

**EFFECT OF AUDIO ANIMATION INSTRUCTIONAL MEDIA ON MIDDLE BASIC  
EDUCATION PUPILS' ACHIEVEMENT, AND INTEREST IN  
ENGLISH LANGUAGE IN AGBANI EDUCATION ZONE**

**BY**

**NNEJI, AKUDO TREASURE**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**FACULTY OF EDUCATION  
ENUGU STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY (ESUT),  
ENUGU, ENUGU STATE**

**AUGUST, 2022**

**TABLE OF CONTENTS**

Cover Page	1
Table of Contents	2
List of Tables	3
Abstract	4
<b>CHAPTER ONE: INTRODUCTION</b>	<b>5</b>
Background to the Study	5
Statement of the Problem	14
Purpose of the Study	16
Research Questions	17
Research Hypotheses	17
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	<b>19</b>
<b>Conceptual Framework</b>	<b>19</b>
• Teaching and Learning of English language	19
• Teaching and Learning of Literacy	22
• Audio Animation	25
• Basic Education	33
<b>CHAPTER THREE: RESEARCH METHOD</b>	<b>54</b>
Design of the Study	54
Area of the Study	54
Population for the Study	55
Sample and Sampling Technique	55
Instruments for Data Collection	56
Validation of the Instruments	57
Reliability of the Instruments	57
Experimental Procedures	58
Method of Data Collection	61
Method of Data Analyses	61
<b>CHAPTER FOUR: DATA PRESENTATION AND RESULT</b>	<b>63</b>
Research Questions	63
Hypotheses	67
Summary of Findings	70
<b>CHAPTER FIVE: DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS</b>	<b>71</b>
Discussion of the Findings	71
Conclusion	75
Recommendations	75
<b>REFERENCES</b>	<b>76</b>

**LIST OF TABLES**

<b>Table</b>	<b>Title</b>	<b>Page</b>
1.	Mean achievement scores and standard deviation of experimental and control groups in pretest and posttest.	63
2.	Mean interest scores and standard deviation of experimental and control groups in pretest and posttest.	64
3.	Mean achievement scores and standard deviation of public and private schools' students in pretest and posttest.	65
4.	Mean interest scores and standard deviation of public and private schools' students in pretest and posttest.	66
5.	ANCOVA analyses of the students' achievement scores	67
6.	ANCOVA analyses of the students' achievement scores	69

**Abstract**

*The purpose of this study was to investigate the Effect of Audio Animation Instructional Media on Middle Basic Education Pupils' Achievement and Interest in English language with particular reference on literacy. Quasi experimental research design was adopted in the study. Four research questions and six hypotheses guided the study. Area of the study was Agbani Education Zone of Enugu State. A sample of 485 Middle Basic II Pupils was used for the study. Purposive, cluster and simple random sampling techniques were used to draw the sample. Instruments used for data collection were Literacy Achievement Test (LAT) and Literacy Interest Scale (LIS). The instruments were constructed by the researcher and validated by three research experts. A reliability coefficient (Kendall's coefficient of concordance) of .77 was obtained for LAT. Similarly, LIS yielded a reliability coefficient of .75 using Cronbach's Alpha method since the items were not dichotomously scored. Experimental group was taught the selected literacy topics using Audio Animation Instructional Media while the control group was taught the same topics using charts. LAT was used to obtain the pupils' achievement scores while LIS was used to obtain their interest scores both at pretest and posttest levels. Mean and standard deviation were used to answer the research questions while Analysis of Covariance (ANCOVA) was used to test the hypotheses at .05 significance level. Major findings of the study showed that Middle Basic Education pupils achieve higher and showed more interest in literacy when taught with Audio Animation Instructional Media than when taught with charts. Also School type (public/private) do not significantly affect the achievement and interest of Middle Basic Education pupils when taught literacy with Audio Animation Instructional Media. Consequently, it was recommended in this study that use of Audio Animation Instructional Media for teaching English language at Middle Basic Education level should be adopted by all public and private schools in Enugu State and beyond.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The role of education in bringing about human development cannot be over-emphasized. This is because education embraces all processes by which a person acquires knowledge and skills to live well in his society. Education is a tool with which people pass on from generation to generation, those aspects of their culture and values which they consider to be worthwhile. It remains an undisputable fact that no society or nation can rise above its educational level. Okeke (2013) averred that, education is the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behavior which are of positive value to the society in which he lives, in other words, it is a process for transmitting culture in terms of continuity and growth and for disseminating knowledge either to ensure social control or to guarantee rational direction of the society or both. Education was also defined by Uchendu (2013) as a social process designed to induct the rising generation into the membership of their society.

Evidently, the relevance of education in the overall wellbeing of the individual in particular and the society at large cannot be overemphasized. Julius (2015) held that the best way to harness and maximize the benefits of education is to pay more and proper attention to the foundational stage of the educational system. Julius further averred that this foundational stage often referred to as Basic Education is made free (or tuition free and compulsory) in most nations of the world. In Nigeria, basic education refers to the education given to learners in the first nine (9) years. Basic education is categorized into three, namely; Lower Basic (Primary 1-3), Middle Basic (Primary 5-6) and Upper Basic (Junior Secondary 1-3). Since the rest of the educational system is built upon the basic level, basic education is the key to the success or failure of the whole educational system. According to Federal Republic of Nigeria, FRN (2013), the goals of lower and middle basic education (Primary 1-6) are to;

- i. inculcate permanent literacy and numeracy and ability to communicate effectively
- ii. lay a sound basis for scientific and reflective thinking
- iii. give citizenship education as a basis for effective participation in and contribution to the life of the society
- iv. mould the character and development of sound attitude and morals in the child
- v. develop in the child the ability to adapt to the child's changing environment
- vi. give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity
- vii. provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality

Unarguably, these goals of lower and Middle Basic Education are laudable. Baraje (2015) stated that the goals of Basic Education cannot be attained without effective communication skills. Communication skills according to Baraje are instruments of thought which binds human society together in communities and linguistic groups. Official communication in Nigeria is hinged on English Language. English language in Nigeria performs many roles including but not limited to use in official government affairs, media, politics, social interactions, business, religion, law and legal documents, to mention but a few. Interestingly, FRN (2013) in the National Policy on Education recommended that language of instruction at lower basic education should be the language of the learners' immediate environment while use of English as language of instruction starts from the middle basic education level. Thus, from Middle Basic Education level, English language is taught as a subject while it also functions as official language of instruction and language of educational evaluations. English language is also compulsory throughout Nigeria's educational levels. At least a credit pass in English language is a prerequisite for admission to study any course in any tertiary institution in Nigeria.

Consequently, proficiency in English language is very vital for both teachers and learners. It is therefore worthwhile to conduct a study such as this work, aimed at contributing to the improvement of teaching and learning of English language at Middle Basic Education level. On the improvement of teaching and learning of English language at Middle Basic Education level, Idogu (2017) hinted that, the most important aspect of English language needed at the

Middle Basic Education level is literacy. Idogu argued that Federal Republic of Nigeria showed the importance of literacy by placing the first goal of Basic Education as “inculcation of permanent literacy .... and ability to communicate effectively”. Hence, inculcation of literacy ranks highest in the list of the goals of Basic Education in Nigeria. Nnamani (2018) submitted that, with permanent literacy in place, every other skill needed at Middle Basic Education can be harvested and harnessed. Perhaps, this may be the reason for introduction of literacy in lower and middle basic schools.

Literacy at middle basic education level, according to Akpan (2014) is the ability to read, write, handle information, express ideas and opinions, make decisions and solve problems in English language. This was the focus of this study. George (2016) averred that teaching literacy to middle basic education pupils involves equipping them to communicate clearly and effectively and form the foundation for progress in the educational system. George further alleged that pupils that can't read effectively fail to grasp important concepts, score poorly on tests and ultimately, fail to meet educational milestones. Literacy skills allow pupils to seek out information, explore subjects in-depth and gain a deeper understanding of the world around them. Natshi (2016) observed that, when middle basic education pupils cannot read and write well, they may likely become discouraged and frustrated in school, resulting in increase school dropouts, poor performance on standardized tests, increased truancy and other negative reactions. All of these can have major and long-lasting repercussions. Ajom (2019) submitted that through innovative strategies, the teacher can contribute meaningfully towards helping literacy learners to be active in class, get engaged and develop such interest that can improve their achievement in literacy. This is why it is so important to think about the strategies of teaching literacy skills in classroom.

Unfortunately, many studies on Nigerian pupil's interest in literacy have yielded unsatisfactory results. Research evidence such as Olayinka (2015), Otobo (2018) and Olugu

(2019) in their separate works reported poor interest and very low achievement in literacy among middle basic education pupils in Nigeria. Specifically, Agu (2016) hinted that greater percentage of middle basic education pupils could not comprehend literacy content they were taught, hence, they relied on their teachers to read question papers for them before they could attempt answering them. Olayinka (2015) found that many middle basic education pupils lacked interest in literacy and could not understand the contents of examination questions. Olugu (2019) also found poor interest and low achievement in literacy among middle basic education pupils. Olugu did not stop at the findings but went ahead to proffer possible solutions.

According to Olugu, a major cause of middle basic education pupils' poor interest and low achievement in literacy is teachers' non use of appropriate instructional media for demonstrations and illustration of literacy concepts. Olugu defined Instructional media as the aggregate of all the materials and physical means on instructor (teacher) might use to implement instruction and facilitate learners' achievement of instructional objectives. Olugu listed Instructional media as the black board, the white board, audio and video conferencing, speaking-listening media, visual and observational media, reading-writing media, computer-based instruction, models, classroom technology, charts etc. Ramsey (2020) corroborated Olugus' views and found that the most common instructional media in use by teachers in middle basic education classes are charts. Ramsey described a chart as a graphical representation of data visualization, in which data are represented by symbols, such as bars in a bar chart, lines in a line chart, slices in a pie chart or pictures in a pictograph. Nuhu (2015) submitted that a chart is a sheet (of paper) or a cardboard on which diagrams or lists of figures that show information are presented.

Use of chart may improve the understanding of a topic. Learner's tend to have a better understanding of topics taught with the use of charts as it's outcome steers them in the face,



bringing to life their imaginations and clearing all doubts and misconception, (George, 2016). The visibility of teaching may be achieved through the use of charts consequently making teaching and learning process more interesting and understandable. With easy comprehension, retention and understanding of topics through the use of charts in teaching and learning process, it is expected to lead to an improved academic achievement and interest. However, research findings have shown conflicting results on the effect of use of charts on middle basic pupils' achievement and interest in literacy. While Baraje (2015), Buckie (2016) and Kennedy (2019) found charts to have increased pupils' Achievement and interest in literacy, Julius (2015), Natshi (2016), Agada (2018) and Nnamani (2018) found the contrary. Hence, justifying more investigations such as done in this study.

Interestingly Ramsey (2020) recommended that English Language teachers should use instructional media that are in tune with contemporary technological development to arouse pupils' interest and consequently improve their achievement in vital topics such as literacy. No doubt, there is no instructional media that is in tune with contemporary technological development which are not Computer Based. The term "computer" will undoubtedly suggest a machine used for computations, that is, mathematical calculations. This is certainly one of the functions of a computer, but to think of computers only as rather powerful calculating machines would seriously under- estimate the range of their possible applications. In addition to mathematical computations, computers today handle many tasks that involve little or no mathematical computations, and it is better to think of them as machines which handle information in logical ways. This fact about computer may have led to the various definitions of the term computer. For instance, Osaka (2017) defined computer as an electronic device which is capable of receiving information (data) and performing a sequence of logical operations in accordance with a predetermined but variable set of procedural instructions (program) to produce a result in the form of information or signals. Ezeliora (2017) described

computer as an electronic machine which is capable of receiving, storing, recalling or retrieving information put in it.

Still on definitions of computer, Olinya (2018) defined computer as a device for storing large amount of information called data, and processing these data in specified ways in very short period of time. This implies that, computer is a machine specifically designed for the manipulation of coded information; an automatic electronic machine for performing simple and complex operation far beyond the capacities of man. Computer in its various forms has become an essential part of the learning process. Use of computer in education was broadly categorized into two by Buckie (2016) as; class use of computers and supportive use of computers. Class use of computers include computer as tool for presentation, encouraging pupils to train skills and instructing pupils on the possibilities of computers, while supportive use of computers include administration, preparing work sheet for the pupils, looking for information on the internet for lesson preparation. This study was based on class use of computers.

Computer in Education and computer through Education were differentiated by Onah (2019) as follows; computer in Education is about the use of computer or Information and Communication Technology (ICT) to facilitate education. This involves the application of computer into teaching and learning, from planning through implementation and up to the point of achieving learning objectives. Computer or ICT Education refers to computer or ICT as a subject of study. This requires proper planning for designing and implementing the curriculum that will have a broader perception of computer from the foundation to all levels of learners. Computer through Education refers to computer knowledge and skills acquired through education or acquiring computer knowledge and skills through the learning of other subjects. This work was based on computer in Education as described above. Specifically, the focus of

this work was the use of computer based audio animation as instructional media in the classroom.

Animation refers to the art of making inanimate objects appear to move. According to Kim, Jex and Mogul (2016), animation is the rapid display of a sequence of images of two dimensional (2-D) or three dimensional (3-D) artwork or model positions to create an illusion of movement. The effect is an optical illusion of motion due to the phenomenon of persistence of vision and can be created and demonstrated in several ways. Computer animation therefore involves generating animated images by using computer graphics. Stone (2017) added that computer animation is essentially a digital successor to the stop motion techniques used in traditional animation with 3-D models, and frame-by-frame animation of 2-D illustrations. Audio animations are animations with audible sounds. Stone classified audio animations into two namely; programmed audio animations and repetitive audio animations.

Programmed audio animations refer to animations already programmed to read aloud or say what has been recorded as directed by the user. Repetitive audio animations are those programmed to repeat or echo whatever the user says, (Stone, 2017). Stone observed that repetitive audio animations are more suitable for classes within the first six years of basic education. Based on this, repetitive audio animation was used in this study. As an instructional media, the repetitive audio animation will assist the literacy teacher inculcate into the learners good hearing skills, pronunciation skills, reading skills and by extension good writing skills. Unfortunately, research evidence such as Derbuck (2014), Buckie (2016) and Kennedy (2019) reported that audio animation instructional media distracted middle basic pupils taught literacy. Conversely, Julius (2015), Wale (2016), Natshi (2016) and Ferdinand (2017) reported that audio animation instructional media enhanced middle basic pupils' interest and achievement in literacy.

Still on conflicting findings, AL-Amin (2017) and Dante (2019) found that middle basic pupils taught literacy with audio animation and those taught with charts did not differ significantly in their interest and achievement in literacy. These are just but few of the very many contradictory findings of researches on the effect of audio animation instructional media on pupils' interest and achievement in literacy. Thus, this study is timely as it sought to bridge this gap thereby contributing to improve interest and achievement of middle basic pupils in literacy. Achievement according to AL-Gazir (2017) is the process of bringing out or accomplishing something through effort, skill or course. Academic achievement according to Nnamani (2018) suggests an achievement relating to education and scholarship. Academic achievement depicts pupil's performance on a standard of measurement such as performance test, skill test, analytical thinking test, etc.

Academic achievement can therefore be described as the gain in knowledge of pupils as result of taking part in a learning activity or programme. Academic achievement is a result-oriented construct that encapsulates the extent of performance of a described task. More specifically, academic achievement in this study refers to achievement in middle basic education English language. This achievement was measured using Literacy Achievement Test (LAT). The LAT was used to measure the pupils' gain in knowledge as a result of having been taught literacy with audio animation instructional media and charts. Pupils' achievement in literacy cannot be discussed holistically without reference to pupils' interest in literacy. Interest according to Dante (2019) is the feeling of wanting to know about something or someone, a quality of exciting curiosity or holding the attention of someone. Interest therefore is a disposition, attitude, and feeling of an individual towards an activity which shows behaviourally, the extent the person likes to participate in an activity.

Interest engages the attention, concern and curiosity of the individual. Interest is therefore a major factor in teaching and learning of English language generally and literacy in

particular especially at middle basic education level where the pupils need to be directed to have the right kind of attitude and inward state of mind towards their communication ability. In this study, pupils' interest in English language strictly refers to pupils' disposition, attitude and feeling towards English language. This was measured using Literacy Interest Scale (LIS) which indicates the extent to which the pupils give attention and like to participate in literacy activities. Another variable of interest to the researcher in this study is influence of school type on middle basic pupils' achievement and interest in English language when taught with audio animation instructional media.

School type was categorized into two (public and private) by Olayinka (2015). Olayinka's categories of school type were adopted for this study. Olayinka described the public schools as state, federal or government schools. These are schools owned, funded and overseen by the state or federal government. Obviously, Nigerian public schools are not in their best shapes today. Akpan (2014) reported that most public schools are characterized by neglect and abandonment, dilapidated infrastructures, vandalization or looting of facilities and obsolete teaching materials. Nuhu (2015) reported that teachers in public schools consistently allege ill-motivation, denial of incentives and poor condition of service. As the teachers resort to hassle for survival, absenteeism and truancy become the order of the day, (Wale, 2016). The story seems not to be in any way better in the private schools. Private schools according to Nuhu (2015) are schools owned by non-governmental organizations or individuals. Nuhu further alleged that private schools are known for high cost, yet the proprietors seem to shy away from money demanding ventures such as employment of qualified teachers, provision of instructional materials and other infrastructures good for conducive teaching and learning. So many private schools allegedly use quacks to teach middle basic pupils, (Nduka, 2018).

In Enugu state, the conditions of public and private secondary schools are not far from the conditions described above. While the state government complains of poor allocation, poor

internally generated revenue and insufficient funds to pay salaries and execute projects, the private individuals also cry and complain bitterly about harsh economy and low patronage. It is obvious therefore that the statuses of public and private schools in Nigeria as a whole and Enugu state in particular have created more and more unmanageable social problems that should worry well-meaning educators and researchers. Also expected to worry researchers are conflicting findings on influence of school type on middle basic pupils' achievement and interest in English language with particular reference to literacy. For instance, Imuno (2016), Wale (2016) and Justice (2017) found in their separate studies that middle basic education pupils in public schools achieved higher and showed more interest in literacy when taught with audio animation instructional media. Contrarily, Derbuck (2014) and Nuhu (2015) reported in their separate studies that middle basic pupils in private schools achieved higher and showed more interest in literacy when taught with audio animation instructional media. While AL-Amin (2017) and Dante (2019) found that Basic Education pupils in public and private schools achieved equally and showed equal interest when taught literacy with Audio Animation instructional Media. This study therefore intended to bridge this gap by investigating the Effect of Audio Animation Instructional Media on Middle Basic Education pupils' achievement and interest in English language in public and private schools with a view to contributing towards improving the process.

### **Statement of the Problem**

In Nigerian educational system, the language of instruction starting from middle basic education level is English language. From this level, English language is taught as a subject while it also functions as official language of instruction and language of educational evaluations. English language is also compulsory throughout Nigeria's educational levels. At least a credit pass in English language is a prerequisite for admission to study any course in any tertiary institution in Nigeria. Evidently, proficiency in English language is very vital for

both teachers and learners across all levels of the educational system. Consequently, the search for ways of improving the teaching and learning of English language with particular reference to interest and achievement of pupils at the middle basic education level is one of the areas that have drawn the attention of contemporary educators. On improvement of teaching and learning of English language at Middle Basic Education level, researchers have hinted that the most important aspect of English language needed at Middle Basic Education level is literacy.

Interestingly, the first item in the list of goals of basic education captured in Nigeria's national policy on education reads "inculcation of permanent literacy .... and ability to communicate effectively". No doubt, with permanent literacy in place, every other skill needed at Middle Basic Education can be harvested and harnessed. Literacy at middle basic education level involves inculcation of the ability to read, write, handle information, express ideas and opinions, make decisions and solve problems in English language and other subjects. Literacy equips the pupils to communicate clearly and effectively and form the foundation for progress in the educational system. Unfortunately, research findings have shown that basic education pupils have not exhibited satisfactory interest in English language especially in topics drawn from literacy. This loss of interest seems to have negative impact on their achievement in this all important subject. More worrisome, is the fact that researchers have implicated teachers' non use of effective instructional media as a factor inhibiting middle basic education pupils' achievement and interest in English language. Thus, many researchers have recommended the use of innovative instructional aids that are in tune with contemporary technological development to arouse pupils' interest and consequently improve their achievement in literacy.

Evidently, Audio Animation ranks very high among innovative teaching strategies that have received consistent and wide recommendations by modern educators. However, there are still conflicting reports on the effect of audio animation on the entire teaching and learning process, especially at the middle basic education level. This no definitive conclusion suggests

the need for more studies in this area. Furthermore, proliferation of private schools in Nigeria today have raised more questions than answers. Moreso, researchers have no agreed stand regarding influence of school type (public/private) on basic education pupils' achievement and interest in various subjects including English language. These inconsistencies inform the choice of this study. The problem of this study, put in question form was: What is the Effect of Audio Animation Instructional Media on Middle Basic Education pupils' Achievement and Interest in English language in public and private schools as measured with the Literacy Achievement Test and Literacy Interest Scale?

### **Purpose of the Study**

The purpose of this study was to investigate the Effect of Audio Animation Instructional Media on Middle Basic Education Pupils' Achievement and Interest in English language. Specifically, the study sought to:

- i. determine the mean English language achievement scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in Agbani Education Zone as measured with Literacy Achievement Test?
- ii. ascertain the mean English language interest scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in Agbani Education Zone as measured with Literacy Interest scale?
- iii. determine the mean English language achievement scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in public and private schools within Agbani Education Zone as measured with Literacy Achievement Test?
- iv. ascertain the mean English language interest scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in public and private schools within Agbani Education Zone as measured with Literacy Interest scale?



### **Research Questions**

The following research questions guided the study

1. What are the mean English language achievement scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in Agbani Education Zone as measured with Literacy Achievement Test?
2. What are the mean English language interest scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in Agbani Education Zone as measured with Literacy Interest Scale?
3. What are the mean English language achievement scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in public and private schools within Agbani Education Zone as measured with Literacy Achievement Test?
4. What are the mean English language interest scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in public and private schools within Agbani Education Zone as measured with Literacy Interest scale?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance;

1. There is no significant difference between the mean English language achievement scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in Agbani Education Zone as measured with Literacy Achievement Test.
2. There is no significant difference between the mean English language interest scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in Agbani Education Zone as measured with Literacy Interest Scale.

3. There is no significant difference between the English language achievement scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in public and private schools within Agbani Education Zone as measured with Literacy Achievement Test.
4. There is no significant difference between the English language interest scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in public and private schools within Agbani Education Zone as measured with Literacy Interest scale.
5. There is no significant interaction between the use of instructional media and school type on Middle Basic II pupils' achievement in English language.
6. There is no significant interaction between the use of instructional media and school type on Middle Basic II pupils' Interest in English language.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter contains a review of literature related to all the major variables in the study. The review is presented under the following sub-headings;

#### **Conceptual Framework:**

- Teaching and Learning of English language
- Teaching and Learning of Literacy
- Audio Animation
- Basic Education

#### **Conceptual Framework**

##### **Teaching and Learning of English language**

English language is one of the world's commonly used languages. Historically, English language originated from England. George (2016) averred that English language is a West Germanic language of the Indo-European language family that is closely related to the Frisian, German, and Dutch (in Belgium called Flemish) languages. English language is the language of the United Kingdom and the dominant language of the United States of America, Canada, Australia, Ireland, New Zealand and various island nations in the Caribbean sea and the pacific ocean, (Julius, 2015). Julius further stated that English language is also an official language of India, the Philippines, Singapore, and many countries in sub-Saharan Africa, including South Africa and Nigeria. Natshi (2016) hinted that English language is the first choice of foreign languages in most other countries of the world, and it is that status that has given it the position of a global lingua franca. As a member of the Indo-European family of languages, English language is related to most other language spoken in Europe and western Asia from Iceland to India. This fact may have informed the claim of Natshi (2016) who estimated that a third of the world's population speak and use English language. In Nigeria, English language serves as the national language, that is, official language or lingua franca. It also serves as the language of instruction across all levels of the Nigerian educational system beginning from Middle Basic Education Level. Specifically, the use of English language as language of instruction starts

from Middle Basic Education I (Primary 4). At this level, English language is taught as a subject and also used to teach all other subjects.

Teaching and learning of English language therefore is a very important issue in the Nigerian Middle Basic Education sector. Teaching and learning of English language no doubt, is both exciting and tasking. Buckie (2016) enumerated broad topics that characterize the teaching and learning of modern English language in schools. Included in Buckie's list were phonology, morphology, composition, syntax and orthography. Phonology refers to the study of the way sounds function in English language, including phonemes, syllable structure, stress, accent, intonation and which sounds are distinctive units within the language. In English language, phonology refers to the way sound function within the language. According to Ferdinand (2017) phonology at Basic Education level has to do with pronunciation and listening. Ferdinand defined pronunciation as the standard way in which a word is made to sound when spoken. While listening refers to paying attention to a sound, or taking note of, hearing, harkening or giving ear to sounds.

Evidently, pronunciation and listening are major components of teaching and learning of languages in general and English language in particular. Interestingly, pronunciation and listening are among the literacy topics treated in this study. El-Amin (2017) recommended that English language teachers at primary school level should emphasize pronunciation and listening skills because the two can hardly be separated. El-Amin argued that while pronunciation skills aid spoken English in standard sounds, listening skills must be in place so that learners can hear, harken, heed and pay attention to the sounds the teacher makes while pronouncing. This justifies the focus of this study on literacy topics such as pronunciation skills and listening skills. Agada (2018) described English language morphology as the study of the internal structure of morphemes (words and their semantic building blocks) in English language. Agada averred that teaching and learning of English language morphology can

enhance Basic Education pupils' writing skills. Agada further submitted that good competencies in understanding English words and their semantic building blocks will facilitate good performance in teaching and learning of English language composition.

Teaching composition in English language according to Nnamani (2018) intells teaching the learners the art of formation of compound words from separate words or simply put, the art of essay writing. In composition, the learners are taught to construct, constitute or makeup the whole by merging parts (component words) in a meaningful way. Nnamani observed that at Middle Basic Education level, the pupils are taught composition by giving them hints. These hints could be questions such as What is your father's name, How old is your father, Where does your father hail from (his Town, Local Government Area, State and Nationality), Describe your father's complexion, his height, his occupation, his religious affiliation and his hobbies. With these, a pupil can articulate a meaningful write up about his father. Closely related to composition is syntax. According to Dante (2019), syntax is a set of rules that govern how words are combined to form phrases and sentences. According to Dante, syntax may be defined as the study of the structure of phrases, clauses and sentences in a language. Dante observed that composition and syntax when taught effectively can improve the writing skills of Basic Education pupils.

English language Orthography is the aspect of teaching and learning of English language concerned with letters and their sentences in words. Derbuck (2014) defined orthography as the study of correct spelling according to established usage. Derbuck described spelling as the method of representing a language or the sounds of a language by written symbols. Orthography (spelling) is very useful for writing. This is because a word may convey a different meaning when mis-spelt. Conclusively, Kennedy (2019) posited that teaching and learning of English language will be unproductive without appropriate reading skills. Kennedy described reading as talking or speaking aloud words or other information that is written.

Reading must be done in a way to help the listener interpret correctly or infer a meaning or significance from the text being read. Reading skill interestingly was treated in this study. As shown above, all these broad topics that characterize the teaching and learning of modern English language in schools are related to the literacy topics selected for this study. From the foregoing, teaching and learning of English language in contemporary time starts from teaching and learning of literacy.

### **Teaching and Learning of Literacy**

In every nation in the world, education is considered as the fundamental element for National Development. Julius (2015) explained that educating the mind amounts to inculcating orderliness and capabilities for the utilization of human and natural resources for the betterment of the society. No doubt, literacy which commonly refers to the ability to read and write, is very vital in the education process. Hassan (2014) defined literacy as: "The ability to read, write and use numeracy, to handle information, to express ideas and opinions, to make decisions and solve problems, as family members, workers, citizens and lifelong learners. Ferdinand (2017) described Literacy Education as the process of transferring or teaching individuals, a group of people how to read, write and use literacy to handle information, to express ideas and opinions, to make decisions and solve problems, etc, under strict supervision and guidance of others such as a teacher, instructors or anybody with authority to educate others. Literacy education, that is, teaching and learning of literacy, is therefore, to a large extent, a predictor of progress across the entire formal education levels.

Literacy education (teaching and learning of literacy) plays important role in elimination of illiteracy which limits the attainment of sustainable human development. Illiteracy negatively affects labor force, economy and social wellbeing of the society. According to Imuno (2015), in this contemporary age, an illiterate person is considered to be

circumscribed and hence incapacitated from playing his/her potential roles in the socio-political, economic and national development. An illiterate individual tends to live a marginal life and is vulnerable to exploitation by others. Olayinka (2015) observed that the high illiteracy rate in Nigeria today can be seen as one major factor responsible for slowing down national development. A nation cannot achieve sustainable development without good governance, strong economy and good education. It is a known fact that no nation can rise above the quality of its educated citizenry. Literacy Education aims at developing the individual who in turn is expected to contribute to the development of the society. When an individual is developed, by extension, the nation is developed. A major characteristics of literacy education is its emphasis on development. Baraje (2015) identified a positive correlation between quality of literacy and level of development.

The importance of teachers and the role they play in teaching and learning of literacy are, unarguably, central to basic education. Literacy according to Natshi (2016) refers to the ability to possess the basic skills of reading, writing and numerical computation for effective participation in the affairs of the society. Natshi averred that the teaching and learning of literacy involves the process of transferring the basic skills of literacy from a teacher to a learner or learners under supervision and guidance. Literacy is a fundamental human right and the foundation for lifelong learning. Akpan (2014) stated that literacy is fully essential to social and human development in its ability to transform lives. For individuals, families, and societies alike, literacy is an instrument of empowerment to improve one's health, one's income, and one's relationship with the world. The uses of literacy for the exchange of knowledge according to Akpan are constantly evolving, along with advances in technology. consequently, the teaching and learning of literacy must respond to technological advancements.

Simply put, teaching and learning of literacy must embrace the newest technologies that have the capacities to promote and enhance learners' achievement and interest in literacy. Justice (2017) maintained that computer-aided instruction such as audio animation instructional media are very voguish and have all it takes to promote and enhance today's learners achievement and interest in literacy. literacy avails the literate individual a wider opportunity for business, social, intellectual, cultural, religious and political participations. A literate community is a dynamic community which enhances National Development, one that exchanges ideas and engages in debate. Illiteracy, however, is an obstacle to a better quality of life, and can even breed exclusion and violence, (Derbuck, 2014). According to Derbuck, for over 65 years the United Nations Educational Scientific and Cultural Organization (UNESCO) has worked to ensure that teaching and learning of literacy remains a priority on national and international agenda as a catalyst for National Development.

Through its formal and non-formal literacy programmes worldwide, UNESCO works to realize the vision of a literate world for all. Obviously, this is in recognition of the importance of literacy to the whole world. Wale (2016) posited that literacy helps provide a basis on which people may come together and thoughtfully make decisions which enhances adaptability and National development. El-Amin (2017) noted that in a society where the adults are ill-informed, poor and diseases- ridden, dependent and crippled by illiteracy, the future of their children who themselves are future adults become precarious and susceptible to inheriting all the ills and damages accompanying illiteracy. Nnamani (2018) averred that the primary purposes of teaching and learning of literacy at basic education level in Nigeria are to enhance basic communication skills and elementary numeracy (arithmetic computations). Consequently, basic education literacy is taught as a component of basic education English language and as a component of basic education mathematics. As a component of basic education English language, Middle Basic Educaiton literacy focuses on the following basic



communication skills; listening skills, pronunciation skills, reading skills and writing skills. These topics of literacy formed the focus of this study.

### **Audio Animations**

According to Kim, Jex and Mogul (2012), animation is the rapid display of a sequence of images of two dimensional (2-D) or three dimensional (3-D) artwork or model positioned to create an illusion of movement. The effect is an optical illusion of motion due to the phenomenon of persistence of vision, and can be created and demonstrated in several ways. The most common method of presenting animation is as a motion picture or video program, although there are other methods. AL-Amin and Husseni (2012) defined animation as the techniques of filming successive drawings or positions of model figures, to create a film giving an illusion of movement. The word animation derives from latin “animatio” meaning “the act of bringing to life” from “animo” (“to animate” or “give life to”) “atio” (“the act of”).

According to Ngoma (2013), early examples of attempts to capture the phenomenon of motion drawing can be found in Paleolithic cave paintings, where animals are depicted with multiple legs in super imposed positions, clearly attempting to convey the perception of motion. Historically, a 5,000 year old earthen bowl found in Iran in Shahr-I Sokhta has five images of a goat painted along the sides. This has been claimed to be an example of early animation. However, since no equipment existed to show the image in motion, such a series of images cannot be called animation in a true sense of the word. (AL-GAZIR 2013). Michelle (2012) reported that a Chinese zoetrope-type device had been invented in 180 AD. The phenakistoscope, praxinoscope, and the common flip book were early popular animation devices invented during the 19<sup>th</sup> century. These devices produced the appearance of movement from sequential drawings using technological means, but animation did not really develop much further until the advent of cinematography. There is no single person who can be

considered the “creator” of film animation, as there were several people working on projects which could be considered animation at about the same time.

According to Mbunda (2012), George Melies was creator of special-effect films; melies was generally one of the first people to use animation with his technique. Melies discovered a technique by accident which was to stop the camera rolling to change something in the scene, and then continue rolling the film. This idea was later known as stop-motion animation. Melies discovered this technique accidentally when his camera broke down while shooting a bus driving by. When he had fixed the camera, a hearse happened to be passing by just as Melies restarted rolling the film, his end result was that he had managed to make a bus transform into a hearse. This was just one of the contributors to animation in the early years. Mbunda (2012) also asserted that the earliest surviving stop-motion advertising film was an English short by Arthur Melbourne-Cooper called *Matches: (An Appeal 1989)*, Developed for the Bryant and May Matchsticks company, it involved stop-motion animation of wired-together matches writing a patriotic call to action on a blackboard.

Hook and Charles (2012) stated that J. Stuart Blackton was possibly the first American film-maker to use the techniques of stop-motion and hand-drawn animation. Introduced to film-making by Edison, Blackton pioneered these concepts at the turn of the 20<sup>th</sup> century, with his first copyrighted work dated 1900. Several of his films, the *Enchanted Drawing* (1900) and *Humorous Phases of Funny Faces* (1906) were film versions of Blackton’s “lightening artist” routine, and utilized modified versions of Melies early stop-motion techniques to make a series of blackboard drawing appear to move and reshape themselves, “*Humorous Phases of Funny Faces*’ is regularly cited as the first true animated film, and Blackton is considered the first true animator. Zacky and Yound (2013) narrated that a French artist, Emile Cohl, began drawing cartoon strips and created a film in 1908 called *Fantasmagorie*.

The film largely consisted of a stick figure moving about and encountering all manner of morphing objects, such as a wine bottle that transforms into a flower. There were also sections of live action where the animator's hands would enter the scene. The film was created by drawing each frame on paper and then shooting each frame onto negative film, which gave the picture a blackboard look. This makes *Fantasmagorie* the first animated film created using what came to be known as traditional (hand-drawn) animation.

According to Marcellio and Haroldei (2011), following the successes of Blackton and Cohl, many other artists began experimenting with animation. One such artist was Winsor McCay, a successful newspaper cartoonist, who created detailed animations that required a team of artists and painstaking attention for detail. Each frame was drawn on paper; which invariably required backgrounds and characters to be redrawn and animated. Among McCay's most noted films are *Little Nemo* (1911), *Certie the Dinosaur* (1914) and *the Sinking of the Lusitania* (1918). The production of animated shot films, typically referred to as "cartoons", became an industry of its own during the 1910s, and cartoon shorts were produced to be shown in movie theaters. The most successful early animation producer was John Randolph Bray, who, along with animator Earl Hurd, patented the cel animation process which dominated the animation industry for the rest of the decade. *El Apostle* (Spanish: "The Apostle") was a 1917 Argentine animated film utilizing cutout animation, and the world's first animated feature film.

Traditional animation (also called cel animation or hand-drawn animation) was the process used for most animated films of the 20<sup>th</sup> century. The individual frames of a traditionally animated film are photographs of drawings, which are first drawn on paper. To create the illusion of movement, each drawing differs slightly from the one before it. The animators' drawings are traced or photocopied onto transparent acetate sheets called cels, which are filled in with paints in assigned colors or tones on the side opposite the line drawings.

The completed character cels are photographed one-by-one onto motion picture film against a painted background by a rostrum camera.

The traditional cel animation process became obsolete by the beginning of the 21<sup>st</sup> century. Today, animators' drawings and the backgrounds are either scanned into or drawn directly into a computer system. Various software programs are used to color the drawings and simulate camera movement and effects. The final animated piece is output to one of several delivery media, including traditional 35mm film and newer media such as digital video. The "look" of traditional cel animation is still preserved, and the character animators' work has remained essentially the same over the past 70 years. Some animation producers have used the term "tradigital" to describe cel animation which makes extensive use of computer technology, (Terry, 2011). Example of traditionally animated feature films include Pinocchio (United States, 1940), Animal Farm (United Kingdom, 1954), and Akira (Japan, 1988). Traditional animated films which were produced with the aid of computer technology include the Lion King (US, 1994) Sen to Chihiro no Kamikakushi (Spirited away) (Japan, 2001), and Les Triplettes de Belleville (France, 2003).

Mayo (2011) distinguished between full and limited animation as follows; Full Animation refers to the process of producing high-quality traditionally animated films, which regularly use detailed drawings and plausible movement. Fully animated films can be done in a variety of styles, from more realistically animated works such as those produced by the Walt Disney studio. Many of the Disney animated features are examples of full animation, as are non-Disney works such as The Secret of NIMH (US, 1982), the Iron Giant (US, 1999), and Nocturna (Spain, 2007). Limited Animation involves the use of less detailed and/or more stylized drawings and methods of movement. Pioneered by the artists at the American studio United Productions of America, limited animation can be used as a method of stylized artistic expression, as in Gerald McBoing Boing (US, 1951), Yellow Submarine (UK, 1968), and much

photo realistic animation, is used primarily for animation that attempts to resemble real life. Using advance rendering that makes detailed skin, plants water, fire, clouds, etc. to mimic real life. Examples include Up (2009, USA), Kung-Fu Panda (2008, USA), Ice Age (2002, USA). 2-D animation techniques tend to focus on image manipulation while 3-D techniques usually build virtual worlds in which characters and objects move and interact. 3D animation can create images that seem real to the viewer. Mark (2011). Hiz (2012) listed the following Animation techniques;

**Paint-on-glass animation:** a technique for making animated films by manipulating slow drying oil paints on sheets of glass, for example by Aleksandr Petrov.

**Erasure animation:** is a technique using tradition 2-D medium, photographed over time as the artist manipulates the image. For example, William Kentridge is famous for his charcoal erasure films, and Piotr Dumala for his auteur technique of animating scratches on plaster.

**Pin-screen animation:** makes use of a screen filled with movable pins, which can be moved in or out by pressing an object onto the screen. The screen is lit from the side so that the pins cast shadows. The technique has been used to create animated films with a range of textural effects difficult to achieve with traditional cel animation.

**In Sand animation:** sand is moved around on a back- or front-lighted piece of glass to create each frame for an animated film. This creates an interesting effect when animated because of the light contrast.

**Flip book:** (Sometimes, especially in British English, called a flick book) is a book with a series of pictures that vary gradually from one page to the next, so that when the pages are turned rapidly, the pictures appear to animate by simulating motion or some other change. Flip books are often illustrated books for children, but may also be geared towards adults and employ a series of photographs rather than drawings. Flip books are not always separate books, but may appear as an added feature in ordinary books or magazines, often in the page corners.

Software packages and websites are also available that convert digital video files into custom-made flip books.

Kim et al (2012) defined computer animation as the generation and manipulation of images by means of a computer to create moving images. Computer animation encompasses a variety of techniques, the unifying factor being that animation is created digitally in a computer. It takes less time than previous traditional animation. According to Mayo (2011) computer animation is the process used for generating animated images by using computer graphics. The more general term computer generated imagery encompasses both static scenes and dynamic images, while computer animation only refers to moving images.

Hiz (2012) narrated that some of the earliest animation done using a digital computer was done at Bell Telephone Laboratories in the first half of the 1960s by Edward E. Zajac, Frank W. Sinden, Kenneth C. Knowlton, and Michael Noll. Early digital animation according to Hiz, was also done at Lawrence Livermore Laboratory. Another early step in the history of computer animation was the 1973 movie *West-world*, a science-fiction film about a society in which robots live and work among humans, though the first use of 3D Wireframe imagery was in its sequel, *Future World* (1976), which featured a computer-generated hand and face created by then University of Utah graduate students Edwin Catmull and Fred Parke.

Hiz further held that developments in CGI technologies are reported each year at SIGGRAPH, an annual conference on computer graphics and interactive techniques, attended each year by tens of thousands of computer professionals. Developers of computer games and 3D video cards strive to achieve the same visual quality on personal computers in real-time as is possible for CGI films and animation. With the rapid advancement of real-time rendering quality, artists began to use game engines to render non-interactive movies. This art form is called machinima. The first feature-length computer animated film was the 1995 movie *Toy Story* by Pixar. It followed an adventure centered around some toys and their owners. The

groundbreaking film was the first of many fully computer animated films. Computer animation helped make blockbuster films such as Toy Story 3 (2010), Avatar (2009), Shrek 2 (2004), and Cars 2 (2011)

According to Mark (2011) 2D animation figures are created and/or edited on the computer using 2D bitmap graphics or created and edited using 2D vector graphics. This includes automated computerized versions of traditional animation techniques such as of, interpolated morphing, onion skinning and interpolated rotoscoping. 2D animation has many applications, including analog computer animation, flash animation and Power-point animation. Cinemagraphs are still photographs in the form of an animated GIF file of which part is animated. Power point animations were mostly used in this study.

Michelle (2012) explained that 3D animation is digitally modeled and manipulated by an animator. To manipulate a mesh, it is given a digital skeletal structure that can be used to control the mesh. This process is called rigging. Various other techniques can be applied, such as mathematical function (eg. Gravity, particle simulations), simulated fur or hair, effects such as fire and water and the use of motion capture to name but a few, these techniques fall under the category of 3D dynamics. Well-made 3D animations can be difficult to distinguish from live action and are commonly used as visual effects for recent movies. Toy Story (1995, USA) is the first feature-length film to be created and rendered entirely using 3D graphics. Michelle added that Cel-shaded animation, is used to mimic traditional animation using CG software. Shading looks stark, with less blending colors. Examples include, Skyland (2007, France), Appleseed Ex Machina (2007, Japan), The Legend of Zelda: Wind Waker (2002, Japan).

Machinima, are films created by screen capturing in video games and virtual worlds. Motion capture, is used when live action actors wear special suits that allow computer to copy their movements in CG characters. Examples include Polar Express (2004, USA), Beowulf (2007, USA), A Christmas Carol (2009, USA), The Adventures of Tintin (2011, USA).

Modern computer animation usually uses 3D computer graphics, although 2-D computer graphics are still used for stylistic, low bandwidth, and faster real-time renderings. Sometimes the target of the animation is the computer itself, but sometimes the target is another medium, such as film, (Hiz, 2012).

Mark (2011) adduce that to create the illusion of movement, an image is displayed on the computer screen and repeatedly replaced by a new image that is similar to it, but advanced slightly in time (usually at a rate of 24 or 30 frames/second). This technique is identical to how the illusion of movement is achieved with television and motion pictures. For 3D animations, objects (models) are built on the computer monitor (modeled) and 3D figures are rigged with a virtual skeleton. For 2D figure animations, separate objects (illustrations) and separate transparent layers are used, with or without a virtual skeleton. Then the limbs, eyes, mouth, clothes, etc. of the figure are moved by the animator on key frames. The differences in appearance between key frames are automatically calculated by the computer in a process known as tweening or morphing. Finally, the animation is rendered.

For 3D animations, all frames must be rendered after modeling is complete. For 2D vector animations, the rendering process is the key frame illustration process, while tweened frames are rendered as needed. For pre-recorded presentations, the rendered frames are transferred to a different format or medium such as film or digital video. The frames may also be rendered in real time as they are presented to the end-user audience. Low bandwidth animations transmitted via the internet (e.g. 2D Flash, X3D) often use software on the end-users computer to render in real time as an alternative to streaming or pre-loaded high bandwidth animations.

Bell and Thompson (2012) demonstrated an example of computer animation as follows; the screen is blanked to a background color, such as black. Then, a goat is drawn on the right hand side of the screen. Next, the screen is blanked, but the goat is re-drawn or duplicated



slightly to the left of its original position. This process is repeated, each time moving the goat a bit to the left. If this process is repeated fast enough, the goat will appear to move smoothly to the left. This basic procedure is used for all moving pictures in films and television. The moving goat is an example of shifting the location of an object. More complex transformations of object properties such as size, shape, lighting effects often require calculations and computer rendering instead of simple re-drawing or duplication.

Bell and Thompson explained that to trick the eye and brain into thinking they are seeing a smoothly moving object, the pictures should be drawn at around 12 frames per second (frame/s) or faster (a frame is one complete image). With rates above 70frames/s no improvement in realism or smoothness is perceivable due to the way the eye and brain process images. At rates below 12frame/s most people can detect jerkiness associated with the drawing of new images which detracts from the illusion of realistic movement. Conventional hand-drawn cartoon animation often uses 15frames/s in order to save on the number of drawings needed, but this is usually accepted because of the stylized nature of cartoons. Because it produces more realistic imagery, computer animation demands higher frame rates to reinforce this realism. Bell and Thompson further hinted that movie film seen in theaters in the United States runs at 24 frames per second, which is sufficient to create the illusion of continuous movement. For high resolution, adapters are used. In the design of Audio Animation Instructional Media used in this study, attributes of both 2D and 3D animation techniques were utilized, though what was necessary for this study was the auditory attribute.

### **Basic Education**

Basic education encompasses those skills, knowledge and attitudes necessary for an individual to adapt and function effectively in his immediate environment. The global and dynamic nature of the society has created the need for skills and knowledge to be updated for one to hold onto his position or advance. This nature of education was noted during the World Education for All (EFA) Conference in Jometien, Thailand, in 1990. The conference rang a

death-knell on the traditionally rigid, prescriptive education system and ushered in an era, where flexibility could thrive in planning and administration of educational programmes. Consequently, education is no longer meant for any age bracket.

This brings to the fore, the concept of “Universal Education”. According to the UBE Report (2001:7) the universal aspect of basic education has the following implications:

- a. Inclusiveness: Implying that person in all manners and conditions of physical, spatial and psychological existence will benefit from the programme
- b. Special attention to special groups: Implying that special needs of all sectors of the population will be take into account
- c. Encouragement for the provision of facilities for early childhood education and development with due attention given to the need of specific social groups and geographical zones of the country, bearing in mind the need for specific social groups and geographical zone of the country, bearing in mind the need to lay solid foundation for the life-long learning from early childhood.

Another attempt in defining Universal Basic Education was made during Dakar Education Conference (2000). That conference has stated that Basic Education ‘encompasses’ not only primary education, but also early childhood programme, using both formal and informal approaches, it must take account of the needs of the poor and most disadvantaged, including working children, remote rural dwellers and nomads and other linguistic minorities, children, young people and adults affected by conflicts, HIV/AIDS, hunger and poor health and those with special needs. These observations are that the UBE, in scope and content should not be discriminatory in application, ages, sex, educational level or status are, therefore, no hindrance to the right of Basic Education for the process of human development which is measurable, sustainable and environmentally friendly, the role of Basic Education in providing the necessary skills, knowledge, information and right attitudes will, therefore, be invaluable.

### **Implementation of the Basic Education and the Millennium Development Goals in Nigeria**

The World Declaration of Education (1990) brought about the adoption of Education for All (EFA). Subsequently, in the year 2000, the Millennium Development Goals was adopted. These are two important landmark programmes of the United Nations aimed at addressing social problems that hinder development especially in developing countries. As the Education for All (EFA) programmes specifically addresses the problem of high illiteracy, the Millennium Development Goals (MDGs) set agenda for a holistic approach to issues that threaten human development.

The emphasis on human development has become a departure from the traditional view of development as an upward climb in economic growth of a nation. There has, therefore, emerged a paradigm shift on what constitutes development. Harris (2000) observed the works of Paul Streeton and Leroy on the use of education, health, nutrition, sanitation, and employment in measuring development. He is of the opinion that the use of social indices in measuring development is reflecting on the acknowledgement that the benefits of development does not necessarily “trickle down” to those that needed them most. It is also against this backdrop that the United Nations Progress Human Development index, uses health and education measures, together with Gross Domestic Product (GDP), to calculate the overall index of development. To show commitment in the direction of human development, in line with the United Nations development agenda, nations have come up with programmes to address these basic development needs in their countries. In Nigeria for example, the governments have launched the Universal Basic Education (UBE) to see to the implementation of functional literacy, numeracy and life skills, especially for adults, out-of-school children and non-formal programmes for updating knowledge and skills. There is also the National Commission for Nomadic Education (NCNE), to implement the nomadic programmes. There is also presidential committee on an assessment of the MDGs quarterly. These bodies and

commissions are supposed to give the necessary impetus in the implementation of the developmental programmes.

However, available information shows that despite the agencies and programmes aimed at alleviating poverty and bringing about development, little progress has been recorded in the country's development index. For instance UNESCO (2005) in Otobo (2018) classified Nigeria as one of the nine countries in the world that account for 80% of global illiterate population despite attempt at universal basic education. In Nigeria, one of the national dailies, Vanguard of January 18, 2008 also reported that out of 42 million eligible children of school age in the country, only 22.3 million were in primary schools. the implication is that, 19.8 million children, who should be in primary schools, were out of schools.

In the area of adult education, Lim (2000) has complained that “despite numerous declarations and commitments, the number of adult illiterates in the countries have continued to increase, as today 125 million children in developing countries are deprived of any form of organized education”. Assessment, according to her, showed that focus in the last decade has been on formal education with inadequate attention to non-formal model of learning and acquisition of skills. The continued increase in the number of school-age children out of school and non commitment for the promotion of adult education programmes are pointers that the governments especially in Nigeria lack the political will to address the developmental needs of the people. They have also failed to take up the opportunity granted by the international community during the World Education Forum (2000), when they pointed that “no country seriously committed to basic education will be thwarted in the achievement of this goal by lack of resources”.

This lack of commitment is also demonstrated by the low level of funding of education in Nigeria. According to the National Economic Empowerment and Development Strategy (NEEDS) (2019), from 2004 to 2007 no government in Nigeria is known to have allocated

more than 10% of the annual budget to the education sector despite the UNESCO recommendation of 26% minimum allocation for the education sector. In addition to the low level of funding is the “legitimacy gap” between what is approved for the sector and amount actually released. At times, half of the allocation is released for implementation. The Federal Government is not alone in this attitude of lip-service to the implementation of educational programmes. In the words of Olayinka (2015), “every state in Nigeria claim to be operating the UBE, but everywhere, parents of pupils and students pay fees, levies, buy uniform and books, pay transport and midday meals and snacks”.

Implementation of the MDGs has not fared better either: poverty and hunger continue to ravage the people. According to the national Economic Empowerment Strategy (NEEDS) (2004), “in 1980 27% of Nigerians lived in poverty, 70% of the people by 1999 have income less than one dollar a day. There is continued lack of basic services such as clean water, education and health care, supportive networks of friends and family, lack of income, including food, shelter, clothing and empowerment. The average life expectancy of Nigerians is put at 54 years. Infant mortality was at 77 per 1000 and maternal mortality 703 per 100,000 live births. Unemployment falls from 18% in 1999 to 10.8% in 2003”. These statistics show that the government has little or nothing to show for the continued increases in the oil revenue which the country has continued to witness over the years. However, more commitment and political will on the part of government and government agencies saddled with the responsibilities of these developmental programmes can bring about more changes. The realization of the goals of the MDGs may continue to be a dream, if the attitude of the government does not change in reversing the high illiteracy level in the country through a pragmatic pursuit of the Universal Basic Education Programme to serve as means for realizing the goals of MDGs.

**UBE in National Development**

Federal Republic of Nigeria (2013) in the National policy on Education identifies education as an instrument par excellence for effecting national development plans. It also stipulates that education shall continue to be highly rated in the national development plans because education is the most important instrument of change. Universal Basic Education (UBE) aims at ensuring an un-interrupted access to n9 year formal education by providing free compulsory Universal basic Education to every child of school age, reduce school drop-out and improve reliance, quality and efficiency and ensure the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and live skills. By mastery of the use of essential tools (reading, writing and computation) the learner is able to earn his living and satisfy his needs, including his responsibility as a member of the Nigerian society. He is thus formed to perform to the best of his ability. UBE is geared towards the preservation and reformation of Nigeria and also aims at providing access to and ensure quality of basic education throughout Nigeria. The improvement of the citizen leads of the improvement of the society.

A security of the scope and objectives of UBE reveals the functionality of its curriculum. It must entail those basic knowledge and skills necessary for life-long education. Life-long education according to Faure (1972) in Okam and Bozimo (2002) covers the entire process of education from the point of view of the own life as he deserves but it is also designed to help the future adult prepare for various forms of autonomy and self learning. It covers formal, informal and non formal activities. Formal activities concern those activities planned and executed within a school setting. Informal activity refers to exposure to an unplanned course of activities taking place in anon-school setting. Non-formal activity is based on planned course of activities executed in a non school setting (Uchendu, 2013). Life-long education, which is the target of UBE, is learning that leads to self-development and self-actualization. It presupposes that individuals should have access to training whether in school or outside. And

that there should be a link between the school and the community/home and that formal learning should be related to community realities.

### **Basic Education according to Mahatma Gandhi**

At Round Table Conference in London (1931) Mohandas Karamchand Gandhi, also known as Mahatma Gandhi pointed out the ineffectiveness of the primary education system of India and the low percentage of literacy rate among Indian people. He blamed the policy of the British Government responsible for the pathetic situation in the field of mass education. Gandhiji described the main defects of the system of education as, "I am fully convinced that present system of education is not only wasteful but positively harmful. They would pick up evil habits. English has created a permanent bar between the highly educated few and the uneducated many." He further said, "let us now cry a halt and concentrate on educating the child properly through manual work not as a side activity but as a prime means of intellectual activity" (Maheswari). Mahatma Gandhi proposed his scheme of Basic Education (Nai Talim) in a well formulated approach to education in 1937 in his news paper 'Harijan'. In order to discuss different aspects of the scheme of education, an All India education conference was held in Wardha on 22nd and 23rd October, 1937. The conference is called Wardha Educational Conference and Gandhiji himself presided over the conference. After serious discussions, the following four resolutions were passed in the conference (Maheswari). 1) Free and compulsory education is to be provided for seven years on a nationwide scale. 2) Mother tongue should be the medium of instruction. 3) The process of education throughout this period should have some manual and productive work and ability should be developed to engage them with handicraft work according to the environment of the child. 4) The proposed system of education would gradually be able to generate remuneration of the teachers. Basic education or Nai Talim was based on the fundamental principle of "learning by doing". Gandhiji believed on action

and hence his concepts of basic education can be classified as activity method or practical method. It was mainly a method of co-relation between book learning and doing activity through craft like gardening, weaving, spinning, carpentry, etc. According to him, a realistic scheme of education must be closely integrated with the physical and social environment of the student (Gandhi). He said, "It is called the new method of education, for it is not a foreign importation or imposition, but is consistent with the environment in India which is predominantly made up of villages. It believes in establishing equilibrium between the body, the mind and the spirit of which man is made. It is unlike the Western type which is predominantly militarist, in which the mind and the body are the primary care of education to the subordination of the spirit. This is best done when education is given through handicrafts. The other specialty is that it is designed to be wholly self-supporting. It does not, therefore, demand an expenditure of millions on education." (Harijan, 11-5-1947, p.147). Some important features of Gandhiji's Basic Education According to Gandhiji and his philosophy, the important features of basic education may be listed as below. 1. Free and compulsory education for all- Gandhiji wanted the basic education should be free and compulsory for all boys and girls between the ages of seven to fourteen. According to Gandhiji, "I am a firm believer in the principle of free and compulsory primary education for India. I also hold that we shall realize this only by teaching the children a useful vocation and utilizing it as a means for cultivating their mental, physical and spiritual faculties. Let no one consider these economic calculations in connection with education as sordid or out of place. There is nothing essentially sordid about economic calculations." (Harijan, 9-10-1937, p. 292) 2. Mother tongue as medium of instruction- Gandhiji, believed that the medium of basic education should be the mother tongue. Strong mother tongue foundation leads to a much better understanding of the curriculum as well as a more positive attitude towards school. Language and mother tongue play an important role in the development of personal, social and cultural identity of a child. Children with a



strong foundation in mother tongue can have deeper understanding of the curriculum and develop confidence to tackle any situation. When children develop their mother tongue, they will develop other essential skills, love towards mother tongue and incline towards motherland.

3. Craft centred education- Gandhiji emphasised on craft-centred education which had great importance in Indian scenario. In Indian scenario, craft would make education self-supportive as it is not possible to educate all citizens and provide them government jobs. So, the craft centred education would help to provide employment opportunity to all citizens and make them self-sufficient. According to Gandhiji, the method of training the mind through village handicraft from the beginning would develop disciplined mind. Such practical productive work in education would to break down the existing barriers of discrimination between manual and intellectual workers. The scheme would increase the productive capacity and utilise their leisure profitably also (Maheswari). According to Gandhiji (Prabhu) "Craft, art, health and education should all be integrated into one scheme. Nai Talim is a beautiful blend of all the four and covers the whole education of the individual from the time of conception to the moment of death..... Instead of regarding craft and industry as different from education, I will regard the former as the medium for the latter." (Harijan, 10-11-1946, p. 394).

4. Development of creativity and critical thinking- Gandhiji emphasised on the principle of 'learning by doing' which stimulates the individual's mind to think creatively and critically. His great emphasis on work-culture to the students from initial stage was to enable the students to start producing while learning. So, his primary aim of basic education was to utilise head, heart and hand rather than concentrating on reading or writing only. In July 1937, Ghandiji wrote in the Harijan, "By education I mean an all-round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education nor even the beginning. It is only one of the means whereby man and woman can be educated. Literacy in itself is no education. I would therefore begin the child's education by teaching it a useful handicraft and enabling it to produce from moment it

begins its training. Thus every school can be made self-supporting, the condition being that the State takes over the manufactures of these schools.” (Harijan, 31-7-1937, p.197) 5. Emphasis on collaborative learning- True education is a lifelong process which helps in cultivating the spirit of co-operation, tolerance, collaboration and a sense of responsibility. All these qualities are required for the development of human personality which can create the pleasant balance between the individuals and social aim of education. Gandhiji always emphasised on collaborative learning. Craft work helps a child to acquire collaborative learning skills and to realize the value of honest labour. 6. Importance on moral education- Gandhiji thought that the peace is essential for human life which can be attained through education. Peace can be attained only through morality and ethics. According to him, education must be based on ethics and morality. Gandhiji advised to all students to consider morality and honesty as essential parts of their education. He said, “Our system of education leads to the development of the mind, body and soul. The ordinary system cares only for the mind.” (Harijan, 9-11- 1947, p. 401). “I attach far more importance to the cultural aspect of education than to the literary.” (Harijan, 5-5-1946, p. 120) 7. Emphasis on character building- Education is the most powerful weapon which helps to build genuine characters of a student. The goal of education should consist of character-building. The character-building includes the moral, intellectual and social behaviour of a pupils under all circumstances. A pupils should develop personality, compassion, kindness, fair-mindedness and the spirit of dedication by virtue of education. Gandhiji said, “When it is remembered that the primary aim of all education is, or should be, the moulding of the character of pupils, a teacher who has a character to keep need not lose heart.” (Harijan, 1-2-1933, p. 3).

8. Development of self reliance and patriotism- The main purpose of basic education was to achieve an integral development of children and to create a sense of patriotism though practice of handicraft. Gandhiji desired that the basic education system should be self-supporting for every child by learning a craft or occupational skill for livelihood. He wanted education to

ensure employment. He told “My Nai Talim is not dependent on money. The running expenses should come from the educational process itself. Whatever the criticisms may be, I know that the only education is that which is 'self-supporting'.” (Harijan, 2-3-1947, p.48). He also said, “The teachers earn what they take. It stands for the art of living. Therefore, both the teacher and the pupil have to produce in the very act of teaching and learning. It enriches life from the commencement. It makes the nation independent of the search for employment”. (Harijan, 11-5-1947, p. 145).

9. Development of faith on Truth & Non-violence- Gandhiji was always considered that non-violence is an important and essential part of education. Truth & Non-violence was the fundamental formula of Gandhiji’s philosophy. Basic education too was also based upon the principle of truth and Non-violence. As he said “I want to see God face to face. God, I know, is Truth. For me the only certain means of knowing God is non-violence-ahimsa-love. I live for India’s freedom and would die for it, because it is part of Truth. Only a free India can worship the true God. But my patriotism is not exclusive; it is calculated not only not to hurt any other nation, but to benefit all in the true sense of the word. India’s freedom as conceived by me can never be a menace to the world” (Young India, 3-4-1924, p. 109).

10. Awareness on Social Services- pupils should be involved in different community services to develop responsibility and create awareness on social services. Education must be based on social good, welfare for all and must uplift the human aspect. The basic education by Gandhi aimed at encouraging the spirit of service and self-sacrifice. Addressing the college students once he said (Shah) “Your education, if it is a vital thing, must shed its fragrance in your surroundings. You must devote a certain portion of your time daily to serving the people around in a practical manner. You must therefore, be prepared to take the spade, the broomstick and the basket. You must become voluntary scavengers of this holy place. That would be the richest part of your education, not learning by heart literary thesis.” Mahatma Gandhi was a true social worker fighting against the evils of society. Mahatma always said, if we want to do social work,

we should start it by ourselves. 11. Sensitise on Cleanliness and Untouchability- pupils should be sensitised on merits and demerits of cleanliness and the evils of untouchability. Gandhiji had been opposing untouchability and caste system from very beginning and putting relentless efforts to eradicate. Gandhiji was arguing that Brahmins and untouchables were equal in his eyes. Gandhiji was publicly rejecting the notion of high and low caste feeling. At the age of twelve, Gandhiji had disagreed his mother's warnings on not to touch an untouchable who used to clean their latrines in their house. Gandhiji tried his best to break the centuriesold caste system and to remove the mark of untouchability from Hinduism. Gandhiji described (Prabhu) on his conception on Samagra Gramaseva in Harijan (17-3-1946, p.42) that "I will inculcate in them the importance of hygiene and sanitation, and when they come and ask me for a sweeper, I will tell them: "I will be your sweeper and I will train you all in the job".

### **Basic Education in Nigeria**

The desire of the nations of the world to reduce illiteracy, combat ignorance and encourage access to education even to the grassroots necessitated Education for All (EFA) as stated above in the Jomtien Declaration which was a treaty launched and signed in Jomtien Thailand in March 1990 (Egbe & Eze, 2009). The intent was to ensure that education gets to every member of the world societies. This declaration though as a reinforcer but it was not the first Education for All call. The first call could be traced back to 1948 which came with the Universal Declaration for Human Rights and because education is perceived as a human right, it became imperative for its inclusion as one of the rights to be enjoyed by man (Maduabuchi, 2008). But for Nigeria, according to Amadioha (2016) the original advances made at making education universal to her people could be traced to the 1950s and 1960s when the Nigerian regional government brought to light Universal Primary Education (UPE) under the leadership of Late Pa Obafemi Awolowo and directed by Chief S.O. Awokoya as minister of education in the

Western region as at the time specifically between 1952 and 1954. The Eastern region also made an attempt at institutionalizing their own UPE programme too in 1957 under Late Dr. Nnamdi Azikiwe, but this particular attempt failed woefully due to lack of manpower and funds (Jeremiah & Alamina, 2017), for the Northern region, their attempt at carrying out the same programme did not see the dawn of light because of a lot of problems that the region faced then and the programme was completely stalled as the nation woke up to war in late 1960s. When the government took over schools just in 1973 after the Civil War, the Federal Military Government on 6th September 1976 under the leadership of the then head of states General Olusegun Obasanjo reintroduced the UPE programme but at this second attempt of the UPE programme in 1976, it failed again as a result of poor planning, unavailability of demographic statistics, poor funding and corruption in the governmental and educational system (Jeremiah and Alamina, 2017). Again, with the National Policy on Education in 1977 document publication and launching which resulted from 1969 National Curriculum Conference, this then set the ball rolling for UPE to take its foothold, few years later in 1981, the document was revised, (Amadioha, 2016). The mandate so placed on the UPE programme was mandatorily to go on and produce qualitative educational outcomes. But this goal of a qualitative universal education for the citizenry of Nigeria never really took root until the 1990 declaration of education for all because the programme within the period under consideration encountered so many difficulties that the government of the day was not really able to manage effectively and efficiently or even surmount. These pitfalls as enumerated included political instability, inconsistent policy formulation and implementation, and sustenance, lack of sincerity on the part of the programme implementers, unavailability of statistical records, uncoordinated planning and execution practices, low institutional capacity, poor technical competence, poor logistic support system and neglect of available teachers. The foregoing clearly is indicative of what could be described as a hill-valley state for the UPE programme and the arrangement of

primary education particularly Education for All in Nigeria over those years because of instability appearing in all its forms and dimensions leading to disequilibrium in actualizing the intent of educating and producing citizens that would make useful contributions to the society (Benson, 2008). However, at the return of democracy government with President Olesegun Obasanjo again on the saddle of leadership in 1999, specifically in September and in Sokoto State, the Universal Basic Education (UBE) was launched still with the intention to pursue the treaty of Education for All (EFA). According to Akor (2018), in the speech of Mr. President, he unequivocally stated that the educational system would be free and compulsory for every Nigerian child who is of school age and this bold declaration actually supports and agrees with the dictates of the National Policy on Education which is to achieve the goals of Education for All through the following objectives of the UBE programme: a. Develop permanent literacy and numeracy, and ability to communicate effectively. b. Lay a strong foundation base for scientific and reflective thinking. c. Give citizenship education as a ground for effective participation and contribution to social life. d. Mould character and bind sound attitude and morals in the child. e. Develop in the child the ability to adapt to the child's environment. f. Give the child opportunities for developing manipulative skills that will enable the child to function effectively in the society within the limits of the child's capacity. g. Provide the child with basic tools for further educational advancement including preparation for trades and crafts of the locality. The major essence of the UBE programme from the stated objectives and possibly its effective and proper implementation of the intents is to ensure that each child is built up with marketable skills that would enhance self-employment as well as reduce the dependence on paper qualification (Fowowe, Akinkuotu & Shittu, 2009). This definitely confirms what the world was aiming for when the EFA declaration was pronounced, launched and signed in Jomtien, Thailand in March 1990.

### **Characteristics of the New Universal Basic Education**

The UBE programme features according to Fowowe, Akinkuotu & Shittu (2009) are: 1. Free and formal basic education. 2. Compulsory, smooth 9 years of primary and junior secondary education. 3. Emphasizes curriculum diversification and relevance. 4. Core basic subjects like English Studies, Mathematics, Cultural & Creative Arts, Physical and Health Education, Language (Hausa, Igbo & Yoruba) Religious Studies & Info Tech./Computer Studies. 5. Optional Subjects like Arabic, Agricultural Science and Home Economics. 6. Introduction of French from basic 4 as a core subject. 7. Merger of Basic science and Basic technology. 8. Inclusion of Business Studies from JSS 1. 9. Separation of Basic Science & Basic Technology from JSS 1. 10. Introduction of contemporary issues from National Economic empowerment. 11. Peace Studies & entrepreneurial skills contents. 12. Education of special needs children etc.

Guideline for the implementation of UBE Programme 1. Programme for early childhood care and socialization. 2. Education for the acquisition of utilizeable literacy skills, numeracy and life skills. 3. Special programme for nomadic individuals. 4. Out-of-school, non-formal programme for knowledge upgrade. 5. Non-formal skills acquisition and apprenticeship training for younger people (Amadioha, 2016) Having stated these intents and guidelines on what the pursuit of the UBE programme should be, it becomes very vital that an appropriate execution tactics be drawn out in order to ensure that the programme does not fail, hence, oluremi (2014) documented the procedural approach the agency of government saddled with the responsibility of the implementation mapped out to prosecute the programme in stages and phases, such that cumulative success result would be recorded, this shows an incremental pupil (s) admission into the UBE programme. It is stated thus: UBE year 1 Primary I of 2000/2001 UBE year 2 Primary I & II of 2001/2002 UBE year 3 Primary I, II & III of 2002/2003 UBE year 4 Primary I, II, III & IV of 2003/2004 UBE year 5 Primary I, II, III, IV, V & VI of 2004/2005 UBE year 6 Primary I, II, III, IV, V & VI of 2005/2006 UBE year 7 Primary I, II,

III, IV, V, VI & Junior Secondary School 1 of 2006/2007 UBE year 8 Primary I, II, III, IV, V, VI, VII & Junior Secondary School II of 2007/2008 UBE year 9 Primary I, II, III, IV, V, VI, Junior Secondary School III of 2008/2009 The original intention was that within this period, the local government councils would take up the responsibilities of achieving the stated objectives below: 1. Encourage quality teacher development. 2. Upgrade and modernize infrastructural facilities in schools. 3. Make available instructional materials for learning. Therefore, it was suggested that to achieve these intentions according to Oluremi in Amadioha (2016), who disclosed that the transition and intake rate from what the current situation is should stand at as stated below in percentages such that would not be cumbersome for the implementers and financiers to manage: 2001 – 2002 - 55% 2002 – 2003 - 65% 2003 – 2004 - 75% 2004 – 2005 - 85% 2005 – 2006 - 95% 2006 – 2007 - 100% This is an incremental percentage transition rate of 10% per annum. This would be requiring the government to put into the programme a total sum of six hundred and sixty eight point seven billion naira (N668.66bn) and it was projected to salvage education problem of out of school children to the tune of 98.6 million pupils from the streets into the UBE programme within the projected period. Matters Arising on the current state of UBE programme A lot of issues are on ground as it was observed that the EFA deadline of 2015 to achieve education for all through the Millennium Development Goals (MDGs) target did not go near at attending to the UBE Programme's situation, which was said to be as a result of some teething problems some of which have been with basic education acquisition, while others are either novel in nature or have returned to the platform in a different dimension. These matters include: 1. Poor budget to the education sector. 2. Poverty. 3. Ignorance among the people. 4. Poor learning environment and culture. 5. Lack of competent teachers. 6. Poor motivation of the teaching personnel. 7. Poor infrastructural facilities. 8. None or Inadequate supply of learning materials. 9. Poor attention to sports and recreational activities. 10. Non-existent of special education



programme or inadequate facilities for learning. 11. Poor mobilization of partners. 12. Corruption. 13. Poor policy planning and implementation strategies. 14. Insincerity in government practices. 15. Inadequate statistical data for planning. 16. Poor logistic supply from the closet government support. 17. Total neglect of the teaching profession. 18. Lack of trust for government promises. 19. Instability in the polity leading to incessant change in leadership. But again, it is vital to present what a lot of people assume to be the basic issue plaguing UBE in Nigeria in these years as funds.

### **Prospect of UBE for the Nigerian Populace and Nation**

- 1. Preservation and transmission of our social, moral and cultural values:** In basic education, through curriculum, pupils/students will be acquainted with social, moral and cultural values and teachers make them familiar with values and ideals through different activities, games, story-telling etc. Basic education makes them familiar with constitutional issues, rules and regulations of citizens and so on even if they may not be aware of the source of the information they are being taught. As we find in (FRN, 2013), major objectives to produce a productive citizen has been fulfilled by basic education, so basic education preserves our values and it make others to imbibe those values.
- 2. Awakening of Social feelings:** By basic education, individuals gradually become aware about the importance of unity, love, fraternity and other values. Basic education makes all people get awakened of being a part of the society and how they can contribute to the world as society in their own little way. People know different values and life skills and thus they develop concern for society including social mindedness, values life skills, learning to be, learning to do, learning to know, learning to live together via different activities, story-telling, dramatization, e.t.c.

- 3. Political development of society:** Basic education makes all aware about rights and duties of all, which are their responsibilities and duties so that they can develop their civic sense. Through different lesson of political leaders and stories of education leaders they develop ideal leadership quality so that in the future citizens can lead the state as a society. All these begin by their being given opportunities to serve as class monitor or class captain as they are called and at other times during group learning opportunities are given for the selection of group leaders. These and more help these young people develop their innate potentials for leadership.
- 4. Economic development of society:** Basic education develops skills in an individual and makes him a productive citizen. Through basic education everyone learns how to earn money using handcrafts and as per the qualification, he gets a job or labour and on the whole with the help of more education more or less everyone gets professional work and earns money so due to increasing literacy per capita income will increase. Because of education people migrate to parts of a country or to other countries and their earning helps to develop the society in a larger sense. Thus, even basic education affects the economic development of society as it ought to.
- 5. Social control:** Basic education makes all aware about customs and duties, the same way as it makes all aware about the rules and regulations as we find the rules in Nigerian constitution. People know how to preserve their lives via basic education. It make us also familiar with crimes. Thus, basic education provides a guideline and it controls all society on how each person conducts his/her daily life.
- 6. Social changes and reforms:** Basic education makes individuals near perfects and aware about their rights, in order that they can kick against superstitions and beliefs that

are harmful for them. Through basic education everyone learns to grow, to live and how to be saved from difficulty and how to inculcate values and ideals in their lives and in others as well as in the that of the wider society and even so that whenever there is need to demand/ can appeal in court during a feeling of injustice. Basic education makes all aware about how to live peacefully and how to face difficulties in their lives .It makes one become aware about the proverbs like ‘nothing ventured, nothing gained’ so one develops ones risk taking attitudes via education.

- 7. Socialization of a child:** Basic education trains the mind of a child and it teaches him how to inculcate values in his life. It makes the child understand what is society, how he is a part of society, what are his roles in the society, how he should behave, how he should interact with others etc. Basic education helps him to understand who he is? And it develops a sense of a social being in him. In short education socializes a child. Thus, Basic education produces productive citizens, it helps everyone on how to flourish and make himself/herself an ideal citizen of the society. To sum this up, basic education influences the society. This is basically the reasons the government of this country earmarks a huge amount of money in funding the universal basic education from its inception up to this day as discussed below even though the entire sum budgeted to the education sector is paltry not even up to half of the UNESCO benchmark of 26% of the nation’s total budget.

### **The Way Forward for Universal Basic Education in Nigeria**

The challenges facing Universal Basic Education (UBE) are enormous and glaring in the eyes of the people of Nigeria, therefore, it becomes imperative for us to pursue overcoming them in order for the UBE programme to find relevance in the society. Some of the actions to be taken to mitigate these problems are:

- 1. Teacher competence and Quality:** Some of the teachers involved with managing our UBE programme have the paper qualification but not the knowledge qualification. Therefore, it is important for teachers in this programme to upgrade their knowledge, requisite abilities that would enhance the output of the UBE programme. In fact, Nigeria must guide against the repeat of what happened to primary school teachers in Edo and Kaduna states where teachers were sacked because the quality they possessed to be able to teach the pupils to produce result and excellence was questionable (Amadioha & Akor, 2018).
- 2. Inadequate resources:** The challenge of inadequate resource for teaching and learning in the most inappropriate manner must be ensured to be tackled by the education stakeholder in order for better learning to be produced in the pupils and also for them be able to fit properly into the society as required. Currently, the school around seem not to be receiving adequate attention that would make the pupils learn well the way it should. A lot of resources ranging from building, instructional materials, the seats, other resource persons etc. are lacking, let these things be produced and made available in partnership with the government.
- 3. Cost of equipment and access to technology:** The cost of equipment needed for training people in the Universal Basic Education (UBE) has not been enough in recent times. The major essence of basic education is to make people functional members of the society, so certain equipment that would build people up with the required skills needs to be provided. Technology era is what the world is in, therefore, every technological assistance needed for the training of the people with basic skills is needed to be provided by the government (Madu & Orji, 2002).

- 4. Motivation for teachers:** Teachers should be motivated to be able to perform their duties as expected. Teachers have a great role to play in the life of the learners, hence, their motivation should become a priority to their employers. Teacher's job performance is tied to how much motivation he/she gets. Lately, teacher's motivation in Nigeria is very low, so let there be a rejigging of this area of the teachers life for enhanced productivity.
  
- 5. Promote active learning among pupils:** The pupils should be encouraged to own the lesson, as the pupil should be actively involved in the teaching and learning process in that each lesson episode leaves the pupils as doing constructive learning and the teacher facilitating the process of teaching. This would encourage more and better output from the Universal Education programme.

Unarguably, one major way of promoting active learning among pupils is use of appropriate and effective instructional media. Hence, this study is not only vital but very timely as it focused on use of instructional media to facilitate pupils' achievement and interest in classrooms.

### **CHAPTER THREE**

#### **RESEARCH METHOD**

In this chapter the following were described; the research design, area of study, population for the study, sample and sampling techniques, instruments for data collection, validation of instruments, reliability of instruments experimental procedures, method of data collection and method of data analyses.

#### **Research Design**

The research design that was adopted in the conduct of this investigation was quasi-experimental design where a pretest–posttest, non-equivalent groups were used. According to Berceky (2016), an experimental research design seek to establish cause-effect relationship between two or more variables. In an Experimental Design, the researcher deliberately manipulates the independent variable, controls the extraneous variables and observes the effects on the dependent variables. Quasi experimental design is also known as non-randomized design and is used where randomization is not possible.

This design was considered most appropriate for this study since the researcher did not have the privilege of randomly assigning the subjects to groups. The intact classes (groups) were used as they were found in each school, hence non-equivalent groups, justifying the choice of this design. The Intact classes were randomly assigned to experimental and control groups and were used in this study. Though the groups were not equivalent, the pretest gave the researcher good knowledge of the pupils' entry behaviour. Changes in scores from pretest to posttest were used to determine the effect of the independent variable. Symbolically, a pretest – posttest, non-equivalent control group design is represented in figure 1 (Appendix J).

#### **Area of Study**

This study was conducted in Agbani Education Zone which consists three Local Government areas viz; Enugu South, Nkanu West and Nkanu East. Research evidences such as Ilechukwu (2015), Edeh (2017) and Ani (2020) indicated that out of all the education zones in Enugu

State, Agbani Zone has the lowest educational development. This is despite its nearness to the capital city of Enugu State. This observation was one of the majors factor that prompted the choice of the zone for the conduct of this study. Another vital factor considered was availability of sufficient Basic Education schools with computer facilities.

### **Population for the Study**

The population for the study consisted all the 22,972 Middle Basic Education Pupils in the 164 public and private Basic Education schools in Agbani Education Zone of Enugu State, as at the time of the study, (Statistics Department, Enugu State universal Basic Education Board, (2021/2022 session).

### **Sample and Sampling Techniques**

A sample of 485 Middle Basic II Pupils was used for the study. The sample consisted 262 public schools' pupils and 223 private schools' pupils. Also the sample composed of 249 pupils in experimental group and 236 pupils in the control group. The sample was drawn from 12 intact classes in the twelve schools (six public and six private) schools randomly drawn from the three Local Government Areas in Agbani Education Zone.

By purposive sampling, the researcher drew all the private and public schools in each of the Local Government Areas. Thus, six clusters were formed as follows;

Cluster	A	- All public schools in Enugu South LGA
	B	- All private schools in Enugu South LGA
	C	- All public schools in Nkanu East LGA
	D	- All private schools in Nkanu East LGA
	E	- All public schools in Nkanu West LGA
	F	- All private schools in Nkanu West LGA

By simple balloting, two schools were drawn from each cluster, giving a total of twelve schools. Also by simple balloting, one intact class was drawn from each of the 12 schools and randomly assigned to experimental group or control group.

### **Instruments for Data Collection**

Two instruments were used for data collection in this study they were Literacy Achievement Test (LAT) and Literacy Interest Scale (LIS)

#### **Literacy Achievement Test (LAT)**

Literacy Achievement Test (LAT) was made up of four sections, A-D. Section A was on listening skills, this section had two parts. Part I contained the text that was read to the pupils' while they listened. Part II contained 10- items (questions) that were used to test the pupils' listening skills. Section B of LAT addressed Pronunciation skills, this section also had 10- items testing the pupils' pronunciation skills. Section C was on reading skills, this section had two parts. Parts I contained the text the pupils were expected to read while Part II contained 10-items testing the pupils' reading skills. Section D was on writing skills, this section was a sort of guided essay test. It contained 10-items (10 points) coined to guide the pupils in writing a short essay about their schools. All together LAT was made up of 40 items. The items were a combination of subjective and essay items (questions). This instrument was constructed by the researcher in consultation with some middle Basic II English Language teachers.

#### **Literacy Interest Scale (LIS)**

Literacy Interest Scale (LIS) was a structured scale that was used to collect data on the pupil's interest in literacy (Interest scores). The scale consisted of 13 items. It was constructed by the researcher. The scale had two sections, A and B. Section A was designed to elicit information on the bio data of the respondents (school type: public/private). Section B contained the 13-items carefully framed to ascertain the pupil's interest in literacy. The instrument was scored on a 4-point scale as follows;

For positively directed items,

- |                         |            |
|-------------------------|------------|
| SA = Strongly Agreed    | = 4 points |
| A = Agreed              | = 3 points |
| D = Disagreed           | = 2 points |
| SD = Strongly Disagreed | = 1 point  |



For negatively directed items,

SA = Strongly Agreed	= 1 point
A = Agreed	= 2 points
D = Disagreed	= 3 points
SD = Strongly Disagreed	= 4 points

### **Validation of the Instruments**

The instruments LAT and LIS were validated by three research experts. One expert from curriculum studies option, Department of Educational Foundations, and one expert from Measurement and Evaluation option, Department of Mathematics and Computer Education all from Enugu State University of Science and Technology (ESUT). The third expert was an English Language specialist from Abia State University Uturu. The experts made useful inputs including grammatical corrections, recasting of some items, deleting of some items and construction of new items in both instruments (LAT and LIS). After necessary corrections as directed by the experts, LIS which was originally made up of 17 items was reduced to 13 items. Likewise, LAT which had 45 items ended up with 40 items. Worthy of note is the recommendations of the validators, confirming that the instruments were valid and suitable for the study.

### **Reliability of the Instruments**

Validated copies of the instruments LAT and LIS were subjected to internal consistency test. This was done by administering the instruments to 74 Middle Basic II pupils in Enugu Education Zone of Enugu State. The pupils were made up of 39 from a public school and 35 from a private school. The scores obtained were used to obtain the reliability coefficient stated below. Since the items of the LAT were a combination of subjective and essay items, Kendall's estimate of Interrater reliability was used to determine the reliability (internal consistency) coefficient. The Kendall's estimate of Interrater reliability is suitable for control of error(s) arising from differences in scoring pattern of subjective and essay items that do not have

definite answers or only one answer, (Berceky, 2016). A reliability coefficient (or Kendall's coefficient of concordance) of .77 was obtained for the instrument. Similarly, LIS yielded a reliability coefficient of .75 using Cronbach's Alpha method since the items were not dichotomously scored. These reliability coefficients (.77 for LAT and .75 for LIS) confirm that the instruments, LAT and LIS were reliable. This confirmation follows the recommendation of Berceky (2016) who held that any reliability coefficient equal to or above .50 confirms an instrument reliable and good for an empirical study.

### **Experimental Procedures**

This experiment involved three major procedures or activities, namely; Activities before teaching (Before Treatment), Activities during teaching and Activities after Teaching

#### **Activities Before Teaching**

The researcher briefed the twelve regular English Language Teachers in the twelve schools used in the study for a period of two days. Since the teachers were already familiar with the use of instructional materials, the briefing was focused more on the purpose of this study and on measures needed for controlling extraneous Variables. In specific terms the teachers were told not to allow the pupils know that they were used for a study. They were advised to adhere to the school time table, that is, teach the pupils literacy only when it appeared in the school time table to prevent suspicion by the pupils. Also, the teachers were told the need to retrieve the test items (question papers) from the pupils after pretest to avoid testing effects, that is, to avoid allowing the pupils become familiar with the test items after pretest.

The teachers were told not to do corrections for the pupils after pretest, the teachers were advised to ensure that no pupil copied the questions on their personal books or papers. The whole question papers were collected back from the pupils and submitted completely to the researcher for scoring and safe keeping. Teachers of the experimental groups were shown how to operate the Audio Animation Instructional media and were advised to play it as indicated in the lesson plans. Also teachers of the control groups were instructed to use charts

as their instructional media. After the briefing, LAT and LIS were administered to all the subjects of the study as pre-test. The twelve English Language teachers collected all the whole question papers back from their pupils in the twelve classes and submitted them completely to the researcher for pretest scoring and safe keeping.

### **Activities During Teaching**

After the pretest, the teaching started and lasted for four (4) weeks. This was because teaching of literacy appeared within four weeks in the school's scheme of work for the term. Experimental groups were taught the selected literacy topics with Audio Animation media while the control groups were taught with chart. Audio Animation Media and Charts were strictly used as teaching aids in the study. The teachers taught their classes with strict adherence to the school time table during the four weeks.

### **Activities After Teaching**

At the expiration of the four weeks, the teaching (treatment) period, the researcher re-arranged the items of LAT and gave it to the twelve English language teachers who administered it to all the pupils used in the study. The LIS was as well administered to all the pupils at the end of the teaching period. All the tests scripts (LAT and LIS) administered were submitted to the researcher who scored them using already made marking scheme. The researcher recorded the scores as posttest scores, that is, scores from LAT as post Achievement scores and scores from LIS as post interest scores.

### **Control of Extraneous Variables**

The following extraneous variables were controlled as explained below:

- a. **Testing Effect:** Testing effect occurs when the testees (pupils) become familiar with the test items (questions in the Literacy Achievement Test). It was important to control testing effect in this study because the Literacy Achievement test was administered twice, that is, during prettest and posttest. The pupils must not be allowed to recall or remember the items they saw during the prettest so that the

posttest scores could result from the treatment (teaching) given to them. Thus all question papers and answer scripts were retrieved from the pupils at the end of every test. Also answer scripts were not distributed back to the pupils after scoring until the study ended.

- b. **Hawthorne Effect:** Hawthorne effect occurs when the pupils suspect that they are being studied. When this happens, the pupils may decide to pretend and may not show up the expected natural behavior. A good researcher is therefore expected to control this effect by removing everything that will bring about suspicion. In this study, all efforts were made to make the class in each group look normal. The pupils were left in their intact classes without any change. Also the use of their regular English language teachers to teach them at their normal literacy periods stipulated in the school time table helped to control possible Hawthorne effect. Hence, the pupils were not told or given the impression that they were being studied.
- c. **Groups (Pupils') Interaction Variable:** Group interaction occurs when pupils from experimental and control groups interact. During this interaction, they may share their experiences in class, thereby defeating the aim of the study. To control this, the experimental and control groups were drawn from different schools. Hence, the pupils could not interact and share their experiences during the experiment.
- d. **Non-Randomization (Initial Differences) Effect**

Intact classes were used for this study; hence, randomization or pure chance selection was not possible. Non-randomization decreases the probability of the group being equal or statistically equivalent, hence, increasing the probability that there exists initial differences. To control this effect, Analysis of Co-variance (ANCOVA) was used in hypotheses testing. Through ANCOVA initial differences between the groups were eliminated.

### Method of Data Collection

LAT and LIS were administered to all the subjects of the study before the commencement of the experiment to collect pre-test data. LIS was used to collect pre-interest scores while LAT was used to collect pre-achievement scores. After four weeks of treatment, LAT was re-arranged and administered to all the subjects to collect post-test achievement scores alongside LIS for post-test interest scores.

### Method of Data Analyses

Statistical tools for data analyses used in this study were, mean statistic, standard deviation and analysis of covariance (ANCOVA). Specifically, research questions were answered using mean and standard deviation while test of hypotheses was done with Analysis of Covariance (ANCOVA) at .05 level of significance.

In scoring the Literacy Achievement test (LAT), Any item answered correctly attracted 1 mark.

Since LAT had 40 items, a pupil's score was given by

$$\left(\frac{x}{40} \times 100\right)\%$$

Where x = number of items scored correctly in LAT.

Mean score for the group was obtained by  $\frac{\Sigma x}{n}$

Where  $\Sigma x$  = Sum of individual scores of all pupils in the group

n = Total number of pupils in the group.

In scoring the Literacy Interest Scale (LIS), Response options were graded as follows;

Positively directed items were scored as follows;

Strongly Agreed - 4 marks

Agreed - 3 marks

Disagreed - 2 marks

Strongly Disagreed - 1 mark

Negatively directed items were scored as follows;

Strongly Agreed - 1 mark

Agreed - 2 marks

Disagreed - 3 marks

Strongly Disagreed - 4 marks

An individual's interest score was obtained by;

$$(x/52 \times 100)\%$$

Where  $x$  = the individual's total score and

52 = maximum scores obtainable, that is, 4 marks x 13 items = 52.

A lower standard deviation was interpreted as indicating a more reliable mean with very little or no extreme scores. While a higher standard deviation implied the existence of more extreme scores, thus, an unreliable mean which is not a true representation of the groups' ability (Berceky, 2016). Analysis of Covariance was used for hypotheses testing at .05 level of significance. Since computer package was used for this analysis, results obtained were interpreted as follows; when computer generated significant levels were less than .05 level set for this study, significant differences were implied, thus, the hypothesis were rejected as stated. otherwise, they were not rejected as stated.

## CHAPTER FOUR

### DATA PRESENTATION AND RESULTS

Hereunder are results of data analyses presented in tables based on the research questions and hypotheses that guided the study.

#### Research Question 1

What are the mean English language achievement scores of Middle Basic II pupils taught using audio animation instructional media and their counterpart taught using charts in Agbani Education Zone as measured with Literacy Achievement Test?

**Table 1:** mean achievement scores and standard deviation of experimental and control groups in pretest and posttest.

Group	n	Pretest		Posttest	
		Mean	SD	Mean	SD
Experimental	249	35.54	4.11	76.23	0.57
Control	236	36.05	4.09	50.16	1.33

From table 1, the pretest mean achievement score and standard deviation of the experimental group were 35.54 and 4.11 respectively while the posttest scores were 76.23 and 0.57 for mean achievement score and standard deviation respectively. For the control group, the pretest mean achievement score and standard deviation were 36.05 and 4.09 respectively while the posttest were 50.16 and 1.33 for mean achievement score and standard deviation respectively. There was very little difference (0.51) between the two groups in the pretest but there was an appreciable difference (26.07) in the posttest. The experimental group exhibited higher achievement than their counterparts in the control group. The standard deviation values of both groups in pretest did not differ much however, the experimental group had lower standard deviation value than the control group in posttest, indicating that the mean achievement score for experimental group was more reliable.

### Research Question 2

What are the mean English language interest scores of Middle Basic II pupils taught using audio animation instructional media and their counterpart taught using charts in Agbani Education Zone as measured with Literacy Interest Scale?

**Table 2:** mean interest scores and standard deviation of treatment and control groups in pretest and posttest.

Group	n	Pretest		Posttest	
		Mean	SD	Mean	SD
Experimental	249	48.22	3.63	81.66	0.01
Control	236	47.90	3.06	60.25	2.11

From table 2, the pretest mean interest score and standard deviation of the experimental group were 48.22 and 3.63 respectively while the posttest scores were 81.66 and 0.01 for mean and standard deviation respectively. For the control group, the pretest mean interest score and standard deviation were 47.90 and 3.06 respectively while the posttest scores were 60.25 and 2.11 for mean interest score and standard deviation respectively. There was not much difference (0.32) between the two groups in the pretest but there was an appreciable difference (21.41) in the posttest. The experimental group exhibited higher interest than their counterparts in the control group. The standard deviation values of both groups in pretest did not differ much however; the experimental group had lower standard deviation value than the control group in posttest, indicating that the mean interest score for experimental group was more reliable.

### Research Question 3

What are the mean English language achievement scores of Middle Basic II pupils taught using audio animation instructional media and their counterpart taught using charts in public and private schools within Agbani Education Zone as measured with Literacy Achievement Test?



**Table 3:** mean achievement scores and standard deviation of public and private schools' students in pretest and posttest.

Group	N	Pretest		Posttest	
		Mean	SD	Mean	SD
Public (Experimental)	129	35.21	4.04	76.11	0.52
Private (Experimental)	120	35.87	4.18	76.35	0.62
Public (Control)	133	36.02	4.06	50.12	1.33
Private (Control)	103	36.08	4.12	50.20	1.33

From table 3 above the pretest mean achievement score of the public (experimental) was 35.21 while that of private (experimental) was 35.87. Similarly, the pretest mean score of the public (control) was 36.02 while that of private (control) was 36.08. The posttest mean achievement score of the public (experimental) was 76.11 while that of private (experimental) was 76.35. The posttest mean score of the public (control) was 50.12 while that of private (control) was 50.20. These results suggest that both groups (experimental and control) improved in their achievements in English language in both public and private schools. Based on school ownership (public and private), it seemed that the achievement did not differ much. Rather, the experimental group in both public and private schools showed higher achievement than their counterparts in the control group. The standard deviation values followed the same pattern. The standard deviation values for pretest were greater than those of posttest. In pretest, the standard deviation values did not differ much, however, in the posttest, the standard deviation values differed much based on groups (experimental and control) in favor of the experimental group which had lower standard deviation value. Based on school type (public and private) the standard deviation values did not differ much.

#### **Research Question 4**

What are the mean English language interest scores of Middle Basic II pupils taught using audio animation instructional media and their counterpart taught using charts in public and private schools within Agbani Education Zone as measured with Literacy Interest scale?

**Table 4:** mean interest scores and standard deviation of public and private schools' students in pretest and posttest.

Group	n	Pretest		Posttest	
		Mean	SD	Mean	SD
Public (Experimental)	129	48.14	3.41	81.56	0.01
Private (Experimental)	120	48.30	3.85	81.76	0.01
Public (Control)	133	47.53	3.04	60.27	2.10
Private (Control)	103	48.27	3.08	60.23	2.12

From table 4 above the pretest mean interest score of the public (experimental) was 48.14 while that of private (experimental) was 48.30. Similarly, the pretest mean score of the public (control) was 47.53 while that of private (control) was 48.27. The posttest mean interest score of the public (experimental) was 81.56 while that of private (experimental) was 81.76. The posttest mean score of the public (control) was 60.27 while that of private (control) was 60.23. From these results, both groups (experimental and control) improved in their interests in English language in both public and private schools. Based on school ownership (public and private), it seemed that the interest did not differ much. Rather, the experimental group in both public and private schools showed more interest than their counterparts in the control group. The standard deviation values followed the same pattern. The standard deviation values for pretest were greater than those of posttest. In pretest, the standard deviation values did not differ much, however, in the posttest, the standard deviation values differed much based on groups (experimental and control) in favor of the experimental group which had lower standard deviation value. Based on school type (public and private) the standard deviation values did not differ much.

### **Hypothesis 1**

There is no significant difference between the mean English language achievement scores of Middle Basic II pupils taught using audio animation instructional media and their counterpart taught using charts in Agbani Education Zone as measured with Literacy Achievement Test.

**Hypothesis 3**

There is no significant difference between the English language achievement scores of Middle Basic II pupils taught using audio animation instructional media and their counterpart taught using charts in public and private schools within Agbani Education Zone as measured with Literacy Achievement Test.

**Hypothesis 5**

There is no significant interaction between the use of instructional media and school type on Middle Basic II pupils' achievement in English language.

**Table 5: ANCOVA analyses of the students' achievement scores**

Source	Type III sum of squares	DF	Mean Square	F	Sig.	Decision
Corrected Model	2011.291	3	670.430	4.623	.000	
Intercept	3018.297	1	3018.297	20.815	.000	
Instructional media	910.104	1	910.104	6.276	.000	Significant (Reject Hypothesis)
School type	880.691	1	880.691	6.074	1.171	Not Significant (Do not Reject Hypothesis)
Instructional media*School type	470.701	1	470.701	3.246	2.161	Not Significant (Do not Reject Hypothesis)
Error	69311.687	478	145.003			
Total	76602.771	485				

Table 5, shows ANCOVA analyses of the students' achievement scores. For Instructional media, the f-calculated value of 6.276 is significant at .000 significant level which is less than 0.05 level set for this study. Hence, instructional media had significant effect in the study. Consequently, hypothesis 1 is rejected as stated because there was significant difference between the mean English language achievement scores of Middle Basic II pupils taught using audio animation instructional media and their counterparts taught using charts in Agbani Education Zone as measured with Literacy Achievement Test. The pupils taught literacy with audio animation instructional media achieved higher than those taught the same topics with charts. For School type (public/private), the f-calculated value of 6.074 is significant at 1.171

significant level which is higher than 0.05 level set for this study. Thus, school type had no significant effect on pupils' achievement scores in this study.

As a result of this, hypothesis 3 is not rejected as stated because there was no significant difference between the English language achievement scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in public and private schools within Agbani Education Zone as measured with Literacy Achievement Test. Simply put, school type (public and private) did not influence the achievement of the pupils when taught literacy with audio animation instructional media and when taught with charts. For interaction effect, (Instructional media\*School type), the f-calculated value of 3.246 is significant at 2.161 which is higher than 0.05 level of significance set for this research. Thus, interaction effect is not significant that is no significant interaction between the use of instructional media and school type on Middle Basic II pupils' achievement in English language. Hypothesis 5 is therefore not rejected as stated.

### **Hypothesis 2**

There is no significant difference between the mean English language interest scores of Middle Basic II pupils taught using audio animation instructional media and their counterpart taught using charts in Agbani Education Zone as measured with Literacy Interest Scale.

### **Hypothesis 4**

There is no significant difference between the English language interest scores of Middle Basic II pupils taught using audio animation instructional media and their counterpart taught using charts in public and private schools within Agbani Education Zone as measured with Literacy Interest scale.

### **Hypothesis 6**

There is no significant interaction between the use of instructional media and school type on Middle Basic II pupils' Interest in English language.

**Table 6: ANCOVA analyses of the students' Interest Scores**

Source	Type III sum of squares	DF	Mean Square	F	Sig.	Decision
Corrected Model	1309.220	3	436.407	3.476	.000	
Intercept	1273.044	1	1273.044	10.139	.000	
Instructional media	1129.005	1	1129.005	8.992	.001	Significant (Reject Hypothesis)
School type	930.606	1	930.606	7.412	1.001	Not Significant (Do not Reject Hypothesis)
Instructional media*School type	890.406	1	890.406	7.092	1.133	Not Significant (Do not Reject Hypothesis)
Error	60011.699	478	125.547			
Total	65543.98	485				

Table 6, shows ANCOVA analyses of the students' interest scores. For Instructional media, the f-calculated value was 8.992 which is significant at .001 significant level. Since .001 is less than 0.05 level set for this study, instructional media had significant effect in the study. Consequently, hypothesis 2 is rejected as stated because there was significant difference between the mean English language interest scores of Middle Basic II pupils taught using audio animation instructional media and their counterpart taught using charts in Agbani Education Zone as measured with Literacy Interest Scale. In simple terms pupils taught English language with audio animation instructional media showed higher interest than their counterparts taught the same topics with charts. For School type (public/private), the f-calculated value of 7.412 is significant at 1.001 significant level which is higher than 0.05 level set for this study. Hence, school type had no significant effect on pupils' interest scores in this study.

Consequently, hypothesis 4 is not rejected as stated because there was no significant difference between the English language interest scores of Middle Basic II pupils' taught using audio animation instructional media and their counterpart taught using charts in public and private schools within Agbani Education Zone as measured with Literacy Interest scale. Hence, school type (public and private) did not influence the interest of the pupils when taught literacy with audio animation instructional media and when taught with charts. For interaction effect

(Instructional media\*School type), the f-calculated value of 7.092 is significant at 1.133 which is higher than 0.05 level of significance set for this research. Thus, interaction effect is not significant. Therefore hypothesis 6 is not rejected as stated implying that there was no significant interaction between the use of instructional media and school type on Middle Basic II pupils' Interest in English language.

### **Summary of Findings**

From the results presented above, findings of this study were summarized as follows;

1. Middle Basic Education pupils taught English language with audio animation instructional media (experimental group) achieved higher in English language than their counterparts taught same topics using charts (control group).
2. Middle Basic Education pupils taught English language with audio animation instructional media (experimental group) showed higher interest in English language than their counterparts taught same topics using charts (control group).
3. Middle Basic Education pupils in public and private schools achieved equally in English language when taught with audio animation instructional media and when taught with charts.
4. Middle Basic Education pupils in public and private schools showed equal interest in English language when taught with audio animation instructional media and when taught with charts.
5. There was no significant interaction between instructional media and school type on pupils' mean English language achievement and interest scores in the study.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter the following were discussed: findings, conclusions, educational implications, recommendations, limitations of the study, suggestions for further studies and summary of the study.

#### **Discussion of Findings**

The major findings of this study were discussed and are hereby presented based on the major variables investigated in the work.

#### **Effect of Audio Animation Instructional Media on Basic Education Pupils' Achievement in English language with focus on Literacy**

It was found in this study that Middle Basic Education pupils taught English language (literacy in particular) with audio animation instructional media (experimental group) achieved higher in English language than their counterparts taught same topics using charts (control group). This finding agrees with the findings of Nnamani (2018), George (2016), Julius (2015) and Oluremi (2014) who in their separate studies found that audio animation instructional media enhanced basic education pupils' achievement in English language, particularly, literacy. Contrarily, the finding of this study in this regard disagrees with the findings of Kennedy (2019), Olayinka (2015) and Baraje (2015). Kennedy, Olayinka and Baraje in separate studies reported that audio animation instructional media inhibited basic education pupils' achievement by causing them some undesired distractions. Achievement, particularly academic achievement, is a major factor in the teaching and learning process. It is a result oriented construct.

At Basic Education level academic achievement shows the gain in knowledge of the pupils as a result of taking part in a learning activity or a programme. It shows the pupils' learning, that is, the changes in their behavioral repertoire, rather than just a change in behaviour. Use of instructional media has been implicated by researchers such as Hassan (2014), Julius (2015) and Justice (2017) as a major predictor of Basic Education pupils'

achievement generally in literacy precisely. It is therefore interesting finding in this study that audio animation instructional media enhanced the pupils' achievement in literacy. Instructional media according to Ferdinand (2017) refers to materials that aid teaching and learning. These materials are of different kinds, modes and occur in different forms. In this computer age, these materials are seen in both hardware and softwares. Some of them combine different features while others are made of a specific feature. Audio animation instructional media use in this study combine both auditory and enticing visual features.

The findings of this study on effect of Audio Animation Instructional Media on Middle Basic Education Pupil's achievement in literacy have shown that conflicting findings made by researchers whose works were reviewed in this study may have resulted from researcher's competencies in manipulating the instructional media, control of extraneous variables or ability to determine which media to use for each topic. Also important is use of appropriate statistical tools, validity and reliability of the research instrument as well as conveniency of the learning environments. Consequently, the findings made in this study can provoke a probe into experimental procedures adopted by researchers with a view to improving the process.

### **Effect of Audio Animation Instructional Media on Basic Education Pupils' Interest in English language with focus on Literacy**

On effect of Audio Animation Instructional Media on Basic Education Pupils' Interest in English language with focus on Literacy, it was found in this study that Middle Basic Education pupils who were taught literacy using Audio Animation instructional media exhibited more interest than their counterparts who were taught the same topics using charts. This finding is consistent with the findings of Agada (2018), Ferdinand (2017), Natshi (2016) and Hassan (2014). Agada, Ferdinand, Natshi and Hassan conducted their studies in different places at different times. Yet, they all found that Audio Animation Instructional Media elicited more interest in literacy than other instructional media such as charts. Recommendations for use of instructional media in tune with recent technological advancements for teaching and



learning at Basic Education level are increasing day by day, (Ferdinand, 2017). Educators who key into such recommendations posit that instructional media such as computer-based or computer-aided animations do not only facilitate but they induce interest in learners. They also hold that instructional media with animations sustain such interests in learners for a long time. Consequently, such instructional media can enhance learners' achievement and retention of the contents taught.

The finding of this study on effect of Audio Animation Instructional Media on Basic Education Pupils' Interest in English language with focus on Literacy is a sharp contrast with the findings of Buckie (2016) and Akpan (2014). These researchers reported that Audio Animation Instructional Media inhibited basic education pupils' interest in literacy. Buckie (2016) alleged that Audio Animation Instructional Media only produce emotional interest while charts have the potential to encourage cognitive interest. According to Buckie, emotional interests are temporal feelings for or likeness towards a thing. On the other hand, cognitive interest is produced by seeing relationship(s) between incoming information and background knowledge. Ferdinand (2017) contended Buckie's stand and maintained that audio animation instructional media, when properly utilized can elicit both emotional and cognitive interest. These conflicting findings and postulations suggest that there must therefore be a problem somewhere. In trying to proffer solution to this controversy, Agada (2018) observed that Audio Animation Instructional Media must be designed to balance the amusement and entertainment features with the intended lessons.

Agada noted that play and amusement are necessary in teaching and learning, but efforts should be made to ensure that play and amusement do not overshadow the intended lesson. Natshi (2016) further warned about use of seductive details in Audio Animation Instructional Media. Such details, according to Natshi, are capable of seducing the learners and taking their attention out of the objectives of the lesson. It therefore boils down to the same point, that

efficacy of instructional media such as the Audio Animation Instructional Media depends largely on the ingenuity of the designers to take into consideration the learners and their teachers. Also very crucial are the competencies of the teachers to use them as designed.

**Influence of School Type on Middle Basic Education Pupils' Achievement and Interest in English language (with focus on Literacy) when taught with Audio Animation Instructional Media**

It was found in this study that Middle Basic Education pupils in public and private schools achieved equally and showed equal interest in literacy when taught with audio animation instructional media. That is to say that there existed no significant interaction between school type and instructional media on the pupils' achievement and interest in literacy in this study. This finding agrees with the findings of El-Amin (2017) and Dante (2019) who separately found that Basic Education pupils in public and private schools achieved equally and showed equal interest when taught literacy with Audio Animation Instructional Media. This suggest that Audio Animation Instructional Media do not discriminate in school type, rather the media are school type friendly.

Conversely, reports of some of the empirical studies reviewed in this study showed contrary opinions. Derbuck (2014) and Nuhu (2015) found that private schools pupils achieved higher and showed more interest in literacy when taught with Audio Animation Instructional Media than their public schools' counterparts. On the other hand, Imuno (2015), Wale (2016) and Justice (2017) found that public schools pupils taught literacy with Audio Animation Instructional Media achieve higher and showed more interest than their counterparts in private schools. From the findings of this study which affirmed that Middle Basic Education pupils from public and private schools achieved and showed equal interest, it is important for researchers to see the need to apply caution in the design of various Audio Animation Instructional Media so as to accommodate every learner irrespective of their school type (public/private). Similarly, teachers in both public and private schools have no excuse not to

maximize the potentials of Audio Animation Instructional Media in promoting their pupils achievement and interest in literacy particularly and English language generally.

### **Conclusion**

Based on the findings of this study, the following conclusions were made;

1. Middle Basic Education pupils achieve higher in literacy when taught with Audio Animation Instructional Media than when taught with charts.
2. Middle Basic Education pupils showed more interest in literacy when taught with Audio Animation Instructional Media than when taught with charts.
3. School type (public/private) do not significantly affect the achievement and interest of Middle Basic Education pupils when taught literacy with Audio Animation Instructional Media. Thus, Middle Basic Education pupils in both public and private schools can achieve equally and can show equal interest in literacy when taught with Audio Animation Instructional Media.

### **Recommendations**

From the finding of this study, the following recommendations were made:

1. Use of Audio Animation Instructional Media for teaching English language in Middle Basic Education should be adopted by all public and private schools in Enugu State and beyond.
2. Nigerian teacher education curriculum should emphasize use of Audio Animation Instructional Media in microteaching and teaching practice exercises to avail English language teachers (especially the Primary Education Studies (PES) students) more practical knowledge during their training.
3. Periodic practical oriented workshops and seminars should be organized for Basic Education English language teachers on use of Audio Animation Instructional Media for teaching English language.
4. Computer sets, projectors, Audio Animation Instructional Media software, electricity generating sets, impress for petrol or diesel and fortified security networks should be provided for all Basic Education schools.
5. All public and private schools should either employ a computer programmer or sponsor their computer teachers on a mandatory computer programming course to enable design computer based instructional media that would suit their peculiarities.

## REFERENCES

- Agada, J. O (2018). Effect of Audio Animation Instructional media on middle basic education pupils' interest in English Language in Benue state. *Journal of linguistics*, 11(1), 115-138. <http://www.litedu.com>.
- Agbo, E. A. (2004). *Educational Development in Enugu State*. Enugu: Fecund Printing Press.
- Agbo, E. A. (2019). *Teaching English Language Creatively*. Enugu: Fecund Printing Press.
- Agu, H. S. (2016). *Computer use in Basic Education*. Abuja: Haske Press Ltd.
- Ajom, P. C. (2019). *Innovation in Teaching Literacy*. Makurd: Time-Line Ventures.
- Akpan, J. (2014). Effect of Audio Animation Instructional Media on Pupils' Interest in Literacy in Uyo Metropolis, Akwa-Ibom State. *International Journal of Research in Educational Technology*, 22(17), 98-109. [www.edutech.net](http://www.edutech.net).
- AL-Amin, C.M. (2017), Computer Animation use in Teaching and Learning. <http://www.wiley.com/cgi-bin/abstract/7832608288/ABSTRACT>.
- AL-Gazir, M.U (2017), Motivational Variables in Teaching Languages at Basic School Levels. <http://www.wiley.com/cgi-bin/abstract/7832608288/ABSTRACT>.
- Amadioha, C.I. (2016), *Prospects of Functional Education*. Ikeja: Ibukun-ola Press.
- AL-Gazir, M.U (2013), Effect of Animated and Non-Animated CAIs on the Interest and performance of High School students. <http://www.wiley.com/cgi-bin/abstract/7832608288/ABSTRACT>.
- Ausubel, D.P (1963). The Subsumption Theory. <http://www.learningtheories@eduhub.org>
- Baraje, K. (2015). Effect of Audio Animation Instructional media on Pupils' Achievement in Literacy in Cape Town, South Africa. *Journal of linguistics*, 7(2), 580-598. <http://www.litedu.org.com>.
- Bell, G. and Thompson A. (2012). *Computer-Based Learning*. Winslow-Cheshire: Sigma Technical Press.
- Benso, K. T. (2008). *Literacy Education in Africa*. Nairobi: Maraton Publishers.
- Berceky, H. P. (2012). *Research Methodology in Education*. Pretorial: Viewpoint Press Inc.
- Bozimo, A. (2002). *Methodology in Language Teaching*. New Jersey: Maximum Press Inc.
- Buckie, O. (2016). Effect of Audio Animation Instructional Media on Pupils' Literacy in Michigan, USA. *International Journal of Research in Educational Technology*, 22(17), 713-720. [www.edutech.net](http://www.edutech.net).

- Clauss, H. N. (2016). *Principles of Teaching*. Pretoria: Ocean Press Limited.
- Dante, E. K. (2019). Appraisal of Factors Hindering the Academic Achievement and Interest of Middle Basic Education Pupils in Third World Countries. <http://www.wiley.com/cgibin/abstract/7832608288/ABSTRACT>.
- Dave, J. F. (2015) *Educational Psychology*. New York: Mc Graw Hill.
- Derbuck, K. (2014). Effect of Audio Animation Instructional Media on Middle Basic Education Pupils' Achievement in Literacy in Southern Educational. *International Journal of Research in Educational Technology*, 22(17), 411-429. [www.edutech.net](http://www.edutech.net).
- El-Amin, Z. A. (2017). *Cognitive Interest in Education*. New Delhi: Myth Books.
- Ezeliora, B. A. (2017) *Methodology in Computer Education*. Enugu: Divine Love Printing Press.
- Federal Republic of Nigeria (2013) *National Policy on Education*. Abuja: NERDC Press.
- Fowowe, E. B, Akinkuotu, A. and Shitu, N. C. (2009) Relevance of Literacy in Nigerian Education. [www.eduwebminar.org](http://www.eduwebminar.org).
- Ferdinand, K.I (2017). Effect of Audio Animation Instructional media on pupil's interest in Literacy in North East Sweden. *Journal of linguistics*, 9(3), 29-50. <http://www.litedu.com>.
- Gagne, R.M (1988). Theory of Hierarchical Learning <http://www.learningtheories@eduhub.org>
- George, S. (2016). Checkmating Pupils' Learning Outcome Through Audio Animation Instructional Media in Washington D.C USA. *Global Journal for Studies in Education*, 3(1), 205-223. [www.globaljournalhub.com](http://www.globaljournalhub.com).
- Hanks, W.J. (2011) Computer Aided Instruction in Teaching Applications. [http://www.scholar/ib.vt.edu/ejour/ijev/1472/haynie/html](http://www.scholar.ib.vt.edu/ejour/ijev/1472/haynie/html).
- Harris, D. A. (2000). *Issues And Trends in Technology Education*. Pretorial: Viewpoint Press Inc.
- Hassan, T. (2014). Effect of Audio Animation Instructional Media on Pupils' Interest in Literacy in Auchu, Edo state. *International Journal of Research in Educational Technology*, 22(17), 315-333. [www.edutech.net](http://www.edutech.net).
- Hiz, S. L. (2012). *Instructional Media*. New Jersey: Maximum Press Inc.
- Hook, Y. C. and Charles, F. J. (2012), Improving Interest in Basic Education. <http://www.wiley.com/cgibin/abstract/7832608288/ABSTRACT>.
- Hooke, T. (2016). *Pedagogy of Literacy*. New Delhi: Myth Books.

- Idogu, L. A. (2017). *Challenges of 21<sup>st</sup> Century Education*. Ibadan: Adejumo Press Ltd.
- Imuno, G. (2015). Effect of Audio Animation Instructional media on Pupil's Achievement and interest in Literacy in Accra, Ghana. *Journal of linguistics*, 7(2), 38-56. <http://www.litedu.com>.
- Isah, G.H. (2014) *Computer Simulations in Education*. Zaria: Saduana Books. *Journal of Computers in Mathematics and Science Teaching* 1 (1), 18 – 20.
- Jeremiah, S. and Alamina, B. T. (2017), *Applications of Constructivism*. Ikeja: Ibukun-ola Press.
- Julius, Q. (2015). Effect of Audio Animation Instructional media on pupil's achievement in literacy in Scotland. *Journal of linguistics*, 7(2), 128-144. <http://www.litedu.com>.
- Justice, O.T. (2017). Effect of Computer Aided Instruction on achievement and Interest of basic education pupils in English grammar in Dundee, Scotland. *Journal of linguistics*, 9(3), 1731-1753. <http://www.litedu.com>.
- Kennedy, C.V. (2019). Effect of Audio Animation Instructional Media on Primary School Pupils Achievement and Retention in Literacy in Central-Finland. *Journal of linguistics*, 11(1), 1425-1446. <http://www.litedu.com>.
- Kim, J. O, Jex, P. C. and mogul, G. A. (2012) *Maximizing computer Graphics and Animations in Teaching*. Boston: Joint publishers Inc.
- Kpakor, W.J. (2014) Effects of take home test and study questions on Achievement and Learning in Literacy. *International Journal of Communication*, 5(5) 230-250. [www.injocom.net](http://www.injocom.net).
- Kunlu, M.A. (2015) *Primary Literacy: Issues and Trends*. Osogbo: Muiyiwa Press Ltd.
- Lim, C. A. (2000) *Literacy At a Glance*. Boston: Joint publishers Inc.
- Marcelio, K. B. and Haroldei, U. A. (2011). *Audio Animation Instructional media*. Alabama: Kingsway Books.
- Mayo, R. T. (2011). *Computers in Teaching and Learning*. Winslow-Cheshire: Sigma Technical Press.
- Mbunda, S. D. (2012). *Dynamics in African Literacy*. Nairobi: Maraton Publishers.
- Michelle, H. k. (2012). *Communication Skills Development*. Pretorial: Viewpoint Press Inc.
- Mogul, A. M. (2016). *New Approaches in Language Teaching*. New Jersey: Maximum Press Inc.
- National Economic Empowerment and Development Strategy (NEEDS) (2019), *Economic Empowerment Review NEEDS bulletin* 33(2)113-119.

- Natshi, S. (2016). Use of Computer Aided Instruction in Kenya, Central Africa. *International Journal of Communication*, 7(1) 308-329. [www.injocom.net](http://www.injocom.net).
- Nduka, O. S. (2018) *Innovations in Teaching Literacy*. Okene: college press.
- Ngoma, S.O. (2018) *Pedagogy in Basic Education*. Nairobi: Maraton Publishers.
- Nnamani, C.O. (2018). Effect of Audio Animation Instructional Media on Middle Basic Education Pupils' Achievement in English language in Enugu state. *International Journal of Management, Social Sciences, Peace and Conflict Studies (IJMSSPCS)*. 2(3). 474-489.
- Nuhu, U. (2015). Effect of Audio Animation Instructional media on Pupils' Achievement and Interest in Literacy in Zaria, Kaduna state. *Journal of linguistics*, 7(2), 410-429. <http://www.litedu.com>.
- Okeke, H. B. (2013) *Primary Literacy Techniques*. Okene: college press.
- Olayinka, M. (2015). Effect of Audio Animation Instructional media on Pupils' Achievement in Literacy in Ilorin, Kwara state. *Journal of linguistics*, 7(2), 293-321. <http://www.litedu.org>.
- Olinya, N. E. (2018). *Computer Science Education: A pedagogical Approaches*. Onitsha: Togo-Text Publishers.
- Olugu, P. J. (2019). Audio Animation and Pupils' Achievement and Interest in Literacy. *Journal of linguistics*, 11(1), 515-538. <http://www.litedu.com>.
- Oluremi, Y. (2014). Effect of Audio Animation Instructional Media on Middle Basic Pupil's Achievement in Shagamu, Ogun state. *International Journal of Research in Educational Technology*, 22(17), 55-71. [www.edutech.net](http://www.edutech.net).
- Onah, I. (2009) Information and Communication Technology (ICT) in Education. A paper presented at the workshop for secondary schools' Teachers in Enugu State organized by Longman Nigeria Publishing Co. July, 2009.
- Osaka, I. L. (2017). *Introduction to Computer Literacy*. Alabama: Kingsway Books.
- Otobo, D. M. (2018). *Checkmating Pupils' Performance in Literacy*. [www.globaljournalhub.multi.com](http://www.globaljournalhub.multi.com).
- Piaget, J.W.F (1950). Cognitive Developmental Stage Theory. <http://www.learningtheories@eduhub.org>
- Pixton, B. (2011). *Automated Learning*. London: Macmillan.
- Ramsey, V. (2020). *Constructivist Pedagogy*. Philadelphia: New Era Books.
- Stone, O. K. (2017). Increasing Interest in Literacy: Case for Computer Use. *Journal of linguistics*, 9(3), 109-130. <http://www.litedu.com>.

Terry, A. V. (2011). *Simplified literacy skills*. London: Macmillan.

Uchendu, M. B. (2013), *Educational Technology*. Ikeja: Ibukun-ola Press.

Wale, P. (2016). Effect of Audio Animation Instructional Media on Pupils' Achievement and interest in literacy in Ijebu-ode, Ogun State. [www.globaljournalhub.multi.com](http://www.globaljournalhub.multi.com).

Whyte, J. (2011) Effect of Computer Aided Instruction on Pupils' Retention and Learning in literacy. *International Journal of Research in Educational Technology*, 19(1), 700-718. [www.edutech.net](http://www.edutech.net).

Yound, E. L. (2013) Towards a typology of Computer use in Primary Education. *Journal of Computer Assisted Learning* 2(7) 29-40. [www.jocal.com](http://www.jocal.com)