

## **A STUDY OF NEWSPAPER USAGE AS TEACHING TOOL AMONG SENIOR SECONDARY SCHOOL TEACHERS IN KWARA STATE, NIGERIA**

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### **ABSTRACT**

The disruption by digital technologies notwithstanding, the newspaper still plays its functional role as a vehicle of knowledge in human society. This study examined the usage of newspapers as teaching resources among senior secondary school teachers in Kwara State, North central Nigeria. Anchored on Uses and Gratifications Theory, it employed structured questionnaire to generate data from a sample size of 278 respondents out of a population of 1029. Of the 278 copies of questionnaire administered, 276 were retrieved.

The data was analysed using descriptive statistics. It was found that despite its non-inclusion in the school curriculum, 178 respondents, representing 64.5% of the population used the newspaper for teaching and personal gratifications while 98 others, representing 35.5% of the population did not use the medium at all (either for teaching or other purposes). Therefore, the study recommends, among others, that newspaper reading be captured in the senior secondary school curriculum in Kwara State, to promote reading habits among teachers and students.

**Keywords:** Newspaper, Teachers, Teaching, Usage, Education, Curriculum

## INTRODUCTION

The newspaper, like every other medium of mass communication, plays an important role in shaping public opinion and influencing government policies in different parts of the world. From the middle ages to the modern era, the traditional medium has maintained its primary functions of informing, educating, and entertaining the society. As pointed out by McQuail (2005), the media of mass communication are used for different purposes; information, personal identity, integration, social interaction, and entertainment. These uses are based on gratifications derived from the media content by individual audience. However, regardless of status, the newspaper is a universal platform for all categories of audience. This explains why it covers a wide range of issues – from general interest news and features to politics, economy, and education, among others. The newspaper is also used as instructional material, especially at secondary and tertiary levels of education. For instance, through their exposure to different contents of the newspaper, students tend to develop critical thinking and understanding of their subject areas in relation to the real world (Gardner & Sullivan, 2004; *The Facts*, 2021).

Adekunle (cited in Ibrahim & Akinrujumu, 2018) attributes students' failure in reading lessons at the secondary school level to shortage of qualified language teachers and inadequate teaching materials. Also, Fasudo (cited in Ibrahim & Akinrujumu, 2018) opines that poor reading skills can lead to poor attitude towards school, thus culminating in low self-

esteem among the affected students in the future. However, to overcome this challenge, Ibrahim and Akinrujomu consider the newspaper as demonstrating the capacity to be an effective tool for addressing problems relating to poor reading and communication skills among students. Thus, teachers at secondary school level have been shaping the knowledge and communication skills of their students through the use of newspaper as teaching aid in the classrooms.

Unfortunately, the traditional newspaper is confronted with readership crisis in the digital age. Attention has shifted online significantly, owing to flexibility, affordability, and more instantaneous nature of the digital news platforms (Adima, 2015). This has resulted in dwindled fortunes of the traditional newspaper industry, especially in developing countries like Nigeria (Aliagan 2016a; 2016b). It was in the light of this that the Nigerian government, in September 2009, launched its Vision 20:2020 (Onyej, 2020) aimed at designing a road map for the revitalisation of key sectors of the economy, with the newspaper as one of the critical focus. A follow up committee came up with a strategic plan on how to address the problems associated with newspaper readership. The committee recommended, among others, the establishment of information resource centres in schools and the review of curriculum to capture media hour (Federal Government of Nigeria [FGN], 2009) as part of strategies to encourage newspaper usage and readership among teachers and students. However, these recommendations, among others, have literally become a cosmetic attempt. This paper therefore, examines the phenomenon by investigating the extent of newspaper usage as teaching tool among Senior Secondary School teachers across the three senatorial districts in Kwara State.

### **Statement of the Problem**

The Nigerian education system is regulated by government at all levels, as it is in other parts of the world, for effective and efficient teaching and learning. The curricula designed for primary and secondary schools are to ensure uniformity in teaching pattern and instructional materials used by teachers at different levels. Aside the compulsory reading texts, teachers are expected to improvise other instructional materials, including the newspaper, that could aid teaching and learning. However, as it is teachers are not under any obligations to expose their students to newspaper content as a tool for improved reading and communication skills. In addition, there appears to be no budgetary allocation to secondary schools for regular supply of daily newspapers, to support teaching and learning. Therefore, the decision to use the medium as teaching aid lies with individual teachers and availability of resources. As noted by Aliagan (2020), poor reading culture among students is a major contributory factor to the growing failure in public and private examinations, especially in English-language, in Nigeria. In the same vein, teachers who could have played a major role in inculcating newspaper-

reading culture in their students lack regular access to the print medium due to worsening economic situation in the country. This affects the use of the newspaper as teaching aid in the classroom.

Generally, there seems to be dearth of studies in Nigeria focusing on newspaper usage, especially among senior secondary school teachers. Most studies save for a few like Ibrahim and Akinrujumu (2018); Bello (2011), focus on different areas of research concern. For instance, Layefa et al.(2016) observe that studies on newspaper, such as Sobowale (1985); Nwuneli (1985); Akinfeleye (1985); Uche and Ngumoba (1996); Olubunmi and Miariam (2014); Patrick (2014); Okpoko and Azienge (2014), focus majorly on newspaper coverage, ownership influence, and editorial readership. Others like Ogbiten (2007); Salawu (2004); and Aliagan (2011) focus on newspaper readership studies. However, none of these studies paid attention to the usage of newspapers as teaching materials by secondary school teachers.

Thus, in view of the importance of the newspaper as a teaching and learning tool and the prospects it has as a proposed instructional material by government, the lack of motivation for its introduction notwithstanding, this paper seeks to establish the extent to which senior secondary school teachers make use of newspapers in their classes. This is in view of the fact that the print medium covers a wide range of issues relevant to virtually every subject at that level of education and beyond.

### **Objectives of the Study**

Specifically, the study has the following objectives:

1. To determine the benefits senior secondary school teachers in Kwara State derive from using newspaper as teaching tool.
2. To establish how senior secondary school teachers in Kwara State use the newspaper aid..

## **LITERATURE REVIEW**

### **Conceptual Review**

#### **Newspaper Usage and Educational Benefits**

The use of the newspaper as teaching resource dated back to the 1890s. During the first half of the 20th century, educators and newspaper operators increased awareness on how the newspaper could add value to the school curriculum (Stone, 1978 as cited in Suleiman, 2020). However, in Nigeria, the use of the newspaper as a vehicle of knowledge dissemination predated the 1890s. When the first newspaper in Nigeria, *IweIrohin fun awonara Egbaati Yoruba* (Newspaper for the Egba and Yoruba people) was launched by Reverend Henry Townsend, on

December 3, 1859, he said his mission was to use the medium as a tool for mass literacy (Alabi, 2003). Later, the nationalists took full advantage of newspaper journalism to spread awareness and to liberate the country from British colonisation (Omoloso & Abdulrauf-Salau, 2014).

Gardner and Sullivan (2004) underscore the significance of using newspapers as educational resources, in view of their many features and appeals. Gardner and Sullivan opine that the adoption of the printed newspaper as teaching resource would aid students' critical thinking and competence. In addition to that, they believe it would also enhance their reading skills and self-development as they grow into adulthood. Fazal and Khan (2020) also note that the use of English newspaper for teaching helps to develop the translation skills of students, especially in non-English-speaking countries like Pakistan. Furthermore, Chowdhury and Halder (2016) posit that the use of newspaper for teaching is capable of improving students' learning outcomes. According to the duo, this practice had been proved to be effective through a study conducted in Tanzania, which showed how Newspaper in Education (NiE) programme enhanced pupils' functional literacy at the primary school level. The NiE programme is a collaborative educational initiative between the newspaper industry and participating school systems (Abbott, 2005), especially in the United States and some other countries of the world.

Dryfoos (cited in Gardner & Sullivan 2004) acknowledges the role played by *The New York Times'* publisher's daughter, Iphigene Ochs Sulzberger, in promoting newspaper school support initiative that led to the emergence of the NiE programme in 1932. The NiE programme is similar to that of the Rwanda Teachers Education Programme (RTEP) in Rwamagana District. The programme was aimed at enhancing teachers' effectiveness through the adoption of newspaper as a tool for inculcating reading culture in students. *The Facts* (2021) sums up the benefits of teacher's usage of newspaper as teaching aid in the classroom, as promoted by the NiE programme. These include educating students and cultivating future readers; motivating them through challenging newspaper activities; and nurturing their sustained interest in current events, thereby broadening their ability to learn. The benefits also include serving as living textbook, allowing students to witness history as it occurs; enduring as a motivating and stimulating teaching tool; and creating lifelong learners, more informed consumers, and involved citizens, among others. However, there is no known programme such as NiE in Nigeria.

### **Other Motivations for Using Newspaper**

Aside from educational purpose, there are other gratifications sought from reading the newspaper. These include information, entertainment, and socialisation, among others. Anderson (2018) explains that there is a strong connection between

education and media behaviour, in that exposure to news and other media content is dictated by individuals' level of education. Anderson also found correlation between income and age as motivations for media exposure. Wurff (cited in Anderson) points out that easy access to different media platforms (mainstream and online) and content, particularly by low-income earners (the category to which the majority of secondary school teachers in Kwara State belong), is a predictor of media use. Interest and prior knowledge, on the other hand, are considered as superior predictors of newspaper and other media consumptions. Similarly, Hassan, Latiff and Atek (2015) identify quality content as key motivation for choice of media and content. They argue that the media cannot win audience loyalty and satisfaction with shallow and dreary content. This is also in line with Bittner's (2003) submission that media exposure may just be for entertainment, socialisation or as a form of habit. All this reinforces the assumptions of Uses and Gratifications (U&G) Theory on which this study was anchored, as presented in the next section of the paper.

### **Empirical Review**

A study conducted by Bello (2011) found that newspapers played an important role when used as teaching and learning materials for secondary school students. Several other studies, such as Gündüz (2021), Fazal and Khan (2020), Ibrahim and Akinrujomu (2018) and Wilbur (2013) have also shown that using newspapers as teaching resources is highly beneficial to student learning outcomes at different levels of education. For example, Ibrahim and Akinrujomu (2018: 535-539) conducted a study on 'the impacts of using newspaper texts with Anticipation Guide method of teaching as instructional resource on the reading informational skill of senior secondary school students in Kebbi State, Nigeria.' They adopted two secondary schools in the state capital, BirninKebbi, for the study, and found that students who were exposed to the teaching method performed much better than their counterparts without such exposure. They, therefore, recommended, among others, that government, teachers, and school management made available relevant newspapers for the teaching of reading comprehension in schools.

In addition, a study by Gündüz (2021) found that newspapers can be used as teaching resources for history lessons. The study established that both teachers and students can benefit a lot from newspapers when used as teaching and learning materials for history lessons. It, however, recommended, among other things, that school facilities, the environment, and readiness of students for newspaper research be taken into account to achieve the set objectives. However, a study by Dafe and Blessing (2014) found, among others, a common use of media resources among secondary school teachers in Warri metropolis of Delta State, South-South geopolitical zone of Nigeria. The trend, considered as misuse of media resources, includes television and videotape viewing by students in the classroom for non-educational purposes, such as keeping the students quiet and under control. They

had no opportunity to ask questions and interact on the media content to which they were exposed. Even though this is not the primary focus of this study, it reinforces the lack of awareness and proper media usage for the overall knowledge and skills development of students.

### **Theoretical Framework**

This study is anchored on the Uses and Gratifications (U&G) theory. Although, there appears to be no agreement among communication scholars as to the actual roots of the U & G perspective. Wimmer and Dominick (1994) as cited in Ruggiero (2000); and Vinney (2019), posits that the theory can be traced to the 1940s, when researchers developed interest in investigating reasons for audience consumption of different forms of media. However, Ruggiero (2000) contends that some researchers credited “the U & G perspective to Schramm’s (1949) immediate reward and delayed reward model of media gratifications,” ( p.4). Conversely, Vinney (2019) asserts that the theory can be credited to the work of Jay Blumberg and Elihu Katz (1974).

According to Vinney (2019), the U & G theory is based on two key principles. These are: (a) media users are active in their choice of media and (b) they are aware of the gratifications they seek from the various media options. In other word, the audience members are active and not passive in their media selection. They also determine the uses and gratifications they want to derive from their media choices. Such gratifications derived from media use, according to Ojobor (2002) include information acquisition, education, entertainment and socialization among others.

More broadly, the U& G theory is premised on five core assumptions. These are: (a) media use is goal-oriented; (b) media selection is based on the expectation that it will satisfy certain needs and desires; (c) media have no direct influence on audience behavior as social and psychological factors determine individual’s media choice and their interpretation of media messages; (d) media compete with other forms of communication for audience attention; and (e) audience influences the media and not otherwise (Vinney, 2019).

However, the U & G theory has been criticized for being too audience-centric without recourse to media effects and other factors that can influence individual’s social and psychological dispositions (Wimmer & Dominick, as cited in Ruggiero, 2000). Vinney (2019) argues that while it may be inconceivable for the audience to always be passive, they can hardly be said to be always active either. As a result one can safely infer that the media and the second level agenda setter, as opinion moulders and leaders, still have some level of influence on the audience media choice and content exposure.

Similarly, Ruggiero 2000 contends that until the 1970s, U &G research only focused on the gratifications sought without considering the gratifications

obtained. Therefore, for the approach to be more relevant in the 21<sup>st</sup> century, Ruggiero 2000 proposes an expansion of the U G theoretical models to include “concepts such as interactivity, demassification, hypertextuality, asynchronicity and interpersonal aspects of mediated communication,” (p. 29). The aforementioned limitations notwithstanding, the theory was considered appropriate for the study, as it helps to understand the respondents’ drives for reading and using newspapers as teaching tools. For example, the majority of respondents, as revealed in the study, said they used the newspaper to fulfil their desire for news, socialisation, and improved teaching skills, among other gratifications.

### METHODOLOGY

Being a purely quantitative research, the study employed survey design to generate data from the sampled population. A document obtained from the Ministry of Education and Human Capital Development, Kwara State, Nigeria (2020), put the population of senior secondary teachers in the state at 7080. The population cut across 362 schools in the three senatorial districts of the state, which are Kwara Central, Kwara North and Kwara South. In order to give all members of the population an equal chance of participation, stratified and simple random sampling techniques were used. From each of the three senatorial districts comprising 16 local government areas, one local government council was randomly selected. Those selected were Asa (Kwara Central), 288 teachers; Moro (Kwara North), 337 teachers, and Ifelodun (Kwara South), 404 teachers, all totalling 1029. Out of this figure, 278 was selected using Krejcie and Morgan (1970) sample size determining table (with ±5% margin of error). The sample size was proportionally distributed, using simple percentage technique as follows: (a) Asa (Kwara Central):  $288 \div 1029 \times 278 = 78$  approximately (b) Moro (Kwara North):  $337 \div 1029 \times 278 = 91$  (c) Ifelodun (Kwara South):  $404 \div 1029 \times 278 = 109$ . The study used the questionnaire as instrument for data collection. The questionnaire contained four sections and 31 items based on the research objectives. Constructs used in the questionnaire were generated from literature as reflected in Table 1, in addition to those developed by the researchers. Also, a pilot test was carried out through the administration of 20 copies of the questionnaire to 20 senior secondary school teachers outside the study areas. The result was tested, using Cronbach’s Alpha coefficient on IBM-SPSS 21.0, as shown below:

**Table 1:** Result of the Reliability Test of the Pilot Study’s Instrument

Constructs	No. of Item	Cronbach’s Alpha
Pattern of newspaper readership	10	.719
Benefits derived from using newspaper	10	.788
Reasons for not reading	7	.857

newspaper

The reliability coefficient result indicates that all the items tested were valid and reliable for the study based on the general principle that any result that falls within 0.6 to 0.7 indicates an acceptable level of reliability while 0.8 and above shows a very good level (Hulin, Netemeyer&Cudeck, 2001). Based on this outcome, 278 copies of the questionnaires were administered to the target respondents, with two returned unfilled.

As shown in the data presented in subsequent section of the paper, 178 of the respondents indicated that they used the newspaper for different purposes, including teaching and learning, while the remaining 98 specified that they were not using the newspaper at all. Instead of excluding those who did not use the newspaper from the study, we sought to understand why they were not using the medium in and outside their classrooms. The results from the study were presented in tabular form, using descriptive statistics with the aid of the Statistical Package for Social Sciences (SPSS).

**RESULTS AND DISCUSSIONS**

Table 2: Benefits of Using Newspaper as Teaching Tool

Variable	Disagree		Neutral		Agree		Strongly Agree		Total			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Improved vocabulary.	10	3.6	5	1.8	11	4.0	87	31.5	65	23.6	178	64.5
Enhanced Critical thinking.	6	2.2	17	6.2	9	3.3	94	34.1	52	18.8	178	64.5
Improved teaching skills.	8	2.9	11	4.0	31	11.2	88	31.9	40	14.5	178	64.5
Value addition.		2.9	9	3.3	21	7.6	94	34.1	46	16.7	178	64.5
Saving from boredom	7	2.5	17	6.2	20	7.2	92	33.3	4	14.9	177	64.1

and  
loneliness.

Self- confidence and socialization	10	3.6	12	4.3	26	9.4	7	27.5	54	19.6	<b>178</b>	<b>64.5</b>
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Socio- political consciousness.	14	5.1	13	4.7	21	7.6	85	0.8	45	16.3	<b>178</b>	<b>64.5</b>
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Improved reading and writing skills.	10	3.6	10	3.6	17	6.2	70	25.4	71	25.7	<b>178</b>	<b>64.5</b>
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A tool for discovering students' potentials.	26	9.4	37	13.4	40	14.5	60	21.7	15	5.4	<b>178</b>	<b>64.5</b>
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Full of benefits as teaching tool.	9	3.3	7	2.5	11	4.0	88	31.9	62	22.5	<b>177</b>	<b>64.1</b>
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**Note.** The Table excludes 98 of the respondents (35.5%) who indicated that they were not using the newspaper at all. Their reasons for this are captured in Table 3 below.

More than half of the respondents agreed that using newspapers as teaching tools has many benefits, which include improved vocabulary, reading, and writing skills, self-confidence, and ability to discover students' potentials, among others.

This indicates that they recognized the educational value of the newspaper and took advantage of that for teaching and learning. However, slightly above one third of the teachers (between 98 and 97, representing 35.5% and 35.1% of the respondents, respectively) did not respond to questions in this section because they did not use the newspaper at all for teaching, self-development, or other gratifications. Their reasons for not doing so, as noted above, are captured in Table 3 below.

**Table 3: Respondents’ Reasons for Not Using Newspaper**

Variable	Groups	Frequency	Percentage (%)
I don't have the means	Not at all	24	8.7
	Rarely likely	21	7.6
	Somehow	23	8.3
	Neither likely nor unlikely	19	6.9
	Likely	5	1.8
	Very likely	3	1.1
	Extremely likely	3	1.1
	<b>Total</b>	<b>98</b>	<b>35.5</b>
I don't have time	Not at all	12	4.3
	Rarely likely	14	5.1
	Somehow	14	5.1
	Neither likely nor unlikely	15	5.4
	Likely	22	8
	Very likely	8	2.9
	Extremely likely	13	4.7
	<b>Total</b>	<b>98</b>	<b>35.5</b>
The content is too shallow	Not at all	17	6.2
	Rarely likely	13	4.7
	Somehow	22	8
	Neither likely nor unlikely	29	10.5
	Likely	11	4
	Very likely	2	0.7
	Extremely likely	4	1.4
<b>Total</b>	<b>98</b>	<b>35.5</b>	
I don't have interest	Not at all	14	5.1
	Rarely likely	16	5.8
	Somehow	20	7.2
	Neither likely nor unlikely	20	7.2
	Likely	9	3.3
	Very likely	7	2.5
Extremely likely	12	4.3	

	<b>Total</b>	<b>98</b>	<b>35.5</b>
	Not at all	13	4.7
	Rarely likely	3	1.1
	Somehow	9	3.3
It is not part of the curriculum	Neither likely nor unlikely	16	5.8
	Likely	15	5.4
	Very likely	10	3.6
	Extremely likely	31	11.2
	<b>Total</b>	<b>97</b>	<b>35.1</b>
	Not at all	23	8.3
	Rarely likely	17	6.2
	Somehow	24	8.7
I hate reading	Neither likely nor unlikely	11	4
	Likely	10	3.6
	Very likely	8	2.9
	Extremely likely	4	1.4
	<b>Total</b>	<b>97</b>	<b>35.1</b>

The Table 3 above captures the analysis of the about one-third respondents out of the 278 respondents in the study that did not use the newspaper for classroom teaching. Of this number, 24 of the respondents representing 8.7% of the total sample size did not consider lack of means as reason for not using the newspaper for teaching and personal gratifications, though almost the same figure (23, representing 8.3%) indicated that it was somehow a contributory factor. Also, the majority of teachers in this category (22, representing 8% of total respondents) indicated that time constraint was a likely factor for not using the newspaper. Also, the majority of respondents in this category (29, representing 10.5% of total sample) were undecided as to whether or not shallow content was responsible for that, while 11 of them representing 4% of total sample considered it as likely the reason. In addition, 40 respondents, representing 14.4% (7.2% each) of total sample were equally not categorical on the possibility of shallow content discouraging them from reading the newspaper, as they chose “somehow” and “uncertain”, while 31 respondents, representing 11.2% of total sample considered non-inclusion of newspaper reading in the curriculum as extremely likely reason for their lack of interest. Finally, 24 of the respondents in this category (representing 8.7%) indicated that they did not like reading newspapers.

**Table 4: Respondents' Patterns of Using Newspaper**

Variable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
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	Freq.	%										
I only read headlines in the newspaper.	49	17.8	52	18.8	20	7.2	40	14.5	15	5.4	176	63.8
I read both headlines and texts from the front page, to inside pages and to the back page.	19	6.9	22	8	18	6.5	63	22.8	55	19.9	177	64.1
Only pictures and cutlines interest me in all sections of the newspaper.	55	19.9	69	25	32	11.6	15	5.4	6	2.2	177	64.1
Cartoons, tables and puzzles are my favourites.	73	26.4	54	19.6	31	11.2	10	3.6	8	2.9	176	63.8
I only read education page of the newspaper.	32	11.6	59	21.4	48	17.4	30	10.9	9	3.3	178	64.5
I prefer reading editorial and informed commentaries to any other content.	24	8.7	40	14.5	41	14.9	57	20.7	15	5.4	177	64.1
Entertainment and sports are my favourites.	24	8.7	57	20.7	30	10.9	37	13.4	16	5.8	177	64.1
I enjoy reading features and special reports.	18	6.5	24	8.7	30	10.9	81	29.3	24	8.7	177	64.1
My interest is in the advertisements	44	15.9	58	21	37	13.4	28	10.1	10	3.6	177	64.1

and classifieds.

I only read news and other contents online	12	4.3	30	10.9	22	8	90	32.6	23	8.3	177	64.1
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**Note.** The Table shows how the respondents make use of the newspaper for teaching and personal gratifications

To demonstrate that they understood the significance of reading the newspaper in and outside their classrooms, the majority of respondents in this category disagreed that they only read headlines. Rather, they agreed that they read both the headlines and stories that accompanied them from the cover to the inside and back pages. They also disagreed that only pictures and cutlines, cartoons, tables and puzzles, advertisements and classified ads, entertainment, and sports were their favourites. In addition, the majority of teachers indicated that they did not just read the education page, they also read other sections of the newspaper. However, less than one quarter of the respondents (20.7%) agreed that they preferred reading editorial and informed commentaries to any other content. This may be because they form part of the major sections of the newspaper focusing on topical issues. Also, 81 of the respondents representing 29.3% indicated that they enjoyed reading features and special reports in the newspaper. Finally, a little less than one third of the teachers (32.6%) agreed that they were more exposed to online newspapers than the hard copies, as they read news and other contents online. The data however, does not cover reasons for preference of online to offline content by this category of respondents. This may however be because of their meagre salaries and lack of provision of newspapers in their respective schools.

**Table 5: Demographic Data of Respondents**

Variable	Groups	Frequency	Percentage (%)
<b>Gender</b>	Male	134	48.6
	Female	142	51.4
	<b>Total</b>	<b>276</b>	<b>100.0</b>
<b>Age distribution</b>	25-30 years	35	12.7
	31-36 years	74	26.8
	37-42 years	57	20.7
	43 and Above	110	39.9
	<b>Total</b>	<b>276</b>	<b>100.0</b>
	N18,000 - N23,000	10	3.6
	N24,000-N25,000	7	2.5

<b>Level of income</b>	N30,000 -N 35,000	89	32.2
	N36,000-N 41,000	96	34.8
	N 42,000 and Above	74	26.8
	<b>Total</b>	<b>276</b>	<b>100.0</b>
<b>Marital status</b>	Single	23	8.3
	On Date	6	2.2
	Married	247	89.5
	<b>Total</b>	<b>276</b>	<b>100.0</b>
<b>Location</b>	Asa	78	28.3
	Ifelodun	110	39.9
	Moro	88	31.9
	<b>Total</b>	<b>276</b>	<b>100.0</b>

*Note.* The Table captures all the respondents; both those who used the newspaper and others who did not.

The Table 5 above indicates that the majority of teachers were female. It also showed that many of the respondents were within the age brackets of 43 and above. The data equally indicated that the majority of them were middle aged, married and earned monthly salaries ranging from N30,000 to N42,000 (both less than \$100) and above. This further underscores why the majority of teachers patronised the online newspapers, while others managed to have access to hard copies. Also, the demographic data showed that most of the respondents were from Ifelodun local council area, which had the highest number of schools and teachers among the three local government areas on which the study was based.

## DISCUSSION OF FINDINGS

Interestingly, the majority of respondents used newspapers as teaching materials even though no provision was made for such practice in the senior secondary school curriculum in Nigeria. This may be considered as voluntary or self-effort, given the many subjects covered by the newspaper. This finding supports those in similar studies by Bello (2011), Wilbur (2013), Ibrahim and Akinrujomu (2018), Fazal and Khan (2020) and Gündüz (2021). They all underscored the importance of using newspapers as teaching resources for better learning outcomes at different levels of education. It further supports a study by Gündüz (2021) which found that newspapers can be used for history lessons, in addition to other benefits for teachers and students.

Also, the findings support a revelation in the study by Anderson (2018) which established a correlation between income and age as motivations for media exposure. Given that the majority of respondents were middle-aged, they appeared to have the enthusiasm to use newspapers in and outside their classrooms. The

Nigeria Vision 20:2020 also identified the middle class as the newspaper-reading segment of the population (Federal Government of Nigeria, 2009). However, their meagre incomes may have dictated their preference for online newspapers over the traditional publications. Above all, the findings from this study are also in line with the core assumptions of the Uses and Gratifications theory, which indicate that media consumers are fully aware and deeply involved in their choice of media channels and content. They also determine the uses and gratifications they want to derive from their media options. This explains why the majority of respondents can be considered as major users of newspapers, as they read from cover to cover. It was also the same reason those who did not use the newspaper at all chose not to do so because it was not part of their teaching requirements or priorities.

### **CONCLUSION AND RECOMMENDATIONS**

It can be concluded from the above findings that the majority of senior secondary school teachers in Kwara State considered the use of newspapers as key to imparting knowledge to their students despite the fact that it has yet to be captured in the school curriculum. This is in addition to other identified benefits of newspaper reading, such as improved teaching skills and discovery of student potentials, among others. However, due to its non-inclusion in the school curriculum and lack of supply to school libraries, it might be very difficult to encourage students to read the newspaper in and outside their classrooms. Based on this, the study suggests that newspaper reading be captured in the senior secondary school curriculum in Kwara State, and that provision be made for daily supply of newspapers to secondary school libraries and staff rooms to promote reading habits among teachers and students alike.

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