0.72 and 0.70 for section B, C and D respectively, which indicated that the instruments were reliable. The questionnaire was administered and the completed copies were retrieved immediately in order to guarantee a high return rate. One hundred and twenty were returned completed representing 100 percent return rate

To answer the research questions, the collected data was analysed using frequency and mean descriptive statistics. Each student score on the items were added together. For every item, the mean and standard deviation of the 120 students were also obtained. The normative mean was established by adding up all the scores of the responses (4+3+2+1=10) divided by the highest score (4), 10/4=2.50. Decision was reached using the mean of any item below 2.50 as rejected while mean of any item 2.50 and above as accepted.

Research Question I

What is the perception of secondary school biology students on social media use for learning in Oredo Local Government Area of in Edo State?

Table 1: Mean ratings of the perception of secondary school Biology Students on social media use for learning.

S/N	Items	Mean	Decision
1.	I often use social media	3.52	Accepted for educational purposes
2.	I find social media very useful in	2.86	Accepted Understanding Biology concept
3.	Social media enhances my	2.52	Accepted interest in Biology
4.	Social media is much more effective	1.87	Rejected in learning than traditional classroom

5.	My teachers use social media effectively	1.92	Rejected in teaching Biology
6.	I feel more connected to my biology teachers	2.04	Rejected when they use social media to communicate
7.	My Biology teachers very often use social	1.54	Rejected media part of their teaching method platform
8.	I am very confident in critically evaluating	1.87	Rejected Biology content on social media.
9.	Social media platforms enhance students'	2.67	Accepted creative skills
10.	Social media assist me to do my assignment	2.72	Accepted
11.	Social media platforms help me engage in	3.88	Accepted meaningful interactions with my classmates
12.	I obtain and share academic contents with	3.69	Accepted my colleagues using social media platforms
13.	Social media platforms help me engage in	3.25	Accepted academic collaboration to increase understanding of topics taught in the classroom.
14.	Social media platforms are user friendly	2.77	Accepted
15.	Social media platforms enhance group		
	discussion	3.26	Accepted and exchange of ideas to gain more knowledge
16.	Social media platforms allow me to express		
	my	2.51	Accepted ideas freely than the traditional face to face interaction
17.	Social media platforms allow me to receive	3.57	Accepted announcement or critical information from my teachers and classmates
18.	I will like to see an increase in the use of	2.98	Accepted social media for Biology teaching and learning
19.	Social media platforms enhance students	2.64	Accepted participation in achieving learning goals
20.	I am very satisfied with the current use of Social	1.42	
21.	Rejected media in Biology teaching and		
Learning Cluster Mean Cluster Mean		2.68	Accepted

KEY: Below 2.50- Rejected, 2.50 and above Accepted

Research Question 2

What are the problems associated with social media usage for learning? To answer this question, frequency and mean and standard deviation was used. The result of the analysis was presented in table 2

Table 2: The Mean ratings of problems associated with social media usage for Learning in public Senior Secondary Schools in Oredo Local Government Area of Edo State.

S/N	Items	Mean	Decision
1.	A lack of knowledge or skills in using digital	2.86	Accepted tools can hinder effective learning
2.	Resistance to using technology in education		
	due	2.56	Accepted to being accustomed to traditional practice hinder using social media platform for learning
3.	Poor or unstable internet Connectivity can		
	limit	3.42	Accepted access to online resources and digital learning platforms
4.	A lack of access to electricity or frequent		
	power	3.64	Accepted outages can hinder usage of social media as learning platforms
5.	Excessive time spent on social media can	2.88	Accepted reduce time available for studying
6.	Constant notifications and updates can	2.69	Accepted disrupt focus and concentration
7.	False and misleading information can	2.57	Accepted lead to confusion
8.	Filtering relevant information from the vast	2.50	Accepted amount of information can be difficult and over- whelming.
9.	Attempting to multitask between social media	2.54	Accepted and Learning can reduce productivity
10.	Over dependence on social media can reduce	2.51	Accepted Problem-solving skills that don’t involve technology
11.	Social media cause distraction and reduce	2.96	Accepted students’ interest for learning
12.	Not having internet enabled phones by all		

Students	3.46	Accepted hinder equal access to social media Leading to disparities in participation in Learning
13. Managing and monitoring social media	2.76	Accepted interactions can be time consuming for teachers
14. Ensuring the accuracy and quality of		
information	2.89	Accepted Shared on social media can be difficult for the teachers
15. Different social media platforms have		
varying	3.26	Accepted Capabilities which can limit how they are used for educational purposes
Cluster Mean	2.90	Accepted

Research question 3

What are the Social media platform most frequently used for learning by students in public secondary schools in Oredo L.G.A. in Edo State?

Table 3: Mean ratings of Social Media platforms frequently used for learning by students in Oredo L.G.A. in Edo State.

S/N	Item	Mean	Standard	
		Remarks	Deviation	
1.	WhatsApp	3.57	0.66	Always
2.	Twitter	2.39	0.67	Sometimes
3.	Instagram	2.28	0.81	Sometimes
4.	Facebook	3.53	0.70	Always
5.	Linkedin	1.12	0.61	Never
6.	You Tube	2.81	0.73	Often
7.	Tik Tok	2.02	0.63	Sometimes
8.	Telegram	3.24	0.71	Always
9.	Pinterest	1.24	0.88	Never
10.	Google +	2.10	0.65	Sometimes
11.	Skype	1.07	0.72	Never
12.	Messenger	2.58	0.75	Often
Cluster Mean		2.33		

KEY: 1.00-1.49 Never, 1.50-2.49 Sometimes, 2.50-3.49 Often, 3.50-4.00 Always

Table 1 displays the average ratings of the perception of secondary school biology students on the usages of social media for learning. This ranged from 1.42 to 3.88. It revealed that items 1, 2, 3, 9, 10, to 19 were accepted with the mean scores of 3.52, 2.86, 2.52, 2.67, 2.72, 3.88, 3.69, 3.25, 2.77, 3.26, 2.51, 3.57, 2.98 and 2.64 respectively, which were all above the 2.50 critical value for acceptance. Items 4, 5, 6, 7, 8 and 20 with means scores of 1.87, 1.92, 2.04, 1.54, 1.87 and 1.42 respectively were rejected because their means were below the critical mean value of 2.50. The cluster mean value of 2.68 is higher than the critical mean value of 2.50. This revealed that the students' perception on the use of social media for learning biology is positive.

The problems associated with social media usage are presented in table 2. The result revealed that the mean score for all the items were accepted. The mean scores were 86, 2.56, 3.42, 3.64, 2.88, 2.69, 2.57, 2.50, 2.54, 2.51, 2.96, 3.46, 2.76, 2.89 and 3.26 respectively, which were all above the critical mean score of 2.50. The cluster mean value is 2.90, which is higher than the critical value of 2.50 succinctly revealed that leveraging on social media platforms for educational purposes has some challenges that hinders it's effectiveness in promoting learning.

The data in table 3 shows the mean ratings of the social media platforms frequently used by students for learning Biology in Oredo Local Government Area in Edo State. This ranged from 1.07 to 3.57. It also revealed that Biology students always use WhatsApp and Telegram with mean scores of 3.57 and 3.24 respectively. They also often use Facebook, YouTube and Messenger with mean values of 3.23, 2.81 and 2.58 respectively. While students Sometimes make use of Twitter, instalgram, Tiktok and Google+ with mean values of 2.39, 2.28 2.02 and 2.10 respectively. It was however, revealed that they rarely make use of Linkedin, Pinterest and skype with mean values of 1.12, 1.24 and 1.07 respectively. The Cluster mean value of 2.33 indicated poor usage of social media platforms by public secondary school biology students for learning.

Discussion of Results

The results reveal that students agree that they make use of social media for learning purposes; It increases their enthusiasm in studying and is highly helpful in helping them understand biological topics. The findings also indicate that students agree that social media use enhance learning, through meaningful interactions, collaborations, exchange of ideas with peers, teachers and professionals. This supports Tayo, et al (2019), who reported that, There are resources in social media networks that are beneficial to pupils' growth. Additionally, pupils' communication abilities can be improved through peer-to-peer conversation. Additionally, social media helps students learn by connecting them with teachers and classmates on topics covered in class. It is also consistent with Guy, (2012) who asserted that social media platforms can facilitate learning through collaboration and diverse cultural expression. However some perceptions were rejected, indicating that social media platforms are to complement and not replace or substitute for the traditional classroom. Also the finding revealed that many teachers have not adopted the application of social media as a teaching tool.

The findings on the problems associated with social media usage showed mean range of between 2.50 to 3.46 with the grand mean of 2.68, which were all above the critical value of 2.50. This is an indication that all the fifteen items were accepted. Revealing that social media has numerous challenges with its usage, and negative effects if not properly managed. The identified challenges included distractions and time management, misinformation and credibility issues, overwhelming amount of content, lack of focus, hindering interpersonal skills development. In addition, some challenge agreed by students to hinder the effective social media use for educational purpose included, unequal access by all students due to lack of internet enabled phones, internet connectivity, lack of electricity or frequent power outages, insufficient knowledge or experience to successfully integrate social media into teaching and learning methodologies. The findings of this study revealed that the students always use Whatsapp, Facebook and Telegram and they often use Youtube and Messenger to interact with their peers to source information that will enhance their learning. It was also revealed that they sometimes use the following platforms; Twitter, Instagram, Tiktok and Google+ and seldom use Linkedin, Pinterest and Skype for learning. which mean values were 1.12, 1.24 and 1.07 respectively, and below the critical mean mark of 2.50. And the Cluster mean of 2.33 indicated that, students in public secondary schools in Edo State's Oredo Local Government Area make poor use of social media platforms for learning. This contradicts Ngonso (2019) assertion that students have access to social media and that their exposure is to a very great extent. But supports Adebayo and Balogun (2019) who argued that Facebook and WhatsApp are the most used social media platforms by students. This finding was corroborated also by Nazir, (2014) who stated that Facebook is the most popular social media, followed by Whatsapp and Instagram.

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THE ATTITUDE OF EDO PEOPLE TOWARDS EDO LANGUAGE

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Abstract
This paper work examines the attitude of Edo speakers towards their language. Edo language is spoken in seven speech communities in Edo State. The local governments are: Oredo, Egor, Ikpoba-Okha, Ovid North East, Ovia South West, Uhunmwonde and Orhionmwon. This emphasizes the pitable state of Edo language in this present day society. This paper argues that the attitude of the native speakers of the language has caused the malaise and if not controlled or arrested, the culture and tradition of the people will strive towards extinction. This paper is divided into three sections; the first section discusses issue on language and attitude. The second section outlines and discusses the Edo native speaker's attitude towards their language and it finally proposed some solutions that will aid to get rid of such malaise so as to protect the culture and tradition of the people.

Keywords: Attitude, language, Edo native speakers

1.0 Introduction

Language is useful to man, in that communication is made possible through it. Like other language, Edo language spoken in the southern language, Edo language spoken in the southern part of Nigeria, serves as a medium of communication and identity for a group of people who share the same language, culture, tradition and behavioural pattern. This paper talks about the attitude of Edo people toward their language and the effect of these attitudes on the language itself.

The Edo Language and People

The term "Edo" is used to refer to the language, settlement as well as the speakers of the language, Edo language is spoken in seven Local Government Areas of Edo State; namely, Oredo, Egor, Uhunmwonde, Orhionmwon, Ikpoba Okha, Ovia South West and Ovia North East.

Varieties of the Edo Language are also spoken in some other speech communities in Edo, which according to Omoregbe (2012), include O%aNogogo, OzaAibiokunla, 0za Nisi, Odiguetue, Errua, Eho, Ike, RUrhonigbe etc. Other languages spoken in other parts of the state include Esan, Etsako, Etuno, Vekhee, Own, Emai, Ora, Otuo, Igarra etc. Edo Language community is bounded to the South by Delta State to the West by Ondo State, East and North by Kogi State.

The major occupation of the people today are trading and farming. The major, cash crops produced in the state are rubber, cocoa and palm produce. The food crops include yam, plantain, cassava, guinea corn and various types of fruits and vegetable. The Edo people are also well known for wood carving and brass smiting.

Methodology

This paper work used descriptive and holds on to no specific theoretical frame work. It adopts a descriptive survey research method, with the aid of a questionnaire to solicit data. For the purpose of this paper work, we worked on the seven speech communities where Edo Language is spoken. The choice of these speech communities is informed by the fact that Edo Language is the mother tongue of these speech communities.

The instrument employed for this paper work is a twenty-point item questionnaire having two sections. Section 1 was made to collect demographic information of the subject while section 2, was set to gather information on their language preferences. In analyzing the result, the simple frequency analyzing the result, the simple frequency counts and percentages were employed. Subject for the study is made up of a thousand respondents (both male and female) with not less than a hundred drawn from each speech community. The subjects included speakers from different categories students, farmers, traders, lawyers, teachers, doctors, civil servants etc variables employed in this paper work are sex, age, occupation, environment and educational level.

Towards A Definition of Language Attitude

Attitude is a commonly used terminology. It is not restricted in use to only a particular class of people. Attitude is a behavioural pattern towards someone or something in a particular situation.

However, scholars in different fields of study have worked on the language and behavioural attitude of speakers towards language or its speakers. Bern (1968) opines that attitudes are self descriptions or self perceptions. To him, speakers recognize their attitude from their own behaviour. Language attitude is one's feelings toward language which may either be positive or negative and which has the ability to affect the life and growth of the language.

Mcguire (1985) defines attitude as that which locates objects of thoughts on dimensions of judgment in line with this. Aolzen (1988:4) sees attitude as an object, person, institution or event and as such has the ability of affecting that which it comes in contact with.

On language attitude specially, Adegbija (1994) claims that it is an evaluative judgment made about a language or its variety, its speakers, towards efforts at promoting, maintaining or planning a language or even towards learning and teaching it.

The life and growth of any language depend on the attitude of the speakers of the language. For a language to be restored or preserved, then the attitude of its speakers must not be over emphasized. Although attitude cannot be observed directly, its study is important as it serves as the only measurement for language growth, decay or death.

General Attitude towards Languages

Attitude is born out of feeling towards an object or person. In this case, it is born towards language. Languages are born and languages die, this is as a result of people's feeling or attitude towards language. A positive attitude towards a language will encourage its growth, development and its chances of survival are ascertained. On the other hand, a negative attitude towards a language creates room for its decline or death. Languages are endangered if they have very weak political status, few users and are no longer taught to children.

On the other hand, language death implies the absence of speakers of the language. This forces the languages out of existence. For a language to exist it must have speakers or users. If its users do not employ it at all, then it will result in its death.

Generally, it has been observed that people's attitude towards their indigenous languages have always been a negative one compared to English or pidgin which are regarded as "foreign languages". These two languages are gradually forcing our indigenous languages into extinction as most of these languages are either gradually or drastically losing their native speakers. Worse still, speakers of these indigenous languages are not aware of the implication of this attitude on their languages as well as their cultural heritage.

It is quite disheartening that most people feel inferior using these local languages and try to discourage their children from using them, even while at home.

According to Kulich (1992), children are rather encouraged to learn a language of wider communication in order to participate fully in the society. This actually is the sad story of most minority language in Nigeria because speakers of these languages are marginalized because they come from minority ethnic group.

Native Speakers Attitude towards the Edo Language

So far, we are aware that attitude is the only way with which we can measure ones love or hatred towards an objects or someone. Babagida (2001:2) asserts that people tend to accept and use a language that has:

- A considerable national and / international coverage of users
- A metropolitan or cosmopolitan status
- A considerable numerical strength and some measure of economic and political power
- A sufficiently reliable codified form.

Babagida (2001) went further to state that any language that possesses none of the instrumental and integrative forces as highlighted above, the attitude of its speakers towards it will definitely be negative. Since everybody wishes or hopes for the best, languages have to be developed and this can only happen if the speakers develop a positive attitude towards the language. It is indeed very sad if a language is not codified, restricted in use and speakers deteriorate examined the attitude of Edo native speakers to the language.

Edo Language is a minority language due to the size of its speakers. It is a language spoken in Edo which is one of the states in the southern parts of Nigeria. This language is only one of the languages spoken in Edo State; others include Owan, Esan, Etsako, Ora etc. Edo State is multilingual in nature because of its structure. It is inhabited by diverse cultures, beliefs and traditions. Besides these languages are English and pidgin. As a result of the functions assigned to English Language as the official language in the state and pidgin as the language born out of contact situations of all the indigenous languages that co-exist in Edo, it has become imperative or very necessary for the people to acquire them. This should not actually be the reason why the indigenous languages should be made to suffer or become endangered.

According to Uwajeh (2003:104), there exist four important factors that may lead to our language being endangered.

1. The oppressive role of English Language
2. The intrusive functions of the Nigerian pidgin
3. The depressing impact of the absence of any national language and
4. The deliberate attacks mounted against the use of our indigenous languages

In addition to Uwajeh's factors, speaker's unwillingness to even attempt speaking the language, is yet another factor. So many speakers of Edo are very much unaware of these important factors stated above and their implication on the language. In trying to determine the attitude of the speakers of the language, a questionnaire was administered to carefully and critically analyze speaker's behaviour or feeling towards the language. The responses to the questionnaire distributed reveal that Edo Language, like other minority languages, is under threat of being dominated by English and pidgin.

Some vital questions asked centered around:

i. Language used for different classes of people
ii. Importance of Edo Language for various events
iii. The most preferred language
iv. Language ability (ie reading and writing Edo)
v. Language attitude of speakers

The account of the response to the questionnaire is table 1

Table 1: Language used for different classes of people

	Family members		**Neighborhood**		**Friends**		**Market**		**School**	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Edo	23	27.1	35	41.2	28	32.0	36	42.4	15	17.6
Eng	16	18.8	10	11.8	34	40	09	10.6	58	68.3
Pidgin	46	54.1	40	47	23	27	42	49	12	14.1

When a speaker is bilingual; he tends to use the different languages he has acquired and he uses them differently, based on the type of people he interacts with.
This is actually one of the major ways of altering the patterns of language use.
Table 1: Reveals the languages that are spoken by the different respondents at different setting. In talking with family members, about 27% say they employ the use of Edo. 18% use English and 51.1% use pidgin. With neighbors, the highest percentage of respondents (i.e 47%) use pidgin. Talking about communicating with friends, majority of the speakers use English and, in the market, speakers prefer the use of pidgin (with a percentage (i.e 58%) claim that English is the language employed.

Based on our findings here, we observed that pidgin has taken over Edo Language. Pidgin is highly employed by do native speakers in communicating with their children at home where the mother tongue (i.e Edo) should have been promoted. Since this language is not spoken at home, it becomes difficult for the children to acquire the language. Most parents feel that since English is the prestigious language. It has to be learnt first before any other. For this, they are reluctant in transmitting their mother tongue to their younger ones.

Again the school which happens to be the second basic environment of the child employs English Language fully to the detriment of Edo Language. In most schools in Edo, it is regarded as an offence for anyone to speak in his indigenous language. Punishment are issued out on anyone caught speaking such vernacular. The schools do not encourage the speaking of Edo. Besides this, the children see themselves as inferior if they speak in their local language than in English.

Table 2: The Importance of Edo for Various Events

Events	**Important**		**A Little Important**		**Unimportant**	
	Freq	%	Freq	%	Freq	%
Market friends	33	38.8	47	56.3	05	5.9
Writing	24	28.2	40	47.1	31	24.7
Bringing up child	32	37.6	53	62.4	-	-
In church	49	57.6	30	33.3	06	7.1
In business	29	34.1	38	44.7	18	21.2

Going by the data Table 2. Most of the respondents stated that it is actually too important to use Edo Language to carryout various events. As the data reveals 56.3% of the respondents agreed that it is not too important using Edo in making friends since most people with whom they come across are not actually Edo speaking people 5.9% of the respondents that claimed it is not important using Edo in making friends said so because they do not speak the language.

Similar to the first event stated in the data above are the second and the third with the same reason as given for making friends. For church activities, 57.6% of the entire respondents feel it is very important to use Edo Language in the churches since most converts are elderly persons who cannot speak English at all. Besides, it can serve as a medium of transferring the language to the younger ones and event non-speaking Edo persons interested in acquiring the language. In using Edo Language for business activities, 44.7% feel it is not too important since most buyers are not Edo native speakers. 31.1% see the need in using Edo Language in business activities because it will help promote the business as well as the language. The remaining 21.2% do not see the need for using the Edo Language in carrying out business activities since customers buy from whoever has what they want and is very friendly to them.

On language preference, 48% of the respondent refers to speak English, 19% Edo language while the remaining 33% prefer using pidgin above Edo reveals a sign of language endangerment. Despite the fact that Edo Language is actively spoken by most of the native speakers of the language, these speakers still prefer to speak English and pidgin which are the two major languages of wider communication in Nigeria. A case where a language is gradually losing its speakers to more dominant language due to the speakers' attitude to that language is actually a devastating case which requires a drastic solution.

The preference of English and pidgin languages over the do languages creates a case of language endangerment, which if not arrest, can lead the language into extinction. It is also observed based on respondent's responses to the questionnaires issued that most native speakers are not able to read and write Edo very well. This can be argued on the ground that they were not given any literacy skills in the language. Besides, the inconsistencies in the Edo Language also stand as hindrance for speakers to accurately read and write Edo.

On language attitude of the speakers which is the central focus of this paper work, we observed from our questionnaires that speakers at towards Edo Language are quite negative, See table 3.

Table 3: The Attitude of Edo Native Speakers to the Edo Language

	Children		**Adult**	
Response	Freq	%	Freq	%
Yes	28	32.9	39	45.9
No	57	67.1	46	54.1

Table 3 reveals speakers' attitude to Edo Language. In the data above, the response "Yes" depicts positive attitude to the language and "No" stands for a negative attitude to the language. Going therefore by the data above, 32.9% of the younger ones interviewed has positive attitude towards the language while the remaining 67.1% have developed a negative attitude towards the language. We also elicited from 45.9% of the respondents a positive attitude towards the language and 51.1% reveals a negative attitude towards the language.

Based on these data, we can say that Edo Language is facing a threatening situation as its, attitude towards the speakers is not encouraging. The adults find it difficult transmitting the language to the younger generation because they do not see anything wrong in acquiring and using English (ie the prestigious language) over lido.

Owing to this, children are at a tight corner both in schools and at home using the language. Again, parents see the acquisition of English Language as their first language will not face any difficulty in employing it as they grow up.

Besides English language, pidgin also has an effect on the speakers of the language. Most of the respondents agreed that pidgin cannot be done away with since its existence is as a result of contact situations. In communicating to people, who are non-native speakers, pidgin or English is employed based on the status of the communicator and communicate.

The people attitudes as this paper work reveals, displays a clear case of ignorance as the people are unaware of the danger imposed on a language that is not being used often. If this situation is allowed to continue, then the people will lose their cultural identity.

3.4 Intervention Strategies

All language are of great importance since language serves as the cultural heritage of a group of people. There is therefore a great need to preserve language no matter the size of its speakers. Since it is the means through which a people can express their beliefs, customs, norm etc.

Recommendation

The following recommendations are therefore necessary for the revitalization of Edo Language:

- Awareness should be created in the minds of the people about the importance of their language.
- Parents should be encouraged to teach their language as their mother tongue, by using it as the primary means of communication within the home.
- The government also has a great role to play by making the teaching of the language compulsory at both primary and secondary school levels, at least in the state capital.

  So far, written documents in the Edo Language are available. The native speakers should be encouraged to use them.
- School also has a part to play. They must employ competent teachers to teach the language. The children must be encouraged to learn the language by providing them with all the necessary assistance and textbooks needed.

Conclusion

This paper work set out to discuss, with the aid of a questionnaire, the apparent attitude of Edo people to their language. It has revealed that Edo native speakers have developed a negative attitude towards their language as a result of ignorance as well as the oppressive roles of English and Pidgin Languages. This has placed the Edo Language on a danger list. For the Edo Language to be rescued from further threat, it is our hope that the recommendations given above be taken seriously, so as to save the languages from heading towards a natural death.

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IDEAL ENGLISH LANGUAGE TEACHER PERSONALITY FOR EDUCATIONAL ADVANCEMENT IN THE 21ST CENTURY

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Abstract

In the 21st century, the English language has become the global lingua franca, playing a crucial role in diplomacy, business and the education sector. The advancement of English language proficiency is closely tied to the effectiveness of English teachers, whose personalities significantly impact students' learning experiences. Ideal English teachers possess key personality traits such as empathy, flexibility, creativity, and patience amongst others enabling them to foster engaging and inclusive learning environments. In particular, emotional intelligence helps teachers understand students' diverse needs, while adaptability allows for the integration of technology into the classroom. Furthermore, resourcefulness and continuous professional development ensure that teachers remain at the forefront of educational advancements. As education increasingly becomes digital, English teachers' ability to effectively use technology and foster critical thinking becomes essential for preparing students to succeed in a globalized world. This paper emphasizes that the personality traits of English teachers are crucial for fostering student-centered learning, promoting inclusivity and ensuring educational success in the 21st century.

Keywords: English language teaching, empathy, flexibility, adaptability, 21st-century education

Introduction

As the world becomes increasingly interconnected, English according to Taguchi, et al., (2018) has emerged as the lingua franca of business, diplomacy and technology. Therefore, Proficiency in English opens doors to global job markets, international business ventures, and access to educational resources. Moreover, English facilitates cultural exchange, allowing people from different backgrounds to connect, understand and appreciate diverse perspectives (Byram, et al., 2002).

In the present era of digitalization where English is the language of innovation and advancement, many technological breakthroughs, from software development to artificial intelligence, are primarily conducted and disseminated in English as observed by Moreno-Guerrero et al., (2020). This makes English proficiency essential for staying at the forefront of technological advancements and participating in the global knowledge economy. Against this backdrop, effective teacher personalities play a crucial role in advancing education by inspiring students and creating an ideal environment. Teachers with positive and enthusiastic attitudes can motivate students to strive for excellence and reach their full potential. By building strong relationships with their students, they create a supportive atmosphere where students feel valued and encouraged to engage in learning. This connection not only enhances academic performance but also promotes personal growth which is visible in national development.

In addition to building relationships, effective teachers encourage critical thinking and problem-solving skills, that equip students to analyze information and make informed decisions. By cultivating these abilities, English teachers prepare students for future challenges and success. Moreover, teachers who instill a love for learning inspire students to continue their educational journey throughout life.

Some Key Personality Tracks of a 21st Century English Language Teacher

These refer to the essential qualities that English teachers must possess to effectively educate and engage students in today's dynamic and globalized world. Stronge, (2018) noted that these traits help teachers not only impart language skills but also prepare students for the complex challenges they will face in the larger society after school. Some key traits that define an ideal English language teacher in the 21st century include:

- **Empathy and Emotional Intelligence:** According to D'Emidio-Caston, (2019), these traits enable teachers to understand and connect with students on a deeper level, positively impacting learning outcomes. Empathy allows teachers to recognize individual needs, build trust, and address diverse student backgrounds while emotional intelligence helps teachers manage their own emotions, navigate classroom dynamics, and model emotional resilience for students. Empathy and emotional intelligence are closely linked as empathy involves understanding others' feelings and perspectives, while emotional intelligence includes self-awareness, self-regulation and social skills. Together, these traits allow teachers to create a supportive and inclusive classroom environment.

  With the increasing awareness of mental health and emotional well-being, empathy and emotional intelligence are essential for modern teachers (Ogunwuyi, et al., 2022).
- **Flexibility and Adaptability:** Flexibility and adaptability are crucial personality traits for educators in the 21st-century educational landscape in general and the domain of English language in particular. This is because it helps in enabling educators to effectively respond to the diverse needs of students and unforeseen challenges. Flexibility allows teachers to modify their teaching methods, lesson plans and classroom management strategies based on individual learning styles and paces (Jimola, et al., 2021). By incorporating student feedback into their practices,

flexible teachers create a more responsive and student-centered learning environment.

Adaptability goes beyond mere flexibility, encompassing a teacher's willingness to embrace new technologies, curricula and teaching trends. In an era where technology plays a significant role in education, adaptable educators proactively integrate digital tools into their lessons to enhance student engagement and learning outcomes. They, according to Adelodun, (2017) are also adept at navigating, changing educational standards and policies, ensuring that their students meet evolving learning objectives. Additionally, adaptable teachers recognize the diverse backgrounds and challenges of their students, modifying their instruction to cater for individuals' needs effectively.

The importance of flexibility and adaptability in modern education cannot be overemphasized. It is particularly evident in the face of rapid changes, such as those brought about by the COVID-19 pandemic. Teachers who demonstrated these traits were able to transit seamlessly from in-person instruction to online platforms while maintaining educational quality. Furthermore, as personalized learning becomes increasingly emphasized, these traits are essential for tailoring instruction to suit each student's unique learning pattern as stated by Adewusi, et al., (2023). Ultimately, flexible and adaptable teachers help prepare learners to navigate an unpredictable future with confidence.

- **Creativity and Resourcefulness:** Creativity and resourcefulness are essential traits for educators in the modern educational ecosystem, where diverse learning styles and technological advancements necessitate innovative teaching methodologies. Creative teachers engage students by developing original lesson plans that incorporate interactive activities, storytelling, and multimedia tools, thereby making learning more captivating and meaningful (Lisenbee, et al., 2018). This creativity not only enhances student engagement but also fosters critical thinking and problem-solving skills, as students learn to approach challenges from various perspectives. In the 21st-century education sector, the significance of these traits is amplified by the need to adapt to rapid technological changes and support diverse learners. Onyema, (2020) posits that creative and resourceful teachers effectively integrate digital tools into their lessons while ensuring that all students are engaged and supported through varied teaching methods. This approach not only deepens student engagement but also equips them with essential life skills. The impact of creativity and resourcefulness extends to student motivation, confidence, and overall success (Echu, et al., 2020). By engaging lessons students are inspired to participate actively, while resourceful teaching strategies help them develop problem-solving abilities in dynamic environments. As educators foster a love for learning through creative methodologies, they prepare students for a future where adaptability and lifelong learning are crucial. Ultimately, teachers who possess these traits not only enhance educational experiences but also empower students with the essential skills needed to thrive in a rapidly changing world (Wilson, et al., 2020).

- **Patience and Persistence:** Patience and persistence are essential traits capable for teachers to enhance their effectiveness in the classroom and contribute to a conducive learning environment. Patience allows educators to support students at varying learning paces, ensuring that each individual receives the necessary time and attention to grasp concepts (Abubakar, 2016). This trait is crucial in managing classroom behavior, as patient teachers can handle disruptions calmly, fostering respectful interactions and creating a safe space for students to learn from their mistakes. Doyle, (2023) reiterated that by cultivating an atmosphere where errors are viewed as part of the learning process, patient teachers encourage students to engage more deeply with the material.

  Persistence, on the other hand, is about the determination to help students succeed despite obstacles. Persistent teachers do not abandon their students when progress is slow; instead, they explore different strategies to find what works best for each learner. This unwavering commitment not only aids in overcoming academic challenges but also models resilience for students, teaching them the value of hard work and perseverance. In today's educational landscape, where challenges abound, persistent educators maintain a focus on long-term goals, ensuring that students build a solid foundation for future success.

  Generally, teachers who embody patience and persistence do not only enhance academic achievement but also equip students with essential life skills, preparing them to navigate an ever-changing world with confidence and determination.
- **Cultural Sensitivity and Awareness:** These traits involve recognizing, respecting and valuing the cultural backgrounds, beliefs and practices of students. Culturally sensitive teachers create an inclusive and welcoming learning environment, where students from different cultural backgrounds feel understood, respected and accepted. This helps reduce cultural misunderstandings, fosters open communication and promotes a sense of belonging for all students. Teachers who are aware of the diverse cultures represented in their classrooms can channel their teaching methods to meet the needs of each student, making learning more accessible and relatable (Nwani, 2021).

  The significance of cultural sensitivity and awareness extends beyond creating a harmonious classroom. It fosters mutual respect among students, encouraging them to appreciate and learn from each other's differences. This trait also equips teachers to address bias, stereotypes, and discrimination, actively working to create an equitable learning environment. In a world that increasingly values global citizenship, teachers with cultural sensitivity help students develop empathy, tolerance, and a deeper understanding of the world. This not only enhances students' educational experience but also prepares them to thrive in multicultural workplaces and societies.
- **Continuous Learning and Professional Development:** In the rapidly evolving landscape of education, English teachers must be lifelong learners to effectively meet the changing needs of their students and the demands of modern education. Teachers who prioritize their learning regularly attend workshops, pursue

certifications and engage with new ideas, ensuring they are well-equipped to deliver high-quality instruction. This dedication to self-improvement also models the importance of lifelong learning for students, fostering a classroom culture that values growth and curiosity. English Teachers who stay up-to-date with the latest educational trends, including inclusive teaching practices, digital tools, and pedagogical innovations, are better able to create dynamic, relevant and engaging learning environments (Yeager and Carol, 2020). Additionally, they can adapt to new curricula, policies or challenges with great ease, enhancing their ability to support diverse learners. By continually developing their skills and knowledge, these teachers contribute to a culture of excellence and collaboration, ultimately improving student success and enriching the entire educational experience.

- **Effective Communication Skills**: According to Ghanizadeh, (2020), effective communication skills are fundamental to the personality of an ideal English language teacher, especially in the context of educational advancement in the 21st century. Clear and concise use of the English language is essential for understandably conveying complex ideas, which helps students grasp new concepts without confusion. Teachers who articulate their thoughts clearly can facilitate better comprehension and retention among students, fostering an environment where learning is more accessible. Additionally, using straightforward language encourages students to express themselves more freely, reducing anxiety associated with language learning.

  Active listening and feedback are equally vital components of effective communication. By actively listening to students, teachers can better understand their needs, concerns and areas where they struggle. This practice not only demonstrates respect but also helps build a strong rapport between teachers and students. Providing constructive feedback further enhances this relationship, as it guides students in their learning process while affirming their efforts. Feedback should be timely and specific, allowing students to recognize their progress and areas for improvement, which is crucial for their development.

  Non-verbal communication and body language play a significant role in establishing trust and rapport with students. A teacher's facial expressions, gestures and posture can convey enthusiasm and support, making the classroom atmosphere more inviting (Altun, 2019). Building rapport is essential for creating a safe learning environment where students feel comfortable participating and making mistakes. When teachers effectively combine verbal and non-verbal communication skills, they foster an inclusive classroom culture that promotes engagement, collaboration, and mutual respect which are key elements for educational success in today's diverse learning landscape.

- **Student-Centered Approach**: Han, (2021) noted that a student-centered approach is a fundamental aspect of an ideal English language teacher's personality for educational advancement in the 21st century. He further stated that this approach prioritizes the needs, interests, and learning styles of individual students, ensuring that each learner receives the support and guidance necessary to reach their full potential. By implementing a student-centered approach, teachers create a learning environment that fosters engagement, autonomy, and resilience, ultimately leading to improved language proficiency and overall academic success.

- **Personalized Learning and Differentiation:** Personalized learning and differentiation are key components of a student-centered approach. Effective English language teachers recognize that students have diverse backgrounds, abilities, and learning preferences (De Jong, et al., 2005). By differentiating instruction, teachers can adapt their methods, materials and assessments to cater for individual needs. This may involve providing students with choices in demonstrating their understanding, offering scaffolding for those who need additional support, or challenging advanced learners with enrichment activities. Personalized learning ensures that each student receives the targeted instruction and practice necessary for their growth, fostering a sense of accomplishment and motivation.
- **Encouraging Student Autonomy and Agency:** This trait helps students to be courageous and bold. Teachers who adopt this approach create opportunities for students to partake actively in their learning process. This may include allowing students to set their own goals, choose topics for research or projects, or engage in self-reflection and peer feedback. By giving students a voice in their learning, teachers help them develop a sense of ownership and responsibility, which leads to increased engagement and motivation. Moreover, student autonomy prepares learners for success in the 21st century, as they develop the skills necessary to navigate an ever-changing world and become lifelong learners.
- **Growth and Resilience Mindset:** English language Teachers who possess these personality traits, emphasize the importance of effort, persistence, and learning from mistakes. They provide constructive feedback that focuses on the learning process rather than just the result. By fostering a growth mindset, Yeager and Carol, (2020) observed that such teachers help students understand that their abilities are not fixed and can improve through hard work and dedication. This mindset, combined with the support and encouragement teachers provide, enables students to develop resilience in the face of challenges, ultimately leading to greater language proficiency and academic success.
- **Technological And Digital Literacy Skills:** As technology has become integral to the learning process, a technologically savvy teacher understands how to effectively use digital tools and platforms to enhance instruction, making learning more engaging and accessible for students. Digital literacy goes beyond just using tools; it involves understanding how to navigate, evaluate, and apply information in the digital space. Teachers with these traits can leverage educational apps, virtual classrooms, and multimedia resources to create interactive lessons, facilitate distance learning, and cater to various learning styles, ensuring students remain engaged and motivated in a technologically driven environment.

  The significance of technological savvy and digital literacy also extends to preparing students for the future (Morgan, et al., 2022). As technology continues to evolve and influence every industry, teachers who are digitally literate model essential skills that students need to succeed in a global, information-driven economy. These teachers not only teach core subjects but also guide students in responsible digital citizenship, helping them critically assess online information, use technology ethically and stay safe in a digital world.

In the 21st century, the ability to effectively integrate technology into language instruction is a crucial aspect of an ideal English language teacher's personality (Blake, 2013). As digital tools and resources continue to evolve, teachers must adapt their practices to harness the potential of technology in enhancing student learning and preparing them for success in an increasingly digital world.

Effectively Integrating Digital Tools and Resources

Effective technology integration requires teachers to carefully select and utilize digital tools and resources that align with their instructional objectives and enhance student engagement (Barbour, 2014). Ideal English language teachers possess the skills to:

i. Evaluate and curate appropriate digital tools: They assess the suitability of various technologies based on their educational value, user-friendliness, and alignment with learning goals.
ii. Seamlessly incorporate technology into lesson plans: Teachers weave digital elements into their instruction, ensuring a smooth transition between traditional and technology-based activities.
iii. Model effective use of digital tools: By demonstrating proficient use of technology, teachers set the tone for appropriate and purposeful integration in the classroom.

Facilitating Online Collaboration and Communication

In the 21st-century classroom, technology enables new modes of collaboration and communication that were previously unimaginable. Ideal English language teachers leverage digital platforms to:

i. Foster online discussions and exchanges: They create opportunities for students to engage in meaningful conversations, share ideas, and provide feedback to their peers using digital tools.
ii. Facilitate collaborative projects: Teachers guide students in working together on projects using cloud-based applications, promoting teamwork and collective problem-solving.
iii. Connect with global learning communities: They leverage technology to connect their classrooms with other learners and educators worldwide broadening students' cultural awareness and language exposure.

Developing Digital Literacy Skills in Students

As technology becomes increasingly ubiquitous in all aspects of life, developing digital literacy skills is essential for students' success. Ideal English language teachers prioritize the development of these skills by:

i. Teaching responsible digital citizenship: They educate students on the ethical and safe use of technology, emphasizing online etiquette, privacy and security.
ii. Fostering critical evaluation of online information: Teachers guide students in assessing the reliability, accuracy and relevance of digital content, promoting critical thinking in the digital age.
iii. Encouraging creativity and innovation with technology: They empower students to use technology as tools for self-expression, problem-solving, and creating original content
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Significance in the 21st Century Classroom

The integration of technology in the 21st-century English language classroom holds immense significance, as it:

i. Enhances student engagement and motivation: Digital tools and resources capture students' attention and make learning more interactive and enjoyable.
ii. Provides personalized learning opportunities: Technology enables teachers to differentiate instruction and offer students customized learning experiences based on their needs and preferences.
iii. Prepares students for future success: By developing digital literacy skills, students gain the competencies necessary to thrive in an increasingly technology-driven world, both academically and professionally. It is noteworthy that this integration is not without some challenges

Challenges and Considerations

While technology integration offers numerous benefits, it also presents challenges that ideal English language teachers must navigate:

i. Ensuring equitable access: Teachers must be mindful of potential disparities in access to technology and work to create inclusive learning environments.
ii. Maintaining a balance between technology and traditional methods: Effective integration requires a balance between digital and non-digital elements, ensuring that technology enhances rather than replaces essential language learning practices.
iii. Continuously updating skills and knowledge: As technology evolves rapidly, teachers must commit to ongoing professional development to stay current with best practices and emerging tools.

Conclusion

In the 21st century, the ideal English language teacher embodies a combination of key personality traits and skills that are essential for fostering educational advancement. Among these traits, patience and persistence stand out as critical attributes that enable teachers to support diverse learning needs while managing classroom dynamics effectively. Creativity and resourcefulness also play a vital role, allowing teachers to develop engaging lesson plans and adapt to the ever-changing educational landscape. Furthermore, effective communication skills enhance the teacher-student relationship, promoting a collaborative and inclusive environment conducive for learning. Together, these traits create a holistic approach to teaching that prioritizes student engagement and success. In an ever-changing education sector, continuous professional development and leveraging on digital technology are paramount for English language teachers striving for excellence in their practice. As educational methodologies and technologies evolve, ongoing training enables teachers to refine their skills, stay informed about best practices, and implement new strategies effectively for educational advancement. This commitment to lifelong learning not only enhances teachers' capabilities but also directly benefits their students by providing them with high-quality instruction geared toward meeting diverse needs.

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LEADING CHANGE AND INNOVATION FOR EDUCATIONAL ADVANCEMENT: THE ROLE OF PRE-TERTIARY SCHOOL LEADERS/TEACHERS.

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Abstract
In today's rapidly evolving educational landscape, pre-tertiary school teachers play a pivotal role in driving change and innovation for the advancement of education. This paper explores how teachers at the primary and secondary levels act as agents of transformation by adopting new pedagogical methods, integrating technology, and fostering critical thinking in their students. These educators not only bridge the gap between policy and practice but also ensure the adaptability of educational systems to meet future challenges. Through leadership in the classroom, they create environments conducive to creativity, collaboration, and lifelong learning. The study highlights case examples where innovative approaches have resulted in enhanced learning outcomes, alongside the challenges that educators face, such as resistance to change, limited resources, and professional development needs. Ultimately, the paper argues that empowering teachers with the tools and support they need is crucial for realizing sustainable educational reform and ensuring students are prepared for a dynamic and complex future.

Keywords: Pre-tertiary education, educational innovation, teacher leadership, pedagogical transformation, sustainable reform.

Introduction

Change is a dynamic phenomenon in human existence; hence it is the only thing that is constant. Humans must therefore, learn to adapt to change if they must advance. George Bernard shaw states that ‘’progress is impossible without change, and those who cannot change their minds cannot change anything’’. Change is a fundamental aspect of progress, as it drives the evolution of societies, technologies, and individual growth. Without change, systems become stagnant, limiting the potential for improvement and innovation. The assertion that progress is impossible without change is rooted in the idea that transformation is necessary for advancement. As Albert Einstein famously said, "Insanity is doing the same thing over and over again and expecting different results" (Einstein, n.d.). This quote encapsulates the importance of change in achieving new outcomes and highlights the need for adaptation in the face of challenges. One of the key areas where change is essential for progress is in technological advancements. For example, the transition from manual labor to automation and artificial intelligence has revolutionized industries, making processes more efficient and increasing productivity (Brynjolfsson & McAfee, 2014). This shift would not have been possible without embracing change, as resistance to technological innovation would have hindered the development of new tools and methods. In addition to technological change, social and cultural transformations are also crucial for progress. History is filled with examples of societies that progressed by challenging the status quo and advocating for change. The Civil Rights Movement in the United States, for instance, brought about significant changes in laws and social norms, leading to greater equality and justice for marginalized communities (Baldwin, 1963). These changes were necessary for societal progress, demonstrating that without change, social injustices would have persisted. Moreover, change is necessary on an individual level. Personal growth and self-improvement require individuals to step out of their comfort zones and embrace new experiences and perspectives. Carol Dweck's research on the growth mindset emphasizes the importance of change in learning and development. According to Dweck (2006), individuals who believe in their ability to change and grow are more likely to achieve success and overcome obstacles. This mindset fosters resilience and adaptability, both of which are essential for progress. However, it is important to recognize that change can be challenging and often met with resistance. Fear of the unknown and attachment to familiar routines can hinder the willingness to embrace change. Nevertheless, the benefits of change often outweigh the discomfort, as it paves the way for new opportunities and solutions to problems.

Necessary Tools for Change Management

For change to be effective in an academic environment, several tools and strategies must be in place. The following elements are essential for managing change successfully:

1. Identify Reasons for Change: Understanding the drivers of change is crucial for a successful transition. Change should not be implemented arbitrarily; rather, it must be based on solid evidence of need (Kotter, 2012). For instance, the identification of gaps in student performance or technological advancements can justify a shift in instructional strategies.
2. Study Potential Impacts: Before any change is implemented, its potential impacts on both students and educators must be studied. Lewin's (1951) change management model emphasizes that analyzing both positive and negative consequences can help anticipate resistance and develop strategies to mitigate these impacts. A thorough analysis ensures that the benefits of change outweigh the challenges.
3. Develop a Transition Plan: According to Hiatt (2006), a well-thought-out transition plan is key to the success of any change initiative. This plan should outline clear goals, timelines, roles, and responsibilities, allowing the institution to move smoothly through different phases of change while minimizing disruption to daily operations.
4. Communicate with Stakeholders: Effective communication is fundamental in change management (Anderson & Anderson, 2010). Regular updates and

transparent dialogue with stakeholders—including teachers, students, and parents—help create a shared understanding of the vision for change. Stakeholder engagement fosters collaboration and reduces resistance, ensuring that all parties are aligned with the new direction

5. Address resistance: Change is a dynamic feature of human existence. It is often common in a school environment. This is so because every academic session comes with its changes and innovations which most times meet with some resistance from stalk holders. It is therefore pertinent for initiators of change and innovations in a school sector to tenaciously address these resistant factors while initiating change,
6. Evaluate outcomes: Ensure that the possible outcome of the change is made known to both parents, teachers and the learners as this would make them receptive to the change been initiated.

Deliverables of Change

Deliverables of Change: Key Elements for leading change and innovation

1. Inspire and Motivate

One of the foremost deliverables of change is the ability to inspire and motivate individuals. Change can often be met with resistance, especially when it disrupts established norms in a school. Therefore, teachers and school leaders must articulate a clear and compelling vision that resonates with the emotional and practical needs of their team members. They should emphasize the benefits of the change, fostering a sense of shared purpose and showing how individual contributions are critical to the overall success. When leaders inspire motivation, they turn uncertainty into opportunity, ensuring that employees feel energized and empowered to contribute to the change process.

2. Demonstrate Vision and Strategy

Effective change leadership requires a clear vision and a well-defined strategy for achieving that vision. The teacher must be able to communicate not only what the change entails but also why it is necessary and how it aligns with long-term goals. Vision serves as the blueprint for where the institution is headed, while strategy outlines the steps needed to get there. This combination of foresight and planning allows leaders to create a roadmap that guides their learners through the transition. By demonstrating a vision and strategy, leaders offer direction and clarity, reducing confusion and aligning efforts towards a common objective.

3. Encourage Collaboration and Teamwork

Change is not an individual endeavor; it requires the collective effort of diverse teams. Encouraging collaboration and fostering teamwork are essential deliverables of change that enable organizations to leverage the strengths and perspectives of all stakeholders. A teacher who promotes collaboration creates a culture where open communication, trust, and shared responsibility thrive amongst learners. This inclusivity ensures that team members feel valued and are more willing to contribute their ideas, which can lead to innovative solutions. Through teamwork, the change process becomes more cohesive, efficient, and resilient to challenges. Thereby making learning engaging, interactive and interesting.

4. Address Challenges and Obstacles:

No change process is without challenges. Leaders as well as teachers must anticipate and address obstacles that could derail institutional progress. This involves problem-solving, being adaptable, and maintaining open lines of communication to identify issues early. Leaders who proactively address challenges, rather than reacting to them, are better equipped to manage resistance, minimize disruptions, and ensure a smoother transition. Furthermore, by involving the team in finding solutions, leaders cultivate a sense of ownership over the change process, making it easier to overcome setbacks. Delivering successful change depends on a leader's ability to inspire and motivate, demonstrate a clear vision and strategy, promote collaboration, and effectively address challenges. These components are crucial for navigating the complexities of change and ensuring that the entire organization remains focused, engaged, and aligned towards the desired transformation.

Strategies for Leading Change and Innovation

- Gradual approach: introduce incremental changes
- Radical approach: introduce significant and sudden changes
- Collaborative approach: involve stakeholders in decision-making
- Pioneering approach: stay ahead of new trends and technologies

Challenges and Obstacles

- Resistance to change
- Resource constraints
- Risk management
- Effective communication
- Motivating and engaging teams

Action Plans for Leading Change

Successfully leading change, particularly in educational settings, requires a strategic and well-thought-out approach. The following key steps—starting with small and meaningful changes, involving stakeholders in decision-making, demonstrating flexibility and adaptability, continuously evaluating and improving, and inspiring and motivating teams—are critical for navigating and managing change effectively. This approach ensures that change is not only implemented but also sustained, creating a lasting impact on the education system.

1. Start with Small and Meaningful Changes

Leading change can seem daunting, particularly in environments such as pre-tertiary education, where long-standing traditions and routines dominate. To overcome this, it is crucial to begin with small yet meaningful changes. As Kotter (2012) highlights in his change management model, establishing quick wins through small, manageable steps helps build momentum and fosters a sense of accomplishment. Starting small allows leaders to mitigate resistance and to demonstrate the potential benefits of larger transformations. For example, instead of immediately overhauling the curriculum, schools could start by introducing new teaching methods for select subjects. These incremental changes not only make the process less overwhelming but also provide a foundation on which more significant reforms can be built.

Moreover, small changes can serve as a litmus test for broader initiatives, allowing leaders to assess the effectiveness of their strategies before implementing them on a larger scale. This approach minimizes risk, as leaders can identify potential pitfalls early on and make adjustments as needed. In the context of pre-tertiary education, a small change like introducing digital tools in a few classrooms can help gauge the readiness of both students and teachers for a larger digital transformation (Fullan, 2014).

2. Involve Stakeholders in Decision-Making

Change cannot be effectively implemented in isolation. Involving stakeholders—teachers, parents, students, administrators, and policymakers—in the decision-making process is crucial for ensuring that the change is accepted and embraced. According to Fullan (2014), educational change is more successful when the people who are affected by it are actively engaged in shaping its direction. By giving stakeholders a voice, leaders not only gain diverse perspectives but also foster a sense of ownership, which increases commitment to the change process.

Involving stakeholders ensures that their concerns are addressed and that the proposed changes are tailored to the unique needs of the community. For instance, engaging teachers in curriculum changes allows them to provide valuable insights based on their classroom experiences, leading to more practical and effective solutions. Furthermore, involving students in decisions related to technology integration can help ensure that their needs and preferences are considered, leading to higher levels of engagement (Leithwood et al., 2020).

Effective collaboration with stakeholders also promotes transparency and trust. When individuals feel that their voices are heard, they are more likely to support and actively participate in the change process. This inclusivity is particularly important in pre-tertiary education, where collaboration among teachers, administrators, and parents is key to creating an environment that supports student learning and development (Hargreaves & Shirley, 2012).

3. Demonstrate Flexibility and Adaptability

The ability to remain flexible and adaptable is critical when leading change, especially in dynamic and evolving environments such as education. Rigidity in the face of change can lead to failure, as unforeseen challenges are likely to arise during the implementation process. As Senge (2006) argues in his work on learning organizations, flexibility allows leaders to pivot when necessary and to respond to challenges in real-time, rather than rigidly adhering to a plan that may no longer be relevant or effective.

In education, change initiatives often encounter obstacles such as resistance from staff, lack of resources, or policy constraints. Demonstrating flexibility means being willing to adjust plans based on feedback and changing circumstances. For example, if teachers struggle to implement a new teaching method due to insufficient training, a flexible leader might adjust the timeline for implementation and provide additional support before moving forward.

Flexibility also involves being open to experimentation and iteration. In the realm of pre-tertiary education, this could mean piloting new instructional strategies or technologies, gathering feedback, and making improvements based on the results. As research by Bryk et al. (2015) shows, iterative cycles of testing, learning, and refining are essential for achieving sustainable improvements in complex systems like education.

4. Continuously Evaluate and Improve

Evaluation and continuous improvement are essential components of successful change management. Regular assessment allows leaders to monitor the effectiveness of change initiatives, identify areas for improvement, and make necessary adjustments to achieve desired outcomes. According to Fullan (2014), ongoing evaluation provides valuable data that can be used to refine strategies and ensure that change efforts remain aligned with organizational goals.

In the context of pre-tertiary education, continuous evaluation can take many forms, including surveys, feedback sessions, and performance assessments. For example, if a school implements a new digital literacy program, it is important to track both short-term and long-term outcomes, such as student engagement and academic performance. By collecting and analyzing this data, school leaders can determine whether the program is achieving its intended goals or if adjustments need to be made (Leithwood et al., 2020).

Furthermore, continuous improvement fosters a culture of learning and innovation. By regularly reviewing what works and what doesn't, educational leaders can create an environment where mistakes are viewed as opportunities for growth. This mindset encourages experimentation and creativity, both of which are essential for driving meaningful and lasting change (Hargreaves & Shirley, 2012).

5. Inspire and Motivate Your Teams

Inspiration and motivation are at the heart of effective leadership. Leading change requires not only a clear vision but also the ability to inspire others to believe in that vision and work toward its realization. As Kouzes and Posner (2017) emphasize in their work on leadership, inspiring a shared vision is one of the most important practices for achieving organizational success. Leaders who are passionate about change and can communicate that passion to others are more likely to galvanize their teams and foster a sense of collective purpose.

In educational settings, motivating teachers, staff, and students is crucial for the successful implementation of change initiatives. Leaders can inspire their teams by highlighting the positive impact that change will have on student outcomes and the overall learning environment. For example, if a school is transitioning to a more student-centered teaching model, leaders can emphasize how this approach will empower students to take ownership of their learning and develop critical thinking skills that will serve them throughout their lives (Fullan, 2014).

In addition to providing inspiration, effective leaders also recognize the importance of acknowledging and celebrating progress. By recognizing the efforts and achievements of their teams, leaders can maintain momentum and boost morale, even in the face of challenges. This positive reinforcement helps create a culture where individuals feel valued and motivated to continue working toward shared goals (Kouzes & Posner, 2017).

Summarily, Leading change in pre-tertiary education requires a thoughtful and multifaceted approach that addresses both the practical and emotional aspects of the change process. By starting with small and meaningful changes, involving stakeholders in decision-making, demonstrating flexibility and adaptability, continuously evaluating and improving, and inspiring and motivating teams, educational leaders can navigate the complexities of change while fostering a culture of innovation and growth. Ultimately, these action plans provide a roadmap for creating lasting and meaningful improvements in the education system, preparing students for success in an ever-changing world.

Conclusion

In conclusion, progress is inherently tied to change, which serves as the catalyst for transformation across all facets of life, whether in technology, society, or personal development. Change drives advancement, pushing boundaries and breaking down barriers that hinder growth. Without change, systems remain stagnant, and the potential for innovation or improvement is stifled, causing institutions to lag behind evolving demands and expectations. Leading change and fostering innovation, especially within the education sector, can be challenging. Resistance often arises due to established norms, fear of the unknown, or reluctance to abandon traditional practices. However, it is important to recognize that embracing change is critical for achieving sustained progress and cultivating a future-oriented education system. For pre-tertiary schools, which lay the foundation for lifelong learning, promoting change and innovation is essential for preparing students for the demands of a rapidly evolving world. To effectively lead change and innovation, a strategic approach is necessary. This begins with visionary leadership that not only understands the dynamics of change but also actively drives it by motivating others, allocating resources, and creating an environment that supports creative thinking and experimentation. Effective leaders are those who can anticipate challenges, inspire collaboration, and guide their teams through periods of uncertainty while maintaining a clear focus on long-term goals. Furthermore, an innovative culture must be nurtured within educational institutions.

This involves cultivating an environment where experimentation is encouraged, and failure is seen as an opportunity for learning and growth. Innovation should not be viewed solely as technological advancements but as a mindset that promotes problem-solving, critical thinking, and the continuous improvement of teaching and learning practices. Finally, understanding both the challenges and opportunities that come with change is crucial for successful implementation. Teachers, administrators, and policymakers must collaborate to identify barriers, such as limited resources, resistance to new methodologies, or inadequate training, while also seizing opportunities to enhance educational outcomes through innovative solutions. Sustainable innovation requires ongoing evaluation, adaptation, and a commitment to aligning new practices with the goals of educational advancement.

In summary, leading change and innovation in the pre-tertiary education ecosystem demands strategic leadership, a supportive culture, and the ability to navigate challenges with a forward-thinking mindset. By embracing change, educators can contribute to the creation of a more dynamic, adaptable, and effective education system that prepares students for future success.

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FRENCH LANGUAGE STUDIES IN NIGERIA EDUCATION SECTOR FOR NATION BUILDING: CHALLENGES AND PROSPECTS

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Abstract
French language studies in Nigeria educational ecosystem have often been marginalized within the broader educational framework, in spite of its potential to contribute to national development. This study advocates for a rethinking of the role of French in Nigeria education sector, with emphasis on its strategic importance for diplomacy, economic partnerships, security and cultural integration within West Africa and the broader neighboring Francophone countries. By fostering multilingualism, Nigeria can enhance its international relations and competitiveness in the global economy. This rethinking involves updating the curriculum, enhancing teacher training and teacher up-skilling, and promoting French as a key subject from pre-tertiary to tertiary education levels of learning. Such reforms would empower Nigerian students with language skills that transcend national boundaries while fostering a generation better equipped for global challenges and opportunities. This discourse argues that a robust integration of French language studies in the curriculum will contribute to nation-building efforts, strengthen regional collaboration, and support Nigeria in security related issues as Nigeria is surrounded by Francophone nations.

Keywords: French language, Nigeria, education, nation-building, multilingualism

Introduction

Language, according to Ojiebun (2009), is the vehicle of communication among members of a given community. It is a means of passing information from one generation to the other. Again, language serves as a force of unity and progress to any nation. The children of Isreal, in the Bible, recognize this all important feature of language and thus used it as their means to construct a tower (tower of Babel) that will reach the heavens. But the Bible recorded that God, seeing how united they were remarked thus;

> The lord said, if as one people speaking the same language they have began to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other (GEN.11:6-7)

God Almighty knows that a people with one language can accomplish any task because of the power of language. If any nation, Nigeria in particular, must experience national development in her educational system, then the place of language education must be of paramount concern to, firstly, the government, secondly the curriculum developers and lastly, the teachers.

Our major focus in the paper is the place of French language in Nigeria educational system. Nigeria is a nation surrounded by French speaking nations. In the North it is bounded by Niger, in the West by Benin Republic, in the East, by Cameroun and in the South by Atlantic Ocean. Therefore, to foster economic unity amongst our neighboring countries, we need to have an understanding of the French language. If Nigeria must advance educationally, economically, socially and otherwise, the need to encourage the teaching of French language in all spheres of our educational system must be prioritized.

French: an Important World Language.

French language, according to Mokobia (2019), is an important world language to be reckoned with. Ade Ojo (2014) further buttresses this assertion when he opines that French enjoys an extra-ordinary international reputation, recognition and attention coupled with the fact that it has distinguished itself by a proud and prestigious history. This is due to the fact that French language has played and continues to play a very vital role in the world today.

In North America, according to Mokobia (2019), French language is an assertion of cultural identity. In Sub-Sahara Africa, speaking French opens the door to basic education. In these regions, French serves as a basic language of development and modernity. Again, in Central and Eastern Europe, the knowledge of French language is associated with a sense of belonging to a United Europe. Thus, its three capitals of Brussel, Luxemburg and Strasbourg are French speaking cities and French is a working language alongside English in the European Union institution. This goes a long way to explain why French is one of the two United Nations working languages and one of the two official languages of the International Olympic Committee (IOC). It is worthy of mention that French language is the only universal language for the postal services and also the African's main language. As an international language, French is a vital tool for communications and transaction for political, social, and economic affairs in many regional, continental and international levels. Below are some international organizations where French language plays a major working role:

The Arab and Maghreb Union (AMU)
Economic community of West African States (ECOWAS)
Economic Community of Central African State (ECOCAS)
Economics and Monetary States of Central Africa (EMSCA)
Economic Community of Great Lake Country (ECOGLC)
Union of Economic and Monetary Union of West Africa (EMUWA)
Lake Chad Basin Commission
The Nigerian-Niger Joint Commission for Cooperation
The West African Currency and Monetary Board
The Nigerian Cameroon Joint Commission

The African Development Bank (ADB)
The West African Court of Appeal and the African Petroleum Producers Association
United Nations Organization (UNO), etc.

France-Nigeria Political Relationship

According to Mokobia (2019), there has been a bilateral relationship between France and Nigeria, hence French language is been taught in Nigeria for over many decades now, yet much still needs to be done in terms of funding the study of French language in Nigeria. Since 2014, France and Nigeria shared a relationship in the fight against Boko Haram insurgencies. Following the kidnap of Chibok Girls in 2014, a summit was held in Nigeria on security in Paris and Chad and representatives of the United States, the United Kingdom and the European Union. Since then, there is this cordial relationship between Nigeria and France. This further followed the signing of new agreements in areas such as culture, education, security and defence.

Economically, Nigeria is one of France's largest leading trade partner in the Sub-Sahara Africa. In 2017, France's export to Nigeria amounted to 1.07 billion dollars. These exports include refined petroleum, pharmaceuticals, mechanical, electrical, electronic and computer equipment plus agro food products. Nigeria remains France's largest 5th supplier of natural hydro carbons. The stock of French FDI in Nigeria was 6 billion dollars in 2016 and the second largest in Africa after Morocco. It is worthy of note that there are about 120 active French active businesses in Nigeria today.

Educationally, there are several French language centers in Nigeria. The French institute (institu Francais) which is a France cultural institute is located in Abuja. Again, the French institute for research in Africa, IFRA, and the centers for French teaching and documentation alongside with the Alliance Francais institute are based in Ibadan in Oyo State, Jos, Enugu and Port Harcourt respectively. There are also special French schools in Lagos, Ibadan, Port Harcourt, Owerri, Enugu, Jos, Kano, Maiduguri, Kaduna and Ilorin and Abuja. In the Nigerian Educational system, French is taught at both primary, secondary and tertiary levels of education. However, despite the importance of the French language to Nigeria as a nation, little wonder why less attention is given to the study of the language. Hence, student's intake into tertiary institution has been fluctuating over time. This may be due to the National University Commission (NUC) admission policy, parents' lack of interest in the language or the society's myopic knowledge of the importance of French language to the individual and to the nation at large.

French language, Literature and National Development.

In the words of Osazuwa (2007), language exist first, then literature.

> La langue exist d'abord, les mots, les expressions, les proverbs, les discours, les virgules,et les points d'interrogation etc, qui constitutent le corps du texts litteraire appartiennent au langage et a la langue.

> [language exist first as words, expressions, proverbs, dialogues, commas, interrogation marks etc that all together make up a literary text which belongs to a language]

Okeh (2000) opined that language is a reflection of facts, events, and ideas in language creation belonging to a defined human group. Again, according to Eve Leogion in Nwadiku (1998), language is the key to the heart of the people; if we lose the key, we lose the people; if we treasure the key and keep it safe, things will go well. Therefore, for any nation, Nigeria in particular, to experience national development especially as it has to do with her educational system, the place of the study of French language must be treasured and restructured.

Aihevba (2006) views literature as an imaginative work of art that can be written, song, spoken or chanted that has specific message and is conveyed in entertainment. In other words, literature is concerned with beauty, invention and the creative use of language artistically designed to give pleasure and enjoyment while passing across a message. Literature plays some very vital roles in the society as it tends to mirror the ills and follies of any society as well as bring to limelight the cultures and traditions of a people using some literary devices. The major functions of literature include information and knowledge, instruction, emotional/spiritual expressions and documentation of history, etc.

In the light of the above, no society's educational system thrives without literature. This is so because for political, economic and social development and growth, a society requires literature. Literature entertains the souls; it calms the nerves as it reduces stress and induces laughter. To this end, one can say vividly that literature has about national youth empowerment as we enjoy great youth musicians and comedians of our time bringing laughter and relaxation to wrinkled faces of people in the society. All these in turn result to national development as a nation with healthy people is termed blessed as health is wealth. The foundation on which these musicians and comedians thrive is language. A majority of them in recent times do most of their songs in French. The likes of Tiwage Savage, Yemi Alade, etc. This is to further the importance of French as a language. Echenim (2000) views language as a sine qua non for ensuring genuine communication amongst individuals sharing the same linguistic code, and a means of promoting mutual interaction and comprehension. This is to say that for there to be mutual interaction and comprehension amongst a people, language must not be treated with levity. Echenim (2000) asserts that Western intervention brought with it Western education and subsequently the formation of a new class of individuals bound together by the use of French language; a symbol of Western domination of the Francophone African countries. The establishment of schools and colleges therefore marked the beginning of a fundamental change and a distortion in the apparent quasi -deterministic structure of society and social interaction with the holistic giving way to a fragmentary perception of humans and social relationship. This new class of individuals, bound together by their ability to use the French language as a medium of communication, therefore constituted a privileged group capable of piercing the mysteries and understanding the logic of Western civilization.

Furthermore, Chevrier (1984) states that the use of French is not a deliberate and conscious choice; it is essentially a "situation de fait and un phenomena naturel." Without any doubts, in a country such as Nigeria, where multilingualism has become the order of the day, monolingualism is considered a thing of the past, obsolete and outdated. One can also attest to the fact that Nigeria, being a country surrounded by French speaking nations needs French language. If we must cohabit peaceably with our brother and sister nations, we need to have at least a working knowledge of French language.

French Language Studies for Nation Building

Nigeria's aspirations for national development cannot be fully realized without investing in human capital. A robust educational framework that includes French language learning as a key component is crucial for equipping the Nigerian populace with the tools needed for global integration. The absence of this education results in a significant barrier to Nigeria's participation in international diplomacy, commerce, and cultural exchange. For example, Adeniran (2021) posits that if Nigeria is to assert itself as a leader in the West African region and on the African continent, it must prioritize French language education across all levels—primary, secondary, and tertiary institutions. By doing so, the country can better engage with its Francophone neighbors, leading to more harmonious regional relations, enhanced security cooperation, and increased economic partnerships. Furthermore, proficiency in French will allow Nigeria to take a more prominent role in organizations like ECOWAS (Economic Community of West African States), where French is one of the working languages. French language knowledge has become increasingly vital in the 21st century as global interconnectivity grows and nations seek to position themselves competitively on the global stage. In particular, for nations such as Nigeria, the ability to engage in multilingual diplomacy, trade, and cultural exchange has a direct impact on the nations' development. French, being one of the most widely spoken languages in the world and an official language in many international organizations, plays a crucial role. The significance of French language proficiency for individuals of all ages in Nigeria, highlighting its importance for career advancement, international relations, and national development cannot be overemphasized. This is visible in the missed opportunity of a former Nigerian president to hold a prestigious international position due to inability to understand and speak French.

- **French Language as a Tool for Global Competitiveness**

French is one of the six official languages of the United Nations (UN), alongside English, Arabic, Chinese, Russian, and Spanish. It is an official language in international organizations such as the European Union, the African Union, the International Red Cross, and many others. This underscores its importance for individuals seeking to work or engage in diplomatic or international business roles. According Hughes (2018), as a language spoken by over 300 million people globally, spanning continents such as Europe, Africa, and parts of the Americas, proficiency in French enhances access to economic, political, and cultural opportunities on the global stage, thereby resulting in economic growth and national development.

In Nigeria, French, as observed by Adeniran (2021), holds particular significance due to the country's geographical location. Nigeria is surrounded by French-speaking nations—Benin, Niger, Chad, and Cameroon—making French not just a foreign language but a language of strategic importance for fostering regional cooperation, trade, and security. Nigerian businesses and professionals who possess French language skills are better equipped to engage with these neighboring countries, negotiate trade agreements, and form regional alliances. Therefore, neglecting French language education would limit Nigeria's ability to fully integrate into regional and global systems, thereby hampering its developmental strides.

- **French Language and Career Advancement**

The importance of French language skills extends beyond international diplomacy and trade; it also affects individual career prospects. In a globalized economy where multilingualism is an asset, young Nigerians who lack proficiency in French are at a significant disadvantage compared to their counterparts in other nations or even within Nigeria. Many multinational companies operating in Africa, particularly in Francophone countries, require bilingual employees who can communicate effectively in both English and French. Industries such as international relations, tourism, hospitality, law, and education increasingly demand French language proficiency from their workforce (Garcia & Wolf, 2020).

Furthermore, the inability to speak French can limit the career progression of individuals aiming to work in international organizations. For instance, in 2006, Kafewo, (2017) reiterated that Nigeria's former president, Olusegun Obasanjo, reportedly missed the opportunity to secure the prestigious position of United Nations Secretary-General because he lacked proficiency in French. This case serves as a potent example of how a lack of language skills can stifle even the most qualified candidates from achieving their full potential on the global stage. Had Obasanjo been fluent in French, his candidacy for this high-profile international role may have been more successful. This goes to buttress how critical language skills can be for individual and national aspirations.

- **French Language for Youth Empowerment**

The youth of any nation represents its future, and providing them with the necessary tools to be successful in an increasingly interconnected world is essential for national development. French language education equips young Nigerians with the ability to participate more fully in global conversations and enhances their competitiveness in the job market. As Nigeria works toward achieving its developmental goals, especially in areas like science, technology, and innovation, bilingualism or multilingualism becomes a valuable asset. Young Nigerians proficient in both English and French are better positioned to collaborate with peers across borders, access diverse learning materials, and engage in international forums.

According to Adebayo (2020), promoting French language education among Nigerian youths is essential for fostering inclusivity and diversity in the learning environment. This skill not only enhances their cognitive abilities but also promotes cross-cultural understanding, preparing them to contribute to Nigeria's nation-building efforts. Given Nigeria's strategic location and economic potential, it would be absurd, for a contemporary youth in the 21st century to lack the knowledge of French, especially when it is a key language in the international space.

Challenges of French Language Education

While the importance of French language knowledge is evident, challenges remain in its implementation in Nigeria's education system. The limited number of qualified French teachers, lack of teaching materials, and inadequate government funding for language education programs are some of the obstacles that hinder effective French language instruction (Ogunleye & Adedoyin, 2019). To overcome these challenges, there must be a concerted effort from both the government and private sector to invest in the training of French language teachers and the provision of educational resources. Additionally, policymakers should develop a comprehensive curriculum that emphasizes the importance of French in national development and encourages students to pursue it as a critical skill. If this is done, no doubt, according to Mokobia (2019), Nigeria has a lot to gain from learning French and partnering with France in many domains. But it is sad to know that the Government of the day does not often fulfill its obligations in this regard. It is no doubt, French being a diplomatic and international language will obviously influence the life of its speakers and thereby act as a catalyst that can strengthen relations between Nigeria and other countries of the world.

Recommendations

The need to reposition French language in Nigeria cannot be overemphasized as it constitutes a bedrock for national development. To this end, Echenim (2000) posits that French language is indeed « évangile du jour'', je m; y suis enraciné loin pour pouvoir en explorer les profondeurs, et je peu affirmer aujourd'hui que je lui dois tout ce que je suis.» Consequently, it becomes unwise to neglect the importance and necessity of French language in nation building. All hands must be on deck for there to be a repositioning, rebranding and restructuring in the study of French language in Nigeria, as it has been seen that French serves as a pivot for social, political and economic development.

Consequently, the following recommendations were reached;

1. The study of French should be reawakened in our educational system.
2. French programmes should be encouraged in our local radio and television stations as this will further arouse the consciousness in the minds of the populace.

3. French teachers should be encouraged for in-service training programmes.
4. French language should be given a core or mandatory status in our tertiary institution.
5. French teachers should be sponsored to French international conferences and seminars on annual basis.
6. Awards and scholarship for further studies should be given to deserving French teachers and students alike.
7. More center for French teaching and documentation should be established in the South, South zone of the nation.

Conclusion

French language knowledge is an indispensable tool for national development in Nigeria. It enhances the country's global competitiveness, promotes individual career advancement, and is essential for regional integration and cooperation. As the world becomes more interconnected, the ability to communicate in multiple languages, particularly French, is no longer a luxury but a necessity. Nigeria must prioritize French language education across all sectors of society to fully realize its developmental aspirations. Ignoring this need would not only limit the potential of its citizens but also impede the country's progress on the international stage. If French language must serve as vital instrument for nation building, we must adopt the ideology behind the presidential decree, which advocates that French language should be taught in our educational system. Similarly, in all spheres of life, the knowledge of French is vital. In the medical field, French is required as there are most drugs with prescription leaflet written in French; in engineering, the knowledge of French is also very vital. There is therefore the need to rebrand, restructure and reposition French language in our educational system.

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ASSESSMENT OF THE RELATIONSHIP BETWEEN STOCK MARKET EFFICIENCY AND STOCK PRICE VOLATILITY IN NIGERIA

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Abstract
This study investigated the relationship between stock market efficiency and stock price volatility in Nigeria. the relationship between stock market efficiency and stock price volatility in Nigeria. Time series period for the period 1983 to 2021 was generated from the Central Bank of Nigeria Statistical bulletin and analyzed using the generalized GARCH (p, q) technique to model, analyze volatility and test for weak-form efficiency of the stock returns. The results showed time series data were demonstrated no weak-form market efficiency. The EGARCH modeling results indicates that the model is significant to explain returns volatility in the NSE. The negative arch coefficient implies that positive innovations, that is, unanticipated stock price increases are more destabilizing than negative innovations. Hence, shocks in stock returns caused by bad or negative news exceed those shocks caused by positive news. The study recommend that stock market players should constantly watch out for certain news that could cause stock price to deviate from its intrinsic value and affect the efficiency of the stock market. The study suggests that the government should strengthen institutional framework guiding the operations of the Nigerian stock market in order to discourage stock price swings capable of eroding investors' confidence.

Keywords: Stock Market, Efficient Market Hypothesis, Stock Price Volatility, Macro-Economic Variables-

Introduction

Stock market efficiency is one of the bedrock principles in financial economics till date. The absence of any arbitrage profit opportunity is one of the fundamental characteristics of efficient markets. Market efficiency depends on effective market microstructure, absence of or low financial market frictions components like transaction costs and transmitting information with low costs. The term, market efficiency is used to explain the degree to which stock prices reflect all available and relevant information. The efficiency of the market is of great interest to investors and operators in the market. Investors have essentially a perpetual investment in stocks, which carry no redemption date. In order to encourage investment, investors are often persuaded that they can sell their shares at a fair price anytime in the stock market. To realize this, the security market must price share efficiently by incorporating into the price all information currently available about the company and the economy as a whole as enshrined in fundamental and technical analysis (Samuels, Wilke & Brayshaw, 1995).

The efficient market hypothesis (EMH) postulates that in an efficient market, stock prices fully reflect all available information about stocks in a rapid and unbiased manner. The whole concept of the efficient market hypothesis (EMH) is based on the arguments advanced by Samuelson (1965) that the anticipated price of an asset fluctuates randomly. Fama, in 1970, presented a formal review of theory and evidence for stock market efficiency and subsequently revised it further on the basis of development in research in 1991 precisely.

On the basis of stock market efficiency, the EMH argues that the future price of a security, given today's set of information, is equal to today's price compounded at some desired return that is commensurate with the risk associated with the security (Bachelier,1900). There is, however, three variants of the EMH, which are: the weak form, the semi-strong form and the strong form. The weak form contends that current security prices fully reflect what is knowable from a study of historical share patterns (Osazee, 2007). In other words, current security prices fully reflect the information given to the market regarding historical events and investors, knowing the historical sequence of prices can neither abnormally enhance their investment returns nor improve their investment returns nor improve their ability to select a stock (Samuels & Wilkes, 1980). Thus, current security prices fully reflect all security market information, including the historical sequence of the process, price changes and any volume information. Since the current is a reflection of all available information, including past price changes, there can be no relationship between past price changes and future price behaviour. In other words, security price behaviour is in tandem with the random walk theory

The semi-strong form of the EMH submits that current security prices reflect only all publicly available information about a security. This is what is now known as Fama's Fair Game Theory. According to Samuel and Wilkes (1980), the semi-strong form of the EMH is adjudged as being concerned with "the question of whether it is worth some effort to acquire and analyze this public knowledge with the hope of gaining superior investment result. In other words, the semi-strong form of EMH seeks to submit that security prices adjust to the public announcement. That is, how quickly does security prices reflect public information announcements? This is based on the assumption that any analysis on public information cannot earn greater trading profits to investors, considering the cost of transactions since there is information asymmetry (information advantage). On the other hand, the strong form variant of the EMH postulates that security prices reflect not only what is publicly known about security but what is also knowable. In other words, no investor can consistently earn above-average profits since no one has a monopoly of information access which is already reflected.

Closely connected with stock market efficiency is stock market volatility. For the past three decades, the stock market returns continue to remain unpredictable as such, affecting both international and national economies (Degiannakis, Fills, & Arora, 2017). The volatility of the stock returns has prompted numerous economists to dedicate resources on analysis of dynamics, influencing the unpredictability. Exploring the dynamics associated with volatility is critical in the analysis of financial economics since it influences investment decisions by investors and laws made by policy makers. One of the most influential underlying forces in the stock market is macro-economic variables and stock prices (Waheed, Wei, Sarwar, & Lv, 2018). The conditional variance of financial time series is important for measuring risk and volatility of these series. Conditional distributions of high-frequency returns of financial data have excess of kurtosis, negative skewness, and volatility pooling and leverage effects. Volatility of stock exchange indices and forecasting of their volatility have enormously increasing literature for both investors and academicians.

Stock market volatility is mainly reflected in the deviation of the expected future value of assets. Basically, equity market volatility measures the degree of variation of the current equity price from its average past values, which is synonymous with risk level of the market. The risk amplitude is represented by the extent of dispersion of returns around the mean. The greater the dispersion of returns around the mean, the larger the drops in the compound return. Generally, equity market volatility brings to picture the magnitude of rising and falling of equity prices. Thus, the relationship between volatility and equity market performance cannot be overemphasized. The performance of equity market, in terms of returns, gets better as volatility tends to decline; and plummets as volatility tends to rise. The possibility, that is, volatility, represents the uncertainty of the future price of an asset. This uncertainty is usually characterized by variance or standard deviation. There are many factors that affect price movements in the stock market. Firstly, there is the impact of monetary policy on the stock market, which is extremely substantial. If a loose monetary policy is implemented in a year, the probability of a stock market index rise will increase. On the other hand, if a relatively tight monetary policy is implemented in a year, the probability of a stock market index decline will increase.

Theoretical Framework

This study is hinged on random walk theory. The random walk theory is in conformity with the weak form of the EMH. It posits that successive price movements of security in the market are independent of each other. This is due largely to the fact that there is no serial correlation between price changes from one period to another. The firm's announcement of a profit that is much more than what was expected by the market might not have any significant effect on the price of its security if the market is in doubt about the durability and sustainability of the improved profit. In this way, the knowledge of past price movements cannot help in predicting the size or the direction of the next price movement. The random walk theory rests on the assumption that there is market efficiency. It did not also deny the fact that the prices of some security can appreciate and others can depreciate more than other security. The random walk did not also deny the fact that there is the possibility of superior investment performance from information other than historical information. What the random walk theory, however fails to explain is the why security prices change.

Empirical Review

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The empirical results suggest that EGARCH model fits the sample data better than GARCH model in modeling the volatility of Chinese stock returns. The result also shows that long term volatility is more volatile during the crisis period. Bad news produces stronger effect than good news for the Chinese stock market during the crisis.

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Granger Causality Test. The multivariate Johansen Cointegration Test was performed to establish the long run relationship among the variables. The Vector Error Correction Mechanism (VECM) under the framework of Vector Autoregressive (VAR) Model was used to estimate the short run relationship. The result of the GARCH test showed that volatility shocks in the Nigerian stock market were not quite persistent during the study periods. The result of the Cointegration test revealed that there exist longRrun relationships among the variables in the model. The result of the Granger Causality test showed that stock price volatility granger caused market capitalization in Nigeria. The result of the short run estimation showed that stock price volatility is negatively related to stock market performance. It is recommended that there is need to ensure stability of the stock market, so as to boost and restores investors' confidence in the market. Such confidence will lead to increased investment in the market.

The increase or decline in stock price fluctuation arises from the variability in investors' behavioral disposition in the stock market.. When new information is made available in the market it will cause a rise in the stock market swing. The extent of the rise is estimated by the importance of new information and the level of expectation placed on the new information by investors (Rajni & Mahendra, 2007). Stock market volatility is a measure for variation of price of a financial asset over time. It is essentially, concerned with the dispersion and not the direction of price changes. Issues of volatility in stock market behaviour are of importance as they shed light on the data generating process of the returns (Hongyu and Zhichao, 2006).

As a result, such issues guide investors in their decision making process because not only are the investors interested in returns, but also in the uncertainty of such returns. Efforts toward financial sector reforms would be an exercise in futility if volatility of stock market is not addressed. A volatile stock market weakens consumer confidence and drives down consumer spending (Porteba, 2000). It affects business investment because it conveys a rise in risk of equity investment (Arestis et al, 2001; Mala and Reddy, 2007). This can alter investment equilibrium position of an economy as investors turn to purchase stocks of larger well known firms at the expense of new firms. It can trigger a general rise in cost of capital and directly affect economic growth. Investors' portfolio allocation would be affected as they would have to hold more stocks in their portfolios in order to reap the benefits of diversification (Frimpong & Oteng-Abayie, 2006). Although issues of volatility are not limited to emerging economies, its effects are more devastating in such economies because of their fragile nature. Emerging economies are not insulated from internal and external perturbations and so, shocks are quickly transmitted into the macro-economy.

Engle and Ng (1993) attribute the causes of volatility to the arrival of new, unanticipated information that alters expected returns on a stock. Changes in local or global economic environment, trading volume, trading practices or patterns can impact on information that is available to the market. Shiller (2000) is of the view that market volatility is due to fundamental shift in investors' behaviour. Such behaviour is seen to be driven less by fundamental variables (as posited by the efficient market hypothesis) and more by sociological and psychological

Statement of Research Problem

Frequent volatility could lead to loss of investors' confidence, thereby reducing market participation and liquidity. A firm understanding of equity market volatility would enable foreign portfolio investors make informed risk management decisions across international markets and also put the regulators in a better position to formulate policies that will dampen the impact of volatility in the domestic equity market. Studies which have investigated market efficiency and stock price volatility in the context of Nigeria is sparse. This constitutes a major gap this study seeks to examine. The efficiency of the Nigerian capital market has been studied by various researchers. These researchers provided various conclusions. Some researchers like Samuels and Yacout (1981) and Olowe (1999) concluded that the market is efficient while others like Akpan(1995) said it is not.

The aim of this study seeks to ascertains the current state of the Nigerian Capital Market with respect to the weak form efficiency and the implication on stock price volatility. The study examines if the Nigerian stock market exhibits volatility clustering or volatility pooling wherein large changes in returns tend to be followed by large changes and small changes by small changes, thus leading to contiguous periods of volatility and stability ("wild" and "calm" periods as it is often called). In a volatile stock market, the expected value of the magnitude of the disturbance terms can be greater at certain periods than others. This fact requires models that are capable of dealing with variance of the price or return series. This research models stock returns using autoregressive conditional heteroscedasticity (ARCH) and generalized autoregressive conditional heteroscedasticity (GARCH) models. It is hoped that the findings of the paper will be of immense benefit for policy formulation. The following specific research questions are therefore raised with a view to addressing the statement of research problem.

Research Questions

i. Does the weak form efficient market hypothesis holds in Nigeria?
ii. What is the relationship between stock market efficiency and stock price volatility in Nigeria?

Theoretical Framework

This study is hinged on random walk theory. The random walk theory is in conformity with the weak form of the EMH. It posits that successive price movements of security in the market are independent of each other. This is due largely to the fact that there is no serial correlation between price changes from one period to another. The firm's announcement of a profit that is much more than what was expected by the market might not have any significant effect on the price of its security if the market is in doubt about the durability and sustainability of the improved profit. In this way, the knowledge of past price movements cannot help in predicting the size or the direction of the next price movement. The random walk theory rests on the assumption that there is market efficiency. It did not also deny the fact that the prices of some security can appreciate and others can depreciate more than other security. The random walk did not also deny the fact that there is the possibility of superior investment performance from information other than historical information. What the random walk theory, however fails to explain is the why security prices change.

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3.0 Methodology

The nature of this study necessitates the use of a time-series research design and an extensive reliance on secondary data. The data which include selected economic variables were sourced from the Central Bank of Nigeria (CBN) statistical bulletins, for the period 1983-2021. The study employs generalized GARCH *(p, q)* modelling technique was utilized to model volatility and test for weak-form efficiency of the stock returns. Bollerslev (1986) proposed a Generalized ARCH model (GARCH) model which essentially generalized the ARCH model by modeling the conditional covariance as an ARMA process. This GARCH *(p, q)* can be represented for stock returns (yt) and stock return volatility: $y_t = \mu + \sum_{j\epsilon J} p_j y_{t-j} + \varepsilon_t\ \varepsilon_t \sim N(0, \sigma_t^2) \sigma_t^2 = \beta_0 + \sum_{i=I}^{i=g} y_i \varepsilon_{t-i}^2 + \sum_{i=I}^{i=p} \beta_i \sigma_{t-i}^2 \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots (1)$

In the above set up, (yt) is the mean equation and the $(2t\ s)$ represents the variance equation. The mean equation is specified as an autoregressive moving average process, ARMA (p, q), which assumes that a time series is a linear combination of its past values and as well as current and past values of random errors. Here the weak form efficiency is established, if the coefficients on the ARMA terms are statistically insignificant. The choice of p, q and J are identified using standard time series techniques.

Engle, Lilien and Robins (1987) suggested an ARCH-M specification where the conditional variance of assets returns enter into conditional mean equation. The basic insight is that an investor should be rewarded for taking additional risk by obtaining a higher return. To the extent that an asset's riskiness can be measured by its variance, the risk premium will be an increasing function of the conditional variance of the returns. An extension of ARCH-M model specifies conditional variance as a GARCH process and then adds the conditional variance to the mean equation. The resulting specification called GARCH-M is given as follows:

$$y_t = \mu + \sum_{j\epsilon J} p_j y_{t-j} + \sum_{j\epsilon J} \varphi_k \sigma_{t-k} + \varepsilon_t$$

$$\varepsilon_t \sim N(0, \sigma_t^2)$$

$$\sigma_t^2 = \beta_0 + \sum_{i=I}^{i=g} y_i \varepsilon_{t-i}^2 + \sum_{i=I}^{p} \beta_i \sigma_{t-i}^2 \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots. (2)$$

In the above formulation, a positive and significant risk coefficient (φ) will imply that market rewards investors for taking additional risk by reaping a higher return. In the above formulation, a positive and significant risk coefficient (j) will imply that market rewards investors for taking additional risk by reaping a higher return. To summarize, the above models are consistent with the following common stylized effects observed in the financial data like Leptokurosis, implying that financial returns tend to have distributions that have fat tails and exhibit excess peakedness at the mean; volatility clustering- tendency for volatility to exhibit clustering. Large returns, positive or negative are expected to follow large returns and smaller returns, positive or negative, are expected to follow smaller returns; and leverage effects-tendency for returns to exhibit asymmetry i.e., volatility rises more following a large price fall than following a price rise of the same magnitude.

4. Empirical Analysis

Table 1: Unit root test Results

Unit root test at levels			
Variable	**ADF-Test Statistic**	**95% Critical ADF Value**	**Remark**
RET	-0.6238	-2.96	Non- stationary
Unit root test at 1st difference			
Variable	ADF-Test Statistic	95% Critical ADF Value	Remark
RET	-4.419	-2.96	Stationary

Source: Researchers Compilation (2023)

Generally, unit root test involves the test of stationarity for the variables used in the regression analysis. The augmented Dicky Fuller (ADF) test is employed in order to analyze the unit roots. The reason for this is that, an explicit test of the trending pattern of the time series has not been carried out. The result indicates that LIQR has ADF values at levels of -0.6238, all less than the 95% critical ADF value of-2.96. The first differences of the respective variables is accepted and perform the unit root test on each of the resultant time series. The result of the unit root test on ‘RET’ in first differencing shows that the ADF values in absolute terms is greater than the 95% critical ADF values with these results, these variables are adjudged to be stationary.

Table 2: Test of Weak form Efficiency

<table>
<tr><th>Autocorrelation</th><th colspan="2">Partial Correlation</th><th>AC</th><th>PAC</th><th>Q-Stat</th><th>Prob</th></tr>
<tr><td>.*|. |</td><td>.*|. |</td><td>1</td><td>-0.190</td><td>-0.190</td><td>1.4823</td><td>0.223</td></tr>
<tr><td>**|. |</td><td>**|. |</td><td>2</td><td>-0.220</td><td>-0.266</td><td>3.5250</td><td>0.172</td></tr>
<tr><td>.*|. |</td><td>**|. |</td><td>3</td><td>-0.093</td><td>-0.220</td><td>3.9033</td><td>0.272</td></tr>
<tr><td>.*|. |</td><td>**|. |</td><td>4</td><td>-0.085</td><td>-0.264</td><td>4.2285</td><td>0.376</td></tr>
<tr><td>.|**** |</td><td>.|**** |</td><td>5</td><td>0.496</td><td>0.394</td><td>15.562</td><td>0.008</td></tr>
<tr><td>.*|. |</td><td>.|. |</td><td>6</td><td>-0.177</td><td>-0.061</td><td>17.046</td><td>0.009</td></tr>
<tr><td>.*|. |</td><td>. |*. |</td><td>7</td><td>-0.045</td><td>0.158</td><td>17.143</td><td>0.016</td></tr>
<tr><td>.*|. |</td><td>.*|. |</td><td>8</td><td>-0.115</td><td>-0.108</td><td>17.814</td><td>0.023</td></tr>
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<tr><td>.*|. |</td><td>.*|. |</td><td>10</td><td>0.209</td><td>-0.127</td><td>20.241</td><td>0.027</td></tr>
<tr><td>.*|. |</td><td>. |. |</td><td>11</td><td>-0.086</td><td>0.039</td><td>20.659</td><td>0.037</td></tr>
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<tr><td>. |. |</td><td>. |. |</td><td>13</td><td>-0.032</td><td>0.071</td><td>21.258</td><td>0.068</td></tr>
<tr><td>. |. |</td><td>.*|. |</td><td>14</td><td>-0.003</td><td>-0.161</td><td>21.258</td><td>0.095</td></tr>
<tr><td>. |. |</td><td>.*|. |</td><td>15</td><td>-0.018</td><td>-0.098</td><td>21.279</td><td>0.128</td></tr>
<tr><td>.|. |</td><td>.*|. |</td><td>16</td><td>-0.009</td><td>-0.144</td><td>21.284</td><td>0.168</td></tr>
</table>

Source: Researcher's Compilation (2023)

The results of autocorrelation (AC) and partial autocorrelation (PAC) tests index returns are presented in Tables 2. Negative correlations suggested that sequential returns were inversely correlated, showing that stock returns were possibly drifting towards mean values rather than drifting away. Positive correlations suggested that sequential returns were possibly sustained, indicating that return changes might carry momentum. The correlation coefficients and the Ljung-Box Q statistic are shown for 16 lags. The results showed strong signs of autocorrelation in the return series as the coefficient of most of the lags (5,6,7,8,9,10,11,12) were significantly different from zero at 5% while lags 13 and 14 are significant at 10%. Thus, the null hypothesis of random walk (RW) cannot be rejected and the return data series were concluded to exhibit no weak-form market efficiency.

Table 3: LM test for autoregressive conditional heteroskedasticity (ARCH)

Lags(p)	Chi2	Df	Prob > chi2
1	8.719	1	0.0092

H0: NO ARCH effects vs. H1: ARCH(p) disturbance

The LM test for autoregressive conditional heteroskedasticity (ARCH) shows that the null hypothesis of no ACH effects is rejected and hence there is the presence of significant ARCH effects in the Nigerian stock market. Thus, we then proceed to apply volatility models to determine the behaviour of volatility in the market.

Table 4: Nelson EGARCH Model

			OPG				
	var.	**Coef.**	**Std. Err.**	**z**	**P>|z|**	**[95% Conf.**	**Interval]**
var.							
	Varlag	.4531728	.0988593	4.58	0.099	.2594121	.6469335
	cons	33345.29	6031.436	5.53	0.000	21523.89	45166.69
ARCH							
	earch LI.	-1.893498	.3238028	-5.57	0.000	-2.438139	-1.168856
	earch_a LI.	2.412532	.4774407	5.95	0.000	1.476766	3.348299
	egarch LI.	1.057569	.0290113	36.45	0.000	1.000707	1.11443
	cons	-.9587235	.7129835	-1.34	0.179	-2.356145	.4386984

Source: Researcher's Compilation (2021) using stata 15.

Recently, volatility modeling has been a very active and extensive research area in empirical finance and time series econometrics for both academics and practitioners. GARCH models have been the most widely used in this regard. However, GARCH models have been found to have serious limitations empirically among which includes, but not limited to; failure to take into account leverage effect in financial asset returns. As such, so many models have been proposed in trying to solve the limitations of the leverage effect in GARCH models, two of which are the EGARCH models. The EGARCH modeling results presented in table 6 indicates that the model is significant to explain returns volatility in the NSE. The negative coefficient implies that positive innovations (unanticipated stock price increases) are more destabilizing than negative innovations. Hence shocks in stock returns caused by bad or negative news exceed those shocks caused by positive news. The asymmetric effect captured by the parameter in E-GARCH model is positive and statistically significant at 1% level providing the presence of leverage effect, which reveals that positive shocks have more effect on the conditional variance when compared to the negative shocks. The E-GARCH term is significant and positive implying that previous period volatility does have significant effect on the conditional volatility at the current period.

Table 4: Nelson EGARCH Model

			OPG				
	var.	**Coef.**	**Std. Err.**	**z**	**P>|z|**	**[95% Conf. Interval]**	
var.							
	Varlag	.3265568	.136897	2.39	0.017	.0582435	.59487
	cons	51483.1	24258.19	2.12	0.034	3937.919	99028.29
ARCH							
	parch LI.	-.043794	.0957175	-0.46	0.647	-.2313969	.1438089
	Pgarch LI.	.0325117	1.8464	0.02	0.986	-3.586365	3.651389
POWER							
	power	2.004991	.172929	11.59	0.000	1.666057	2.343926

Source: Researcher's Compilation (2023) using STATA 15

PGARCH was developed by (Ding et al, 1993) and the model took a different approach compared to the preceding models by using conditional standard deviation rather than conditional variance as a measure of volatility. It does not impose power parameter as the E-GARCH but it generated its own power based on the nature of volatility. The results revealed that both the power garch and power arch effects are insignificant at 5%.

Table 5: Simple Asymmetric GARCH Model

			OPG				
	var.	Coef.	**Std. Err.**	z	**P>|z|**	**[95% Conf.**	**Interval]**
var.							
	Varlag	.3311536	.2550035	1.30	0.194	- . 168644	.8309512
	cons	50008.94	31248.4	1.60	0.110	-11236.79	111254.7
ARCH							
	arch LI.	-.0450804	.0692512	-0.65	0.515	-.1808102	.0906494
	Search LI.	-.9293423	5.853857	-0.16	0.874	-12.40269	10.54401
	garch LI.	-.0016321	.1886903	-0.01	0.993	-.3714583	.3681942

Source: Researcher's Compilation (2023) using STATA 15

The observation from a basic news impact curve derived from a GARCH (1,1) model is symmetric volatility response to return shocks of the same size regardless of their sign. However, what we generally observe in financial time series, especially in stock market return volatility series is that, a negative return shock causes more volatility than a positive return shock of the same size. So, if we use the GARCH (1,1), the model underpredicts the amount of volatility following bad news and overpredicts the amount of volatility following good news. Moreover, if large return shocks cause more volatility than a quadratic function implies, then the basic GARCH model underpredicts volatility after a large return shock and overpredicts volatility after a small return shock. The significant value of *E-GARCH I*ndicates that the returns in the Nigerian stock market also provide evidence of an intermediate range of persistence of shocks on conditional volatility. Moreover, the conditional volatility of stock markets has a higher response to the adverse shocks than the positive shocks. The arch coefficient implies shocks in stock returns caused by bad or negative news exceed those shocks caused by positive news. The GARCH-term is significant and positive, implying that previous period volatility does have significant effect on the conditional volatility at the current period.

Conclusion and Recommendations

The aim of the study is to examine market efficiency and stock price volatility in the Nigerian Stock Market. The nature of this study necessitates the use of a time-series research design and an extensive reliance on secondary data. The method of data analysis utilized in the study involves a generalized GARCH *(p, q)* modelling technique to model volatility and test for weak-form efficiency of the stock returns. The results showed strong signs of autocorrelation in the return series as the coefficient of most of the lags were significantly different from zero at 5% and were significant at 5%. Thus, the null hypothesis of random walk (RW) cannot be rejected and the return data series were concluded to exhibit no weak-form market efficiency. The EGARCH modeling results indicates that the model is significant to explain returns volatility in the NSE. The negative arch coefficient implies that positive innovations (unanticipated stock price increases) are more destabilizing than negative innovations. Hence, shocks in stock returns caused by bad or negative news exceed those shocks caused by positive news. The study recommend that stock market players should constantly watch out for certain news that could cause stock price to deviate from its intrinsic value and affect the efficiency of the stock market. The study suggests that the government should strengthen institutional framework guiding the operations of the Nigerian stock market in order to discourage stock price swings capable of eroding investors' confidence.

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FINANCIAL MARKET FRICTIONS AND THE NIGERIAN CAPITAL MARKET

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Abstract.
Frictions in the financial markets remain a major issue restricting the ease of trading securities in the capital markets of emerging nations around the world. Based on this assumption, this study used time series data from 1992 to 2021 to examine the empirical effects of financial market frictions on Nigerian capital. Determining the existence of financial market frictions and their effects on the Nigerian capital market is the goal of selecting this time frame. The global development indicators (WDI), the Nigerian Stock Exchange Fact Book, and the Central Bank of Nigeria (CBN) statistics bulletin were the sources of the time series data. The multivariate regression method known as ordinary least squares (OLS) was employed to evaluate the data. The data analysis revealed that asymmetric information and transaction costs have a major and detrimental effect on Nigeria's capital market. Taxes and regulations have a statistically significant, positive, and negligible impact on Nigeria's capital market. Thus, the study came to the conclusion that financial market frictions are dangerous and limit the expansion and size of Nigeria's capital market. The study suggests that future research should look at how financial market frictions affect Nigeria's money market. One factor influencing financial market friction is transaction costs in the capital market, which should be managed appropriately to promote share purchases and active participation in the market.
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Keywords: Financial Market, Frictions, Transaction Costs, Market Efficiency, Tax, Information Asymmetry, Capital Market.

Introduction

Anything that keeps investors from seizing opportunities is considered a financial market friction. It can also be thought of as an impediment to trade in the financial markets, which has a negative effect on the nation's economic activity (Oshadere, Idolor

& Adelowotan, 2022). Key factors that frequently drive both short-term economic swings and long-term economic growth include financial market frictions. Reducing financial market frictions has the potential to significantly improve macroeconomic volatility, boost potential economic growth, and improve capital market efficiency (Poyry, 2014). The health of the whole financial system and the overall health of the economy depend on the efficient and seamless operation of the financial markets.

The transfer of money from surplus to deficit units is one of the capital market's main purposes. The financial markets are able to circulate money across an economy in this way. Financial market frictions typically impede the capital market's capacity to carry out these activities efficiently. By their very nature, financial market frictions reduce the capital market's efficiency and cause prices to diverge from publicly available information. Put differently, the underlying cause of financial market frictions is the inefficiency of the market. Ogbeide and Osamwonyi (2021) assert that if the stock price does not appropriately represent fresh information, the capital market is inefficient. This might be the result of significant financial market friction, such as transaction costs, which prevent free market trade, or it could be the result of investors' or capital market players' incorrect interpretation of the new information. This suggests that the more operational efficiency and, consequently, the greater level of information and efficiency of the capital market, the lower the degree of financial market frictions, such as transaction costs, brokerage fees, asymmetric information cost/agency cost, floatation costs, and so on. Financial market frictions, which can take the form of asymmetric information, floatation costs, high or unequal brokerage fees charged to investors by stock brokers, environmentally unfriendly government regulations, high tax costs (such as withholding tax and capital gain tax), etc., are the bane of all markets, especially the capital market in Nigeria.

In the context of this research, taxes and regulations refer to the laws and rules made by legislative bodies as well as the guidelines that government organizations and businesses place on trade in both the capital and non-capital markets. For instance, certain businesses in specific industry face strict regulations and significant taxes in Nigeria. Banks and tobacco corporations are two examples of those businesses, which the federal government controls and levies taxes on. The culmination of all of these leads to operating expenses for these companies, which in turn causes financial market frictions.

Having inexpensive cost of funds available from the capital market impacts stock market investment in general when it comes to Nigeria. As predicted, the Federal Ministry of Finance and the Central Bank of Nigeria (CBN), which are tasked with determining and managing the monetary policy rate (MPR), have not performed particularly well. Potential and departing investors find the interest rates charged by capital market players and commercial banks to be realistically unfavorable. They act as obstacles to the easy acquisition of investible money for securities and capital investments by private citizens, business entities, and national governments.

Financial frictions in the capital market are being exacerbated by the fact that participants in the market charge high brokerage fees, the Securities and Exchange Commission (SEC) and other regulatory bodies charge high listing fees, and floatation costs are high due to Nigeria's unstable macroeconomic climate. The significance lies in the fact that these financial frictions impact securities transactions, lower the volume and value of shares traded on the Nigerian capital market, and ultimately have an impact on the All Share Index (ASI) and market capitalization. This assumption serves as the basis for evaluating the relationship—with a focus on market capitalization—between financial market frictions and the Nigerian capital market.

Financial Market

Financial markets are places where businesses and individuals that have money to spare lend it to other businesses and individuals who do. In the financial market, the government, private citizens, businesses, and international organizations like the World Bank and International Monetary Fund (IMF) are the lenders, whereas corporate entities, private citizens, and the government are the borrowers. The buying and selling of financial assets, such as stocks, bonds, gold, foreign currencies, etc., takes place on financial markets between buyers and sellers, lenders and borrowers. A financial market's dimensions vary from nation to nation. For instance, the financial markets of industrialized countries like Germany, Canada, Japan, and London are greater than those of emerging ones like Ghana, Nigeria, and Egypt.

Goods exchanged on the financial markets are known as financial markets instruments. Financial instruments refer to the channels that provide access to provision and borrowed funds within the money, capital, and other markets that comprise the financial markets. Securities like bonds and shares are examples of investor claims that are represented by financial market instruments. When used, financial market instruments can function as both assets and liabilities. This is so because one person's assets turn become another person's obligations. An investor purchases units of shares in a corporation, for example, which becomes an asset for the investor but a liability for the invested company. In a similar vein, a sizable amount of money that a creditor lends to a business represents an asset to the creditor but a liability to the borrower.

Financial Market Frictions

Financial market frictions are variables that quantify how difficult it is to trade an asset in a financial market, either in terms of cost or time (Stoll, 2000). Zhu (2013) pointed out that any factor influencing the time it takes to trade a specific quantity of an asset at the best price can be considered a financial market friction. Frictions in the financial markets are the same as defects in the market. Within the framework of this investigation, the investigator takes into account market imperfections, which are characterised as market attributes that defy the presumptions of conventional efficient market theories (Oshadare, Idolor & Adewolotan, 2022). A market participant deviates from holding the market portfolio due to frictions or flaws in the financial market. One essential component of financial market frictions is transaction cost (Ikponmwosa & Edo-Osagie, 2021). Due to their undeniable impact on almost every transaction, taxes and transaction expenses are frequent and evident instances of financial market frictions.

Ogbeide and Osamwonyi (2021) asserted that any obstruction to trade qualifies as financial market friction. By its very nature, financial market frictions encourage participants to quickly stray from maintaining portfolios and have an impact on the capital market's overall efficiency. This is the case because they obstruct stock market securities trade. The inadequate institutional structure and macroeconomic volatility of emerging nations make them very vulnerable to major financial market frictions in their capital markets. Financial market frictions undoubtedly have an impact on investors' confidence as well as their feelings and incite panic and dread.

According to Stoll (2000), financial market defects or frictions are those elements that gauge how hard it is to trade a financial asset in the financial market. These elements, according to the author, include transaction cost and time. Given that they inevitably impact the majority of transactions, taxes and transaction fees are frequent instances of market frictions (Keyness, 1936, Summers & Summers, 1989; Wurgler, 2000). But according to Lippman and McCall (1986), a friction can be anything that influences how long it takes to complete a transaction on a specific quantity of asset at the best price. Keep in mind that most assets may be sold for fire sale prices very fast. According to Poyry (2014), market imperfections are characteristics of the market that defy the fundamental tenets of efficient market theories. They are conceptualized similarly to frictions.

The Concept of Capital Market

One area of the financial sector is the capital market. It is the financial market's extended arm. Investments in medium- and long-term financial assets are traded on the capital market. It is the market where debt and equity securities are bought and sold. The capital market is a conduit for savings and investment money from capital providers, including corporations, governments, and individual investors, as well as consumers of long-term funds, which can include people, corporations, and government agencies. The capital market is thought of as the catalyst for economic expansion. Huge amounts of capital may be generated on the capital market for investments, which encourages the creation of economic production and lowers unemployment. The two main categories of the capital market are the bond and equities markets. Investors trade government and corporate bonds on the bond market, while equity (stocks) of listed companies are purchased and sold on the equity market. Investors exchange debt (bonds) and equity together as capital in what is known as the capital market.

Segments of the Capital Market The Primary Market

In the primary market, underwriting is used to sell stocks and bonds directly to corporations, as well as to current and prospective individual investors and institutional owners. Securities are initially bought and sold through intermediaries in the capital market on the main market. Companies that are publicly listed (registered) on the stock exchange sell their initial equity to prospective and current investors in the main market. Businesses that are not listed on a stock exchange are not permitted to offer bonds or shares to investors directly on the primary market for the first time. The Securities and Exchange Commission prohibits it.

Secondary Market

The secondary market is where over-the-counter (OTC) sales and purchases of existing securities, such as loans and shares, take place. The capital market's secondary market is where over-the- counter trading occurs. In an over-the-counter market, transactions take place through talks rather than a stock exchange between buyers and sellers. It's possible that the price at which securities (bonds and shares) are purchased over the counter differs from the price at which comparable stock exchange transactions occur. In the secondary market, buyers and sellers work together to determine the best price based on ongoing computer-based communication with other participants. If investors want to sell their assets, they may do so with ease courtesy of the secondary market. Because of this, the marketability of securities is a crucial component of the capital market as it encourages investors to purchase stocks knowing that they can readily sell them later on if needed. It is stated that the capital market makes stock trading more liquid through this.

Classes of Financial Market Frictions

Financial market frictions were categorized by De Gennard and Robotti (2007) as transaction costs, taxes and regulations, non-traded assets, agency issues, and information concerns. The study separates transaction costs into two categories: opportunity cost of time and cost of trade. Telephone bills, mail, computer power, data analysis, internet subscription fees, and other such out-of-pocket expenses are all considered trade costs (DeGennaro and Robotti, 2007; Ogbeide & Osamwonyi, 2021; Oshadare et al. 2022). These expenses have been falling recently due to the development of hand-held devices and advancements in communication technology.

Regarding the opportunity cost of time, it is noted that trading involves a time investment that encompasses the expenses incurred in looking for information, including finding a counter party for a particular deal, as well as the time needed to execute and oversee the trade. Profit opportunities arise from attempts to reduce these expenses. Since the turn of the twenty-first century, markets and exchanges have worked harder to take use of automation. According to this analysis, exchanges will likely use blockchain technology, robotic engineering, artificial intelligence (AI), big data science, and the internet of things (IoT) in the near future to improve operational efficiency and lower transaction costs. Another significant category of market frictions is the presence of taxes and regulations. These might be explicit, as in the case of capital gains tax or corporation income tax, or they can be implicit, like in the case of a particular rule like the ban on short sales. When the market is bearish, investors may lose money on their portfolios due to a failure to execute a short selling plan. This is often most noticeable in Nigeria, where short selling is now prohibited by rigorous regulations.

Consequences of Financial Market Frictions

Poyry (2014) discussed the main goals of the financial markets, which are risk management and financial intermediation, in his writings on financial market frictions. To put it another way, the financial market's goal is to channel and mobilize money from investors with low marginal returns to those with high marginal returns (i.e., surplus to deficit units). This is usually accomplished by the former saving and the latter borrowing; however, this channel is constrained in situations where there is a significant spread (large wedge) between the interest rates on credit and savings and when the cost of completing financial market transactions is prohibitively high.

i. An investor deviates from maintaining a market portfolio due to financial market frictions.
ii. Frictions in the financial markets create expenses that obstruct deals that a reasonable person would make or would make in the absence of the frictions.
iii. Frictions in the financial markets lead a market player to depart from maintaining the market portfolio.
iv. Investors cannot hold the market portfolio or the ideal portfolio due to financial market frictions

Empirical Review

In their research, Oshadere et al. (2022) focused on factors such as transaction costs, taxes and regulations, asset indivisibility, non-traded assets, agency with information problems on stock market performance, and how these components of financial market friction affect the Nigerian capital market. Ex-post facto research methodology was applied, and time series data spanning from 1981 to 2018 were used. The time series data were analyzed using regression estimation, correlation, unit root test, and co-integration test techniques in this study. According to the study, different market friction components have distinct effects on stock market performance and actually influence how different investors react to market problems. From 2008 to 2017, Gonatha and Juliana (2021) conducted an empirical investigation to examine how financial market frictions affected the degree of corporate diversity in Indonesia. The study's conclusion indicates that a well- diversified company can lessen the impact of external market frictions on its stocks.

For a span of 25 years, namely from 1992 to 2017, Onyesonimazun (2020) conducted an empirical investigation of the connection between financial market frictions and the Nigerian capital market. The particular purpose of the study was to explain the behaviour of gross capital formation (GCF), foreign direct investment (FDI), total value of domestic shares traded (TST) and inflation rate (INFR) and their individual influence on market capitalization (MKTCAP). The ordinary least squares econometric method was employed in the research. The study's conclusions showed that market capitalization and gross capital formation (GCF) in Nigeria had a positive and substantial association.

The effects of financial market frictions on capital flows, trade flows, and economic development was examined by Bougheas and Falvey (2010). According to the report, undeveloped financial markets are full of bureaucratic overhead and weak institutions that restrict economic specialization in industries where finance plays a significant role. In contrast, stronger financial institutions tend to attract more money, which helps such nations' economy grow financially reliant industries. For instance, in Nigeria, the private sector is acknowledged as being essential to economic growth, and this study tends to support the idea that the financial markets are the main engine of the country's economy. Nonetheless, it seems that barriers to business and economic advancement include high transaction costs, high interest rates and spreads, shoddy institutions, and regulatory barriers. Companies in a variety of industries, including transportation, healthcare, industrial products, and agriculture, are continuously challenged by the high cost of capital.

Hall (2011) used data from 2002 to 2009 and a dynamic model to experimentally study the link between the high sensitivity of economic activity to financial frictions. The investigation was based on the stylized observation that financial friction drives wedges between savings and investment. According to the study, a major contributing factor to the sharp decline in global economic activity that occurred between 2008 and 2009 was heightened financial friction. Put differently, the study supports the claim that financial frictions fundamentally result in marketing efficiencies and mal-adaptations, which drive prices to consistently and markedly diverge from their intrinsic worth.

In order to determine financial restrictions in China, Deng, Zeng, and Zhu (2019) investigated the relationship between political ties and market frictions. In particular, the study discovers that businesses with significant market frictions are not as financially pressured as one might anticipate. This is due to the fact that these businesses also have high personal expenditures, which lower the price of market frictions. The study also found that financial market frictions have a major impact on Chinese enterprises' financial restrictions.

In Kajiado County, Kenya, Muai (2017) looked into how market frictions affected the decision of Maasai Group Ranches members to save. The ordinary least squares regression estimate method and descriptive statistics were used in the investigation. The study found a negative and substantial relationship between market frictions and saving decisions. This suggested that a decline in saving decisions was caused by an increase in market frictions such transaction costs, a loss of trust, and regulatory impediments.

According to Karlan et al. (2014), the availability of saving products is impacted by market frictions such transaction fees, a lack of trust, and regulatory hurdles, particularly for the impoverished. They pointed out that there are expenses associated with using formal savings products, including minimum balance requirements, account setup fees, withdrawal fees, transportation, and other related charges. These expenses sometimes take up a sizable amount of the savings of the impoverished. The rate of adoption of formal savings accounts often rises when the upfront and ongoing costs of formal bank account establishment and maintenance are covered, particularly for the underprivileged. Furthermore, there are additional non-financial expenses that deter formal saving, particularly among the impoverished. Potential savers may get discouraged, for example, if they have to physically travel to the financial institutions offering saving products, due to opportunity cost in the form of lost pay and time.

Using a DSGE model with financial frictions as highlighted by Bernanke, Gertler, and Gilchrist (1999), Aysun et al. (2011) investigated the impact of financial frictions on the strength of the credit channel of monetary transmission. They used parameter values for nations with varying degrees of financial frictions to calibrate the model. According to the study, nations with high levels of financial friction had better credit channels. The study's conclusion is that external finance premiums are more sensitive to a firm's financial leverage in the nations it looks at. Monetary policy affects borrower leverage and asset values, which in turn affects production and external financing premiums. In line with the model's predictions, the study also found a positive correlation between a number of financial friction metrics and the credit channel's strength.

The factors that influence market frictions in the US corporate market were studied by Levin et al. (2005). Based on the difference between the corporate bond spread and the credit default swap spread for a large number of businesses in a new huge dataset, they created an empirical measure of market frictions in the corporate market. The sources of market frictions, according to the authors, are both firm- or bond-specific and systemic. Mamaysty and Wang's (2004) research shown that even little transaction fees can have a significant impact on investors' decision to abstain from trading. Regression approach was used by Hou and Moskowitz (2002) to define how market frictions affect a stock's price through its delayed response to information. Results indicate a notable delay in tiny, volatile, and ignored equities.

Statement of Research Problem

In contrast to other studies, such as Ogbeide and Osamwonyi (2021) on the literature exploration of financial market frictions, Ikponmwosa and Edo-Osagie (2021) on financial market frictions and capital market inefficiency in Nigeria, and Oshadare et al. (2022) on the relationship between financial market frictions and stock market performance using market capitalization, this one is distinct and unusual. Unlike the other research, this one focuses on the influence of financial market frictions on the All Share Index in the Nigerian capital market. Likewise, to the best of the researchers' knowledge, there are not many studies dealing with capital markets and financial market frictions in emerging nations like Nigeria. Just a few number of earlier research investigations in both developed and developing nations have shown inconsistent and strikingly ambiguous results (refer to Oshare et al. 2022; Ikponmonsa & Edo-Osagie, 2022; Quadrini, 2011; Levin, Perill & Zakrajseck, 2018). Thus, by posing the following particular research questions, this study aims to explore the research issue.

Research Questions

i. What is the impact of regulations on the Nigerian capital market?
ii. Is there a nexus between taxes and the Nigerian capital market?
iii. How do transaction costs impact on the Nigerian capital market?

Methodology

The longitudinal research designs were employed in this study. The Nigerian financial market is the study's population. While the years 1992 to 2021 make up the sample period. The World Development Indicators, the Nigerian Stock Exchange Factbook, and the Central Bank of Nigeria (CBN) were the sources of the time series data. The multivariate regression estimation approach based on ordinary least squares was employed to analyze the data. The influence of financial market frictions on the Nigerian capital market is demonstrated using the multivariate regression approach based on ordinary least squares. The study's model was adjusted and modified from research done by Levin et al. (2005) and Aysun et al. (2011).
The mathematical form of the model is stated as:

CapitalMarket= f(Asymmetric information, Transaction cost, Taxes and Regulations)… .... (1)
Framed in econometric format,

$Mcap_t = \beta_0 + \beta_1 BF_t + \beta_2 FC_t + \beta_3 CGT_t + \varepsilon_{it} \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots$ (2) *Where*; Mcap represents market capitalization; AIP represents agency and information problem, proxy with value of equity sold; FC represents floatation cost, proxy for transaction cost; CGT represents capital gain tax, a proxy for taxes and regulations. β1, β2, and β3 are the predictors. ε - is the error term.

EMPIRICAL ANALYSIS

Table 1: OLS Multivariate Regression Result showing the Impact of Financial Market Frictions on the Nigerian Capital Market

Variable	Coefficient	Std error	t-stat	Prob
C	2.700648	1.623544	1.663427	0.1104
BF	-0.585638	0.496309	-1.179987	0.2506
FC	0.007589	0.007266	1.044409	0.3076

TC	-0.068159	0.039674	-1.717982	0.0001
R-Squared	0.542410			
Adjusted R-squared	0.459212			
F stat	6.519488			
F (Prob) Stata	0.001283			
DW	1.532931			

Source: Researcher's Computation (2023)

Examination of the result in table 1, shows that the coefficient value of information asymmetry problem is negative (-0.585) and is statistically not significant on the Nigerian capital market. The implication is that asymmetric information, which is a component of financial market friction adversely affects the growth and size of the capital market Nigeria. The study finding is in line with Ogbeide and Osamwonyi (2021) which stated that agency costs and asymmetric information have been the bane of the Nigerian capital market. These asymmetric information problem for example between investors and market participants like the stock brokers may hinder volume of transaction, especially equity traded, thus limiting the growth and size of the capital market in the context of Nigeria. Once the transactions in equity shares of firms are low, it makes the market bearish and thus affects the size of the market, which in this case is the market capitalization, and consequently the economic activities and performance in a country. The finding is somewhat consistent with the research outcome of Oshadere et al. (2022).

Tax and regulation, proxy with capital gain tax exerted a negative influence (-0.068) and is statistically significant on the capital market of Nigeria. The import is that tax serves as a market friction which impacts on businesses and investment, and thus affect adversely the capital market activities in Nigeria. For instance, any decrease in capital gain tax can potentially have a negative impact on institutional and individual investors, in that it erodes their capital gain value. This may further send negative information to the stock market and thus reduce the stock price value. The finding is in tandem with the research conducted by Gale et al. 2015; Ojong et al. (2016); Eragbhe and Ogbeide (2018)

Floatation costs is observed to have a significant positive coefficient value of (0.007) on the Nigerian capital market. The result is a pointer that the value of floatation costs has not contributed adversely to the growth and size of the capital market in Nigeria. This may be because the amount and value of securities sold and bought in the capital through initial public offering is low; and that case, floatation costs are also expected to be low; consequently, its impact is negligible on the growth and size of the capital market. The finding agrees with the study of Ogbeide and Osamwonyi (2021); Oshadare et al. (2022); Ajibola and Oluwole (2018). The adjusted R-square values indicate all the explanatory variables of financial market frictions jointly contribute about 45% adversely on the Nigerian capital market. Despite this, the F-statistics connotes that the variables were statistically significant. The Durbin-Watson statistics value is approximately 2, suggesting the removal of autocorrelation and usefulness of the result for policy implications in the context of Nigeria

Conclusion and Recommendations

The study extensively examined the impact of financial market frictions on the Nigerian capital market using time series data from 1992 to 2021. The aim of the choice of this period is to ascertain the presence or not of financial market frictions and how they impact on the Nigerian capital market. Financial market frictions indicators like agency and information asymmetry, taxes and regulation and transaction costs were employed to assess the impact on the capital market of Nigeria. Findings arising from the data analysis showed that asymmetric information and transaction costs exerted a negative and significant impact on the capital market of Nigeria. Tax and regulation exerted a positive and negligible influence and was statistically significant on the capital market of Nigeria. The study therefore concluded that financial market frictions are risky and stunt the growth and size of the capital market in Nigeria. The study recommends that there is need to examine the effects of financial market frictions on the money market in Nigeria by future researchers. The transaction cost in the capital market is a determinant of the financial market friction and should be properly handled to encourage investment in shares and full participation in the capital market.

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IMPLICATIONS OF ORGANIZATIONAL CHANGE ON THE PERFORMANCE OF SELECTED SPORTS CLUBS IN SOUTH-SOUTH NIGERIA

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Abstract

The paper is a position paper aimed at attempting to put in perspective the concept organisational change management with respect to sport organisational performance. Organisational change was conceived as a tool that is needed to enable sports organisations respond to the myriad of issues that confronts it daily in the course of its seeking out ways to adequately respond to the demands of its consumers. Organisational change was therefore conceptualised as any alteration in the processes, structure and procedure of an organisation. In the same vein, organisational change management was conceptualised as a process of continuous renewal of the direction, structure, and capabilities of an organisation in its bid to serve the dynamics of change in the needs of both its external and internal stakeholders.The various categorisations of organisational change were also highlighted, and Kotter eight step change management model as well as Lewin's three step model, because of their relevance in the researchers view to sports organisations were also discussed. However, literature revealed that organisational change most often is accompanied with downturns for sports organisations. Hence, there is an emerging need for the adoption of an appropriate organisational change management model

Keywords: Organisational Change, Sports Organisations, Organisational Change management, Sport Managers and Procedures.

Introduction

The 21st century organization is faced with myriad of challenges which are borne out of the desire to remain competitive among organization(s) providing similar service or product. To this extent there is an emerging need for organization to continue to undergo several changes, in response to these challenges. There is no doubt that the term organisational change resonates, irrespective of the service or nature of production, something different from usual. However, it is important to state that organisational

change is inevitable to the contemporary organisation, because of the urgency to sustain relevance amongst competing organisations.
Stouten, Rousseau and Cremer (2018) posited that for small organisations to be able to sustain its market competitiveness with large organisations, there must be changes in its processes and procedures. Small businesses must change in order to compete with larger businesses (Stouten, Rousseau & Cremer, 2018). Therefore, it is instructive to highlight that organisation must continue to seek out ways of improving its efficiency and effectiveness, if they must remain ahead of their competitors, although these organisations must also endeavour to be cost effective in their operations (Revenio & Jalagat, 2016).
Sports organisations are not insulated from the competitveness perculiar with other organisations, although it is important to state at this juncture that the sports organisation is often more predisposed to competition unlike other organisations. It is also pertinent to state that changes in sports organisations must be understood within the millieu of the particular characteristics of sports organisations such as unconventionality, chaos and atypical of bussiness practices (Wiseman, 2021). However, it could be argued, from an organizational perspective, that a sporting organization is often unconventional, chaotic, and not typical of business practice.Therefore, it is emergent to suggest that the sports organisation would be more likely to witness more changes than other bussiness organizations.
Furthermore, whereas organisational change is a routine within every sports organisations especially those within the professional strata, research in this area still seem inadequate, although, most of the previous studies have actually been focused on the negative implications and influence of repeated changes on the performance of organisations. (Wagstaff, Gilmore & Thelwel , 2014; Wagstaff, Gilmore & Thelwel, 2016). Today, there is gradual paradigm shift from amateurism towards professionalism in the practices of several sports organisations. This development has no doubt also heralded a shift in the daily operations of these sports organisations, in terms of strategies, procedures and structure. This shift has not also come with its attendant cost implications on the organisations.
Several sports organisations, especially in the southern states of Nigeria have been forced to undergo unintended changes due to some management decisions intended to sustain the fortunes of these organisations. However, these organisations due to the episodic nature of such decisions these organisations are faced with immediate compliance, without recourse to the immediate implication on the performance of these organisations. It is important to state that these changes affect the performance of the organisation in major competitions. This development has indeed become a dilemma for the managers of these sport organisations, because of the lack of prior performance analysis of such changes on the organisation.

Concept of Organisational Change in Sports Organisations
According to Aninkan (2018) change has been identified as an important characteristic of every organisation. It is therefore worthy of note that organisational change is said to have occurred whenever there are alterations in the operational procedures, structure, strategy and technology of an organisation. These alterations referred by literature as

changes could be the resultant effect of several or single internal or external factor(s) (Stouten et al, 2018).

In the same vein, decisions of management, shareholders, improvement in technology and cultural shift could constitute internal sources of change in an organisation. Whereas, Aninkan (2018) opined that pressure from various interest groups that form an organisation's external enviroment could be regarded as sources of external sources of change in an organisation. Irrespective of the source change of an organisation, a major puzzle that management of organisations are always faced with, is the strategy to be deployed in response to the change in the organisation.

Bersenaite, Saparnis, and Saparniene (2012) noted that the concept of organisational change is a broad term covering diverse issues such as changes in management structure, organisational, employee, and management culture changes, strategic changes, changes in human resource management process. The contemporary sports organisation is not also insulated from the influence of these issues enumerated as both internal and external sources of organisational change, therefore the sport organisation's susceptibility to change.

Types of Organisational Change

According to Aravopoulou (2018), organisational change has been typically categorised into various types depending on the basis of categorisation viz;

A. *Depth and Extent*: based on the considerations of depth and extent of the changes in an organisation, organisational change could be broadly classified into strategic and non-strategic change. Strategic change could be percieved as a type of change aimed at modifying orientation of an organisation with respect to its vision and mission, to suit the realities of its environment (Dievenich, Torkaski & Gong,2014). Non- strategic changes are changes within an organisation aimed at enhancing its overall performance.

B. *Origin of change*: with respect to the origin of an organisation's change, organisational change could be classified into planned and unplanned change. Planned change refers to a type of change that is carefully thought-out by the management of an organisation, it is not impulsive. This type of change give management the opportunity to have a framework for the implementation of such changes. Emergent or unplanned change is a type of organisational change that is usually episodic, unintended, it is usually not carefully evaluated before implementation. This type of change is occassioned by the organisation's desire to swiftly respond to certain alterations within the organisational environment.

C. *Order of Change*: based on this consideration of order of change, organisational change could either be incremental/first order change, or radical or second order change. The former has to do with alterations which occur in daily operations of an organisation. The effect of this type of change on the organisation is almost negligible to the overall organisational system.

D. *Timing and Extent:* under this categorisation of organisational change, it could either developmental, transitional and transformational. A developmental change aims at improving existing features in terms of processes, skills and product of an organisation. It is targeted at bringing about further development in an organisation. It is both people and process oriented (Dievernich, Tokarski, & Gong 2014). Transitional change is a type of organisational change that involves the evolution of organisation from an old state or ways of getting things done to a new anticipated state. It is usually planned and gradual. Furthermore, the transformational change is a type of change that is predicated upon a radical change from a state to another.

Organisational Change and Sports Organisational Performance

Organisational change has been identified as an inherent characteristic of every organisation, including sports organisations. This is occasioned by the quest by these organisations to discover ways that will bring about their continual improvement and organisational success (Wagstaff et al., 2014). However, it is instructive to state that organisational changes are always multifaceted, non-linear and fluid. To this extent, it is therefore expected that sports organisations must ensure a proper impact assessment of every change initiative. It is typical of organisations to experience downturns in its performance, which will consequently create an emerging need for changes. It is not contestable that every change process carries with it a certain degree of uncertainty (Wiseman ,2021; Fasey et al., 2021; Wagstaff et al., 2016). Although, Liu and Perrewe (2005) opined that the emotional and attitudinal disposition of employees in sports organisations could be significant roles in the overall success of organisational change. Hence, the unquestionable need for an efficient and effective change management model, which is also anticipated to bring about successful performance across a variety of domains (Cruickshank & Collins, 2012).

The study of Audas, Dobbson and Goddard (2002) revealed that teams observed to have had managerial changes within the season were found to underperform over the following three-month period, to that extent it was also found out that managerial changes also brought about a significant variance in the non-systematic component of performance in the short term. Furthermore, Wagstaff et al. (2015) also reported that 20 Sports Science and Medicine (SSM) staff in 3 organizations (cricket and soccer), that were longitudinally studied across a two-year period, revealed a potential negative implication of organisational change on their working practices and field performance of the staff.

Organisational change Management in Sports

The need for sports organisation to ensure that they manage changes effectively is beginning to gain wide acceptance amongst contemporary experts of sports management. However, Caldwell, Chatman and O'Reilly (2008) reported that the success of organisations in the management of organisational change has been poor in recent time, which has been attributed to the absence of a framework of how to implement and manage organizational change. This is on account of the fact that the theories and approaches currently implemented by many organisations and recommended by experts are either contradictory or confusing. It is therefore important to state that change management is an important process that organisations must undertake in their bid to attain new dimensions in their search for an harmonious significant relationship between organisations and their operating enviroments (Bengat, Odenyo & Rotich, 2015).

Furthermore, Moran and Brightman (2001), opined that change management is a process of continuous renewal of the direction, structure, and capabilities of an organisation in its bid to serve the dynamics of changes in the needs of both its external and internal customers. The dynamics of the sports organisation has made the need for organisational change management inevitable. The early approaches and theories to organizational change management suggested that organizations could not be effective or improve on their performance, if they were constantly changing. It was argued that people needed routines to be effective and able to improve performance (Luecke, 2003). However, it is now argued that it is of vital importance to organizations that people are able to undergo continuous change, especially sports organisations because of the variations in the products and services it offers to its consumers. To lead change successfully, Kotter and Schlesinger (2008) recommended three steps which a manager must follow in implementing change;

I. *Analyse Situational Factors*: The manager must try to provide answers to questions such as, how much and what kind of resistance do we anticipate? What is the manager's position relative to resisters, in terms of his power and the level of trust between him and the resisters; whether he has less orga nizational power than those who may resist the change. Who has the most accurate information about what changes are needed? Whether the manager anticipates needing information and commitment from others to help design and implement the change.

Ii. *Determine the Optimal Speed of Change*: The manager must use his analysis of situational factors to decide how quickly or slowly the change should be implemented.

Iii. *Consider Methods for Managing Resistance:* Research suggests that for those implementing a change programme, there are three inter-related skills (Burtonshaw, 2008). It includes transforming skills, mental skills, and skills of empathy and understanding of feelings. Transforming skills talks about where the manager needs to be able to create a supportive risk - taking environment, have self - awareness and self - confidence. He will need to possess the ability to share the benefits that the change will bring and the journey needed to undertake this through visualization techniques. Mental skills require managers to think holistically and help others to see the big picture. This enables the manager to work with rules of thumb based on action learning. Skills of empathy and understanding of feelings is witnessed through the use of symbols, analogies and metaphors to relate to the change process and will need the ability to tolerate stress and resist confronting every issue. These skills demand use of both left and right-side brain techniques.

Furthermore, Burtonshaw and Salameh (2007), identified five strategies for implementing change. They are directive strategy, expert strategy, and negotiating strategy, educative strategy, participative strategy. In directive strategy, the management can use its authority to impose the changes required and be able to carry them out speedily. However, the dis-advantage of this approach is that it is likely to increase resistance by those involved or even undermine the overall success of the change implementation. Expert strategy is usually applied when a technical problem requires solving, such as the introduction of a new IT system, and as such is better suited to smaller technical or operational change than a wider cultural - change requirement. It is also appropriate that introducing technical changes does not easily lend itself to wider consultation as knowledge of the technical nuances may reside only with a limited number of individuals. Negotiating strategy, involves a willingness to negotiate with individuals and teams affected by the change and to accept that adjustments and concessions may have to be made. Opting for this approach does not remove the management's responsibility for the direction and initiation of change but acknowledges that those affected have the right to have some input in the changes proposed, or that they have some power to resist it if they are not supportive. The advantage of selecting this approach is that resistance to the proposed change is likely to be reduced. However, such negotiation will add to the overall programme of change anticipated and the pre-implementation time may take longer. Changing work practices in return for increased pay and/or other benefits is a classic example of the negotiating strategy. Educative strategy involves changing people's values and beliefs so that they support the change and are committed to a shared set of organizational values. The advantage of such an approach, if successful, is that people will be positively committed to the change. In general, this approach typically takes much longer and requires more resources than the previous three strategies described above. Participative strategy has a number of advantages such as, changes are more likely to be widely acceptable over the other strategies; it promotes an active involvement of people and is likely to increase their commitment to, and enthusiasm for, the change process. Additionally, there will be opportunities for both managers and employees to learn from the experiences and skills of this wide participation. While this has a number of advantages due to the participation of staff, the identified changes are likely to take longer and require additional resources to support the change.

Organisations undertake several expressions in their quest to bring about organisational these expressions include total quality management, reengineering, right sizing, restructuring, cultural change, turnaround, etc . These changes are undertaking by organizations with optimism and expectations. However, it is worthy to note that irrespective of the expression used the goal is the same, which is to bring a change in the organisation that will enable it survive the competition from similar organisations. As earlier noted, only a small percentage of these organisation succeed in bringing about these changes. Successful cases, on the other hand, show that the change process passes through a succession of stages, each requiring a significant amount of time and dedication, and that key errors in any of the stages can have a disastrous effect on the change process' momentum (Kotter 1996). These Change Management Models can be used by management as tools for current organizations in this changing world of work.

Theories of Organisational Change Management

It is instructive to state that a deliberate review was done in this regard, with the aim of selecting only those theories that are more likely to be easy and applicable within the millieu of the contemporary sports organisation, which is largely on account of the fluid nature of sports organisations. Consequently, two theories have been highlighted in this paper, that are more likely to find applicability in the arena of organisational management in sports viz;

A. Lewin's Change Management Theory

Several studies have reported that the Lewin's three step model of organisational has become arguably, the most influential approach to organisational change in recent times. The three step model of Lewin (1947) is predicated upon the understanding that there are restraining forces that are influential determinants of what the behaviour of both individual and the organisation(s) would look like. Whereas, the driving forces within the organisation would tend to steer the individual towards greater productivity, the restraining forces would strenghten the resistance of the individuals to whatever changes taken place within the organisation. These restraining forces therefore acts as barriers to whatever change initiatives intended within the organisation.

Lewin (1947) identified three stages of change within every organisation, irrespective of the nature of the organisation.

I. Step One (Unfreezing Stage): This is the preparatory stage of any change initiative in every organisation. This is the stage where individuals have to undergo what could be termed as reeducation. It involves an assessment of previous learnt behaviours and desire to change these behaviour to accommodate the desired change.

II. Step Two (Moving Stage); Lewin (1936) interesting referred to this stage as the moving stage or locomotive stage. This stage according to Lewin (1936) is the stage of transiting from one position to another within the field of the desired change. This stage is usually action oriented. It is understood that there could only be movement within the sphere or field of desired change if the forces pushing for a change are greater than the forces of resistance to such change.

III. Stage Three (Freezing Stage); Freezing at this stage is desired to bring about the stabilisation of behaviour. It is instructive to state that freezing is aimed at ensuring that the newly learnt behaviour is in congruence and reinforced by the other behaviours of those concerned to prevent the occurrence of regression (Lewin, 1936a & 1941; Schein, 1996).

Furthermore, it is discernable from the above stages ennumerated in the Lewin's three stage model that communication and involvement of employees within the organisation is essential for its success.

B. Kotter's eight-step Change Management Model

The Kotter's (1996) eight-step model for change management is a model that describes how organisational change can be effectively managed at the top level of an organisation.

Below are the stages;

Step 1 – Establishing a sense of urgency

Based on this step the need for an urgent change has been identified, as earlier mentioned the poor service delivery of the company has affected the client base of the company and its overall organisational performance. This is the major reason why a radical type of organisational change has been identified as the most change type of change in Green Lunar Nigeria Limited. This first phase, according to Kotter (1995) has been identified against the background that the employees of the company must be involved aggressively this is because poor participation by the employees could lead to the failure of the entire process.

Step 2 – Building the guiding team

There is need for the management of Green Lunar Nigeria Limited to build a team that will champion this change in this company. This team must cut across the various structure in the company, which ranges from the curator to the supervisors. It is important to build this guiding team as they will serve as the drivers of the anticipated changes in the company. The team nay just be made up of three to four of the supervisors and some instructors. This team will be saddled with the responsibility of starting up the home service gym instruction.

Step 3 – Creating a vision.

it is important for the management of the company to build in the employees the vision of the company based on this approach to service delivery in the company. Therefore, it is important for management to ensure that every employee in the share in the vision of the management to position the company to become more company in the gym industry across the country.

Step 4 – Communicating the vision

Based on the understanding that it is difficult for employees to make compromises, irrespective of their satisfaction with the current level of patronage of the company by clients. It is important for the management of the company to communicate the vision of the company with respect to the desired changes as clearly as possible. It will be much easier for the company to bring about changes if the employees share in the vision of the company, which can only be achieved based on a clear communication of this vision by the management of Green Lunar Nigeria Limited.

Step 5 – Empowering the action and removing obstacles

It is important for the management of Green Lunar to ensure that adequate arrangement is made to provide the logistics that will be needed to bring about these changes. These include vehicles or transport arrangement that could convey instructors to the residence of clients demanding for home service, providing extra pay to instructors who do home service delivery of gym instructions, providing the equipements needed etc. It is important for the company to train these instructors on the ethics of home delivery in the gym industry. Failure to provide the needed logistics could serve as impediment or obstacles towards this change anticipated by the company. Kotter (1996) identified four obstacles that are likely to bring about concerns at this level these are;

(a) information and personnel systems,

(b) a lack of required skills,

(c) managers who discourage employees from acting, and

(d) formal structures that make it difficult for employees to act (Kotter, 1996).

Step 6 – Creating short term wins

it will be observed that contingent upon the extra benefits enjoyed by the instructors such as extra pay, ease of transportation, increases in the client base of the company, which are undeniably short term wins of the company. These short term wins could be motivational to the employees.

Step 7 – Consolidating improvements

Change is a very personal and emotional issue for many individuals, and accepting change, especially when it concerns their work environment, can be tough. Employee resistance can be a significant roadblock to change, especially for projects that aim to modify the way people work. In order to consolidate improvements, Kotter proposes a number of actions, including increasing credibility to change systems, structures, and policies that do not align with the vision; hiring, promoting, and developing employees who can carry out the vision; and giving the process a boost with new projects, themes, and change agents.

Step 8 – Anchoring new approaches in the culture and making change stick

Employees' common ideals and behavioural conventions are referred to as culture. It's not easy to integrate fresh approaches into established cultures. The common idea is that in order for a change initiative to succeed, it must first change the company culture.

When a new style of conducting business becomes the norm and permeates into the organization's bloodstream, the shift becomes a culture. Two key factors in institutionalizing change in corporate culture, according to Kotter (1996), are a conscious effort to demonstrate the importance of new approaches, behaviours, and attitudes that helped improve performance, and the establishment of a promotion system that moves people to the next generation of top management who truly personify the new approach.

Conclusion

The realities of facing contemporary sports organisations today, has made the demand for a more cursory look into the dynamics of its organisational behaviour. This demand has become emergent on account of the plethora of issues that usually ensue from managerial attempt to bring about changes which could have either structural, process or people implications. However, existing literature has revealed that there is organisational more often had a negative implication on the perfromance of sports organisations, especially in the short term.

Recommendations

It has become expedient for sports managers to have a working understanding of the intricate and implicative issues that usually accompany organisational change in sports organisations. It however intended that an understanding of these issues that usually accompany every change management procedure in an organisation, would further strenghten the performance of these organisations and also reduce the unusually built tension between employees and management, in the wake of every change process. However, the following are some recommendations that will guide maangers of sports organisations in their management of organisational changes, viz;

1. Sports managers must become more aware of the need for constant organisationschanges, in order to remain competitive and also respond promptly to the demands of the consumers.
2. Sports organisations must ensure the creation of a quality assurance officer, whose primary responsibility would always be to asess the implications of major organisational change decisions before they are implemented.
3. Sports managers must ensure that employees are engaged and involved in organisational change decisions, as this will no doubt build a strong communication process which is a veritable tool in every change process.

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