

EFFECTS OF SOCIAL WELFARE OF NURSERY/PRIMARY SCHOOL PRESENCE ON HOST COMMUNITIES IN OSUN STATE, NIGERIA

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Abstract

The study investigated the retroactive physical and social situations of nursery/primary school's neighborhood in Osun State Nigeria, and assessed their current physical and social situations as well. It also evaluated the social welfare effects of the presence of nursery/primary schools on the school neighbourhood based on retroactive reports and insitu observation of the physical and social situation of the school's neighbourhood in the study area. These with a view to providing information on the strength of the nursery/primary school as a social enterprise that may provide social welfare benefits to its host communities. The study adopted the descriptive and observational survey research designs. Nursery/Primary Schools in Osun State and residents of houses within their neighborhood constituted the population for the study. School History Questionnaire (SHQ) was used to collect data for the study and was validated, tested for reliability with coefficient of 0.62. Data collected were analyzed using simple percentage and paired samples t-test. The results showed that the physical and social situations of nursery/primary school's neighborhood in Osun State were considered good (67.99%) before the emergence of nursery/primary schools in Osun State residential areas; while their current physical and social situations were rated very good (75.94%). There was also a significant effect of the presence of nursery/primary schools in the schools' neighbourhood when the retroactive reports and the in-situ observations scores were compared ($t=5.15$, $p<0.05$). The study concluded that even though the nursery/primary school may be considered a business venture, at the same time, it also serves as a social enterprise that could provide social benefits to the community of people resident in its neighborhood.

Keywords: Social Welfare Effect; Nursery/Primary Schools; Host Communities of Schools

Introduction

Every aspect of human's life has a foundation and education is not an exception. In Nigeria, over the

time, the primary school has been the foundation of education; but about two and half decades ago, nursery education came on board; hence the schools now attach the nursery section to the primary schools-although the government at those periods paid lip services to nursery education. The lip services have paid off because it opens up a honey well for people who have entrepreneurial mind to open up nursery/primary schools. The appellation, Nursery/Primary school evolves when a nursery school is attached to a primary school as a compound name; and this has become a common phenomenon in Nigeria for about three decades now. Indeed, by mere seeing the name Nursery/Primary School on the school sign post, it suggests that a nursery education facility is available in the primary school so identified. This may go a long way to influence people's decision to enroll their young ones at such school from the scratch. In fact, having a primary school without a nursery school is like flying a Boeing 747 plane without a wing, it may crash in a short while because it would lose balance in the air. In other words, a primary school without a nursery section may not have the complimentary arm for its supply of children for primary section. Such a school risks liquidation.

The National Policy on Education (FRN, 2013) observes that the education that is given to children between the ages of 3 and 8 is very important for their educational foundation and training. Children therefore solely depend on this foundation as determinant of their secondary and tertiary education in life. Nursery education has a long way to go in the primary education of children as well as further education. (FRN, 2013). The policy encourages and endorses private participation in the provision of nursery education. Nursery Schools/ Play Groups/pre-primary education is locally tagged as, 'Jeleosimi', 'Ota-akara', 'Ibviosukumehu' in Nigeria local dialects. The nursery schools are indirectly under the control of Ministry of Education in the sense that they supervise them, though largely owned by private individual/bodies. In Nigeria, nursery schools are usually owned by private individual, partnership, religious organization and tertiary institutions. The above-

mentioned owners of nursery schools see it as a business, hence they appear not to see the school as anything that can improve the community; whereas under normal circumstances a school, wherever it is located, is expected to be a major contributor to the welfare of the host community, in terms of improvement in the physical and social conditions of the location. The extent to which Nursery/Primary school in Osun State performs this, an investigation of the current physical and social situations of nursery/primary schools' neighborhood in Osun State will provide empirical information on the Nursery/Primary School as a social developer.

By and large, as good as the nursery/primary school is, especially because of its educational advantages, its localization is also imperative. Localization may be interpreted or understood in the context of its presence in a location. In addition, it must be able to create other enabling benefits for people in its surroundings-neighborhood. This idea of benefits to its neighborhood may be regarded as creation of social welfare effects. The ideal of social welfare effect suggests that, the social condition of a place must improve. In another study, conducted by Ala and Ojedokun (2019), titled assessment of the involvement of faith-based organizations in early childhood education in Osun State, Ala and Ojedokun found that the main motive behind the establishment of early childhood education centers by faith-based organizations are the provision of children educational opportunities and soul winning. The study focused on what the owner of the schools stands to gain, on the establishment of the school for young learners, but the study did not examine how the community can gain from the presence of the schools in their neighborhood. This is also a gap, because for any nation to develop each citizen must ready to accept their responsibility as it is generally known that a tree cannot make a forest.

By way of justification for the present study, locating a school within a neighborhood, (in the social capital theory propounded by Lyda Judson Hanifan (1879-1932), is like establishing a business which cannot exist in isolation. The school as an investment must work hand-in-hand with its neighborhood where it is located, and some project that the school cannot exhibit on their own as a single entity, both the school and community carry it out without any stress. The theory says that, the school and the neighborhood exist for one another. In other words, while the community exists for the school through enrollment of their children, the school exists more for the community because of its ability to influence and attract physical and social development of its location.

This study is guided by the Social Capital Theory. The theory was postulated by L. J. Hanifan in 1916. Hanifan postulated that, a social capital is made up of a social structure which facilitates certain actions of individuals who are within the structure, According to Hanifan, a social capital is an instrument of productivity, which makes certain ends possible. Other indices of social capital identified by this theory are listed as features of a social organization such as networks, trust and social norms that make mutual benefits possible. Hanifan further postulates that social capital provides a network of engagements that are civic, these appear to foster norms, promote reciprocation of benefits and that this promotes mutual trust among the parties involved. Putman (2000) According to Putman, social capital affect the productivity of individuals and groups, just as physical capital and human capitals can increase individual and collective benefits a community or groups derive from a social networks. Social capital is associated with good will, fellowship social intercourse and mutual benefits and sympathy that members of a social unit derive from one another.

By way of application, the social capital theory could justify how the school engages in mutual relationship with the community, especially the host community that serves as the neighborhood of the school. The relationship is expected to be reciprocal, it is expected that the school will open up an area for development, especially through the network of roads that not only serve the purpose of pick and drop of children, but that such road networks could at times be constituted by the proprietor of the school, which will invariably serve the use of people with residential and business activities in the school's neighborhood. Other social infrastructures such as water and electricity supply lines could as well emerge as provided either by the school and or the community, and they will both enjoy the services they provide, cooperation for security, making the school facilities available for civic and social events for example games and sporting activities

Statement of the Problem

Previous studies (Eweniyi, 2012; Jummia, 2012; Oniwon, 2015; Babbie, 2013; Winner & Dominick, 2013,) observed that, children who are exposed to nursery education do better in the primary schools than children that are exposed to education after their kindergarten age. Eweniyi (2012) eulogized the need for nursery education by reporting that 'formal kindergarten experience predicts academic achievement of Primary V Pupils in English Language

and that, primary school pupils with nursery educational background can speak good English, write good English and adequately express themselves in the primary and other levels of learning. The reverse is however the case with pupils who lacked nursery education, as they find it not only difficult to cope in schools but are also unable to express themselves, coupled with the inability to read and write in English Language. The perception that nursery/primary school is an educational and business venture, has beclouded it as an establishment capable of creating meaningful social welfare effects on its neighbourhood. An investigation of the in-situ physical and social situations of nursery/primary schools' neighbourhood in Osun State will provide empirical information on the Nursery/Primary School as a social development influencer.

Purpose of the Study

The purpose of this study is to determine the social welfare effects of Nursery/Primary Schools' presence on their host communities in Osun State. The specific objectives of the study are therefore to:

- i. investigate the retroactive physical and social situations of nursery/primary school's neighbourhood in Osun State;
- ii. assess the current physical and social situations of nursery/primary school's neighbourhood in Osun State; and
- iii. evaluate the social welfare effects of the presence of nursery/primary schools on their neighbourhood based premised on retroactive reports and in-situ observation of the physical and social situation of the schools 'neighbourhood in the State.

Research Questions

Three research questions were posed to guide the study

- i. How good were the physical and social situations of nursery/primary school's neighborhood before their establishment in Osun State premised on the observations of the residents?
- ii. How good are the current physical and social situations of nursery/primary neighborhood in Osun State premised on the observations of the residents?
- iii. Does the presence of nursery/primary schools have positive social welfare effects on its neighborhood in Osun State, based on the retroactive report and in-situ observation of the physical and social situations of the residents in school's neighborhood?

Methodology

The study adopted the mixed method (descriptive and observational design) of the survey research. Nursery/Primary Schools in Osun State and residents of houses within their neighborhood constituted the population for the study. The sample for the study was drawn as follows: 135 nursery/primary schools divided into a cluster of 45 schools per stratum among the three Senatorial Districts of Osun State; 45 schools in a cluster divided into three groups of 15 schools using the stratified sampling technique, with each cluster constituting a stratum; and 15 schools which were further categorized into three different strata of five each, namely, nursery/primary schools on their permanent site, those on rented apartment/long-lease and the improvised schools (schools owned by the schools Landlords). To select the households that were used for the study, the National Population Commission guideline, using 34 houses and 37 houses for an Enumeration Area (EA) in a rural and urban area respectively was adopted. In all cases, all the EA households around each school were visited for the study, and all houses that pre-dated an identified school by three years were purposively marked and used for the study. An "in-house" Landlord or tenant with the longest residency in each selected household was purposively engaged in the study. The Proprietor/Head of each selected school participated in the study, to only give a brief account of the school in the study. The instrument which was used to collect data for the study had three sections, which are: School History Questionnaire (SHQ) completed by school heads/proprietors (for recording history of the school in the neighborhood of a residential area): an Interview Guide on the Social Welfare Effects of Nursery/Primary School Presence on the Host Community-ISWC; and Nursery/Primary Schools Social Welfare Effects on Host Community Observational Schedule (NSCO), to observe and confirm the information provided by the land lord/tenants playing host to nursery/primary schools in the State. Data collected were analyzed using simple percentage and paired samples t-test.

Results

The results obtained from analyzed data are presented one after the other as guided by the set research questions as follows:

Research Question 1: How good were the physical and social situations of nursery/primary school's neighborhood before their establishment in Osun State premised on the observations of the residents? Research question one was answered using simple percentage

Table 1: Descriptive Reports on the Physical and Social Situations of Nursery/Primary School's Neighborhood before Their Establishment in Osun State

		Expected Score	Observed Score	% of sum	% of % sum
1	Extent of access to education	810	609	75.19	11.07
2	Extent of availability of school spaces for social function	810	559	69.01	10.16
3	Extent of availability and accessibility of school spaces for recreational activities	810	429	52.96	7.8
4	Extent of access to the community in terms of road network	810	490	60.49	8.91
5	Extent of availability of water supply	810	495	61.11	9
6	Quality of drainage system	810	456	56.30	8.29
7	Extent of unity on social development issue	810	615	75.93	11.18
8	Quality of commercial activities	810	555	68.52	10.09
9	Quality of security of life and property	810	658	81.23	11.96
10	Level of cooperation on community development programs	810	634	78.27	11.53
		$\sum X = 8100$	$\sum X = 5500$	99.99	%=67.90
Remark = Good					

Research Question 2: How good are the current physical and social situations of nursery/primary neighborhood in Osun State, premised on the observations of the residents?

Research question two was answered using simple percentage

Table2: Descriptive Reports on the Physical and Social Situations of Nursery/Primary School's Neighborhood after their Establishment in Osun State Premises

S/N	Status of Neighbourhood	Expected Score	Observed Score	% of sum	% of % sum
1	Extent of access to education	810	755	93.21	12.27
2	Extent of availability of school spaces for social functions	810	614	75.80	9.98
3	Extent of availability and accessibility of school spaces for recreational activities	810	491	60.62	7.98
4	Extent of access to the community in terms of road network	810	536	66.17	8.71
5	Extent of availability of water supply	810	538	66.42	8.75
6	Quality of drainage system	810	477	58.89	7.76
7	Extent of unity on social development issue	810	659	81.36	10.71
8	Quality of commercial activities	810	678	83.70	11.02
9	Quality of security of life and property	810	692	85.43	11.25
10	Level of cooperation on community development programs	810	711	87.78	11.56
		$\sum X = 8100$	$\sum X = 6151$	$\sum X = 99.99$	%= 75.94
Remark = Very Good					

Results in Table 2. Showed that their current physical and social situations were rated very good (75.94%) by residents as well.

Research Question 3: Does the presence of nursery/primary schools have positive social welfare effects on schools' neighborhood in Osun State, based on the retroactive report and in-situ observation of the physical and social situations of the residents in school's neighborhood?

The results of the paired sampled t-test comparing the retroactive reports and in-situ observation of the physical and social situations of the residents in school's neighborhood as a measure of social welfare effects are presented in Table 3.

Research question three was answered using paired sample t-test

Table 3: Paired Sample t-test comparing the social welfare effects of school establishment on the physical and social situations of the neighbourhood before and after the schools were established

Paired Sample Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. 2-tailed
					Lower	Upper			
Pair 1	Physical and Social Situation After School Establishment	.48044	.29480	.09322	.26955	.69133	5.154	9	.001
Pair 2	Physical and Social Situation Before School Establishment								

Table 3 presents a significant t-test value ($t=5.15$, $P<0.05$), determining the differences in the social welfare effects of school establishment on the physical and social situations of the neighbourhood before and after the schools were established in Ile-Ife. The results indicated that nursery/primary schools' presence have positive social welfare effects on the quality of life of a community, especially in areas where the schools are located.

Discussion of Findings

The result found that the physical and social situation of communities around the schools were good before the schools were established according to reports by members of the host communities; and the issues that buttress this work are access to education, availability of spaces for social functions, availability to recreational activities, road networks, water supply, drainage system, unity on social development project, commercial activities, security of life and property and cooperation on community development programs. Because all these were reported by the

members of the community around the school, it will be difficult to disputes whatever they say. This type of findings may appear to be under rating the importance of a school's presence in a community and these could be seen as a departure from the recommendation of the Ashby commission of 1960 which says that schools must be created within the neighborhood of a school, with the ultimate objective of making education accessible to children of school age. But apart from making education accessible so that the school can perform social roles to the community, as perceived in this study, in addition access to education, the use of school spaces for social functions, recreational activities and other commercial activities to which the school provide opportunities and patronage will not underscore the need to have schools within the neighborhood of school. In other words when the school is too far from the neighborhood of community the distance may constitute an impediment to availability of school for community development activities. All these said and done, did not prevent this study from investigating the physical and social

situations of the school neighborhood current situations, with the view of having a basis for comparison using the in-situ physical and social situation as a unit of analysis.

Similarly, this study has found that physical and social situations of communities around nursery/primary school in Osun State became very good (meaning that it is better) after nursery/primary schools were situated within their neighborhood. This findings buttressed the recognition given to school as a social service institution by Bala (2013) according to Bala school community relationship is very significant in the development of secondary education because it helps in the discipline of students, welfare of teachers, the planning of curriculum, information sharing and dissemination, provision of school facilities, finance, policies, security, management decision and in monitoring students' progress, and that school resources such as classrooms, halls and lecture theatres, playgrounds, libraries, business centre's, restaurants and/or canteens, furniture, parks and gardens and school farms encouraging school community relationship. This researcher also wants to agree with this ideal because it has been observed (by the researcher) that school premises are used for so many activities such as community meetings, social events and game activities that the school itself (through it field and tracks) is known for.

Furthermore, the study found that, the good versus very good observation made in respect of the pre-establishment and post establishment of nursery/primary school within the neighborhood of community is an improvement on the physical and social situations of the communities after the schools have existed in the communities for a while. In other word, the presence of the school creates positive effects on the neighborhood of the school; and this may not farfetched from ongoing discussion of findings especially that the pre-establishment was considered good and post establishment of school considered very good. Suffice to say that the school is not only a profit-oriented ventures but a social investment that may impact on the positive development of a human community. School is on the top of the centers where educational institutions become concrete and active i.e., schools are the indispensable part of the general social system of the societies. All kinds of innovations and changes in the society or in the world directly have an effect on education and school in terms of process,

organization, structure and functional dimensions. Accordingly, schools cannot be considered independent from the social structure of the society as well as innovations and changes in the world. In order to understand and appraise the structure and function of the school, it is necessary to have an idea on the dynamics of the relational networks and the role of the school in the society Regarding this fact, a study by Anjola (2015) figured out the function of the school on theoretical and functional bases, its foremost problems and their possible solutions through a sociological perspective.

In the opinion of Linda (2018), school-community relationship creates a mechanism for the school and the community to collaborate and bring about programmes that can bring about even development for the school and the community. School-community partnerships allows for the school and community to solve common problems via leadership, funds and many more. Similaly, Wilson (2014) asserted that school community relationship can be described as the degree of understanding and goodwill achieved between the school and the community. It therefore means that school-community relationship is that mutual understanding which binds the school and people, materials and other resources together and creates a favorable school environment for effective and efficient achievement of educational goals. School-community relationship is the process by which the school and community enter into mutual co-operation and team up to carry out some reciprocal services to each other.

Conclusion

Premised to above findings, the study concluded that nursery/primary as a business venture at the same time also serves as a social service institution. The good versus very good observation made in respect of the pre-establishment and post establishment of nursery/primary school within the neighborhood of community is an improvement on the physical and social situations of the communities after the schools have existed in the communities for a while. In other word, the presence of the school creates positive effect on the neighborhood of the school, suffice to say that the school is not only a profit-oriented ventures but a social investment that may impact on the positive development of a human community. Since the school and the communities are two inseparable entities with a symbiotic relationship therefore school is a social services institution. Schools are open systems and depend largely on interactions with community or external environmental elements to survive.

Recommendations

Based on the above conclusion, the study recommends that private nursery/primary should play their social welfare service role religiously, because it will benefit both their neighborhood community and at the same time it will boost their profit and give good reputations to their school in the community. The proprietor/proprietress should also improve themselves from the way they relate with their host community since the business of nursery/primary cannot survive in isolation and for them to achieve their goals without stress. They should judiciously utilize the advantage of their relationship with their neighborhood to win the souls of many parents and also enlighten them about the purpose of their existence. The elites in the community of schools should come up with different ideals of solving some minor problems in the community such as drainage that has blocked, new way of disposing refuse, this will always bring the school closer to the community members and they will be most concerned with anything that will affect the school.

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ASSESSMENT OF THE KNOWLEDGE AND LEVEL OF AWARENESS OF TEACHERS HANDLING DYSLEXIA IN LOWER PRIMARY SCHOOLS IN OSUN STATE, NIGERIA

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Abstract

The study assessed the knowledge and level of awareness of teachers' handling dyslexia in lower primary school pupils in Osun State, Nigeria. It also determined the status of dyslexic children based on school type in the study area and investigated the influence of variables such as additional qualification and years of experience of teachers on awareness of symptoms of dyslexia in lower primary school in Osun State. The population for the study comprised all lower primary schools I-III and 3 teachers in Osun State. The study adopted a descriptive survey research design with the population for the study comprising all lower primary one, two and three teachers in Osun State. Multi stage sampling procedure was used to select the sample for the study. Three local government Areas (LGAS) were selected from each of the three senatorial districts in the state using simple random sampling technique. 10 primary schools (5 private schools and 5 public schools) were selected from each LGAS using simple random sampling technique, making a total of 30 schools. Three teachers were selected from primary one, two and three in each school using purposive sampling technique because primary one, two and three are the lower basic classes. This gave a total of 270 teachers that was used for the study. One-self designed research instrument was used to collect data for the study which was titled 'Level of Awareness of Teachers Handling Dyslexic Children Questionnaire' (LATHDCQ). The instrument was validated and tested for reliability and found reliable with a reliability coefficient of 0.75. Data collected were tested frequency percentages and regression analysis. The results of the study showed that the level of teachers' awareness on dyslexia symptoms in lower primary schools was moderate at 51.5% in Osun State. Further results showed that the status of dyslexic children in private schools is low at 53.6% while the status of dyslexic children in public schools is high at 51.6% in lower primary schools in Osun State. The teachers' knowledge of dyslexia symptoms showed a 52.2 % average in the study area with no significant difference between the influence of educational qualifications and years of teaching experience on awareness of symptoms of dyslexia. The study concluded that the teachers' knowledge and awareness relating to dyslexia symptoms in lower

primary school pupils were average in Osun State. The study therefore recommends a compulsory and comprehensive training program for all teachers especially at the entry level basically on special needs children. This would enable teachers to be in a better composition to identify, relate and manage well special needs children in school.

Keywords: Dyslexia, Children, Teachers, School

Introduction

Early childhood education is a starting point for a child's development and the key foundation of the Nigerian educational system. Early childhood education is defined as the training given to children aged three through five in preparing for their entry into primary school (National Policy on Education (NPE, 2012). It includes daycare, popularly known in some part of the country as, crèche, nursery and the kindergarten. Early childhood education can further be allotted to children that falls under the age bracket range from birth to the age of eight years. Early childhood is a stage of rapid development and provides a pedestal on what the future is built on. Hence, from childhood, kindergarten and the primary level, children pass through a lot of development and knowledge acquisition. The knowledge imparted to the stated age groups includes: social skills, emotional skills, motor skills, cultural skills and cognitive. Early childhood provides crucial stimulation and guidance during the time in which a child's brain is developing faster than in any other period of life. Rose, (2009) stated that the quality of an education system cannot exceed the quality of its teachers and this truth applies to the assessment and teaching of learners of any age who are dyslexic. In other words, for learners to be successful, especially those who have a specific learning disorder such as dyscalculia, dysgraphia and dyslexia, teachers who are knowledgeable about what they are doing and why they are doing it are paramount (Rose, 2009). A specific learning disorder can be described as a disability referring to difficulties in any or combination of listening, speaking, reading and writing.

A learning disability is a disorder referring to difficulties in listening, speaking, reading, writing and