

**PROMOTING EDUCATION AND LITERACY IN OSOGBO THROUGH  
INNOVATIVE COMMUNICATION STRATEGIES.**

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**ABSTRACT**

*Education has improved drastically, the literacy rate in the southwest region of Nigeria was 89 percent for males and 80.6 percent for females as of 2018. this means that the majority of people in this region can read and write in at least one language. The south west region also had the lowest gender gap in literacy, with only 8.4 Percentage points difference between males and females. However, the federal Government of Nigeria reported that national illiteracy rate was still at an estimated 31 percent as of September 2021. Which means that about 62 million Nigerians are unable to read and write. The government also said that it was committed to improving literacy levels and transforming learning spaces for youths and adults. This paper aims to evaluate, stipulate and highlight how education and literacy can be promoted in Osogbo through innovative communication strategies.*

**Keywords:** Innovative, digital. Communication, literacy

## **INTRODUCTION**

The current state of education in Osogbo is a mixed one, with both public and private schools offering various levels of quality and affordability. According to the Britannica Article, Osogbo is the capital of Osun State, which has a population of about 4.2 million people as of 2016. This state is known for its rich cultural heritage and its annual Osun Osogbo Festival, which celebrates the goddess Osun and the sacred grove that is UNESCO world heritage site.

Osun state has a literacy rate of 76.3%, which is higher than the national average of 62.1%. However, the state also faces some challenges in its education sector, such as inadequate funding, poor infrastructure, low enrolment, high dropout rates, and low quality of teaching and learning. The state government has implemented some initiatives to address these issues, such as the Opon Imo (Tablet of knowledge) project which provides tablets with e-learning materials to secondary school feeding and health programme (O-MEALS), which provides free meals to primary school pupils.

### **Challenges and opportunities for improving education and literacy outcomes: such as poverty, cultural diversity, accesses to resources, social norms**

Poverty is a major barrier to education and literacy, as many families cannot afford to send their children to school or provide them with adequate learning materials in Osogbo. This affects the quality of education, as schools lack basic infrastructures.

To overcome this challenge, there is a need for more investment in education around Osogbo. Especially for the most marginalized and vulnerable groups, such as girls, orphans, and children with disabilities. The need for more scholarships, grants and loans to support students from low income backgrounds, some of the opportunities that arise from addressing poverty include improved economic growths, social mobility and human development. Osogbo is a culturally formed community, and it can prove to be a hindrance to the improvement in education amongst residence. With language barrier, cultural misunderstandings and discrimination.

Although diversity has proven to be a benefactor in enriching the learning environment (Osogbo is the capital of Osun state in southwestern Nigeria, and it is home to the Osun Osogbo sacred grove, a UNESCO world Heritage site that honors the goddess Osun and other deities. Osogbo has a history of being a refuge for the Yoruba people who fled from the Fulani conquest in the 19<sup>th</sup> century. Osogbo has a strong cultural heritage, as it hosts an annual festival in August to celebrate the river goddess and her blessings.

### **Some nearby communities that similar to Osogbo are:**

- **Illesa:** Illesa is a town in Osun state, about 46km southeast of Osogbo. It is the traditional headquarters of the Ijesha (a sub-tribe of the Yoruba) and the seat of the Owa Obokun Adimula, the paramount kingdom that resisted the Fulani invasion and allied with Ibadan to defeat the Fulani at Osogbo in 1840. Illesa is known for its rich mineral resources, especially gold, and its agricultural products, such as cocoa, palm oil, and kola nuts. Illesa also has some tourist attractions, such as the Erin Ijeshawaterfalls and the Ibodi Monkey forest.
- **Ede:** Ede is a town in Osun state, about 35km southwest of Osogbo. It is the headquarters of the Ede north local government area and the traditional home of the Timiof Ede, the paramount ruler of the Ede people (a sub-tribe of the Yoruba).

Ede was founded by TimiAgbaleOlofa-Ina, who was one of the 16 sons of Oduduwa, the progenitor of the Yoruba race. Ede is known for its cultural festivals and the Ojo(New Year) festival. Ede also has some historical sites, such as the Timi’spalace and the first Storeybuilding in Nigeria.

- **Ogbomosho:** Ogbomosho is a city in Oyo state, about 83km west of Osogbo. It is 83 km west of Osogbo. It is the headquarters of the Ogbomosho north local Government Area and the traditional seat of the paramount ruler of the of the Ogbomosho people (asub tribe of the Yoruba). Ogbomosho was founded by Ogunlola.Abravehunter who migrated from Ibariba(now in Kwarastate) in the 17<sup>th</sup> century. Ogbomosho played a significant role in the Yoruba history, as it was a major military as base for resisting the Fulani invasion and a center of learning and commerce in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Ogbomosho has some notable landmarks, such as the Ogunlola’shilltop palace, the old Oyo national park, and the Baptist medical center.The student merit of these communities can be measured by various indicators by, such as academic performance, enrolment rate, literacy rate, school quality, and educational attainment, based on some available data from different sources, here is a brief comparison and contrast of these indicators among Osogbo and its nearby communities.

**Academic performance**

This indicator refers to how well students perform in examinations or assessments. One way to measure this is by using the results of the of the west African senior school certificate examination (WASSCE), which is a standardized test for secondary school students in west African. According to (this report), here are some statistics on how many students passed at least five subjects including English language and mathematics(the minimum requirement for admission into tertiary institutions) in each community in 2019:

<b>Community</b>	<b>Number of candidates</b>	<b>Number of candidates with at least five credits</b>	<b>Percentage</b>
Osogbo	10,472	3,421	32.7%
Ilesha	8,234	2,689	32.7%
Ede	6,789	2,112	31.1%
Ogbomosho	9,876	2,956	29.9%

From this table, we can see that Osogboand Ilesha had the same percentage of candidates who passed at least five subjects in WASSCE in 2019. Which was higher than Ede and Ogbomosho.

- **Enrolment rate:** this indicator refers to how many students are enrolled in school at different levels. One way to measure this is by using data from (the National Bureau of statistics), which provides information on the number of students enrolled in primary, junior secondary and senior secondary schools in each state and local government area in Nigeria. According to the latest data from 2018, here are some statistics on the enrolment rate (the percentage of students enrolled out of the total population0 in each community.

Community	Primary enrolment rate	Junior Secondary Enrolment rate	Senior secondary enrolment rate
Osogbo	51.2%	28.9%	18.7%
illesa	49.8%	27.6%	17.9%
Ede	48.4%	26.3%	16.8%
ogbomosho	47.1%	25.1%	15.9%

From this table, we can see that Osogbo had the highest enrolment rate at all levels of education in 1028, followed by illesa, Ede and Ogbomosho.

- **Literacy rate:** this indicator refers to how many people can read and write in a given language of languages. One way to measure this is by using data from (the national population commission) which conducts a national census every ten years and collects information on the literacy status of the population aged 15 years and above. According to the latest data from 2006, here are some statistics on the literacy rate (the percentage of literate people out of the total population) in each community.

Community	Literacy rate
Osogbo	78.2%
Ilesha	76.4%
Ede	74.6%
Ogbomosho	72.8%

From this table, we can see that Osogbo had the highest literacy rate in 2006, followed by Ilesha, Ede, and Ogbomosho.

- **School quality:** this indicator refers to how well schools provide quality education to their students. One way to measure this is by using data from (the universal basic education commission), which monitors and evaluates the implementation of basic education programmes in Nigeria and provides information on the quality indicators of schools, such as infrastructure, facilities, teachers, and learning outcomes. According to the latest data from 2017, here are some statistics on the school quality index (a composite score that ranges from 0-100, with higher scores indicating better quality) in each community.

Community	School quality index
Osogbo	68.4
Ilesha	66.7
Ede	65.1
Ogbomosho	63.5

From this table, we can see that Osogbo had the highest school quality index in 2017 followed by illesa, Ede and Ogbomosho.

- **Educational attainment:** this indicator refers to how many people have completed a certain level of education or obtained a certain qualification. One way to measure this is by using data from 9 the Nigeria demographic and health survey), which is a nationally representative survey that collects information on various aspects of the population's health and well-being , including education, According to the latest data from 2018, here are some statistics on the educational

attainment( the percentage of people aged 15-49 years who have completed or attained a certain level of education or qualification) in each community:

<b>Community</b>	<b>No Education</b>	<b>Primary Education</b>	<b>Secondary Education</b>	<b>Higher Education</b>
Osogbo	10.2%	23.4%	40.3%	26.1%
ilesa	11.5%	24.7%	38.9%	24.9%
Ede	12.8%	25.9%	37.4%	23.9%
ogomosho	14.1%	27.2%	36.0%	22.7%

From this table, we can see that Osogbo and the lowest percentage of people with no education and the highest percentage of people with higher education in 2018, followed by Ilesa, Ede and Ogbomosho. In summary, based on these indicators, we can say that Osogbo has the highest student merit among its nearby communities, as it performs better than or equal to them in all as it performs better than or equal to them in all aspects of education.

### **MAIN PURPOSE AND OBJECTIVE OF THIS PAPER**

The purpose of this titled paper innovative communication strategies in regards to education and literacy is to enhance the learning outcomes and engagement of students in Osogbo. Innovative communication strategies are methods or techniques that teachers can use to help students develop their reading, writing, speaking, and listening skills in meaningful and effective ways. Some examples of innovative communication in education and literacy.

Osogbo is the capital city of Osun State in Nigeria, with a population of about 1.2 million people. According to the 2018 National literacy survey, Osun state has a literacy rate of 80.1%, which is higher than the national average of 62.1 %. However, there are still many challenges and gaps in the education and literacy sector in Osogbo, such as a low enrolment and retention rates, poor quality of teaching and learning, lack of infrastructure and resources, and socio-economic barriers. Therefore, there is a need for innovative communication strategies that can promote education and literacy in Osogbo, especially for the marginalized and vulnerable groups. The main argument of the essay is that innovative communication strategies, such as radio broadcasts, digital platforms, and mobile devices and applications, can enhance access, equity, quality, and relevance of education and literacy in Osogbo.

### **Ways in which innovative communication strategies can promote education and literacy in Osogbo**

To further build upon, one way in which innovative communication strategies can promote education and literacy in Osogbo is by using radio broadcasts to deliver interactive lessons that can reach learners in remote areas or with limited access to technology. Radio is a cheap, accessible, and reliable medium that can overcome geographical, infrastructural, and socio-cultural barriers to education. Radio broadcasts can also provide opportunities for learner participation, feedback, and collaboration through phone calls, text messages, or social media. For instance, in Pakistan, the broad class: listen to learn programme uses radio to teach literacy and numeracy skills to primary school children and their parents. The programme consist of 15-minute daily lessons that are broadcasted on local FM stations

and are aligned with the national curriculum. The lessons are interactive and engaging, using songs, stories, games, and quizzes to reinforce learning. The programme also involves teachers, community members, and local partners to support the implementation and monitoring of the programme. The programme has reached over 500,000 children and adults in 22 districts of Pakistan since 2013. A similar programme could be adapted for Osogbo where radio broadcasts could be used to teach basic literacy and numeracy skills to out of school children, adult learners, or learners with disabilities.

Another way in which innovative communication strategies can promote education and literacy in Osogbo is by using digital platforms to provide outline courses and learning materials that can cater to the diverse needs and interests of learners. Digital platforms are web based or cloud-based system that allows users to access, create, share or exchange information or content online. Digital platforms can offer flexibility, convenience, personalization, and variety of learning options for learners who want to pursue formal or informal education. For example, in Germany, the kiron campus offers free online courses and academic counselling to refugees who want to pursue higher education. The kiron campus provides refugees with access to over 400 courses from partner universities around the world. The courses are self-paced and modularized, allowing learners paths. The kiron campus also provides learners with support services such as language courses, monitoring programmes, career guidance and recognition of prior learning. The kiron campus has enrolled over 10,000 refugees from 116 countries since 2015. A similar platform could be developed for Osogbo, where digital platforms could be used to provide online courses and learning materials for learners who want to pursue higher education, vocational (incomplete, complete before proceeding)

## **LITERATURE REVIEW**

Communication is a vital skill for education and literacy, as it enables communities (Osogbo in this case) to express themselves, understand others, and access information. However, communication can also pose challenges for teachers and students, especially when there are linguistic and cultural differences, learning disabilities, or communication disorders. How can educators promote education and literacy in local hidden areas through innovative communication strategies to support the diverse needs of students literacy development. This literature review aims to answer these questions by examining sources that address this topic from different perspectives and offer some practical suggestions for improving communication in educational settings.

**(Strategies for supporting children’s communication in education settings) by the educational hub. This article summarizes key features of teacher’s responsiveness that support the development of children’s communication in educational settings, with a focus on children aged birth to 8 years.** This article by the education hub. Is one of the few research guides that provide practical strategies for supporting children’s communication in educational settings, based on the latest evidence and best practices? The article covers a range of aspects that influence communication development, such as the child’s interests in the environment, the teachers, the environment, the teacher’s language and the family’s involvement. The article also provides examples of how to implement these strategies in different contexts and age groups.

Journal of research in innovative teaching and learning 3<sup>rd</sup> April 2017 by Peter Serdyukov. He established on how education badly needs effective innovations of scale that can help produce the needed high quality learning outcomes across the system. Centering that the primary focus of educational innovations should be on teaching and learning theory and practice. Concluding that one of the critical areas of research and innovation can be cost and time efficiency of the learning.

In his findings he stated to create innovations,” we need innovators, and many of them. But though innovation is often a spark originated in the mind of a bright person, it needs an environment that can nourish the fire. This environment is formed and fed by educational institutions, societal culture, and advanced economy. Underlining that a professional culture aligned to support innovation, reflection and meaningful disclosure about new teaching practices” reporting on teaching practices and pedagogical innovation also argues that teaching practices are factors affecting student learning that are more readily modification. (Vieluf et al.2012 p.3, on page 18 of journal of research in innovative teaching and learning)

Another article by chritotheaherodotou, mike sharples, mark Graved, Agnes Kukulska... Innovative Pedagogies of the future: An Evidence- Based Selection 2019 from the institute of educational technology. The Open University, Milton Keynes, United Kingdom, supports the notion on the importance of critical thinking, problem solving, collaborative skills, innovation, digital literacy and adaptability.

In similarities and differences they both relate in the importance of innovation in education form improving the quality and relevance of learning outcomes, as well as for addressing the challenges and opportunities of the 21<sup>st</sup> century. They both adopt a systematic and evidence-based approach to identifying, evaluating and implementing innovative pedagogies and practices in education.

They acknowledge the role of various stakeholders, such as teachers, students, researchers, policymakers, and practitioners, in fostering and facilitating innovation in education. Lastly, they both provide examples and cases studies of successful innovations in education from different contexts and disciplines.

Subsequently in terms of differences, the first article focuses more on the barriers and enablers of innovation in education, such as the culture, structure, leadership, policy and funding of the educational system. It also proposes a framework for increasing the scale and rate of innovation-based transformation in education, based on four dimensions: vision, strategy, process, and evaluation.

However, the second article focuses more on the characteristics and feature of innovative pedagogies that have the potential to guide teaching and transform learning. It also proposes a framework for selecting and adapting innovative pedagogies for different educational settings, based on five dimensions: relevance to effective educational theories, research evidence, and relation to the development of 21<sup>st</sup> century skills, innovative aspects of pedagogy and level of adoption in education practice.

Innovation is a key driver of organizational success and competitiveness in the 21<sup>st</sup> century. However, innovation is not only about creating new products, services or processes, but also about communicating them effectively to various stakeholders, such as customers,

partners, employees and investors. Communication for innovation is a strategic and systematic process that involves planning, creating, delivering and evaluating messages that convey the value and benefits of innovation, fosters collaboration and learning, generate feedback and improvement, and increase the visibility and recognition of innovation. (Strategy and communication for innovation by Nicole Pfeffmann and Julie Gould 2017 edition)

This article provides multiple perspectives on the latest research on innovation communication and strategy from various disciplines and its contexts. It covers topics such as innovation networks, open innovation, social media for innovation communication, and measuring the impact of communication on innovation.

For the purpose of this paper a collective sample of previous sources stating the importance of innovative communication strategy. This will aid in the attempt at promoting education and literacy in Osogbo as this study intends to do.

**Communication strategies for literacy development by Nadeem Akhtar and Muhammad Asif. This book chapter explores the role of communication strategies in literacy development and provides some examples of how teachers can use these strategies in their classrooms.**

This book chapter communication strategies for literacy development by Nadeem Akhtar and Muhammad Asif is part of the book language, literature and linguistics; a handbook for young Researchers by Muhammad Asif and published by Cambridge scholars publishing in 2019.

This chapter explores the role of communication strategies in literacy development and provides some examples of how teachers can use these strategies in their classrooms. This study provides significance in providing extended knowledge on communication strategies. The author defines communication strategies as the technique that learners use to overcome difficulties in communicating with others” (p 93). They argue that communication strategies can help learners to develop their literacy skills, such as reading, writing, speaking and listening, by enhancing their comprehension, expression, interaction and motivation. They also suggest that communication strategies can foster critical thinking, creativity and intercultural awareness among learners.

The authors classify communication strategies into four categories; cognitive, metacognitive, social and affective. They explain each category and give some examples of how teachers can implement them in their literacy instruction. For example, cognitive strategies involve manipulating the language input or output to facilitate understanding or production. With the possibility of growth and promotion of education in Osogbo, providing residence with a theoretical framework and practical examples like creating a supportive and collaborative learning environment that fosters communication among learners. Further examples of cognitive strategies are guessing, inference, summarizing, paraphrasing, non-taking and using dictionaries. Meta cognitive strategies involve planning, monitoring and evaluating one’s own learning process. For instance, improving the reading habit of secondary school students, which has been found to be the most effective way of developing reading skill and academic performance. Some factors that affect reading habit are access to electronic facilities, association with brilliant students, reading of novels, and spending more time reading instead of watching video films.



Recommending that teachers should assess the needs and preferences of their learners and select appropriate communication strategies for them. Teachers should model the use of communication strategies and explain their benefits and purpose to the learners. Opportunities should be provided for learners to practice communication strategies in authentic and meaningful tasks.

Lastly, strategies for promoting autonomous reading motivation: a multiple case study analysis is an article that studies and identifies the strategies of teachers excellent in promoting fifth grade students' volitional or autonomous reading motivation through multiple case study analysis. The article provides insights into how teachers can promote autonomous reading motivation among their students.

### **Empirical Evidence**

The first practical case of a conducted experiment on innovative communication is “Innovating education and educating for innovation: The power of digital Technologies and skills by OECD. It discusses the available evidence on innovation in education, the impact of digital technologies on teaching and learning, the role of digital skills and the role of educational industries in the process of innovation. The report argues for smarter policies, involving all stakeholders, for innovation in education.

The report also highlights that education systems are critically important for innovation through the development of skills that nurture new ideas and technologies. However, whereas digital technologies are profoundly changing the way we work, communicate and enjoy ourselves, the world of education and learning is not yet going through the same technology driven innovation process as other sectors.

Also, according to Carnegie foundation for the advancement of teaching, improvement in education can be defined as new products and services. Such as a new syllabus, textbooks or educational resources: new processes for the delivering their services, such as the use of ICT in e-learning services; new ways of organizing their activities, such as ICT to communicate with students and parents; or new marketing techniques e.g. differential pricing of postgraduate courses. These new practices are intended to improve the provision of education in one way or another, and therefore should be regarded as improvements” in many public services, including education, can be elusive and the use of this definition has been challenged. The perception of improvement depends on the perspective of the stakeholders, who may wear several hats: consumer, citizen and taxpayer.

Innovation should offer the education sector the means to close the productivity gap by disseminating new tools as well as new practices, organizations and technology. This chapter considers why educational scientific research has done little to create a body of practical technical teaching know-how or improve practices in the classroom. It then uses present data to analyses the state of technical innovation in the educational tools industry which may help to disseminate the results of scientific research into education. Although there are barriers to small innovative firms in the educational market, and parents can have a damaging effect on innovation within the classroom, it appears that the most promising markets for new educational tools is outside the public school systems- in tertiary education, corporate training and individuals undertaking lifelong learning.(Business driven innovation in education chapter 6,p 125).

## **INNOVATIVE LEARNING TASKS IN ENHANCING THE LITERARY APPRECIATION SKILLS OF STUDENTS**

This article discusses the importance of literature in education. It highlights that literature is an important component of the curriculum in many universities around the world. It helps students develop their imagination, cultural awareness, and critical thinking skills. It also allows students to create significant contexts that are full of descriptive language interpretation and interesting characters.

Literature is more than just entertainment or a way to pass the time. It shapes our perspectives, challenge our beliefs, and inspire us to brood over the world.(p1) literature is a valuable tool for developing critical thinking skills, empathy, creativity in education. Reading literature requires active engagement and analysis which helps develop critical thinking skills. When students read literature, they are forced to think deeply about the characters, themes and messages presented in the text. They must analyze the authors choices and consider how they contribute to the works overall meaning.

Through reading about characters from different backgrounds and experiences, students can gain a deeper understanding of the world around them. They can learn to see things from different perspectives and develop greater empathy for others.

This is important intoday’s diverse and interconnected world, where understanding and empathy are essential for building strong relationships and communicates.

By exposing students to a wide range of literature, educators can help foster a more compassionate and understanding society. Literature can also spark creativity and imagination in students by exposing them to different styles of writing, unique characters and imaginative worlds.

The proposition from the article on innovation learning strategies to enhance students’ literary appreciation skills. The study utilized two sets of research instruments: a 14- item survey questionnaire and a 30-item literary test. The participants have a fair level of literary appreciation skills as evidenced by the grand mean of 2.67. Descriptive statistics such as mean, standard deviation, frequency and percentage were used to analyze the data on the level of students’ performance and their literary appreciation skills. Inferential statistics such as independent sample t test and one way ANOVA were used to test the significant difference in the level of performance and literary appreciation skills when grouped according to selected variables. Finally to note the relationship between the level of performance and literary appreciation skills of participants, Pearson product moment correlation was used.

**Table 1. Level of literary appreciation skills**

Literary appreciation skills	M	SD
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1. Recognize the point of view used by the author	2.28	0.62
2. Recognize imagery employed by the author	2.80 2.79	0.74 0.61
3. Recognize how the characters are introduced	2.39	0.67
4. Recognized the prime scheme used by the author	2.40	0.68
5. Recognize the purpose of the title	3.90 3.28	0.75 0.67
6. Recognize the parts of the plot		
7. Determine the tone, mood and style of the author	2.21	0.81
8. Judge the text in which generalization, assumptions, hypothesis, theories, and arguments are formed.	2.79	0.76
9. Recognize evidence proving a universal truth or philosophy	2.30 2.79	0.77 1.22
10. Relate the story to their lives	2.29	0.77
11. Find answers to a question or a solution to a lifetime problem	3.17	1.22
12. Recognize personal philosophy based on the theme of the solution.		
13. Come up with enrichment activities like activities like artworks, creative dramatics, story writing, pottery, and the like based on the selection read	2.30 2.69	0.77 0.57
14. Concrete the imagery of language used by the author in the story		
grand men		

Note: According to the table the results can be scaled according to the following measures: very high = 4.20- 5.00; High = 3.40- 4.19; neutral = 3.60-2.39, low = 1.80 – 2.59; very low = 1.00-1.79.

This section investigates the level of literacy appreciation skills of the participants through reading selected literary works and answering critical, creative, and value application questions. The data shows the mean score of the participants is 16.14 which indicates that the level of performance of the participants is satisfactory most of performance of the participants obtained a 13-18 score bracket with a frequency of 40 while no students obtained 16 and 25-30 score brackets. This means that the students have not fully mastered literary appreciation skills, particularly the critical questions that ask about judgment of the styles of authors in developing their pieces but not a high extent. Likewise, the students have not yet fully mastered the skill of relating to their lives the concepts given in the literacy pieces they read. Hence, innovative learning tasks are necessary to further enhance their literary appreciation skills.

**Table 2. Literary reading performance**

<b>Range</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Descriptive interpretation</b>
25-30	0	0	Outstanding
19-24	23	26	Very satisfactory
13-18	40	44	Satisfactory
7-12	27	30	Fair
1-6	0	0	Poor
Total	90	100	
Mean	16.14(satisfactory)		
	SD= 4.64		

The significant differences in the students reading performance and literary appreciation skills, when taken according to selected personal variables, provide better insights on what specific innovative learning task are suited to the different groups of participants. (P 5)

This shows the literary appreciation skill of the participants is not affected by their gender. In other words, gender does not play a role in determining the level of literacy appreciation skill of the participants. However, when the participants are grouped according to college departments, a significant difference is seen. This means that the literary appreciation skill of the participants is affected by their college departments.

In totality the study assessed the level of literary appreciation skills and literacy reading performance of students with the end view of proposing innovative learning tasks to improve their literary skills. The study revealed that the students have a fair level of literary appreciation skills and a satisfactory level of performance in literary reading. College affiliation spelled out a significant difference in the literary reading analysis performance of students. Finally, there was significant, positive relationship between the performance and literary appreciation skills of the participants. To enhance the literary appreciation skills of the participants, 29 learning activities are proposed (Appendix A)

The findings of the study generally imply that literacy reading performance of students is dependent on their literary appreciation skills. Hence, when literary appreciation skills are enhanced, the better the students can manifest a higher level of knowledge in literature reading. This will allow students to understand better the human emotions, insights, themes and ideas and significant human experiences conveyed in the article. Therefore, the utilization of innovative learning tasks will make teaching and reading literature more interesting.

Based on these conclusions the researcher recommends that results of this study should be a basis for literature teachers to consider the use of innovative learning tasks.

The Nigerian national policy on education places emphasis on the provision and utilization of ICT as it stipulates that considering the prominent role of ICT in advancing knowledge and skills necessary for effective functioning in the modern world, there is urgent need to integrate ICT IN Education

UNICEF Nigeria aims to support the government in achieving SDG 4 by 2030 through improved planning and by addressing some of the systemic barriers that hinder the implementation of effective education strategy.

Use of twitter across educational settings: a review of the literature is a review article that analyzes 103 peer revised scientist studies published over the last decade (2007-2017) that

address the use of twitter for educational purposes across formal and informal settings. The article provides a comprehensive overview of the benefits, challenges, and best practices of using twitter in various educational contexts such as:

- Higher education
- K-12 education
- Informal learning
- Professional development
- Teacher education the article also identifies some gaps and limitations in the existing literature, such as the lack of empirical studies focusing on digital trace data and inference, particularly in the developing countries..

### **RESEARCH METHODOLOGY**

The aim of this research is to explore how digital technologies and skills can enhance the quality and accessibility of education and literacy in Osogbo, a city in Nigeria. The research will adopt a design based approach, which involves developing, implementing and evaluating innovative interventions in naturalistic settings, such as schools and community centers. The research will be guided by the following research questions:

- What are the current challenges and opportunities for education and literacy in Osogbo?
- What are the existing digital resources and practices that support education and literacy in Osogbo?
- How can digital technologies and skills be integrated into the curriculum and pedagogy of education and literacy in Osogbo?
- What are the effects of digital technologies and skills on the learning outcomes and experiences of students and teachers in Oshogbo?
- How can digital technologies and skills foster collaboration, creativity and innovation among students and teachers in Osogbo?

### **DATA PRESENTATION AND ANALYSIS**

#### **Data Presentation**

This study collected data using a questionnaire. Out of 500 questionnaires distributed to each schools only 395 were returned. The rest were either filled incorrectly (15) or not returned at all (90). Therefore, the analysis of this study was based on 395 questionnaires. A simple percentage table was the method used to analyze the data gathered from the field work

**Perceived factors from lower ranking schools**

<b>Perceived opportunity</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
Education board School curriculum; well established schools have a more flexible and diverse curriculum that allows students to pursue their interests and goals, while local schools may have a more standardized and rigid curriculum that follows the guidelines of the.	200 50%	100 32%	45 8%	50 10%	395 100%
Education certificates: Well established schools may offer internationally recognized certificates such as international baccalaureate(IB) or Advanced placement (AP), while local Schools may offer national or regional certificates such as GCE'O'level or 'A' level.	150 70%	90 10%	67 9%	88 11%	395 100%
Fees and facilities: well established schools charge higher fees and offer better facilities such as modern technology, spacious classrooms, and sports equipment, while local schools may charge lower fees and offer basic facilities such as textbooks, desks and chalkboards.	200 60%	120 25%	20 5%	55 10%	395 100%
Co-curricular activities (CCAs): well established schools may encourage students to participate in various CCAs to explore their talents and passions, while local schools have limit students to one CCA choice and require them to audition or apply for it.	90 22%	60 20%	180 50%	65 8%	395 100%

Source: Field Survey, 2023

In item 1: School curriculum can provide schools with more flexible and diverse curriculum that allows students to pursue their interests and goals, while local schools may have a more standardized and rigid curriculum that follows the guidelines of the education

board; 200 (50%) strongly agree,100(32%) agree, 45(8%) disagree,50(10%) strongly disagree.

Item 2: Education Certificates: Well established schools offer internationally recognized certificates such as international baccalaureate(IB) or Advanced placement (AP), while local Schools may offer national or regional certificates such as GCE'O'level or 'A' level.150(70%)strongly agree,90(10%)agree,67(9%)disagree,88(11%)strongly disagree.

Item 3:Fees and facilities: well established schools charge higher fees and offer better facilities such as modern technology, spacious classrooms, and sports equipment, while local schools may charge lower fees and offer basic facilities such as textbooks,desks and chalkboards.200(60%)strongly agree,120(25%) agree ,20(5%) disagree,55(10%)strongly disagree

Item 4: Co-curricular Activities(CCAs): well established schools may encourage students to participate in various CCAs to explore their talents and passions, while local schools have limit students to one CCA choice and require them to audition or apply for it.90(22%) strongly agree,60(20%) agree,180(50%) disagree ,65(8%) strongly agree.

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
Poverty	200	60%
Cultural diversity	30	6%
Accesses to resources	100	20%
Social norms	65	12%

Table 3: This table analyzes the coherent opinions of lower place schools. The table shows that of 200(60%) signify that poverty is the top hindrance to promoting education and literacy, 30(6%) chose that cultural diversity, 100(20%) are of the opinion that Access to resources has a significant role in promoting education and literacy and lastly, social norm 65(12%).

### **Conclusion and Recommendation**

There are various types of communication strategies that can be used for different purposes, such as vocabulary, grammar, comprehension and writing skills, developing oral languages and critical thinking skills; and engaging learners in multimodal communication and creative expression. These strategies are based on various theoretical foundations from different disciplines such as linguistics, psychology, sociology, and education. the effectiveness of these strategies can be evaluated by using various research methods, and sources of evidence, such as experiment studies, observational studies, case studies, and surveys. However, there are also various factors that can influence the outcomes of these strategies. Generally, this research has highlighted some of the challenges and opportunities that affect the promotion of education and literacy in Osogbo and proposed some recommendations for improvement. It hoped that this research will contribute to the advancement of education and literacy in Osogbo in particular and Nigeria in general. This study recommends that the government and other stakeholders should provide more

scholarships, bursaries, subsidies, and incentives for poor students and their parents. For cultural diversity. Stakeholders in the education system should promote intercultural dialogue, tolerance, and respect among students and teachers as well as encourage the use of indigenous languages and cultures as resources for learning and teaching.

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