

CHARGING THE GOVERNMENT ON MAINSTREAMING SYSTEM OF EDUCATION AND UTILIZATION OF EXCELLENT STUDENTS AS TEACHING ASSISTANT

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Abstract

This paper presents “charging the government on mainstreaming system of education and utilization of excellent students as teaching assistance for democracy in Nigeria”. The descriptive survey research technique was used. Four hundred (two hundred male and two hundred female) teachers were selected using stratified random sampling techniques. The instrument for the study was validated with reliability coefficient of 71. Structured. “CGMSEUESTAD” inventory was used to solicit information from respondents. Data gathered for analysis was by research assistants. Data analyzed was by Spearman Rank order at 0.05 level of significance and 199 degrees of freedom.

Keywords: Mainstreaming, government, teaching, assistant

Introduction

Excellent performance, brilliance, giftedness are biologically rooted concepts which may be expressed through cognition, creativity, academic aptitude, leadership, or the visual and performing arts (Adesokan, 1990). A healthy student is deemed to possess some or all the above brain and physical components.

The following characterize the gifted and talented:

- Restless; too forward, always answering questions.
- Giving task to teachers by asking difficult questions; and refusing incorrect concepts, facts; ideas,
- Spotting teachers' wrong answers and incorrect news and dislike punishment;
- Careless about emotions; care free at pains; unconcerned about flaws, faults and suffering unless such become a problem requiring solutions; and he/she is called to proper solution.

As a result, some teachers in Nigeria term the mentally healthy and capable student as a nuisance, non conforming, rude, stubborn and lacking common sense, disrespectful and lacking home training. Yet, proper perception, acceptance and utilization of the mentally healthy and capable students could reshape the classroom teaching and learning. Nwazuoke (2001) confirms that there exists high achievers as well as slow learners. Both need motivation to learn better in the classroom. Slow learners may become high achievers by good assistance.

Mentally healthy status: - The level of mental capability of giftedness and talented students who are emotionally, psychological, morally and spiritually. It is the state of exceptionally brilliant student functionality. It is the stable mindedness of brilliant students.

Mental capability: - Possession of ability to solve problems in any form apart from academic pursuit without show of deviation from normalcy

Excellent: - Possession of very good marks in both academic and all cumulative assessment in character, emotion, hobbies, and general conduct

Methodology

The research design adopted was a descriptive survey research type. The sample for this study was four hundred teachers (200 males and 200 females) drawn from 20 secondary schools in Ilorin metropolis. The sampling technique adopted for this study was simple random and purposive sampling technique.

The instrument used was validated using both face and content validity. The reliability of the instrument was determined when 100 teachers (50 males and 50 females) filled the

questionnaire two consecutive times with two weeks interval. The PPMCC (Pearson Product Moment Correlation Coefficient) at alpha level 0.05 of significance and 398 degree of freedom was used to correlate the two findings. The value obtained was 0.71r. The instrument was therefore found usable. Data collection was done by the research personally. Data gathered were analyzed with Spearman Rank order at 0.05 level of significance and 199 degrees of freedom.

Results and discussions

The result of the data gathered were analyzed and put into tables as follows,

Research Hypothesis One: Male and female teachers significantly recognized the biological possessed effectiveness of the excellent, mentally healthy and capable students as teachers teaching assistants in secondary schools in Nigeria.

Table 1: Male and female teachers and effectiveness

S/N	Statements	SEX	Responses					
			Agreed X	Disagreed Y	Rx	Ry	Rx-ny	D ²
1	Mentally healthy and capable students are those who do not usual promise and perform well in some socially useful activities.	M	197 (98.5%)	3 (1.5%)	1	4	-3	9
		F	194 (97.0%)	6 (3%)	1.5	3.5	1	1
2.	Mentally healthy and capable children are those who possess superior nervous system.	M	190 (95.0%)	10 (5.0%)	4	1	3	9
		F	194 (97.0%)	6 (3.0%)	1.5	3.5	1	1
3.	The mentally healthy and capable children are those with growth of dendrite spine, increase complexity of network of synaptic connections among nervous and increased division of neurological cells.	M	195 (97.5%)	5 (2.5%)	2	3	1	1
		F	192 (96.0%)	8 (4.0%)	3	2	1	1
4.	The mentally healthy and capable children are those who have their brain function efficiently and proffer abstract solution to hitherto absurdities	M	194 (97.0%)	6 (3.0%)	3	2.5	-1	1
		F	190 (95.0%)	10 (5.0%)	4	1	3	9

Table 1 presents M – S Rho (0.967) and F – S – Rho (0.999); the calculated values greater

than the critical $S - Rho (M - S - Rho(0.967) \& F - S - Rho(0.999) > 0 - Rho$ critical (0.133). the stated null hypothesis is rejected at alpha level 0.05 of significance and 199 degree of freedom. This is an indication that the level of male and female teacher's awareness of the mentally healthy status of students is high. Also, this implies that there is significant difference in male and female teachers perception of the mentally healthy and capable children in secondary schools. The males and females teachers are fully aware that there exist gifted and talented students in Ilorin metropolis secondary school. Also 98.5 male teachers and 97% female teachers asserted that mentally healthy students are the promising ones who performed in the socially useful areas to stimulate their classmates. These brilliant students are seen in the society as those types of students that most parents pray to have. Such students do not fail examinations nor are they interested immoralities. Infact, some of them do not have opposite sex as friends for sexual affairs. This awareness correlates with Adesokan (2001) who asserted that mentally healthy are capable children that are numerous within Nigeria communities but that the government hadn't place them in the proper school for them to excel as exceptional

children. Rather, they are mixed with the average and poor students without many challenges for them in terms of sophisticated teaching materials provision. These mentally healthy children are not assigned to advance thinking. Nigerian teachers too are not adequately trained to teach mixture of the brilliant, the average and the poor side by side. Most trained teachers lack the techniques applicable to main stream teaching. This is because most teachers lack the act of teaching special children. The implication of this is that there is the need for teachers to take guidance and counseling very seriously in schools and that specially trained teachers should be sent to school to assist in grouping students. By doing this, the students are able to learn from within themselves. Such learning's impact can turn average brilliant students to brilliant. Students are able to influence themselves almost all the times.

Research Hypothesis Two: Male and female teachers significantly recognize the functional traits of excellent, mentally healthy and capable students as teachers teaching assistants in secondary schools in Nigeria.

Tables 2: Male and female teachers and functional traits of teaching assistants.

S/N	Variable Statements	SEX	Agreed X	Disagreed Y	Rx	Ry	Rx-ry	D ²
1.	Mental health and capable are creative. They take responsibility higher than their age groups. The assist to teach slow learner.	M	195 (97.5%)	5 (2.5%)	1.5	3.5	2	4
		F	188 (94.0%)	12 (6.0%)	3	2	1	1
2.	Mentally healthy and capable children possess creative ability. Take initiative, highly productive and proffer solution to almost all problems.	M	193 (96.5%)	7 (3.5%)	3	2	1	1
		F	191 (95.5%)	9 (4.5%)	2	3	-1	1
3.	The mentally healthy and capable are the 2% of the students who achieve 90%-100% percent always in class assignments, test and examination.	M	195 (97.5%)	5 (2.5%)	1.5	3.5	-2	4
		F	181 (90.5%)	19 (9.5%)	4	1	3	9
4.	The mentally healthy and capable children perform excellent in chosen careers, highly skilled in management and task accomplishment.	M	183 (91.5%)	17 (8.5%)	4	1	3	9
		F	193 (96.5%)	7 (3.5%)	1	4	3	9
		0.966	$M \quad I - 6ED^2 = I - \frac{6 \times 18}{200(200^2 - 1)} = \frac{108}{799980} = 0.966$					
M=18								
		0.986	$F \quad I - 6ED^2 = I - \frac{6 \times 20}{200(200^2 - 1)} = \frac{120}{799980} = 0.986$					
F=20								

Table 2 above presents M -S-Rho (0.966), F-S-Rho (0.986) greater than HS-Rho critical (0.138). The null hypothesis is therefore rejected at 0.05 level of significance and 199 degree of freedom. Teachers (male and female) are aware of mental (biological functional) health status of students, meaning that the mentally healthy and capable children (students) perform excellently in chosen careers and are highly skilled in management and task accomplishment. These findings correlates with Oyundoyin (2001) and Kanu

(2001) that discovered that excellent students are judge to be best in academics and all social, emotional, behavioural and temperament control. They behave adequately to conform with a good citizen within the society. Really, the excellent students are the head boy, health prefects and all headship within the society. This is why Ikujuni (2001) posited that brilliant students impact (influence) classmate positively.

Research Hypothesis Three: - Male and female teachers significantly recognize the value of mainstream/inclusive education in secondary schools as anti-dote to unpopular government in Nigeria.

Table 3: Value of mainstream/inclusive education

S/N	Variable Statements	SEX	Agreed X	Disagreed Y	Rx	Ry	Rx-ry	D ²
1.	The education mentally average (IQ 50 – 85) students learn effectively from excellent, mentally healthy and capable classmate.	M	175 (87.5%)	25 (12.5%)	4	1	3	9
		F	190 (95.0%)	10 (5.0%)	2	3	1	1
2.	The educable mentally average (IQ 50 – 85) students emulate the excellent peers behaviour, emotion and sensing.	M	189 (94.5%)	11 (5.5%)	2	2	0	0
		F	191 (95.5%)	9 (4.5%)	1	4	-3	9
3.	The educable mentally average (IQ 50 – 85) students gain intuitive knowledge from the excellent colleagues to evolve directional and problem solving abilities.	M	192 (96.0%)	8 (4.0%)	1	3	-2	4
		F	189 (94.5%)	11 (5.5%)	3	2	1	1
4.	The educable mentally average (IQ 50 – 85) student imbibe creative abilities exhibited by excellent, brilliant and mentally healthy classmates	M	188 (94.0%)	12 (6.0%)	3	2	1	1
		F	187 (93.5%)	13 (6.5%)	4	1	3	9
		M	$I - \frac{6ED^2}{I - 6x14} = \frac{I - 6x14}{I - 6x14} = 84$					
M=14		$N(N^2-1) \quad 200(200^2-1) \quad 799980 = 0.998$						

0.999 F $I - \frac{6ED^2}{I - 6x20} = \frac{I - 6x20}{I - 6x20} = 120$

F=20

$$N(N^2-1) \quad 200(200^2-1) \quad 799980 = 0.999$$

Table 3 above presents M-S-Rho (0.998) and 0.999 (F-SRho) > critical S-Rho (0.138). The stated null hypothesis is rejected at 0.05 level of significance and 199 degree of freedom.

The male and female teachers are significantly average of the value of mainstream/inclusive education in unpopular government. 96% & 94.5% male and female teacher affirmed the educable mentally average (IQ 50 and 80) students gain intuitive knowledge from the

excellent colleagues to evolve directional and problem solving abilities. These findings are correlate of Ikuyuni (2001) who asserted that the academically disabled students should be trained in an inclusive education system for improvement.

Research Hypothesis Four: - Male and female teachers do not significantly recognize values of excellent mentally healthy and

capable students in democratic system of government in Nigeria.

Table 4: - Value of excellent mentally healthy and capable students in democracy.

S/N	Variable Statements	SEX	Agreed X	Disagreed Y	Rx	Ry	Rx-ry	D ²
1.	Students assume leadership qualities better as excellent, brilliant and mentally capable mates study with them within a classroom	M	187 (93.5%)	13 (6.5%)	3	2	1	1
		F	188 (94.0%)	12 (6.0%)	3.5	1.5	2	4
2.	Students modulate their emotion as they watch the excellent, brilliant and mentally healthy counterparts in class exhibit controlled emotion	M	189 (94.5%)	11 (5.5%)	2	4	2	4
		F	188 (94.0%)	12 (6.0%)	3.5	1.5	2	4
3.	Students that are introvert exhibit active life both in behaviour and academic performance as they emulate their excellent and mentally healthy and capable class mate	M	191 (97.5%)	9 (4.5%)	1	3	2	4
		F	190 (95.0%)	09 (5.0%)	1.5	3.5	2	4
4.	Reasonability is induced into students trained with excellent and mentally healthy and capable peers as in: reasoning diligently shinning of feable actions and respect of individual difference – religion hobbies	M	175 (87.5%)	25 (12.5%)	4	1	3	9
		F	190 (95.0%)	10 (5.0%)	1.5	3.5	2	4
			0.999		M	$I - 6ED^2 = I - \frac{6 \times 18}{200(200^2 - 1)} = \frac{108}{799980} = 0.966$		
					F	$I - 6ED^2 = I - \frac{6 \times 16}{200(200^2 - 1)} = \frac{96}{799980} = 0.998$		

$$N(N^2-1) \quad 200(200^2-1) \quad 799980 = 0.986$$

Table 4 above presents M-S-Rho (0.999) and F-S-Rho (0.998) > critical S-Rho (0.138). The stated null hypothesis is rejected at alpha 0.05 level of significance. Male and female teachers significantly recognized the value of excellent mentally healthy and capable students democratic system of government. There could be peace and tranquillity when the excellent students are trained alongside the poor ones. As Oyundoyin (2001) explained, the brilliant students are emotional and reasoning controllers. This is proved by 7.5% & 95% (male and female teachers).

Conclusion

Based on the results of data analysis and the discussions, it could be concluded that the teachers in secondary schools in Nigeria are:

1. Aware that excellent, mentally healthy capable students are those who can perform efficiently by giving solutions to difficult and difficult problems
2. Knowledgeable about brilliant students

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Recommendations

Based on the conclusion drawn, it could be recommended that:

- A. Separate secondary should not be created for the mentally healthy and capable students since their inclusion in regular schools would benefit the general public
- B. The teachers should be taught the aspect of special education as a discipline
- C. As a matter of urgency and compulsion, all Grade II and NCE teachers should be taught the method of identification of the talented and gifted students in nursery and primary schools.
- D. Seminars and workshops should be organized by Ministry of Education, Teaching Service Commission and Local Government Education Authority in each state for teachers bi-annually to re-train and refresh their knowledge of student's personality, traits

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