

Basic Education And Talent Discovery Of Junior Secondary School Students In Ibadan North Local Government Area Of Oyo State

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Abstract: *This study examined the effectiveness of basic education in enhancing student's talent discovery in junior secondary schools in Ibadan North Local Government Area, Oyo State. Basic education being the foundational level of education in the Nigerian educational system affect the input that goes into the senior secondary school and also higher institutions of learning. The sample comprised of 360 junior secondary school students in Ibadan North Local Government Area using simple random sampling techniques. Three hypotheses were formulated. A questionnaire tagged 'Basic Education and Students' Talent Discovery' was developed by the researchers to collect data from the respondent. The validity and reliability of the instrument were ascertained. The data collected was analysed using inferential statistics. The findings revealed that Basic education influences talent Identification ($r = 0.136, p < 0.05$), Teacher's competences to a large extent influence students' talent discovery ($r = 0.452, p < 0.05$) and infrastructural facilities in the school system contributes to students' talent discovery ($R^2 = 0.246, P < 0.05$). It was therefore recommended based on the findings that qualitative training should be given to teachers, policies should be effectively implemented, students should be taught problem solving skills, creative skills and innovative skills. Assessment should include the three domains of learning (cognitive, affective and psychomotor). Infrastructural facilities should be adequately provided in schools to enhance students talent discovery.*

Keywords: *Basic Education, Talent Discovery, Talent Identification, Creativity, Practice.*

I. INTRODUCTION

Every child has inherent potentials and talent that makes him a unique individual in the society. Talent refers to an individual's endowments in term of special skills, academic intelligence, tactical skills, and analytical skills including problem solving abilities as well as artistic skills that make him different from others. In spite of the individual differences, students find themselves among their age grades in same class, being taught by the same teacher (who sometimes know little about their uniqueness), with the same curriculum and in the same environment. This dilemma had made students talent covered, undiscovered, buried, relegated and despised hereby resulting into frustration, maintaining the

status quo, lack of creativity and ingenuity in the student which in turn affects the society.

Talent discovery is identifying as well as bringing out the potentials in an individual which may be inborn or learnt for the purpose of nurturing and building up. Although some students have special abilities, these talents need to be nurtured through consistent practice and training to help develop the skills over time, this seems to be lacking in our basic schools in Nigeria where practical teachings seem to be ignored for theory. Teachers are more concerned about completing the scheme of work irrespective of using archaic teaching techniques. Teaching is still more of teacher centred and not learners centred especially in our public schools where the students' creativity is not explored but most times scorned

and relegated. In contrast Bajar, (1985) in Sodipo, (2008) stated that teachers are facilitators who provide learning opportunities and guidelines to increase the quality of education acquired by students. NPE, (2013) stated that in basic schools in Nigeria, teaching shall be participatory, exploratory, experimental and child centred, this is yet to be accomplished in most basic schools in Nigeria. Also, for effective teaching and learning in the basic school, teacher-students ratio shall be 1:35 (NPE 2013). This is obviously not the situation in our public schools, perhaps one of the reasons why teachers couldn't pay close attention to the students talents as they ought to not to talk of discovering them. According to Yusuf (2016), talent discovery and management involve a careful and systematic placement of students' according to their outstanding qualities or abilities in order to find productive lifestyle for all students. Talents identification and management is the placement or recognition of each student's strength, capabilities and deliberate development of such recognised talents in correlation with students' educational development. Students' lives are shaped and formed by the quality of education they received.

II. TALENT DISCOVERY MODEL

Talent discovery involves talent identification (latent and interest), creativity and practice.

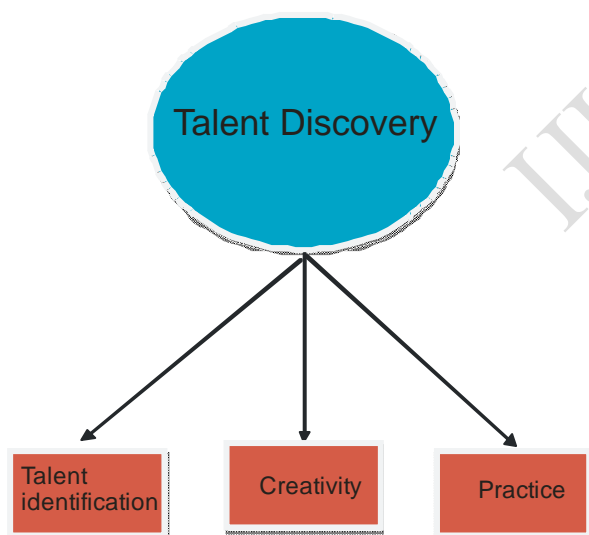


Figure 1: Talent discovery model, conceptualized by researchers

TALENT IDENTIFICATION

Phillips and Roper (2009) considered five key elements for talent management: attracting, recognition, interaction, development, and flourishing. Also, Uren and Samuel (2007) considered five main components of talent management as: attracting, recognition, development, extending and interaction. Therefore, talent discovery which involves attracting and recognizing of talents is an aspect of talent management.

Talent identification is the process of recognising, finding out and knowing the abilities and potentials inherent in an

individual as well as their interests. That is, some students have inherent skills while some developed the interest along the line as a result of what they have seen what they have been exposed to or learnt. The process of making and exposing students to have passion for a particular skill or area of discipline is creating interest. Yusuf (2016) reiterated that the continual falling quality of education has shown that the school environment is a barrier to personal discovery. It has been observed that careers and poor identification of talents have set the Nigerian basic schools system in an accelerating regression.

Talents identification is the placement or recognition of each student's strength, capabilities and deliberate development of such recognized talents in correlation with students' education. Hence, talent identification or discovery will help to properly place students and structure school activities to develop students' potentials. The fore-going is a core part of basic education which is meant to make education practical and enhance self-reliance on the long run.

CREATIVITY

Creativity on the other hand is the art of turning new and imaginative ideas into reality. Students who have latent skills can create or develop Nobel or entirely new ways of doing things if they have identified their talents. Talent is inherent, innovative and inspiring. It is also referred to as mental power, a natural endowment, an aptitude, ability, a natural capacity or a special gift (Oyedeki, 2016). Talent is defined as the sum of a person's abilities, including intrinsic gifts, skills, knowledge, experience, intelligence, judgment, attitude, character, as well as an ability to learn and grow (Michaels (2001), in Oyedeki, 2017). In reality, most basic schools in Nigeria have not come to the level of identifying the special skills in their students. Schooling has been seen as routine, in turn this has resulted into boredom for most students who are not allowed to explore and think creatively. All students seem to be placed on equal platform. Club activities and other extracurricular activities are too cold and seem to be meant for the less serious students. Most teachers do not want to get involved in extra activities as they see it as unnecessary. Some teachers are not creative at what they teach the students because they lack the necessary skills. Then, it becomes difficult to create the passion for what they are not passionate about. The students are therefore being pushed to the outside society where they most times fall prey of notorious people. Some are forced to study on their own while others have their talent buried due to frustration. Yusuf, (2016) stated that experiences has shown that students whose talents are artistic fall out of harmony with the school instruction and learn the act of talents management amidst the street gangs where they become their own teachers. Comparing Nigerian schools with some other developed nations, it is discovered that in terms of enabling environment for students' creativity, Nigeria is acutely lagging behind. For students to become creative thinkers and innovators there is a need for an enabling and equipped environment conducive for learning.

Oyedeki (2017) reiterated that individual (students) may never be successful or effective if the environment is not

conducive or appropriate for the utilization of their inherent or perhaps latent talents.

PRACTICE

Practice is the process of learning and doing through constant and effective training, to enhance fulfilment. In essence, practice is making continuous use of skills learnt for improvement and perfection. Like the popular saying, 'practice make perfect'. Some students are naturally endowed with skills (art perspective) while others are trained to kindle the interest of a skill in them (Science perspective). With the concept of practice, students in both categories need to undergo effective practical education that will help groom the skills in them and make them innovative. This agrees with Anderson (2004) who explained that talents may either be developed or ignored. They may be rendered relatively useless if they are not developed and applied. Like a muscle, if used, talents become stronger. Talent discovery and strengths development require practice, instruction, and feedback.

III. BASIC EDUCATION AND TALENT IDENTIFICATION

Basic education is the education that a child is first exposed to after the family. NPE (2013) defined basic education as the education given to children aged 0-15 years. Part of the goals of basic education in Nigeria is to provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement and to provide opportunities for the child to develop manipulative skills that will enable the child to function effectively in the society within the limits of the child's capability. Qualitative basic education is expected to develop students towards maximisation or fully realisation and utilisation of their talents. Learning, therefore, becomes difficult and achievement retarded when little or no attention is paid to students' talents or when the school environment becomes a barrier to students' talent identification and management (Yusuf 2016). Therefore, basic education is meant to help student discover their talents at early ages. That is starting from early primaries, students are meant to be exposed to curriculum that will help bring out their uniqueness, and schools ought to be structured to encourage students to explore. School activities ought to be interesting, captivating and discovery oriented using practical skills. Education is 'to bring out' and not 'forcing into' the child. Nigerian basic schools are too dogmatic, although there are practical subjects in the curriculum but these skills aren't practically taught to students. For instance Basic Technology as a subject in most schools are taught as theory where teachers write on the chalkboard and draw equipment which students might not have seen physically which result in students paying external persons to help them with their projects during external examination just to package what in reality they cannot create because they have not been taught. The truth is that these students have wonderful inventions in their minds but do not get the appropriate environment to refine the rough gold in them. Hands on activities are hardly

done in most basic schools and some teachers believe in student answering their questions just hook line and sinker the way it was written in their note otherwise they forfeit their marks; it is really a tragic situation. Students are labelled dull and underachievers because they fail some subjects irrespective of their excellence in some other practical skills. Yusuf, (2016) stated that the failure of secondary schools to cater for talents is gradually narrowing down the scope of education and relegating to the background the indispensable impact of students' talents on their educational development and career attainment. When an educational system fails to identify and manage the talents of students, it is likely to be destructive and could lead to disaster in the society especially in the aspect of unemployment, indiscipline, moral laxity and lack of commitment.

IV. BASIC EDUCATION AND STUDENTS' CREATIVITY

In an environment where students are not allowed to experiment; they may never discover their true abilities and capabilities, on the other hand, if students with technical learning personality have the opportunity to experiment with their ideas, they may discover their true talents and realised they are extremely brilliant. Basic education needs to be structured in such a way that it accommodates students with various abilities and help to create a challenging environment for creativity, problem solving and invention right from early stages in life. Education is continuous; it is a system that involves input, process and output. Basic education serves as the foundation to other levels of education, therefore if students' interest is not discovered early enough; it will affect the output at the long run. This could affect the interest and fulfilment of students' and also societal development in the long run.

V. TEACHERS' COMPETENCE AND BASIC SCHOOL STUDENTS' TALENT DISCOVERY

Competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude. It is the state or quality of being adequately qualified and capable of performing a given role. Basic school students need professional teachers who are culturally competent, talented, innovative, creative, problem-solvers, skilled and critical thinkers. Adedeji and Olaniyan, (2011) opined that teachers are considered as the single most important factor in the overall aim of education. Teachers are the limbs of the educational system. A competent teacher has the professional and pedagogical skills of managing the students in the classroom, identifying student's uniqueness, encouraging creative thinking, enhance group work and use technology to enhance learning in the classroom. A competent teacher can discover student's talents by using adequate evaluation and assessment techniques both formative and summative, to monitor the progress of the students. Effective assessment includes incorporating formal tests; responses to quizzes; evaluation of classroom assignments, student performances and projects, and standardized achievement tests to understand

what students have learned. Assessment strategies should be developed that involve learners in self-assessment activities to help them become aware of their strengths and needs and encourage them to set personal goals for learning. Teachers who will therefore discover student's talents must assess students on the three domains of learning (cognitive, affective and psychomotor domains) in order to understand the uniqueness of each student.

VI. EFFECTS OF INFRASTRUCTURE ON BASIC SCHOOL STUDENTS TALENT DISCOVERY

School infrastructures are the material resources that facilitate effective teaching and learning in schools. According to Osahon (2001) cited Ogbodo (1996), educational facilities are those material things that facilitate teaching and learning processes in the school. In order to realize the educational goals of the school system, funds and facilities are required for the various activities of the school programme as well as for the extracurricular activities. Infrastructure needed in the school includes among others classrooms, laboratories, reading rooms, libraries, constant electricity supply and ICT facilities.

There are three major need areas corresponding to the three domains of Bloom's taxonomy of educational facilities that are needed to develop the student which include cognitive areas of knowledge, abilities and skills which are necessary prerequisites for academic achievement. Facilities are also required to build affection, values, commitment, and positive emotions in learning. In addition, educational facilities are needed in the school to assist the school in developing the hands and muscles of learners. Arisi (2002) stressed that inadequate classroom spaces have resulted in over-crowding in schools. Many classrooms should be properly lit and ventilated. Section 8 of the NPE 2013 stated that education support services shall be provided in schools to enhance and promote effective use of innovative materials in schools. That is the availability of infrastructure will enhance innovative thinking in students but these facilities are in acute shortage in basic schools in Ibadan. This problem is persistent due to poor funding, poor utilization of funds, and poor maintenance culture.

STATEMENT OF THE PROBLEM

Students right from birth have talents inherent in them. These talents can transform the society if effectively managed. However, these talents are not discovered, nurtured and maximized in the basic schools. Parents, Teachers and the society at large seems to have shift their gaze from developing practical skills in the students rather they are concerned with students scoring high in tests and examinations at the expense of their talent. This tragedy has made the students not passionate about schooling; hence the society is left undeveloped. School infrastructures (electricity supply, laboratories, library, classrooms and ICT) are acutely in shortage in Nigerian basic schools leaving the students talents unexplored. Several studies have been done on the impacts of infrastructure on students' performance, however, the aspect

of student talent discovery has not been properly looked into. This study in line with NPE (2013) sees basic education as a platform to provide opportunities for the child to develop manipulative skills that will enable the child to function effectively in the society within the limits of the child's capability. This goal can only be accomplished when the students' talents are discovered and developed through effective and practical basic education.

OBJECTIVE OF THE STUDY

The main purpose of the study is to investigate the effectiveness of basic education in talent discovery of junior secondary school students in Ibadan North Local Government Area of Oyo State.

Specifically, the study sought to;

- ✓ Investigate the influence of basic education in talent identification of junior secondary school students in Ibadan North Local Government Area of Oyo state.
- ✓ Examine how basic school teachers competences influence their roles in students' talent discovery in basic schools in Ibadan North Local Government Area of Oyo State.
- ✓ Investigate how the availability of infrastructure (electricity supply, laboratories, library, classrooms and ICT) can influence students talents discovery in basic schools in Ibadan, Oyo state.

HYPOTHESES

The following hypothesis were tested at 0.05 level of significance

H01: Basic education has not effectively influenced talent discovery in basic schools in Ibadan North Local Government Area of Oyo state.

H02: There is no significant relationship between Teacher's competence and students' talent discovery in basic schools in Ibadan North Local Government Area of Oyo state.

H03: Availability of infrastructure (electricity supply, laboratories, library, classrooms and ICT) will not significantly contribute to students' talent discovery in basic schools in Ibadan North Local Government Area, Oyo state.

VII. METHODOLOGY

DESIGN

The study employed a descriptive research design which is said to investigate the influence of basic education on talent discovery of junior secondary school students in Ibadan, Oyo state.

POPULATION AND SAMPLE

The population of the study is made of all junior secondary schools in Ibadan North Local government area of Oyo state. 360 students from different schools were randomly selected for the study.

VALIDITY AND RELIABILITY OF THE INSTRUMENT

The instrument was validated by experts in measurement and evaluation and the reliability was ascertained using cronbach alpha to ensure that it measures what it is meant to measure.

RESEARCH INSTRUMENT

Self-developed questionnaire tagged ‘Basic education and talent discovery (BATD)’ was used to collect data from respondents which comprise of junior secondary students in basic schools. The questionnaire had 4 sections. Section A was on demographic data, section B consists of 5 items, section C and D also consist of 5 items each. Likert scale was used which include: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was administered by the researchers and inferential statistics tools were used to analyse the data at 0.05 level of significance.

VIII. FINDINGS AND DISCUSSION

Hypothesis 1: Basic education has not effectively influenced talent discovery in basic schools in Ibadan North Local Government Area of Oyo state

Variables	N	X	SD	DF	r. value	P. value	Remark
Talent Discovery	360	12.24	2.86	358	0.136	0.003	Significant
Basic Education	360	9.21	2.98				

P. value < 0.05

Table 1: Basic Education and Talent Discovery

Table 1 shows the result of the analysis the influence of basic education on students’ talent discovery in basic schools in Ibadan North Local Government Area of Oyo state. Pearson product moment correlation (r) was used to analyze the hypothesis. The result revealed that there is a positive and significant relationship between basic education and students’ talent discovery in basic schools $r(358) = 0.136, p < 0.05$. This implies that basic education has significant influence on students’ talent discovery in basic schools.

Hypothesis 2: There is no significant relationship between Teacher’s competence and students’ talent discovery in basic schools in Ibadan North Local Government Area of Oyo state

Variables	N	X	SD	DF	r. value	P. value	Remark
Talent Discovery	360	12.24	2.86	358	0.452	0.000	Significant
Basic Education	360	12.86	2.44				

P. value < 0.05

Table 2: Teachers Competence and Talent Discovery

Table 2 present the result of the analysis of the relationship between Teacher’s competence and students’ talent discovery in basic schools in Ibadan North Local Government Area of Oyo state. Pearson product moment correlation (r) was used to analyze the hypothesis. The result

revealed that there is a positive and significant relationship between Teacher’s competence and students’ talent discovery in basic schools $r(358) = 0.452, p < 0.05$. This implies that Teacher’s competence has significant influence on students’ talent discovery in basic schools.

HYPOTHESIS 3: Availability of infrastructure (electricity supply, laboratories, library, classrooms and ICT) will not significantly contribute to students’ talent discovery in basic schools in Ibadan North Local Government Area, Oyo state.

REGRESSION	ANOVA ^a					
	Model	Sum of Squares	Df	Mean Square	F	Sig.
R = .365 ^a	Regression	26.536	5	3.536	6.638	.001 ^b
	Residual	115.692	354	1.720		
R Square = 0.246	Total	142.228	359			
Adjusted R Square = 0.203						

a. Dependent Variable: Talent discovery

b. Predictors: (Constant), Availability of power supply, library, laboratories, Internet facilities, classroom

Table 3: Availability of Infrastructure and Talent Discovery

The results in table 3 shows that availability of infrastructure (electricity supply, laboratories, library, classrooms and ICT) jointly contributed to students’ talent discovery in basic schools in Ibadan North Local Government Area, Oyo state. ($R = 0.365; R^2 = 0.246$). This showed that availability of infrastructural facilities accounted for 24.6% of the variance in the level of basic school students talent discovery. The ANOVA result from the regression analysis revealed that infrastructural facilities will make significant contribution to basic school student’s talent discovery in Ibadan North local Government Area, Oyo State, Nigeria. ($F(5,354) = 6.638, P < 0.05$).

IX. DISCUSSION OF FINDINGS

Findings from this study revealed that the factors responsible for talent discovery included talent identification, creativity and practice. In addition, students talents can be influenced by availability of infrastructural facilities, teachers competence and effective implementation of basic education goals.

The relationship between the dependent variable (Talent Discovery) and the independent variable (effective basic education) was positive. Basic education variables include effective implementation of school goals, teachers’ competences and availability of infrastructural facilities.

Basic school policies such as class size and implementation of basic school goals influence students talent identification ($0.136, p < 0.05$). That is large classes affect basic schools in effectively discovering students’ talents in basic schools in Ibadan North. This agreed with the findings of Arisi (2002) who stated that inadequate classroom spaces result into overcrowding in school and Oyedeji (2017) also asserted that students may never achieve their goals in a class environment that is not conducive.

The findings of this study also revealed that teachers competence significantly influenced students talents discovery

in basic schools in Ibadan North (0.452, $p < 0.05$). When teachers are grounded in assessing students in all the learning domains, they can better discover student talents. Also, classroom participating of students and using modern teaching methodology can help tap into student's talents. Adedeji and Olaniyan, (2011) asserted that teachers are the number one most important factor in the achievement of school goals. In the same line, Bajar (1985) in Sodipo (2008) found out that teachers are facilitators to provide learning opportunities to increase the quantity of education. NPE (2014) also stated that teaching in basic schools shall be made participatory, exploratory and child centered. Therefore the teachers are key in student's talent discovery.

The findings of this study revealed that availability of infrastructural facilities (ICT facilities, Laboratory equipment, electricity and libraries) significantly contribute to students talents discovery in basic schools in Ibadan North ($R=0.365$; $R^2= 0.246$). These facilities will help students who need practical skills to better discover their talents. Therefore, school infrastructure should be made available to achieve the goals of basic education. Yusuf (2016) reiterated that school environment affects the quality of education and in his study availability of school infrastructure indicates an effective school environment.

Basic education which is meant to provide practical education for sustainability of students have to be properly implemented to help students discover their talents as early as possible. Talent discovery can be achieved when students in basic schools can be assisted to practice and use their potential through the support of competent teachers in a well-equipped school.

X. CONCLUSION

Based on the data collected and analysed, the following conclusions were reached: effective basic education influence student's talent discovery. Also, basic education helps to enhance students' creativity if properly managed, especially giving of project work and allowing students to give their ideas in the classroom. In addition, Teachers' competence is important in talent discovery and school infrastructural facilities are essential in students' talent discovery. Therefore these infrastructures should be made available in basic schools.

XI. RECOMMENDATIONS

Based on the findings the following recommendations are made:

- ✓ Qualitative training should be given to teachers to equip them with the necessary skills needed for students' talent discovery.
- ✓ Policies should be effectively implemented in the school system by the educational system administrators, especially the goals of basic education.

- ✓ School infrastructural facilities should be adequately provided for basic schools to enhance students talent management
- ✓ Students should be taught problem solving skills, creative skills, innovative skills and Students should be allowed to contribute their ideas in the class.
- ✓ Assessment should include the three domains of learning (cognitive, affective and psychomotor domains) so that students can be fairly evaluated for effective placement.

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