



# **AL-HIKMAH JOURNAL OF EDUCATION**

**VOL. 7, NO. 2, DECEMBER, 2020**

**ISSN 2384-7662  
E-ISSN 2705-2508**



# AL-HIKMAH JOURNAL OF EDUCATION

*VOL. 7, NO. 2, DECEMBER, 2020*

ISSN 2384-7662  
E-ISSN 2705-2508

Printed by  
Asekun'Owo Binds & Prints, Ilorin.

## EDITORIAL BOARD

*Associate Professor O.P. Akinnubi*  
(Editor-in-Chief)

**Professor Oladosu, AGAS**

*Professor A.O. Sule*

*Dr. A.K. Lasisi*

*Dr. S. Yusuf*

**Dr. I. S. Owoyale-Abdulganiy**

*Dr. H.O. Bolaji*

*Dr. S.O. Makinde*

*Dr. H. Amuda*

*Dr. K.A. Tiamiyu*

*Dr. S.S. Salami*

*Dr. A.S. Olaifa*

(Editors)

*Dr. K. O. Muraina*

(Managing Editor)

*Prof. G.A. Badmus – Al-Hikmah University Ilorin*

*Prof. R.A. Lawal – University of Ilorin*

*Prof. Y.A. Fasasi – University of Ilorin*

*Prof. S.O. Adedeji – University of Ibadan*

*Prof A.A. Salau – Usmanu Danfodio University Sokoto*

*Prof. M.B. Kamal – International Islamic University, Malaysia*

(Consulting Editors)

website: on [www.alhikmah.edu.ng/ajhir/index.php/aje\\_path/index](http://www.alhikmah.edu.ng/ajhir/index.php/aje_path/index)

## NOTES TO CONTRIBUTORS

Al-Hikmah Journal of Education (AHJE) is an internationally recognized peer-reviewed multidisciplinary Journal published twice a year (**June and December**) by the Faculty of Education, Al-Hikmah University, Ilorin, Nigeria. Normally, Authors submitting manuscripts are expected to present their research work for assessment and review. Manuscripts are published on the assumption that they are original and have not been published elsewhere. It places emphasis on publishing original work and findings on current issues of educational concern relevant to the following areas: Educational Management, Counselling Psychology, Business Education, Sciences Education, Arts Education, Social Sciences Education, Psychology, Human Behaviour Sciences, Teacher Education, Childhood Education and Other relevant/related Fields.

**Types of Paper Considered for Publication:** Empirical and Theoretical research Papers and Book reviews

**General Information:** All subheadings should be in sentence case, Figures/Tables should comply with APA styles, Font (Times New Roman), Font Size (12), Line Spacing (1.5), Paper Length (15 pages Maximum), Literature Review (If any) should be weaved under introduction. The cover page of each article should embody the title of the work, Name of the Author(s), Institution(s) of Affiliation and Status attained, E-mail Address and Phone Number. All Correspondence should be addressed to the Managing Editor, Al-Hikmah Journal of Education (AJE), Faculty of Education, Al-Hikmah University, Ilorin, Nigeria.

The structure of the paper should be as follows:

- Title (Capital): Authors' name and Present affiliate Institutions with e-mail address.
- Abstract should not exceed 200 words
- Keywords and Word Count (Maximum of 5)
- Introduction
- Research Objectives
- Research Questions/Hypotheses
- Methodology
- Results (Clear and concise)
- Discussion
- Conclusions and Recommendations
- References (APA latest Edition)

**Note:** Articles under review elsewhere cannot be accommodated and should not be submitted to the journal. Articles should be sent electronically with the evidence of payment through any of the e-mail addresses: [ahje@alhikmah.edu.ng](mailto:ahje@alhikmah.edu.ng) or

*muraina\_kamilu@yahoo.com*. Submission of article should be accompanied with a vetting fee of N5,000 and after manuscript acceptance, a publication fee of N12,000 should be paid into the Account Details Below:

**Account Name:** College of Education, Igbaja

**Account Number:** 2061738908

**Bank Name:** UBA Plc

- **Complimentary Copy:** Corresponding authors will get a complimentary copy of the issue in which their article appears.

**For Further Enquiries Please Contact:** 08034592046 and 08167659879 or Visit our website on [www.alhikmah.edu.ng/ajhir/index.php/aje\\_path/index](http://www.alhikmah.edu.ng/ajhir/index.php/aje_path/index)

#### **Editorial Board**

**Editor-in-Chief:** Prof.. O. P. Akinnubi

**Managing Editor:** Dr. K. O. Muraina

## NOTES ON CONTRIBUTORS

Adeniji Ajibola Abidemi, Integrated Science Department, Federal College of Education, Abeokuta

Keston Bukky (Ph.D), Federal College of Education, Zaria

Adegbite Peter Ibrahim (Ph.D), Federal University Lokoja

Omuya Ohunene Florence: Federal University Lokoja

Abdulmalik Iyabo B, Department of Economics, Kwara State College of Education, Ilorin;

Gbadamosi Tolulope V, Department of Arts and Social Sciences Education, University of Ibadan, Ibadan

Omosunlade Ololade S, Department of Arts and Social Sciences Education, University of Ibadan, Ibadan, Nigeria

Okoiye Ojaga Emmanuel PhD, Department of Educational Psychology/G&C, Alvan Ikoku Federal College of Education Owerri

Nwoga Anayochi PhD, Department of Educational Psychology/G&C, Alvan Ikoku Federal College of Education Owerri

Mkpume Chijioke Friday, Department of Educational Psychology/G&C, Alvan Ikoku Federal College of Education Owerri

Dr. Usman Mohammed Dakasku, Department of Education, Faculty of Arts and Education, Yobe State University Damaturu

Dr. Muraina Kamilu Olanrewaju, Department of Educational Management and Counselling, Faculty of Education, Al-Hikmah University, Kwara State, Nigeria

Saleh Musa, Department of Education, Faculty of Arts and Education, Yobe State University Damaturu

Jimoh, A. S, Department of Language, Arts and Social Science Education, Faculty of Education, Lagos State University, Ojo, Lagos, Nigeria

Bamiro, N. B, Department of Language, Arts and Social Science Education, Faculty of Education, Lagos State University, Ojo, Lagos, Nigeria

Akapo, T. A, Department of Language, Arts and Social Science Education, Faculty of Education, Lagos State University, Ojo, Lagos, Nigeria

## NOTES ON CONTRIBUTORS

Ibrahim, D. A, Department of Language, Arts and Social Science Education, Faculty of Education, Lagos State University, Ojo, Lagos, Nigeria

Ismaila, M. A, Department of Educational Foundations and Administration, School of Education, Adeniran Ogunsanya College of Education, Ijanikin, Lagos, Nigeria

Silas Titus Nguwap, Department of Office Technology and Management, Plateau State Polytechnic, Barkin Ladi

Timya Nimfel, Department of Office Technology and Management, Plateau State Polytechnic, Barkin Ladi

Justina Solomon Buwah, Department of Office Technology and Management, Plateau State Polytechnic, Barkin Ladi

Rachel Ajumoke Owolabi, Department of Educational Management, Faculty of Education, University of Ilorin

Professor David Olorunfemi Durosaro, Department of Educational Management, Faculty of Education, University of Ilorin

Dr. Saheed Oyeniran, Department of Educational Management, Faculty of Education, University of Ilorin

Alexander Gbenga Ogundele, Department of Technical Education, Kwara State College of Education (Technical), Lafiagi

Aminu, Hammed Popoola. Department of Educational Psychology and Counselling, Faculty of Education, ABU, Zaria

Adigun, Akeem Ayodeji, Department of Educational Psychology and Counselling, Faculty of Education, ABU, Zaria

Tajudeen, O. Ishola Ph.D, Centre for Peace and Strategic Studies, University of Ilorin, Ilorin, Nigeria

Jimoh Yunusa Abejide, Federal College of Education, Kontagora

Oyetoke, O. Matthew, The Nigeria Police, Kwara State Command

Dr. Sahabi, Muhammad Kabir, University Library, Kaduna State University, Kaduna

## NOTES ON CONTRIBUTORS

Ezeudu, B. Ogochukwu, University library Bells university of Technology, Ota Ogun state  
Aliyu Haidar Abubakar, Academy Library, Wudil-Kano

Ogundele Israel Segun, Department of Business and Entrepreneurship Education, College of Education, Kwara State University, Malete

Adedokun, A, Department of Science Laboratory Technology, Oyo State College of Agriculture and Technology, Igboora, Oyo State

Ajibade, A. O, Department of Fisheries Technology, Oyo State College of Agriculture and Technology, Igboora, Oyo State

Popoola, O. J, Department of Crop Production, Oyo State College of Agriculture and Technology, Igboora, Oyo State

Babatunde, J. A, Department of Integrated Science, National Teachers' Institute, Kaduna, Nigeria

Dr. Ibraheem Adedayo Adediran, Department of Educational Foundations, Faculty of Education, National Open University of Nigeria

Muhammed, Jamiu Oladele, CLN, Department of Library and Information Science, University of Ilorin, Ilorin, Kwara State, Nigeria

Olajide, Adebayo Afolabi, CLN, University Library, Precious Cornerstone University, Ibadan, Nigeria

Mohammed Abdullahi Abubakar, CLN, Center for Energy Research and Training, ABU, Zaria, Kaduna State

Aleshinloye, Hassan: Department of Library and Information Science, University of Ilorin, Ilorin

Sanjo, Faculty of Education, University of Ilorin

Kuranga, Yunus, Department of Adult and Primary Education, Faculty of Education, University of Ilorin, Ilorin

Adebayo, Kayode, Department of Adult and Primary Education, Faculty of Education, University of Ilorin, Ilorin

Sodiq, Toyin, Department of Adult and Primary Education, Faculty of Education, University of Ilorin, Ilorin

Ahmed, Tijani Ayinla, Department of Adult and Primary Education, Faculty of Education,

## NOTES ON CONTRIBUTORS

University of Ilorin, Ilorin

Imam Abdulkadir, Faculty of Education, University of Ilorin, Ilorin

Akanni, Olurotimi O. (Ph. D), Department of Educational Psychology and Counselling,  
Emmanuel Alayande College of Education, Oyo

Feyisetan, Christianah T, Department of Special Needs Education, Emmanuel Alayande  
College of Education, Oyo

Akanni, Olurotimi O. (Ph. D), Department of Educational Psychology and Counselling,  
Emmanuel Alayande College of Education, Oyo

Feyisetan, Christianah T, Department of Special Needs Education, Emmanuel Alayande  
College of Education, Oyo

Usman Shola Raheem, Department of Curriculum and Instruction, Kwara State College of  
Education, Ilorin

Abdulkareem, Musa Adebayo, Department of Curriculum and Instruction, Kwara State  
College of Education, Ilorin

Umar, Madiwu Abubakar, Department of Curriculum and Instruction, Kwara State College of  
Education, Ilorin

Isaiah Omolola (PhD), Department of Sports and Physical Training, Nigerian Defence  
Academy Kaduna

Yahaya Abdulateef Kutashi (PhD), Department of Sports and Physical Training, Nigerian  
Defence Academy Kaduna

Ògúnníran, Victoria Olúdùnní, Yorùbá Education Unit, Department of Arts Education,  
Faculty of Education, University of Ilorin, Ilorin

Badru, Surajudeen Adéwálé, Yorùbá Education Unit, Department of Arts Education, Faculty  
of Education, University of Ilorin, Ilorin

Mohammed Idris Mohammed, Biology Department, College of Education (Technical),  
Lafiagi, Kwara State – Nigeria

Musa Abdullahi, Agricultural Education Department, College of Education (Technical),  
Lafiagi, Kwara State – Nigeria

Bello Musa, Department of Educational Foundations, Faculty of Education, Sokoto State  
University, Sokoto

## NOTES ON CONTRIBUTORS

Abidah Muhammad, Department of Science Education, Faculty of Education, Sokoto State University, Sokoto

Bashar Sa'adu Isa, Department of Educational Foundations, Faculty of Education, Sokoto State University, Sokoto

Muhammad, Malami Tambawal, Department of Educational Foundations, Faculty of Education Sokoto State University, Sokoto

Prof. M. U. Tambawal, Department of Educational Foundations, Faculty of Education & Extension Services, Usmanu Danfodiyo University, Sokoto.

Abdulkadir, Abdulkarim Olatunji (PhD), Department of Educational Foundations, Faculty of Education & Extension Services, Usmanu Danfodiyo University, Sokoto.

Musa, Bello, Department of Educational Foundations, Faculty of Education, Sokoto State University, Sokoto

Abubakar, Hindatu, Department of Educational Foundations, Faculty of Education, Usmanu Danfodiyo University, Sokoto

Ishaka Yahaya, Department Educational Foundations, Faculty of Education, Federal University Kashere, Gombe State

Bala zaki Tambuwal. Department of Geography, School of Art and Social Science, Shehu Shagari College of Education, Sokoto

Yahaya, Mohammed Ndagi, Department of Early Childhood Care Education, Kwara State College of Education, Ilorin

Saka-Alikinla, Issa, Department of Technical Education, Kwara State College of Education, Ilorin

Kamalludeen, Salamat A, Department of Business Education, Kwara State College of Education, Ilorin;

Salihu, Umar Olaitan, Department of Fine and Applied Art, Kwara State College of Education, Ilorin

Hanafi, Alimat Yetunde, Muyideen College of Education, Kulende, Ilorin

Abdulrahman, Ibrahim, School of Basic and Remedial Studies, Kwara State College of Education, Ilorin

## NOTES ON CONTRIBUTORS

Yusuf, Habeeb, School Basic and Remedial Studies, Kwara State College of Education, Ilorin

Akogun, A.K, School of Education, Kwara State College of Education, Oro

Adeoye, K.J, School of Education, Kwara State College of Education, Oro

Fashikun, B.C.: School of Education, Kwara State College of Education, Oro

Imam Abdulkadir, Kwara State College of Arabic and Islamic Legal Studies, Ilorin

Amasa Biola Sidikat, Kwara State College of Arabic and Islamic Legal Studies, Ilorin

Isiaka Kola Saka, School of Basic and Remedial Studies, Kwara State College of Education, Ilorin

Ajani, Safurat Toyin (Ph.D), Business Education Department, Adeniran Ogunsanya College of Education, Oto/Ijanikin, Lagos State

Folorunso, Isaac Oluwole (Ph.D), Office Technology and Management Department, Federal Polytechnic, Ede, Osun State

Apetu, Serah, Business Education Department, Adeniran Ogunsanya College of Education, Oto/Ijanikin, Lagos State

**TABLE OF CONTENTS**

|                                                                                                                                                                      |                                                                                                                      |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------|
| Assessments Of Scaffolding As An Instructional Strategy In Teaching And Learning Of Biology For Educational Development In Nigeria .....                             | Adeniji Ajibola Abidemi                                                                                              | 1-7   |
| Perceptions Of Stakeholders On Reward Technique As Classroom Management Technique In Upper Basic Schools In North-central Zone, Nigeria .....                        | Keston Bukky (ph.d); Adegbite Peter Ibrahim (ph.d) & Omuya Ohunene Florence                                          | 8-16  |
| The Role Of Leadership In A Formal Organization .....                                                                                                                | Abdulmalik Iyabo B                                                                                                   | 17-23 |
| A Qualitative Study Of Teachers' Perception On The Need For Reviewing The Senior Secondary School Economics Curriculum In Kosofe Local Government, Lagos State ..... | Gbadamosi Tolulope V & Omosunlade Ololade S                                                                          | 24-34 |
| Attitude Of Teaching And Non-teaching Staff Towards Retirement In Alvan Ikoku Federal College Of Education Owerri .....                                              | Okoieye Ojaga Emmanuel Phd; Nwoga Anayochi Phd & Mkpume Chijioke Friday                                              | 35-44 |
| Perceived Predisposing Factors Responsible For Dropout Syndrome Among Secondary School Students In Potiskum, Yobe State .....                                        | Dr. Usman Mohammed Dakasku; Dr. Muraina Kamilu Olanrewaju & Saleh Musa                                               | 45-52 |
| Survey Of Determinants Of The Utilization Of Ict Facilities For Instruction In Lagos State Secondary Schools .....                                                   | Jimoh, A. S; Bamiro, N. B; Akapo, T. A; Ibrahim, D. A & Ismaila, M.A                                                 | 53-65 |
| An Investigation Into Office Technology And Management Students' Perception Of The Relevance Of Shorthand In Digital Age .....                                       | Silas Titus Nguwap; Timya Nimfel & Justina Solomon Buwah                                                             | 66-73 |
| Good Conditions Of Service: A Nostrum To Staff Effectiveness In Nigerian Public Service .....                                                                        | Rachel Ajumoke Owolabi; Professor David Olorunfemi Durosaro; Dr. Saheed Oyeniran & Alexander Gbenga Ogundele         | 74-80 |
| The Impact Of Non- Oil Exports On Economic Growth In Nigeria .....                                                                                                   | Abdulmalik Iyabo B                                                                                                   | 81-88 |
| Antecedents Of Kidnapping Incidence In Nigeria: Perception Of Security Personnel In Kwara State, Nigeria .....                                                       | Aminu, Hammed Popoola; Adigun, Akeem Ayodeji; Tajudeen, O. Ishola Ph.d; Jimoh Yunusa Abejide & Oyetokeye, O. Matthew | 89-97 |

## TABLE OF CONTENTS

|                                                                                                                                                                  |                                                                                                                     |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------|
| Impact Of Electronic Information Resources Use By Undergraduates: Experiences From Usman Danfodio University In Sokoto .....                                     | Dr. Sahabi, Muhammad Kabir; Ezeudu, B. Ogochukwu & Aliyu Haidar Abubakar                                            | 98-105  |
| Effects Of Scaffolding Method Of Teaching On The Academic Performance Of Students In Financial Accounting In Kwara State .....                                   | Ogunde Israel Segun                                                                                                 | 106-113 |
| Study Habits As Predictors Of Students' Academic Performance In Basic Science In Junior Secondary Schools In Ibarapa Central Local Government, Oyo State ....    | Adedokun, A; Ajibade, A. O; Popoola, O. J & Babatunde, J. A                                                         | 114-120 |
| Psychodynamic Therapy And Self-esteem In The Reduction Of Academic Self-handicapping Behaviour Among Distance Learners In Southwestern, Nigeria .....            | Dr. Ibraheem Adedayo Adediran                                                                                       | 121-131 |
| Ict For Academic Records Management In Colleges Of Education In Kwara State, Nigeria .....                                                                       | Muhammed, Jamiu Oladele, Cln; Olajide, Adebayo Afolabi, Cln; Mohammed Abdullahi Abubakar, Cln & Aleshinloye, Hassan | 132-143 |
| Assessment Of Academic Challenges And Coping Strategies As Expressed By In-school Adolescents In Offa, Kwara State .....                                         | Sanjo                                                                                                               | 144-159 |
| Poverty Eradication And Youths Economic Empowerments Through Entrepreneurship Education In Nigeria .....                                                         | Saka-alikinla Issa; Yahaya, Mohammed Ndagi; Kamalludeen, Salamat A & Salihu, Umar Olaitan                           | 160-166 |
| Availability And Utilization Of Sanitation And Hygiene Facilities In Public Primary Schools In Ilorin Metropolis, Kwara State .....                              | Kuranga, Yunus; Adebayo, Kayode; Sodiq, Toyin & Ahmed, Tijani Ayinla                                                | 167-174 |
| Portrayal Of Yoruba Metaphysical World In Soyinka's Death And The King's Horseman And The Strong Breed .....                                                     | Imam Abdulkadir                                                                                                     | 175-183 |
| Effect Of Examiner's Behaviour Before And During Test Administration In School On Testees Performance In Yorùbá Language In Ilorin Metropolis, Kwara State ..... | lawal, Fatimat Àdùkẹ                                                                                                | 184-193 |
| Teenage Pregnancy As A Menace Of Drop-out From Secondary Schools In Ibadan Metropolis: Counselling Intervention .....                                            | Akanni, Olurotimi O. (ph. D) & Feyisetan, Christianah T                                                             | 194-200 |

## TABLE OF CONTENTS

|                                                                                                                                                                                  |                                                                                                      |         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------|
| Selection, Production And Utilization Of Visual Display Materials: An Effective Means For Qualitative Teaching And Learning In Nigerian Secondary Schools .....                  | Usman Shola Raheem; Abdulkareem, Musa Adebayo & Umar, Madiwu Abubakar                                | 201-208 |
| Improving The Quality Of Life Of The Physically Challenged Persons Through Sports Participation .....                                                                            | Isaiah Omolola (phd) & Yahaya Abdulateef Kutashi (phd)                                               | 209-215 |
| Student-teachers And In-service-teachers Use Of Improvised Instructional Materials In Teaching Senior School Yorùbá Language In Òyó State: A Comparative Analysis .....          | Ògunniran, Victoria Oludunni & Badru, Surajudeen Adéwálé                                             | 216-225 |
| The Impact Of Social Media On Students' Academic Performance In College Of Education (technical), Lafiagi, Kwara State Nigeria .....                                             | Mohammed Idris Mohammed & Musa Abdullahi                                                             | 226-241 |
| The Influence Of Teacher Qualification And Experience On Teacher Efficiency In Senior Secondary Schools In Sokoto State, Nigeria .....                                           | bellu Musa; Abidah Muhammad & Bashir Sa'adu Isa                                                      | 241-248 |
| Implications Of Child Labour On Academic Achievement Of Primary School Pupils In Tambawal Local Government Area Of Sokoto State .....                                            | Muhammad, Malami Tambawal; Prof. M. U. Tambawal; Abdulkadir, Abdulkarim Olatunji (phd) & Musa, Bello | 249-257 |
| Relationship Among Self-esteem, Peer Group Influence And Academic Performance Of Senior Secondary School Students In Gusau Local Government Area Of Zamfara State, Nigeria ..... | Abubakar, Hindatu; Ishaka Yahaya & Bala Zaki Tambuwal                                                | 258-269 |
| The Place Of Information And Communication Technology In Early Childhood Care Education In Nigeria .....                                                                         | Yahaya, Mohammed Ndagi; Saka-alikinla, Issa; Kamalludeen, Salamat A & Salihu, Umar Olaitan           | 270-276 |
| Increasing Rate Of Unemployment And Problem Of Youths Involvement In Crime In Ilorin Metropolis .....                                                                            | Abdulrahman, Ibrahim; Hanafi, Alimat Yetunde & Yusuf Habeeb                                          | 277-287 |
| Child Labouring Activities And Academic Inefficiency Of Secondary School Students In Ilorin Metropolis .....                                                                     | Hanafi, Alimat Yetunde; Abdulrahman, Ibrahim & Yusuf, Habeeb                                         | 288-298 |
| Girl-child Education: A Tool For Security Of Woman In Nigeria .....                                                                                                              | Akogun, A.k; Adeoye, K.j & Fashikun, B.c.                                                            | 299-307 |

## TABLE OF CONTENTS

- Muslim Women Identities And Experiences In Contemporary Muslim Fiction In English: A Study Of Mohja Kahfi's The Girl In The Tangerine Scarf ..... Imam Abdulkadir  
308-316
- The Content And Context Of The English Subtitle Of Yoruba Proverbs In Nigeria Home Video: A Study Of Mosunmola Filani's Iku Ewa ..... Amasa Biola Sidikat  
317-324
- Comparative Of Students Performance In Mathematics In Private And Public Secondary Schools In Ilorin West Local Government Area Of Kwara State ..... Isiaka Kola Saka  
325-329
- Influence of Science Teacher's Attitude Towards The Teaching Science Subjects In Oyo State, Nigeria..... Dr Abioye Florence O., Olorundare Adekunle S. Ph.D. And Ogunlowo Simeon Oluwole.  
330-337
- Use Of Instructional Materials For Teaching-Learning of Islamic Studies In Senior Secondary Schools In Kwara State..... Owoyale-AbdulGaniy, Ibrahim Solahudeen Ph.D.  
338-347
- Effect Of Insufficient Office Technology And Secretarial Management On Academic Performance Of Students In Office Technology And Management Courses In Colleges Of Education In Lagos State ..... Ajani, Safurat Toyin (ph.d); Folorunso, Isaac Oluwole (ph.d) & Apetu, Serah  
348-354

# STUDENT-TEACHERS AND IN-SERVICE-TEACHERS USE OF IMPROVISED INSTRUCTIONAL MATERIALS IN TEACHING SENIOR SCHOOL YORUBÁ LANGUAGE IN OYO STATE: A COMPARATIVE ANALYSIS



OGUNNIRAN, Victoria Oludunni: Yorubá Education Unit, Department of Arts Education Faculty of Education, University of Ilorin, Ilorin; E-mail: ogunniran.vo@unilorin.edu.ng  
&  
BADRU, Surajudeen Adewale: Yorubá Education Unit, Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin; E-mail: walebadru4real@gmail.com

## Abstract

*Learners have different social and intellectual background, and not all the available materials can meet their needs and interest. The provision of locally produced instructional materials is a logical action for balancing activities among the different categories of learners. This study examines the difference between student-teachers and in-service teachers in the usage of improvised instructional materials in teaching senior school Yoruba language. Questionnaire was employed to elicit data from the respondents. The population involved teachers of Yoruba in senior secondary schools in Oyo State, out of which 110 student-teachers and in-service teachers were sampled. The reliability of the instrument was established through the split-half reliability procedure where a value of 0.69 was obtained. Four research hypotheses were tested using the t-test. The results indicated that there was no significant difference in student-teachers and in-service teachers' perception of improvised instructional materials; there was no significant difference in student-teachers and in-service teachers' awareness of improvised instructional materials ( $df(108) t=.115, p > 0.05$ ); there was no significant difference in student-teachers and in-service teachers' production of improvised instructional materials; and there was no significant difference in student-teachers and in-service teachers' utilisation of improvised instructional materials in teaching senior school Yoruba in Oyo State. It was therefore recommended that both the student-teachers and in-service teachers of the Yorubá language should improvise instructional materials to arouse the senior students' interest in learning the subject.*

**Keywords:** *Improvisation, Instructional materials, Local language and Student-teachers*

## Introduction

Language is a channel for transmission of people's culture, norms, ideas and beliefs. The repository of a people's identity and way of life is compressed in their language as well as transferred to other people and newer generations, through the means of language. This, therefore, posits that a lost language is a lost identity as well as a lost race and people. Language lives and dwells with the people, and the perception of the real world is construed by the linguistic habit of the people or group of speakers of the language. Emeka-Nwobia (2015) admitted that what human beings see, hear and perceive are essentially stated through a language because the language habit of one's community predisposes certain choices of interpretations. She (Emeka-Nwobia) submitted that there is a link between language and culture (ethnicity), of which an individual or a group represents the culture via linguistic resources, indicating that language and society are interwoven.

Fáfúnwá (2004) and Lawal (2014) admitted that education becomes more target-full when a child is instructed by and learnt the language in which the society uses to explain itself and its culture. In reality, the education that does not expose learners to the socio-cultural life of the society has failed both learners and the society. Therefore, the language which explains the students' culture should be taught maximally and uses it as means of communication.

Similarly, it will equip the learners to understand Yoruba traditional folklores, norms, stories, dressings, hairdos, greetings, respect and deference for elders, marriage, naming ceremonies, works, songs, drum-talking and poetry through the language taught as a subject in the curriculum.

Abidogun (2012) asserted that the Yorùbá language is the embodiment of culture, grammar and African literature, but all these are gradually going into extinction because the Yorùbá are pulling out their tongue to speak with another people's tongue. Teaching of the indigenous language (Yorùbá) will simply preserve our culture and the younger generation from the linguistic servitude. Because language is a vehicle for a people's culture and a means of maintaining and indefinitely preserving that culture. Therefore, if the tribal identity (Yoruba language) together with our rich indigenous culture would not be eventually extinct, the Yoruba language subject teachers must begin to pay much attention to the teaching of the indigenous language more effectively.

Akinnaso (2015) affirmed that the policy on language education in Nigeria dates back to the colonial era when the Phelps-Stokes Commission of 1922 emphasised the importance of indigenous languages in the school system. It was then recommended in 1927 that the native language should serve as the medium of instruction in the lower primary education and be taught as a subject at both levels (lower and upper) of primary education. Now, the National Policy on Education (NPE) has stipulated that the medium of instruction at the lower basic school (the first three years) should be the indigenous language of the child or the language of his/her immediate environment while at the middle basic level, English should be the medium of teaching and the major indigenous languages of Hausa, Igbo and Yorùbá should be taught as school subjects from the upper primary to the senior secondary of the humanities students (Adeyemi & Ajibade, 2014).

### **Attitudes of Stakeholders to Yorùbá as a Subject in Senior Secondary Schools**

Kamarise (2014) attested that attitude can be demarcated as the way a person thinks (cognitive component), feels (affective component) and intends to carry out behavioural component towards something. He establishes it that attitudes express passions and hatreds, attractions and repulsions, likes and dislikes. People have attitudes when they love or hate things or people and when they approve or disapprove of them. In other words, an attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. Attitude in this context could be measured as stakeholders' (parents, teachers, students, school administrators and policy makers) perceptions towards the teaching and learning of the Yorùbá language in the senior school. It has been noted that unfavourable attitude towards the Yorùbá language or preference in English language over the mother tongue could develop due to ignorance of the implication of one's mother tongue to the pedagogical attainment and cultural preservation. The Africans generally, acquire English as an official language and dislikes their languages because of political bias, social stratification, economic incongruity, and other socio-psychological factors. The teachers and parents' attitudes also contribute to the learners' negative attitudes towards the teaching of the Yorùbá language and positive attitude towards English (Awósiyàn, 2005).

Ayilára (2015) carried out a study on the significance of Yorùbá language in the school curriculum in Òṣun State and affirmed that the negative responses of the educational stakeholders to the learning of the Yorùbá language, and even some government officers detest its teaching. Adéníyí (2000) asserted that the parents, students, teachers and the school administrators in the private and public schools did not identify any positive outcome of teaching the local language, especially on students' educational attainment. The primary responsibility of both Yorùbá student-teachers and in-service teachers is to teach until there is a behavioural change in students. Yorùbá language subject teachers are indebted to students their best efforts in providing meaningful learning through the use of different types of instructional materials. The educational sustainability that gives better understanding of the Yorùbá grammar, culture and literature can be carried out through quality instructional materials (Awósiyán, 2005). However, unavailability of instructional materials in senior secondary schools in Òyó State is a serious problem despite the rapid change in technology and the new techniques of instruction have made it necessary for Yorùbá language subject teachers to be adequately equipped with different types of materials (Abdullahi, 2010). Teachers' perception is that the supply of learning materials in support of curriculum depends largely on government or the school authority.

Abdullahi (2010) asserted that the government promises of the availability of the materials are very inadequate. The availability and accessibility to instructional materials in many secondary schools will surely predict the use of materials. The availability of learning material has long been acknowledged as an important factor in students' educational attainment. Therefore, the Yoruba subject language teachers' performance is determined by the their knowledge of the subject matter and pedagogical skills, the availability and utilisation of learning materials as well as time spent by pupils in learning. It has been reported that the non-availability of instructional materials in schools serve as barrier to effective language teaching (Adéyemí, 2007). This leads to persistent poor performance and negative attitude of students to Yoruba language. The complaint on the lack of the instructional materials can be resolved through improvisation of instructional materials.

### **Concept of Improvisation of Instructional Materials**

Eminah (2009) expressed improvised instructional materials as the use of substitute equipment where the real ones (already-made) are not available. This simply means improvisation is the act of using local resources available within the school or home environment by a teacher to produce simple but attractive and effective instructional materials to enhance instruction. Locally produced instructional materials contain ideas and portraits of the materials teachers usually prepare to promote the physical, social, emotional and cognitive growth of students. The materials can be designed by the Yorùbá language teachers to encourage senior secondary school students to be curious, initiative, and to stimulate interest in the Yorùbá language.

Osuagwu (2010) affirmed that improvisation is the provision of materials locally attainable from the local environment and made by teachers, students or an educational agency to represent the original material or equipment. The alternative materials and resources are produced to facilitate instructions whenever there is lack or shortage of some specific first-

hand teaching aids. The skill of producing local instructional materials is applicable to different topics in the Yorùbá curriculum. Teaching and learning of the Yorùbá language may not easily be achieved through the mere use of verbal words, therefore, the production of locally made instructional materials becomes very necessary. The focus of teaching is on the natural reciprocating of comprehension and production in communication; on the functional and collaborative practice of language in flexible learning environment; and individual possession of skills. Students find it easy and have joyful learning with instructional materials. As such, improvisation reveals that there are possibilities of alternatives to teaching and learning aids.

Therefore, the teacher education programme must integrate material development whereby teachers learn how to design and construct various materials and equipment which could be used for the teaching-learning process. Improvisations of instructional materials in Yorùbá by teachers that are innovative in concepts encourage students and teachers to be more creative, innovative and original. It also develops skills in the cognitive, affective and psychomotor domains.

#### **Justification for Improvisation of Instructional Materials in Teaching Yorùbá Language**

Shodeinde (2015) opined that effective learning requires that concepts should be exposed in a variety of contexts. This cannot be possible without suitable and diverse teaching and learning materials utilised by a resourceful teacher. The learners come from different social and intellectual background, and not all the available materials can meet the needs and interest of these learners. Therefore, provision of locally produced instructional materials is the logical action to consider for balancing activities among the different categories of learners. Improvisation of instructional materials is needed for the following reasons:

- a) it contributes to the achievement of our education objectives by providing opportunity to develop practical skills needed to function effectively in the society;
- b) it promotes teachers' creativity and self-reliance. Improvisation undertaken by teachers enable him to rethink and research for cheaper, better and adopt methods of making the teaching or learning process easier for the students;
- c) it fills the vacuum created by lack or shortage of equipment by providing a frame of reference on which students can concentrate to teaching during classroom activities;
- d) improvisation provides a cognitive bridge to lead students from abstraction and mental indigestion to a nodding acquaintance with reality; this delivers them from the abstract theory to possess lasting experience from the familiar materials used by teachers; and
- e) situation where equipment is available but not affordable, or where technical expertise for operating the equipment is lacking, or spare parts are not readily obtainable, then, improvisation of instructional materials is needful.

#### **Categories of Improvised Materials for Yorùbá Language**

Yorùbá language can be taught with the aids of the locally produced instructional materials that are available to teachers and students. A Yorùbá language teacher that wants to be of great advantage to students must bear the instructional materials in mind as s/he is planning for the lesson. Each lesson will have appropriate materials to derive the stipulated objectives for each particular topic. The point is that the subject should not be taught abstractly anymore, if the

ready-made materials are not available, the improvisation of the instructional materials is necessary to make the subject interesting and retaining. The instructional materials that can be used for the teaching of Yorùbá lessons in grammar, literature, and culture would be suggested. These improvised materials for teaching the Yorùbá language are grouped into the following categories: improvisation by real materials, construction, and modification of materials and by visitation to community resources centre.

i. **Improvisation by Real Materials for Teaching Culture:** real objects can be used to practice some topics in teaching Yorùbá culture. A resourceful teacher will devote his time to find local materials best suited for learning purposes. Improvisation by real materials is locally available materials that are used just as they were collected without any alteration in shape or size. This aspect would deal with the materials that can be used for teaching Yorùbá culture. The following materials are suggested: Clay: it could be used for moulding of pots in teaching traditional occupation or in teaching cooperative system of house construction in Yorùbá land; Dyes: this could be used to teach dyeing occupation with other available leaves; Cash and perishable crops: this can be used to teach Yorùbá local food; Farm tools: the tools like hoes, cutlass, rake, spade, baskets, net, sickle, harvesting leaf, axe, and head pan, all these can be brought into the classroom when necessary to make the students acquitted with the tools for the Yorùbá traditional occupation; Palm fruits, palm fronds and palm tree stem: Yorùbá traditional occupation such as palm oil, broom making basket making can be elaborated through this real object; and other materials include *opón ayò*, *omò ayò*, etc. (Jekayinfa, 2012).

1. **Improvisation of Instructional Materials by Construction for Teaching Yorùbá Culture:** the improvisation by construction for teaching Yorùbá culture would involve teachers to compile suitable and available materials together to teach Yorùbá culture. The Yorùbá culture can be taught through different materials in our environment. Therefore, the language teachers are expected to be thoughtful and resourceful in selecting the appropriate materials at the accurate lesson period. In order to realise this, the objectives of the lesson will give the clue of the types of the materials suitable. The following materials are suggested:

Recorded cassette and tape, memory card and mobile phone: for traditional poetry (oral poetry) such as nuptial chants, hunter's chants and masquerade chants. A resource person that is knowledgeable of any of this traditional poetry can be invited; and

Drawing on the cardboard: teachers can draw on the cardboard the Yorùbá hair styles, dressings, tribal marks, tools for Yorùbá traditional occupation, traditional games and Yorùbá local foods.

3. **Improvisation by Modification/Duplicated Materials for Teaching Language Grammar:** Yoruba grammar can be taught with the aid of improvised equipment that can be produced within a limited time from cheap materials that serve as desirable supplement to textual materials. These materials include:

Drawing: drawing can be done on the cardboard to make the teaching of Yorùbá grammar a reality;

Charts: vowel and consonant charts, speech organ chart, pictures and magazine can be locally modified, and placed in the students' classroom for retention of memory (Anigbogu 2012).

4. **Improvisation by Visitation to Community Resource Centre for Teaching Yorùbá Culture:**

Arrangement can be made by teachers to visit these centres for teaching and learning activities, such centres are: farms, palm oil production centre, the dyeing centres, the black soap centre, locally made basket and broom centre, locally weaving centre, museums, zoological gardens, evening market centre, and a king's palace.

5. Improvisation by Substitutionary for Teaching Yorùbá Literature: examples in this category include: role-play method can be used for teaching Yoruba drama, and recitation of the traditional poetry can be displayed by students (Anigbogu 2012).

### Research Hypotheses

The following research hypotheses were formulated and tested in this study.

- H<sub>01</sub>: There is no significant difference in student-teachers and in-service teachers' perception of improvised instructional materials in teaching senior school Yorùbá.
- H<sub>02</sub>: There is no significant difference in student-teachers and in-service teachers' awareness of improvised instructional materials in teaching senior school Yorùbá.
- H<sub>03</sub>: There is no significant difference in student-teachers and in-service teachers' production of improvised instructional materials in teaching senior school Yorùbá.
- H<sub>04</sub>: There is no significant difference in student-teachers and in-service teachers' usage of improvised instructional materials in teaching senior school Yorùbá.

### Methodology

The quantitative questionnaire was employed to elicit data from the respondents. The total population for this study involved the Yorùbá language subject teachers in senior secondary schools in Oyo State, Nigeria. The sample was 110 student-teachers and in-service teachers, and the respondents were randomly sampled from the population. The respondents were sampled based on school type and teachers' type (student-teachers and in-service-teachers). The questionnaire was based on the student-teachers and in-service teachers' perception, awareness, production and usage of improvised instructional materials in teaching senior school Yorùbá. The reliability of the instrument was established by 0.69 at 0.05 level of significance. The demographic data of the respondents were described using the percentage. Four research hypotheses were formulated and tested using the t-test. Data were obtained from 110 student-teachers and in-service teachers in Yorùbá language. The descriptive statistics of the respondents was based on teachers' type.

### Results

Table 1: Demographic Data of the Participants

|                     | Frequency | Percentage |
|---------------------|-----------|------------|
| Student-Teachers    | 55        | 50.0       |
| In-Service-Teachers | 55        | 50.0       |
| Total               | 110       | 100.0      |

Table 1 showed the demographic data of the respondents on the basis of student-teachers and in-service-teachers. Out of 110 (100.0%) teachers sampled for this study, 55 (50.0%) of them were student-teachers, while 55 (50.0%) were in-service-teachers. This implies that both the student-teachers and in-service-teachers have equal chance of representation.

**Hypotheses Testing**

Four research hypotheses were formulated for this study and they were all tested using the independent t-test statistical tool in identifying the significant differences.

**Hypothesis One:** *There is no significant difference in student-teachers and in-service teachers' perception of improvised instructional materials in teaching senior school Yoruba.*

**Table 2:** T-test Statistics Showing Difference in Student-teachers and In-service-teachers' Perception of Improvised Instructional Materials in Teaching Yoruba

| Perception          | N  | Mean  | Std. D | Df  | t. value | Sig. | Decision |
|---------------------|----|-------|--------|-----|----------|------|----------|
| Student-teachers    | 55 | 14.49 | 1.88   | 108 | .554     | .801 | NS       |
| In-service-teachers | 55 | 14.29 | 1.90   |     |          |      |          |

\*Significance@0.05

From Table 2, it can be deduced that there is no significant difference in student-teachers and in-service teachers' perception of improvised instructional materials in teaching senior school Yoruba. This is reflected in the result:  $df(108) t=.554, p > 0.05$ . Since the calculated Sig. (.801) is greater than 0.05, the hypothesis is retained. This implies that there is no significant difference in student-teachers and in-service teachers' perception of improvised instructional materials in teaching senior school Yoruba.

**Hypothesis Two:** *There is no significant difference in student-teachers and in-service teachers' awareness of improvised instructional materials in teaching senior school Yoruba.*

**Table 3:** T-test Statistics Showing Difference in Student-teachers and In-service-teachers' Awareness of Improvised Instructional Materials in Teaching Yoruba

| Awareness           | N  | Mean  | Std. D | Df  | t. value | Sig. | Decision |
|---------------------|----|-------|--------|-----|----------|------|----------|
| Student-teachers    | 55 | 15.31 | 2.46   | 108 | .115     | .833 | NS       |
| In-service-teachers | 55 | 15.26 | 2.50   |     |          |      |          |

\*Significance@0.05

Table 3 shows that there is no significant difference in student-teachers and in-service teachers' awareness of improvised instructional materials in teaching senior school Yoruba. This is reflected in the result:  $df(108) t=.115, p > 0.05$ . Since the calculated Sig. (.833) is greater than 0.05, the hypothesis is retained. This implies that there is no significant difference in student-teachers and in-service teachers' awareness of improvised instructional materials in teaching senior school Yoruba.

**Hypothesis Three:** *There is no significant difference in student-teachers and in-service teachers' production of improvised instructional materials in teaching senior school Yoruba.*

**Table 4:** T-test Statistics Showing Difference in Student-teachers and In-service-teachers' Production of Improvised Instructional Materials in Teaching Yoruba

| Production          | N  | Mean  | Std. D | df  | t. value | Sig. | Decision |
|---------------------|----|-------|--------|-----|----------|------|----------|
| Student-teachers    | 55 | 13.20 | 21.88  | 108 | .048     | .383 | NS       |
| In-service-teachers | 55 | 13.22 | 2.14   |     |          |      |          |

\*Significance@0.05

From Table 4, it is revealed that there is no significant difference in student-teachers and in-service teachers' production of improvised instructional materials in teaching senior school

Yoruba. This is reflected in the result:  $df (108) t=.048, p > 0.05$ . Since the calculated Sig. (.383) is greater than 0.05, the hypothesis is retained. This implies that there is no significant difference in student-teachers and in-service teachers' production of improvised instructional materials in teaching senior school Yorubá.

**Hypothesis Four:** *There is no significant difference in student-teachers and in-service teachers' utilisation of improvised instructional materials in teaching senior school Yorubá.*

**Table 5:** T-test Statistics Showing Difference in Student-teachers and In-service-teachers' Utilisation of Improvised Instructional Materials in Teaching Yorubá

| Utilisation         | N  | Mean  | Std. D | df  | t. value | Sig. | Decision |
|---------------------|----|-------|--------|-----|----------|------|----------|
| Student-teachers    | 55 | 14.67 | 2.57   | 108 | .242     | .240 | NS       |
| In-service-teachers | 55 | 14.80 | 2.93   |     |          |      |          |

\*Significance@0.05

Table 5 reveals that there is no significant difference in student-teachers and in-service teachers' utilisation of improvised instructional materials in teaching senior school Yoruba. This is reflected in the result:  $df (108) t=.242, p > 0.05$ . Since the calculated Sig. (.240) is greater than 0.05, the hypothesis is retained. This implies that there is no significant difference in student-teachers and in-service teachers' utilisation of improvised instructional materials in teaching senior school Yorubá.

### Discussion of Findings

The first finding of this study revealed that there was no significant difference in student-teachers and in-service-teachers' perception of improvised instructional materials in teaching senior school Yorubá, implying that the two groups of respondents could not discern the significance of the improvised materials in teaching (Anigbogu, 2012).

Another finding showed that there was no significant difference in student-teachers and in-service-teachers' awareness of improvised instructional materials in teaching senior school Yorubá, indicating that the two groups of respondents seemed not to aware of the improvised instructional materials. This is in line with the finding of Odu (2013) who affirmed that the level of the teachers' awareness on improvised instructional materials was low.

The third finding from the study indicated that there was no significant difference in student-teachers and in-service teachers' production of improvised instructional materials in teaching senior school Yorubá, implying that the two groups of teachers were not serious on the production of the improvised instructional materials (Anigbogu, 2012).

The last finding from this study also revealed that there was no significant difference in student-teachers and in-service teachers' utilisation of improvised instructional materials in teaching senior school Yorubá, indicating that the two groups of respondents were not utilising the improvised materials in teaching senior school Yoruba. This finding is in coincide with Odu's (2013) study that 66.8% teachers responded that they were not utilising the improvised instructional materials.

### Conclusions

Based on the findings of this study, it was concluded that both the in-service teachers and student-teachers had the same perception about improvised instructional materials in teaching senior school Yoruba. The two groups of respondents also had the same awareness towards production and utilisation of instructional materials for Yoruba teaching at the senior secondary school level.

### Recommendations

The study thus recommended that:

1. The in-service teachers as well as teachers in training should be aware of the significance of the instructional materials in teaching activities.
2. Teachers should always improvise (through production) locally made instructional materials whenever the original (ready-made) are not available.
3. Similarly, the produced materials should be maximally utilised during the teaching.

### References

- Abdullahi, M. (2010). Designing and developing instructional materials by school teachers. A leader paper presented at an Annual Conference and Convention, Organized by the Nigeria Association for Educational Media and Technology (NAEMT). C.O.E Minna 20th – 26th September, 2010.
- Abidogun, B. G. (2012). *Teachers' experiences of using Yorùbá as a medium of instruction in primary three classes: Implications for learning*. (Published Ph.D. Thesis). University of Pretoria, South Africa.
- Adéníyí, F. O. (2000). *An evaluation of the implementation of the language of instruction policy in primary schools in Kwara State*. (Published M. Ed. Thesis). Department of Arts Education University of Ilorin, Ilorin, Nigeria.
- Adéyemí, B. B. and Ajíbádé, Y. A. (2014). Degree of implementation of the language provisions in primary and secondary schools in Southwestern Nigeria. *Scieedu World Journal of Education African Languages*, Makerere University, 4, 4.
- Akinnaso, F. N. (2015). The politics of language planning in education in Nigeria, *WORD*, 41, 3, 337-361,
- Anigbogu, N. C. (2012). Instructional Materials in Teaching Language in Public Primary Schools: Availability, Utilization, and Improvisation, <https://www.researchgate.net/publication/331988132>.
- Awosiyan, J. C. (2005). Production and Utilization of Teaching Materials. Ibadan: Fulladu Publication Co.

- Ayílárá, J. A. (2015). *Teachers' evaluation of the senior school Yorùbá as a mother-tongue curriculum in the state of Òsun, Nigeria*, (Ph. D. Thesis), Department of Arts Education University of Ilorin, Ilorin, Nigeria.
- Emeka-Nwobia, N. U. (2015). The place of indigenous Nigerian languages in national development. *Research on Humanities and Social Sciences* [www.iiste.org](http://www.iiste.org) ISSN (Paper) 2224-5766 ISSN (Online) 2225-0484 (Online) 5, 12, 2015.
- Eminah, J. K. (2009). Rationale and Approaches for Improvisation in Science. Katsina State. *Journal of Education Research*, 1, 1, Umar Musa Yar'adua University.
- Fáfúnwá, A. B., (2004). *History of education in Nigeria*. New Edition. NPS Educational Publishers Ltd., Ibadan, ISSN: 2141-6753
- Jekayinfa, A. A. (2012). Fundamentals of instructional methods, Ilorin, Kwara State, Olives Productions Ltd.
- Kamarise, B. T. (2014). Teacher's attitude towards improvisation of materials: Implication for effective teaching of Social Studies in junior secondary schools. *International Journal of Special and General Education*. 3, 232-236.
- Lawal R. A. (2014). The mother-tongue in the education and development of the Nigerian child. *The 18th at the Annual Series Fáfúnwá Education Foundation*, September 23, 2014.
- Odu, O. K. (2013). Improvisation of instructional materials for introductory technology: The Delta State Experience. *Journal of Research in Education and Society* 4, 2.
- Osuagwu, K. (2010). The improvisation game: Discovering the Secrets of Spontaneous Performance. Nick Hern Books. ISBN 978-1-85459-668-0.
- Shodeinde, B. I. (2015). Effects of improvised instructional materials on the academic performance of junior secondary school students in social studies in Kaduna state, Nigeria (Published M. Ed. Thesis). Ahmadu Bello University, Zaria, Nigeria.