

A Comparative Evaluation of Balancing Conventional and Digital Approaches to Literacy Pedagogy in Early Years Classrooms in Lagos, Nigeria

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Abstract

The study is a comparative one which evaluated balancing traditional and digital approaches to literacy pedagogy in early years classrooms in Eti-Osa Local Government Area of Lagos, Nigeria. A descriptive survey research design was used for the study. Three research questions were answered in the study. The sample size was one hundred preschool teachers who were sampled using a simple random sampling technique. Two research instruments titled "Questionnaire on Traditional and Digital Approaches in Teaching Literacy in Early Childhood Classroom (QTDATLECC)" and "Observation Schedule on Teachers' Perspectives of the Integration of Traditional and Digital Approaches to Literacy Pedagogy in Early Year Classrooms (OSTPITDALPEYC)" were used to collect data for the study. The data collected were analyzed using descriptive and inferential statistical tools. The results revealed that the extent to which teachers integrate both traditional and digital approaches in teaching literacy in early childhood classrooms is high; and the level of effectiveness of traditional literacy pedagogy methods, such as phonics instruction and storybook reading, in promoting early literacy skills

among young children is high. The hypotheses showed that there was a significant difference between the current practices or approaches to literacy pedagogy being used by teachers and school type in early year classrooms in Lagos, Nigeria ($df = 98$; $t = .513$; $p < 0.05$). However, there was no significant difference between traditional and digital approaches in teaching literacy in early childhood classroom in Lagos, Nigeria ($df = 98$; $t = -.506$; $p > 0.05$). It was recommended, among others, that the federal government, in conjunction with the Lagos State Ministry of Education, should organize training on how to integrate digital tools with traditional literacy methods and workshops on the latest literacy pedagogies to upskill preschool teachers.

Keywords: Traditional Approach, Digital Approach, Literacy, Pedagogy, Early Years

Introduction

Early literacy has a significant impact on how children develop during their formative years in terms of their cognitive, social, and emotional growth. Children learn vital language abilities through early reading experiences, such as comprehension, phonemic awareness, and vocabulary, which provide the groundwork for their future academic success. Deliberate early exposure to literacy-rich environments is positively correlated with later-life language competence, cognitive skills, and academic achievement in children (Adeyemi & Ogunlade, 2020). The National Policy on Education (2013) highlights how crucial early childhood care and education (ECCE) is to establishing the groundwork for learning and development that lasts a lifetime. In order to enhance early literacy instruction in preschools and primary schools throughout the nation, the Nigerian Educational Research and Development Council (NERDC) (2013) has also created curriculum frameworks and age-appropriate instructional materials. The United Nations has established Sustainable Development Goal 4 (SDG 4) (2015) to guarantee inclusive and equitable quality education for everyone, encompassing the promotion of early childhood development and literacy. These activities are in line with this goal.

While early literacy is acknowledged to be important for children's development, literature suggests that many young children lack basic literacy abilities, which might negatively impact their future chances and academic performance in the long run. Research by the Nigerian National Bureau of Statistics (NBS) (2018) indicates that differences in literacy rates between regions and socioeconomic backgrounds are still present and that children's literacy rates are still below the target level. The reasons children have poor literacy skills may include a lack of exposure to books, reading activities, and language-rich interactions; a lack of resources and expertise; and so on. It is important to say that the above problem really hampers children's mastery of literacy skills. Poor early literacy abilities can have far-reaching effects on children, affecting not only their academic achievement but also their general well-being and opportunities for the future.

The traditional approach to teaching early literacy remains prevalent in many educational settings, relying on methods such as phonics instruction, rote memorization, and drill-and-practice activities. According to Moats (2010), the traditional approach is the systematic teaching of phonemic awareness, phonics, fluency, vocabulary, and comprehension, typically through teacher-led activities and scripted materials. Relying solely on a traditional approach may neglect the importance of fostering a love for reading and promoting higher-order thinking skills critical for success in today's complex, information-rich and internet-driven society, (National Association for the Education of Young Children, 2009). Thus, while the traditional approach remains a cornerstone of early literacy instruction, educators must also consider innovative and evidence-based practices to meet the diverse needs of learners and cultivate lifelong readers.

There is a need to balance the traditional approach of teaching literacy with a digital approach in this technology-revolving era. According to Ogunyemi (2020), the digital approach encompasses a range of practices, including interactive storytelling, digital games, multimedia presentations, and virtual literacy environments, designed to engage

children in meaning. Okoye and Adebayo (2019) and Kucirkova (2019) emphasized further that the digital method involves incorporating digital media and technology into literacy training to support interactive and multimodal literacy experiences, improve digital literacy skills, and scaffold children's literacy development.

Kucirkova (2019) defines the digital approach as integrating digital media and technologies into literacy instruction to scaffold children's literacy development, foster digital literacy skills, and promote interactive and multimodal literacy experiences. Digital technologies offer interactive and personalized learning experiences that can cater to diverse learning styles and abilities (McKenna, & Stahl, 2010). Additionally, digital resources offer access to a vast array of digital texts and multimedia content, expanding children's exposure to diverse literary genres and cultural perspectives (Larson & Marsh, 2016).

Previous researchers have conducted numerous studies on striking a balance between traditional and digital approaches to teaching literacy in early childhood education settings. Adelabu (2016) conducted research in Nigeria on the incorporation of both digital and traditional storytelling methods in early childhood literacy education. The results indicated that the combined approach improved the literacy abilities and engagement of the children. Adebayo (2018) found in his study that there was no significant difference in literacy outcomes between traditional and digital approaches in Nigerian early childhood classrooms. Again, Adeyinka (2017) found significant differences in literacy pedagogy approaches between public and private schools in Lagos, Nigeria. However, Oluwatobi (2020) found no significant advantage of digital approaches over traditional methods in teaching literacy to early childhood learners in Lagos. Similarly, Bamgbose (2019) reported no significant differences in literacy pedagogy approaches between public and private schools in Nigeria but noted variations in teacher confidence and self-efficacy

It is however noticeable that despite the substantial research on striking a balance between traditional and digital methods of teaching literacy in

early childhood education settings, there are still a number of research gaps. The gap is that majority of the studies were conducted in the foreign scene with few in Nigeria context especially Lagos State. Also, previous research has examined the efficacy of merging traditional and digital literacy pedagogies, a thorough grasp of the best ways to combine the two methodologies in a way that maximizes children's literacy development is still lacking. Furthermore, prior studies conducted in Nigeria have mostly examined the results of particular interventions or programs, ignoring more general contextual elements that could have an impact on the adoption and durability of integrated literacy practices. In order to improve literacy instruction and results for early children in Nigeria, evidence-based practices and policy suggestions must take these gaps into consideration. This however is the basis for this study.

Early literacy activities are very important for young children in their early years. Research evidence has shown that children's early exposure to literacy-rich environments is positively correlated with their later-life language competence, cognitive skills, and academic achievements. While early literacy is important for children's development, reviewed literature suggest that many young children lack basic literacy abilities, which might negatively impact their future chances and academic performances in the long run. If this problem is not addressed urgently, children who struggle with literacy skill may find it difficult to understand academic materials in a variety of topics, which could result in poor performance in school, lowered self-esteem, and a disinterest in learning. Previous researchers have conducted numerous studies on striking a balance between traditional and digital approaches to teaching literacy in early childhood education settings. It is against this background that this study is examining a comparative evaluation of balancing traditional and digital approaches to literacy pedagogy in early years classrooms in Etio-Osa Local Government Area of Lagos State, Nigeria.

Objectives

- i. To examine the extent to which teachers integrate both traditional and digital approaches in teaching literacy in early childhood classrooms

- ii. To ascertain the effectiveness of traditional literacy pedagogy methods, such as phonics instruction and storybook reading, in promoting early literacy skills among young children in Lagos, Nigeria
- iii. To identify the factors militating against the implementation of balanced literacy instruction practices

Research Questions

These research questions guided this study

- i. To what extent do teachers integrate both traditional and digital approaches in teaching literacy in early childhood classrooms?
- ii. What is the effectiveness of traditional literacy pedagogy methods, such as phonics instruction and storybook reading, in promoting early literacy skills among young children in Lagos, Nigeria?
- iii. What are the factors militating against the implementation of balanced literacy instruction practices?

Research Hypotheses

H₀1: There is no significant difference between the current practices or approaches to literacy pedagogy being used by teachers and school type in early years classrooms in Lagos, Nigeria

H₀2: There is no significant difference between traditional and digital approaches in teaching literacy in early childhood classroom in Lagos, Nigeria

Methodology

A descriptive survey research design was employed. The population of the study comprised 1,233 pre-primary and primary school teachers in Etio-Osa Local Government Area of Lagos State (LASUBEB 2021). The sample size used was 123 representing 10% of the total populations of the study. The schools sampled were randomly selected within the geographical location of the study population. Two instruments were used to elicit response from respondents.

The researcher designed two research instruments to collect data for the study. The first was titled "Questionnaire on Traditional and Digital Approaches in Teaching Literacy in Early Childhood Classroom (QTDATECC)". The instrument was divided into five sections (A, B, C, and D). Section A was used to collect demographic data of the teachers, which include gender, highest educational qualification, school type, and experience. Section B was used to gather data on the extent to which teachers integrate both traditional and digital approaches in teaching literacy in early childhood classrooms. Section C was used to gather data on the effectiveness of traditional literacy pedagogy methods, such as phonics instruction and storybook reading, in promoting early literacy skills among young children. Section D was used to gather data on the factors militating against the implementation of balanced literacy practices. The 4-point likert scale type of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) were used for sections B, C, and D. Data was analyzed using descriptive statistics (Mean and Standard Deviation).

Results

Research Question 1: To what extent do teachers integrate both traditional and digital approaches in teaching literacy in early childhood classrooms?

Table 1

Extent to which Teachers integrate both Traditional and Digital Approaches in Teaching Literacy in Early Childhood Classroom

Items	SD	D	A	SA	Mean (\bar{x})	Std.D
I regularly use traditional books and printed materials for literacy instruction.	25 (25.0)	1 (5.0)	35 (35.0)	35 (35.4)	3.25	2.13
Digital storybooks are a frequent part of my literacy lessons.	30 (30.0)	15 (15.0)	25 (25.0)	30 (30.0)	2.55	1.21
My classroom incorporates a balanced mix of traditional and digital literacy resources.	40 (40.0)	45 (45.0)	15 (15.0)	0 (0.0)	1.75	.70
I use interactive whiteboards or tablets for teaching reading and writing.	0 (0.0)	15 (15.0)	40 (40.0)	45 (45.0)	3.30	.72
Educational apps and online games are integrated into my literacy activities.	10 (10.0)	15 (15.0)	35 (35.0)	40 (40.0)	3.05	.98
Digital platforms are used to track and assess students' literacy progress.	5 (5.0)	5 (5.0)	30 (30.0)	55 (55.0)	3.35	4.15
My literacy teaching strategies include phonics exercises using traditional methods.	5 (5.0)	5 (5.0)	45 (45.0)	45 (45.0)	3.30	.78
Learners access digital libraries to explore a variety of reading materials.	5 (5.0)	20 (20.0)	35 (35.0)	40 (40.0)	3.10	.89
I create a literacy -rich environment with both physical and digital reading corners.	15 (15.0)	15 (15.0)	20 (20.0)	50 (50.0)	3.05	1.12
Printed worksheets are often used for practicing literacy skills.	40 (40.0)	25 (25.0)	3 (3.0)	5 (5.0)	2.00	.95
Weighted Average					2.87	

N=100; Key: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Agree (A), 4= Strongly Agree (SA)

Decision Value: *Low Extent* = 0.00-2.44, *High Extent* = 2.45-4.00

Table 1 shows the extent to which teachers integrate both traditional and digital approaches in teaching literacy in early childhood classroom, Lagos State. The table shows that the teachers agreed that they: regularly use traditional books and printed materials for literacy instruction (\bar{x} = 3.25), use interactive whiteboards or tablets for teaching reading and writing (\bar{x} = 3.30), use digital storybooks to frequent teach literacy lessons

($\bar{x} = 2.55$), use educational apps and online games to integrate literacy activities ($\bar{x} = 3.05$), use digital platforms to track and assess students' literacy progress ($\bar{x} = 3.35$), use literacy teaching strategies include phonics exercises using traditional methods ($\bar{x} = 3.30$), they allow learners access digital libraries to explore a variety of reading materials ($\bar{x} = 3.10$), they create a literacy-rich environment with both physical and digital reading corners ($\bar{x} = 3.05$). The table further shows that the teachers disagreed as follow: classroom incorporates a balanced mix of traditional and digital literacy resources ($\bar{x} = 1.75$), and printed worksheets are often used for practicing literacy skills ($\bar{x} = 2.00$). Based on the value of the weighted average (2.87 out of 4.00 maximum value that can be obtained), which falls within the decision value for high extent, it can be inferred that the extent to which teachers integrate both traditional and digital approaches in teaching literacy in early childhood classrooms is high.

Research Question 2: What is the level of effectiveness of traditional literacy pedagogy methods, such as phonics instruction and storybook reading, in promoting early literacy skills among young children in Lagos, Nigeria?

Table 2

The Level of Effectiveness of Traditional Literacy Pedagogy Methods, such as Phonics Instruction and Storybook Reading, in Promoting Early Literacy Skills among Young Children

Items	SD	D	A	SA	Mean (\bar{x})	Std.D
Children enjoy learning to read using traditional literacy methods.	5 (5.0)	5 (5.0)	30 (30.0)	55 (55.0)	3.35	4.15
Traditional literacy methods effectively teach letter recognition.	5 (5.0)	5 (5.0)	45 (45.0)	45 (45.0)	3.30	.78
Traditional literacy methods support vocabulary development.	5 (5.0)	20 (20.0)	35 (35.0)	40 (40.0)	3.10	.89
Storytelling sessions help children develop a love for reading	15 (15.0)	15 (15.0)	20 (20.0)	50 (50.0)	3.05	1.12
Handwriting practice aids in letter formation and recognition.	40 (40.0)	25 (25.0)	3 (30.0)	5 (5.0)	2.00	.95
Teachers provide adequate individual attention using traditional methods.	5 (5.0)	0 (0.0)	35 (35.0)	60 (60.4)	3.40	.75
Traditional literacy activities are engaging for young children.	10 (10.0)	0 (0.0)	35 (35.0)	55 (55.0)	3.35	.91
Repetition and drills in traditional methods reinforce learning.	25 (25.0)	10 (10.0)	45 (45.0)	20 (20.0)	2.60	1.07
Traditional literacy instruction improves children's spelling abilities.	20 (20.0)	60 (60.0)	20 (20.0)	0 (0.0)	2.20	.98
Traditional literacy methods prepare children for advanced reading.	50 (50.0)	40 (40.0)	10 (10.0)	0 (0.0)	1.60	.66
Weighted Average				2.79		

Table 2 shows the level of effectiveness of traditional literacy pedagogy methods, such as phonics instruction and storybook reading, in promoting early literacy skills among young children in Lagos. The table shows that the respondents agreed as follows: children enjoy learning to read using traditional literacy methods ($\bar{x} = 3.35$), traditional literacy methods effectively teach letter recognition ($\bar{x} = 3.30$), traditional literacy methods support vocabulary development ($\bar{x} = 3.10$) storytelling sessions help children develop a love for reading ($\bar{x} = 3.05$), teachers provide adequate individual attention using traditional methods ($\bar{x} = 3.40$), traditional literacy activities are engaging for young children ($\bar{x} = 3.35$), and repetition and drills in traditional methods reinforce learning ($\bar{x} = 2.60$).

The table further shows that the respondents disagreed as follows: handwriting practice aids in letter formation and recognition ($\bar{x} = 2.00$), traditional literacy instruction improves children's spelling abilities ($\bar{x} = 2.20$), and traditional literacy methods prepare children for advanced reading ($\bar{x} = 1.60$). Based on the value of the weighted average (2.80 out of 4.00 maximum value that can be obtained), which falls within the decision value for high, it can be inferred that the level of effectiveness of traditional literacy pedagogy methods, such as phonics instruction and storybook reading, in promoting early literacy skills among early years school children in Lagos is high.

Research Question 3: What are the factors militating against the implementation of balanced literacy practices?

Table 3
Factors Militating against the Implementation of Balanced Literacy Practices

Items	SD	D	A	SA	Mean (\bar{x})	Std.D	Remark
Limited professional development opportunities for teachers.	25 (25.0)	1 (5.0)	35 (35.0)	35 (35.4)	3.25	2.13	Accepted
Insufficient funding for literacy resources and materials.	30 (30.0)	15 (15.0)	25 (25.0)	30 (30.0)	2.55	1.21	Accepted
Lack of administrative support for balanced literacy initiatives.	40 (40.0)	45 (45.0)	15 (15.0)	0 (0.0)	1.75	.70	Not Accepted
High student -to-teacher ratios in classrooms.	0 (0.0)	15 (15.0)	40 (40.0)	45 (45.0)	3.30	.72	Accepted
Inadequate time allocated for literacy instruction.	10 (10.0)	15 (15.0)	35 (35.0)	40 (40.0)	3.05	.98	Accepted
Resistance to change among teaching staff.	5 (5.0)	5 (5.0)	30 (30.0)	55 (55.0)	3.35	.95	Accepted
Insufficient training in balanced literacy techniques.	5 (5.0)	5 (5.0)	45 (45.0)	45 (45.0)	3.30	.78	Accepted
Lack of access to high -quality, diverse reading materials.	5 (5.0)	20 (20.0)	35 (35.0)	40 (40.0)	3.10	.89	Accepted
Lack of collaboration opportunities among educators.	15 (15.0)	15 (15.0)	20 (20.0)	50 (50.0)	3.05	1.12	Accepted
Challenges in differentiating instruction for diverse learners.	40 (40.0)	25 (25.0)	3 (30.0)	5 (5.0)	2.00	.95	Not Accepted

Table 3 shows the factors militating against the implementation of balanced literacy practices. The table shows that the teachers agreed with the following factors: limited professional development opportunities for teachers ($\bar{x} = 3.25$), insufficient funding for literacy resources and materials ($\bar{x} = 2.55$), high student-to-teacher ratios in classrooms ($\bar{x} = 3.30$), inadequate time allocated for literacy instruction ($\bar{x} = 3.05$), resistance to change among teaching staff ($\bar{x} = 3.35$), insufficient training in balanced literacy techniques ($\bar{x} = 3.30$), lack of access to high-quality, diverse reading materials ($\bar{x} = 3.10$), lack of collaboration opportunities among educators ($\bar{x} = 3.05$). However, the teachers disagreed as follow: lack of administrative support for balanced literacy initiatives ($\bar{x} = 1.75$), and challenges in differentiating instruction for diverse learners ($\bar{x} = 2.00$). Based on the result from this table and in line with the decision value, it can be inferred that the factors militating against the implementation of balanced literacy practices are limited professional development, insufficient funding, high pupils-to-teacher ratios, inadequate time, resistance to change, insufficient training in balanced literacy techniques, lack of access to high-quality, diverse reading materials, and lack of collaboration opportunities. Figure 4.6 below further presents the result in a bar chart.

Hypotheses testing

H₀1: There is no significant different between the current practices or approaches to literacy pedagogy being used by teachers and school type in early year classrooms in Lagos, Nigeria.

Table 4
Summary of T-test showing Significant Difference between the Current Practices or Approaches to Literacy Pedagogy being Used by Teachers and School Type in Early Year Classrooms in Lagos, Nigeria.

Test Variable	Grouping Variable (School type)	N	Mean	Std. D	df	t	Sig.	Remark
Current Practices or Approaches to Literacy Pedagogy	Public	55	21.99	11.23	98	.513	.002	Significant
	Private	45	26.54	13.42				

Table 4 shows the significant difference between the current practices or approaches to literacy pedagogy being used by teachers and school type in early year classrooms in Lagos, Nigeria. The table reveals that the overall mean score for public schools' teachers is 21.99, while that of the private schools' teachers is 26.54. The mean values reveal an appreciable difference. Therefore, there is significant difference between the current practices or approaches to literacy pedagogy being used by teachers and school type in early year classrooms in Lagos, Nigeria ($df = 98$; $t = .513$; $p < 0.05$). Hence, the null hypothesis 1 was rejected. This result implies that approaches are more used by teachers in private schools.

H₀2: There is no significant different between traditional and digital approaches in teaching literacy in early childhood classroom in Lagos, Nigeria.

Table 5

Summary of T-test showing Significant Difference between Traditional and Digital Approaches in Teaching Literacy in Early Childhood Classroom in Lagos, Nigeria.

Test Variable	Grouping Variable (Approach)	N	Mean	Std. D	df	t	Sig.	Remark
<i>Approaches in Teaching Literacy</i>	Traditional	46	30.83	3.83	98	-.506	.614	<i>Not Significant</i>
	Digital	54	31.17	5.54				

Table 5 shows the significant difference between traditional and digital approaches in teaching literacy in early childhood classroom in Lagos, Nigeria. The table reveals that the overall mean score for traditional is 30.83 while that of the digital is 31.17. The mean values do not reveal an appreciable difference. Therefore, there was no significant difference between traditional and digital approaches in teaching literacy in early childhood classroom in Lagos, Nigeria ($df = 98$; $t = -.506$; $p > 0.05$). Hence, the null hypothesis 2 was not rejected.

Discussion of Findings

The major findings of this study indicate that the extent to which teachers integrate both traditional and digital approaches in teaching literacy in early childhood classrooms is high. Furthermore, the level of effectiveness of traditional literacy pedagogy methods, such as phonics instruction and storybook reading, in promoting early literacy skills among preschool pupils in Lagos is high.

The possible reasons responsible for these findings are that the teachers covered in this study have been partially integrating a digital approach to teaching literacy to young children as a way of balancing the traditional approach to teaching. As such, they have had the understanding of the impact of both to the effectiveness of literacy learning, resulting in appreciable level of improvement in children. These findings upheld the result of the joint study by Adeyemi and Ogunlade (2020) who reported that children who received phonics instruction demonstrated significant improvements in phonemic awareness, letter-sound knowledge, and reading readiness compared to those in the control group. The findings are also in consonance with the result of Okoye and Adebayo (2019) that there is a positive association between the frequency of storybook reading at home and children's literacy skills, including vocabulary development, comprehension, and print awareness. Finally, these findings are in line with the result of the joint study by Olatunji and Oladimeji (2018) which revealed that the majority of teachers recognized the importance of integrating digital technologies into literacy instruction to enhance student engagement and learning outcomes.

The factors militating against the implementation of balanced literacy practices are limited professional development, insufficient funding, high pupil-to-teacher ratios, inadequate time, resistance to change, insufficient training in balanced literacy techniques, lack of access to high-quality, diverse reading materials, and lack of collaboration opportunities. Despite the significance of the current practices and approaches to literacy pedagogy being used by teachers in early-year classrooms, quite several factors influence the successful integration of the blended approach. This finding corroborates the result of Ibrahim and Adeleke (2021) who found

that teachers faced various challenges in implementation. Common barriers included limited access to digital resources, inadequate training and support in technology integration, and concerns about screen time and digital distractions.

Similarly, this result concurs with the joint result of Abubakar and Ibrahim (2020) and Ogunleye and Adewale (2019) who found several factors militating against the implementation of balanced literacy practices such as limited teacher training and professional development opportunities, inadequate instructional materials and resources, overcrowded classrooms, and pressure to focus on standardized testing and exam preparation.

The first hypothesis showed that there was a significant difference between the current practices or approaches to literacy pedagogy being used by teachers and school type in early-year classrooms in Lagos, Nigeria ($df=98$; $t=.513$; $p<0.05$). This hypothesis upheld the result of Adeyinka (2017) who found significant differences in literacy pedagogy approaches between public and private schools in Lagos, Nigeria ($p<0.01$). However, the finding contradicts the result of Bamgbose (2019) who reported no significant differences in literacy pedagogy approaches between public and private schools in Nigeria but noted variations in teacher confidence and self-efficacy ($p>0.05$).

The second hypothesis has shown that there was no significant difference between traditional and digital approaches in teaching literacy in early childhood classroom in Lagos, Nigeria ($df=98$; $t=-.506$; $p>0.05$). This hypothesis is in line with the result of Adebayo (2018) who also found that there was no significant difference in literacy outcomes between traditional and digital approaches in Nigerian early childhood classrooms ($p>0.05$). However, it contradicts the result of Oluwatobi (2020) who found a significant advantage of digital approaches over traditional methods in teaching literacy to early childhood learners in Lagos ($p<0.01$).

Conclusion

The findings of the study have established that integration of both

traditional and digital approaches was notably high, and both methods are deemed highly effective in fostering early literacy skills. Teachers view the blend of these approaches positively, recognizing the value in each. However, several challenges hinder the implementation of balanced literacy practices, such as limited professional development, insufficient funding, and high pupil-to-teacher ratios.

Recommendations

The findings of the study have brought about the following recommendations

The federal government in conjunction with the Lagos State ministration of Education should; organise trainings that center on integrating digital tools with traditional literacy instructional methods, organise workshops on the latest literacy pedagogies, and regular updates on best practices. This will equip teachers with the skills needed to effectively blend traditional and digital approaches, addressing the current gap in training and professional development. Similarly, the federal government in conjunction with the Lagos State education board should ensure adequate financial resources are available for supporting early childhood education. Such funds should be used to provide high-quality, diverse reading materials, modern technological tools, and sufficient classroom supplies. The Lagos State Government should establish digital literacy programs in public schools. This initiative will ensure that students have access to digital tools and resources, bridging the digital divide and enhancing literacy outcomes. Again, the Federal & Lagos State Governments should develop and implement a digital inclusion policy. This policy will outline strategies for integrating digital literacy into education, ensuring equitable access to digital resources, and promoting digital skills development among teachers, students, and the general population.

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Stakeholders' Involvement and Awareness on the Choice of Early Childhood Education in Federal College of Education (Technical) Omoku in River State

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Abstract

This study is designed to investigate the influence of Stakeholders awareness involvement on the choice of Early Childhood Education in Federal College of Education (Technical) Omoku, Rivers State. Three research questions were used to obtain the findings of the study. Descriptive research design was adopted for the study. The population of the study consisted of all 856 students in Federal College of Education (Technical) Omoku. Sample random sampling technique was used to select 5 five students from 30 departments making the sample size of 150 respondents. The instrument for data collection was a structured questionnaire titled Stakeholders Involvement and the Choice of Early Childhood Education in Federal College of Education, Omoku (SITCECEO) which was administered using descriptive statistic of mean and standard deviation. The findings of the study revealed that the stakeholders' awareness and involvements influence students' choice of studying Early Childhood Care and Education in Federal College of