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IMPACT OF FEDERAL GOVERNMENT OF NIGERIA ECONOMIC POLICIES ON THE TEACHING AND LEARNING PROCESS IN ILORIN METROPOLIS, NIGERIA

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Abstract

This study examined the impact of Federal Government of Nigeria (FGN) economic policies on the teaching and learning process in Ilorin Metropolis, Nigeria. Purposive sampling technique was used to select 335 upper basic religious studies teachers as sample size of the study. The researchers' design questionnaire was used to gather data from the respondents. The data collected were analysed using the simple percentage. The reliability of the instrument was carried out using test retest method and the reliability index was 0.87. The findings of this study revealed that the Federal Government of Nigeria economic policies of cashless and naira redesign negatively impacted the teaching and learning process among upper basic schools in Ilorin metropolis. Also, the study revealed that the Federal Government of Nigeria economic policies of cashless and naira redesign negatively affected the acquisition and utilization of instructional materials for teaching and learning process among upper basic schools in Ilorin metropolis. The study recommended that the federal government should strongly consider teaching and learning process in any economic policies designed for the populace.

Key words: Impact, Cashless, Naira Redesign, Teaching, Federal Government of Nigeria, Economic policies

1. Introduction

The government as an institution formulates several policies that cut across every sector ranging from health, politics, economy, sports, agriculture, education and host of others. The governmental policies directly or indirectly have impact on the functionality, effectiveness and productivity of all these sectors in the country. Sequel to the pronouncement of the Governor of the Central Bank of Nigeria (CBN) on the 26th of October, 2022 that starting from the 15th of December, 2022, the bank will be pulling out the old design of the N200, N500 and N1000 notes until the 31st of January, 2023 when the old currency will no

longer be accepted as a legal tender (Tope, 2023). It is pertinent to note that the primary responsibility of the government through the CBN is to redesign, produce and circulate new local legal tender every five to eight years of which the last time the redesigning of naira was far back 20 years ago in Nigeria (Ibid, 2023).

The Federal Government of Nigeria stated many reasons for the naira redesigning among them are: the need for the CBN to have a proper handle of money in circulations, reduce inflation and speculations against the naira, targets criminals whose stock in trade is raw cash by promoting a less cash-heavy economy and host of others. However, this redesign of naira had brought an untold hardship on Nigerians because the production of the new naira notes was very slow and not easily accessible. Many sectors were seriously affected such as education, health, transportation, economy, agriculture, industries and host of others. Also, some bankers were reported hoarded the new naira notes while some people were seen trading the currency at an exorbitant rate (Abdullahi, 2023).

Similarly, the cashless and naira redesign policies was purely an economic policy with the aim of expected positive impact on the Nigerians (Abdullahi, 2023). However, the implementation of this policy created immeasurable impacts on the education sector, particularly, the teachers of religious studies among upper basic schools in Ilorin metropolis, Nigeria. Unarguably, effective teaching and learning can never take place where the teachers are not emotionally balance, economically poor, lack or inadequate funds to acquired instructional materials, lack of cash for sustenance and host of others. Ifeoluwa (2023) stated that the cashless and naira redesign policies of the federal government had make life difficult for lecturers, students and even the visitors to Kwara State University Malete, Nigeria. She further stated that the unwanted situation of cashless and naira redesign policies had resulted to students and lecturers missing classes which might have negative impact on the teaching and learning outcomes.

1.1 Impact of Federal Government of Nigeria Economic Policies of Cashless and Naira Redesign on Teaching and Learning Process

The impact of the Federal government economic policies of cashless and naira redesign policies can never be underestimated. Indeed, the policy virtually touches all the sectors most especially the education sector. Despite the numerous benefits attached to the cashless and naira redesign policies, yet it does not go down well with the teachers in the country due to the difficulty in accessing their cash (salary), lack of cash to transport themselves to and fro the school, feeding, payment of house bills and other basic needs at home and schools. More disturbing was the high exploitation witnessed by the teachers from the Point on Sales (POS) in the country.

It was observed that during this period (FGN cashless and naira redesign) teaching and learning seriously suffered and many teachers could not get money to feed themselves, the family and fulfill other basic responsibilities (Mathew, 2023). In a similar vein, Uthman (2023) noted that it was extremely difficult to collect salary in the banks due to restriction from FG on daily withdrawal, long queues in the banks, inflation of charges by the POS operators and non-sensitivity of the bank officials to the yawning and suffering of the customers had created a strong devastating effects on the teaching and learning process. He further stated that many teachers were usually late, absent and even failed to enter classroom as a result of the fatigue they suffered while coming to school.

In a similar vein, Shaaba (2023) posited that it was highly difficult to purchase instructional materials to be used for teaching five daily solawat (prayers) due to the scarcity of cash and some books on hadith (Traditions of the Prophet), fiqh (Islamic Jurisprudence) and sirah (Islamic history) needed to teach the

students ahead of their internal and external examinations in the school. Also, Joseph (2023) mentioned that life was so difficult for him and his family during the period of cashless and naira redesign polices. He added that in fact, he was not regularly attending to the students in classrooms and that whenever he entered the classroom, he usually felt demoralized and not in the mood to teach due to the scarcity of cash.

1.2 Purpose of the Study

The main purpose of the study was to examine the impact of Federal Government of Nigeria (FGN) economic policies of cashless and naira redesign on the teaching and learning process in Ilorin Metropolis, Nigeria. Specifically, this study investigated;

- i. the impact of the Federal Government of Nigeria economic policies of cashless and naira redesign on the teaching of religious studies among upper basic schools in Ilorin, Kwara State.
- ii. the impact of the Federal Government of Nigeria economic policies of cashless and naira redesign on the acquisition and utilisation of instructional materials for teaching religious studies among upper basic schools in Ilorin, Kwara State.

1.3 Research Questions

The following questions were raised to guide the conduct of the study:

- i. What is the impact of the Federal Government of Nigeria economic policies of cashless and naira redesign on the teaching of religious studies among upper basic schools in Ilorin, Kwara State?
- ii. What is the impact of the Federal Government of Nigeria economic policies of cashless and naira redesign on the acquisition and utilisation of instructional materials for teaching religious studies among upper basic schools in Ilorin, Kwara State?

2. Methodology

This research employed survey research design. The researchers-designed questionnaire tagged “Questionnaire on Impact of Federal Government of Nigeria Economic Policies of Cashless and Naira Redesign on Teaching of Religious Studies (QIFGNEPCNRTRS)” was used as an instrument for this study. Purposive sampling technique was used to select 335 upper basic religious studies teachers as sample size of the study. The instrument used for data collection was validated by three experts in Test & Measurement and found it appropriate for this study. The reliability of the instrument was determined using the test re-test reliability technique within a two week interval. The scores of the two tests were correlated using the Pearson’s Product Moment Correlation (PPMC). The value of the correlation coefficient obtained was 0.87. Two research questions were raised and answered using the simple percentage.

Similarly, the instrument was administered by the researchers and research assistance to all the 335 upper basic teachers of Religious studies as sample size for this study. Also, the researchers sought the permission from all the heads of the sampled schools. Twenty items were designed for the respondents to react to by ticking, Positive Impact (PI), Negative Impact (NEI) and No Impact (NI).

3. Results

Research Question 1: What is the impact of the Federal Government of Nigeria economic policies of cashless and naira redesign on the teaching of religious studies among upper basic schools in Ilorin, Kwara State?

Table 1: Impact of FGN Economic Policies of Cashless and Naira Redesign on the Teaching of Religious Studies among Upper Basic Schools in Ilorin, Kwara State.

S/N	Items	Positive Impact (PI) Frequency (%)	Negative Impact (NEI) Frequency (%)	No Impact (NI) Frequency (%)	Remarks
1.	Collection of salary	42 (12.5%)	277 (82.7%)	16 (4.8%)	NEI
2.	Cost of instructional materials	62 (18.5%)	111 (33.1%)	162 (48.4%)	NI
3.	Punctuality to class	23 (6.9%)	299 (89.3%)	13 (3.9%)	NEI
4.	Teaching methodology	47 (14%)	257 (76.7%)	31 (9.3%)	NEI
5.	Readiness to teach	51 (15.2%)	271 (80.9%)	13 (3.9%)	NEI
6.	Transportation to and fro school	17 (5.1%)	305 (91%)	13 (3.9%)	NEI
7.	Feeding	10 (3%)	311 (92.8%)	14 (4.2%)	NEI
8.	Motivation to teach religious studies	32 (9.6%)	247 (73.7%)	56 (16.7%)	NEI
9.	Attitude to teach religious studies	15 (4.5%)	285 (85.1%)	35 (10.4%)	NEI
10.	Living standard of religious studies teachers	23 (6.9%)	281 (83.9%)	31 (9.3%)	NEI

Table 1 shows the impact of Federal Government of Nigeria economic policies of cashless and naira redesign policies on the teaching of religious studies among upper basic schools in Ilorin, Kwara State, Nigeria. The result reveals that Federal Government of Nigeria economic policies of cashless and naira redesign had no impact on 1 out of 10 items, while Federal Government of Nigeria economic policies of cashless and naira redesign had negative impact on 9 out of 10 items on the teaching of religious studies among upper basic schools in Ilorin, Kwara State, Nigeria. Collection of salary, Punctuality to class, Teaching methodology, Readiness to teach, Transportation to and fro school, Feeding, Motivation to teach religious studies, Attitude to teach religious studies and Living standard of religious studies teachers felt the impact of FGN cashless and naira redesign policies negatively in Ilorin, Kwara State, Nigeria while cost of instructional materials felt no impact of FGN cashless and naira redesign policies in the teaching of religious studies among upper basic schools in Ilorin, Nigeria.. This implies that Federal Government of Nigeria economic policies of cashless and naira redesign had negative impact on the teaching of religious studies among upper basic teachers in Ilorin, Kwara State, Nigeria.

Research Question 2: What is the impact of the Federal Government of Nigeria economic policies of cashless and naira redesign on the acquisition and utilisation of instructional materials for teaching religious studies among upper basic schools in Ilorin, Kwara State?

Table 2: Impact of Federal Government of Nigeria Economic Policies of Cashless and Naira Redesign on the Acquisition and Utilisation of Instructional Materials for Teaching Religious Studies among Upper Basic Schools in Ilorin, Kwara State.

S/N	Items	Positive Impact (PI) Frequency (%)	Negative Impact (NEI) Frequency (%)	No Impact (NI) Frequency (%)	Remarks
1.	Textbooks	13 (3.9%)	305 (91%)	17 (5.1%)	NEI
2.	Laptops	15 (4.5%)	35 (10.4%)	285 (85.1%)	NI
3.	Projectors	23 (6.9%)	13 (3.9%)	299 (89.2%)	NI
4.	Mp3	47 (14%)	257 (76.7%)	31 (9.3%)	NEI
5.	Mobile Smartphones	51 (15.2%)	271 (80.9%)	13 (3.9%)	NEI
6.	VCD/DVD Player	17 (5.1%)	305 (91%)	13 (3.9%)	NEI
7.	Multimedia Projector	14 (4.2%)	10 (3%)	311 (92.8%)	NI
8.	Chalk or Marker	32 (9.6%)	247 (73.7%)	56 (16.7%)	NEI
9.	Notes Books	15 (4.5%)	285 (85.1%)	35 (10.4%)	NEI
10.	VCD/DVD Cassettes	23 (6.9%)	277 (82.7%)	35 (10.4%)	NEI

Table 2 reveals the impact of Federal Government of Nigeria of cashless and naira redesign on the acquisition and utilisation of instructional materials for teaching religious studies among upper basic schools in Ilorin, Kwara State, Nigeria. The result shows that Federal Government of Nigeria economic policies of cashless and naira redesign had no impact on 3 out of 10 items, while Federal Government of Nigeria economic policies of cashless and naira redesign had negative impact on 7 out of 10 items on the acquisition and utilization of instructional materials for teaching of religious studies among upper basic schools in Ilorin, Kwara State, Nigeria. Textbooks, Mp3, Mobile smartphones, VCD/DVD player, Chalks or Markers, Notebooks, and VCD/DVD cassettes felt the impact of Federal Government of Nigeria economic policies of cashless and naira redesign negatively in Ilorin, Kwara State, Nigeria while Laptops, Projectors and Multimedia projectors felt no impact of FGN cashless and naira redesign policies in the teaching of religious studies among upper basic schools in Ilorin, Nigeria. This implies that Federal Government of Nigeria economic policies of cashless and naira redesign had negative impact on the acquisition and utilization of instructional materials for teaching religious studies among upper basic teachers in Ilorin, Kwara State, Nigeria.

4. Discussion of Findings

Federal Government of Nigeria economic policies of cashless and naira redesign had negative impact on the teaching of religious studies among upper basic teachers in Ilorin, Kwara State, Nigeria. This finding is in line with the submissions of Ifeoluwa (2023) and Joseph (2023) whose findings revealed that the Federal Government of Nigeria economic policies of cashless and naira redesign negatively affect the teaching and learning process and that academic activity suffered a great set back during this period. Teachers and students face different forms of challenges and difficulties as a result of the cashless and naira redesign

policies of the federal government of Nigeria. However, the finding of this study is in contrary to the submission of Abdullahi (2023) whose finding revealed that the cashless and naira redesign policies was purely an economic policy with the aim of expected positive impact on the Nigerians.

The Federal Government of Nigeria economic policies of cashless and naira redesign had negative impact on the acquisition and utilization of instructional materials for teaching religious studies among upper basic teachers in Ilorin, Kwara State, Nigeria. The finding of this study corroborated the submissions of Shaaba (2023), Uthman (2023) and Mathew (2023) whose findings revealed that scarcity of cash and limitation to cash withdrawal negatively affect the acquisition and utilization of the instructional materials used for teaching religious studies among upper basic schools in Ilorin, Kwara State, Nigeria.

5. Conclusion

This study examined the impact of Federal Government of Nigeria economic policies of cashless and naira redesign on the teaching and learning process in Ilorin Metropolis, Kwara State, Nigeria. It was concluded that the Federal Government of Nigeria economic policies of cashless and naira redesign had negative impact on the teaching of religious studies among upper basic teachers in Ilorin Metropolis, Kwara State, Nigeria. The study also concluded that the Federal Government of Nigeria economic policies of cashless and naira redesign had negative impact on the acquisition and utilization of instructional materials for teaching religious studies among upper basic teachers in Ilorin, Kwara State, Nigeria.

6. Recommendations

Based on the findings of the study, the following recommendations were made:

- i. The Federal government should critically examine pros and cons of any policy that is meant for the citizens so that the aim of such policy could not be defeated.
- ii. The Federal government and Kwara state government should work together to see that teaching and learning of religious studies does not suffer any set back from any governmental policy.
- iii. There should be synergy between the Federal government and Kwara state government to assist the teachers of religious studies in the acquisition of instructional materials used for effective teaching and learning of religious studies in Kwara State and the country generally.
- iv. Government should create an avenue that would ease the suffering of the religious studies teachers whenever there is scarcity of cash in circulation i.e. easy collection of monthly salary, easy transportation of teachers to and fro school and host of others to promote effective teaching and learning of religious studies.

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