

STRATEGIC EDUCATIONAL MANAGEMENT OF ONLINE LITERARY PEDAGOGY: CHILD MEDIA AS A TOOL FOR CIVIC TRANSFORMATION IN HIGHER EDUCATION**Strategic Educational Management of Online Literary Pedagogy: Child Media as a Tool for Civic Transformation in Higher Education**

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Abstract

Research Objectives: This study examines how child media and literature are strategically used in online higher education to foster civic engagement. It explores their integration into digital learning environments as tools for civic transformation, given the growing importance of civic education and the pedagogical potential of children's narratives.

Methodology: Surveys were conducted with 30 primary school teachers and 15 university arts education lecturers across select Enugu State institutions. Responses were analyzed using mean and standard deviation, with a benchmark of 2.5. Questionnaire validity was ensured by experts in educational measurement and foundations.

Three research questions guided the study: (1) how digital child media promotes civic engagement in online higher education; (2) what strategic management practices support its use; and (3) how primary teachers perceive its civic value for older learners.

Findings: Results showed moderate but inconsistent use of child media, limited institutional support, and strong teacher approval of its civic relevance—with calls for adaptation. Theoretical framing drew on Transformational Leadership Theory (management) and Reader-Response Theory (literature), shedding light on institutional and learner dynamics.

Conclusion and Recommendations: Child media shows strong potential for civic education online, but fulfilling this promise requires intentional strategy, pedagogical innovation, and collaboration across education levels. The study urges policymakers and educators to embed child-centered narratives into civic education and invest in supportive digital infrastructure.

Key words: *Strategic Educational Management, Online Literary Pedagogy, Child Media, Civic Transformation, Higher Education.*

STRATEGIC EDUCATIONAL MANAGEMENT OF ONLINE LITERARY PEDAGOGY: CHILD MEDIA AS A TOOL FOR CIVIC TRANSFORMATION IN HIGHER EDUCATION**1.0 INTRODUCTION**

The advent of internet-enabled educational practices has fundamentally reshaped higher education, creating new possibilities for integrating child literature and media into post-secondary pedagogies. As digital platforms proliferate, the opportunity to harness child-oriented narratives to promote civic awareness, empathy, and moral reasoning among university students becomes increasingly viable (Odeh, 2021). These texts, traditionally associated with primary education, are being reimagined as tools for adult moral education through digital storytelling, interactive platforms, and literary annotation software (Chukwu & Abah, 2022). The use of digital child media in tertiary education also aligns with transformative pedagogies that emphasize personal growth, ethical reflection, and critical thinking (Ugwu, 2023). Moreover, the COVID-19 pandemic catalyzed the normalization of digital learning, making internet-mediated literary instruction a necessity rather than an option (Ike, 2022).

Emerging studies highlight the potential of digital literature archives and platforms like Perusall, LitCharts, and AI-enhanced readers to deepen learners' engagement with child literature (Eze, 2019). Such platforms can scaffold critical discourse about societal issues using relatable, simplified texts. Through strategic educational management, institutions can curate, adapt, and embed child media into online courses, fostering cross-disciplinary competencies in civic education, digital literacy, and humanities scholarship (Nwachukwu, 2024). However, the practice remains underexplored in African higher education contexts, where digital humanities integration is still developing. This study seeks to address this gap.

There is a big obstacle due to the fact that clear policies and effective implementation plans for using child literature in online university classes do not exist yet. Rarely do digital texts appear in higher education and plans for using them in such a way are not usually well-documented (Ogunleye and Bello, 2023). Moreover, civic education could benefit more from including these texts in regular plans. Educators tend to focus mainly on traditional books with a lot of information, excluding moral and social topics found in children's stories.

More importantly, many universities do not pay enough attention to civic education in their courses even when there are growing worries about students losing interest in their roles as citizens (Onyema, 2021). As our world changes due to technology, it becomes more important to review methods of education in civic subjects. With its simple and well-defined morals, child literature becomes a great resource when used in online university classes (Agu, 2020).

This study is informed by the intersection of educational management and literary pedagogy, exploring how internet-mediated childhood literature can be strategically curated and deployed in higher education to promote civic transformation. Unlike conventional uses of child media, this study explores a reimagined application — not for children, but for adult learners whose

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civic awareness can be shaped through moral storytelling. The shift from passive reception of content to participatory and reflective engagement is crucial (Mbah, 2021).

Online literary pedagogy has the potential to bridge theoretical and practical civic education through discussions anchored in childhood stories. When managed strategically, this integration can challenge university students to examine values, biases, and actions in light of moral narratives encountered in early learning stages (Ezeani & Okonkwo, 2023). By adapting these texts into interactive formats, educational managers can promote discourse that transcends disciplines, especially in teacher education, social sciences, and general studies.

The current study aligns with the global trend toward ethical and inclusive digital learning environments, underscoring the importance of soft skills, empathy, and civic reasoning in 21st-century education (Benson, 2024). It also engages with the urgent call for African universities to embrace digital humanities in meaningful ways. While digital platforms have been widely adopted, the content they deliver remains largely uninspired by indigenous literary forms and narratives.

Finally, the focus on strategic management highlights the institutional role in enabling or constraining innovations in internet-based instruction. Faculty development, course planning, digital infrastructure, and content curation are all essential aspects of this process. The study provides empirical insights into how these factors can support or inhibit the adoption of child media for civic transformation in higher education.

Statement of the Problem

The strategic use of child literature and media in internet-enabled higher education remains significantly underutilized, especially in African contexts. Although digital platforms and literary tools are increasingly used for instruction, few initiatives integrate morally didactic child texts to foster civic reasoning among university students. Institutional policies and course design strategies do not prioritize the curation of these resources for adult learners. This underutilization reflects a deeper issue: the disconnect between the content of online higher education and the moral-social dimensions of learning required for civic transformation.

Purpose of the Study

1. To examine how digital child literature/media is being utilized in online higher education settings to promote civic engagement.
2. To investigate the strategic educational management practices supporting the integration of child media into university online courses.
3. To evaluate the perceptions of primary school teachers regarding the applicability of child literature for civic learning in higher education.

STRATEGIC EDUCATIONAL MANAGEMENT OF ONLINE LITERARY PEDAGOGY: CHILD MEDIA AS A TOOL FOR CIVIC TRANSFORMATION IN HIGHER EDUCATION**Research Questions**

1. How is digital child literature/media being used in online higher education to promote civic engagement?
2. What strategic educational management practices support the integration of child media in university-level online learning?
3. What are primary school teachers' perceptions regarding the application of child literature for civic learning in higher education?

2.0 LITERATURE REVIEW**Strategic Educational Management in Online Learning**

Strategic educational management involves coordinated planning, policy-making, and resource allocation to achieve pedagogical objectives, particularly in technology-mediated contexts (Obasi, 2020). In online education, this includes curating appropriate digital tools, guiding instructional design, and ensuring equity in content delivery. The integration of child literature into university-level instruction requires not only technological infrastructure but visionary leadership that values interdisciplinary and moral learning. Several studies underscore the importance of administrative backing and faculty development for the success of digital pedagogical innovations (Nwafor, 2023).

Strategic management also entails aligning institutional goals with student needs. With increasing emphasis on civic responsibility and global citizenship, managers must facilitate curricular reforms that incorporate storytelling, empathy, and ethics into learning experiences (Ike, 2022). Online platforms make this possible through flexible formats and multimedia storytelling. However, successful implementation depends on institutional readiness and strategic commitment. Without these, innovation remains fragmented. Therefore, to maximize the potential of online learning, educational managers must adopt a proactive and holistic strategy—one that embraces technological adaptability, prioritizes teacher training, and fosters inclusive literary content that shapes both intellect and character. When strategically managed, online platforms can transcend transactional learning, cultivating a generation of morally grounded, critically aware, and socially responsible graduates prepared to thrive in a complex digital world.

Civic Transformation through Literature in Higher Education

The concept of civic transformation involves reshaping individuals' sense of social responsibility, ethical awareness, and community engagement. In higher education, civic transformation is increasingly recognized as a central learning outcome (Onyema, 2021). Child

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literature, often rich with moral lessons and simplified societal dilemmas, can be repurposed to trigger reflection on civic duties among adult learners. Such books encourage students to review and judge social norms, and biases and to consider their roles in striving for justice and equity (Ezeani & Okonkwo, 2023).

Using digital resources wisely, universities can ensure that child literature is used as a tool for discussions about civic issues. Through such texts, learners are inspired to focus on important values like honesty, responsibility, and compassion. Since they are straightforward, learners do not have to deal with complicated vocabulary or ideas when sorting out ethical matters (Agu, 2020). This is why they work well within the structure of online civic education programs.

In addition, annotating literature online allows groups of students to talk about moral problems shown in the books. With platforms such as Perusall and Flipgrid, people can engage in collaborative reasoning about these narratives (Chukwu & Abah, 2022). Such platforms show how stories matter for society and can be discussed rapidly which is in line with the main ideas of participatory learning.

Education through literature plays a role in helping achieve SDG 4.7 which supports global citizenship and sustainable development. Digital copies of children's stories are compatible with worldwide education reform goals, as described in the UNESCO document (2022). Even though remote learning is easy to implement, many African universities have not used it yet.

Even though child texts can offer a lot of value, they are regularly overlooked in courses for older students. The reason for this mistake is partly that strategic management for adult learning is still missing in existing educational resources (Nwachukwu, 2024). Not overseeing this part of the curriculum means that students will not positively encounter ethical issues.

Being fully involved with the stories in literature helps people establish a new sense of ethics and empathy with characters. Many studies show that stories with strong morals help to increase both empathy and helpful behaviors (Mbah, 2021). Digital tools can make child literature a helpful part of shaping a person's sense of belonging to society.

All things considered, civic transformation is the work of many departments, not only political science or philosophy. Using child media and literature in universities can help all learners discuss ethical issues related to civic life. Educational leaders should use the resources supported by the Internet in their teaching plans to reach the civic goals they set.

Online Literary Pedagogy and Child Media

Online literary pedagogy involves teaching literature using digital tools, videos, and other interactive resources. This technique has greatly transformed the teaching of literature by enabling people to comment on, view, and discuss texts in real time through the Internet (Eze,

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2019). As applied to books for children, this teaching approach allows authors to examine values, build characters, and analyze society with an experienced view.

Media for children such as animated stories, podcasts, and digital picture books, make online education more interesting because it uses other forms instead of text alone. They make it possible for someone to learn in a way that suits their style or abilities. As higher education students become more digitally literate, such content fosters both cognitive and affective engagement (Odeh, 2021).

Platforms such as YouTube Kids (repurposed with commentary) or African Storybook allow for curated integration of culturally resonant narratives into adult civic courses. This approach situates online literary pedagogy within real-world moral frameworks, prompting learners to connect personal values with broader societal issues (Ugwu, 2023). In doing so, online platforms become sites of ethical inquiry.

However, there remains a gap in teacher training and institutional design for these methods. Most university instructors are unfamiliar with using children's literature as instructional material, and few digital platforms are designed with adult learners in mind. Strategic management must therefore include professional development initiatives to equip faculty with the skills and confidence to adopt this pedagogy (Ogunleye & Bello, 2023).

The use of child media in higher education also counters the growing depersonalization of online learning. Stories featuring children or simple moral arcs humanize the learning experience, making online education more relational and value-oriented. Asynchronous discussions around such texts can lead to transformative dialogues among students (Chukwu & Abah, 2022).

Moreover, research shows that adult learners often appreciate revisiting childhood narratives when these are framed as tools for critical inquiry rather than nostalgia (Agu, 2020). This opens a pathway for intergenerational knowledge transfer, where child media bridges emotional literacy and civic reasoning across age groups.

Therefore, online literary pedagogy involving child media represents an innovative frontier in digital humanities. It integrates cognitive, affective, and civic learning in a single experience, provided that it is well-managed and contextually relevant. Educational managers have a duty to ensure these materials are properly embedded in learning ecosystems.

Teachers' Perceptions of Literary Innovation

Teachers, particularly those in primary schools, play a vital role in evaluating the relevance and impact of child literature. Their insights can inform how such materials are recontextualized for higher education. As frontline users of child media, primary school teachers offer critical perspectives on narrative structures, engagement strategies, and moral resonance (Obasi, 2020).

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Involving them in curricular innovations helps bridge the gap between foundational and tertiary learning stages. Many primary school teachers see child literature not just as entertainment but as ethical training grounds. Their views on how such texts can be scaled to suit adult learners can inform higher education policy and course design (Nwafor, 2023).

Empirical studies show that teachers favor stories with clear moral outcomes, character development, and local cultural relevance. These traits can also benefit university learners navigating complex civic identities (Ike, 2022). Teachers can therefore serve as consultants or co-designers in developing digital civic education modules based on child media.

Teachers' perceptions also reflect broader societal attitudes toward education, morality, and digital learning. In Nigeria, for instance, there is a growing recognition of the need to reclaim moral education in schools at all levels. Child literature—especially when delivered via internet platforms—offers an accessible tool for this purpose (Onyema, 2021).

However, some teachers express skepticism about the scalability of such texts for higher education. They argue that adult learners may find the content too simplistic or culturally incongruent. This skepticism highlights the need for careful adaptation and contextual framing in university settings (Ogunleye & Bello, 2023).

Surveys of teachers also reveal enthusiasm for digital storytelling tools that enable learner interaction. Tools like Book Creator, Padlet, and digital comics are frequently cited as effective platforms for delivering moral lessons. Their input reinforces the idea that digital storytelling is not confined to childhood contexts but can extend into adult learning environments.

Therefore, primary school teachers are important stakeholders in reimagining child media for civic learning in higher education. Their pedagogical instincts and classroom experiences make them valuable contributors to the development of strategic educational management plans for online literary instruction.

Theoretical Framework

This study is built on two essential theories: Transformational Leadership Theory and Reader-Response Theory. These theories provide the analytical lens through which the integration of child media into internet-enabled higher education learning environments is understood and managed.

1. Transformational Leadership Theory

Coined by Burns (1978), the Transformational Leadership Theory shows how education leaders can encourage, engage, and stimulate students and teachers to accomplish their shared ambitions. In higher education, a leader will encourage faculty to reflect deeply, suggest innovations for teaching online, and craft a strategy for advancing education technology (Agyeman &

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Nwachukwu, 2022). When following this theory, strategic management of education leads to learners being more flexible and using digital media and child media to learn about civic and moral issues.

If educational leaders use transformational approaches, they are likely to support trying out different curriculum methods, coaching teachers to develop novel teaching skills, and providing all students with the right to moral guidance. For this work, using child books within higher education across online platforms is viewed as an innovation that should be led by using strategy. Reflecting on Eze and Obi's (2020) point, transformational leaders help guide their institutions in following global or local trends in education. So, the theory provides guidelines for remodeling children's books for use in adult civic education.

In addition, this kind of leadership promotes a setting where faculty keep learning and are motivated to dig deeper into ethical issues by revising children's literature (Onwuka & Uchenna, 2023). Accomplished school leaders make sure that attempts at digital literary civic education are well-fitted to institutional policies and therefore are likely to be stable over the long run.

2. Reader-Response Theory

Rosenblatt's Reader-Response Theory (1978) states that readers are involved in making the meaning of a text by interacting with the text. It confirms that children's literature will be understood differently by various readers depending on their age, social environment, and life experience. Even simple stories, the theory says, can make higher education students reflect more deeply on ethics when they use their own experiences in reading them (Mbah & Ugwu, 2021).

Reception Theory is very helpful in supporting educational practices using children's books in adult learning environments. It pays special attention to how people get involved and view these subjects from their perspectives. Adults using distance learning play an active role in understanding the material. Because of this, using Perusall, Padlet, and Jamboard which are platforms for annotation and discussions, encourages students to become more involved in learning.

According to this theory, texts can be delivered using multimedia, as people are exposed to words, audio, and visual elements and the chance to be interactive. If carefully selected, digital media for children helps them react emotionally and supports changes in society. Let's take animated versions of stories: they can significantly develop students' understanding and awareness of right and wrong (Onyema, 2021).

Combining the two theories has made the study more successful. The former study looks at the ways schools can use innovation, whereas the latter investigates how kids engage in reading

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materials that have to do with society and citizenship. You need both to create and maintain an internet-based approach to literature teaching in universities.

3.0 METHODOLOGY

This study employed a descriptive survey research design to investigate the strategic educational management of online literary pedagogy, with a focus on child media as a tool for civic transformation in higher education. This design was appropriate for systematically gathering data on the perceptions of education practitioners across basic and tertiary levels who are engaged in media-rich and literature-based teaching in both physical and internet-enabled environments.

The population of the study consisted of respondents drawn from two educational levels. The first category comprised primary school teachers from six schools in Enugu State: New Haven Primary School, All Saints Primary School, Godfrey Okoye University Crèche and Nursery, Forham International Schools, Enugu Preparatory College, and an Enugu State Government-affiliated primary school. From each of these six schools, 10 teachers were purposively selected, making a total of 60 respondents. The second category included 15 lecturers in Arts Education—five each from Godfrey Okoye University, Peaceland College of Education, and Enugu State College of Education (ESCET). These respondents were selected based on their engagement with children's literature, educational media, and civic education practices in post-secondary contexts.

Data were collected using a structured questionnaire developed by the researchers and titled "Online Literary Pedagogy and Civic Transformation Scale" (OLPCTS). The questionnaire consisted of 30 items divided across three key areas in alignment with the study's objectives. Each item was measured on a four-point Likert scale: Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). The instrument was distributed to the respondents with the assistance of two trained research assistants who ensured consistency and prompt retrieval across all selected institutions.

To ensure the validity of the instrument, it was reviewed by two experts in Measurement and Evaluation and one expert in Educational Foundations, all from Godfrey Okoye University. Their feedback guided the refinement of the questionnaire to enhance clarity, relevance, and alignment with the research questions. The reliability of the instrument was determined through a pilot test administered to a similar but separate group of educators. Using Cronbach's Alpha, a reliability coefficient of 0.81 was obtained, indicating strong internal consistency of the items.

The collected data were analyzed using mean and standard deviation. A decision rule of 2.50 was adopted to determine the acceptance or rejection of each item. Items with a mean score of 2.50 or above were accepted, while those below 2.50 were rejected.

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Result and Presentation

Research Question One:

How is digital child literature/media being used in online higher education to promote civic engagement?

Item	Statement	Mean	SD	Decision
1	Digital storybooks are used as springboards for civic discourse in online classes.	2.79	0.63	Accepted
2	University students engage with animated children's literature during civic awareness campaigns.	2.66	0.70	Accepted
3	Podcasts based on child literature are used to spark civic-themed conversations online.	2.53	0.68	Accepted
4	Online civic literacy modules incorporate digital children's narratives.	2.74	0.60	Accepted
5	Gamified e-books adapted from child media help explain civic responsibilities.	2.71	0.59	Accepted
6	Lecturers use social media platforms to share short video clips from children's stories.	2.47	0.67	Rejected
7	Students dismiss child media as simplistic and unfit for civic education.	2.38	0.75	Rejected
8	Digital children's literature is often inaccessible or incompatible with university platforms.	2.43	0.69	Rejected
9	Civic roleplay exercises are inspired by children's literature in virtual classrooms.	2.64	0.65	Accepted
10	Web-based simulations from child stories are widely used for civic training.	2.44	0.72	Rejected

Grand Mean = 2.58 Grand Standard Deviation = 0.66

Interpretation:

Six out of ten items were accepted, showing moderate integration of child media in online civic education. The grand mean (2.58) being slightly higher than the standard deviation (0.66) indicates a consistent pattern of moderate agreement among respondents. When the mean is higher than the standard deviation, it suggests relative consensus. However, the presence of

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rejected items also highlights pockets of disagreement or limited implementation. When the standard deviation exceeds the mean, it implies wide variability in responses, but that is not the case here.

Research Question Two:

What strategic educational management practices support the integration of child media in university-level online learning?

Item	Statement	Mean	SD	Decision
1	Administrators encourage civic learning innovations using child literature.	2.68	0.61	Accepted
2	Faculty receive orientation on integrating child media into civic content.	2.55	0.67	Accepted
3	Institutions provide online tools tailored to literature-based civic instruction.	2.51	0.70	Accepted
4	Online curriculum design includes recommendations for child literature/media.	2.59	0.62	Accepted
5	Lecturers are given the freedom to experiment with story-based learning.	2.73	0.66	Accepted
6	Most academic leaders disregard the civic potential of children's media.	2.29	0.74	Rejected
7	There are formal collaborations between child education experts and higher education lecturers.	2.48	0.70	Rejected
8	Platforms like Google Classroom and Moodle are optimized for child literature integration.	2.46	0.69	Rejected
9	Supervisors monitor the implementation of story-based civic engagement plans.	2.33	0.77	Rejected
10	Most faculties resist including children's literature in e-learning civic models.	2.36	0.72	Rejected

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Grand Mean = 2.50

Grand Standard Deviation = 0.69

Interpretation:

Only half of the items were accepted, revealing partial support for strategic management integration of child media. A grand mean of 2.50 with a slightly lower standard deviation (0.69) suggests moderate agreement with moderate variability. The closeness of the standard deviation to the mean implies varying levels of institutional support, with no clear institutional standard or widespread implementation yet. When SD is close to or higher than the mean, it reflects a range of experiences or disagreement among respondents.

Research Question Three:

What are primary school teachers' perceptions regarding the application of child literature for civic learning in higher education?

Item	Statement	Mean	SD	Decision
1	Children's stories provide a moral base that supports civic discussions at all levels.	2.76	0.62	Accepted
2	Storybooks used in primary school can be thematically reinterpreted for university students.	2.81	0.65	Accepted
3	Civic messages from child literature can shape adult attitudes when adapted well.	2.83	0.59	Accepted
4	Simplified stories help university students better understand civic dilemmas.	2.58	0.67	Accepted
5	Most children's stories do not cover the complexities required at university level.	2.39	0.74	Rejected
6	Civic themes in children's texts are often lost in translation to older audiences.	2.33	0.71	Rejected
7	Storytelling at early levels builds habits that persist into adulthood.	2.69	0.64	Accepted

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Item	Statement	Mean	SD	Decision
8	Primary school teachers support the reuse of child media in higher education.	2.73	0.66	Accepted
9	Using early grade storybooks in university is irrelevant and outdated.	2.24	0.76	Rejected
10	Teachers believe children's literature is only suitable for moral, not civic, education.	2.42	0.70	Rejected

Grand Mean = 2.58

Grand Standard Deviation = 0.67

Interpretation:

This data shows a generally positive perception among primary school teachers about using child literature in higher education civic education. With six accepted items and a grand mean of 2.58 (higher than the SD of 0.67), the responses reflect moderate consensus. A higher mean than SD suggests stability in agreement. Nonetheless, some variation in views persists, especially regarding the complexity and relevance of such texts in adult learning contexts.

Discussion of Findings

The findings from the three research questions present an innovative but complex picture of the integration of child media and literature in online higher education for civic transformation.

Research Question One revealed that digital child literature/media is moderately being used in university online platforms to promote civic engagement. Respondents agreed that digital storybooks, animations, podcasts, and civic roleplay inspired by children's narratives have found use in fostering civic awareness. However, tools like social media video sharing and web-based simulations were less accepted, likely due to technological limitations or perceived triviality. This affirms Eze (2021), who emphasized that narrative media enhances digital citizenship when used purposefully in tertiary education. The consistent acceptance of six items and a grand mean higher than the standard deviation indicates a relatively steady embrace of child media among university respondents, though gaps in practical application remain.

In Research Question Two, strategic educational management practices supporting child media use in online higher education revealed mixed outcomes. While there was moderate consensus on institutional encouragement, curriculum design, and lecturer autonomy, respondents largely disagreed on the presence of collaborations, digital infrastructure readiness, and administrative enforcement. This supports Obasi and Chika (2020), who argued that innovative pedagogy often suffers from managerial inertia and lack of strategic investment in Nigerian universities. The closeness of mean and standard deviation in this section suggests that opinions are dispersed and

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dependent on institutional peculiarities rather than policy uniformity. Thus, while some universities innovate, others lag due to systemic or ideological resistance.

Research Question Three offered insights from primary school teachers, whose views affirm the cross-level value of children's literature. They recognize the moral and civic foundations in such stories and believe in their thematic reinterpretation for university-level discussions. This aligns with Nwokocha (2022), who noted that the foundational stories taught in childhood often shape civic identities into adulthood. Nevertheless, some teachers expressed skepticism, questioning the complexity of such texts for older learners. The data suggests that while the pedagogical potential is acknowledged, successful application requires adaptation, recontextualization, and creative delivery to meet higher education standards.

Overall, these findings collectively indicate that child media and literature are emerging tools for civic transformation in higher education, but they require strategic management, stakeholder collaboration, and reimagined pedagogical frameworks to be fully effective.

5.0 CONCLUSION, EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

Conclusion

1. Child literature and media are moderately used in online civic education for university students, with varied methods yielding different levels of engagement.
2. Strategic educational management support is inconsistent, affecting the broader integration of these tools in higher institutions.
3. Primary school teachers believe child literature has civic value across education levels, but caution that adaptation is essential for university contexts.

Educational Implications

1. University stakeholders must recognize child literature/media as valid tools for civic learning, not just for children but across educational levels.
2. Curriculum developers should integrate adaptable versions of child narratives into civic modules.
3. Educational managers should train lecturers in cross-level media adaptation techniques.
4. Collaboration between early childhood and tertiary educators is crucial to deepen civic learning strategies.
5. Digital infrastructure must support the multimedia needs of online civic education content.

Recommendations

1. Higher education institutions should pilot online civic education modules using adapted children's literature.

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2. Strategic educational policies should formally recognize child media as interdisciplinary civic tools.
3. Regular training should be conducted for university lecturers on digital storytelling and civic transformation.
4. Collaboration between arts education departments and primary schools should be institutionalized.
5. Educational managers should invest in e-platforms that support multimedia storytelling for civic themes.

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