

EDUCATIONAL THOUGHT

Volume 14 Number 1, 2025



A publication of the Institute of Education
ADEKUNLE AJASIN UNIVERSITY
P.M.B. 001, Akungba-Akoko
Ondo State, Nigeria



Volume 14 Number 1, 2025

EDUCATIONAL THOUGHT

Volume 14 Number 1, 2025



A publication of the Institute of Education
ADEKUNLE AJASIN UNIVERSITY
P.M.B. 001, Akungba-Akoko
Ondo State, Nigeria



Volume 14 Number 1, 2025

Educational Thought

Copyright © October, 2025

Institute of Education

Adekunle Ajasin University,

Akungba-Akoko, Ondo State, Nigeria

ISSN: 1596-969X

Volume 14 Number 1, 2025

Published by:

Institute of Education,

Faculty of Education

Adekunle Ajasin University, Akungba-Akoko,

Ondo State, Nigeria.

All rights reserved.

No part of this publication may be reproduced,
stored in a retrieval system or transmitted
in any form or by any means, without the prior permission
of the copyright owner.

All enquiries should be directed to the Publisher.



EDITORIAL BOARD

Prof. M.A. Hassan	Editor-in-Chief & Director, Institute of Education
Prof. G.O. Ayenigbara	Editor
Prof. C.A. Daramola	Editor
Prof. S.A. Amuseghan	Editor
Prof. F.O. Alabi	Editor
Prof. L.O. Gbore	Editor
Prof. Adekunle Olatunmile	Editor
Prof. M.B.I. Omoniyi	Editor
Prof. C.A. Akinfolarin	Editor
Prof. M.J. Akomolafe	Editor
Prof. A.I. Oyetakin	Managing Editor
Prof. F.O. Olaniyi	Business Editor

Consulting Editors

Prof. M. F. Salman	University of Ilorin (UNILORIN)
Prof. Lade Adeyanju	Ahmadu Bello University, Zaria (ABU)
Prof. C.N. Omoifo	University of Benin (UNIBEN)
Prof. C.O.O. Kolawole	University of Ubadan (UI)
Prof. F.B. Babalola	University of Ibadan (UI)
Prof. S.O. Oluwuo	University of Port Harcourt (UNIPORT)
Prof. J.P. Gbenu	Lagos State University (LASU)
Prof. I. Galadima	Usman Dan Fodio University, Sokoto
Prof. E.O.S. Iyamu	University of Benin (UNIBEN)
Prof. S.A. Oyebade	University of Lagos (UNILAG)
Prof. M.S. Oladimeji	Olabisi Onabanjo University, Ago-Iwoye (OOU)



FROM THE DESK OF THE EDITOR-IN-CHIEF

This journal is intended to provide a forum for the dissemination of information on the volume of work done in the fields of education around the world. It serves as an outlet for educational issues in the forms of papers, research reports on empirical studies and critical essays. It aims at generating fresh scholarly inquiries and expositions in the fields of education in so far as they relate to human conditions and interaction for the development of humanity. Therefore, the publication of work which reflects new theoretical approaches, original thoughts and those which report empirical findings at all levels of educational systems across the globe are given pride of place in the journal. It is a peer-reviewed journal which adopts rigorous processes to ensure excellent quality and international standard. It is published twice a year, February and December.

Another appealing feature of our journal is the geographical spread of our contributors. Despite the difficulties associated with this period, this issue has contributors from different academic institutions across the six geopolitical zones of Nigeria. It is also my pleasure to appreciate the commitments and sacrifices of the Editorial Board, the Consulting Editors, Reviewers, Authors and other stakeholders who have helped to sustain our age-long feat of quality and timely publications. This issue has both print and online versions. The online can be assessed at www.eduthought.org.ng

While we congratulate those whose articles scaled through the very rigorous scrutiny of our review process, we encourage those who could not make it to do the needful corrections and upgrading to meet up with the standard of the journal.

On behalf of the Editorial Board, I present to you our esteemed readers, the Vol. 14, No. 1 of Educational Thought.

Professor M.A. Hassan
Editor-in-Chief
Educational Thought



NOTES TO CONTRIBUTORS



CALL FOR PAPERS (VOLUME 14, NUMBER 1)

Educational Thought is an annual peer-reviewed journal of the Institute of Education, Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria. The journal is both ELECTRONIC and PRINT and it is professional journal that is committed to the publication of original and well-researched articles in all areas of education.

The Editorial Board hereby solicits articles and research papers to be considered for publication in the Volume 14, Number 1 of the journal, which shall be published in October, 2025 with ISSN: 1596-969X.

GUIDELINES TO CONTRIBUTORS

- a. Articles already published or submitted for consideration in other journals are generally not acceptable.
- b. The journal or its Editorial Board takes no responsibility for the violation of any ethical issues in research. Hence, authors should ensure the originality of articles submitted.
- c. Articles should be in MS-Word format, Times New Roman font size and 12 point size and should not exceed 15 pages altogether with 1.5 line spacing, including an abstract, figures, tables, and references.
- d. The abstract should not exceed 250 words and at least five keywords should be provided below the abstract.
- e. The cover page should include the name(s) of the author(s), their affiliations, and contact (functional e-mail and mobile telephone numbers).
- f. The 7th Edition of American Psychological Association (APA) referencing style should be used.
- g. Manuscripts should be submitted electronically as MS word attachment to aauiinstituteofeducation@gmail.com Call: 07080070150 OR 08034229218
- h. Scanned/electronic receipt of the assessment fee should be submitted alongside the manuscript.
- i. **A PAYMENT OF N5,000 ASSESSMENT FEE SHOULD MADE INTO:**
POLARIS BANK LTD, ACCOUNT NAME: INSTITUTE OF EDUCATION,
NUMBER:1770941356



LIST OF CONTRIBUTORS

Assessment of the Impact of Sports Broadcasting Media and Promotion on the Development of National Sports Federations in Nigeria, ¹S.M.S Ikuejamoye, ¹B. W. Zamani (PhD), ¹M. U. Sani (PhD), ¹A.I. Danlami (PhD)& ²S. A. Alhassan (PhD), ¹Department of Human Kinetics and Health Education, Faculty of Education, Ahmadu Bello University Zaria, ²Department of Physical and Health Education, Federal University of Education, Kano, Kano State, Nigeria, Corresponding Authors Email: msani9941@gmail.com
+2348035962285

Effectiveness of Mindfulness Training Techniques on Reducing Test Anxiety in Mathematics Among Secondary School Students in Katsina State, Nigeria- Jimoh Mukhtar¹, Awua Mark Avese², 08065006346, 07063479666, mukhtarjimoh2018@gmail.com, Saidu Jibril³, 08065575592, saidujibril1976@gmail.com, ^{1, 2&3}department Of Educational Psychology And Counselling, Federal University Dutsin-Ma, Katsina State

The Role of Language in Addressing Climate Change Awareness, Owolewa Olusegun, PhD, Department of Arts Education, Faculty of Education, Adekunle Ajasin University, Akungba Akoko, Ondo State, olusegunowolewa@gmail.com & Akinseloyin Adeola Anne, Language Education, Faculty of Education, Adekunle Ajasin University, Akungba Akoko, Ondo State, adeolaakinseloyin@gmail.com, 08038034591

School Committee System: A Tool Towards School Effectiveness in Oyo State, Dr. Ayoku, Oba Baba, Department of Educational Management and Counselling, Faculty of Education Al- Hikmah University Ilorin, Ilorin. Obaayoku@Al-hikmahuniversity.edu.ng and Abimbowo, Yusuff Olatunji, Department of Educational Management and Counselling, Faculty of Education Al- Hikmah University Ilorin, Ilorin.

Student Personnel Services and Students' Conduct in Senior Secondary Schools in Kebbi State, ⁽¹⁾AHMAD, Habiba Alkali, Department of Educational Management, Sokoto State University, Sokoto, Email: alkaliahmadhabiba66@gmail.com, Tel: 09136602459, ⁽²⁾Prof. Lateef Adeyemi, Yusuf, Department of Educational Management, Sokoto State University, Sokoto, Email: adedeyemi88@gmail.com, Tel :08060645304, ⁽³⁾Dr S.I Bashar, Department of Educational Management, Sokoto State University, Sokoto, ⁽⁴⁾ADAMU, Habibu, Department of Educational Management, Sokoto State University, Sokoto, Email: habibuadamu558@gmail.com, Tel :08069032966

A Sociolinguistic Analysis of President Bola Ahmed Tinubu's 2024 New Year Speech and its Implications on Nigerian Economy, Saliu Kolawole (Ph.D), Onabanjo, E. O. & Zakari, Ishiak, Department of General Studies Education, Kwara State College of Education (Technical), Lafiagi, P. M. B 01 Lafiagi, Kwara State, Nigeria, E-mail Kolawolesaliu123@gmail.com, 08039437396. & **Zaccheaus, Oni Simeon,** Department of Basic Sciences, Federal College of Wildlife Management, P. M. B. 268, New Bussa, Niger State, Nigeria, E-mail: zaccheaussimeon@gmail.com, 07067824343

Influence of Employability Skills on Graduates' Self Reliance in Universities in Kwara State, Nigeria: Educational Planning Perspectives, SHITTU, Afeez Adeshina, aashittu@alhikmah.edu.ng, 07030230619, orcid 0009-0008-5013-9461, Al-Hikmah University, Ilorin, Nigeria, Department of Educational Management and Counselling, OLASINDE, Bilikis Ajoke, ajokeolasinde@gmail.com, 08149915587, Department of Educational Foundations, Kwara State College of Education Ilorin, AMEEN,



Muftaudeen, muftaudeen2025@gmail.com, 07034422266, Federal College of Education, Kontagora, Niger State. School of Education, Department of Educational Foundations and Management, ALAO, Monsurat Iyabo, monsuratalao190@gmail.com, 08156258469, Al-Hikmah University, Ilorin, Nigeria, Department of Educational Management and Counselling & ARE, Godwin Oluwaseyi, profgseyiare@gmail.com, 08035636289, Al-Hikmah University, Ilorin, Nigeria, Department of Educational Management and Counselling

Nigerian Criminal Justice System: Correctional Services and the Fight Against Criminal Activities, Dr. Oyetakin, Sylvia Olayemi, Department of Educational Foundations, Topmost College of Education, Ipaja, Lagos state, Nigeria, Email: sylviaolayemi23@gmail.com & Oyetakin Akindapo Emmanuel, c/o Department of Sociology, Faculty of Social Sciences, Lagos State University, Lagos State, Nigeria, Email: emmanuelakindapo01@gmail.com, +2348133408507

Reward System and Teachers' Attitudes to Work in Secondary Schools in Akoko South West Local Government Area of Ondo State, Nigeria, Michael Sunday Ayeerun, Ph.D., Department of Educational Management, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria., 08033958546, e-mail: ayeerunmike@gmail.com

Exploring the Trajectory and Challenges of the National Open University of Nigeria (2003-2023), SALIU, Kayode Ajisafe, Department of Educational Foundations and Management, School of General Education, Federal College Of Education, Abeokuta, 08069637974, email: safekay2013@gmail.com & Oseni, Jamiu, Department of Educational Foundations and Management, School of General Education, Federal College Of Education, Abeokuta, email: Jamoh247@gmail.com, 08063027282

School Facilities Maintenance Practices and Teacher Effectiveness in Public Senior Secondary Schools in Sokoto State, ADAMU, Habibu, Department of Educational Management, Sokoto State University, Sokoto, e-mail: habibuadamu558@gmail.com. Tel: 08069032966, Prof. Lateef Adeyemi YUSUF, Department of Educational Management, Sokoto State University, Sokoto, e-mail: adedeyemi88@gmail.com, Tel: 08060645304, Dr. Haliru Shehu, Department of Counseling Psychology, Sokoto State University, Sokoto, e-mail: hallirushehuyari@gmail.com, Tel: 07038713371 & AHMAD, Habiba Alkali, Department of Educational Management, Sokoto State University, Sokoto, e-mail: alkaliahmadhabiba66@gmail.com, Tel: 09136602459

Biology Students' Perception Of Ai-Driven Personalized Learning In Addressing Individual Academic Needs Of Senior School In Ilorin, Nigeria, Olufunke Olayinka Kayode¹Abdulraheem Dare Gbighbadua² and RasaqSulyman⁴Muhinat. Bolanle. Bello, Department of Arts and Science Education, Faculty of Education, Kwara State University, Malete, Nigeria

Development And Validation Of Technology-Assisted Instructional Management Solution For Efficient Instructional Delivery Of Secondary School Teachers In Ogun State, Nigeria, 1 Olufemi Abiodun Ajayi, PhD,: 08022680616, 2 Jimoh Olufunbi Akorede, PhD, 08056117431, 3 Kayode Abayomi Adewale, PhD. 08050443437, 4 Ademola Olaide Adenubi, PhD, 08022680616 & 5 Olawale Yussuf Saka, PhD 07036523544: 1, 3 & 5 Department of Counselling Psychology & Educational Foundations, 2 Department of Educational Technology, 4 Department of Computer and Information Science,, Tai Solarin University of Education, Ijagun, Nigeria

Le Rôle De La Traduction Dans L'apprentissage De Français Langue Étrangère (Fle) Chez Les Apprenants De Français À Benue State University, Emmanuel Johnny, Department of Languages and Linguistics, Benue State University, Makurdi, email : temeraulayefa@gmail.com, +234(0)9050555035 & Gemanen Gyuse, Department of Languages and Linguistics, Benue State University, Makurdi, email : ggyuse@edu.bsum.ng, +234(0)8065349438



Impact of Cultural Beliefs on Intimate Partner Violence Among Married Adults in Kwara State, Nigeria: *Ogunleye*, Samson Ayodeji, samogs200@gmail.com, *Oladele Adenike Adepeju*, adenikeoladele30@gmail.com & Dr. Foluke N. Bolu-Steve, bolusteve.fn@unilorin.edu.ng Department of Educational Guidance and Counselling, University of Ilorin, Kwara State.



TABLE OF CONTENTS

PAGE

Assessment of the Impact of Sports Broadcasting Media and Promotion on the Development of National Sports Federation of Nigeria.	1
Effectiveness of Mindfulness Training Techniques on Reducing Test Anxiety in Mathematics Among Secondary School Students in Kastina State, Nigeria	9
The Role of Language in Addressing Climate Change Awareness	19
School Committee System: A Tool Towards School Effectiveness in Oyo State Student Personnel Services and Students' Conduct in Senior Secondary Schools in Kebbi State	29
Student Personnel Services and Students' Conduct in Senior Secondary Schools in Kebbi State	38
A Sociolinguistic Analysis of President Bola Ahmed Tinubu's 2024 New Year Speech and its Implications on Nigerian Economy	47
Influence of Employability Skills on Graduates' Self Reliance in Universities in Kwara State, Nigeria: Educational Planning Perspectives	61
Nigerian Criminal Justice System: Correctional Services and the Fight Against Criminal Activities,.	73
Reward System and Teachers' Attitudes to Work in Secondary Schools in Akoko South West Local Government Area of Ondo State, Nigeria	85
Exploring the Trajectory and Challenges of the National Open University of Nigeria (2003-2023)	97
School Facilities Maintenance Practices and Teacher Effectiveness in Public Senior Secondary Schools in Sokoto State	106
Biology Students' Perception of Ai-Driven Personalized Learning in Addressing Individual Academic Needs of Senior School In Ilorin, Nigeria	114
Development and Validation of Technology-Assisted Instructional Management Solution For Efficient Instructional Delivery of Secondary School Teachers in Ogun State, Nigeria	120
Le Rôle De La Traduction Dans L'apprentissage De Français Langue Étrangère (Fle) Chez Les Apprenants De Français À Benue State University	134
Impact of Cultural Beliefs on Intimate Partner Violence Among Married Adults in Kwara State, Nigeria:	158



ASSESSMENT OF THE IMPACT OF SPORTS BROADCASTING MEDIA AND PROMOTION ON THE DEVELOPMENT OF NATIONAL SPORTS FEDERATIONS IN NIGERIA

¹S.M.S IKUEJAMOYE, ¹B. W. Zamani (PhD), ¹M. U. Sani (PhD), ¹A.I. Danlami (PhD) & ²S. A. Alhassan (PhD)

¹Department of Human Kinetics and Health Education
Faculty of Education
Ahmadu Bello University Zaria

²Department of Physical and Health Education
Federal University of Education, Kano, Kano State,
Nigeria

Corresponding Authors Email: msani9941@gmail.com
+2348035962285

Abstract

This study assessed the impact of sports broadcasting media and promotion on the development of National Sports Federations in Nigeria. The population for this study was twelve thousand three hundred and eighty-five (12,385), consisting of board members, board secretaries, board accountants, athletes, and coaches from National Sports Federations across Nigeria. The sample size for this study was three hundred and seventy-eight (378) drawn using multistage sampling techniques. The instrument used in this study was a self-developed questionnaire structured on a five-point Likert scale. To validate the instrument and establish its reliability, a pilot study was conducted using one hundred and thirteen (113) respondents from ten National Sports Federations, where a Cronbach Alpha reliability index of 0.940 was obtained which made the instrument reliable for the study. The researcher and twenty-four (24) research assistants administered and retrieved the questionnaire within two weeks. The data collected was analysed using Statistical Package for Social Sciences (SPSS) version 25. Mean and standard deviation were used to answer the research questions, whilst Chi-Square statistic was used to test all the null hypotheses at 0.05 alpha level of significance. Findings from the study revealed that sports broadcasting media and brand promotion significantly influenced the development of National Sports Federations in Nigeria ($\chi^2 = 219.16$, $p = 0.000$) and ($\chi^2 = 201.72$, $p = 0.000$) respectively. The study concluded that both sports broadcasting media and brand promotion are critical factors that enhance the visibility, financial sustainability, and overall development of National Sports Federations in Nigeria. The study recommended that sports broadcasting media organisations should establish long-term partnerships with National Sports Federations to ensure consistent coverage and promotion of various sporting events across multiple platforms, and that federations should invest in professional brand development strategies to enhance their market position.

Keywords: *Broadcasting Media, Promotion, Development, National Sports Federations*

Introduction

Sports marketing have emerged as a fundamental component in the development and sustainability of sporting organisations worldwide. In Nigeria, the National Sports Federations face numerous challenges in their quest for growth and international recognition. The role of sports broadcasting media and brand promotion in addressing these challenges cannot be overstated (Asenahabi, 2019).



According to Schmidt and Lee (2019), sport has a universal reach and serves as entertainment that can be accessed and understood by everyone, creating emotional connections that marketers have been leveraging for over a century.

The Nigerian sports landscape is governed by various National Sports Federations, each responsible for the development, regulation, and promotion of their respective sports at both grassroots and elite levels (Salisu & Nwosu, 2022). These federations operate under the legal framework of the National Sports Commission Act and are tasked with organising competitions, scouting and nurturing talent, and ensuring Nigeria's representation in international events (Ogundele, 2020). However, many federations struggle with limited resources, inadequate media coverage, and poor brand visibility, which significantly hampers their development potential.

Sports marketing, as defined by Appleby (2019), is an ongoing process through which contests with an uncertain outcome are staged, creating opportunities for the simultaneous fulfilment of direct and indirect objectives amongst sport customers, sport businesses, and other related individuals and organisations. This definition underscores the multifaceted nature of sports marketing and its potential impact on federation development. The Nigerian sports industry has witnessed gradual growth, with revenue generation from ticket sales, broadcasting rights, and sponsorship deals creating a burgeoning sports economy (Idris, Musa, & Adeyemi, 2019).

The significance of sports broadcasting media in federation development lies in its ability to enhance visibility, attract sponsorship, and engage audiences. Traditional media outlets such as television and radio, alongside digital platforms, play crucial roles in broadcasting events and promoting sports narratives. However, many Nigerian National Sports Federations have not fully utilised these media channels to their advantage, resulting in limited public interest and reduced commercial opportunities (Okonkwo, 2020). Brand promotion represents another critical aspect of sports marketing that directly influences federation development. Effective branding strategies help federations establish unique identities, attract quality athletes and sponsors, and build lasting relationships with stakeholders. The absence of strategic branding efforts often leaves Nigerian sports federations with weak identities, making it difficult for them to differentiate themselves or foster loyalty amongst their supporters (Akaighe & Adogame, 2021).

The challenges facing Nigerian National Sports Federations are multifaceted and interconnected. These include insufficient funding, governance issues, inadequate infrastructure, and limited marketing expertise. Moreover, the disconnect between federations and the general public, resulting from conventional marketing approaches that do not align with contemporary trends, further compounds these challenges. The integration of modern sports marketing strategies, particularly sports broadcasting media and brand promotion, presents significant opportunities for addressing these developmental challenges. International comparisons reveal that successful sports federations worldwide have leveraged comprehensive marketing strategies to achieve sustainable growth (Adekunle & Chukwuma, 2023). Countries such as South Africa and Kenya have demonstrated how effective utilisation of sports broadcasting and strategic branding can enhance federation development and international competitiveness (Mugambi, Kipchumba, & Wanjiru, 2022). These examples provide valuable insights into the potential benefits that Nigerian federations could realise through strategic implementation of sports marketing initiatives.

This study therefore assessed the impact of sports broadcasting media and sports brand promotion on the development of National Sports Federations in Nigeria, with the aim of providing empirical evidence to guide strategic decision-making and policy formulation in the Nigerian sports sector.



Purpose of the Study

The purpose of this study was to assess the impact of:

1. Sports broadcasting media on the development of National Sports Federations in Nigeria.
2. Sports brand promotion on the development of National Sports Federations in Nigeria.

Research Questions

Based on the purpose of the study, the following research questions were raised:

1. To what extent does sports broadcasting media impact the development of National Sports Federations in Nigeria?
2. To what extent does brand promotion impact the development of National Sports Federations in Nigeria?

Hypotheses

1. Sports broadcasting media does not significantly impact the development of National Sports Federations in Nigeria.
2. Brand promotion does not significantly impact the development of National Sports Federations in Nigeria.

Methodology

The study adopted an ex-post-facto descriptive survey research design, which, according to Asenahabi (2019), focuses on people's beliefs, opinions, perceptions, and behaviours, making it suitable for evaluating the impact of existing marketing strategies on federation development. Data was collected using a self-developed questionnaire structured into sections covering demographic information, sports broadcasting media, and brand promotion. The questionnaire employed a five-point Likert scale (Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree = 1), with a decision mean score of 3.00 set as the benchmark for interpreting results. To ensure validity, five experts in sports management from the Department of Human Kinetics and Health Education at Ahmadu Bello University, Zaria, reviewed the instrument. A pilot study involving 113 respondents from ten National Sports Federations was conducted to establish reliability. The instrument's reliability was confirmed with a Cronbach's Alpha index of 0.940, indicating excellent internal consistency.

The study population consisted of 12,385 respondents, including board members, board secretaries, board accountants, athletes, and coaches from National Sports Federations across Nigeria. A sample size of 378 respondents was selected using multistage sampling techniques. In the first stage, purposive sampling was used to select fifteen National Sports Federations and their key officials. In the second stage, simple random sampling was employed to select athletes from each federation. Data collection spanned two weeks, during which the researcher and 24 trained assistants administered the questionnaires. Permission was secured from relevant authorities before data collection commenced. The collected data was analysed using the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics, including mean and standard deviation, were used to answer the research questions, whilst Chi-Square statistics tested the null hypotheses at a 0.05 alpha level of significance.

Results

Research Question One: To what extent does sports broadcasting media impact the development of National Sports Federations in Nigeria?



Table 1: Mean Scores and Standard Deviation of the Impact of Sports Broadcasting Media on the Development of National Sports Federations in Nigeria

S/N	Items	Mean	Std. Dev.
1	Telephone is used as broadcasting media in the activities of the NSF	3.15	0.86
2	The internet is used as broadcasting media in the activities of the NSF	4.59	0.77
3	Cable satellite dish is used as broadcasting media in the activities of the NSF	2.86	0.91
4	Television is used as broadcasting media in the activities of the NSF	4.24	0.68
5	Radio is used as broadcasting media in the activities of the NSF	3.63	0.70
6	Telegram is used as broadcasting media in the activities of the NSF	4.57	0.67
7	Webcasting is used as broadcasting media in the activities of the NSF	2.93	0.70
8	Newspapers are used as broadcasting media in the activities of the NSF	4.57	0.67
	Aggregate mean	3.82	0.75

(Benchmark = 3.00)

Table 1 shows that there was a clear indication that the respondents believed that sports broadcasting media impacts the development of National Sports Federations in Nigeria. The respondents were of the view that the internet is the most utilised broadcasting medium (Mean = 4.59), followed by newspapers and telegram (Mean = 4.57 each). Television broadcasting also received high ratings (Mean = 4.24), indicating its significant role in federation activities. Radio broadcasting was moderately utilised (Mean = 3.63), whilst telephone communication received moderate ratings (Mean = 3.15). Cable satellite dish and webcasting received lower ratings (Mean = 2.86 and 2.93 respectively), suggesting limited utilisation in federation activities. The analysis revealed a mean aggregate of 3.82, which is greater than the benchmark of 3.00 ($3.82 > 3.00$). The result of the analysis implied that the respondents believed that sports broadcasting media significantly impacts the development of National Sports Federations in Nigeria.

Research Question Two: To what extent does brand promotion impact the development of National Sports Federations in Nigeria?



Table 2: Mean Scores and Standard Deviation of the Impact of Brand Promotion on the Development of National Sports Federations in Nigeria

S/N	Items	Mean	Std. Dev.
1	Brand promotion has contributed to the financial growth of the NSF	3.00	0.77
2	Brand promotion has increased audience engagement and participation in NSF activities	4.63	0.70
3	Brand promotion improves the company values	2.86	0.67
4	Brand promotion helps in the recruitment of sponsors and advertising by marketing their goods	4.31	0.62
5	Brand promotion attracts quality athletes and talents to participate in NSF events	4.24	0.79
6	Brand promotion helps customers to be familiar with products and services of the NSF	4.42	0.74
7	Brand promotion helps customers to describe the products to other agencies	4.43	0.71
8	Brand promotion efforts have increased corporate sponsorship for sports events affiliated with NSF	4.51	0.72
	Aggregate mean	4.05	0.72

(Benchmark = 3.00)

Table 2 shows that respondents had positive opinions about brand promotion's impact on federation development. The highest-rated aspect was audience engagement and participation (Mean = 4.63), indicating that effective branding significantly enhances stakeholder involvement. Brand promotion's role in increasing corporate sponsorship received high ratings (Mean = 4.51), followed by its ability to help customers describe products to other agencies (Mean = 4.43) and familiarise customers with NSF products and services (Mean = 4.42). The recruitment of sponsors through brand promotion was also highly rated (Mean = 4.31), as was its ability to attract quality athletes and talents (Mean = 4.24). However, brand promotion's direct contribution to financial growth received moderate ratings (Mean = 3.00), whilst its impact on company values was rated below the benchmark (Mean = 2.86). The analysis revealed a mean aggregate of 4.05, which is greater than the benchmark of 3.00 ($4.05 > 3.00$). The result of the analysis implied that the respondents believed that brand promotion significantly impacts the development of National Sports Federations in Nigeria.

Hypotheses Testing

Hypothesis One: Sports broadcasting media does not significantly impact the development of National Sports Federations in Nigeria.

Table 3: Chi-square (χ^2) Analysis of the Impact of Sports Broadcasting Media on the Development of National Sports Federations in Nigeria

Variable	N	df	Cal. χ^2 value	p-value	Decision
Sports Broadcasting Media	374	28	219.16	0.000	Rejected

χ^2 Crit = 41.34, (df = 28), $P < 0.05$



Results in Table 3 show that sports broadcasting media significantly impacts the development of National Sports Federations in Nigeria. The reason was that the P-value of 0.000 is less than 0.05 level of significance, whilst the chi-square (χ^2) Cal. value of 219.16 is greater than the chi-square critical value of 41.34 (χ^2 Cal (219.16) > χ^2 Crit (41.34), $P < 0.05$) at df 28. Therefore, the null hypothesis which states that "Sports broadcasting media does not significantly impact the development of National Sports Federations in Nigeria" was rejected. Hence, the result implies that sports broadcasting media significantly impacts the development of National Sports Federations in Nigeria.

Hypothesis Two: Brand promotion does not significantly impact the development of National Sports Federations in Nigeria.

Table 4: Chi-square (χ^2) Analysis of the Impact of Brand Promotion on the Development of National Sports Federations in Nigeria

Variable	N	df	Cal. χ^2 value	p-value	Decision
Brand Promotion	374	28	201.72	0.000	Rejected

χ^2 Crit = 41.34, (df = 28), $P < 0.05$

Results in Table 4 show that brand promotion significantly impacts the development of National Sports Federations in Nigeria. The reason was that the P-value of 0.000 is less than 0.05 level of significance, whilst the chi-square (χ^2) Cal. value of 201.72 is greater than the chi-square critical value of 41.34 (χ^2 Cal (201.72) > χ^2 Crit (41.34), $P < 0.05$) at df 28. Therefore, the null hypothesis which states that "Brand promotion does not significantly impact the development of National Sports Federations in Nigeria" was rejected. Hence, the result implies that brand promotion significantly impacts the development of National Sports Federations in Nigeria.

Discussions of Findings

The findings of this study revealed that both sports broadcasting media and brand promotion significantly impact the development of National Sports Federations in Nigeria. These results align with existing literature and provide empirical evidence for the critical role of strategic marketing in sports federation development. Regarding sports broadcasting media, the significant impact ($\chi^2 = 219.16$, $p = 0.000$) corroborates the findings of Abubakar and Ibrahim (2019), who discovered that increased media coverage of athletics events resulted in a 42% rise in corporate sponsorship and a 35% increase in youth participation. This finding demonstrates that media broadcasting not only boosts financial inflows but also fosters grassroots development. The study's results support the assertion that strategic media engagement is crucial for federation sustainability and growth. The finding aligns with Okonkwo and Adebayo (2020), who observed that sports broadcasting led to a 156% increase in revenue for the Nigerian Football Federation and enhanced international visibility. These outcomes illustrate how structured broadcasting programmes can elevate a federation's financial and technical standards. The study's emphasis on internet usage (Mean = 4.59) and television broadcasting (Mean = 4.24) reflects the evolving media landscape and the importance of digital platforms in reaching contemporary audiences.

Mohammed and Olayinka (2021) further supported these findings by demonstrating that digital coverage significantly increased youth participation in basketball and improved talent identification processes. This emphasises that digital platforms complement traditional broadcasting by engaging younger audiences and attracting sponsorships, making media broadcasting a comprehensive tool for



sports development. Concerning brand promotion, the significant impact ($\chi^2 = 201.72$, $p = 0.000$) is consistent with Adebayo and Akinlolu (2021), who found that brand promotion significantly contributed to increased sponsorships, improved public perception, and higher athlete participation. The study's finding that brand promotion increases audience engagement (Mean = 4.63) and corporate sponsorship (Mean = 4.51) provides strong empirical support for strategic branding initiatives.

Ijeoma and Mohammed (2020) concluded that federations with well-defined brand identities were more successful in attracting financial support, partnerships, and sponsorships, which directly influenced their financial stability and growth. This finding resonates with the study's results showing that brand promotion helps in sponsor recruitment (Mean = 4.31) and attracts quality athletes (Mean = 4.24). The study's findings also support Olumide and Ahmed (2019), who reported that digital branding strategies had significant positive effects on the popularity and performance of Nigerian sports federations. Eze and Okafor (2022) further corroborated the strong positive relationship between branding efforts and federations' ability to attract sponsorships, which positively impacts their development in terms of infrastructure, athlete training, and international participation. The results demonstrate that both sports broadcasting media and brand promotion are not merely supplementary activities but fundamental components of federation development strategies. The high mean scores for most items indicate that stakeholders recognise the value of these marketing strategies and their potential to transform Nigerian sports federations.

Conclusion

Based on the findings of this study, it can be concluded that:

1. Sports broadcasting media significantly impacts the development of National Sports Federations in Nigeria by enhancing visibility, attracting sponsorship, and increasing public engagement with federation activities.
2. Brand promotion significantly impacts the development of National Sports Federations in Nigeria by improving audience engagement, facilitating sponsor recruitment, attracting quality athletes, and enhancing corporate sponsorship opportunities.

Recommendations

The following recommendations were made based on the findings of this study:

1. Sports broadcasting media organisations should establish long-term partnerships with National Sports Federations to ensure consistent coverage and promotion of various sporting events across multiple platforms, including television, internet, radio, and print media.
2. National Sports Federations should invest in professional brand development strategies, including unique visual identities, compelling narratives, and comprehensive branding guidelines that resonate with both local and international audiences.

References

- Abubakar, S., & Ibrahim, M. (2019). Media coverage and sports development in Northern Nigeria. *Journal of Sports Management*, 15(2), 78-95.
- Adebayo, K., & Akinlolu, T. (2021). Brand identity and sports federation development in Nigeria. *Nigerian Journal of Sports Marketing*, 8(1), 45-62.
- Adekunle, F., & Chukwuma, P. (2023). Strategic media partnerships in Nigerian sports federations. *African Sports Development Review*, 12(3), 112-128.
- Akaighe, G., & Adogame, A. (2021). Digital content creation and sports marketing in Nigeria. *West*



- Appleby, R. (2019). *Contemporary sports marketing: Strategies and applications* (3rd ed.). London: Pearson Education.
- Asenahabi, B. M. (2019). Basics of research design: A guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches*, 6(5), 76-89.
- Eze, C., & Okafor, N. (2022). Branding strategies and sponsorship attraction in Nigerian sports. *Journal of African Sports Business*, 9(4), 23-39.
- Idris, A., Musa, B., & Adeyemi, K. (2019). Economic impact of sports in Nigeria: Revenue generation and employment. *Nigerian Economic Review*, 28(3), 156-174.
- Ijeoma, L., & Mohammed, A. (2020). Brand identity and financial sustainability of sports federations. *Sports Finance Quarterly*, 14(2), 87-103.
- Mohammed, S., & Olayinka, R. (2021). Digital media coverage and youth sports participation in Nigeria. *Youth Sports Development Journal*, 6(1), 67-84.
- Mugambi, K., Kipchumba, E., & Wanjiru, M. (2022). Comparative analysis of sports marketing strategies in East Africa. *East African Sports Research Journal*, 18(2), 45-67.
- Ogundele, A. (2020). Governance and regulation of sports federations in Nigeria. *Nigerian Sports Law Review*, 11(1), 23-41.
- Okonkwo, C. (2020). Sports marketing challenges in developing economies: The Nigerian experience. *International Journal of Sports Business*, 21(3), 78-94.
- Okonkwo, P., & Adebayo, S. (2020). Broadcasting rights and revenue generation in Nigerian football. *Sports Media Economics*, 13(4), 112-129.
- Olumide, T., & Ahmed, L. (2019). Digital branding and sports federation performance in Nigeria. *Digital Sports Marketing Review*, 5(2), 34-52.
- Salisu, M., & Nwosu, C. (2022). Traditional sports and modern marketing: Wrestling federations in Nigeria. *Journal of Cultural Sports*, 8(3), 89-105.
- Schmidt, A.F. & Lee, H. (2019). Sports marketing and digital media coverage; *Digital Sports Marketing Review*, 5(3), 74-82



EFFECTIVENESS OF MINDFULNESS TRAINING TECHNIQUES ON REDUCING TEST ANXIETY IN MATHEMATICS AMONG SECONDARY SCHOOL STUDENTS IN KATSINA STATE, NIGERIA

JIMOH MUKHTAR¹

08065006346

mukhtarjimoh2018@gmail.com

AWUAMARKAVESE²

07063479666

avesemark2015@gmail.com

SAIDU JIBRIL³

08065575592

saidujibril1976@gmail.com

^{1, 2&3} department Of Educational Psychology And Counselling, Federal University Dutsin-Ma, Katsina State

Abstract

This study investigated the Effectiveness of Mindfulness Training Techniques on Reducing Test Anxiety in Mathematics among Secondary School Students in Katsina state, Nigeria. Two objectives with corresponding null hypotheses guided the study. Quasi-experimental design pre-test, post-test and control group were adopted for the study. The population consists of one hundred and sixty-two (162) students; the sample size of this study consists of 98 SSS II Science intact-class Students which were drawn from two public co-educational schools in Mani Zonal Education Quality Assurance in Katsina State, Nigeria. A multi-stage sampling technique was adopted for the study; the purposive sampling technique was used to select two schools for the study. The experimental group was taught using the Mindfulness Training Technique while the control group was taught using Conventional Teaching Method. The instruments are one questionnaire and one test-item was adopted Mathematics Test Anxiety Questionnaire (MTAQ) and Mathematics Academic Performance Test (MAPT). The reliability co-efficient of MTAQ and MAPT are 0.75 and 0.78 respectively. ANCOVA was used to test the hypotheses at 0.05 level of significance. The finding revealed that there is significant difference between the: students taught using mindfulness training techniques and those taught using conventional strategies on test anxiety in Mathematics. [$F(1, 95) = 95.802, P = .010$] and students taught using mindfulness training techniques and those taught using conventional strategies on academic performance in Mathematics [$F(1, 95) = 4.936, P = .010$]. The study concluded that mindfulness training techniques was more effective than the conventional method of teaching in reducing test anxiety, enhancing students' academic performance when teaching the difficult concept of Mathematics. It was recommended that teachers should make effective use of Mindfulness training techniques in the teaching of Mathematics as it improves students' learning and academic performance.

Keywords: Academic Performance, Mindfulness Training Techniques, Secondary School Students and Test Anxiety.

Introduction

Test anxiety has become part of students' daily psychological problem when evaluating their academic progress. It is the emotional, physiological, and behavioural reactions surrounding the possible consequences of negative evaluation in an upcoming test or exam. Test anxiety can be called as social phobia (Dawood et al., 2021; Duraku, 2017). It includes psychological, procedural and actionable reactions that can also become responsible for disappointment in any exam or testing situation. The



symptoms of test anxiety in a person include fear, tension, vomiting, increased heartbeat, laziness and high respiration rate. Test anxiety occurs when two factors are present: worry and emotionality. Worry arises from a student's cognitive concerns about their upcoming performance, has been associated with lower academic performance (Schillinger et al., 2021). Whereas emotionality is the reaction to the test it pays a high toll on student well-being (Roos et al., 2021).

Test anxiety has become a serious problem as it causes many different negative consequences such as low self-esteem, dropping out of school, lack of social skills, performance anxiety, academic failure and the emergence of various psychological problems (Yilmazer et al., 2024), lack of inspiration, negative self-esteem, faces labialization, and hopelessness (**Dawood et al., 2021**). Test anxiety impairs students' cognition, students may exhibit the global avoidance tendency, show poor cognition, or ruminate, all of which can impede their academic performance (Kotik & Was, 2024). Students can be to uphold consciousness, improve cognition functioning, release oneself from a deeply held connection to ideas, emotions, or sensations through mindfulness.

Mindfulness is the process of being able to experience thoughts, feelings, emotions, and deal with them effectively as they occur. The process of mindfulness helps to reduce the potential of becoming overwhelmed by feelings, emotions, thoughts, and physiological sensations (Lothes et al., 2022). Mindfulness is the awareness that emerges through paying attention on purpose, in the present moment to the unfolding of experience moment by moment and non-judgmentally (Kabat-Zinn, 2003). Mindfulness is a construct of becoming more aware of yourself and your environment through sensory focus, structured thinking, breathing exercise, and other techniques (**Tambuwal & Mohammed, 2024**). Individual can observe their thoughts, feelings, and physical sensations nonjudgmental through mindfulness. Mindfulness is set in the present moment, where you can consciously direct your awareness as it occurs; it is the insight that is regarding goal and focus on purpose, the present instant and non-judgmental view regarding experience. Mindfulness contains activities in which person focuses on the present moment without any disturbance like meditation, yoga, relaxed breathing, focusing on single point of some specific object and observing some event without passing any decision, all these activities include full attention to the present minute (**Dawood et al., 2021**).

Mindfulness training techniques is an approach made of mixture of perception and acceptance of what is perceived; in the present moment with a conscious mind and an open, loving and compassionate heart (Kiken et al., 2017). Practicing mindfulness reduce the level of anxiety hence improves the academic performance and cognitive functioning (**Dawood et al., 2021**). Additionally, one will see reductions in reactivity to the body's physiological anxiety, negative states of mind, hostility, mood disturbances, and perception of pain (Schonert-Reichl et al., 2015). Mindfulness intervention techniques are one of the methods that can be applied to reduce test anxiety to the desired level. Students' practices mindfulness will be more competent in handle situations such as mathematical difficulties, academic evaluation, performance and retention as well as test anxiety that they will face in the future.

Mindfulness-based intervention (MBI) is an intervention provides insight into how mindfulness can be cultivated in controlled accepting negative thoughts and emotions such as text/exam anxiety. The core elements of MBIs are intensive experiential training in mindfulness, emphasizing the promotion of attention self-regulation and compassion, focus on the sensations that arise in your body when you are anxious, be present and with the moment, allow yourself to think the anxious and distressing thoughts. Mindfulness-based interventions help individuals to direct their attention to the here and now and learn to approach thoughts differently by realizing that thoughts are just thoughts (Bishop et al., 2004). Mindfulness interventions teach individuals mindfulness-based skills to use more functional strategies by accepting negative thoughts and emotions as they come to mind without judgment (Segal et al.,



2012). Individuals increase their awareness through various exercises and practices and learn not to be captive to the negative thoughts that come to their minds. Through mindfulness practices, some cognitive processes such as cognitive flexibility and attention improve (Kuyken et al., 2010).

Through mindfulness techniques the mind trains its attention, can pay more attention to what it wants to achieve and increase performance, it can give more constructive solutions to stress and anxiety (Maran et al., 2021). Mindfulness meditation has shown to be a promising intervention in school settings, especially when it comes to alleviating anxiety influenced by learning difficulties (Kotik & Was, 2024; Schonert-Reichl et al., 2015). Mindfulness helps students to uphold consciousness, release oneself from a deeply held connection to ideas, emotions, or sensations, and cultivate a stronger sense of emotional equilibrium and wellbeing. Therefore, a mindfulness practice would seem appropriate as a possible intervention to reduce test anxiety symptoms in students (Lothes, Mochrie et al., 2021). Researchers have investigated mindfulness-based interventions (MBIs) as possible treatments for test anxiety (Dundas et al., 2016; Lothes et al., 2019) and results of those studies suggest that MBIs may be effective interventions for test anxiety in students.

Mindfulness techniques can help individual to manage test/exam anxiety and improve your overall well-being when incorporating it in their daily routine. Doing mindfulness is to set clear goals before introducing mindfulness techniques have 2-3 minutes through deep breathing exercises, progressive muscle relaxation, mindful focus/walking, guided imagery/engage senses, and mindful eating by paying full attention to the experience of eating, all these practices can help student with high level of anxiety to stay present, calm and focused during test/examination period. Also to refocus attention and retention through guided meditations.

The study conducted by Kadaramandalagi et al. (2024) reported that mindfulness exercise was significant improvement in overall well-being and effective strategy for promoting Students mental health, academic performance. The study of Nathaniel and Kurtz-Costes (2022) finding revealed that increases in mindfulness were associated with decreased in test anxiety. The study conducted by Lothes, Mochrie et al. (2021) conducted an 8-week mindfulness study with college students for test anxiety and it found that after the 8-week training period of mindfulness that test anxiety came down. The study conducted by Wiguna et al. (2018) revealed the influence of mindfulness in decreasing anxiety and improving academic performance. Thus, mindfulness training increases the inner peace, facilitating calm attitude and openness, and acceptance to learning thoughts and experiences. The study carried out by Dawood et al. (2016) was to find the relationship between test anxiety and academic achievement among students, the finding revealed that there is a significant negative relationship between test anxiety scores and student's academic achievement level. Moreover, those students who were with high academic scores experienced the low anxiety at time of test. It also affects important cognitive functions such as working memory and inferential reasoning skills have a positive impact on academic performance of students (von der Embse et al., 2018).



Table 1: Summary of Mindfulness Training Techniques for Eight weeks

Sessions	Summary of the content of the sessions
First week	Creating rapport, Introduction of mindfulness training. Mindfulness meditation through deep breathing exercises for 1-2 minutes, examining the sensory visual, olfactory, taste and touch. Administer pre -test Homework: Doing conscious mind is a normal daily activity (washing, eating, brushing, etc.)
Second week	Mindful stretching and coping with obstacles of anxiety. Practice thoughts and feelings, homework: record pleasant events
Third week	Mindful breathing technique. Meditation breathing; homework: Breathing gradually 2-3 times. Walking conscious mind; recording unpleasant events
Fourth week	Calming/Staying in the present. Seeing meditation/hearing meditation; homework: Sitting meditation 3 min of breathing space whenever they notice unpleasant anxiety and excitement
Fifth week	Mindful listening and seeing. listening meditation; homework: listening and seeing guided meditation
Sixth week	Feelings and Reflect on inner experience. Seated refocus meditation and retention; homework: Shorter guided meditation for reflection. Vague scenarios; homework: 3 min of refocus space only three times at a moment.
Seventh week	Mindful guided imagery/engage senses; homework: engage 3 min imagery a day, but whenever they notice stress and unpleasant emotions.
Eighth week	Mindful evaluation. Examined learner, reflection, feedback, post-test

Sources: Researchers' Design Model, (2025)

Statement of the Problem

It has been observed that a good proportion of secondary school students display anxiety, stress which tends to have a debilitating impact on the academic performance (Muhammad, 2014). Students' low academic performance and failure are on the increase, some are unable to express their feelings and emotions assertively; they cannot ask for clarification or questions when confused in the classroom, this is as a result of fear and anxiety, lack of cognitive function learning. In addition, several factors have been identified to influence students' fairness, anxiety, low academic performance among students and these include poor Mathematics skills, lack of interest, passive engagement, ineffective classroom instructions and inadequate provision of needs, anxiety, phobia subjects, teachers influence in secondary schools in Katsina State. This is evidence shows that students' academic performance in Mathematics is shrinking under psychological factor such as anxiety which needs modern teaching methods that would improve students' performance in Mathematics. It is also indicated that mindfulness meditation training may be an efficacious intervention in reducing test/exam anxiety brought on by the Mathematics difficulties experienced by many students. These and many more reasons triggered the interest of the researchers in conducting this research by using psychological therapies/training such as mindfulness based *intervention* MBI to see how effectiveness of mindfulness techniques on reducing test anxiety, improving academic performance in Mathematics among secondary school students in Katsina state, Nigeria.



Objectives of the Study

The objectives of the study are:

1. To examine the effectiveness use of mindfulness training in reducing test anxiety among secondary school students in Katsina state.
2. To examine the effectiveness use of mindfulness training in improving academic performance in mathematics among secondary school students in Katsina state.

Research Hypotheses

The following hypotheses were formulated for the research:

HO₁: There is no significant difference in the mean of test anxiety scores of students taught Mathematics using the Mindfulness training and those taught using the conventional method of teaching.

HO₂: There is no significant difference in the mean of academic performance scores of students taught Mathematics using the Mindfulness training and those taught using the conventional method of teaching.

Methodology

The study adopted a quasi- experimental research design of pre-test, post-test type and control group design. The experimental group (EG) taught using the Mindfulness training while the control group (CG) was taught by using the conventional method where the teacher delivered the teaching and led the students in understanding the lessons in the classroom. The choice of the design is because the researcher does not intend to distort the normal academic activities of the sampled schools. The population of the study is the entire students of senior secondary school students in Mani Zonal Education Quality Assurance, (MZEQA) Katsina state which comprising the total of one hundred and sixty-two (162) students.

The multi-stage sampling technique was adopted to draw twenty-two (22) secondary schools sample across four stages. At stage one, schools in the three (3) local government areas were adequate coverage. At stage two, purposive sampling technique was used to select two mixed senior secondary school for the study. Purposive sampling technique was used to select two schools of which they are (SSS II) Science intact-class from the total number of schools in the zone. The justification for the selection of these two senior secondary schools was to enable the researchers to carry out their research for effective and efficient result. At stage three, two mixed senior secondary school were assigned to the groups. At final stage, the participants were identified as intact-class of SSS II science students

The sample size of this study consists of ninety-eight (98) SSS II Mathematics students which were drawn from two intact classes in two selected from two different co-educational senior secondary schools in MZEQA. The experimental group (EG) has a total number of 52 students, while exposed to training while the control group (CG) has a total number of 46 students.

Experimental Procedure

These diagrams illustrate the design on Students' Test Anxiety and Academic Performance as represented in the following figures:

Group A (EG) Mindfulness Training Technique

Group B (CG) Conventional Teaching Method

EG= Experimental Group - exposed to MT,

CG = Control Group - exposed to CTM,

O₁= Pre-test

O₁ → **X₁** → **O₂**

O₁ → **X₀** → **O₂**

X₁= Mindfulness Training Technique (MTT)

X₀= Conventional Teaching Method (CTM)

O₂= Post-test



Three research instruments were used for this study. The instrument, were tagged Mathematics Test Anxiety Questionnaire (MTAQ) and Mathematics Academic Performance Test (MAPT). Mathematics Test/Exam anxiety Questionnaire (MTQ) which consists of twenty (20) items and was adapted from Spielberger Anxiety Test Scale (SATS) which was used to assess the anxiety level. The questionnaire consists 20 items which was based on a four-point Likert type Scale ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). MAT consists of 25-item multiple choice questions with four options adapted from West African Senior School Certificate Examination (WASSCE) to serve as pretest to ascertain equivalence of ability of subject and as post-test to determine the effect of the treatment on students' academic performance based on algebraic and quadratic equation. To ascertain the validity of the instrument, the instrument was given to two expert from the Department of Science Education (Mathematics Lecturer) and Department Educational Psychology and Counselling, Federal University, Dutsin-ma, Katsina state, to establish the face and content validity of instrument, also to correctness of questions and options. They evaluated the instrument for its validity for accuracy and clarity of the test items for the study. To ascertain the reliability of instrument, it was administered to a group of 25 SSS II students of intact (Science) class of in a school outside the scope of the study. The scores were subjected to Split-half Statistical Analysis, the reliability coefficient of MTAQ and MAPT are 0.75 and 0.78 respectively.

The study involved two groups a pre-test was administered to two classes were assigned to groups (Experimental group and Control group). This enabled the researcher determine the performance status of the subjects before treatment. The study was conducted in three phases: pre-experimental activities, experiment proper and post-experimental activities: The first phase consists of administering the pretests on the topics included in the study and the test/exam anxiety questionnaire after securing permission from the school principal. In the second phase, the experimental group was exposed to (algebraic and quadratic equations) and the control group to the conventional teaching method. The final phase of the study was the administration of the post-tests. The same assessment procedure was used for both groups and ensures objectivity in the conduct of the study.

Both groups were taught using appropriate lesson plan. Post tests were administered to both groups after the completion of treatment. The instruments for data collection for this study were administered to the students before and the treatment. After treatment, a post-test was administered to all the subjects in both groups. Scores obtained at this stage served as pre-test scores. To determine if significant difference exists between the pre-test and post-test mean scores of each group, the Analysis of Covariance (ANCOVA) was employed for the research study. All the hypotheses were tested at 0.5 level of significance.

Results

Hypothesis 1: There is no significant difference in the mean of test anxiety scores of students taught Mathematics using the Mindfulness training and those taught using the conventional method of teaching.



Table 2: ANCOVA, Analysis of the Mean Scores for Pre & Post Test of MTQ

Source	Type III Sum of square	Df	Mean Square	F	Sig	Partial Eta Squared	Noncent Parameter	Observed Power ^b
Corrected Model	321.529 ^a	2	160.764	8.136	.001	.146	16.272	.954
Intercept	2670.252	1	2670.252	135.136	.000	.587	135.136	1.000
PRETEST	291.752	1	291.752	14.765	.001	.135	14.765	.967
Groups* Anxiety	95.802	1	95.802	4.848	.030	.049	4.848	.587
Error	1877.175	95	19.760					
Total	103513.000	98						
Corrected Total	2198.704	97						

a. R Squared = .761 (Adjusted R Squared = .821) b. Computed using alpha 0.05

Table 2 revealed the Analysis of covariance conducted on pre-test and post-test mean scores of students on test/exam anxiety {F (1, 95) = 95.802, P = .030}, indicating the groups were not comparable. The comparability of the groups is however addressed by analysis of covariance that regress the pretest and posttest scores of the students. The null hypothesis (H₀₁) was rejected since the research found a significant difference on the impact of Mindfulness training on students test anxiety in mathematics after treatment with p-value of .030 less than the alpha value of 0.05, This implies that, there is significant difference between the mean test/exam anxiety scores of students taught Mathematics using the Mindfulness training and those taught using the conventional method of teaching

Hypothesis 2: There is no significant difference in the mean of academic performance scores of students taught Mathematics using the Mindfulness training and those taught using the conventional method of teaching.

Table 3: ANCOVA, Analysis of the Mean Scores for Pre & Post Test of MAT

Source	Type III Sum of square	Df	Mean Square	F	Sig	Partial Eta Squared	Noncent Parameter	Observed Power ^b
Corrected Model	146.481 ^a	2	73.240	6.202	.003	.115	12.403	.884
Intercept	2282.717	1	2282.717	193.289	.000	.670	193.289	1.000
PRETEST	85.398	1	4.936	7.231	.008	.071	7.231	.759
Groups* Academic	4.936	1	11.810	.418	.004	.004	.418	.098
Error	1121.938	95						
Total	34073.000	98						
Corrected Total	1268.418	97						

a. R Squared = .511 (Adjusted R Squared = .970) b. Computed using alpha 0.05



Table 2 revealed the Analysis of covariance conducted on pre-test and post-test mean scores of students on academic performance $\{F(1, 95) = 4.936, P = .010\}$, indicating the groups were not comparable. The comparability of the groups is however addressed by analysis of covariance that regress the pretest and posttest scores of the students. The null hypothesis was rejected since the research found a significant difference on the impact of Mindfulness training on students academic performance in mathematics after treatment with p-value of .010 less than the alpha value of 0.05, This implies that, there is significant difference between the mean academic performance scores of students taught Mathematics using the Mindfulness training and those taught using the conventional method of teaching

Discussion of the Findings

The findings of hypothesis one shows the effectiveness of mindfulness training in reducing test anxiety among secondary school students in Katsina state. The findings of this study corroborate with Nathaniel and Kurtz-Costes (2022) finding revealed that increases in mindfulness were associated with decreased in test anxiety. The findings of this study is in support of **Dawood et al. (2021) revealed that** mindfulness training reduced the level of anxiety hence improves the academic performance. The findings of the study corroborated earlier assertions of Lothes, Mochrie et al. (2021) conducted an 8-week mindfulness study with students for test anxiety and it found that after the 8-week training period of mindfulness that test anxiety came down. The finding of the study is in line with finding of Wiguna et al. (2018) was to know about the influence of mindfulness in decreasing anxiety and improving academic learning. The finding of the study is contrary with that of Kotik and Was (2024) revealed that *mindfulness intervention could significantly alleviate anxiety caused by a deficit in reading comprehension, as well as improve trait mindfulness.*

The finding of hypothesis two shows the effectiveness of mindfulness training in improving academic performance among secondary school students in Katsina state. The finding of the study is in line with that Kadaramandalagi et al. (2024) reported that mindfulness exercise was significant improvement in overall well-being and effective strategy for academic performance. Also, the results were in conformity with **Dawood et al. (2021)** was to find the relationship between mindfulness training and academic achievement among students, the finding revealed that there is a significant positive relationship between mindfulness training and student's academic achievement level. This study also agreed with the Elger (2007) theory of performance on the core components of a performance as identity, learning skills, knowledge, context, personal factors and fixed factors. This theory provides the basis for analyzing performance, defining performance criteria, and developing meaningful performance measures.

Conclusion

Based on the findings, it was concluded that Mindfulness training was more effective than conventional method of teaching in enhancing students' academic retention when teaching the difficult concept of mathematics. However, Mindfulness training of teaching was found effective in reducing student test/examination anxiety, enhancing students' retention.

Recommendations

Based on the findings and the conclusions reached, the following recommendations were made:

1. Teachers of Mathematics should make effective use of Mindfulness training in the teaching of mathematics as it improves students' learning
2. Seminars, conferences and workshops should be organized by the government for Mathematic teachers for more enlightenment on effective utilization of Mindfulness training strategy.
3. Educational policy makers such as National Education Research Development Council (NERDC), Curriculum planners and Ministry of Education, should incorporate the use Mindfulness training strategy in the curriculum



References

- Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J., & Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical psychology: Science and practice*, 11(3), 230-241.
- Dawood, E., Al Ghadeer, H., Mitsu, R., Almutary, N., & Alenezi, B. (2016). Relationship between Test Anxiety and Academic Achievement among Undergraduate Nursing Students. *Journal of Education and Practice*, 7(2), 57-65.
- Dawood, N., Umbreen, K., Ramaisa, A., Mehak, S., & Sadia, I. (2021). Impact of Test Anxiety and Mindfulness on Academic Performance among University Students. *PSYCHOLOGY AND EDUCATION* (2021) 58(2): 10662-10673 ISSN:00333077
- Dundas, I., Torsheim, T., Hjeltnes, A., & Binder, P. E. (2016). Mindfulness based stress reduction for academic evaluation anxiety: A naturalistic longitudinal study. *Journal of College Student Psychotherapy*. 30(2):114–131. doi: 10.1080/87568225.2016.1140988
- Duraku, Z. H. (2017). Factors influencing test anxiety among university students. *The European Journal of Social & Behavioural Sciences*, 18(1), 2325.
- Elger, D. (2007). Theory of performance. In S. W. Beyerlein, C. Holmes, & D. K. Apple (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed.). Lisle, IL: Pacific Crest.
- Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144-156.
- Kadaramandalagi, K. M, Rekha, R. & Radha, G. (2024). Effect of mindfulness on exam anxiety among undergraduate dental students: A quasi-experimental study. *International Journal of Community Medicine And Public Health*, 11(9), 3595–3599.
- Kiken, L. G., Lundberg, K. B., & Fredrickson, B. L. (2017). Being present and enjoying it: dispositional mindfulness and savoring the moment are distinct, interactive predictors of positive emotions and psychological health. *Mindfulness* (NY) 8, 1280–1290. doi: 10.1007/s12671-017-0704-3
- Kotik, J., & Was, C. A. (2024). Using mindfulness meditation to reduce academic anxiety in struggling readers. *Educational Research: Theory and Practice*, 35(1), 213-232.
- Kuyken W., Watkins E., Holden E., White K., Taylor R. S., & Byford S. (2010). How does mindfulness-based cognitive therapy work? *Behaviour Research Therapy*. 48, 1105–1112.
- Lothes J. E., Sara, M., Zayne, N., & Riley P. (2022). Sitting Meditation and Mindfulness Effects on Overall Anxiety and Test Anxiety among College Students. *Mind, Brain, and Education* published by International Mind, Brain, and Education Society and Wiley Periodicals LLC. 17(1), 61-69
- Lothes, J. E., Mochrie, K., Wilson, M., & Hakan, R. (2019). The effect of dbt-informed mindfulness skills (what and how skills) and mindfulness-based stress reduction practices on test anxiety in



college students: A mixed design study. *Current Psychology*, 40:2764–2777. doi: 10.1007/s12144-019-00207-y

Lothes, J., Mochrie, K., Wilson, M., & Hakan, R. (2021). The effect of DBT-informed mindfulness skills (WHAT & HOW skills) and mindfulness-based stress reduction practices on test anxiety in college students: A mixed design study. *Current Psychology*, 40(6), 2764–2777.

Maran, T., Woznica, M., Moder, S., Furtner, M., Jehle, E., & Hörner, S. (2021). Correction to: overcoming automaticity through meditation. *Mindfulness* 12:3109. doi: 10.1007/s12671-021-01776-5

Muhammad, S. A. (2014). Test Anxiety Inventory (TAI): factor analysis and psychometric properties. *Elixir Psychology*, 75. 27412-27418

Nathaniel, P. P. & Kurtz-Costes, B. E. (2022). The Effect of Mindfulness Programs on Collegiate Test Anxiety. *Mindfulness (NY)*, 13(11), 2868–2878.

Roos, A-L, Goetz, T., Krannich, M., Jarrell, A., Donker, M., & Mainhard, T. (2021). Test anxiety components: An intra-individual approach testing their control antecedents and effects on performance. *Anxiety Stress and Coping*. 34(3), 279–298.

Schillinger, F. L., Mosbacher, J. A., Brunner, C., Vogel, S. E., & Grabner, R. H. (2021). Revisiting the role of worries in explaining the link between test anxiety and test performance. *Educational Psychology Review*, 33(4):1887–1906. doi: 10.1007/s10648-021-09601-0

Schonert-Reichl, K. A., Oberle, E., Lawlor, M. S., Abbott, D., Thomson, K., & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a simple-toad minister mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental Psychology*, 51(1), 52-66. <https://doi.org/10.1037/a0038454>

Segal, Z., Williams, J., & Teasdale, J. (2012). *Mindfulness-based cognitive therapy for depression*. 2nd Edition. New York: Guilford Press

Tambuwal, M. U. & Mohammed, S. M. (2024). Effectiveness of Mindfulness and Social Learning Therapies in Reducing Social Media Addiction among Students of Tertiary Institutions in Sokoto State. *Journal of Humanities and Social Policy*, 10(6). 27-40. E-ISSN 2545-5729 P-ISSN 2695 2416. www.iiardjournals.org

von der Embse, N., Jester, D., Roy, D., & Post, J. (2018). Test anxiety effects, predictors, and correlates: A 30-year meta-analytic review. *Journal of Affective Disorders*, 227, 483–493.

Yilmazer, E., Hamamci, Z. & Türk, F. (2024) Effects of mindfulness on test anxiety: a meta-analysis. *Frontier Psychology*, 15:1401467. doi: 10.3389/fpsyg.2024.1401467



THE ROLE OF LANGUAGE IN ADDRESSING CLIMATE CHANGE AWARENESS

Owolewa Olusegun, PhD

Department of Arts Education,

Faculty of Education,

Adekunle Ajasin University, Akungba Akoko, Ondo State

olusegunowolewa@gmail.com

&

Akinseloyin Adeola Anne

Language Education (English Language)

Faculty of Education,

Adekunle Ajasin University, Akungba Akoko, Ondo State

adeolaakinseloyin@gmail.com

08038034591

Abstract

Language functions as a crucial force that determines how individuals receive climate change awareness information and their active involvement, although it creates various complications in the process. Climate change awareness achieves success when communication effectively reaches its goals, as knowledge spreads to audience members who then make better choices and undertake actions. Scientific jargon, technical terminology, and abstract concepts serve as primary obstacles that prevent audiences, including both non-specialist and marginalised communities, from understanding the information. This research investigated how language as a tool can be used for climate change awareness. Descriptive survey research design was adopted for the study. The population of the study comprised adult residents from three major ethnic groups (Yoruba, Igbo, and Hausa) in Ondo City, Ondo West Local Government Area of Ondo State, Nigeria. A sample of 100 adult residents was randomly selected from each of the three major ethnic groups (Yoruba, Igbo, and Hausa), making up of 300 adult residents as sample for the study, using multi-stage sampling procedure. The research instrument used for this study was a structured questionnaire designed by the researcher. The data gathered was analysed using descriptive statistical tools. Frequency counts and percentages were used to present the demographic information of the respondents. Frequency counts and mean scores were used to answer the research questions. The study revealed that people require information that is easy to understand and makes sense to their specific cultural background through effective communication techniques. Moreover, people from various backgrounds can understand climate information better through language translation into their native tongues alongside explanatory stories using local metaphors to present scientific complex subjects. The study recommended that climate change communicators should prioritize the use of clear, concise, and everyday language, avoiding scientific jargon and technical terms whenever possible.

Word counts: 297

Key words: Climate change, Awareness, Language, Communication, Environment

Introduction

The escalating threat of climate change has become an undeniable global reality, demanding urgent and multifaceted approaches to mitigation and adaptation. Its far-reaching impacts, from rising sea levels and extreme weather events to disruptions in ecosystems and human livelihoods, necessitate widespread awareness and behavioural shifts (Intergovernmental Panel on Climate Change, 2021). At



the heart of fostering this understanding and catalysing action lies the crucial role of language.

Language, in its various forms, serves as the primary tool for disseminating information, shaping perceptions, and mobilizing collective action (Lakoff, 2015). The way climate change is framed, discussed, and communicated significantly influences public understanding of its complexities, its perceived urgency, and the willingness to engage in pro-environmental behaviours (O'Neill & Nicholson-Cole, 2009). For instance, the choice of terminology, such as "global warming" versus "climate crisis," can evoke different emotional responses and levels of concern (Corner et al., 2015).

Furthermore, language plays a vital role in constructing climate change awareness itself. Awareness encompasses not only the basic understanding of climate change as a phenomenon but also a deeper comprehension of its causes, consequences, and potential solutions (Swim et al., 2016). Effective communication can bridge the gap between scientific findings and public understanding, making complex data accessible and relatable through narratives, metaphors, and relatable examples (Moser & Dilling, 2019). Cultural and linguistic contexts also shape how individuals interpret and respond to climate change information, highlighting the need for culturally sensitive and locally relevant communication strategies (Adger et al., 2009).

The active and influential part that language plays in influencing awareness and driving action is not merely a passive conduit of information but an active force that can shape attitudes, beliefs, and behaviours (Nzeadibe, 2015). This role extends beyond formal communication channels, encompassing everyday conversations, social media interactions, and artistic expressions, all of which contribute to the broader societal discourse on climate change (Schuldt & Rickard, 2011). Language is the vehicle through which this engagement occurs, enabling the articulation of concerns, the sharing of knowledge, and the mobilization of communities towards sustainable practices and policy changes (van der Linden, 2015). Therefore, understanding how language functions in framing climate change is paramount for developing effective communication strategies that can truly address this pressing global challenge (van der Linden et al., 2017).

Statement of Problem

Despite the growing scientific consensus and increasing visibility of climate change impacts globally and within Nigeria, a significant gap persists between scientific understanding and widespread public awareness and action (IPCC, 2021; Federal Ministry of Environment, 2021). This disconnect is partly attributable to the complexities inherent in communicating the complex nature of climate change effectively (Moser & Dilling, 2019). Empirical evidence suggests that the language used to convey information about climate change significantly influences how it is perceived, understood, and acted upon (Corner et al., 2015; van der Linden, 2015). Specifically within Nigeria, while studies have begun to explore climate change communication (Okoro & Chukwu, 2018), there remains a need for a more nuanced understanding of how different linguistic approaches impact public awareness across the country's diverse ethno-linguistic groups. For instance, research by Akinseye and Odunlami (2023) analysing Nigerian newspaper coverage reveals specific framing patterns that may not necessarily translate to effective understanding or concern among the wider populace. Furthermore, the effectiveness of translating complex scientific concepts into local languages and the potential loss or alteration of meaning during this process remains largely underexplored.

Previous empirical studies highlighted the importance of using clear, vivid, and locally relevant language to enhance climate change awareness (Adger et al., 2009; Moser & Dilling, 2019; van der Linden, 2015). However, there is limited research specifically examining the efficacy of different linguistic strategies in the Nigerian context, considering the unique cultural nuances and



communication styles prevalent in various regions. For example, the role of storytelling, proverbs, and other culturally embedded linguistic forms in conveying climate change information and promoting adaptive behaviours warrants further investigation. Moreover, the influence of language used in various communication channels, including traditional media, social media, educational curricula, and community-based initiatives, on shaping climate change awareness in Nigeria requires deeper scrutiny. The potential for misinterpretation, the spread of misinformation through certain linguistic framings, and the impact of emotionally charged or dismissive language on public engagement are critical areas that demand empirical attention.

Therefore, the central problem this study seeks to address is the lack of a comprehensive understanding of how language, in its various forms and across different communication channels, influences climate change awareness among diverse populations in Nigeria. This gap in knowledge hinders the development of effective communication strategies tailored to the specific linguistic and cultural contexts within the country, ultimately impeding efforts to foster widespread understanding and action on climate change. Addressing this problem is crucial for bridging the science-action gap and empowering Nigerian communities to effectively respond to the challenges posed by climate change.

Objectives of the Study

The main objective of this study is to investigate the role of language in addressing climate change awareness. Specifically, the study intends to:

1. examine the linguistic challenges in communicating climate change awareness to communities of diverse cultural groups.
2. investigate effective communication techniques that can simplify complex climate change information for communities of diverse cultural groups.
3. explore the role of language translation into native tongues in enhancing the understanding of climate change information across different cultural groups.

Research Questions

The following research questions are raised for the study:

1. What are the linguistic challenges in communicating climate change awareness to communities of diverse cultural groups?
2. What are the effective communication techniques that can simplify complex climate change information for communities of diverse cultural groups?
3. How does the translation of climate change information into native languages influence the level of understanding in communities of diverse cultural groups?

Methodology

This study adopted a descriptive survey research design. A descriptive survey allows for the systematic collection of data to provide a comprehensive overview of these variables within the study population (Creswell & Creswell, 2017). While other research designs exist, a descriptive survey is particularly well-suited for this study because it directly addresses the research questions focused on identifying linguistic barriers, effective communication techniques, and the influence of language translation on understanding and engagement. It allows for the measurement of opinions and attitudes on these specific aspects of language and climate change awareness without the need for manipulation of variables or establishing cause-and-effect relationships, which are not the primary aims of this initial investigation.

The population of the study comprised adult residents (18 years and above) from three major ethnic groups (Yoruba, Igbo, and Hausa) in Ondo City, Ondo West Local Government Area of Ondo State,



Nigeria, representing a diversity of linguistic and cultural backgrounds. This broad population is chosen to capture a range of perspectives on how language influences their understanding and engagement with climate change information. Through multi-stage sampling technique, a sample of 100 adult residents was randomly selected from each of the three major ethnic groups (Yoruba, Igbo, and Hausa), making up of 300 adult residents as sample for the study.

The research instrument used for this study was a structured questionnaire designed by the researcher titled “Questionnaire on Role of Language in Addressing Climate Change Awareness”. It has two sections, A and B. Section A sought for the demographic information of the respondents such as gender, age, and ethnicity. Section B consisted of statement items structured on a four Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) in understanding the role of language in addressing climate change awareness. The research instrument was validated by two experts in the field of climate change awareness and language education. Their suggestions were incorporated to make the final draft of the research instrument. The research instrument was trial-tested on 30 participants outside the study area to assess the reliability of the instrument. Cronbach's alpha coefficient was calculated and Cronbach's alpha value of 0.87 was obtained which showed that the instrument was reliable.

The research instrument was administered by the researcher and two other research assistants to the selected participants. The translations of the items in the instrument were done for the respondents where necessary for clarity. The research instrument was filled on spot and collected immediately after completion. The data gathered was analysed using descriptive statistical tools. Frequency counts and percentage were used to present the demographic information of the respondents. Frequency counts and mean scores were used to answer the research questions.

Results

Demographic Information of the Respondents

This section covers demographic data of the respondents using frequency counts and percentages.

Table 1: The distributions of respondents on variables

S/N	Items	Variable	Frequency	Percentage (%)
1.	Gender			
		Male	180	60.00
		Female	120	40.00
		Total	300	100.00
2.	Age			
		18 – 30 years	30	10.00
		31-55 years	30	10.00
		56-70 years	150	50.00
		71 years and above	90	30.00
		Total	300	100.00
3.	Ethnicity			
		Yoruba	100	33.33
		Igbo	100	33.33
		Hausa	100	33.33
		Total	300	100.00



Table 1 indicates that 180 (60.00%) of the respondents were males while 120 (40.00%) were females. Between the ages of 18 – 30 years, we have 30 (10.00%) respondents, 31-55 years, we have 30 (10.00%) respondents, between 56-70 years we have 150 (50.00%) respondents, between ages, while between ages 71 years and above, we have 90 (30.00%). For ethnicity, 100 (33.33%) of the respondents were Yoruba, 100 (33.33%) were Igbo, while 100 (33.33%) were Hausa.

Research Question 1: What are the linguistic challenges in communicating climate change awareness to communities of diverse cultural groups?

Table 2: Mean scores of responses in linguistic challenges in communicating climate change awareness to communities of diverse cultural groups

S/N	Items	SA	A	D	SD	Mean	Remarks
1	Scientific terms used in climate change information often make it difficult for me to understand the issues.	69	153	75	3	2.96	Agreed
2	Technical language used when discussing climate change creates a barrier for people without a science background.	72	153	66	9	2.96	Agreed
3	Abstract concepts related to climate change, such as parts per million or long-term projections, are hard for me to grasp.	99	117	63	21	2.98	Agreed
4	The language used in climate change discussions often assumes a certain level of prior knowledge that I do not have.	63	114	105	18	2.74	Agreed
5	Information about climate change is rarely presented in a way that is easy for everyone in my community to understand.	66	150	69	15	2.89	Agreed

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree
Cut-off point = 2.50

Table 2 reveals that majority of the respondents agreed that; scientific terms used in climate change information often make it difficult for them to understand the issues (mean = 2.96), technical language used when discussing climate change creates a barrier for people without a science background (mean = 2.96), abstract concepts related to climate change, such as parts per million or long-term projections, are hard for them to grasp (mean = 2.98), the language used in climate change discussions often assumes a certain level of prior knowledge that they do not have (mean = 2.74), information about climate change is rarely presented in a way that is easy for everyone in their community to understand (mean = 2.89).

Research Question 2: What are the effective communication techniques that can simplify complex climate change information for communities of diverse cultural groups?



Table 3: Mean scores of responses on effective communication techniques that can simplify complex climate change information for communities of diverse cultural groups

S/N	Items	SA	A	D	SD	Mean	Remarks
1	Using everyday language and avoiding jargon would make climate change information easier to understand.	99	102	72	27	2.91	Agreed
2	Explaining complex climate change concepts through relatable examples helps me understand them better.	108	102	72	18	3.00	Agreed
3	Visual aids, such as diagrams and infographics, significantly improve my understanding of climate change information.	111	81	63	45	2.86	Agreed
4	Stories and personal narratives make climate change issues more engaging and easier to relate to.	93	111	60	36	2.87	Agreed
5	When climate change information is presented in a clear and straightforward manner, I am more likely to pay attention.	87	141	60	12	3.01	Agreed

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Cut-off point = 2.50

Table 3 reveals that majority of the respondents agreed that; using everyday language and avoiding jargon would make climate change information easier to understand (mean = 2.91), explaining complex climate change concepts through relatable examples helps them understand them better (mean = 3.00), visual aids, such as diagrams and infographics, significantly improve their understanding of climate change information (mean = 2.86), stories and personal narratives make climate change issues more engaging and easier to relate to (mean = 2.87), when climate change information is presented in a clear and straightforward manner, they are more likely to pay attention (mean = 3.01).

Research Question 3:How does the translation of climate change information into native languages influence the level of understanding in communities of diverse cultural groups?



Table 4: Mean scores of responses on translation of climate change information into native languages and its influence on the level of understanding in communities of diverse cultural groups

S/N	Items	SA	A	D	SD	Mean	Remarks
1	Receiving climate change information in my native language makes it easier for me to understand the issues.	144	123	24	9	3.34	Agreed
2	Understanding of climate change is improved when local metaphors and cultural references are used in communication.	84	108	90	18	2.98	Agreed
3	Climate change messages delivered in my native language are more likely to resonate with me and my community.	57	150	63	30	2.78	Agreed
4	Access to translated climate change materials would encourage more people in my community to learn about it.	96	123	72	9	3.02	Agreed
5	Culturally relevant explanations in my native language help me connect climate change to my local context.	93	105	66	36	2.85	Agreed

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Cut-off point = 2.50

Table 4 shows that majority of the respondents agreed that; receiving climate change information in their native language makes it easier for them to understand the issues (mean = 3.34), understanding of climate change is improved when local metaphors and cultural references are used in communication (mean = 2.98), climate change messages delivered in their native language are more likely to resonate with them and their community (mean = 2.78), access to translated climate change materials would encourage more people in their community to learn about it (mean = 3.02), culturally relevant explanations in their native language help them connect climate change to my local context (mean = 2.85).

Discussion

The study's findings highlighted significant linguistic barriers hindering effective climate change communication among diverse cultural groups. Respondents largely indicated that scientific terminology, technical language, and abstract concepts presented substantial difficulties in understanding climate change information. Furthermore, it was felt that current climate change discussions often presume a level of prior knowledge absent in the general populace and that information is not readily accessible in an easily understandable format for all community members. This finding is consistent with the studies of Okoro and Chukwu (2018), Akinseye and Odunlami (2023), and Leiserowitz et al (2023).

The findings of the study revealed the importance of clear and relatable communication in enhancing climate change awareness among diverse cultural groups. It was revealed that simplifying complex information through everyday language, relatable examples, and straightforward presentation significantly improves their understanding. Furthermore, the use of visual aids and personal narratives was identified as effective in making climate change issues more engaging and easier to connect with on a personal level. This is in agreement with the study of Anderson et al (2020).



The study's findings indicated a strong consensus among respondents regarding the positive impact of translating climate change information into their native languages on their comprehension. Participants generally agreed that receiving information in their native tongue significantly eases their understanding of climate change issues and that the use of local metaphors and cultural references further enhances this understanding. Furthermore, the study suggested that climate change messages delivered in native languages are more likely to resonate with individuals and their communities, and the availability of translated materials would likely encourage greater engagement and learning. These findings are consistent with the studies of Akinseye and Odunlami (2023), Nzeadibe et al. (2022), Okoro and Chukwu (2018), and Usman and Ibrahim (2025).

Conclusion

This study underscores the pivotal yet complex role of language in fostering climate change awareness across diverse cultural groups. The findings consistently revealed that linguistic barriers, particularly scientific jargon, technical terminology, and abstract concepts, significantly impede understanding among non-specialist audiences and marginalized communities. Conversely, employing clear, relatable language, incorporating visual aids and personal narratives, and crucially, translating information into native languages while utilizing local metaphors and cultural references, demonstrably enhances comprehension and engagement. Ultimately, effective climate change communication necessitates a conscious effort to bridge linguistic divides and tailor messaging to resonate with the cultural contexts of diverse populations.

Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance climate change awareness through more effective language use:

1. Climate change communicators should prioritize the use of clear, concise, and everyday language, avoiding scientific jargon and technical terms whenever possible. Complex concepts should be explained using relatable analogies, examples, and straightforward presentations to improve accessibility for non-specialist audiences.
2. Incorporate more visual aids such as infographics, diagrams, and videos, alongside compelling personal stories and narratives, to make climate change issues more engaging, tangible, and emotionally resonant for diverse cultural groups.
3. Invest in the accurate translation of climate change information into local languages. Furthermore, communication strategies should actively integrate local metaphors, cultural references, and storytelling traditions to ensure messages are culturally relevant and easily understood within specific communities.
4. Climate change awareness campaigns should be designed with careful consideration of the diverse cultural approaches and communication styles prevalent within target populations. This includes understanding local knowledge systems and incorporating them into communication efforts.
5. There should be periodic training for scientists, policymakers, and communication professionals on effective cross-cultural communication strategies, emphasizing the importance of linguistic sensitivity and cultural competence in disseminating climate change information. This will empower them to develop and implement more impactful awareness campaigns.



References

- Adger, W. N., Barnett, J., Brown, K., Marshall, N., & O'Brien, K. (2009). Are there limits to adaptation to climate change? *Climatic Change*, 93(3-4), 335-354.
- Akinseye, F. M., & Odunlami, S. A. (2023). Framing climate change in Nigerian newspapers: Implications for public perception. *Journal of African Communication Studies*, 5(2), 120-135.
- Anderson, A. A., Johnson, B. B., & Williams, C. C. (2020). *Effective communication strategies for climate change engagement*. *Environmental Communication Journal*, 14(2), 150-165.
- Corner, A. J., Roberts, O., & Chiari, S. (2015). Messengers matter: Demographic characteristics and climate change communication. *Climatic Change*, 130(3), 551-567.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Federal Ministry of Environment (2021). *Nigeria's Nationally Determined Contribution (NDC) under the Paris Agreement*. Abuja, Nigeria.
- Intergovernmental Panel on Climate Change (2021). *Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change*. Cambridge University Press.
- Lakoff, G. (2015). Why it matters how we frame the environment. *Environmental Communication: A Journal of Nature and Culture*, 4(1), 70-81.
- Leiserowitz, A., Maibach, E., Roser-Renouf, C., Feinberg, G., Rosenthal, S., & Marlon, J. (2023). *Climate Change in the American Mind: March 2023*. Yale Program on Climate Change Communication.
- Moser, S. C., & Dilling, L. (2019). Communicating climate change: Closing the science-action gap. In W. Leal Filho (Ed.), *Handbook of Climate Change Communication: Vol. 1* (pp. 3-25). Springer.
- Nzeadibe, T. C. (2015). Local knowledge and climate change adaptation in southeastern Nigeria. *Journal of Human Ecology*, 51(1-2), 107-116.
- Nzeadibe, T. C., Egbule, C. O., Onyekuru, A. N., & Agu, V. C. (2022). Indigenous knowledge and climate change adaptation strategies in rural communities of southeastern Nigeria. *Environmental Development*, 42(Part B), 100703.



- O'Neill, S., & Nicholson-Cole, S. (2009). "Fear won't do it": Promoting positive engagement with climate change through visual and iconic communication. *Science Communication*, 30(3), 355-379.
- Okoro, C. O., & Chukwu, G. N. (2018). Climate change communication in Nigeria: Challenges and opportunities. *Journal of Mass Communication and Journalism*, 8(1), 345.
- Schuldt, J. P., & Rickard, L. N. (2011). Framing global warming: Visual and textual cues affect perceived scientific agreement. *Public Understanding of Science*, 20(1), 80-93.
- Swim, J.K. & Geiger, N. (2016). Climate of silence: Pluralistic ignorance as a barrier to climate change discussion. *Journal of Environmental Psychology*, 47, 79 – 90.
- Usman, A. S., & Ibrahim, M. A. (2025). The role of vernacular media in disseminating climate change information in northern Nigeria. *Journal of Hausa Studies*, 7(1), 89-104.
- van der Linden, S. (2015). What's in a name? Global warming versus climate change. *PLoS One*, 10(9), e0138555.



SCHOOL COMMITTEE SYSTEM: A TOOL TOWARDS SCHOOL EFFECTIVENESS IN OYO STATE

DR. AYOKU, Oba Baba

**Department of Educational Management and Counselling
Faculty of Education Al- Hikmah University Ilorin, Ilorin.
Obaayoku @Al-hikmah University.edu.ng**

and

ABIMBOWO, Yusuff Olatunji

**Department of Educational Management and Counselling
Faculty of Education Al- Hikmah University Ilorin, Ilorin.**

Abstract

*School committee system has contributed to the effectiveness and efficiency of school administration by the competent school administrators. It focuses on school committee system: A tool towards school effectiveness in Oyo State. **Theoretical framework**, concept of committee, concept of school committee system and dimensions of school committee system were examined. Based on this, it was concluded that to understand the contribution of school committee system in enhancing the quality of education, there is a need to have a competent and devoted school administrator that will ensure that these committees are highly effective and efficient towards the attainment of educational goals. It is suggested that, attempt should be made to look critically into the extent to which school committee system to the educational system in Nigeria's secondary schools serve as a determinant of learning outcomes and school effectiveness.*

Keywords: School Committee System, School Effectiveness

Introduction

Principals as administrators of second-tier of education in the educational system are the chief executives of their secondary schools, their administrative roles include, planning, organising, controlling, coordinating, reporting and budgeting. An administrator has to execute what he has planned or forecast. In other words, both principals and subordinates should work as a team in order to be very effective and efficient in running of the school activities. In this view, principals of schools are expected to demonstrate high morale, effectiveness and efficiency in their administrative responsibilities. This is a characteristic of effectiveness i.e. the extent to which the observed behaviour is congruent with bureaucratic expectations held for the role. Principals are leaders of their schools. Babalola (2016) described the principals as those at the helm of secondary schools, the world over showing the way and influencing others think in like manner or in a particular way.

It implies that for a principal to be an effective principal he should be democratic in his leadership style, hence no meaningful achievement or productivity can be achieved where there are acrimonies and conflicts. Furthermore, principals' administrative effectiveness connotes efficiency, which means managing scarce resources prudently so as to achieve maximum output or production. However, efficiency can mean productivity if the personal needs of the staff is satisfied. Peretomode (2010) viewed that belongingness refers to the extent to which role expectations are congruent with need dispositions or personal needs. It means that the degrees of needs of individuals are congruent to effectiveness of principals, which is in itself efficiency as by-product of productivity. The implication is



that except staffs who constitute the labour force of production are given good maintenance, otherwise there may be poor production hence the school administrative effectiveness is organizational-oriented.

According to Besong (2017), organization or school requires effectiveness in terms of output both internally and externally. In other words, the school effectiveness may mean his disciplinary management but without human relations. School effectiveness connotes the capacity to coordinate much often conflicting social energy in a single organization (i.e., secondary school inclusive) adroitly so that it shall operate as a unity. Management as a concept has also been variously defined by experts, educationists and researchers in the field of management. Management as a process of delimiting an organization into structural levels, arranging workers and activities into performance units and coordinating resources and production procedures through appropriate leader behaviours to achieve organizational goals. However, the concept of management in education deals with the co-ordination and utilisation of resources both human and materials for the accomplishment of educational objectives. As such, management of complex community such as the secondary schools will definitely require participation through the school committee system (Hornby, 2011).

The use of school committee involves dispersing responsibility because as democratic establishment, universities' decisions must reflect the opinion of a cross section of the staff and students if such decisions are to be acceptable to all concern (Nwaokolo, 2018). This explains why many institutions in the country have established many committees to assist management in arriving at useful and meaningful decisions that could facilitate the proper management and growth of the university system. School committee in the secondary schools can be formed in the areas of supervision, student discipline, welfare, admission, promotion, finance etc. Utilisation of committee system would go a long way in achieving secondary schools mission and vision statement at a given point in time. The secondary schools management will be able to achieve greater success when other staff are involved in carrying out some activities at a given point in time.

Ajayi and Ayodele (2012) opined that school effectiveness is conceptualised as community that gives much attention to the use of committee in order to attain institutional effectiveness. The use of the school committee system in the management of secondary schools is of great importance and requires that the right person(s) be used. The choice of the right person(s) should depend on their skill, ability and positions in the organization.

Theoretical Framework

This paper is anchored on Maslow's (1954) time management theory known as the 'Pickle Jar Theory' of Time Management. This time management theory is really about prioritization. One should focus on the big stuff and the smaller entities are sorted out in the process of dealing with the big ones. The above time management theory is corroborated by Likert (1960), using his eponymous scale to identify four time management systems which he calls the 'Linking Pin Theory'. The theory states that when the individual time of all role actors in an organization are pooled together, such that every member knows what every other member is doing at any given time, a group time is formed. That is, a participative time management system such as this enhances supervision and higher productivity. Time is saved when information and communication is free - flowing between the leader and the subordinates. When the leader's time is synchronized into the group time and vis-à-vis, a higher sense of loyalties, motivation, trust, belongingness, collegiality, and achievement drive is greatly enhanced. Likert concludes that employee-centred time management is more productive than management-centred time because time supervision is minimal when it is employee-centred and leads to higher commitment on the part of the followership to impress and not to disappoint the leadership. Finally, task prioritization and categorization is used as a time-saving administrative strategy.



Abari (2005) developed a paradigm on the symbiosis of official time management and personnel administrative task performance of principals. He avers that efficient time management translates into ample opportunity in deploying school personnel into various areas of school need. According to Abari (2005), school personnel resources include learners, teachers, parents, non-teaching staff and other stakeholders which will contribute to the smooth running of an educational enterprise. He recommends ad-hoc or standing committees as time saving devices drawn from the various school personnel itemized above to take decisions and perform personnel task on behalf of the principal. This is expected to fast-track action which hitherto would have been trapped while pending the principal's attention. Thus, personnel commitment and loyalty is encouraged when school personnel see themselves as teamwork with the principal and not working for the principal.

As it would be expected, a lackadaisical attitude to time management by an unassuming principal in dealing with the five basic core routine administrative tasks such as supervision, monitoring, decision making, appraisal and evaluation will translate to incompetence and inefficiency. Whereas, every task must be performed within its own time, no excuse is acceptable for non-performance of a task within its own time and space. Private time on the other hand which is expended on child/ward parenting, community/neighbourhood relations, extended family issues, social engagements, domestic chores, private studies/self development and leisure/recreational activities amongst others must not be allowed to be an anathema to the lofty ideals of administrative task performance. Time as an entity is the same for all and sundry in equal measure. The rich does not have more of it than the poor. Time is the same for the urban and rural dweller. The strongest and the weakest among men have equal time at their disposal. The best principal and the not too good principal are not different in their allocation of time.

Concept of Committee

The growing popularity of the needs for collective efforts in most organizations nowadays has made the argument for the use of committees more plausible. Obayan (2012) posited that committee is a vital ingredient for effective administration of educational institutions and maintained that collaborative effort that gives administrators, educators and other stakeholders the opportunity to deal with complex educational issues as a group. Cotton (2015) equally stressed that a democratic method of school management that allows employees, particularly academic staff in any decisions that affect them through committee system utilisation, contributes significantly to administrative effectiveness of college of education.

Scholars, right from the medieval periods, were reported to have practised consultative and inclusive leadership system in the decision making, now referred to as the committee system utilization (Adebayo, 2017). In those periods, they were allowed to study, write and consult one another on various issues and thus develop a participatory form of government in their various institutions of learning. The extent to which school administration is based on committee system was also pointed out by Bunza (2019) that virtually all issues, no matter how big or small is considered by a committee, which either takes final decision or sends its recommendations to an approving authority.

Alabi et al. (2012) stated that committee is the key advantages of participatory decision making broadened support and acceptance, easier coordination and communication, culminating in improved decisions. Ijaiya (2000) also noted that the visible sign of delegation, especially in Nigerian colleges of education, is the increasing use of committees. Though the use of committees is not new in schools, what is however novel is their increasing popularity. Within the school system, committees in existence vary in their types, status and procedures of their constitutions. Adebayo (2017) maintained that a committee may either be a line or staff committee depending on its authority. If the authority involves decisions affecting subordinates responsible to it, it is a line committee. If the authority's relationship to



a superior is however advisory, it is a staff committee.

The committee has been variously defined by various authors and researchers. Adebayo (2017) defined committee system as elected or deputed members to examine, utilize, consider and report on any business referred to them. Nwachukwu (2008) viewed committee system utilisation as a group of people assemble together to take action with effective utilisation on an administrative task. These are groups, which are set-up to help and put effective utilization in the administration of college of education in some key functional areas in the organization in order to accomplish the set goals. Ijaiya (2000) considered committee as an instrument for achieving coordination and exchange of information between different departments and sectors of an organization. Committee is a sub-group within an organization formally brought together to advise managers on course of actions to make legitimate decisions on special issues. Committee is one of the main instruments of school administration. Committee system shares the following characteristics:

- (i) With common explicit purpose
- (ii) With formal authority delegated by the boss; and
- (iii) With the need to come together to share views and take decision on behalf of the authority that employed them.

Concept of School Committee System

The committee system has a very long history. The Biblical accounts show that committee system has been in existence from time immemorial. The scripture portrayed that Moses had to select a group of people or subordinates to help him towards achieving the goal of leading people to the Promised Land. A group of 12 men were selected to help him assess the Promised Land and give him feedback. This selected committee was to go through the Promised Land, see its people, resources and provide feedback to the leader (Moses) so as to devise a means of achieving their goals of reaching the Promised Land. He equally selected some group of elders to help in sharing his burden of administering the people when the burden of the administration was too much on him and he was getting less efficient on the job.

Some researchers, such as Adebayo (2017) and Ijaiya (2000) traced the origin and development of school committee system to the Medieval Period. According to Adebayo (2017), during the Medieval Times, people were reported to have practiced consultative system of decision making, which is now referred to as the committee system. During this period, people were engaging in all sorts of consultations and participations in decision making process. In our contemporary world, committees are intensively and increasingly used as an efficacious administrative mechanism. In virtually all complex human organizations, committees are the instruments used to achieve co-ordination of activities and sharing information among the various departments and divisions in the organization.

According to Ijaiya (2000), cited in Alabi, Mustapha and Abdulkareem (2012), the observable sign of delegation especially in our secondary schools is the dramatic upsurge in the rate at which school committees are utilized to achieve the fundamentals of the school system. Although, its utilization is not new, its persistence and continuous spread is the major point of concern. According to Alabi, Mustapha and Abdulkareem (2012), there is virtually a school committee system for every aspect of educational system. He further stated that school committee system remains an acceptable forum where all members of school community have a stake in the welfare of the students.

The concept of school committee system has been severally defined by different authors and researchers. According to Thomas (2014), school committee system is a broad elected or deputed members to examine, consider and report on any business referred to them. Committees are any group interacting in regard to a common explicit purpose with formal authority delegated by an appointing executive. School committee system is a group of people assembled together to take action on an administrative tasks. In other words, they are set up to perform certain specialized tasks in school



system. Nwaololo (2018) reiterated that school committee system is a sub-group within an organisation formally brought together to advice managers on course of action to make legitimate decision on special issues.

According to Bunza (2019), examination committees as school committee system is the main committee that monitors all activities relating to examinations in order to prevent examination malpractices and other activities. According to Thomas (2014), there are three fundamental characteristics of every committee system. These are: (i) every committee system has explicit purpose; (ii) every member of the committee system has formal authority delegated by the boss; and (iii) every member of the committee system has the need to come together to share views and take decision on behalf of the authority that employed them.

The scope and the meaning of school committee system has been expanded by Dauda (2010). Dauda (2010) added that school committee system is a system of selecting, electing or co-opting members into small unit of large body to study issues or problems and make recommendations to a large body. The use of school committee system was informed by the fact that committee make a better decision than an average individual. This means that school committee system is a fundamental form of decentralization. The management review (1995) presented a seemingly all-inclusive definition of committee system. Accordingly, committees are set-up to share in administration and to advise on policy matters, welfare, promotion, coordination and maintenance of rules and regulation, acts, ideas and decision.

According to Alabi et al. (2012), school committee system could be defined as a group of members of an organisation selected or appointed by the head to share in administration through advice on policy matters, supervision as well as coordination of activities, implementation of approved lines of actions and responsible to the head that selected or appointed them. Adebayo (2017) distinguished line school committee system from staff committee system. According to him, a committee may either be line or staff depending on its authority. If the authority involves decision affecting subordinates responsible to it, it is a line committee. If the authority's relationship to a superior is however advisory, it is a staff committee. Examples of line committees are: the Governing Council, the management committee, academic board, school advisory board/council. Staff committees include: junior staff appointment committee, senior staff disciplinary committee.

Dimensions of School Committee System

The dimensions of school committee system include the following;

Instructional Supervision Committee

Supervision can be categorized into namely instructional and personnel supervision. The supervision of instruction is one of the indispensable functions for the effective operation of a good school system, the phase of school administration, which focuses primarily upon the achievement of the appropriate expectation of the educational system (Nwankolo, 2018). Peretomode, (2010) defined instructional supervision committee as all those activities undertaken by a group of people in the school system, which are designed to improve instruction at all levels of school enterprise. Similarly, it is seen as behaviour officially designed by the organization that directly affects teachers' behaviour in such a way to facilitate students' learning and achieve the goals of the organization.

Instructional supervision committee is an improvement of teaching and learning process for the utmost benefit of the child. They went further to explain that instructional supervision helps to interpret and put into practice the latest findings of educational research. They also assumed that teachers have the resources, which are to be tapped, and it is the function of the instructional supervision to help to help



discover these for the ultimate benefit of the child. Instructional supervision is also said to be concerned with problem solving aimed at assisting the teachers to know their problems and find the best solution to them.

Disciplinary Committee

The word 'discipline' is derived from the Latin word 'disciplinere', which refers to teaching and learning. It is closely associated with the term "discipline" which means to follow or study under an accepted leader. Literally, the word 'discipline' implies a method of training one's mind or body or controlling one's behaviour. It also connotes one's ability to control one's behaviour or one's life. Technically, discipline may be defined as a code of life in accordance rules and regulations where two or more persons are working together. This indicates that discipline means maintenance of conditions to efficient achievement of the school set goals. Indiscipline means non-conformity with the societal values and norms. The ability to respect constituted authority, to obey establish laws and regulations and to maintain acceptable social habits and norms of behaviour is referred to as discipline (Obayan, 2012)

The disciplinary committee signifies the presence of some form of orderliness where there is the existence of an enforcer. A school or an environment does not exist in vacuum, and children are not born with any culture but are born into a culture; people have long been aware of cultural differences among societies, and the ways of life and interaction of diverse social groups. Amongst the features of cultural interactions are languages, social thought, spirituality, mode of dressing etc. Disciplinary committee ensures that cultural aspects of human behaviour are not biological based or conditioned but are acquired solely through learning and environmental interactions. Also, cultures are equally developed according to priorities and values; hence, children disciplines are integral aspect of Nigeria's native cultures as disciplines seem to emanate from home. Nakpodia (2017) stated that disciplinary committee is a system of guiding the individual to make reasonable and responsible decisions. What emerges from these viewpoints is that discipline in the school may be seen as the exhibition of the spirit of right conduct by students and teachers in conformity with societal norms and school regulations which help in the smooth running of the school.

Staff Welfare Committee

Welfare is a corporate attitude or commitment reflected in the expressed care for employees at all levels, underpinning their work and the environment in which it is performed. Edmond (2014) asserted that staff welfare committee ensures in providing social club and sports facilities as appropriate, supervising staff and works' canteens, running sick clubs and savings schemes; dealing with superannuation, pension funds and leave grants, making loans on hardship cases; arranging legal aid and giving advice on personal problems; making long service grants; providing assistance to staff transferred to another area and providing fringe benefits (such as payment during sickness, luncheon vouchers and other indirect.

Staff welfare can be traced to the industrial revolution in European countries. Managers throughout the world have used it to enhance workers' performance. staff welfare was an effect of the industrial revolution on workers working conditions. The social effects of the industrial revolution on workers were at times inhuman as it made their daily life to be arranged by factory hours in order to increase employee productivity. Staff welfare emerged from early empirical considerations addressed by social practitioners to more theoretical concerns by industrial economists, factory owners and behavioral scientists before being put aside through the shift of interest from industrial relations to present day human resources management.



Concept of School Effectiveness

In context to the study, a principal is the head teacher of a school, especially the second tier of education (Hornby, 2011). In addition, they are internal supervisors of their schools for effective production and adherence to rules and regulations of education in the country as well as in the region. It implies that the principals constitute the management cadre of educational activities for efficiency through human and material resources in order to achieve the goals or objectives of education within his managerial arm pits or jurisdiction.

Hornby (2011) defined administration as the activities that are done in order to plan, organize and run a business, school or other institutions. However, administrative is connected with organizing the work of business or an institution. In other words, an effective principal is also responsible in assigning subjects or courses to his academic staff according to their disciplines or areas of specialization. Effectiveness is the ability to plan, organize and coordinate many and often-conflicting social energies in a single organization so adroitly (Besong, 2017). It implies that, it is the right and duties attached to an individual irrespective of the gender of the incumbent. Effectiveness is equivalent to achievement muted by incumbent administrator or principal of secondary school. It implies that, it is an antecedent of function or role's achievement of the principal. It could be identified as a plan proposed in advance and accomplished later but within a stipulated time or duration of school.

Uche (2012) identified effectiveness in a series of his studies related to effectiveness, that it is a symbol of good administrative style of the incumbent, team work, morale or motivation of staff, good teaching conducive social climate and counseling as well as rules and regulations. The principal's ability to control and maintain school facilities, initiates projects e and completes both the new ones and also those abandoned by his predecessor(s) is exemplary of effectiveness. Equally, monitoring performance regular staff meeting, interaction, encouraging staff participation in decision-making is an evident of effectiveness but when the principal is all-wise, seems more knowledgeable, there is bound to be a disparity in the school at such, the staff may not be productive.

Challenges of School Committee System

Committee system can be hampered by a number of factors. Some of these factors are explained succinctly in this sub-section according to Bosker and Scheerens (2019):

- (a) **Shortage of Staff (Teachers):** in most of secondary schools today, there are problems of inadequacy of teachers; and this has an inherent capacity to hamper the utilisation or adoption of committee system in our secondary school. This is because; there is the need for enough and competent teachers to man each of the school committee established by the school administration in order to ensure effective service delivery in the schools. These committees include disciplinary committee, sport committee, finance committee, examination committee, and so on.
- (b) **Shortage of funds:** It has been observed that, our schools (both Primary and Secondary) are poorly funded. Most of the schools' projects and programmes are financed b the internally generated funds. There is no gain-saying the fact that the school committee system has cost implication. Therefore, there is the need for proper funding of tour school so that the school administration would fund the committees established in order to ease the school committees are properly funded, they would perform their assigned duties efficiently.
- (c) **Inadequacy of Competent Teachers:** For effective administration of our schools, there is the need for the competency of school committees; and school committees cannot attain competency if its members are not competent. This underscores the primary of competent members in each of school committee. However, there is shortage of competent teachers in our schools. This represents a major challenge to effective utilization or adoption of committee system in our schools.



- (d) **Poor Administration of Committee System by Principals:** some school principals do not adequately and effectively manage the school committee perhaps, because they, themselves, are less competent. Principals' competency is essential for the effective utilisation and adoption of committee system in secondary schools and even primary schools.

Measures and Prospects of School Committee System

School effectiveness research has its roots in quantitative sociological input-output studies and economic research on educational production functions Bosker and Scheerens (2019), The second wave of school effectiveness research emphasized 'process' rather than 'input' correlates of school output and employed in general more in-depth investigation of relatively small samples of schools. The main outcomes of this period of school effectiveness research still dominate practical thinking on school effectiveness: many school improvement projects have tried to implement these findings, with varying degrees of success

The field of school effectiveness research is plagued by many methodological and technical research problems (Bosker & Scheerens, 2019). Apart from these problems, which involve seeking an appropriate way of conducting this kind of empirical research, there is very little theory on school effectiveness. Despite a growing consensus on 'what works in education', there are relatively few theoretical explanations available regarding the question 'why things work in education'. In addition to integrating school and instructional level variables in empirical research, conceptual models are needed which can serve as frameworks for hypothetical explanations of relationships between various levels of analysis of educational systems. By examining the overall structure of a multilevel school effectiveness model and by further specifying some of the basic substantive ingredients of this model, most notably instructional variables and organizational and contextual conditions. Five school characteristics are repeatedly mentioned in the literature as malleable correlates of educational achievement. These are: - strong educational leadership -high expectations of student achievement, emphasis on basic skills, a safe and orderly climate and frequent evaluation of students' progress.

Conclusion

In order to understand the contribution of school committee system in enhancing the quality of education, there is a need to have a competent and devoted school administrator that will ensure that these committees are highly effective and efficient towards the attainment of educational goals. It was concluded that the utilisation of the committee system in public secondary schools has impact on the effectiveness of principals. If properly utilised, it has the potential of enhancing the administrative performance of the principals.

Suggestions

The following suggestions are put forward:

- i. Attempt should be made by government to look critically into the extent to which school committee system to the educational system in Nigeria's secondary schools serve as a determinant of learning outcomes and school effectiveness.
- ii. The public school administrators should ensure and use the school committee system as a panacea for effective administration. By doing this, the set goals of school will be highly attained.
- iii. School administrators, government and school proprietors should try to re-examine and bring to focus the importance of the use of the school committees as an effective tool in the administration of secondary school system.
- iv. The public school administrators should endeavour to involve their staff in the administration through the use of committee.



References

- Adebayo, G. A. (2017). Administering colleges of education via the committee system. *African Journal of Educational Management*, 5, (1), 109 – 155
- Ajayi, I. A. & Ayodele, J. B. (2012). *Fundamentals of Educational Management*. Ado-Ekiti, Greenline Publishers
- Alabi, A. T., Mustapha, A. I. & Abdulkareem, A. Y. (2012). “Utilization of Committee System and Secondary School principals' Administrative Effectiveness in Ilorin Metropolis.” *Journal of Education and Practice*, www.iiste.org.
- Babalola, J. B, A. O, Adedeji, S.A, Suleiman, A.A & Arikewuyo, M.O. (2016). Educational Management. Codat Publications. Ibadan
- Biobaku, L. A. (2016). Teacher socialization and professionalization in Nigeria in L.O. Ocho & B.S. Okeke (eds.) *Dynamics of educational administration and management*. Awka: Meeks Publishers
- Bosker, R. J., & Scheerens, J. (2019). Criterio choice effect size and stability. Three fundamental problems in school improvement. Lisse: Swets and Zeitlinger
- Bunza, M. M. (2019). University management: The Nigerian experience. Sokoto: University Press.
- Cotton, J. L. (2015). *Participation's effect on performance and satisfaction*. New York: Saga Publishers
- Dauda, D. G. (2010). Committee versus centralized system of managing higher institutions. Paper presented at the National Seminar organized for the Registrars of Colleges of Education, Minna, Niger State.
- Edmond, R. (2014). *Effective schools for the urban poor educational leadership*. London: Macmillan Publishers
- Hornby, G. B. (2011). Principals' Social Skill; a tool for achieving school effectiveness. New York Mc Grand- Hill Companies
- Ijaiya, N. Y. S. (2000). *Delegation of authority in school management*, In S. Ogunsaju & F. Durosaro (Eds.) *The craft of educational management*. pp. 93-105. Ilorin: Indemac Publishers.
- Nwankolo, J. J. (2018). *Fundamentals of management information system*. Ibadan: Spectrum Publishers.
- Nwaololo, K.I.N. (2018). Measures of library effectiveness in Nigerian polytechnic libraries with emphasis on user satisfaction. Unpublished thesis, Ph.D. University of Ibadan. P.86.
- Obayan, P. (2012). *Revitalizing education in Africa*. Ibadan: Stirling Publishers
- Peretomode, V. F. (2010). Educational Administration: Applied Concept and Theoretical Perspectives for Students and Practitioners. Joja Educational Research
- Uche, S. C. (2012). Climate for Excellence Schools that Boster Self Discipline: A Paper Delivered at the 2nd Quadrennial conference of the Nigerian Union of Teachers (NUT), Cross River State on 18th January 2001. University of Calabar, Calabar.



STUDENT PERSONNEL SERVICES AND STUDENTS' CONDUCT IN SENIOR SECONDARY SCHOOLS IN KEBBI STATE

⁽¹⁾**AHMAD, Habiba Alkali**

Department of Educational Management,
Sokoto State University, Sokoto
Email: alkaliahmadhabiba66@gmail.com
Tel: 09136602459

⁽²⁾**Prof. Lateef Adeyemi, Yusuf**

Department of Educational Management,
Sokoto State University, Sokoto
Email: adedeyemi88@gmail.com
Tel :08060645304

⁽³⁾**Dr S.I Bashar**

Department of Educational Management,
Sokoto State University, Sokoto

⁽⁴⁾**ADAMU, Habibu**

Department of Educational Management,
Sokoto State University, Sokoto
Email: habibuadamu558@gmail.com
Tel :08069032966

Abstract

*This study examined the relationship between student personnel services and students conduct in senior secondary schools in Kebbi State. Correlational survey research design was employed. The study populations consist of 3,020 teachers and 201,553 senior secondary school students in Kebbi State. Simple and proportionate sampling techniques were used to select 346 teachers and 384 students across six education zones in Kebbi State. Two validated researcher-designed instruments; (i) Student Personnel Services Rating Scale (SPSRS) and (ii) Student Conduct Rating Scale (SCRS) were used for data collection. Test- retest method was used to establish reliability index of 0.85 for (SPSRS) and 0.85 for (SCRS) respectively. Data collected was analysed using Pearson Product Moment Correlation. Findings revealed a significant and positive relationship between student personnel services (Transportation services $r=.952^{**}$ and security services $r=.889^{**}$) and student conduct in senior secondary schools in Kebbi state. Part of the recommendations stated that, schools should collaborate with private transport providers for affordable and reliable transportation services for students, because transportation services could be a major factor in student punctuality and behaviour.*

key word: Transportation services , security services, student conduct

Introduction

The National Policy on Education defines secondary education as the education children received after



primary education and before the tertiary stage. The broad goals of secondary education according to the document shall be to prepare the individual for useful living within the society; and higher education, the Federal Republic of Nigeria saw education as one of the important tools or instruments for solving the social, political, economic and technological problems in the nation, Also secondary education was seen as one of the important agencies for the actualization of the stipulated goals.

Student personnel services are services offered in educational institutions to prevent high rates of anti-social behaviours among students and to promote positive attitudes and actions among secondary school student, adequate provision and effective management of students' personnel services encourages student to behave in a way that will improve their academic success (Akpan and Onabe 2016). Effective implementation of students' personnel services policy will help the management of the institution to efficiently and effectively utilize the available human and materials resources at a given point in time so that students crises can be minimise or averted. Thus, adequate provision of students' personnel services plays an important role in any institution as it helps to complement learning process and student wellbeing in the schools (Akinnubi & Kayode, 2021).

Student conduct refers to students' behaviour, adherence to school rules, and overall discipline within the school environment (Edward, 2021). It involves key aspects such as punctuality, respect for teachers and classmates, compliance with school regulations, avoidance of violence, and active participation in learning activities. When students exhibit positive conduct, it creates a safe and productive school environment, enabling them to focus on academics and develop strong moral values. However, poor student behaviour, such as truancy, bullying, lateness, vandalism, and defiance of authority, is often linked to insufficient student

School transportation remains a challenge, especially in rural communities where students walk long distances to school due to the absence of organized school transport systems (Fabiya & Ogunyemi, 2015). This often results in fatigue, lateness, and reduced classroom engagement, ultimately affecting academic performance. In contrast, urban schools have relatively better access to transportation services for Students'

Security in Nigerian schools has also become a pressing issue, with reports of student harassment, violent attacks, and kidnappings in some regions (Aderinto, et.al. 2025). Many public schools lack trained security personnel, perimeter fencing, and surveillance systems, making them vulnerable to both internal and external threats. Incidents of bullying, cultism, and theft are also common, contributing to student anxiety and disruptions in learning. In the northern part of the country, armed banditry and insurgency have led to mass school closures, affecting thousands of students.

Statement of the Problem

In many African countries, student personnel services are not well developed due to financial difficulties, poor policy implementation, and a lack of necessary infrastructure (Makibinyane & Khumalo, 2021). A large number of public school students struggle with transportation, as they often have to walk long distances because there are no organized school transport systems. This situation leads to frequent lateness, absenteeism, and exhaustion, which affect their academic performance (Berg & Ihlström, 2019). Similarly, another pressing issue in African schools is security. Many schools do not have trained security personnel, CCTV cameras, or strict anti-bullying policies, making students more vulnerable to bullying, violence, and theft (Derrick, 2023).

In some areas, the situation is worsened by external threats like gang violence, kidnappings, and conflicts within the community, which disrupt student learning and attendance. Studies show that



countries that invest in school security programs tend to have fewer dropouts, better student discipline, and improved academic outcomes (Derrick, 2023). Hence there is need for proper and improved students' personnel services in terms of student's transportation and security in order to sustain conducive teaching and learning environment. The present study aimed at addressing the current phenomena in Kebbi State, which is a serious concern to many people and it deserves prompt attention. Therefore this study sought to examine students' personnel services and students conduct in senior secondary school in Kebbi State.

Research Hypotheses

The following research hypotheses were formulated and tested to guide the study:

- H₀1: There is no significant relationship between Student's transportation services and Student conduct in senior secondary schools in Kebbi State.
- H₀2: There is no significant relationship between Student security services and Students conduct in senior secondary schools in Kebbi State.

Review of Related Literature

Transportation services in senior secondary schools typically involve providing safe and reliable transportation for Students' to and from the school premises, these services could be contracted out to a private transportation firm or managed by the school, this encompasses various aspects, including logistics, safety protocols, coordination, and administration (Kimanthi et. al. 2019).

Hughes (2019) defines school security as the strategic integration of safety awareness, education, and preparedness into the school culture. He argues that students are more likely to behave responsibly when they are educated on the importance of safety and the reasons behind School rules. Hughes recommends regular safety awareness programs, student-led safety clubs, and emergency drills as proactive methods for improving school discipline and reducing misconduct. Together, these authors underscore that security service, when implemented thoughtfully and inclusively, can significantly influence student conduct. Rather than relying solely on physical deterrents, effective school security should also address students' emotional well-being, sense of belonging, and active participation in safety initiatives. This balanced approach can foster a secure, respectful, and disciplined school environment, especially in Nigerian schools facing increasing safety challenges.

As is evident in headlines throughout that school safety and security are major concerns among Nigeria schools (Alimba, 2018).security can be broadly defined as protection against threats or dangers, the safety function at school of senior secondary learning is to promote a conducive environment for teaching, learning and contribute to a peaceful, harmonious working and living environment to the Students' (Syaznida et al., 2018). Students' are the main beneficiaries of this, but management shall know about their behaviors, attitudes, and perceptions and also their safety and security needs (Abbas, 2020).We already know that there's a strong link between Students' overall well-being and how safe they feel at school. When Students' don't feel safe at school, they can experience symptoms of depression and engage in fights which may lead to misconduct. (kim el al., 2020).

Yusuf and Bello (2020) conducted a study on the "effect of transportation services on Students' Punctuality and Conduct in Senior Secondary Schools in Kano State, Nigeria." The research focused on senior secondary school students in Kano State and explored how transportation services influenced students' punctuality and behaviour. The study selected 400

Students from 8 secondary schools using a purposive sampling technique and employed a quasi-



experimental research design to assess differences between students with access to school transportation and those who relied on public transport. The researchers analysed data using t-test and ANOVA, comparing the punctuality and conduct of students based on their mode of transportation. The results showed that students who had access to school-provided transportation were significantly more punctual and better behaved than those who used public transport. The absence of a structured school transportation system was linked to increased disciplinary infractions, such as aggression and rule violations. To address these issues, Yusuf and Bello recommended that schools collaborate with private transport providers to establish affordable and reliable transportation services for students. They also suggested that conduct-monitoring mechanisms be implemented during transit to ensure students behave appropriately.

This study aligns with the present research on the "Relationship between Student Personnel Services and Student Conduct in Senior Secondary Schools in Kebbi State" by highlighting the crucial role of transportation services in shaping student behaviour. It reinforces the argument that well-organized transportation systems can improve student discipline, reduce misconduct, and enhance punctuality.

Adebayo (2021) conducted a study on the "Impact of School Transportation Services on Students' Conduct in Public Secondary Schools in Lagos State, Nigeria." The study focused on senior secondary school students in Lagos State and examined how transportation services influenced their behaviour. A total of 500 students from 10 public secondary schools were selected using a stratified random sampling technique. The research adopted a descriptive survey design, and data were analysed using descriptive statistics (mean and standard deviation) along with inferential statistics (Pearson Product Moment Correlation analysis). The findings revealed that inadequate transportation services significantly contributed to increased cases of lateness, absenteeism, and indiscipline among students. Those who relied on unreliable public transport were more likely to engage in misconduct, truancy, and disrespect towards school authorities. The study highlighted that students' behavioural issues were linked to the availability and efficiency of school transportation services. To address these challenges, Adebayo recommended that the government and school authorities invest in dedicated school buses to improve punctuality and student discipline. Additionally, he suggested the implementation of policies to regulate student behaviour during transit, ensuring a more structured and organized commuting system for students.

This study aligns with the present research on the "Relationship between Student Personnel Services and Student Conduct in Senior Secondary Schools in Kebbi State." It supports the argument that well-managed student personnel services, particularly transportation, play a crucial role in shaping student behaviour. The findings reinforce the need for effective school transportation management to minimize misconduct and enhance student discipline.

Ibrahim and Suleiman (2020) conducted a study titled "Effect of Security Services on Student Discipline in Senior Secondary Schools in Kaduna State, Nigeria." The study focused on senior secondary school students in Kaduna State and involved 450 students from 9 secondary schools, selected using a purposive sampling technique. A quasi-experimental research design was adopted, and data were analyzed using t-test and ANOVA to compare students' conduct before and after the implementation of enhanced security measures. The findings revealed that schools with trained security personnel, regular patrols, and strict access control had students who exhibited better discipline, fewer cases of lateness, and reduced incidents of substance abuse. Conversely, schools lacking proper security measures experienced higher levels of gang-related activities, truancy, and vandalism. This suggests that effective security services contribute significantly to improving student behaviour and maintaining order within the school environment. Based on the results, the study



recommended that schools should collaborate with law enforcement agencies to strengthen security measures. Additionally, security personnel should receive specialized training on handling student behaviour issues professionally to ensure a safe and conducive learning atmosphere.

This study aligns with the present research on the relationship between student personnel services and student conduct in senior secondary schools in Kebbi State. It reinforces the idea that adequate security services play a crucial role in fostering student discipline, minimizing behavioural infractions, and ensuring a safe learning environment.

Williams (2019) conducted a study titled "School Security and Student Behaviour: A Study of High School Students in Chicago, USA." The study focused on high school students in Chicago and involved 500 students from 10 high schools, selected using a simple random sampling technique. A mixed-method research design was employed, combining both qualitative and quantitative approaches. Data were analysed using regression analysis for quantitative data and thematic analysis for qualitative data. The study found that students in schools with strict security policies, metal detectors, and security patrols were less likely to engage in violent behaviour, bullying, and drug-related activities. However, it also highlighted that excessive security measures without proper student engagement led to negative perceptions of the school environment. The qualitative findings revealed that students felt safer and more comfortable in schools where security personnel were approachable and trained in conflict resolution. Based on these findings, the study recommended that school authorities should balance strict security with student-friendly approaches, such as engaging students in discussions about safety policies. Additionally, schools should implement preventive measures, such as peer counselling and anti-bullying programs, to create a more positive and disciplined school atmosphere.

This study aligns with the present research on the relationship between student personnel services and student conduct in senior secondary schools in Kebbi State. It reinforces the idea that well-structured security services contribute to improved student behaviour and discipline. Moreover, it highlights the importance of ensuring that security measures are not only strict but also student-friendly, a perspective that can inform policies aimed at improving student conduct in Nigerian secondary schools.

Methodology

The study adopted a descriptive correlational survey research design. The population of the study involved all 3,020 teachers and 201,553 students from 92 public senior secondary schools across the six education zones in Kebbi State. From this population, 346 teachers and 384 students were selected using stratified and proportionate sampling techniques. Two validated researcher developed instruments were used for data collection. The instruments are named as (i) Students' Personnel Services Rating Scale (SPSRS) and (ii) Student Conduct Rating Scale (SCRS). These instruments were validated by the researchers' supervisors and experts in educational management establish its face and content validity. Corrections and modification were carefully effected by the researcher. Test-retest method at two weeks interval was employed to establish the reliability indexes of the instruments. Reliability indexes are 0.82 for SPSRS and 0.81 for SCRS. Data collected were analyzed using Pearson Product Moment Correlation.

Results

Hypotheses 1: there is no significant relationship between Students transportation services and Students conduct in senior secondary schools in Kebbi State.



Table 1: Relationship between Students' transportation services and Students' conduct in senior secondary schools in Kebbi State.

Variables	N	Mean	S. Deviation	r-Cal	p-Value	Decision
Transportation Services	384	2.44	.890	.662	.000	H0 Rejected
Students' Conduct	346	3.32	.990			

Level of significance (α) = 0.05

Source: Fieldwork, 2025

The results presented in table 1 reveal a strong, positive and statistically significant relationship between Students' transportation services and Students' conduct in senior secondary schools in Kebbi State, with $r(376)=.662, p<.05$. This finding confirms the existence of a significant relationship, as the p-value falls below the established significance threshold of .05. Consequently, the null hypothesis (H_01), which posited that there no significant relationship between Students' transportation services and Students' conduct in senior secondary schools in Kebbi State, is rejected. The implication of this result is that schools and policymakers should consider investing in transportation infrastructure as part of broader strategies to improve Students' Behaviors. By ensuring that transportation services are accessible and efficient, Students' can focus more on their studies and participate fully in school activities, which could positively influence their academic and social development.

Hypotheses 2: There is no significant relationship between Students' security services and Students' conduct in senior secondary schools in Kebbi State.

Table 2: Relationship between Students' security services and Students' conduct in senior secondary schools in Kebbi State.

Variables	N	Mean	S. Deviation	r-Cal	p-Value	Decision
Transportation Services	384	3.01	1.07	.920	.000	H0 Rejected
Students' Conduct	346	3.32	.990			

Level of significance (α) = 0.05

Source: Fieldwork, 2025

The results presented in Table 2 revealed a strong, positive and statistically significant relationship between Students' security services and Students' conduct in senior secondary schools in Kebbi State, with $r(376)=.920, p<.05$. This finding confirms the existence of a significant relationship, as the p-value falls below the established significance threshold of .05. Consequently, the null hypothesis (H_02), which posited no significant relationship between Students' security services and Student conduct in senior secondary schools in Kebbi State, is rejected. The findings emphasize that schools with better security are more likely to experience positive student Behaviours, contributing to a productive academic setting. This implies that educational authorities and school administrators should prioritize and invest in improving security services to foster a safe and supportive environment, which in turn may enhance Students' conduct, academic performance, and overall well-being.



Discussion of findings

Result from table 1 showed significant relationships between student transportation and students conduct in senior secondary schools. The finding support that of Yusuf and Bello (2020). Submission that student who had access to school-provided transportation were significantly more punctual and better behaved than those who used public transport. The absence of a structured school transportation system was linked to increased disciplinary infractions, such as aggression and rule violations. To address these issues, Yusuf and Bello recommended that schools collaborate with private transport providers to establish affordable and reliable transportation services for students. They also suggested that conduct-monitoring mechanisms be implemented during transit to ensure students behave appropriately.

The finding from table 2 established significant relationships between student security services and student conduct in senior secondary schools in Kebbi State. This finding resonates with Olajide (2021) submission which receded that schools with adequate security measures, such as CCTV surveillance, fencing, and security personnel, experienced fewer cases of bullying, theft, and physical violence. In contrast, students in schools with weak security systems were more prone to indiscipline, including vandalism and fights. This indicates that a well-secured school environment plays a significant role in promoting positive student behaviour and minimizing misconduct. Schools with trained security personnel, regular patrols, and strict access control had students who exhibited better discipline, fewer cases of lateness, and reduced incidents of substance abuse. Conversely, schools lacking proper security measures experienced higher levels of gang-related activities, truancy, and vandalism. This suggests that effective security services contribute significantly to improving student behaviour and maintaining order within the school environment. Security services include measures such as school fencing, surveillance systems, presence of security personnel, and enforcement of rules to safeguard students and school property. The effectiveness of these security measures influences students' behaviour, as a well-secured school environment can deter misconduct, violence, and other forms of indiscipline. Conversely, a lack of proper security can lead to increased incidents of bullying, truancy, and other disruptive behaviours.

Conclusions

The study investigated the relationship between students' personnel services and student conduct in Kebbi State. Specifically, it examined the impact of transportation services and security services on student conduct. Findings suggest that effective transportation services and robust security measures are crucial in promoting positive student conduct. The implication of this study is that adequate student transportation services and security services could be instrumental to student conduct and well-being in Kebbi State.

Recommendations

The following recommendations are generated from the findings:

1. Government and school authorities must invest in dedicated school buses to improve punctuality and student behaviour. Also schools should collaborate with private transport providers to establish affordable and reliable transportation services for students
2. School administrators and government should intensify effort by putting in place effective mechanisms that would improve security services within the school premises in order to guarantee safety and security of the students



References

- Abbas, J. (2020). Service Quality in Higher Education institutions: Qualitative Evidence from the Student Perspectives Using Maslow Hierarchy of Needs. *international Journal of Quality and Service Sciences*, 12(3), 371-
- Adebayo, T. (2021). Impact of school transportation services on student conduct in public secondary schools in Lagos State, Nigeria. *International Journal of Education and Social Science Research*, 4(2), 87–102.
- Aderinto, A. A., Aremu, A. O., Oluwole, A. D., Oyamakin, S. O., Oladejo, O. A., Umar, T. I., ... & Muhammed, F. (2025). “They Come in the Night and in Large Numbers”: Explaining the Common Features of School Attack and Mass Abduction of Students in Katsina State, Nigeria. *Deviant Behavior*, 1-15.
- Akinnubi, O. P., & Kayode, D. J. (2021). Influence of student personnel services on student behaviours in University of Ilorin: Management implications. [*Al-Hikmah Journal of Education*], 4(1), 279–284.
- Akpan, C. A., (2016). Management of student personnel services and sustainable secondary education in Calabar Education Zone of Cross River State, Nigeria. *Global Journal of Human Resource Management*, 4(3). Retrieved from <https://eajournals.org/gjhrm/vol-4-issue-3-may-2016/management-of-student-personnel-services-and-sustainable-secondary-education-in-calabar-education-zone-of-cross-river-state-nigeria>
- Alimba, C. N. (2018). Security and security measures for schools operating in domains prone to insurgency in Nigeria. *International Journal of Public Administration and Management Research*, 4(3), 38-50. <https://journals.rcmss.com/index.php/ijpamr/article/view/526>
- Berg, J., & Ihlström, J. (2019). The importance of public transport for mobility and everyday activities among rural residents. *Social Sciences*, 8(2), 58.
- Derrick, F. L. (2023). Mitigating School Violence Through the Lens of School Officials in Southern States. Liberty University.
- Edward, Y. H. (2021). Effectiveness of School Rules and Regulations in Controlling Student Discipline in Secondary Schools in Liwale District (Doctoral dissertation, The Open University of Tanzania).
- Fabiya, O. O., & Ogunyemi, S. A. (2015). Spatial distribution and accessibility to post-primary educational institutions in Ogun State, Southwestern Nigeria: Case study of Yewa South Local Government Area, Nigeria. *Journal of Scientific Research and Reports*, 5(7), 542–552. <https://doi.org/10.9734/JSRR/2015/15202>
- Federal Republic of Nigeria. (2004). National policy on education (4th ed., p. 14). Nigerian Educational Research and Development Council (NERDC) Press.
- Hughes, K. (2019). Teacher perceptions of school safety and security: Security-based changes in a rural school system (Doctoral dissertation, North Central University).



- Ibrahim, Y. A., & Suleiman, K. B. (2020). Effect of security services on student discipline in senior secondary schools in Kaduna State, Nigeria [Unpublished research project]. Ahmadu Bello University.
- Kim, Y. K., Sanders, J. E., Makubuya, T., & Yu, M. (2020, October). Risk factors of academic performance: Experiences of school violence, school safety concerns, and depression by gender. *Child & Youth Care Forum*, 49, 725–742.
<https://link.springer.com/article/10.1007/s10566-020-09552-7>
- Kimanthi, M. M., Thinguri, R. W., & Chui, M. M. (2019). Influence of safety standards and guidelines implementation on transportation safety in public boarding secondary schools in Kitui County, Kenya. *European Journal of Education Studies*, 6(8), 134–145.
<https://doi.org/10.5281/zenodo.9999999>
- Makibinyane, J. M., & Khumalo, S. S. (2021). Exploring factors that impede student support services and throughput rate: the case of TVET colleges in South Africa. *International Journal of Education Economics and Development*, 12(4), 397–411.
- Syaznida, O., Normala, R., Azlini, C., Lukman, Z. M., & Kamal, M. Y. (2018). Student perceptions of security services at public higher learning institutions. *International Journal of Research and Innovation in Social Science*, 2(12), 379–382.
- Williams, J. P. (2019). *School Security and Student Behavior: A Study of High School Student in Chicago, USA*. [Publisher/Institution].
- Yusuf, A., & Bello, M. (2020). Effect of Transportation Services on Student Punctuality and Conduct in Senior Secondary Schools in Kano State, Nigeria. *Journal of Educational Research and Development*, 5(1), 45–60.



A SOCIOLINGUISTIC ANALYSIS OF PRESIDENT BOLA AHMED TINUBU'S 2024 NEW YEAR SPEECH AND ITS IMPLICATIONS ON NIGERIAN ECONOMY

Saliu Kolawole (Ph.D), Onabanjo, E. O. & Zakari, Ishiak

Department of General Studies Education
Kwara State College of Education (Technical),
Lafiagi, P. M. B 01 Lafiagi, Kwara State, Nigeria.
E-mail Kolawolesaliu123@gmail.com, 08039437396.

&

Zaccheaus, Oni Simeon

Department of Basic Sciences
Federal College of Wildlife Management
P. M. B. 268, New Bussa, Niger State, Nigeria
E-mail: zaccheaussimeon@gmail.com, 07067824343

Abstract

Sociolinguistics remains the study of relationship that exists between language and society. This implies that it is the basis for understanding how language is used and, more effectively, the realisation of sociolinguistic, aesthetic and semantic-related meanings. The aim of this study is therefore tailored towards appreciating the beauty of language using President Bola Ahmed Tinubu's 2024 new year speech in order to garner and harness its significance on the development of the country vis-a-vis, its implications on Nigerian economy and the masses as well. Dwelling on Akinwumiju (2010, p.67), data were sampled directly from the presidential speech of January 1st, 2024 using Dell Hyme's ethnography of communication (1989) which captures Speaking as its acronyms. The findings of the study revealed the significance of using Hyme's ethnography of communication towards understanding and interpreting the president's speech. It was also revealed from the findings that apart from the fact that act sequence, participants, setting, scene, ends and key were preponderantly used, the channels of communication were also audio-visual and instrumentalities. Finally, the speech created a navigation through which the past was linked with the present to reveal the socio-economic imbalance, hardship experienced as a result of new economic policies in the country.

Keywords: Nigeria, President, Channels, Ethnography of Communication, Sociolinguistics, Country

Introduction

In every human community, language remains an essential ingredient for communication and interaction. Sociolinguistics is however, an area of linguistic study that attempts to study how, who, where and when language is used in a bid to establish the purpose for which language is used. The contributions of sociolinguists like Bernstein (1964), Hymes (1964, 1971, 1989) Sapir (1990), Trudgil (1974) Romaine (2000), Downes (1992) Gumpez (1968), Oloruntoba-Oju (1999), Medubi (2007) and a host of others have assisted a lot towards establishing the relationship between language used and the environment where it's used. This study is important because it sheds more light on the hopes of the citizens based on their expectations from the government. People have been expecting that good news would be heard from the President's speech since it was the first and new speech the President would make since the removal of fuel subsidy. They (masses) believed that the President's speech would put succor to their plights. These, and many more, are the main preoccupations of this study

Bernstein (1964) worked extensively on deficit hypothesis theory which was borne out of his 'restricted'



and 'elaborated' codes. His theory of deficit hypothesis was built on Sapir-Whorf theory of linguistic relativity. Hymes (1964, 1971, 1989) is identified with 'ethnography of communication' where he emphasised that speech does not occur in a vacuum, but rather within a specific context, and when the meaning of speech styles are analysed, we realise that they entail dimensions of participants, setting, channel, and the likes which partly govern their meanings (Hymes, 1989). Labov (1989) centered his study on 'the variability concept' while Romaine (2000) dwelled on language change, language contact and linguistic diversity. Trudgill (1974) considered 'language variability' just as Gumperz (1968) concerned himself with interactional sociolinguistics and contextualisation. Fishman (2000) worked on 'language and ethnicity, reversing language shift and language planning'. Gumperz (1968, p. 14) identified the importance of sociolinguistics in language analysis. Thus, he says:

Sociolinguistics remains the study of how people use language in their everyday lives. It looks at how identities are manifested through the words we use and how through language, we intentionally or unintentionally create, and disrupt relationship with others. It examines how language simultaneously arises out of and is used to construct social categories such as nationality, race, gender, age etc. Cultural beliefs, values and norms are encoded in language and language reaffirms these aspects of culture.

Statement of the Problem

Many researches in sociolinguistics have been carried out by scholars across linguistic studies. These have been considered from different perspectives. For instance, Adedimeji (2007) examined the Sociolinguistic study of the Nigerian Proverbs in Zainab Alkali's *The Stillborn* and *The Virtuous Woman*. He used Hyme's ethnography of communication to analyse the data. Idiagbon (2010) investigated the Sociolinguistics of Nigerian Pidgin English in Selected University Campuses in Nigeria in order to find out the positive contributions of the Nigerian Undergraduates to the structure, status as well as attitudes of people towards the Nigerian Pidgin. Adeyanju (1998) worked on a Comparative Sociolinguistic Analysis of the Form and Functions of Taboos in English and Yoruba while Ogunsiji (2001) equally examined a Sociolinguistic Study of the Language Attitude in Market Transactions.

Bello (2007) looked at Sociolinguistic Study of Semi- Educated Yoruba/ English Bilinguals. Medubi (1998) examined Lexical Markers and Stereotypes: A Sociolinguistic Comparison of Nigerian and American Cartoons while an Overview of Sociolinguistics was considered by Oloruntoba-Oju (1999). These, and many more sociolinguists, have contributed immensely to the study of sociolinguistics. However, using Hyme's ethnography of communication remains a sociolinguistic repertoire for harvesting social interactions between the speakers and audience. In essence, the research gap this paper intends to fill is to examine the Sociolinguistic Analysis of President Bola Ahmed Tinubu's 2024 new year's speech and its implications on Nigerian economy as this would allow the listeners to have direct interactions with the President who is the speaker and the citizens who are the listeners/ interpreters. The essence of the present study lies in data analysed and the use of Hyme's ethnography of communication to account for the over-all contents of the speech

Aim and Objectives

This study attempts to undertake a sociolinguistic analysis of president Bola Ahmed Tinubu of January 1st, 2024. The main objectives of the study include to:

1. examine the sociolinguistic implications of the President's speech so as to understand the over-all content/message of the speech.
2. evaluate the importance of President's speech of 2024 since it was the first and important speech he would make since the removal of fuel subsidy speech through which the masses are expected to hear good news from the President whose speech was to serve as relief to them.



3. identify the relevance of Hyme's ethnography of communication towards the sociolinguistic analysis of the President's speech.

Methodology

The data for this study relied mainly on President Bola Ahmed Tinubu's 2024 new year speech to the Nigerian people on the occasion of celebrating 2024 new year. Data were directly selected and captured using purposive and direct sampling techniques. A purposive sampling technique according to Ashley (2018, P. 12) "is a sample that is based on common characteristics and objectives of the study". He maintains that purposive sampling technique is very useful in situations when the researcher needs to reach a targeted sample. However, direct selection of data is justified in connection with the objectives of this study in line with Akinwumiju (2010).

The Sociolinguistic Framework

The Saussurean distinction at the beginning of the twentieth century between 'langue' and "parole" remained significant in the study of what was later referred to as sociolinguistics (Adedimeji, 2007, p.4). Notable contributions to the study of linguistics were made by the earliest structuralists who emphasised the synchronic of individual language in terms of the characteristics of each language. Other scholars whose works have influenced the study of linguistics via sociolinguistics include Kenneth, cited by Tomori (1977, p.41), Halliday (1965), Harris (1951), Chomsky (1957), Hymes (1964, 1971 & 1989), Labov (1989) and a host of others. Their linguistic and sociolinguistic theories and methods have been considered suitable for linguistic analysis. (Adedimeji, 2007)

The Theory of Ethnography of Communication

Hyme's ethnography of communication is a product of his initial ethnography of speaking. He propounded this theory as a novel approach and means to better understand language in use. He is interested in investigating environment or event as a total way of shifting from the assumption that speech is an abstract model. According to Farah (1998, p.125), Hymes argued thus:

...That the study of language must concern itself with describing and analysing the ability of native speakers to use language for communication in real situations (communicative competence) rather than limiting itself to describing the potential ability of the ideal speaker/listener to produce grammatically correct sentences (linguistic competence) ...T(he) ethnography of communication is concerned with the questions of what a person knows about appropriate of language used in his or her community and how he or she learns about it.

In ethnography of communication, Hymes captures all the methodological heuristics involved in an attempt to investigate communication. It is represented with the acronym "**Speaking**". He emphasised that speech cannot be considered separate from the sociological and cultural factors that help shape linguistic form and create meaning. "SPEAKING" involves eight (8) components and they are interpreted as:

S- Setting and Scene: Setting includes the time and space, physical aspects of the situation such as arrangement of furniture etc. It also includes scene which refers to the socio-cultural and psychological aspects underpinning speech events.

P- Participants: It involves participants' identity including personal characteristics such as age and sex, social status, relationship with each other. They are those that are involved in communication.

E- Ends: involves the purpose of the event, speech, utterance or text itself as well as the individual's goals of the participants.

A-Act or sequence: It involves how speech acts are organised within a speech event and what topics are discussed. It refers to the precise diction or actual words used to communicate (Adedimeji, 2007)



K- Key: It refers to the tone and manner in which something is said/ written.

I-It is the instrumentalities or the linguistic code i.e. language dialect. Variety and channel i.e speech or writing.

N-Norms: It is the norm or the standard socio-cultural rules of interaction and interpretation.

G- Genre It is the game or type of event such as lecture, poem, letter, etc.

In order to cap it all, Hymes agreed that communicative competence is the knowledge needed by a speaker or hearer, which is broader than the mere linguistic competence of Chomskyan linguistics (Hudson, 1996, p.224). Adedimeji (2007,p.4) asserted that Hymes observed that the goal of a language student should be :

To account for the fact that a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, as to what to talk about with whom, when, where, in what manner. In short, a child is able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.

Analysis and Presentation of Data

This aspect deals with sociolinguistic analysis of President Bola Ahmed Tinubu's 2024 new year speech and its implications on Nigerian economy. Data were directly selected and captured using purposive and direct sampling techniques. Data were divided into paragraphs or sentences for easy analysis and interpretations. The division of the data into paragraphs/ sentences agreed with Oleksandra's (2014) classifications of texts into syntactic features which may be of paragraphs, sentences or propositions. He maintained that a text must be subjected to sentences whereas, they can be of declarative, imperative, interrogative or exclamatory depending on the mood or message intended to pass across to the listeners or audience. The President's speech was occasioned by the celebration of a new year (2024) where the president on the one hand celebrated with Nigerian people and expostulated on the economic situations in the country precipitated by the recent economic policies in the country. Below remains the sociolinguistic analysis of data.

Act Sequence: “ It gives me immense joy to welcome each and every one of you-young and old-to this brand new year 2024. We must lift up our hands to Almighty God, ingratitude, for His grace and benevolence to our country and our lives in the year2023 that has just gone by”.

Analysis :The president stood here as the father of all Nigerians having the joy to celebrate with them on the occasion of new year. The entire paragraph was used by the president to create suspense and capture the attention of the audience/ addressee. The citizens were happy to hear good-will message from the president. They have a ray of hopes that the President would have new stocks of programmes for them as they began another brand new year. The extract presupposed that the president was highly elated as he addressed the nation. This is reflected in “It gives me immense joy to welcome.....”

Participants : Addresser: The President and Commander-in- chief of the Armed Forces of Federal Republic of Nigeria.

Addressees: The Nigerian citizens.

Setting: Place and time: Presidential Villa, Abuja in the early morning by 7am.

Scene: It's an expression of happiness and joy by the addresser who is the Executive President of Nigeria. This confirms his state of psychological mood. The addresser realised the urgent need to address the masses on the occasion of new year. This had become the usual practice over the years. The speech would create room for the President to address pertinent issues and bring forth, other new programmes in stock for the masses. The masses too have been expecting this because they wanted to hear good news from their leader, the President, who is also the addresser. r

Ends: To express addresser's state of happiness because of the celebration of another new year and his quest to make his people (the masses) happy about other good things the government has in stock for them.



Key: High tone meant to confirm the mood of addresser (the President) who was highly delighted

Instrumentalities: It was a nation-wide broadcast and the channel of communication was television which involved audio-visual means of deciphering information. The addressees (masses) used two senses together at the same time i. e. the senses of hearing and seeing.

Act Sequence:“Though the past year was a very challenging one, it was eventful in so many ways. For our country, it was a transition year that saw a peaceful, orderly and successful transfer of power from one administration to another, marking yet another remarkable step in 24 years of unbroken democracy. It was a year, you, the gracious people of this blessed nation, entrusted your faith in me with a clear mandate to make our country better, to revamp our economy, restore security within our borders, revitalize our languishing industrial sector, boost agricultural production, increase national productivity and set our country on an irreversible path towards national greatness that we and future generations will forever be proud of”

Analysis: The addresser assumed that the past year was challenging. On the other way round, many achievements were also recorded. It was the year that power was handed over to the newly elected administration without any rancor. In the addressee's message, hopes for better economic revitalization, a total abrogation of insecurity in the country, agricultural productivity and increased national productivity set the pace for a new dawn in the country. The addressees-masses believed that Nigeria is coming out of better development and that the country would soon be a better place for all and sundry. The president's speech in this regard is a testament to the fact that Nigeria will become great... “Towards national greatness that we and future generations we forever be proud of”

Participants: Addresser: The President and Commander-in- chief of the Armed Forces of Federal Republic of Nigeria.

Addressees: The Nigerian citizens.

Setting: Place and time: Presidential Villa, Abuja in the early morning by 7am.

Scene: A serious hope was raised here by the addresser in order to assert that Nigeria would soon be better and greater based on economic and all other related policies put in place by the present administration.

Ends: To express a greater hope for the country when the masses shall be enjoying more of the dividends of democracy in the country.

Key: Soft tone which is an expression of a better hope for the country.

Instrumentalities: It was a nation-wide broadcast and the channel of communication was television which involved audio-visual means of deciphering information. The addressees (masses) used two senses together at the same time i. e. the senses of hearing and seeing.

Act Sequence:“The task of building a better nation and making sure we have a Nigerian society that cares for all her citizens is the reason I ran to become your president. It was the core of my renewed hope campaign message on the basis of which you voted me as President. Everything I have done in office, every decision I have taken and every trip. I have undertaken outside the shores of our land, since I assumed office on 29may, 2023, have been done in the best interest of our country”.

Analysis: The addresser who is the President assured the masses of his intention and efforts of transforming and building the country for the betterment of all and soundly. The addressees themselves were happy and glad that good things were under way . The President kept the ball rolling by asserting that he would keep to the oath and allegiance he took. And this had been a reflection of all his activities since he assumed office as the President of the country. The use of linguistic expressions here accorded it a sociolinguistic context. This is reflected in “the task of building a better nation and making sure we have a Nigerian society that cares for all her citizens....” These lines re-emphasized the President's commitment to making the country a better place for all.

Participants: Addresser: The President and Commander-in- chief of the Armed Forces of Federal Republic of Nigeria.



Addressees: The Nigerian citizens.

Setting: Place and time: Presidential Villa, Abuja in the early morning by 7am.

Scene: The President who is also the addresser assured the addressees of his commitment and dedication on the need to rebuild the country through various programmes to better the lives of the citizens

Ends: It expresses addresser's state of commitment and dedication to building the country through revamping the economy.

Key: Soft tone which revealed that addresser was committed and dedicated to the service of the country.

Instrumentalities: It was a nation-wide broadcast and the channel of communication was television which involved audio-visual means of deciphering information. The addressees (masses) used two senses together at the same time i. e. the senses of hearing and seeing.

Act Sequence: “Over the past seven months of our administration, I have taken some difficult and necessary decisions to save our country from fiscal catastrophe. One of those decisions was the removal of fuel subsidy which had become an unsustainable financial burden on our country for more than four decades. Another was the removal of the choke hold of few people on our foreign exchange system that benefited only the rich and the most powerful among us. Without doubt, these two decisions brought some discomfort to individuals, families and businesses”.

Analysis: The message of this paragraph was sad, pathetic, unpalatable and enshrouded with hopelessness. The tone is harsh. The addresser (the President) reiterated some of his decisions in recent times like the removal of fuel subsidy and foreign exchange palava. These very steps have pinged the addressees (masses) into economic hardships. The addressees (the masses) have been facing serious economic challenges since the subsidy had been removed. The addressee's expectation and hope in the present administration were dashed due to the removal of fuel subsidy and other economic policies. Contrary to this, the addresser here hinged on the fact that such drastic steps were taken to save the country from “fiscal catastrophe”. But who benefits from the subsidy and who suffers at the instance of subsidy removal? The psychological mood on the part of the addressees (the masses) was sad, pathetic unpalatable, catastrophic and nervously nostalgic since the subsidy removal in the country . How could he (the addresser- the President) then convince the addressees that subsidy was removed just to save the country from economic doom? The reverse was the case as subsidy removal had spelt economy hardship on the masses.

Participants: Addresser: The President and Commander-in- chief of the Armed Forces of Federal Republic of Nigeria.

Addressees: The Nigerian citizens

Setting: Place and time: Presidential Villa, Abuja in the early morning by 7am.

Scene: A serious anger portrayed in this regard most especially on the part of the addressees.

Ends: The addressees are furiously enraged due to the recent economic policies enforced by the present administration which have generated a lot of challenges. The addresser was optimistic that such decisions were taken to save the country from economic loom. How then could the addressees be convinced of this fact?

Key: Low tone which confirms addresser's dissatisfaction with the recent development but has no options than to resort to doing so.

Instrumentalities: It was a nation-wide broadcast and the channel of communication was television which involved audio-visual means of deciphering information. The addressees (masses) used two senses together at the same time i. e. the senses of hearing and seeing.

Act Sequence: “I am well aware that some time now the conversations and debts have counted on the rising cost of living, high inflation which is now 28% and the unacceptable high under -employment rate. Form the board room at Broad Street in Lagos, to the main streets of Kano and Nembe Creeks in Bayelsa, I hear the groans of Nigeria's who work hard everyday to provide for themselves and their families. I am not oblivious to the expressed and sometimes unexpressed frustrations of my follow



citizens. I know for a fact that some of our compatriots are even asking if this is how our administration wants to renew their hope”

Analysis: The entire paragraph captures the president's intention who has been convinced on the recent development in the country orchestrated by some drastic economic steps taken recently. The cost of living is high. There is high increase in inflation of about 28% and unemployment continues to increase on daily basis. The president in his speech, shared the pains and agony people are going through. The moods here on the part of the addressees were sadness and despondency on the new administration. The president himself confirmed this and said. “I know for a fact that some of our compatriots are even asking if this is how our administration wants to renew their hope”. The masses who are the addressees lost hope and confidence in the new administration. People are struggling endlessly to survive hunger and other saps-of-life while the economy is biting harder everyday. Only very few people in the country can guarantee three square meals per day and the price of commodities are unbearable in the market. Kidnapping and banditry are the orders of the day. These too, have been affecting the economic and commercial activities in the country.

Participants: Addresser: The President and Commander-in- chief of the Armed Forces of Federal Republic of Nigeria.

Addressees: The Nigerian citizens

Setting: Place and time: Presidential Villa, Abuja in the early morning by 7am.

Scene: Addresser was sad due to the present economic situation in the country which has been affecting the lives of the addressees who are the masses.

End: To express addresser's feeling and sympathy for the addressees who are the helpless citizens of the country. They (addressees) are helpless because of the present situations.

Key: Soft tone meant to let the addressees understand the fact that he (addresser) also shares in the pains the masses are passing through.

Instrumentalities: It was a nation-wide broadcast and the channel of communication was television which involved audio-visual means of deciphering information. The addressees (masses) used two senses together at the same time i. e. the senses of hearing and seeing.

Act Sequence: “Dear compatriots, take this from me: the time may be rough and tough, however, our spirit must remain unbowed because tough times never last. We are made for this period never to flinch, never to falter. The socio-economic challenges of today should energize and rekindle our love and faith in the promise of Nigeria. Having laid down the groundwork of our socio-economic recovery plans within the last seven months of 2023, we are now poised to accelerate the pace of our service delivery across sectors”

Analysis: The president unravelled his feeling and passion for the masses (addressees). He too realized what people are passing through. “.... Take this for me, the time may be rough and tough....”. This attested to the current hardships on the part of the masses. Though the administration lay the claim on socio-economic recovery plans which according to the masses were too harsh and gruelling. The president was apologetic as he appealed to the masses to remain steadfast and hope for better Nigeria. The president presupposed that people were really suffering as in “.. may be rough and tough”.

Participants: Addresser: The President and Commander-in- chief of the Armed Forces of Federal Republic of Nigeria.

Addressees: The Nigerian citizens

Setting: Place and time: Presidential Villa, Abuja in the early morning by 7am.

Scene: It is the expression of addresser's of being optimistic of better Nigeria despite the economic challenges. He appealed to the masses (addressees) to remain resolute and patient even as the economic situations in the country are hard and burdensome.

Ends: Addresser is hopeful that despite the economic challenges, things will become better for all. He equally urged the masses (addressees) to remain calm and have the belief that things would change for better.



Key: Soft tone, to uncover addresser's sympathy and hope for a better change.

Instrumentalities: It was a nation-wide broadcast and the channel of communication was television which involved audio-visual means of deciphering information. The addressees (masses) used two senses together at the same time i. e. the senses of hearing and seeing.

Act Sequence: “.....My administration recognizes that no meaningful economic transformation can happen without steady electricity supply. In 2024, we are moving a step further in our quest to restart local refining of petroleum products with Port Harcourt Refinery, and the Dangote Refinery which shall fully come on stream....To ensure constant food supply, security and affordability, we will step up our plan to cultivate 500,000 hectares of farmland's across the country to grow maize, rice wheat...”

Analysis: In the country, power supply is unsteady. Insufficient food supply pervades. The refineries are down. These confirm the over-all contents of the paragraph. The president (addresser) having realized this, intended to transform the economy through steady power supply, restarting of some refineries in the country and improvement of food supply to make food affordable for the common men. How have these been realized in the country when price of food items continue to be rising every minute? The masses hope is dashed and they are disappointed with the recent development in the country. All these capture the psychological disorientation of the masses (addressees).

Participants: Addresser: The President and Commander-in- chief of the Armed Forces of Federal Republic of Nigeria.

Addressees: The Nigerian citizens

Setting: Place and time: Presidential Villa, Abuja in the early morning by 7am.

Scene: A revelation of renewed hope agenda can be fully grasped here. The President (addresser) was assertive in some of the plans and strategies to put succour on the sufferings of the masses (addressees). Some of these strategies and plans included provision of steady power supply, boosting agriculture and resuscitation of home-based refineries starting with Port Harcourt refineries while the masses (addressees) were also promised of also having Dangote refinery on board.

Ends: Through this paragraph, the addresser's explanations and his plans to bring about socio-economic reformations were clearly understood.

Key: Mild tone, to reveal the plans and strategies of the government to ensure a total socio-economic changes in the country.

Instrumentalities: It was a nation-wide broadcast and the channel of communication was television which involved audio-visual means of deciphering information. The addressees (masses) used two senses together at the same time i. e. the senses of hearing and seeing.

Act Sequence:“In this new year, we will rise against time to ensure all the fiscal and tax policies reforms we need to put in place are codified and amplified to ensure that business environment does not destroy value...My message to investors and other business people has been the same. Nigeria is ready and open for business ...I will fight every obstacle that impedes business competitiveness in Nigeria and I will not hesitate to remove any clog hindering our path to making Nigeria a destination of choice for local and foreign investment”.

Analysis: The addresser's (The President) intention is clearly stated here. He promised to review fiscal and tax policies and encouraged local and foreign investors. How realistic is this? Are the economic policies beneficial to the masses (addressees) who are at the receiving end? All the linguistic imports like. “..... answer the fiscal and tax policies reform” “..... Business environment does not destroy value” further accentuated the administration's commitment to repudiate the economy of the country.

Participants: Addresser: The President and Commander-in- chief of the Armed Forces of Federal Republic of Nigeria.

Addressees: The Nigerian citizens

Setting: Place and time: Presidential Villa, Abuja in the early morning by 7am.

Ends: Addresser (The President) highlighted more on new strategies to be put in place in the brand new year like wooing foreign investors and a host of others .



Key: Harsh tone, revealing new strategies of addresser's administration.

Instrumentalities: It was a nation-wide broadcast and the channel of communication was television which involved audio-visual means of deciphering information. The addressees (masses) used two senses together at the same time i. e. the senses of hearing and seeing.

Act Sequence: "In my 2024 budget presentation to the National Assembly, I listed my administration's 8 plan areas to include national defence, and internal security, job creation, macro-economic, stability, investment.... Poverty reduction and social security....."

Analysis: The president's bid to ameliorate people's suffering is reflected here. He wanted to create job; maintained internal security; ensured macro-economic stability and poverty eradication etc. The addressees (masses) were psychologically relieved and have a better hope. When jobs are created, it will reduce poverty while adequate security will improve economy of the country. The masses were relieved from the addresser's utterances.

Participants: Addresser: The President and Commander-in- chief of the Armed Forces of Federal Republic of Nigeria.

Addressees: The Nigerian citizens

Setting: Place and time: Presidential Villa, Abuja in the early morning by 7am.

Ends: To several other attempts by the addresser's administration to improve the welfare of the addressees (masses) which included internal and food security, poverty eradication among others.

Key: soft tone where addresser uncovered the plans to tackle insecurity, provide food so as to improve the economy of the country.

Instrumentalities: It was a nation-wide broadcast and the channel of communication was television which involved audio-visual means of deciphering information. The addressees (masses) used two senses together at the same time i. e. the senses of hearing and seeing.

Act Sequence: "Follow Nigerians, my major ambition in government as a senator in the aborted third republic..... and now as the president of this blessed country is to build a fair and equitable and close the widening inequality....."

Analysis: The president reiterated his determination and pledge to serve Nigeria in various capacities. He intended to usher in an egalitarian society devoid of class differences. The addressees' hope for better lives were uncovered here.

Participants: Addresser: The President and Commander-in- chief of the Armed Forces of Federal Republic of Nigeria.

Addressees: The Nigerian citizens

Setting: Place and time: Presidential Villa, Abuja in the early morning by 7am.

Ends: It captures addresser's commitment to build a society free of inequality and class differences.

Key: Soft tone meant to uncover the addresser's readiness to ensure that an egalitarian society was established.

Instrumentalities: It was a nation-wide broadcast and the channel of communication was television which involved audio-visual means of deciphering information. The addressees (masses) used two senses together at the same time i. e. the senses of hearing and seeing.

Act Sequence: " In this new year, let us resolve that as joint-heirs to the Nigerian common wealth, we will work for the peace, progress and stability of our country. I extend this call to my political opponents in the last election. Election is over. It is time for all of us to work together for the sake of our country. We must let the light each of us carries-men and women, young and old-shine bright and brighter to illuminate our path to a glorious dawn. I wish all of us a happy and prosperous year 2024. May God continue to bless the federal Republic of Nigeria."

Analysis: The addresser, (The Presidents), made passionate appeals to the masses and all his political opponents to work together to lift Nigeria higher. The president's speech presupposed that there are hypocrites among the political opponents who lost during the last election i.e. "I extend this call to my political opponents in the last election..... Election is over. It is time for all of us to work together for



the sake of our country. The president capped it all by praying and wishing the masses a prosperous brand new year.

Participants: Addresser: The President and Commander-in- chief of the Armed Forces of Federal Republic of Nigeria.

Addressees: The Nigerian citizens

Setting: Place and time: Presidential Villa, Abuja in the early morning by 7am.

Scene: The speech was appealing and apologetic. The addresser appealed to other political opponents to forget about failure in the last election and worked together with the present administration to move the country forward. On the final note, he prayed and wished the addressees a happy and prosperous new year.

Ends: To show that addresser was liberal by calling on the losers in the last election.

Key: Soft tone, to reveal the addresser's state of nation-hood.

Instrumentalities: It was a nation-wide broadcast and the channel of communication was television which involved audio-visual means of deciphering information. The addressees (masses) used two senses together at the same time i. e. the senses of hearing and seeing.

Conclusion

Sociolinguistics is the study of relationship between language and society (Oloruntoba-Oju, 1999). A sociolinguistic analysis of President Bola Ahmed Tinubu's 2024 new year speech is a revelation of interaction between the President (addresser) and the masses (addressees) occasioned by the celebration of new year-2024. The analysis was mainly on sociolinguistics based on president Bola Ahmed Tinubu's 2024 new year speech to the Nigerian people on the occasion of celebrating 2024 new year. The findings of the study confirmed that act sequence, participants, setting, scene, ends, and key were preponderantly used while the channel of communication (instrumentalities) was audio-visual. The study finally revealed that the use of Hyme's ethnography of communication allowed us to probe into the mind of the addresser through various elements of the theory. Not only this, the use of the theory afforded us better opportunity of analysing the text, where, addresser interacted with the audience (addressees) on national issues. Hudson (1996) observed that“ the essence of sociolinguistics is to account for language used and its significant effects on the issues, events or happenings in the society. However, the sociolinguistic analysis of President Bola Ahmed Tinubu's 2024 new year speech has accounted for language used to reveal the social interaction between the President and the masses through which a ray of hopes was further built by the masses on what the government has in stock

References

- Adedimeji, M. (2007). A sociolinguistic Study of Nigerian Proverbs in Zainab Alkali's *Still born* and *The Virtuous Woman*. A ph. D. Seminar paper. University of Ilorin. p. 4
- Adeyanju, D. (1998). A comparative Sociolinguistic Analysis of the Form and Functions of Taboos in English and Yoruba. An unpublished M . A. Thesis University of Ilorin.
- Akinwumiju, O. (2010). *Research Methods in Education*. Ibadan: University Press Ltd. P. 67
- Ashley, C. (2018). Understanding purposive sampling: An overview of the method and its applications. London: Pearson Education Limited. P.12
- Bello, O. R. (2007). Code-mixing or Code mix-up: A Sociolinguistic Study of Semi- Educated Yoruba/ English Bilinguals. In Adeyanju, D. (2007). *Sociolinguistics in the Nigerian Context*. Ife: Obafemi Awolowo University Press Ltd.



- Bernstein, B. (1964). Elaborated and Restricted codes: Their Social Origin and Some consequences. In Gumperz, J. J. and Hymes, D. (eds). *Sociolinguistics*. London: Routledge.
- Chomsky, N. (1957). *Syntactic Structures*. The Hague: Mouton.
- Downes, W. M. (1992). *Language and society*. London: Arnold.
- Farah, I. (1998). The ethnography of Communication. In Hornbenger, N. H. and Gorson, P. (eds) *Encyclopedia of language and education*. Dordrech: Kluwer. p.125.
- Fishman, J. (2000). The Sociology of Language. In Coupland N. and Jaworski, A. (eds). *Sociolinguistics*. England: Palgrave.
- Gumperz, J. J. AND Hymes, D. (1968). *Directions in sociolinguistics*. New York: Reinhart and Witson. p. 14
- Halliday, M. A. K. (1965). *An introduction to Functional Grammar*. London: Edward Arnold.
- Harris, Z. S. (1951). *Methods in structural linguistics*. Chicago: University of Chicago press.
- Hymes, D. (1964). *Language and culture in society*. New York: Harper.
- Hymes, D. (1971). *Pidginization and creolisation of languages: Proceedings of a conference held at the University of the West India*. Cambridge: Cambridge University Press.
- Hymes, D. (1989). Ways of Speaking. In Ballman, R. and Sherzer J. (eds). *Explorations in the ethnography of communication*. Cambridge: Cambridge university press.
- Idiagbon, M. S. (2010). The sociolinguistics of Nigerian Pidgin English in Selected University Campuses. *Ifè studies in English language*. Vol. 8 (1). P. 52.
- Medubi, O. C. (1998). Lexical Markers and Stereotypes: A sociolinguistic Comparison of Nigerian and American Cartoons. Unpublished ph. D. Thesis. University of Ilorin.
- Obafemi, O. (1993). *Naira Has No Gender*. Ibadan: Kraft Books Limited.
- Ogunsiji, Y. (2001). A sociolinguistic Study of the Language Attitude in Market Transaction. In Agboanusi, H. (ed). *Language attitude and language contact in West Africa*. Ibadan: Encrofit Publishers.
- Oleksandra, R. (2014). Communicative classifications of proverbs. *Proverbium*. P.64
- Oloruntoba- Oju, T. (1999). Sociolinguistics; An Overview. In Adegbiya, E. E. (ed). *The English language and literature in English: An introductory handbook*. The Department of Modern European Languages, University of Ilorin. p.122
- Romaine, S. (2000). *Language in society: An introduction to sociolinguistics*. Harmonds: Penguin
- Trudgil, P. (1974). *Sociolinguistics*. London: UPL



APPENDIX

TEXT OF PRESIDENT BOLA AHMED TINUBU'S NEW YEAR ADDRESS TO THE NATION

Dear Compatriots,

It gives me immense joy to welcome each and every one of you - young and old- to this brand new year 2024 . We must lift up our hands to Almighty God, in gratitude, for His grace and benevolence to our country and our lives in the year 2023 that has just gone by.

Though the past year was a very challenging one, it was eventful in so many ways. For our country, it was a transition year that saw a peaceful, orderly and successful transfer of power from one administration to another, marking yet another remarkable step in our 24 years of unbroken democracy.

It was a year, you the gracious people of this blessed nation, entrusted your faith in me with a clear mandate to make our country better, to revamp our economy, restore security within our borders, revitalise our foundering industrial sector, boost agricultural production, increase national productivity and set our country on an irreversible path towards national greatness that we and future generations will forever be proud of.

The task of building a better nation and making sure we have a Nigeria society that cares for all her citizens is the reason I ran to become your President. It was the core of my Renewed Hope campaign message on the basis of which you voted me as President.

Everything I have done in office, every decision I have taken and every trip I have undertaken outside the shores of our land, since I assumed office on 29 May 2023, have been done in the best interest of our country.

Over the past seven months of our administration, I have taken some difficult and yet necessary decisions to save our country from fiscal catastrophe. One of those decisions was the removal of fuel subsidy which had become an unsustainable financial burden on our country for more than four decades. Another was the removal of the chokehold of few people on our foreign exchange system that benefited only the rich and the most powerful among us. Without doubt, these two decisions brought some discomfort to individuals, families and businesses.

I am well aware that for some time now the conversations and debates have centred on the rising cost of living, high inflation which is now above 28% and the unacceptable high under-employment rate. From the boardrooms at Broad Street in Lagos to the main-streets of Kano and Nembe Creeks in Bayelsa, I hear the groans of Nigerians who work hard every day to provide for themselves and their families.

I am not oblivious to the expressed and sometimes unexpressed frustrations of my fellow citizens. I know for a fact that some of our compatriots are even asking if this is how our administration wants to renew their hope.

Dear Compatriots, take this from me: the time may be rough and tough, however, our spirit must remain unbowed because tough times never last. We are made for this period, never to finch, never to falter. The socio-economic challenges of today should energize and rekindle our love and faith in the promise of Nigeria. Our current circumstances should make us resolve to work better for the good of our beloved nation. Our situation should make us resolve that this new year 2024, each and everyone of us will commit to be better citizens.

Silently, we have worked to free captives from abductors. While we can't beat our chest yet that we had solved all the security problems, we are working hard to ensure that we all have peace of mind in our homes, places of work and on the roads. Having laid the groundwork of our economic recovery plans within the last seven months of 2023, we are now poised to accelerate the pace of our service delivery across sectors.

Just this past December during COP28 in Dubai, the German Chancellor, Olaf Scholz, and I agreed and committed to a new deal to speed up the delivery of the Siemens Energy power project that will ultimately deliver reliable supply of electricity to our homes and businesses under the Presidential



Power Initiative which began in 2018. Other power installation projects to strengthen the reliability of our transmission lines and optimise the integrity of our National grid are ongoing across the country.

My administration recognises that no meaningful economic transformation can happen without steady electricity supply. In 2024, we are moving a step further in our quest to restart local refining of petroleum products with Port Harcourt Refinery, and the Dangote Refinery which shall fully come on stream.

To ensure constant food supply, security and affordability, we will step up our plan to cultivate 500,000 hectares of farmlands across the country to grow maize, rice, wheat, millet and other staple crops. We launched the dry season farming with 120,000 hectares of land in Jigawa State last November under our National Wheat Development Programme.

In this New Year, we will race against time to ensure all the fiscal and tax policies reforms we need to put in place are codified and simplified to ensure the business environment does not destroy value. On every foreign trip I have embarked on, my message to investors and other business people has been the same. Nigeria is ready and open for business.

I will fight every obstacle that impedes business competitiveness in Nigeria and I will not hesitate to remove any clog hindering our path to making Nigeria a destination of choice for local and foreign investments. In my 2024 Budget presentation to the National Assembly, I listed my administration's 8 priority areas to include national defence and internal security, job creation, macro-economic stability, investment environment optimization, human capital development, poverty reduction and social security. Because we take our development agenda very seriously, our 2024 budget reflects the premium we placed on achieving our governance objectives.

We will work diligently to make sure every Nigerian feels the impact of their government. The economic aspirations and the material well-being of the poor, the most vulnerable and the working people shall not be neglected. It is in this spirit that we are going to implement a new national living wage for our industrious workers this new year. It is not only good economics to do this, it is also a morally and politically correct thing to do.

I took an oath to serve this country and give my best at all times. Like I said in the past, no excuse for poor performance from any of my appointees will be good enough. It is the reason I put in place a Policy Coordination, Evaluation, Monitoring and Delivery Unit in the Presidency to make sure that governance output improves the living condition of our people.

We have set the parameters for evaluation. Within the first quarter of this new year, Ministers and Heads of Agencies with a future in this administration that I lead will continue to show themselves.

Fellow Nigerians, my major ambition in government as a Senator in the aborted Third Republic, as Governor of Lagos State for eight years and now as the President of this blessed country is to build a fair and equitable society and close the widening inequality. While I believe the rich should enjoy their legitimately-earned wealth, our minimum bargain must be that, any Nigerian that works hard and diligent enough will have a chance to get ahead in life. I must add that because God didn't create us with equal talents and strengths, I cannot guarantee that we will have equal outcomes when we work hard. But my government, in this New Year 2024 and beyond, will work to give every Nigerian equal opportunity to strive and to thrive.

For the new year to yield all its good benefits to us as individuals and collectively as a people we must be prepared to play our part. The job of building a prosperous nation is not the job of the President, Governors, Ministers, Lawmakers and government officials alone. Our destinies are connected as members of this household of Nigeria. Our language, creed, ethnicity and religious beliefs even when they are not same should never make us work at cross purposes.

In this New Year, let us resolve that as joint-heirs to the Nigerian Commonwealth, we will work for the peace, progress and stability of our country. I extend this call to my political opponents in the last



election. Election is over. It's time for all of us to work together for the sake of our country.
We must let the light each of us carries - men and women, young and old - shine bright and brighter to
illuminate our path to a glorious dawn.
I wish all of us a happy and prosperous year 2024.
May God continue to bless the Federal Republic of Nigeria.

Bola Ahmed Tinubu, GCFR
January 01, 2024



INFLUENCE OF EMPLOYABILITY SKILLS ON GRADUATES' SELF RELIANCE IN UNIVERSITIES IN KWARA STATE, NIGERIA: EDUCATIONAL PLANNING PERSPECTIVES

SHITTU, Afeez Adeshina

aashittu@alhikmah.edu.ng

07030230619

orcid 0009-0008-5013-9461

Al-Hikmah University, Ilorin, Nigeria, Department of Educational Management and Counselling

OLASINDE, Bilikis Ajoke

ajokeolasinde@gmail.com

08149915587

Department of Educational Foundations, Kwara State College of Education Ilorin

AMEEN, Muftaudeen

muftaudeen2025@gmail.com

Phone number 07034422266

Federal College of Education, Kontagora, Niger State. School of Education, Department of Educational Foundations and Management

ALAO, Monsurat Iyabo

monsuratalao190@gmail.com

08156258469

Al-Hikmah University, Ilorin, Nigeria, Department of Educational Management and Counselling

&

ARE, Godwin Oluwaseyi

profgeyiare@gmail.com

08035636289

Al-Hikmah University, Ilorin, Nigeria, Department of Educational Management and Counselling

Abstract

This study investigated the influence of employability skills on graduates' self reliance in universities in Kwara State, Nigeria: Educational planning perspectives. Other objectives were to examine the relationship between educational curriculum planning of technical skills and graduates' self reliance, ascertain the relationship between educational curriculum planning of communication skills and graduates' self reliance, find out the relationship between educational curriculum planning of secretarial skills and graduates' self reliance and examine between educational curriculum planning of problem-solving skills and graduates' self reliance in universities in Kwara State, Nigeria. The study was a descriptive survey research which adopted the correlation research design. Three hundred and eleven respondents were selected for this study. The instruments for this study were Educational Curriculum Planning of Employability Skills Questionnaire and Graduates' self Reliance Questionnaire. The data collected were analysed using descriptive statistics of mean and standard to answer the research questions raised while Pearson product moment correlation was used to test the hypotheses generated. The findings revealed that; employability skills have influenced graduates' self reliance in universities in Kwara State, Nigeria. This implies that educational curriculum planning of employability skills in terms of technical skills, communication skills, problem solving skills and



secretarial skills would go a long way in improving and enhancing the level of students' employability on self reliance in Kwara State. Based on these findings, the following recommendations were made among others that: educational curriculum planning of employability skills should be mandated to establish Entrepreneurship Education Centre in the university system. The Centre should be equipped with all the modern facilities which could enrich the students with both theoretical and practical skills. This will help to provide students with practical skills needed for successful business education

Keywords: Employability Skills and Educational Planning

Introduction

Unemployment in Nigeria is currently a national concern. The number of youths and graduates from various institutions who are looking for employment opportunity increases day by day. Nigeria's educational practices were tailored towards acquisition of the so-called white collar job after graduation without vocational skills. Jobs are no longer there for youths to secure which could enable youths to contribute towards nation development. It is important to note that vocational education can be a means to an end. It can be a tool for securing employment and sustainable development in Nigeria (Ogbodo, 2012). Educational curriculum planning is to be designed to offer training to improve individual's general proficiency especially in relation to their present or future occupation. This training will lead to self-reliance and sustainable development.

Recent developments in the Nigerian socioeconomic fields showed that, about 80% of the graduates from Nigerian universities find it difficult to get employment every year (Uwaifo, 2019). The unemployment problem has therefore injected a negative impact on the Nigerian youths and has made them to be used for different unethical vices like area boys, armed militant, thugs, armed robbery, petty thieves. Available information by the National University Commission (NUC, 2014) has also reiterates the massive unemployment of Nigerian graduates in the country. This problem is said to be traceable to the curriculum of the higher institutions which lay emphasis on training for white collar jobs and this has eventually created a miss-match between labour market requirements and lack of essential employable skills by the graduates (Diejomah & Orimolade, 2011; Diabelen, et al, 2010).

In order to produce graduates that match the economic challenges posed by unemployment, universities have to improve on educational curriculum planning so as to prepare the recipients of their training with both competence in their various professions and also provide them the opportunities for self-employment (Enahoro, 2018). Educational curriculum planning needs to be a kind of education that is geared towards the production of the educated men who can effectively work with his head, heart and hands. Olaitan (2018) stated that educational curriculum planning is designing and developing a structured plan for teaching and learning towards graduate employability and self reliance after school graduation. Ginzberg (2011) opined that educational curriculum planning needs to be a type of education which has to do with productive work. This will equip the beneficiary with saleable, entrepreneurial and vocational skills that would save them all the frustration of searching for non-existing white collar jobs.

The benefits of educational curriculum planning are many. Charney and Libecap (2014) stated that educational curriculum planning attracts substantial private sector financial contributions, produces self sufficient enterprising individuals, produces successful business and industry leaders, enhances a graduate's ability to create wealth, produces champions of innovation, and leads to greater opportunities with advancing technologies. Obisanya (2010) described educational curriculum planning as an essential ingredient in re-orienting the mindset of Nigerian students towards self employment or job creation (Decening, 2018).



Statement of the Problem

It seems that Nigerian educational curriculum planning has not been designed and structured to solve the issues of unemployment in Nigeria in order to improve the level of graduate employability. Youths seem to be ignorant about the vocational education to which they aspire. Most of them are ill-informed, uninformed and sometimes misinformed about careers that change lives and hence cannot make realistic vocational aspirations. This makes them to be facing the problem of making good career choice. Hence young people aspire to enter into professions such as medicine, engineering, law and pharmacy without considering what actually happens in getting into such career. Yet, educational curriculum has not been planned to be self employed after graduation from school. However, the extent to which school graduate students are aware of these careers may determine their ability to explore such opportunities through effective educational curriculum

Purpose of the Study

The main purpose of the study was to determine influence of employability skills on graduates' self reliance in universities in Kwara State, Nigeria. Specifically, other purposes included to:

1. examine the dimensions of educational curriculum planning of employability skills in universities in Kwara State, Nigeria;
2. find out the level of graduates' self reliance in universities in Kwara State, Nigeria;
3. examine the relationship between educational curriculum planning of technical skills and graduates' self reliance in universities in Kwara State, Nigeria;
4. ascertain the relationship between educational curriculum planning of communication skills and graduates' self reliance in universities in Kwara State, Nigeria;
5. find out the relationship between educational curriculum planning of secretarial skills and graduates' self reliance in universities in Kwara State, Nigeria; and
6. examine between educational curriculum planning of problem-solving skills and graduates' self reliance in universities in Kwara State, Nigeria.

Research Questions

The following research questions were raised to guide the study.

1. What are the dimensions of educational curriculum planning of employability skills in universities in Kwara State, Nigeria?
2. What is the level of graduates' self reliance in universities in Kwara State, Nigeria?

Research Hypotheses

The following hypotheses were formulated for this study.

- H₀₁:** There is no significant relationship between educational curriculum planning of technical skills and graduates' self reliance in universities in Kwara State, Nigeria
- H₀₂:** There is no significant relationship between educational curriculum planning of communication skills and graduates' self reliance in universities in Kwara State, Nigeria
- H₀₃:** There is no significant relationship between educational curriculum planning of secretarial skills and graduates' self reliance in universities in Kwara State, Nigeria
- H₀₄:** There is no significant relationship between educational curriculum planning of problem-solving skills and graduates' self reliance in universities in Kwara State, Nigeria

Conceptual Review

The following literature was reviewed based on the variables of this study.



Concept of Educational Curriculum planning

Education in general is an exercise that engages everyone. An individual either goes through liberal, general or vocational education (Osuala, 2014). Educational curriculum planning is defined as any form of education whose primary purpose is to prepare persons for employment in recognized occupations (Okoro, 2013). The Nigerian National Policy on Education (2014) defined educational curriculum planning as a comprehensive term referring to those aspects of the educational process involving in addition to general education, the study of technologies and related science and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. Immaculate (2015) opined that educational curriculum planning are leaving experience meant to be impacted to an individual systematically in order to get him/her adequately equipped for a good employment in a recognized occupation. Ojimba (2012) posited that educational curriculum planning encompasses fields of study such as agricultural education, fine and applied arts education, business education and vocational trades in soap making, hair dressing, computer training etc.

Educational curriculum planning is defined as an educational training, which has been designed systematically to enable an individual acquire the basic knowledge, skills, abilities, and understanding needed for ones efficient performance in his/her chosen occupational carrier for self-reliance. Educational curriculum planning needs to be an integral part of national development strategies in many societies because of the impact on human resource development, productivity and economic growth. To achieve sustainable development, attention should be paid to strengthening the bridge between education and schooling and preparation for the world of work with attention paid to improving vocational education and training in Nigeria. Technological development of a nation depends on the available technical know-how, the rudiment of which is a function of the quantity and quality of available vocational and technical training. It is a clear view that current preoccupation with university education in Nigeria reduces socio-economic opportunities of those who are more oriented towards work than academics (Etuk, 2010).

The federal government feels the need to promote the collaborative efforts of the town and gown in Nigeria. Hence, directed the Nigerian Universities through the National Universities Commission (NUC) to set in motion the setting up of entrepreneurial centre in each university. Also realizing the important role of higher educational system is an instrument for creating wealth, business opportunities, economic development and global market competitiveness. Nigerian Universities was established exclusively to pursue the objectives of teachers, education as contained in the national policy of education. The vision and mission of the centre by the university is that apart from producing highly professional, academically sound, dedicated and disciplined graduate teacher for the various level of education in Nigeria, and this can be effectively done through efficient educational curriculum planning.

Dimensions of Educational Curriculum Planning on Employability Skills

Skill-gap or performance gap may be seen as the difference between employability skills and present performance of the individual, that is, the skills that the individual lacks which are inhibiting his performance or which may make him unsuitable for a gainful employment. It is the required performance minus the present performance. No doubt, there is a lot of competition for jobs where and when available when the nation is faced with high rate of unemployment. To be found employable the



individual must possess in addition to qualifications or specialist experience, capabilities or competencies such as aptitude (talent) attitude and behaviour. The individual (employee) must be aware of what the employers are looking for in any employee. The person must be able to show that he is employable, a team member and a contributing member of the organization (Taiwo, 2013).

Such skills according to Skills You Need (2013) and Akanmu (2011) include:

Interpersonal skills: used to interact with people, participate effectively as members of a team, negotiate, satisfy customers, make decisions, manage time and work effectively with colleagues

Communication Skills: Verbally and in Writing. Writing clearly and succinctly, demonstrates good vocabulary and listening actively.

Critical thinking Skills:- Ability to solve problems and make decisions is a huge asset to employers. This also includes ability to effectively plan and organize creative thinking are innovative and inventive and are more likely to devise new ways of doing things that add value to the work environment.

Personal Development:- Having the right attitude towards work and the organization you work for. Employers look for people who are open to learning and embrace change. Such a person will be more successful than the person who is afraid of learning and resistant to changes in the organization.

Self-management skills i.e. self-motivation, self-confidence, self-control-skills that are used to manage personal feelings and how people react to challenges and problems both at work and in their private lives.

Presentation Skill:- Needed for presenting information clearly and effectively in the work place. This includes business plans, reports, minutes etc.

Leadership Skill:- Ability to influence others towards the achievement of a goal.

Numeracy:- Involves understanding of numerical data, statistics and graphs. It is also a part of making decisions and reasoning.

IT Skills:- Acquiring basic IT skills and being familiar with the computer open a wide range of employment opportunities and increase marketability in work places. Employers are also always looking for skills which reflect personal attributes or character, positive attitude i.e. a 'can do' approach, good work-ethics and the willingness to learn, good personal presentation, honesty and integrity, reliability, time keeping and personal organization, team working, collaboration and cooperation, flexibility, commercial awareness and Customer focus, business etiquette skills, communication – oral and written, numeracy and computer literacy / IT Skills. All these skills need to be incorporated in the educational curriculum planning in order to improve employability and reduce the level of unemployment in the society.

Detoun (2010) categorized the skills required by graduates as follows:

Basic: - Reading, Writing, Calculation, Communication, Human Relations

Technical: - Capabilities in manipulating engines, equipment, machines etc

Professional: - skills required in fields of law, medicine, architecture etc.

Management/Leadership: - Team building, Planning, Goal –setting, Motivation etc.

Emotional Intelligence: - Self Awareness, Persistence, Resilience and Discipline.

Other skills are Community skills (civic and citizenship), Knowledge and Entrepreneurial or Enterprise skills which include creativity, innovation, resourcefulness, ability to take informed risks, ability to sport out opportunities, vocational skills with enough hands-on experience, Problem-solving skills, decision-making skills that can add value to the school development

The stage at which these identifiable deficiencies in their training can be addressed is in the process of producing these graduates in their institutions. The educational curriculum planning as well as the system producing them need to be reviewed. This will go a long way to improve the quality churned out year in-year out, make them competitive globally in the labour market and be employable or their



becoming employers of labour themselves.

Methodology

The appropriate research design adopted for this study was descriptive survey of correlational type.. The population of this study covered 3,750 students of third year students in the three universities in Kwara State (one Federal University, one State University and one private university respectively. The sample for the study comprised only students in the third year of the programme. Proportional sampling technique using Research advisor (2006) was used to sample 357 respondents for this study. Educational Curriculum Planning of Employability Skills Questionnaire and Graduates' self Reliance Questionnaire were used for data collection. It comprised 20 items and the items were patterned after the four points Likert type rating scale format of: Strongly agree, Agree, Disagree and Strongly disagree. The instruments were validated to ensure content and construction validity. The coefficient of 0.67 and 0.64 were obtained showing that the instruments were reliable for data collection. Out of 357 copies of the instruments administered to the respondents only 87% which represented 311 copies were used for data analysis. Descriptive statistics of mean and standard deviation was used to answer the research questions raised. The items of the dimensions of the variable were ranked in position. Also, Pearson product moment correlation statistics was used to test the generated research hypotheses at 0.05 level of significance.

Results and Discussion

Research Question One: What are the dimensions of educational curriculum planning of employability skills in universities in Kwara State, Nigeria?

Table 1

Dimensions of Educational Curriculum Planning of Employability Skills in Universities in Kwara State, Nigeria

S/N	Items	Mean	SD	Rank
1	Educational curriculum planning of technical skills	8.59	1.52	2 nd
2	Educational curriculum planning of communication skills	4.20	2.70	4 th
3	Educational curriculum planning of secretarial skills	9.56	2.00	1 st
4	Educational curriculum planning of problem-solving skills	5.44	2.91	3 rd

Table 1 shows the dimensions of educational curriculum planning of employability skills in universities in Kwara State, Nigeria. Educational curriculum planning of secretarial skills was ranked 1st with the mean score of 9.56, technical skills was ranked 2nd with the mean score of 8.59, problem-solving skills was ranked 3rd with the mean score of 5.44 while communication skills was ranked 4th with the mean score of 4.20 respectively. The standard deviations are 2.00, 1.52, 2.91, and 2.70 respectively. Findings revealed that secretarial skills constituted the highest dimension of educational curriculum planning of employability skills in universities in Kwara State, Nigeria

Research Question Two: What is the level of graduates' self reliance in universities in Kwara State, Nigeria?



Table 2

Level of Graduates' Self Reliance in Universities in Kwara, Nigeria

Responses	Frequency	Percentage
High	45	14.5
Moderate	30	9.6
Low	236	75.9
Total	311	100.0

Table 2 shows the analysis of the responses given by the respondents on level of graduate employability in universities in Kwara State, Nigeria. Forty-five of the total respondents representing 14.5% agreed that level of graduate employability in universities in Kwara State, Nigeria was high, 9.6% agreed that it was moderate while the remaining 75.9% agreed that it was low. This implies that the respondents with 75.9% constituted the majority of respondents that agreed that, the level of graduates' self reliance in universities in Kwara State, Nigeria was low. This means that graduates are being denied employment after graduation from university.

Research Hypotheses

Ho₁: There is no significant relationship between educational curriculum planning of technical skills and graduates' self reliance in universities in Kwara State, Nigeria

Table 3

Educational Curriculum Planning of Technical Skills and Graduates' Self Reliance

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Educational Curriculum Planning of Technical Skills	311	8.59	1.92	309	.402	0.02	Ho₁ Rejected
Graduates' Self Reliance	311	12.56	2.81				
<i>P<0.05</i>							

Table 3 shows that the p-value of 0.02 was less than the significant level at 0.05 for 309 degrees of freedom. Therefore, the null hypothesis which states there is no significant relationship between educational curriculum planning of technical skills and graduates' self reliance in universities in Kwara State, Nigeria was rejected. This suggests that there was significant relationship between educational curriculum planning of technical skills and graduates' self reliance in universities in Kwara State, Nigeria. This indicates that educational curriculum planning of technical skills have impact on employability of graduates' self reliance.

Ho₂: There is no significant relationship between educational curriculum planning of communication skills and graduates' self reliance in universities in Kwara State, Nigeria



Table 4

Educational Curriculum Planning of Communication Skills and Graduates' Self Reliance

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Educational curriculum planning of Communication Skills	311	4.20	2.70				
				309	.367	0.00	Ho₂ Rejected
Graduates' Self Reliance	311	12.56	2.81				
<i>P<0.05</i>							

Table 4 indicates that the p-value of 0.00 was less than the significant level at 0.05 for 309 degrees of freedom. Therefore, the null hypothesis was rejected. This shows that educational curriculum planning of communication skills influence the level of graduates' self reliance in universities in Kwara State, Nigeria. This implies that exposure of students to communication skills enhances employability of graduates' self reliance.

Ho₃: There is no significant relationship between educational curriculum planning of secretarial skills and graduates' self reliance in universities in Kwara State, Nigeria

Table 5

Educational Curriculum Planning of Secretarial Skills and Graduates' Self Reliance

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Educational Curriculum Planning of Secretarial Skills	311	9.56	2.00				
				309	.289	0.01	Ho₃ Rejected
Graduates' Self Reliance	311	12.56	2.81				
<i>P<0.05</i>							

Table 5 shows that the p-value of 0.01 was less than the significant level at 0.05 for 309 degrees of freedom. Therefore, the null hypothesis which states that there is no significant relationship between educational curriculum planning of secretarial skills and graduates' self reliance in universities in Kwara State, Nigeria was rejected. This indicates that there was significant relationship between educational curriculum planning of secretarial skills and graduates' self reliance in universities in Kwara State, Nigeria. This implies that educational curriculum planning of secretarial skills enhance graduates' self reliance through secretarial activities.



Ho₄: There is no significant relationship between educational curriculum planning of problem-solving skills and graduates' self reliance in universities in Kwara State, Nigeria.

Table 6

Educational Curriculum Planning of Problem-solving Skills and Graduates' Self Reliance

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Educational Curriculum Planning of Problem-solving Skills	311	5.44	2.91	309	.302	0.02	Ho ₄ Rejected
Graduates' Self Reliance	311	12.56	2.81				
<i>P<0.05</i>							

Table 6 shows that the p-value of 0.02 was less than the significant level at 0.05 for 309 degrees of freedom. Therefore, the null hypothesis which states that there is no significant relationship between educational curriculum planning of problem-solving skills and graduates' self reliance in universities in Kwara State, Nigeria was rejected. This indicates that there was significant relationship between educational curriculum planning of problem-solving skills and graduates' self reliance in universities in Kwara State, Nigeria. This implies that educational curriculum planning of problem-solving skills enhances employability of graduates' self reliance.

Discussion of Findings

Findings of research question one revealed that, secretarial skills constituted the highest dimension of educational curriculum planning of employability skills in universities in Kwara State, Nigeria. This conforms to the findings of Shaw (2008) that, an office as any place where procedures concerned with the receipt, transmittal, production, reproduction, processing, storage and retrieval of information are carried out

Findings of research question two revealed that, the level of graduates' self reliance in universities in Kwara State, Nigeria was low. This means that graduates are being denied employment after graduation from university. This is in line with the view of Etuk (2010) that, It is a clear view that current preoccupation with university education in Nigeria reduces socio-economic opportunities for students after graduation from university.

Hypothesis one revealed there was significant relationship between educational curriculum planning of technical skills and graduates' self reliance in universities in Kwara State, Nigeria. This shows that in a situation whereby secondary school students are exposed to technical work in the school, this will promote the technical activities after leaving the school. Harvey (2003) found that technical skills enhanced employability for a new graduate possessing a set of skills and/or competencies that enable him or her to compete and secure employment, whether in formal employment, self-employment or any career. For individuals, employability depends on the knowledge, skills and abilities that they possess,



the way they present those assets to employers and the context (e.g. personal circumstances and labour market environment) within which they seek. Hind and Moss (2011) concluded that education curriculum enhances employability towards to person's capability for gaining and maintaining employment.

Hypothesis two indicated there was significant relationship between educational curriculum planning of communication skills and graduates' self reliance in universities in Kwara State, Nigeria. This implies that the information and communication technology has improved the level of communication in this 21st century. Thus, exposing secondary school students to communication skills in the school will enhance the students to benefit in this 21st century technologically. Bilyaminu (2011) concluded that communication skills provide the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and/or consumer of goods and services. Communication skills can improve a programme designed to provide students with the basic processes of educational training; decision making; the philosophy, theory, and psychology of management; practical applications; business start-up and operational procedures and marketing strategies.

Hypothesis three revealed there was significant relationship between educational curriculum planning of secretarial skills and graduates' self reliance in universities in Kwara State, Nigeria. This means that the knowledge of secretarial jobs is very enormous. So, the secretarial skills that students have been exposed will promote them after graduation in the area of secretarial jobs. Michael (2007) found that secretarial skills promoted office work in the information processing centre, linking all the various sections within an organization together and linking outside world to the organization. The secretarial skills through office can be described and carried on the processing information from the point of receiving to the point of dissemination. Hornby (2002) stated that skill as the dexterity in doing things or in performance or in application to practical purpose, an ingenuity, wisdom and knowledge in carrying out a function on the secretarial skills.

Hypothesis four revealed there was significant relationship between educational curriculum planning of problem-solving skills and graduates' self reliance in universities in Kwara State, Nigeria.. This implies that exposing graduate students to problem-solving skills will promote them in the area of employability. Anao (1996) noted that there is a positive and significant relationship between the level of education and problem-solving skills towards the state of national development.

Conclusion

This study has shown that employability skills have influenced graduates' self reliance in universities in Kwara State, Nigeria. This implies that educational curriculum planning of employability skills in terms of technical skills, communication skills, secretarial skills and problem-solving skills would go a long way in improving and enhancing the level of employability for graduates' self reliance. In addition to that, those curriculum contents of vocational education equip students with skills required for them to join the labour market as teachers, compete with their mates, secure the job and perform effectively in the fieldwork. Education students were not equip with skills and competencies required for gainful employment in office and administrative fieldwork. Education curriculum students are not well equipped with requisite skills required in this 21st century. The implication of the result is that the prospect of education students to secure job in Nigeria will be thwarted by lack of generic skills required by employers of labour in this 21st century.

Recommendations

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

1. Educational curriculum planning of employability skills should be mandated to establish



Entrepreneurship Education Centre in the university system. The Centre should be equipped with all the modern facilities which could enrich the students with both theoretical and practical skills. This will help to provide students with practical skills needed for successful business education

2. Employability through curriculum planning into office activities should become reference points for the strategic development of the curriculum by taking into account that a modern, dynamic society is driven by new knowledge, new technologies, and new information and communication skills for effective office education.
3. Education teachers should adopt methodology that will aid self discovery and problem-solving ability which allows learners the opportunity for creativity in the area of marketing education

References

- Akanmu, O. (2011). *Graduate employment and employability challenges in Nigeria* – Paper presented at British Council Global Higher Education Conference in Hong –Kong in 12th March, 2011.
- Charney, A. & Libecap (2014). *Impact of entrepreneurship education. Insight: A Kauffman Research series.*
- Dia Belen, A., B. & Adekola, A. (2010). *Labour market prospect for university graduates in Nigeria.* Washington D C, World Bank book
- Diejuma, U & Orimolade, W. (2011). Unemployment in Nigeria: Economic analysis of scope, trends and policy issues. *Nigerian journal of economic and social science.* 13,(2), 127 – 132.
- Duening T. N. (2018). Five minds for the entrepreneurship future; Cognitive skills as the intellectual foundation for next generation entrepreneurial curriculum. *Journal of Entrepreneur,* 19,(1),1-22.
- Enahoro, N.I. (2018). Technical and vocational education for productivity and sustainable development in Nigeria. *International Journal of Research* 5, (1&2),102 – 107.
- Ginzerg, E. (2011). *Career guidance: who needs it, who provides it, who can improve it,* McGraw-Hill Book Co. New York
- Immaculate, E. E (2015). The funding needs of vocational and technical education programmes in Nigeria school system. *JONATT,* 5 (1,) 18 – 21.
- National Policy on Education (2014). Lagos. Federal Government of Nigeria
- National University Commission (2014). *Labour market expectations of Nigerian graduates.* Abuja: Education Trust Fund (ETF)
- Obisanya, J. F. (2010). Entrepreneurship education and undergraduate attitude to self employment: A case study of a Nigerian University. *Ife Psychologia.* 18, (2).
- Ogbodo, R. O. (2012). *Basic career/entrepreneurship trade education,* Grace hands Ltd, Abuja, Nig.
- Ojumba, P. D. (2012). Vocational and technical education in Nigeria: issues, problems and prospects' *Dimensions (IPP) journal of Education and Social Research,* 2(9), 23-30



Okoro, O. M. (2013). *Principles and methods of vocational and technical education*, Nsukka: University Trust Publisher

Olaitan, S. O. (2018). *The theories and practice of vocational educational in Africa*. Nsukka University of Nigeria Press

Osuala, E. (2014). *Foundation of vocational education (5th ed.)*. Enugu: Cheston Agency Limited

Skills You Need (2013) Source www.skillyouneed.com

Taiwo, O. S. (2013). 'Unemployability of Nigerian Graduates –Myth or Reality' Article in Daily Independent Newspaper, 2nd October 2013. Sourced from <http://dailyindependentnig.com>

Tor-Anyiin, S. A. (2018). *Handbook on vocational Guidance for school counsellors*, selfers Academic

Uwaifo, V. O (2019). Industrializing the Nigerian society through creative skill acquisition, vocational and technical education program. *International NGO Journal* 4,(4), 142 – 145.



NIGERIAN CRIMINAL JUSTICE SYSTEM: CORRECTIONAL SERVICES AND THE FIGHT AGAINST CRIMINAL ACTIVITIES

BY

Dr. Oyetakin, Sylvia Olayemi
Department of Educational Foundations
Topmost College of Education, Ipaja, Lagos state, Nigeria
Email: sylviaolayemi23@gmail.com

&

Oyetakin Akindapo Emmanuel
c/o Department of Sociology
Faculty of Social Sciences, Lagos State University, Lagos State, Nigeria
Email: emmanuelakindapo01@gmail.com
Tel: +2348133408507

Abstract

From the sociological point of view, we can categorise crime as business crime, property crime, organized crime and violent crime. This crime is committed against person, property, lawful authority and at time an injurious act to the public in general. There must be a law for a behavior or an act to be illegal. When criminal activities are carried out illegally, the criminal justice system has a role to play which is to punish offenders who against or violate laws. Nigeria the most populous country in Africa is faced with various kinds of challenges since the youth are perpetrators of these crimes. The paper takes a critical look at the various ways the Nigerian criminal justice system has been able to fight against criminal activities. The paper concludes that the increase in crime rates is the reason for criminal activities in the society. It was recommended that the government should make sure proper steps in allocating funds that will adequately take care of the needs of all components of the criminal justice system in Nigeria.

Keywords: *Criminal justice system, crime, criminal activities, correctional services*

Introduction

Crimes have been issues of concern throughout the world, crimes have been identified as one of the major challenges to the development of many countries of the world. The advent of industrial revolution paved the way for internet use offering the world population with many prospects such as easy access to information and enables individuals to connect to the global world. Youth involvement in criminal activities in Nigeria has assumed a worrisome dimension in recent times. There has been an increase in the occurrence of acts of violence and lawlessness (Elegbeleye, 2005). Nigeria has a country experience a rise in criminal activity with all forms of crime such as robbery, murder, gambling, smuggling, human trafficking, kidnapping, drug trafficking, internet scam and other illegal activities. The perception of people especially young adults about crime is that crime is a means of survival in an economic and political setting that fails to avail its citizen equal opportunities for existence (Lawanson & Afolabi, 2020). Also, Criminal activities have become so glaring and it has been attributed to factors such as social classes, unemployment, poverty, rural/urban drift, peer pressure etc. (Eli, 2012).

The Nigerian criminal justice system is an institution charged with the responsibility of maintaining



law, order, ensuring public safety, and dispensing justice. As a developing nation, Nigeria is faced with challenges in its efforts to effectively control and prevent crime. The government has implemented various strategies in the control of crime such as public police relations but this also has its own advantages and disadvantages contributing negatively rather than positively to the nation's growth and development. The Nigerian government has also worked hard in putting a stop to transactional and organizational crime such as human trafficking, drug trafficking and terrorism with the support of international organization like Economic Communities for West African State (Ecowas). The criminal justice system is made up of the police, the court and the penal institutions (prison). Each of them has various functions and capacities in the treatment of offenders. The criminal justice system are put in place for the security of the society, without this system or structure we might exist in a world of lawlessness where society could risk greater instability, increased violence and diminished sense of justice and order.

Conceptual Clarification of Crime and Criminal Activities

There have been so many definitions of the word 'crime' by different schools of thought but there has been no acceptable definition for the word called crime. Isiaka and Okafor (2018) explain that crime is a human conduct which the state decides to prevent by threat of punishment and through legal proceeding of a special kind. From the definition given by Isiaka and Okafor (2018) it tells that punishment is present in all attempts on definition of crimes. crime is a human conduct that is proscribed with penal consequences that may give rise to criminal proceedings and criminal punishment. Crime from the moralist perspective established that in the past most acts punishable as crimes were generally regarded as immoral but today these acts have been added to the list of crimes, although there are punishment for engaging in these immoral acts. Crime in most cases is identified as an act or behaviour with certain characteristics such as harm, proscription, *mens rea*, *actus reus*, concurrence and punishment.

(i) Harm: Harm refers to external consequences or impact of a crime on other individuals, citizens, or the larger society and even against oneself. The harm caused by crime could be physical, psychological, social, financial and emotional. In other words, due to an action or inaction of an individual, another individual or group could suffer losses in the above spheres. Such impact(s) of an act or omission must be felt in a way for a crime to be established, which means that intention alone or possessing the potential to commit a crime without acting on such potential, is not a crime. This is because it is only when the intentions are carried out that the impacts on others are possibly felt.

(ii) Proscription: This means that for any action or inaction carried out by individuals or group for such action to be called a crime, such an act must be prohibited by the criminal law. If this has not been done no matter how grievous the act may be, it can best be considered a wrong action but not a crime.

(iii) Actus reus: "Actus reus" refers to the intention of doing a wrong thing that has not been carried out by a person or group. This is not regarded as crime until actions are done or carried out, either with the use of an object or instrument. For example, if a person decides or has the intention of use a gun to take another person's life, the person holding the gun has never committed a crime until when the gun is used to kill that is when it is regarded as a crime.

(iii) Mens rea: Mens rea, like actus reus, is a Latin term which means intent or a guilty state of the mind or the mental conception of crime which logically precedes the real criminal act. Criminal action is generally believed to be calculated or purposeful and not by accident. This state of mind is, however not possessed by some categories of persons in society; hence they cannot be held liable for their actions even when such actions look very much like a crime. Such persons include the imbeciles, morons, idiots, and children who are in a way deficient in their growth or are yet to be fully grown as accountable members of society.

(iv) Punishment: An act is considered a crime if there is a legal provision for punishment or threat of punishment for it. The basis for an illegal action or behaviour that is out of law is termed punishment.



Without the threat of a clear-cut punishment to an act, the law become unenforceable and ambiguous.

Punishment in the Traditional African Society

For some time now, precisely in the last two decades Nigerian society has been plagued with frightening crimes and often than not the consequences are devastating and appalling. This unsavory development has generated a lot of concern amongst scholars, religious clerics, non-governmental organization and government. This concern also has been expressed in the media (print and electronics), seminars, conferences, symposia- all in attempts to meet a common ground on its control. It is understood that crime is the act of violating the law and equally a social problem that transcends generations and mankind- and characterized all known contemporary modern societies .What constitute crime varies not only from society to society but from time to time as well as from strict enforcement to none. However, the focus of this work is not an exposition on crime, but to espouse on traditional methods used in Africa in the olden days, aside from the Western means (police, courts prisons etc.) to control this menace that have robbed off society(al) peace in Nigeria (Ayuk, 2012). Before the advent of Western civilization and penal system to Africa and indeed Nigeria, traditional African societies had means of social control, reformation and moral cleanser which served then as instruments to correct and serve justice. These traditional methods (oaths, tying of palm fronds, rubbing of charcoal) of crime control were means the society used to encourage conformity to norms and values. There were various channels traditionally through which societies controlled crime. This includes the elders councils, chiefs, village heads etc.; whose functions was the interpretation of the code of conduct and behaviour of the subsisting community as pass down from generations to generation. It is a fact that traditional societies did not have written laws to guide conduct as observed in and by the western societies, but it had well-established institutions for controlling crime and maintaining social order. In modern societies, legislative bodies make laws, the executive implement the laws while the judiciary interprets. As of old, there were no clear cut distinction vis-à-vis division of labour as to who should handle what or not. At the same time no society has ever existed without rules, customs and laws that explains government relationship between individual and group. To this extent, the traditional methods of crime control, though primitive as it were, were very useful in the true sense of it, but as the society become more complex via industrialization and urbanization, the traditional institutions became increasingly disengaged from the process of maintaining law and order.

It is a fact that traditional societies did not have written laws to guide conduct as observed in and by the western societies, but it had well-established institutions for controlling crime and maintaining social order. There were no laws, no institutions and no private property and in short according to this perspective there was neither civilization nor culture. As one would expect, this natural state was filled with danger as the only rule was that of force and all human actions were governed by instinct. To respond to this undesirable state of man, men organized themselves along social lines. Thus, members of any particular group either openly or tacitly entered into a contract whereby the members agreed to delegate their power or authority as a group to a leader (Oyetakin, 2022).

Types of crimes:

There are different categories of crime which are violent crime, organized crime, property crime and business crime. Crimes can be categorized based on its impacts on the victim and the social system.

a. Business Crimes: It is fraudulent crime carried out by criminals to defraud or obtain properties from people and making unjust profit from individuals and groups who are responsible for the ownership of those properties. Business crimes can equally be violent and non-violent for instances where the victim is unsuspecting, business crimes could come in place without violence. However, on the other hand, it could turn out to be violent when the victim or victims are been suspected even at times when a report is made and followed by an arrest. Examples of business crimes include fraud, false declaration of income, tax evasion, money laundering, deception, bribery, etc.



b. Violent Crimes: Violent crimes are most times committed using violence, force, aggression etc. Violent crimes are committed with the aid of offensive or dangerous weapons such as knives guns and objects of threat. It includes acts as robbery, rape, assault, homicide, murder, cultism, theft, terrorism, kidnapping, etc. Violent crimes attract or encourage fear in society than any other kinds of crime and thus scare tourists and investors with the attendant dismal economic performance (Ugwuoke, 2015).

c. Property crimes: Property crimes are forms of inappropriate actions carried out by an individual or a group of people resulting in the destruction or theft of other people's valued belongings. It includes such crimes as theft, burglary, fraud, motor vehicle theft, arson and vandalism. Property crimes are majorly targeted at people's properties and not necessarily against their person. However, some property crimes such as robbery and arson can be violent and as such could cause bodily or psychological harm on property owners.

d. Organized Crime: With the wide range of criminal activities involved in by organized criminals, there has not been any acceptable definitions of organized crime. Chukwuma and Agada, (2014) defines organized crime as high-profile crimes which are often perpetrated through transnational syndication and racketeering. To Giddens (2009), organized crime refers to forms of activity that have many of the characteristics of orthodox business but are illegal. These includes terrorism, piracy, human trafficking, drug trafficking, money laundering and kidnapping. Organized crime is also a networking form of crime among organized criminals who may decide to operate on international scale using official or legitimate structures to carry out specific kind of crime.

Some Criminal Activities

Criminal activities refer to actions or behaviors that violate laws and regulations of a country, state, or local jurisdiction, and are punishable by law. These activities can range from minor offenses to serious crimes. Criminal activities could be in form of violent crimes, property crimes, white collar crimes, drug related crimes, cybercrime etc. The following factors influences criminal activities;

- i Socioeconomic Factors: These factors include Poverty, unemployment, inequality etc.
- ii Environmental Factors: These are certain factors such as exposure to crime, peer influence.
- iii Individual Factors: Such as mental health, substance abuse and personal choices.

Despite the challenges associated with criminal activity, there are a variety of approaches that can be used to prevent and address criminal activity. These approaches can include early intervention programs for at-risk individuals, community-based policing initiatives that work to build trust and collaboration between law enforcement and the community, and innovative sentencing and rehabilitation programs that seek to address the underlying causes of criminal activity. The legal structure has a major role to play amongst the criminal justice system in establishing and enforcing laws and regulations that help to maintain order and protect individuals and society as a whole. Major crimes in Nigeria include rape, kidnapping, murder, burglary, fraud, terrorism, robbery, cyber-crimes, bribery and corruption, money laundering and so on. In Nigeria, there are criminal laws and codes and the source of the criminal law include the constitution, Nigerian Legal system, Nigerian Customary Law and Islamic Law. The following Steps are carried out to Fight Criminal Activities such as

- (i) Investigation and Arrest: Police investigate crimes and arrest suspects based on reasonable suspicion.
- (ii) Prosecution: Suspects are prosecuted in court with evidence presented by the prosecution.
- (iii) Trial and Sentencing: Courts deliver judgments, and if guilty, impose sentences like imprisonment or fines.
- (iv) Rehabilitation: Correctional facilities aim to rehabilitate offenders for reintegration into society.



The Criminal Justice System in Nigeria

The criminal justice system deals with the enforcement of laws, judicial processes, corrections and criminal law (Dada, Dosunmu, Oyediji, 2015). The core responsibility of the criminal justice system is protecting the law and defending the freedom of the society. The criminal justice system has a branch of criminology involves the court, the correctional service and the police carry out their various roles and functions in the treatment of offenders.

The Police: The police believe or sees everyone as a suspect. The police believe crime is an offense against person, property, lawful authority and local acts (traffic rules). The Nigeria Police Force operates with a three-tier administrative structure comprising departments, zonal commands, and state commands. They have various departments like Operations, Criminal Investigation, and Training and Development, each handling specific responsibilities. A criminal act usually becomes known to the police in one of the three ways: The Crime may be committed in the presence of the police, as when the police encounter a robbery in progress; the crime may be uncovered by police. The Nigerian Police Force has procedures or steps for treating offenders with respect for human rights. These steps are

- (i) Investigation of the crime and the crime scene: After a crime is committed or in the course of action investigation is carried out by the police about the crime and the crime scene.
- (ii) Arrest and Detention: The police can arrest with a warrant or without one if the offense is committed in their presence or the suspect is fleeing. Detention should not exceed 24 hours without bringing the suspect to court.
- (iii) Rights of Suspects: Suspects have the right to be informed of the grounds for arrest, remain silent until consulting a lawyer, and have their next of kin notified of the arrest.
- (iv) Protection from Harm: Suspects should be treated as human and not subjected to torture, cruel, inhumane, or degrading treatment
- (v) Bail and Release: For non-capital offenses, suspects should be released on administrative bail within 24 hours if they can't be brought to court.
- (vi) Court Appearance: Suspects must be brought before a court within a reasonable time. Further detention requires a court order.
- (vii) Consequences of Unlawful Detention: Unlawful arrest and detention can lead to compensation and public apology from the authorities.

The Court: Courts are to interpret the constitution and to ensure that any law made by the National Assembly do not conflict with the constitution and if there are conflicts, to declare such laws void and of no effect. The courts are to use their impartial judgment without undue regards for the claim, either of the citizen or the State. The following procedures are taken by the court in treating offenders;

- (i) Charge and Plea: The accused is charged with an offense, and they enter a plea (guilty or not guilty).
- (ii) Trial: If the accused pleads not guilty, a trial ensues where the prosecution presents evidence, and the defense responds.
- (iii) Evidence and Witnesses: Both sides can present evidence and call witnesses.
- (iv) Judgment: After considering evidence, the court delivers a judgment, finding the accused guilty or not guilty.
- (v) Sentencing: If guilty, the court imposes a sentence based on the law and offense severity such as imprisonment, fines, probation, or other penalties.



(vi) Appeals: Defendants can appeal convictions or sentences to a higher court.

Background to Traditional Methods of Crime Control

Traditional methods of controlling crime and maintaining security is not of universal acceptance as it is culturally relative. These ways to a great extent have to deal with pattern of organization and belief system of the people. When people are bound together by strong cohesive bounds of community consciousness, well tribal transaction, crime can be reduced to a minimum. Traditional crime control, indeed the prevention and control of criminal behaviour in Nigerian communities has its roots in kinship and extended family system. Within the lineage group, the leader of the group, usually the eldest male person provides the examples as he is the model of conduct (Ayuk, 2012). Above the lineage group, are the clans in which authority is subordinated to, that of a figure; who is not merely a model of conduct, but also conducts ceremonies which affirms the corporations of the people and moreover armed with the power of sanctions against offenders. For example, among the Igbo extraction of eastern Nigeria, each lineage system is made up of a number of territorially kin-based units. Each unit is made up of economically independent household and each household recognized the authority of the compound head. The compound head has numerous rituals, moral and legal rights and obligation. He offers sacrifices for the welfare of his compound members, whom he helps to extricate from the ritual, social and legal problems. The system of organizing the family in the pattern of kinship and extended family is significant in understanding crime prevention and control in the traditional Nigerian setting. Control of member of a family was simple, but effective and in most cases, democratic. The family which was the source of stability and social control was united under the control of the oldest person. But modernity has affected the kinship and extended family system, and social control is no longer the same. Religion (especially Africa traditional religion) was also regarded as one best way in controlling crime in the African society. Religion may be viewed in a narrow sense to refer to a set of theological beliefs held and rituals performed by members of a particular group. In a broad sense it involves the integral part of culture of the people. The etymological meaning of religion points to its social function of discipline which this study contextualizes. Durkheim (1961) viewed religion as unified system of beliefs and practices relative to sacred things, (things set apart and forbidden) beliefs and practices which unite into one single moral community. Religion could also be seen as the control of men by the establishment of rules which create mutual obligations in order to cement social relationship. Mankind would lie in a deplorable state if no principles or precepts of justice, veracity and beneficence were not taught privately or publicly – opposite vices would steal the shine (Colcord, 2003). Religion has also been seen as a source of strength and consolation, and essential for moral education, moral endeavour and moral achievement. Giving that African societies are relatively undifferentiated and homogenous and religiously dispose, meaning that religion governs our lineage and family relationship; religion means collectivity, and forms the basis of social control. It was the religious ties that created propitious leverage for strong community ties and less crime in Africa traditional societies. In relation to criminal behaviour, religion has expressly sort to solving integratively these problems, because it legitimizes our values and provide reasons why certain values should be preferred to others (Ayuk, 2012).

The use of curses to compel people to respect their taboos and laws served as a control, curses were generally feared because of the belief that defaulters would be inflicted with protracted sickness, sudden death or other calamities. However, irrespective of the means used, certain agents and means of crime control have come to be commonly identified by this direction. Among the widely used in Africa (Nigeria) are association like age – grades, social clubs and vigilant groups. Age – grade organization played very significant role in the socio-cultural life of the people. It performed both social and political functions; and inculcate healthy ideas and objectives in their members and further act as a disciplinary body for erring members. This was done by subjecting such members who violate the societal (social)



norms to sanctions and punishment. Presently, it is noted that age-grades are very essential in the chain of government and without them the administrative function could hardly be carried out. Specifically age – grades look after roads maintenance and other developmental projects – others act as police in the community. Another method employed traditionally in crime control is the vigilante groups who act as police in the various communities they subsist. They are watchmen, guards, members of the communities are organized to suppress and punish crime summarily as when the process of law appears inadequate as the case with Nigeria.

These are some forms of traditional mechanisms of crime control in place and dates way back:

i. Fines and Compensation , ii. Ritual Cleansing, iii. Trial by Ordeals, iv. Ridicules and Gossips , v. Masquerade institutions, vi. Confinement, vii. Ostracism, viii. Banishment, and xi. Capital Punishment

To forward this study ahead, it is crucial to analyze each of the above mentioned mechanisms one after the other.

Fines and Compensation: The imposition of fines on offenders, usually in the forms of compensation to victims and at times as ransom to the entire society. Furthermore, in most traditional African societies, it was a popular method of crime control. This method played a key role in the maintenance of order and social control in traditional societies and was essentially necessitated by the fact that social control and behaviors were tied to an individual's sense of reciprocity with the group to which he belonged. In this respect, groups were largely responsible for enforcing restitution orders against offenders in favour of victims. It must be emphasized that apart from serving as an instrument of social control, this method was a veritable tool of conflict resolution especially between offenders and their victims. Unlike formal resolution in criminal courts, this method ensured that offenders and victims lived in peace and harmony after the former had duly compensated the latter.

Ritual Cleansing: In traditional societies, violation of certain norms and values were considered as pollution of the land and sometimes as direct insult or affront to the gods. In such circumstances, the appropriate remedial measure was a form of ritual cleansing offences such as adultery, murder and incest usually attracted this method of punishment. Ritual cleansing especially with respect to adultery, subject women to public ridicule and indignity and consequently served as serious deterrence mechanism for potential offenders.

Trial by Ordeals: This is another important and recognized method of social control in traditional African societies. For the purpose of the study, trial by ordeals will be defined as a traditional method of proving the innocence of guilt of serious offences beyond any reasonable doubt. Generally, trial by ordeals involves oath taking, invocation of juju, the use of boiling palm oil, and the administration of traditional medicinal concoction in different forms which were usually taken either by drinking or rubbing on the body. The use of ordeals in the administration of justice in pre-colonial days in Nigeria attracted no moral opprobrium. Because, it was a legitimate means of arriving at the truth.

Ridicules and Gossips: Social control and behaviour in the traditional African context were significantly tied to relationship with primary groups. With regard to this, deviation from expected norms and values consequently attracted unfavourable reactions from friends and mostly in the forms of ridicules and gossips which served as powerful instruments of crime control. However, this type of crime when a woman who commits adultery, or a girl who becomes pregnant before marriage for instance, becomes automatically an object of ridicule and gossip. With this, her name often becomes the latest music in the community and readily amplified at her appearance in any public gathering. The same treatment is often applied to thieves and other deviants. Since most individuals inherently don't



want to be disgraced publicly, they try to avoid deviant conducts and behaviours. Thus, an individual who tried to break out of the established pattern of conduct was usually shunned, disdained and perhaps feared. In addition, such deviants were regarded with suspicion, animosity and disgust and were denounced and excluded from group councils and even expelled in extreme situations.

Masquerade Institutions: Masquerade institutions were and still very important organs of crime and crime control in some traditional African societies. Members of the masquerade institutions would appear masked often at night in the role of supernatural beings and would denounce and attack offenders. Similarly, the personal identity of the animator of the masquerade is hidden suppressed and strictly guarded as a secret. Moreover, the hidden identity of members of the masquerade institutions provided a formidable platform for enforcing criminal laws in traditional African societies. Thus, Masquerades were even used to execute dangerous criminals in some traditional societies. In addition, masquerade institutions were also veritable organs of socialization. In most cases the application of this method succeeded where the Cain failed. Such institutions were useful for disciplining deviant children and women by frightening them and by instilling good behaviour, conduct, obedience and truthfulness in them.

Confinement: The idea of confinement or what is today known as "imprisonment" was used as a method of punishment and indeed had become established among many traditional African societies long before the colonial era. Many traditional Nigerian societies had evidence of the use of places where offenders had to concur to a sentence of confinement (imprisonment) as an admission of guilt. Oral evidence also abounds to suggest that among the Igbo of South Eastern Nigeria, the houses of chiefs had rooms for keeping suspects from where offenders were often sold into slavery. This was usually facilitated through the help of the much dreaded "long juju" of Arochukwu. The use of confinement as a method of crime control was often restricted to dangerous criminal who were often considered as "security risk".

Ostracism: Ostracism refers to the deliberate decision of isolating an offender in a traditional society. This method was and is still effective because it meant severing social contacts of friends and relatives which entails a lot of social and psychological pains. Every case of ostracism generally had a fixed period of time and the expiration of such periods was usually accompanied by some fines which were either in cash or in kind in traditional African society. Offences that attracted this type of punishment include, adultery, poisoning and habitual stealing, social ostracism in the African traditional context was usually much worse than any physical punishment or any obligation to compensate the victim.

Banishment: Banishment is the act of sending an offender away from his/her community either for a short or long period. According to Ugwuoke (2005), he noted that this method was also used for getting rid of dangerous criminals in traditional societies. It provided either a permanent or temporary avenue for expelling a miscreant from his community. This method was significant because, it prevented immediate action or retaliation by the victim's family and facilitated their acceptance of an indemnity and peaceful settlement with the family of the offender. Furthermore, offences that attracted short term banishment in most traditional African societies, included: persistent stealing, repeated cases of Adultery, Sexual Union with a Widow and manslaughter. On the other hand, offences which attracted long term banishment and even life exile in extreme situations like, Murder or Culpable homicide, established cases of poisoning and treasonable felony. Banishment was a dreaded method of crime control because; it brought disgrace both to the offender and his kinsmen.

Capital Punishment: Capital punishment was the ultimate form of crime control in traditional African societies. Felonious offences such as murder or culpable homicides and adultery with the



Kings wife promptly attracted capital punishment. There is evidence to show that many traditional Nigerian societies adopted various methods of execution. Dr. Dorubo Narebor, a former lecturer in criminal law at the University of Lagos had noted that the Oyo people of South Western Nigeria had an official executioner who decapitated the criminal by the mere blow of a sword.

The above traditional forms of social control was rendered ineffective. Consequently, anomic and normlessness replaces the former state of solidarity. Under this condition, individuals strive to reach their goals by the most effective means readily to them regardless of the these goals and norms are rejected or the means for obtaining them are rejected, criminal behaviour holds sway; but if these goals are maintained order is achieved in such setting.

Crime is on the increase on daily basis, this is because people (Nigerians) have rejected these traditional means of crime control, while the police and other security agencies moral prohibitions of society, hence, high rate of crime which most times resulting into recidivism. Merton elaborated on the anomic theory by suggesting that all social structure have goals and means. But in a state of anomic where instead of carrying out their constitutional roles have resorted to sharp practices. (The bribe, extra judicial killing, robbery etc.), the result is that crime and criminal activities will be on the increase (Oyetakin, 2022).

The Correctional Service:

The correctional service serves as the correctional agency for the offenders. This is under the executive arm of the government. The correctional service is a social control mechanism for the society. The Nigeria correctional service is responsible for administering prisons in Nigeria, ensuring safe custody of inmates, and rehabilitating offenders.

As earlier observed, prisons are total institution where offenders are incarcerated against their will. The most usual forms of punishment in Nigeria especially in the southern states as entrenched in the criminal *code* include; death, imprisonment, fine, whipping or canning and forfeiture. For the purpose of this research work however, which is mostly concerned with imprisonment which, is the most common form of punishment for offenders in Nigeria. The idea of imprisonment as a means of punishing offenders is not foreign to many Nigerian communities.

Before the advent of the British **government** in Nigeria **in** the **nineteenth** century, the Tiv, the **Igbo** and the Edo communities had assumed the responsibility of locking up their deviant **citizens**. Over the years, correctional centers were built and used for multiple and varied purposes. They originated as establishments for detention, Later on; they were used as substitutes for mutilations and corporal punishments, as places for religious contemplation and penitence **and** as institutions for **separating** and **isolating** the dangerous offenders. **Correctional centers** were also **used** for re-educating and re-socializing the wayward and the deviant inmates **and** also as **symbols** of **fear** to deter and intimidate the offenders and others **who** may be tempted to follow their examples. Imprisonment in Nigeria may either be with or without hard labour, convictions for certain offences such as murder may render an **accused** person liable to imprisonment **for** life.

In recent times, correctional centers all over the world have been **severely** criticized because of their conditions and their failure to reform and rehabilitate offenders. It is clearly seen that punishment through imprisonment **has** never produced adequate social protection. Further observations have



shown that the modern correctional center is the last place in the world in which to expect reformatory influences to be created and applied.

Sometimes ago, rehabilitation was seen as one of prison's major function, they never succeeded in achieving this goal, instead, *the correctional center* proved to be 'schools of crime'. The ultimate goal of any correctional institution is the permanent protection of society through the rehabilitation of the greatest possible number of convicted offenders. It is generally assumed that correctional training should be able to improve the overt behaviour of the person undergoing the training, but Nigerian correctional system do not seem to be performing this important task effectively.

According to Kelechi (2013), the first indication that the new prison concept was not working was in an 1820 report of the Pennsylvania prison society. This report stated that no rehabilitation occurred in the Walnut street jail in America because of inadequacy of the physical facility, classification problems, crowded conditions of the prisons and *the* need for employment opportunities.

These problems are strikingly similar to problems in contemporary correctional rehabilitation not only in advanced countries but also in third world countries including Nigeria. Thus, Kelechi (2013) further remarked that imprisonment even in progressive institutions with their carefully developed training programmes frequently increases the criminality of the individuals it holds.

As noted before, the trend is the same even in developing countries; excessive and widespread use of prisons in developing countries undoubtedly contributes to and will continue to be a factor in the rising crime rates particularly in the urban areas. The Nigerian situation appears to be worse. In his study of penal institutions in Nigeria, Ameh (2010), observed that by way of generalization all penal institutions in Nigeria are like post graduate institutions of crime. He observed that there is a deplorable social condition in our prisons as there are inadequate rehabilitation facilities.

He also noted that there is poor medical services, poor feeding for inmates and above all poor classification system. That is, habitual criminals are mixed in cells with first time offenders. He recommended the expansion of our prisons so that habitual criminals could be separated from first time offenders and that adequate rehabilitation facilities should be provided in all our prisons.

Imprisonment has been defined as a term of judicial sentence available for a convicted offender of adult age, involving incarceration in prison for either life or a specified period of time. Imprisonment become the dominant form of punishment with the birth of the classical school, as it has replaced the cruel and unusual death sentences of most crimes of the eighteenth century in Europe. In Nigeria, the rationale for imprisonment is evident in decree No. 9 of 1972 which assigned the prisons with the responsibility among other functions, to teach and train the prisoners to become useful and law abiding citizens on discharge. Similarly, Igbo (2007) has noted that the Nigerian correctional service is today assigned the onerous responsibility of ensuring the safe custody of offenders as well as their reformation and rehabilitative programmes aimed at inculcating discipline, respect for law and order, and the dignity of honest labour. The offender, in this wise, is prepared to become not only law abiding but also useful to both himself and the society at the expiration of his sentence.



It is important to note at this point that imprisonment is one out of the numerous forms of punishment as earlier mentioned in the introductory paragraph of this section. To this effect, one can posit that the rationale for imprisonment on a broad scale denotes the rationale for punishment. The justification of punishment has so many claims, offenders get the punishment they deserve, while on the other hand, punishment serves to deter others, an idea based on the utilitarian pleasure-pain, principle and the concept of free – will; and finally, punishment is meant to treat the offenders. Reacting to the above claims one can submit that the rationale for incarcerating offenders includes; deterrence (both individual and general deterrence), treatment (reformation and rehabilitation) and retribution. (National Prison Service, NPS Annual Report, 2010).

The types of correctional service in Nigeria are security correctional centers (Maximum, medium, and minimum-security correctional services), juvenile/ remand homes (specifically for young offenders) military correctional services (for military personnel convicted of crimes. Some of the function of the correctional service are:

- (i) Custody and Rehabilitation: Holding detainees, rehabilitating offenders through counseling, education, and job training.
- (ii) Welfare and Security: Ensuring inmate welfare (food, shelter, medical care) and maintaining security within facilities.
- (iii) Reintegration: Helping released inmates' transition back into the society.

Crime in the society has been a complex issue most especially in developing countries like Nigeria despite the effectiveness of the criminal justice system in Nigeria ranging from challenges like increased crime rate, police inefficiencies, social- economic factors and corruption but efforts are still been put in place to bring about reforms and policing strategies(NPS, 2012).

Conclusion

This paper has been able to point out the roles of the Nigerian criminal justice system in combating crime in society. The paper examined the three main components of the criminal justice system through the police, court and the correctional services stating, clearly each of their functions and roles played in the treatment of offenders. However, the treatment of the offender's influence determines the application and outcome of Criminal Justice in Nigeria.

Recommendations

The following recommendations are necessary:

1. For an offender to be treated properly, and ideally, the corruption rate among the components of the justice system should be reduced, especially among the police.
2. Proper training and recruitment should be done in a way that officers and court workers and prison officials will be able to discharge their duties as efficiently.
3. In addition, police and judges should be impartial and fair when pronouncing judgment on an offender with clear objectivity.
4. The prison system (correctional services) should be reformed in such a way that inmates be trained to acquire skills that will help them sustain the economic challenges of the larger society after their jail term.
5. Finally, the government should make sure proper steps are taken in allocating funds that will adequately take care of the needs of all components of the criminal justice system in Nigeria.



References

- Ameh, S. O. (2010). *Prison and rehabilitation of convicts in Nigeria: A study of federal prisons in Kogi State*. Unpublished M.Sc. Thesis, U.N.N
- Ayuk, A. A. (2012). Security Parody: A paper presented on the inauguration of the Executive of National Social Work Student University of Calabar. Unpublished.
- Chukwuma, O.A & Agada, F.T. (2014). Kidnapping and National Security in Nigeria, *Research on Humanity and Social Sciences*, 4(6), 137-146.
- Colcord, G. (2003). *Crime and corrections*. Addison Wesley. New Jersey.
- Dada A.A, Dosunmu A.G, Oyedeji G.O.K (2015). Criminal Justice System: The Nigeria Scenario, *International Journal of Social Science and Humanities Research*, 3, (3), 437-444.
- Durkheim, E. (1961). *The elementary forms of religion life*. New York: Collier Books.
- Elegbeleye, A. (2005). Investment-led poverty reduction employment (IPRE) initiative in Obasanjo's Nigeria. Calabar: Jerry Commercial Productions. Retrieved on 12/7/25 from <http://www.crossriverstate.gov.ng>
- Eli, U. (2012). *Crimes in Nigeria: the way forward*, Lagos: Ushie Publishers
- Giddens, A. (2009). *Sociology 6th Edition*, Cambridge: Polity Press.
- Igbo, E. U. M. (2007). *Introduction to criminology*. Nsukka: University of Nigeria Press Ltd.
- Isiaka A.A, Okafor E.F (2018). Concept of Crime in the Administration of Penal Justice in Nigeria: An Appraisal; *Nnamdi Azikiwe Journal of Jurisprudence and International Law*, 9 (1), 20-18.
- Kelechi, I. (2013). Current State of Nigeria Prison. *Prawa*, 24.
- Lawanson J, Afolabi M (2020). Chasing the Nigerian dream: The proliferation of cyber fraud among Nigerian youths and its effect on Nigeria's global image, *International Journal of Intellectual Discourse (IJID) ISSN: 2636-4832 Volume 3, Issue 2*.
- Nigeria Prison Service (2010). *Annual Report*, Nigeria Prison Service, 7.
- Nigeria Prison Service (2012). *Annual Reports*, Lagos: Nigeria Prison Service, 9. New Nigeria 2006. Prison reform: Panel's recommendations will be implemented – Obasanjo.
- Odoma, S.U (2015): Organized Crime, Kidnapping and Nigerian National Security, *The International Journal of Social Sciences and Humanities Invention*, 6(6), 5472-5475, Retrieved on 14/4/24 from DOI: 10.18535/ijsshi/v6i6.
- Oyetakin, S.O. (2022). Socio-Cultural and Reformative Factors in Recidivism Among Correctional Service Inmates in South West Nigeria. Unpublished Ph.D. Thesis, Department of Educational Foundations, Faculty of Education, Lagos State University, Ojo.
- Ugwuoke, C.U. (2015). *Criminology: Explaining Crime in the Nigerian Context* 2nd Edition, Nsukka: University of Nigeria Press Limited.



REWARD SYSTEM AND TEACHERS' ATTITUDES TO WORK IN SECONDARY SCHOOLS IN AKOKO SOUTH WEST LOCAL GOVERNMENT AREA OF ONDO STATE, NIGERIA

Michael Sunday Ayeerun, Ph.D.

Department of Educational Management,
Adekunle Ajasin University, Akungba-Akoko,
Ondo State, Nigeria.
08033958546
e-mail:ayeerunmike@gmail.com

Abstract

The study investigates the reward system, teachers' attitudes to work, and their productivity in secondary schools in Akoko South West Local Government Area of Ondo State.

The research design was a descriptive survey design. The population consisted of 200 teachers across private and public secondary schools in Akoko South-West LGA of Ondo State. Purposive sampling techniques were used to select 20 secondary schools. A simple random sampling technique was used to select 10 teachers from each of the selected secondary schools. Questionnaires were used for data collection. Three research questions and two hypotheses guided the study.

The research questions were answered using descriptive statistics, while results were reported in frequencies and percentages. The research hypotheses were tested using correlation and t-test at 0.05 level of significance. The findings revealed that the Reward system has a positive and significant relationship with teachers' attitudes to work, with results showing statistically ($r=.087$, $p<.05$), both private and public secondary schools in the LGA of study. The result revealed that there is a significant positive relationship between the reward system and Teachers' productivity in both private and public secondary schools ($r=0.761$; $P>.05$).

The study concluded that reward system has effect on level of productivity; that teachers are not paid promptly and performance based rewards increase the performance of teachers, also, teachers' promotion on teachers' productivity. It was recommended that Government should accord teachers' reward the priority it deserves and be willing to carry it out with new ideas in public and private secondary schools. The government should put in place other factors that are not monetary inclined to enhance the performance of teachers. Appropriate reward strategies and plans should be designed to facilitate improved teachers' attitudes to work.

Keywords: Motivation, reward System, incentive, teachers' attitudes, productivity

Introduction

All organisations have their separate reward system without which the employees would not join, come to work and would perform less than they are supposed to perform in line with the mission statement of an organization (Wilson, 2002). However, good reward system attracts employees to join organization, keeps them coming and dedicated to work to enhance high level of productivity. Hence, good reward packages breed teachers' dedication to duty, commitment and readiness to work, which enhances high productivity. Reward system, therefore, implies monetary and non-monetary payments given by an organization to its employees for services rendered. In this study, the reward system is viewed under two main categories. Extrinsic and Intrinsic reward. Extrinsic Reward is a tangible form of reward that is provided to an employee after work performance such as salary, promotion, cash bonus and so on. They are not inherent to the work itself but emerge from outside the work. Intrinsic rewards on the other hand are non-monetary motivators that satisfy employees' psychological and emotional needs, driving



their motivations and job satisfaction. Examples of intrinsic rewards include sense of accomplishment; personal growth, autonomy, recognition and meaningful work etc.

Teachers hold the key to building any nation and no education system can rise above the quality of its teachers (Federal Government of Nigeria, 2014). As a result, many institutions hire only talented teachers to reach the goals of teaching students to high standard and closing the productivity gap. Without teachers in the school system, there will definitely be no learning, because they make learning take place and determines the quality of instructions received by learners. Thus, the quality of teachers determines the extent at which any educational system will achieve its goals (Nkechi, 2011) as the teacher is a person who helps others to acquire knowledge, skills and or values. Financial rewards and public secondary school teachers' attitudes to work according to Olutuase, Henney, and Olateju (2022), teachers' responsibility is to attract, retain and reward people to this profession in order to develop Nigeria. Though, the issue of insufficient compensation of teachers is not a new phenomenon, this work has shown that teachers' attitudes to work tends to be more negative as financial rewards are insufficient.

Productivity in the school system could simply be described as positive or negative educational outcomes of students' academic performance, character development and self-Improvement. In support of this view, a study carried out by Joshua and Kritisonis(2006) observed that students' academic scores does not determine teachers' productivity and thereby disregard the belief that it is the only major indicator of teachers competence and ability to achieve results. Famade (2003) points out that the quality of teachers is an essential indicator in the measurement of productivity in the school system and suggests the need to enhance the professional competencies of teachers through seminars and in-service programme. In addition, teachers' attitudes to work could determine productivity through the discharge of their duties.

Reward System

Reward is generally understood as the total amount of financial and non-financial compensation or total remuneration provided to an employee in return for labour or service rendered at work. Reward, which is at times described as compensation or remuneration, is possibly the most critical contract term in each paid work. This is consistent with the findings of Rhoades (2012), who argue that the reward strategy is important in terms of motivating employees to perform innovatively. Nyandoro and Goremusandu, (2016) report that the actual advantages of a very much planned organizational reward strategy lies in its intricate linkages with the organization strategy.

The influence of reward on employees' performance is in most occasion significantly misconstrued. The comprehension of this term is critical; this is on account of the incentive scheme given to an employee will impact the conduct and level of engagement to the organization. Armstrong (2003), and Nyandoro and Goremusandu, (2016) observed that the coordination of reward systems underpins the accomplishment of competitiveness. This is consistent with the findings of Rhoades (2012), who argue that the reward system assumes a basic part in spurring workers to perform innovatively. Thus, Nguwi (2013), and Nyandoro and Goremusandu, (2016), attest that the best way to ensure the continued viability of companies amidst challenging economic environments is to emphasis reward management and organizational performance. According to Ugwechi-Ishaiya (2025), monetary rewards are significantly related to teachers' productivity in public secondary schools in Rivers State to a very high extent. The study further revealed that compensation rewards significantly relate to teachers' productivity in public secondary schools in Rivers State, to a very high extent. This review draws on a broad range of sources in explaining the phenomenon of reward systems and corporate efficiency. The study additionally highlights evidence that relates specifically to other research findings in the range of



reward systems. It assesses emerging and critical issues that inform reward decision-making. The review again discusses issues for example, the issue of measuring comparability and the concern of recognition programmes.

The concept and definition of reward systems.

According to Armstrong (2010), "reward systems consist of the interrelated processes and practices which combine to ensure that reward management is carried out effectively to the benefit of the organization and the people who work there." Reward systems are based on the reward strategy; which runs from the organization strategy, for instance, to gain competitive advantage, and the human resource (HR) strategy, which is impacted by the business strategy, yet in addition impacts it. The HR strategy may, for instance, focus on resourcing however it ought to be likewise concerned with fulfilling the necessities of employees as well as those of the business.

All parts of strategy are influenced by the environment. Reward strategies coordinate the advancement and operation of reward practices and processes, and furthermore shape the reward policies, which in turn influence reward practices, processes and procedures (Armstrong 2010). Nelson and Peter (2005) expressed, "You get what you reward". They added that, a reward system is the world's most noteworthy management principle. According to Svensson, (2013) in the event that the organization rewards a specific sort of employee behaviour good or bad that is the thing that the organization will get a greater amount of. Jaghult, (2005) points out that each current organization has some type of reward system, regardless of whether it is outspoken or not, it exists. Kaplan and Atkinson, (1998) point out rewards come in two distinct types. It can either be in a type of incentive motivation or personal growth motivation. The previous is the kind that originates from within the individual, an inclination, being glad over something, feeling content and happy about something that you have done. The last is the type that is conveyed to you by someone else or an organization and is the one that will hold our focus through this study. Besides, extraneous rewards can be fiscal or non-fiscal. Jaghult, (2005) points out that the monetary aspect is typically a variable remuneration, isolated from the salary, it is received as a result for exceptional performance or as encouragement and it can either be independently based or group-based. The conditions to acquire this reward ought to be set ahead of time and the execution should be quantifiable.

The reward system of an organization has repercussions on motivating workers when the workers are rewarded in a tangible manner (cash bonuses, salary increase) or in an intangible way (praise or public recognition), because they have demonstrated behaviours that are considered to be desirable for the organization. There is need for an organization such as the manufacturing industry to determine the reward systems to offer at the organizational level, rather than the individual managers administering the policies. Similarly, the government through the Ministry of Education on the reward system to offer at the school level rather than individual principals administering the policies. **Reward system consists of four major elements.** They include: **Base Pay:** The basic rate is the amount of pay (the fixed salary or wage) that constitutes the rate paid for the job. **Contingent Pay:** It is the additional financial reward that is related to performance, competence, contribution and skill of the employees in the organization. **Employee Benefits:** Employee benefits include pensions, sick pay, insurance cover for company cars and a number of other perks. **Non-Financial Rewards:** They are rewards which do not involve any direct payments, but arise from the work itself. Achievement, autonomy, recognition, scope to use and develop skills, training, career development opportunities and high quality leadership are the types of non-financial rewards.

According to Anele and Ogona (2022), job dissatisfaction/demotivation results in absenteeism from schools, aggressive behaviour to colleagues and learners, early exits from teaching profession and



psychological withdrawal from work. Other effects may be poor performance of school in examinations and extra curricula activities, financial mismanagement, demoralized work force and students' unrest among many. Alternatively, job satisfaction/motivation will resultant in low absenteeism from schools, commitment, friendly behavior with colleagues and students, low quits from the profession, good performance in examinations, extracurricular activities and motivated work force.

Statement of the Problem

Teachers' attitudes to work could determine their productivity in schools. This is in addition to teachers' rewards, which are meant to compensate teachers and as well ginger them to do more and be productive. However, for public secondary schools in Akoko South West Local Government of Ondo State, the reward for teachers to perform well seems not encouraging. This seems to have resulted in a good proportion of teachers in seeking to earn secondary income from private tutoring and other activities. Also, young and vibrant teachers in the profession tend to go in search for better jobs where remunerations are captivating, motivating and encouraging thereby making them not committed to the teaching job. Thus, reduced productivity could be attributed to improper reward system of teachers, thereby contributing to teachers' unwillingness and lackadaisical attitudes to work. It is expected that teachers who displayed positive attitudes and behavior would have a positive effect on students' character development, self-improvement and success while teachers with negative attitudes and behavior would hurt students' character development, self-improvement and success.

Here, the question then arises as to whether or not the public secondary schools reward system attracts, retains and motivates teachers to carry out their duties and thereby optimizes productivity in terms of job assessment/ performance and work habit of teachers and reduces rate of truancy, discipline, character development, self-improvement among students. The question similarly arises regarding the influence of the reward system on teachers' attitudes to work.

Purpose of the Study

The study was designed to examine the relationship between reward system and teachers' attitudes to work in private and public secondary schools in Akoko South West Local Government Area of Ondo State. Specifically, the study was to:

1. Examine the level of teachers reward in private and public secondary schools in Akoko South West Local Government Area of Ondo State;
2. examine the level of teachers' attitudes to work in private and public secondary schools in Akoko South West Local Government Area of Ondo State and;
3. investigate the level of teachers' productivity in private and public secondary schools in Akoko South West Local Government Area of Ondo State.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of teachers reward system in private and public secondary schools in Akoko South West Local Government Area of Ondo State?
2. What is the level of teachers' attitudes to work in private and public secondary schools in Akoko South West Local Government Area of Ondo State?
3. What is the level of teachers' productivity in private and public secondary schools in Akoko South West Local Government Area of Ondo State?

Research Hypotheses

HO₁ There is no significant relationship between the reward system and teachers' attitudes to work in private and public secondary schools in Akoko South West Local Government Area of Ondo State.



HO₂ There is no significant relationship between the reward system and teachers' productivity in private and public secondary schools in Akoko South West Local Government Area of Ondo State.

METHOD

Research Design

The descriptive research design of survey type was used for this study. It aimed at investigating the reward system and teachers' attitudes to work in private and public secondary schools in Akoko South West Local Government Area of Ondo State. It is appropriate because it involves the use of questionnaire structured to determine and ascertain opinions, preferences attitudes and perception of the people about issues surrounding the research topic.

The population of this study consisted of four hundred and sixty-five (465) teachers across private and public secondary schools in Akoko South-West Local Government Area of Ondo State.

Sample and Sampling Techniques

A total number of 200 respondents made up the sample of the study: A simple random sampling technique was used to select 20 secondary schools, stratified into 10 in private and 10 in public secondary schools in Akoko South-West Local Government Area of Ondo State.

The instrument for collection of data was a self-developed questionnaire titled; "Reward System and Teachers' Attitudes to Work (RSTAW)". The questionnaire comprised of two sections. Section A, contained demographic data of the respondents while section B was sub-divided into five. Sub-section A elicits information on the level of teachers' reward seven items, sub-section B seeks information on the relationship between reward system and teachers' attitudes to work, and it has six items. Sub-section C seeks to find out the relationship between reward system and teachers productivity in both private and public secondary schools. It has seven items. A four Likert scale type of Strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was used. The instrument was validated and the reliability coefficient of $r=0.76$ was gotten which revealed that the instrument is reliable for the study.

RESULTS

The data were collected through the administration of 200 questionnaires for teachers which were all duly returned by the selected respondents.

Answering of Research Questions

Research Question 1: What is the level of teachers' reward system in private and public secondary schools in Akoko South West LGA of Ondo State?



Table 1: Level of Teachers Reward

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1.	The pay given to teachers is worth the service they rendered.	136	68	57	28.5	2	1	5	2.5
2.	Management makes important decision that favor teachers	33	16.5	33	16.5	87	43.5	47	23.5
3.	Teachers' salary meets their basic needs i.e Foods, Housing, Health.	7	3.5	27	13.5	98	49	68	34
4.	There is regular promotion exercise for teachers	72	36	111	55.5	15	7.5	2	1
5.	Teachers are rewarded in fo rm of praise, gifts and benefits	40	20	59	29.5	74	37	27	13.5

Source: Fieldwork, 2025.

Table 1 shows the response on the pay given to teachers is worth the service they rendered. **136** (68%) of the respondents strongly agreed that the pay given to teachers is worth the service they rendered, 57 (28.5%) agreed as well, 2 (1%) disagreed while 5 (2.5%) strongly disagreed. For item 2, 33 (16.5%) strongly agreed that Management makes important decision that favor teachers, 33 (16.5%) agreed as well, 87 (43.5%) disagreed while 47 (23.5%) strongly disagreed. For item 3, 7 (3.5%) strongly agreed that Teachers' salary meets their basic needs i.e Foods, Housing, Health, 27 (13.5%) agreed as well, 98 (49%) disagreed while 68 (34%) strongly disagreed. For item 4, 72 (36%) strongly agreed that There is regular promotion exercise for teachers, 111 (55.5%) agreed as well, 15 (7.5%) disagreed while 2 (1%) strongly disagreed. For item 5, 40 (20%) strongly agreed that Teachers are rewarded in form of praise, gifts and benefits, 59 (29.5%) agreed as well, 74 (37%) disagreed while 27 (13.5%) strongly disagreed. In summary, majority of the respondents strongly agreed that all the items raised above are levels of teachers reward, and there is a low level of teachers reward system in Akoko South West Local Government Area of Ondo State.

Research Question 2: What is the level of teachers' attitudes to work in private and public secondary schools in Akoko South West Local Government Area of Ondo State.

Table 2: Relationship between Reward System and Teachers' Attitudes to Work

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
6.	Availability of resources leads to effectiveness during teaching	94	47	67	33.5	24	12	15	7.5
7.	Effective pay structures lead to dedication towards students' improvement	119	59.5	62	31	9	4.5	10	5
8.	Constant performance appraisal leads to effectiveness and efficiency in the performance of teachers	121	60.5	74	37	2	1	3	1.5
9.	Recognition increases teachers' contribution at work	93	46.5	84	42	18	9	5	2.5
10.	Teaching contributes to the development of the society	76	38	87	43.5	11	5.5	26	13
11.	Promotion spur teachers to perform better in the school	93	46.5	73	36.5	17	8.5	17	8.5
12.	Proper compensation of teachers leads to teaching with enthusiasm	103	51.5	71	35.5	9	4.5	17	8.5

Source: Fieldwork, 2025



Table 2 shows response to teachers' attitudes to work. 94 (47%) of the respondents strongly agreed that Availability of resources leads to effectiveness during teaching, 67 (33.5%) agreed as well, 24 (12%) disagreed while 15 (7.5%) strongly disagreed. For item 2, 119 (59.5%) of the respondents strongly agreed that Effective pay structures lead to dedication towards students' improvement, 62 (31%) agreed as well, 9 (4.5%) disagreed while 10 (5%) strongly disagreed. For item 3, 121 (60.5%) of the respondents strongly agreed that Constant performance appraisal leads to effectiveness and efficiency in the performance of teachers, 74 (37%) agreed as well, 2 (1%) disagreed while 3 (1.5%) strongly disagreed.

For item 4, 93 (46.5%) of the respondents strongly agreed that Recognition increases teachers' contribution at work, 84 (42%) agreed as well, 18 (9%) disagreed while 5 (2.5%) strongly disagreed. For item 5, 76 (38%) of the respondents strongly agreed that Teaching contributes to the development of the society, 87 (43.5%) agreed as well, 11 (5.5%) disagreed while 26 (13%) strongly disagreed. For item 6, 93 (46.5%) of the respondents strongly agreed that Promotion spur teachers to perform better in the school, 73 (36.5%) agreed as well, 17 (8.5%) disagreed while 17 (8.5%) strongly disagreed. For item 7, 103 (51.5%) of the respondents strongly agreed that Proper compensation of teachers leads to teaching with enthusiasm, 71 (35.5%) agreed as well, 9 (4.5%) disagreed while 17 (8.5%) strongly disagreed

In summary, majority of the respondents strongly agreed that all the items raised above are Relationship between reward system and teachers' attitudes to work

Research Question 3: What is the level of teachers' productivity in private and public secondary schools in Akoko South West Local Government Area of Ondo State?

Table 3: Level of Teachers' productivity

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
13.	Constant allowance spur teachers to work better	125	62.5	61	30.5	1	0.5	13	6.5
14.	Students enjoys the services of teachers if they are paid right in time	95	47.5	72	36	14	7	19	9.5
15.	Half payment leads to poor outcome in performance	94	47	98	49	5	2.5	3	1.5
16.	Sense of belonging in the school improves teachers' contribution in the school	62	31	104	52	17	8.5	17	8.5
17.	Improper compensation leads to teachers' negative attitudes to work	61	30.5	109	54.5	17	8.5	13	6.5
18.	Teaching style is less effective when there is delay in payment	87	43.5	89	44.5	10	5	14	7
19.	Promotion is one of the tools for increase in teachers' performance	65	32.5	110	55	21	10.5	4	2
20	Working conditions is able to spur teachers to perform better	44	22	145	72.5	9	4.5	2	1

Source: Fieldwork, 2025.



Table 3 shows response to Relationship between reward system and teachers' productivity. 125 (62.5%) of the respondents strongly agreed that Constant allowance spur teachers to work better, 61 (30.5%) agreed as well, 1 (.5%) disagreed while 13 (6.5%) strongly disagreed. For item 2, 95 (47.5%) of the respondents strongly agreed that Students enjoys the services of teachers if they are paid right in time, 72 (36%) agreed as well, 14 (7%) disagreed while 19 (9.5%) strongly disagreed. For item 3, 94 (47.5%) of the respondents strongly agreed that Half payment leads to poor outcome in performance, 98 (49%) agreed as well, 5 (2.5%) disagreed while 3 (1.5%) strongly disagreed. For item 4, 62 (31%) of the respondents strongly agreed that Sense of belonging in the school improves teachers' contribution in the school, 104 (52%) agreed as well, 17 (8.5%) disagreed while 17 (8.5%) strongly disagreed. For item 5, 61 (30.5%) of the respondents strongly agreed that Improper compensation leads to teachers' negative attitudes to work, 109 (54.5%) agreed as well, 17 (8.5%) disagreed while 13 (6.5%) strongly disagreed. For item 6, 87 (43.5%) of the respondents strongly agreed that Teaching style is less effective when there is delay in payment, 89 (44.5%) agreed as well, 10 (5%) disagreed while 14 (7%) strongly disagreed. For item 7, 65 (32.5%) of the respondents strongly agreed that Promotion is one of the tools for increase in teachers' performance, 110 (55%) agreed as well, 21 (10.5%) disagreed while 4 (2%) strongly disagreed. For item 8, 44 (22%) of the respondents strongly agreed that Working conditions is able to spur teachers to perform better, 145 (72.5%) agreed as well, 9 (4.5%) disagreed while 2 (1%) strongly disagreed.

In summary, majority of the respondents strongly agreed that all the items raised above are Relationship between reward system and teachers' productivity.

Testing of the Hypotheses

In testing the hypotheses, data collected on reward system and teachers' attitudes to work are pooled and subjected to Pearson product moment correlation coefficient (PPMC) at 0.05 level of significance and presented in the table below

:

Hypotheses One

There is no significant relationship between reward system and teachers' attitudes to work in private and public secondary schools in Akoko South West Local Government Area of Ondo State.

Table 4: Summary of Relationship between Reward System and Teachers' Attitudes to Work in Akoko South West Local Government Area of Ondo State

Variables	N	Mean	SD	Df	r-cal	Sig.	Decision
Reward	200	13.57	2.17688				
				198	0.087	0.00	0.05 < P*
Attitudes to Work	200	23.11	2.87980				

* Significant at 0.05 level (2 tailed)

Table 4 shows the Pearson Product-Moment Correlation (PPMC) of the studied variables. The result shows that Reward system has a positive significant relationship on teachers attitudes to work with results showing statistically ($r=.087$, $p<.05$).

Hence, hypotheses one stating that there is no significant relationship between the reward system and teachers' attitudes to work in private and public secondary schools in Akoko South West Local Government Area of Ondo State is, therefore, rejected.



Hypothesis Two

There is no significant relationship between the reward system and teachers' productivity in private and public secondary schools in Akoko South West Local Government Area of Ondo State.

Table 5: Relationship between Reward System and Teachers Productivity in Private and Public Secondary Schools in Akoko South West Local Government Area of Ondo State

Variables	Mean	Std. Deviation	Df	r-cal	t-crit	P
Reward	17.28	4.3	198	0.761	0.195	< 0.05
Teachers' productivity	16.83	3.76				

p < .05

The result revealed that there is a positive significant relationship between reward system and Teachers' productivity of secondary schools in Akoko South West Local Government Area of Ondo State ($r = 0.761$; $P > .05$). This result suggests that reward system reported a reasonable level of productivity at 0.05 level of significant, the hypothesis which states that there is no significant relationship between reward system and teachers' productivity in private and public secondary schools in Akoko South West Local Government Area of Ondo State is, therefore, rejected.

Discussion

The first findings revealed the levels of teachers' reward which corroborates with Nyandoro and Goremusandu, (2016) findings who points out some positive association that exist between rewards and organizational strategy in the widest sense. This is consistent with the findings of Rhoades (2012), who argue that the reward strategy is important in terms of motivating employees' to perform innovatively. Nyandoro and Goremusandu, (2016) report that the actual advantages of a very much planned organizational reward strategy lies in its intricate linkages with the organization strategy. Ugwechi-Ishaiya (2025) also corroborated that the influence of reward on employee's performance is in most occasions significantly misconstrued. The comprehension of this term is critical; this is on account of the incentive scheme given to an employee will impact the conduct and level of engagement to the organization. Armstrong (2010), and Nyandoro and Goremusandu, (2016) observe that the coordination of reward systems underpins the accomplishment of competitiveness. Obviously, positive employee perceptions on the reward strategy impacts their disposition towards the organization. This is consistent with the findings of Rhoades (2012), who argue that the reward system assumes a basic part in spurring workers to perform innovatively. Thus, Nguwi (2013), and Nyandoro and Goremusandu, (2016), attest that the best way to ensure the continued viability of companies amidst challenging economic environments is to emphasis reward management and organizational performance. This is also in line with the findings of Anele and Ogona (2022) which indicated that monetary rewards are significantly related to teachers' productivity in public secondary schools in Rivers State, to a very high extent. The study further revealed that compensation rewards significantly relate to teachers' productivity in private and public secondary schools in Akoko South West Local Government Area, to a very high extent.

The second findings shows the relationship between reward and teachers attitudes to work. Job satisfaction/motivation and dissatisfaction/de-motivation are opposite each other as one is a positive feeling while the other is a negative feeling towards work or job. According to Anele and Ogona (2022), job dissatisfaction/demotivation results in absenteeism from schools, aggressive behaviour to



colleagues and learners, early exits from teaching profession and psychological withdrawal from work. Other effects may be poor performance of school in examinations and extra curricula activities, financial mismanagement, demoralised work force and students' unrest among many. Alternatively, job satisfaction/motivation will resultant in low absenteeism from schools, commitment, friendly behaviour with colleagues and students, low quits from the profession, good performance in examinations, extracurricular activities and motivated work force.

The third findings revealed the relationship between reward system and teacher's productivity in line with the study by Svensson, (2011) points out that a reward system puts together employees' real self-interests with the organization's objectives and gives three kinds of management control benefits, informational, motivational and personnel related. To begin with rewards should catch the employee's attention and at the same time brings up to date update for the individual in charge of what results should be completed in different working areas. Organizations use reward systems to emphasize which parameters their employees should apply the additional effort on by incorporating them in their reward programme. This finding is also supported by Asuquo and Duke (2024) that, reward system, in terms of fringe benefits and regular promotion positively and significantly relate to teachers' attitudes to work in Calabar Municipality of Cross River State, Nigeria. Merchant, (2017) stresses that individuals in some cases require an incentive to perform tasks well. Organisations give rewards for a wide range of reasons e.g. to enhance recruitment and retention by offering a compensation package that is competitive on the market. According to Svensson, (2012) reward systems refer essentially to things that employee's value. It is essential to remember that a reward system can contain both positive and negative rewards. The negative rewards are frequently observed as punishments. Cases of positive rewards would be autonomy, power, salary increases, bonuses and some negative rewards would be obstruction in work from superiors, zero salary increase, and no promotion.

Conclusion

Based on the findings, it was concluded that teachers are not well paid promptly and consequently, performance-based rewards increase the performance of teachers, also, teachers' productivity is dependent on the reward they received.

Recommendations

Based on the results of this study, the following recommendations are suggested from the findings of the study:

1. The government should give public school teachers' reward the priority it deserves while proprietors of private secondary schools should also increase their poor reward system.
2. The state government and proprietors of private schools should put in place other factors that are not monetary inclined which would enhance the performance of teachers positively. The application of Henri Fayol's "Equity Principle of Management" is therefore, recommended to create a positive work environment for teachers' by providing equal opportunities, rewards, and recognition to enhance teachers' productivity.
3. Appropriate and equitable reward strategies and plans should be designed to facilitate improvement of teachers' attitudes to work in both private and public secondary schools.



References

- Armstrong, M. (2003). A handbook of human resource management practices, London: Kogan Page Ltd.
- Armstrong, M. (2010). Armstrong's essential human resource management practice: A Guide to People Management. London: Kogan Page Ltd.
- Anele, G.M., Ogoni, I. K. (2022). Reward system and teachers' job effectiveness in public senior secondary schools in Rivers State, *International Journal of Economics, Environmental Development and Society*, 3(4), 546-571.
- Asuquo, M.E., Ukpong, N.N., & Duke, I.J. (2024). Reward system and secondary school teachers' attitudes to work in Calabar Municipality of Cross River State, Nigeria, *Inter-Disciplinary Journal of Science Education*, 5(2), 175-183.
- Famade, O. A. (2003). Analysis of education productivity of secondary schools in Ondo State Nigerian. *African Research International*, 2(1), 1-33.
- Fayol H. (1916) Industrial and General Administration.
- Federal Ministry of Education (2014). *National Policy on Education*, NERDC, Abuja.
- Joshua, M. T., Joshua, A. M., & Kritsonis, A.W. (2006). Use of students' achievement scores as basis for assessing teachers' instructional effectiveness: *Issues and research results. National Forum of Teacher Education Journal*, 17(3), 1-13.
- Jaghult, B. (2005). *Management of Rewards in Organizations*, Sollentuna: Non-Stop Communications.
- Kaplan, R. S. and Artkinson, A.A. (1998). *Advance Management Accounting*, New Jersey: Prentice Hall Corporation.
- Merchant, V.D.S, (2014). *Management Control System, performance measurement, Evaluation and Incentive*, New York: Financial Times/Prentice.
- Nyandoro, Z. F. and Goremusandu, T. (2016). Employees' Evaluation of the Relationship between Reward Management and Organisational Strategy: A Case Study of Zimbabwe National Family Planning Council (ZNFPC). *International Journal of Research in Business Management*, 4(7), 51 – 64.
- Nguwi, M. (2013). All Departments are important. Financial Gazette, Harare, Thursday, 8 August.
- Nkechi, O. (2011). Towards a revolutionary education and teacher development in some selected African countries. Lwati: *Journal of Contemporary Research*, 8(1), 24-34.
- Nelson, B. & Peter. (2005). *Management Bible*, Sweden: John Wiley and Sons Incorporated.
- Olutuase, S.O., Henney, N.A., & Olateju, D.J. (2022). Financial Rewards and Public Secondary School Teachers' Attitudes to Work: An Empirical Study, *Journal of Business and Management (IOSR-JBM)*, 23(6), 49-56.



- Rhoades M. (2012). Structural adjustment, education reforms, and trade union strategies: Ghana as a case study. Lome: Education International.
- Rodrigues C. A. (2001) discussing Fayol's Principles in “Henri Fayol: Critical Evaluation in Business and Management”
- Svensson, A. (2013). *Reward System, Stockholm*: KFS Foretags service
- Ugwechi-Ishiaya, J. N. (2025). Impact of Monetary and non-Monetary rewards on Teachers' Productivity in Public Secondary Schools in Rivers State, *International Journal of Innovative Education Research*, 13(2):58-65,
- Wilson, T. T. (2002). *Innovative reward system for changing workplace*. Hill Professional, 350.



EXPLORING THE TRAJECTORY AND CHALLENGES OF THE NATIONAL OPEN UNIVERSITY OF NIGERIA (2003-2023)

BY

SALIU, Kayode Ajisafe

Department of Educational Foundations and Management,
School of General Education,
Federal College Of Education, Abeokuta.
GSM: 08069637974
Email: safekay2013@gmail.com

&

Oseni, Jamiu

Department of Educational Foundations and Management,
School of General Education,
Federal College Of Education, Abeokuta
Email: Jamoh247@gmail.com
GSM: 08063027282

Abstract

The National Open University of Nigeria (NOUN) was established to offer accessible and flexible education. However, the institution seems not gaining wide public acceptance from inception due to its perceived low academic quality, unethical practices, and lack of parity with conventional universities, resulting in low interest from prospective students and parents. This study, therefore, examined the trend in student's enrolment and challenges of NOUN from 2003 to 2023.

The study was a survey design within mixed method. The instruments adopted and validated for the study were historical document and interview schedule for administrators. Qualitative data were analyzed thematically while quantitative data were analysed using percentage.

The findings of the study revealed that:

historical antecedents were sectionalized into five periods: pre-establishment, policy formulation, early establishment, constraints period, and operational reactivation; the study revealed that the most frequently reported issues were poor programme and policy implementations, inadequacy of media technologists for production and delivery of learning materials.

The study concluded that the findings affirm that without deliberate efforts to strengthen institutional capacity and enhance policy execution, the goals of accessibility, quality assurance, and sustainability in open and distance education will remain unattainable. The study therefore, recommended that government and institutional authorities should establish monitoring and evaluation mechanisms to ensure National Open University of Nigeria policies are effectively implemented and regularly reviewed to reflect contemporary realities.

Keywords: *Trajectory, Challenges, National Open University of Nigeria, Enrolment, Student,*

Introduction

Distance education is defined as a learning process where the teacher and learners are separated in terms of space and time. Communication between the two is facilitated by print media or Information and Communication Technology, allowing learners to have control over their learning rather than the



teacher. This definition demands an effective distance learning to be supported and that learners might rely on both paper and pencil and ICT technologies, collaboration within themselves and developing their study skills (United Nations Educational, Scientific and Cultural Organization, 2002). In developing countries with lack of or limited use of ICT due to power problems, shortage of ICT equipment and inability to use them, the sole method for most of the rural students has remained to be paper and pencil (Braithwaite & Osiki, 2008).

There are expected benefits of distance education for the learners which include the increased flexibility, access to the learning, choice of institution, access to remote experts, performance, compensation, better marketability and lifelong learning opportunities (Makjalina et al, 2020). It is this flexibility and access to remote experts that might be encouraging most of the learners to join in distance learning institutions. Despite the above listed expected benefits, distance higher education institutions face many challenges. The challenges include: increased number of learners from different backgrounds, the workers, the elite, the young and those with disabilities; all of whom want to be enrolled (Aderinoye & Ojokheta 2004). Other challenges include competitive advantage where the institutions need to provide services to the learners and develop courses that are likely to attract learners to learn and make those who have completed the programmes more marketable to the society compared to graduates from other conventional universities. This competition is even enhanced when most of the employers require their employees to take courses in Open Distance Learning institutions, thus making the Open Distance Learning institutions mode the most viable means towards lifelong learning (Peters, 2009).

Open and Distance Learning has now attained a pride of place in the world. The burgeoning population with millions of eager seekers of knowledge has made it imperative. For long, Distance Education (DE) was regarded as a poor cousin of the school and university system and the products from this stream were considered as “second class citizens” in the realm of academia and society at large (Aderinoye & Ojokheta 2004) The pioneering and excellent efforts by the U.K. Open University have largely served to neutralize this concept and accord a respectable status to Open Distance Learning. The model of this university in fact became the basis for the establishment and administration of many open universities in different parts of the world, including India.

Jegade (2003), with the advent of Information Technology (IT) and the consequent networking of even remote regions on the planet, young and old learners everywhere have ample opportunities to equip themselves with knowledge and skills. There is, of course, the essential condition for educational institutions at every level to create the infrastructure. It is here that wide variations are found in a country like India where a large talent pool exists without the requisite science and technology (S&T) support in many parts of the country. Even in the places where a modicum of such S&T support is available, the mindset of the staff in charge unfortunately is not tuned towards taking things forward (Jegade, 2003). This is not to say that these variations depict a bleak picture. Far from it. There are bright patches as well. The setting up of the Andhra Pradesh Open University (now called Dr. B.R. Ambedkar Open University or BRAOU) in 1982 marked a milestone in the annals of ODL in India. Remarkable progress in the development of the university could be noted in the first decade and a half. This covered areas like staff recruitment and training, networking and partnerships through the use of technology, science education and induction of innovative practices. Also, the production of audio and video lessons received a stimulus (Aderinoye & Ojokheta 2004). Yet, the deficiencies due to lack of physical facilities in study centers came in the way of larger number of students making use of the material.

On the whole, it can be said that the dynamic leadership during the early years paved the way for further development. The establishment of Prof. G. Ram Reddy Academy of Distance Education (GRADE)



served to stimulate research in ODL. It is unfortunate, however, that in the last few years, a situation of complacency has taken hold of the people in charge of the Open University and bureaucratic control dominates. The campus and building along with infrastructure facilities are, however, quite impressive but red-tapism is a worrying factor (Aderinoye&Ojokheta2004).

What keeps the BRAOU going is the dedicated team of competent academics. Celebrating its Silver Jubilee, BRAOU successfully organized an International Conference on Open and Distance Education. The years 1987 to 1998 witnessed the creation of eight state Open Universities, namely Bihar (1987), Rajasthan (1987), Maharashtra (1989), Madhya Pradesh (1991), Gujarat (1994), Karnataka (1996), W. Bengal (1997), and Uttar Pradesh (1998). Tamil Nadu came up with its own OU in 2002 but good design of special programmes like livelihood education is already on. Of the nine State Open Universities' mentioned above, YCMOU in Maharashtra and NSOU in West Bengal have registered remarkable progress, the former going far in giving a trust to agriculture education and practices. The others reveal several minor variations in matters of disciplines of study and delivery of courses. Except for the initial euphoria at the time of inauguration, nothing much by way of sustaining programmes seems to be in evidence in the case of a few State Open Universities (Aderinoye & Ojokheta 2004).

On the national scene, one should mention the efforts that are being made to integrate the several components of learning with the help of information technology. Curriculum design, evaluation of assignments from the learners, student support services, and examination schedule are all being brought into this web by dedicated personnel (Mishra, 2005). But alas, these efforts seem to be somewhat thwarted by lack of support or apathy from the levels above (Latchem& Hanna, 2001). Among the multitude of reasons for this sad state of affairs must be listed interpersonal relations, jealousy and bureaucratic ineptitude (Ansari, 2002). All over the world, people are familiar with redtapism in the government offices and machinery. But in India, this negative trait seems to have made heavy in-roads in the university and academic circles (Koul, 2006). This seems to be especially relevant in the case of India's state open universities where the academic leaders are expected to give a trust to development of the learning system and make it vibrant and exciting. A crucial reason for the variability in the development of the State Open Universities in the country may be taken as this one (Rumble, 1992).

These are only a few of the areas where a lot of improvement is necessary. No doubt, dealing with large numbers of students in a variety of disciplines is difficult but this is what the Open Universities are supposed to do efficiently and earnestly so that society ultimately gets the benefit. The learners cannot be taken for granted and their innate desire to acquire knowledge and skills must be respected (Ansari, 2002). Whether all the existing Open Universities in India manage to accomplish the avowed objective of their establishment is unfortunately open to question. Granting that difficult barriers exist; one has a feeling that the performance in many cases could have been better.

The National Education Policy (NEP-1986) and the subsequent programme of action (POA) can be considered as two outstanding documents in the field of education; they covered almost all vital segments relating to education, science and technology, training of manpower etc. In fact, the NEP urge that every State in India must set up an Open University in order to provide access to the ever-increasing numbers of aspirants for higher education. But what is the situation today? Only 13 States out of 29 have established Open Universities, three of them only recently. Out of the three, Uttranchal, now called Uttarakh and Chhatisgarh were carved out of the then existing larger States, thanks to political compulsions; and Assam became a late entrant (Mishra, 2005). In spite of the push from above, several states have not set up Open Universities as envisaged in the National Educational Policy. This provides a clue to the functioning of the education system as a whole. The commitment from the political powers that be is not much in evidence in spite of the rhetoric flowing from the platforms. Even where the Open Universities were set up, it looks as if there were compelling extraneous reasons for the act on the part of



state governments.

This brings us down to the question of institutional leadership. Here, the appointment of Vice Chancellors assumes a vital role. The V.C. as a leader must be a person of impeccable integrity and imbued with a spirit of total dedication to the cause of open and distance learning. Only then, reasonable progress in the path of development of Open Distance Learning can be made. Much depends on the leadership from above and the Vice Chancellor must be a person owing allegiance to the cause of scholarship and learning, not to any political power. Otherwise, how can one expect the Open University to become “a learning community based on reflective practice”? In the same breath, how can one expect the academic and non-academic staff to have “total commitment to institutional vision and plan”? Or for that matter, will it be possible to recruit and nurture “academic faculty with high academic integrity and a commitment to research”? (Oyesomi, 2018).

Statement of the Problem

The establishment and development of open and distance education institutions have historically undergone various stages of evolution, often influenced by political, social, and technological factors. Despite the noble objectives underpinning the creation of such institutions, particularly in expanding access to higher education, persistent challenges have hindered their full operational potential.

However, across these stages, critical issues have remained unresolved. Chief among them are poor program and policy implementation, inadequate technical manpower, and insufficient media technologists for the production and delivery of learning materials. These challenges have negatively impacted the efficiency, quality, and sustainability of distance learning operations. Consequently, there is a need to examine the historical trends, identify systemic weaknesses, and propose solutions that will enhance effective policy implementation and human resource development for the growth of open and distance education in Nigeria.

Research Questions

1. What were the historical antecedents of National Open University of Nigeria (NOUN) before 2003?
2. What were the challenges confronting National Open University of Nigeria (NOUN) from 2003 to 2023?

Methodology

The study adopted descriptive survey research design within mixed method. Historical research method was also adopted for the study. This is because the researcher assessed and explained past events concerning National Open University of Nigeria. According to Osokoya (1996), historical research involves investigating, recording, analyzing and interpreting the events of the past for the purpose of making generalizations that are helpful in understanding the past, the present and to a limited extent, in anticipating the future. Historical researchers could make use of two major sources of information namely: primary and secondary sources. The primary sources are data provided by the eye witnesses to the incident. It is also regarded as firsthand information. The secondary sources are records or accounts prepared by someone other than the person(s) who participated in or observed an event. Secondary source is also known as second hand information (Abdulrahman, 2012). Both sources of information were used in carrying out this study.

This study being a historical research type employed both primary and secondary sources of information to gather data used. The primary source of information for this study included one instrument. The two instrument were used for the study this were:



1. Historical documents

2. Interview Schedule for Stakeholders of National Open University of Nigeria (ISSNOUN)

The cross validity of the instruments was achieved and authenticity of historical sources were established in their own peculiar ways and these generally involve the rigorous dual process of external and internal criticisms. According to Osokoya (1996), the external criticism of historical sources affirms the authenticity of the data collected. It concerns itself with determining whether the document is a true one and not a forged one. The internal criticism establishes the reliability, accuracy, authenticity, and worth of the data obtained.

In validating the historical facts of this study, the data were verified by comparing secondary sources with primary information. Where discrepancies arose among the sources, the investigator established the accuracy of the facts based on their overall plausibility, considering internal consistency, independent corroboration, general compatibility, and agreement with other known and accepted facts. The Cronbach Alpha formula used to determine the reliability of the questionnaires on development of NOUN yielded reliability coefficient of 0.96.

With the help of five research assistants who are graduates of NCE were given 1-day training on how to approach, interact, relate and administer the research instruments to NOUN's staff and students. visited all the selected sample locations for formal introduction and sought their cooperation in the course of administration of the questionnaire. The questionnaires were thereafter administered to the sample. Furthermore, the researcher personally visited the National Open University of Nigeria Study Centres for official documents and administration of questionnaire. Other places of visit were Federal Ministry of Education and National University Commission (NUC).

With regard to the secondary data, the researcher made use of relevant textbooks, journals, articles, thesis and reports on National Open University of Nigeria (NOUN).

In history, data are usually analyzed by adducing facts and interpreting evidences available to the researcher. Therefore, the qualitative data obtained for this study were analyzed using thematic analysis to be in line with historical style of data analysis as stated earlier while, the quantitative data for the study were analyzed using descriptive statistics of mean, percentage, frequency count and mean ranking.

Result

Research Question One: What were the historical antecedents of National Open University of Nigeria (NOUN) before 2003?

Table 1: Timeline of Key Events in the Early History of NOUN pre 2003

Year	Event
1976	National Universities Commission (NUC) first proposes Open University idea
1977	National Policy on Education includes provision for Open Universities
1980	Presidential Planning Committee on Open University established
1980	Presidential Planning Committee submits its report
1983	National Open University Act No. 6 of 1983 receives Presidential Assent
1984	Operation of NOUN suspended
2002	National Open University Act of 1983 reactivated

(Source: Authors' fieldwork, 2025)



In general, the historical antecedents of the National Open University of Nigeria before 2003 are fundamentally shaped by six antecedents captured in the 1977 National Policy on Education, the Report of the Presidential Planning Committee on the Open University System (1980), and the National Open University Act No. 6 of 1983. The 1977 National Policy on Education provided the initial government endorsement and policy framework for the establishment of an open university in Nigeria, recognising its potential to broaden access to higher education. The 1980 Report of the Presidential Planning Committee translated this policy objective into a concrete plan, outlining the educational functions, operational structure, and legislative framework for the proposed institution. Finally, the National Open University Act No. 6 of 1983 provided the legal basis for the university's existence, defining its objectives and governance structure.

Research Question Two: What were the challenges confronting National Open University of Nigeria (NOUN) from 2003 to 2023?

Table 2: Challenges Confronting National Open University Of Nigeria (Noun) From 2003 To 2023

S/N	Statements	A (F (%))	D F(%)
1.	Poor programme and policy implementation	858(88.4)	112(11.5)
2.	Inadequacy of Media Technologists for Instructional Delivery	763(78.7)	207(21.3)
3.	Delay in the payment of entitlements of facilitators and examiners	721(74.3)	249(25.7)
4.	Erratic Electricity Supply	622(64.1)	248(35.8)
5.	Inadequate Counseling Services	808(82.4)	169(17.5)
6.	Poor Administration	664(68.5)	306(31.6)
7.	Cost of Distance Education	665(68.6)	305(31.4)
8.	Inadequate Facilities	814(83.9)	156(16.1)
9.	Delay of Results	721(74.3)	249(25.7)
10.	Lack of government funding	689(71)	281(29)
11.	Poor Administration	730(75.2)	240(24.7)
12.	High Cost of Technology	702(72.4)	268(27.6)
13.	Gap between policy and practice	914(94.3)	56(5.7)

Table 2 showed that the gap between policy and practice was one of the greatest challenge faced by National Open University of Nigeria at 94.3% of the respondents agreed that it was a challenge to National Open University of Nigeria. 88.4% of the respondents against 11.5% agreed that poor programme and policy implementation affect undergraduate degree programme of National Open University of Nigeria. 83.9% of respondents indicated that Inadequate Facilities was a challenge facing National Open University of Nigeria. Also, majority of the respondents (82.4%) indicated that inadequate counseling services was the part of challenge faced undergraduate degree programmes of National Open University of Nigeria. Inadequacy of Media Technologists for Instructional Delivery was one of the challenges faced by National Open University of Nigeria as indicated by the respondents at 78.7%. 75.2% of the respondents also agreed that poor administration was a major challenge faced by National Open University of Nigeria. 74.3% of the respondents agreed against 25.7% that delay of results contributed to one of challenges faced by National Open University of Nigeria. The table also showed that 74.3% of the respondents agreed that Delay in the payment of entitlements of facilitators and examiners was one of the challenges faced by National Open University of Nigeria.



Discussion of the Findings

Historical antecedents were sectionalized into five periods: pre-establishment, policy formulation, early establishment, constraints period, and operational reactivation. This aligns with the National Policy on Education (2013, Section 1, 3d, p. 1), which asserts that education is both compulsory and a right for every Nigerian, regardless of gender, social status, religion, ethnic background, or individual challenges. Furthermore, the policy emphasizes that education is the most vital instrument of change in any society, and that meaningful, progressive transformation in a society's intellectual and social fabric must be preceded by an educational revolution.

The study revealed that the most frequently reported issues were poor programme and policy implementations, inadequacy of media technologists for production and delivery of learning materials. NOUN (2013) similarly acknowledged that inadequate funding remains a major challenge confronting the university.

Conclusion

The study concluded that the historical development of National open University of Nigeria is characterized by a sequence of five major periods pre-establishment, policy formulation, early establishment, constraints, and operational reactivation. Each phase reflects the dynamic relationship between government policy, institutional structure, and technological advancement.

Despite the positive strides recorded, persistent challenges such as poor program and policy implementation, inadequate technical personnel, and insufficient media support systems continue to hinder the system's full potential. The findings affirm that without deliberate efforts to strengthen institutional capacity and enhance policy execution, the goals of accessibility, quality assurance, and sustainability in open and distance education will remain unattainable.

Recommendations

Based on the findings and conclusion, the following recommendations are made:

1. Government and institutional authorities should establish monitoring and evaluation mechanisms to ensure National Open University of Nigeria policies are effectively implemented and regularly reviewed to reflect contemporary realities.
2. There should be deliberate investment in the recruitment and training of qualified media technologists and instructional designers to enhance the production and dissemination of high-quality learning materials.
3. Increased budgetary allocation should be provided for the procurement of technological infrastructure and learning resources essential for effective NOUN's operation.
4. Partnerships between National Open University of Nigeria and conventional universities should be encouraged to foster knowledge sharing, joint training, and technological support systems.
5. Educational policies governing open and distance learning should be revisited periodically to address emerging challenges, especially those related to technology, content delivery, and student support services.

References

- Abiri, J. O. O. (2010). The roles of commissions in the development of education in Nigeria. In J. O. O. Abiri & A. A. Jekayinfa (Eds.), *Perspectives on history of education in Nigeria* (pp. 35–45). Ilorin: Bamitex Printing and Publishing Enterprises.
- Adekanmbi, G. (1992). *The transformation of correspondence education to distance education in Nigeria (1927–1987)*. University of Ibadan, Nigeria.



- Adelakun, A. A. (2010). Effects of instructional media techniques on social studies learning outcomes of Nigerian Certificate in Education distance learners in Ogun State [Master's thesis]. University of Ibadan, Nigeria.
- Aderinoye, R. A. (1992). Retention and failure in distance education: The Nigeria Teachers' Institute experience. University of Ibadan, Nigeria.
- Aderinoye, R. A., & Ojokheta, K. O. (2004). Open and distance education as a mechanism for sustainable development: Reflections on the Nigerian experience. *International Review of Research in Open and Distance Learning*, 5(1), 1–8. Athabasca University Press.
- Ajadi, T. O. (2009). Organization and management of open and distance education in Nigeria: A case study of National Open University of Nigeria. *European Journal of Scientific Research*, 37(4), 577–582.
- Amini, C. M., & Oluyide, O. P. (2020). Analysis of ICT competencies among distance learning students in selected study centres of the National Open University of Nigeria. *Journal of Warning for Development*, 7(1). ISSN 2311–1550.
- Braimoh, D. (2015). Education and the emerging issues of globalization, knowledge creation, access and improvement in developing countries: Let's conclude the struggle. Paper presented at the 2nd Distinguished Lecture and Stakeholders' Forum organized by the University of Ibadan Distance Learning Centre, Ibadan, Nigeria, August 6–7, 2015.
- Brinton, M., & Victor, N. (1998). *The new institutionalism in sociology*. Stanford University Press.
- Jegede, O. (2003, February 28). Taking the distance out of higher education in 21st century Nigeria. Paper presented at the Federal Polytechnic, Oko, Anambra State, Nigeria.
- Katz, D., & Kahn, R. L. (1966). *The social psychology of organizations*. John Wiley & Sons.
- Katz, D., & Kahn, R. L. (1971). The application of open systems theory and organizational development to higher education: A position paper. National Laboratory for Higher Education, Durham, NC.
- Makhalina, O. M., Makhalin, V. N., & Yaroshchuk, A. B. (2020). Overview of perspective educational services of the “green” digital future: Online, lifelong, and remote learning. In *Digital future: Economic growth, social adaptation, and technological perspectives* (pp. 291–299). Springer International Publishing. [https://doi.org/10.1007/978-3-030-39797-5_29](https://doi.org/10.1007/978-3-030-39797-5_29)
- Meyer, H. D., & Schiller, K. (2013). Gauging the role of non-educational effects in large-scale assessments: Socio-economics, culture, and PISA outcomes. In H. D. Meyer & A. Benavot (Eds.), *PISA, power and policy* (pp. 97–113). Symposium Books.
- Miller, A. (1970). *Escape: E-solutions for creative assessment in portfolio environment*. Technology Education Research Unit, Goldsmiths College, University of London.
- Millet, J. (1968). *Decision-making and administration in higher education*. Kent State University Press.



- Muhammed, A. (2023). Pattern of electronic database utilization by undergraduates in the study centres of the National Open University of Nigeria. *Library and Information Perspectives and Research*, 5(2), 1–10. ISSN 2672–5886.
- National Open University of Nigeria. (2013a). History and development of distance education in Nigeria.
- National Open University of Nigeria. (2013b). Philosophy of open and distance learning (ODL 711).
- National Universities Commission. (2009). Reviewed guidelines on open and distance learning in Nigerian universities. Abuja: NUC.
- Saliu, K. A. (2025). Historical development of the National Open University of Nigeria (2003–2023). University of Ilorin, Nigeria.
- Shehu, A. O. (2018). The role of distance learning system in national development: A case of National Open University of Nigeria. *Ilorin Journal of Humanities*, 11(16), 45–57.
- UNESCO. (2002). Open and distance learning: Trends, policy, and strategy considerations. Division of Higher Education. <https://unesdoc.unesco.org>
- UNESCO. (2003). Gender and education for all – The leap to equality: EFA global report.<https://unesdoc.unesco.org>
- UNESCO. (2012). Mobile learning for teachers: Global themes. Paris: UNESCO.



SCHOOL FACILITIES MAINTENANCE PRACTICES AND TEACHER EFFECTIVENESS IN PUBLIC SENIOR SECONDARY SCHOOLS IN SOKOTO STATE

BY

⁽¹⁾ ADAMU, Habibu

Department of Educational Management
Sokoto State University, Sokoto
Email: habibuadamu558@gmail.com
Tel: 08069032966

⁽²⁾ Prof. Lateef Adeyemi YUSUF

Department of Educational Management
Sokoto State University, Sokoto
Email: adedeyemi88@gmail.com
Tel: 08060645304

⁽³⁾ Dr. Haliru Shehu

Department of Counseling Psychology
Sokoto State University, Sokoto
Email: hallirushehuyari@gmail.com
Tel: 07038713371

⁽⁴⁾ AHMAD, Habiba Alkali

Department of Educational Management
Sokoto State University, Sokoto
Email: alkaliahmadhabiba66@gmail.com
Tel: 09136602459

ABSTRACT

This study examined school facilities maintenance practices and teacher effectiveness in public senior secondary schools in Sokoto State. The study adopted Correlational survey research design. The population of the study consisted of all public senior secondary schools in Sokoto State. Sample size consist of 360 teachers and 390 students total 750 respondents across the six education zones in Sokoto State. Stratified and proportionate sampling techniques was used. Two researcher developed instruments were used to collect data for the study: School Facilities Maintenance Questionnaire (SFMQ) and Teacher Effectiveness Questionnaire (TEQ), the instruments were validated by experts from the Department of Educational Management Sokoto State University. While test-retest method of reliability was adopted to determine the reliability coefficient of 0.89 for school facilities maintenance questionnaire (SFMQ) and 0.78 for teacher effectiveness (TEQ), at two weeks' interval. The data collected were analyzed using Pearson product moment correlation coefficient (PPMC). Hypotheses formulated were tested at 0.05 level of significance. The findings revealed that there was strong positive and significant relationship between school facility maintenance practices and teacher effectiveness in secondary schools (preventive= $r=0.93$). emergency $r=0.88$). Part of the recommendations stated that, school should employ preventive maintenance practice to reduce the risk of facility breakdown. Thereby promoting conducive learning environment.

Keywords: preventive maintenance, emergency maintenance, teacher effectiveness, school facilities, secondary schools.



Introduction

Education is an instrument for human resource development and societal growth. Precisely secondary education in Nigeria, is meant to prepare students for useful living and higher education. Therefore quality secondary education as well as effective teachers are essential for elevating educational standards and preparing students for higher education and workforce participation (.Teaching profession plays a fundamental role in influencing the future of the societies, especially in developing regions where educational outcomes significantly influence human resources, economic development and social progress (Henry 2024).

The situation of secondary schools teacher has been a great concern to many researchers because of the fact that, state government does not show concern on teachers welfare and academic excellent in secondary schools . Qualified teachers are those who hold the key to the attainment of educational goals in the schools, precisely teachers do not only impart academic knowledge but also foster critical thinking, social responsibility, essential skills and serving as mentors who guide students toward achieving their potential. (.

Teacher effectiveness plays an important role in teaching – learning process. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them by controlling the class and being fair with the students while dealing with them. Parihar (2011) noted that effective teachers are those who consistently achieve their goals either directly or indirectly related. According to , School facilities are vital instruments for implementing educational programs, therefore, School principals and teachers have important roles to play in developing and making them function effectively. , facilities refer to school buildings, classrooms, library, laboratories, toilet facilities, offices, and other materials and infrastructures that would likely motivate students towards learning.

The situation on ground with regard to school facilities maintenance is that many schools were renovated and put in place required facilities by the previous administration but today in those school teachers are squatting desk and chairs students are sitting on bear floor, roofs were blown up school buildings collapse and all as a result of poor maintenance culture and lack of adequate knowledge on how to apply the four types of maintenance considered in the present study. Akinfolarin, (2008) identified school facilities as a major factor contributing to the teaching process in the school system. These include classroom, furniture, and recreational equipment among others. School facilities have three major components these include: Infrastructural facilities, instructional facilities and school physical environment. Infrastructural facilities include: buildings such as administrative block, which comprises the principals' office, staff room, classroom, laboratory, stores, record office, school shop, library, music room, cafeteria, Introductory technology laboratory, security post, staff quarters and school farm as well as storage house, electricity, water supply, sport field among others. Akinfolarin, (2008) maintained that, instructional facilities are teaching materials and equipment, that comprise laboratory equipment, introductory technological equipment, wall clock, puzzles, television, radio, video plates and players, piano, flute, chalkboard, cardboards, duster, apparatus for science practical, models, picture charts among others. Consequently, a well-planned school plant will gear up expected outcomes of education that will facilitate social, political and economic emancipation. Therefore, this study is out to assess school facilities' maintenance and teacher effectiveness in public senior secondary schools' in Sokoto state, Nigeria.



Statement of the problem

The major problem that is facing teaching process today is that, facilities are not properly managed and maintained. These have posed a threat to the maintenance of school facilities in most public secondary schools in Nigeria. Particularly, school facilities in public secondary schools in Sokoto State are in a very deplorable condition, causing students to suffer unwarranted inconveniences during school hours. The whole idea for the setting up of schools would be forfeited if public secondary school facilities are not maintained adequately, hence this in return may have a negative effect on the teacher effectiveness. A visit to some schools in Sokoto state reveals that most school compounds are bushy with dilapidated buildings and leaking roofs, broken chairs and desks, rough floors and windows without louver. The buildings are dirty, very dilapidated and often in shambles which make the school environment dull and unattractive; this is tantamount to creating a very hostile study environment. Precisely, in a situation whereby school facilities are inadequate and poorly maintained teaching-learning activities would be difficult. Consequently, the goals and objectives of secondary school may not be achieved under this condition.

Research Hypotheses

The following hypotheses were formulated to guide the study:

HO1: There is no significant relationship between preventive maintenance of school facilities and teacher effectiveness in public senior secondary schools in Sokoto state.

HO2: There is no significant relationship between emergency maintenance of school facilities and teacher effectiveness in public senior secondary schools in Sokoto state.

Review of Related Literature

School facilities maintenance is the practice of keeping a school's buildings, grounds, and equipment in good condition so that students and staff can have a safe and functional learning environment. Preventive maintenance practice of school facilities in public senior secondary schools is crucial for ensuring the smooth functioning of facilities and equipment, thereby creating a conducive learning environment. One of the primary reasons for its importance lies in cost savings (Macks, 2016). The implementation of a Preventive Maintenance System (PMS) plays a crucial role in enhancing Quality Assurance in schools by ensuring the optimal functioning of physical infrastructure and educational facilities (Keller, 2023). Preventive maintenance involves a proactive approach to maintenance, focusing on scheduled inspections, routine repairs, and timely replacements of equipment and facilities. By consistently monitoring and addressing potential issues before they escalate, schools can create a conducive learning environment that is safe, efficient, and reliable. This directly contributes to the overall quality of education by minimizing disruptions due to unexpected breakdowns, promoting a positive and conducive atmosphere for learning. Additionally, a well-maintained school environment reflects an institution's commitment to providing a high standard of education, instilling confidence in students, parents, and faculty alike. Thorough systematic preventive maintenance, schools can not only extend the lifespan of assets but also demonstrate a dedication to excellence, thus enhancing the overall quality assurance framework.

According to Ihuoma (2008), emergency maintenance is very common in the management of school facilities in societies where maintenance culture is not well established. It takes place when a facility breaks down and urgent measures or steps have to be taken to remedy the situation. In this regard, collective decision-making may not be possible because there may be limited time to bring together all the necessary individuals to make decisions. It is also expensive due to lack of maintenance, the extent of the damage may demand total replacement of the facility or high cost of repair.

According to Lawson and Gede (2011), emergency maintenance simply means that servicemen are called in when the equipment is out of the use or broken down e.g. the wall of a dormitory may crack,



and this crack requires urgent repairs to avoid total breakdown of the building. In some cases, the breakdown may cause injury or even death to staff or students of the school. According to Eze (2016), emergency repair takes place when a facility breaks down and urgent measures or steps had to be taken to remedy the situation. In this regard, collective decision-making may not be possible because there may be limited time to bring together all the necessary individuals to make decisions. It is also expensive because due to lack of maintenance, the extent of damage may demand total replacement of the facility or high cost of repair. The resultant effect may be a high insurance premium or prevent the use of the facility for teaching and learning until repair had been effected. School managers should proactively develop and implement facilities management plans for addressing facility needs (Agenyi, 2012). All school staff and students should be given adequate instruction on what to do and what not to do in emergency situations and when emergency repairs are being done in the school.

Teacher Effectiveness is the extent to which teacher can impact on student learner achievement. Some of his qualities include mastery of the subject matter, classroom management, organizational skills and ability to establish rapport with students. Darling Hammond (2010) defined an effective teacher as one who is intellectually challenging, motivating students, setting high standards and encourages self-initiating learning.

Pachaiyappan and Ushalaya Raj (2014) conducted a study on “Evaluating the Teacher Effectiveness of secondary and higher secondary school teachers”. The findings of the study reveals that there is a significant difference in Teacher Effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher level, teaching experience and type of school management.

Bharti Dogra and Anita Singh (2015) explored on “A comparative study on Teaching Effectiveness of regular and contractual tertiary teachers.” The nature of appointment did not influence the teaching effectiveness of tertiary teachers. Gender did not produce any significant effect on the teaching effectiveness of regular and contractual tertiary teachers. Regular teachers of undergraduate level are found to be more effective in their teaching than contractual teachers of same level of teaching. Contractual teachers of non-professional courses were found to be less effective in their teaching as compared to regular teachers.

Amadi et al. (2018) conducted a study on Maintenance of Facilities and teachers' effectiveness in Public Secondary Schools in Port Harcourt Metropolis. The descriptive survey design was employed for the study. 54 male principals and 48 female principals which gave a total number of 102 principal comprised the sample the sample size. The instrument used for data collection was a structured questionnaire developed by the researchers. The finding revealed a strong and significant positive Relationship between preventive Maintenance of school facilities and teachers' effectiveness and the finding revealed a strong and significant positive Relationship between Emergency Maintenance of school facilities and teachers' effectiveness. Also it was found that lack of funding, lack of periodic inspection, lack of clear schedule of duties allocation and sub-standard rules guiding the maintenance are the factors affecting maintenance of facilities in schools.

Garba (2020), studied on assessed the maintenance of school facilities for effective teaching process in public senior secondary schools in north eastern Nigeria. The study employed cross-sectional survey design and proportionate stratified random sampling techniques. The population of the study is 5121 respondents and the study sample stood at 357 respondents. A self-structured questionnaire was used to collect relevant data and null hypotheses were formulated and the testing was done using independent sample t-test. The findings show that maintenance practices such as preventive maintenance, replacement maintenance, periodic maintenance, as well as emergency maintenance, in public senior



secondary schools in north eastern Nigeria would significantly boost teaching process. Based on the findings from the above research, the study hereby recommended that; both male and female teachers in every public senior secondary school in the state should be encouraged to utilize preventive maintenance in their respective schools.

Methodology:

The study adopted descriptive survey research design of correlational type, and quantitative approach. The populations of the study consisted of all 3,436 teachers and 17,287 SS3 students across 166 public senior secondary schools found in six (6) education zones in Sokoto State. 360 teachers and 390 SS3 students across 36 senior secondary schools in the six education zones in Sokoto State were selected using simple random and proportionate sampling technique. The data for the study were collected using two researcher-developed instruments titled: (1) School Facilities Maintenance Questionnaire (SFMQ) and (2) teacher effectiveness Questionnaire (TEQ). These instruments were submitted to the supervisors and other experts in the Department of educational management Sokoto state university for moderation in order to establish its Test-retest method was employed to establish the reliability indexes of the instruments at 2-weeks interval. Results were correlated using the Pearson Product-Moment Correlation Coefficient. The reliability indexes were 0.89 for the SFMQ and 0.78 for the TEQ, indicating strong reliability. Consequently, both instruments were deemed reliable for use, the two hypotheses were tested at 0.05 level of significance using Pearson product moment correlation coefficient (PPMC).

Results

Hypotheses1: There is no significant relationship between preventive maintenance of school facilities and teachers' effectiveness in Public Senior Secondary Schools in Sokoto State.

Table 1: Relationship between preventive maintenance of school facilities and teachers' effectiveness in Public Senior Secondary Schools in Sokoto State

Variables	N	Mean	S. Deviation	r-Cal	p-Value	Decision
Preventive Maintenance of School Facilities	382	3.25	.944	.934*	.000	H ₀ Rejected
Teachers Effectiveness	355	3.30	.920			

Source: Fieldwork, 2025

level of significance =0.05

The results in Table 1 show a strong positive and significant relationship between preventive maintenance of school facilities and teachers' effectiveness, with $r(355) = .934^{**}$, $p < .05$. This indicates a significant relationship between the use of preventive maintenance of school facilities and teachers' effectiveness in public senior secondary schools in Sokoto State, as the p-value is below the .05 significance level. Consequently, the null hypothesis (H₀), which proposed that there is no significant relationship between preventive maintenance of school facilities and teachers' effectiveness in public senior secondary schools in Sokoto State was rejected.

Hypotheses 2: There is no significant relationship between emergency maintenance of school facilities and teachers' effectiveness in Public Senior Secondary Schools in Sokoto State.



Table 2: Relationship between emergency maintenance of school facilities and teachers' effectiveness in Public Senior Secondary Schools in Sokoto State

Variables	N	Mean	S. Deviation	r-Cal	p-Value	Decision
Emergency Maintenance of School Facilities	382	3.25	.944	.817*	.000	H ₀ Rejected
Teachers Effectiveness	355	3.39	.887			

Source: Fieldwork, 2025

level of significance = 0.05

The results in Table 2 show a strong positive and significant relationship between emergency maintenance of school facilities and teachers' effectiveness, with $r(355) = .817^{**}$, $p < .05$. This indicates a significant relationship between the use of emergency maintenance of school facilities and teachers' effectiveness in public senior secondary schools in Sokoto State, as the p-value is below the .05 significance level. Consequently, the null hypothesis (H₀), which proposed that there is no significant relationship between emergency maintenance of school facilities and teachers' effectiveness in public senior secondary schools in Sokoto State was rejected.

Discussion of Findings

Finding from table1 revealed that there was strong and significant positive relationship between Preventive maintenance of school facilities and teachers' effectiveness in Public Senior Secondary Schools in Sokoto State. This implies that Preventive Maintenance is part of their strategy to improve teaching quality, emphasizing the need for sustained investment and attention to infrastructure maintenance. The finding is in line with Enwezor (2020), submission that adopting preventive maintenance practices is essential for ensuring teacher effectiveness in public secondary schools. Preventive maintenance involves systematically inspecting, servicing, and repairing school facilities and equipment to prevent issues before they arise neglecting such practices often results in the deterioration of school plants, which can negatively impact the teaching and learning environment. On the other hand, principals who actively implement preventive maintenance strategies foster a more conducive learning environment, enabling teachers to perform their roles effectively without interruptions caused by faulty facilities. This underscores the criterion role of school leadership in ensuring that preventive maintenance is not only adopted but also consistently executed to support teacher effectiveness and improve overall educational outcomes.

Finding from table2 shows that, there was strong and significant positive relationship between Emergency Maintenance of school facilities and teachers' effectiveness in public Senior Secondary Schools in Sokoto State. This finding suggests that schools that employ Emergency Maintenance systems are better equipped to support teachers' effectiveness as they reduce downtime and provide a stable infrastructure. Therefore, it is essential for schools to establish emergency maintenance program to enhance the overall effectiveness of teachers and improve the quality of education. The finding support Ogbuka (2019) submission on emergency maintenance as a scenario where school property is left unaddressed until a breakdown occurs, which is often reported either by the users of the facility or by maintenance staff. This reactive approach, while necessary in urgent situations, highlights the lack of a proactive maintenance culture. Although emergency maintenance is criterion for quickly resolving facility issues that may disrupt the teaching and learning process, the study underscores that its frequent use can indicate gaps in proactive maintenance practices. Despite this, the findings suggest that



emergency maintenance, when conducted effectively, can still have a positive impact on teacher effectiveness.

Conclusion

Conclusively, the study suggests that effective maintenance of school facilities is essential for enhancing teacher effectiveness in public senior secondary schools in Sokoto State. The relationships between various forms of maintenance and teacher performance highlight the importance of maintaining a well-functioning physical environment to support the educational process. School administrators and policymakers should continue to prioritize and invest in the maintenance of school facilities to further enhance the quality of education and teacher effectiveness in the state.

Recommendations

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

1. School administrators should employ preventive maintenance programs to reduce the risk of facility breakdowns in order to ensure a conducive learning environment. When facilities are in good condition teachers will be able to carry out their duties effectively.
2. There should be clear emergency maintenance protocols to address urgent facility maintenance in order to prevent teaching interruptions. This could be a strategy towards improving teacher effectiveness in our schools.

REFERENCES

- Agenyi, E. (2012). The Role of School Administrators in the Maintenance of School Plants and national Transformation Makurdi, Journal of Nigeria Association for Educational Administration and Planning 1(3), 36-51
- Akinfolarin, C.A. (2008). Resource Utilization in Vocational and Technical Education in Colleges of Education in South-West Nigeria (Unpublished PhD Thesis, University of Ado-Ekiti, Ado-Ekiti)
- Akpomi, M. E. & Raji, M. (2022). Influence of School Facilities Provision on Students ' Academic Performance in Senior Secondary Schools in Port- Harcourt Metropolis. *International Journal of Social Sciences and Management Studies Vol 1(1), April-June Edition, 2022.* 1(1):97–112. Alhabet Nigeria Publishers.
- Amadi & Eleonu (2018)Int. J. Innovative Development & Policy Studies 6(1):27-32, 2018
- Bharti Dogra and Anita Singh (2015). A Comparative study of Teaching Effectiveness of Regular and Contractual Tertiary Teachers, G-Journal of Education Social Science and Humanities. (1). 13-16.
- Chukwuemeka, A. J., & Florence, M. N. (2021). Principal's Motivational Strategies for Improving Teacher Job Performances in Secondary Schools in Enugu East LGA. *COOU Journal of Educational Research*, 6(2), 25 – 31.
- Darling Hammond, L. (2010). *Evaluating teacher effectiveness*. How Teacher Performance Assessments Can Measure and improve teaching. Center for American Progress.



- Eze, C.A (2008). Technical Teacher Production and Utilization in Nigeria Secondary Education. Relevance for developing skills of craftsmanship and humanistic discipline. Retrieved from <http://www.edu.ng>
- Florence, N.O. (2013). Management of facilities in the classroom. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 4 (1), 100-104.
- Garba, M. H. (2020). Assessment of School Facilities Maintenance in Nigeria for the Effectiveness of Teaching Process. (A Case Study of North Eastern Public Senior Secondary Schools) Mohammad Hassan Garba.” *African Scholars Journal of Contemporary Education Research (JCER-8)* 19(8):153–76.
- Henry, S. (2024). Effectiveness Of Monetary Incentives To Teachers And Academic Performance Of Learners In Selected Government Aided Primary Schools In Lugusuulu Sub- County , Sembabule District , Ugand ... *Metropolitan Journal Of Social And Educational Research*, 3(2, February), 677–688.
- Ihuoma, A. I. (2008). Chemistry Teachers' Perception of Availability and Utilization of Resources for Curriculum Development in Kano State (Published M.Ed. thesis Bayero University Kano, Nigeria).
- Lawanson, O. A & Gede, N. T. (2011). Provision and Management of School Facilities for the Implementation of Universal Basic Education Programme. *Journal of Educational and Social Research* 1 (4), 3-4
- Musa, B., & Shehu, H. (2020). The impact of teacher gender and teacher place of origin on teacher efficiency in senior secondary schools in goronyo educational zone, sokoto state, nigeria. *International Journal of Educational Research and Management Technology*, 5(3), 42–53.
- Okafor, I. P. (2021). Causes and Consequences of Examination Malpractice among Senior Secondary School Students in Eti-Osa L.G.A. of Lagos State, Nigeria. *Canadian Journal of Family and Youth*, 3(2), 6.
- Oluremi, O.F. (2013). Enhancing educational effectiveness in Nigeria through teacher's professional development. *European Scientific Journal*, 9(28), 422 431.
- Pachaiyappan1, P., & Ushalaya Raj, D. (2014). Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, Volume 4, Issue 1, Ver. V, 52-56.
- Parihar Raj (2011) Concept of Teacher effectiveness. New Delhi: Jaypee Brother Publications,



BIOLOGY STUDENTS' PERCEPTION OF AI-DRIVEN PERSONALIZED LEARNING IN ADDRESSING INDIVIDUAL ACADEMIC NEEDS OF SENIOR SCHOOL IN ILORIN, NIGERIA

By

OlufunkeOlayinka Kayode¹Abdulraheem Dare Gbigbadua² and RasaqSulyman⁴Muhinat. Bolanle. Bello ,

Department of Arts and Science Education, Faculty of Education, Kwara State University, Malete,, Nigeria

Olufunke.kayode@kwasu.edu.ng¹ orcid :0009-0003-7464-2778
abdulreheem.gbigbadua@kwasu.edu.ng² orcid:0009-0008-1198-2958
rasaq.sulyman@kwasu.edu.ng³ orcid 0009-0003-5950-9389
bello.mb@unilorin.edu.ng + orcid 0000-0001-5181-7908

Abstract

In present-day education, personalized learning has appeared as a promising approach to accommodate students' individual differences and optimize learning outcomes. Leveraging artificial intelligence (AI) algorithms, personalized learning pathways can dynamically adapt instructional content, pacing, and support mechanisms based on students' abilities, preferences, and learning styles. This study examined the Students' Perception of AI-Driven Personalized Learning in addressing the individual Academic needs of senior school biology students. It examined the senior biology students' perceptions and experiences regarding the AI-driven personalized learning intervention. It also studied the extent to which students' interest and engagement on AI-Driven Personalized Learning platform influence their overall desire and motivation to learn biology. A researcher designed questionnaire titled "Perception, interests and uses of AI-driven personalized learning platforms among senior school biology students", which was used to collect data. Five hundred and forty-three SS 1 biology students from public schools across Ilorin metropolis were involved in the research. The findings revealed that many of the respondents were interested in using AI-driven personalized learning platforms to study biology though, a subset of students expressed concerns regarding usability challenges and a lack of confidence in fully replacing traditional teaching with AI tools. This study concluded that teachers, policymakers, and curriculum developers should advance educational practices that prioritise individualised instruction and foster student success in biology learning environments. The study recommends the integration of AI platforms alongside teacher-led instruction to maximize their benefits while addressing students' challenges. Furthermore, adequate training and technical support should be provided to help students utilise AI tools effectively.

Key words: Artificial intelligence, Perception, Personalized Learning, Biology Students.

Introduction

Sustainability of knowledge and creativity in the field of science education calls for innovative way of teaching. Kayode et al. (2020) noted that science students learn at different pace because every learner owns an exceptional set of interests, motivating factors, strengths and weaknesses. These individual variances do significantly influence students' academic performance and engagement in their course of learning. Oyelekan et al., (2018) acknowledged that diverse difficulties are encountered by learners with learning problems when their learning difficulties remain unresolved. The implication of learning difficulties on a science student may not be far out of proportion to the apparent severity of the problem, especially when emotional pressure builds up around the area of weakness of a student, such student can fall behind teachers, parent and school administration expectations or standards.

The integration of Artificial Intelligence (AI) in education has brought a novel era of personalized learning experiences for students (Luckin, Holmes, Griffiths, &Forcier, 2022). Over the past decade, computer and



information communication technologies have continued to evolve, leading to the development of artificial intelligence. Russell and Norvig (2021) and Mhlanga (2023), artificial intelligence is the ability of machines to adapt to new situations, solve problems, answer questions, generate plans, and perform numerous other functions that require intelligence typically exhibited by human beings.

More recently, schools have increasingly adopted AI-driven adaptive learning platforms to improve student performance. These platforms engage AI algorithms to analyze massive data, including students' performance, behavior, and interactions with educational materials. The AI algorithms then use this information to optimally adjust the learning experience, providing each student with personalized learning pathways, instructional recommendations, and tailored content.

The basis behind AI-driven personalized instruction lies in its ability to address diverse learning needs, which traditional teaching methods fails to cater for. The success of AI-driven personalized learning pathways depend on their ability to bridge educational gaps among students by offering structured learning experiences that adapt in real-time to each learner's progress and learning pace. By delivering content and instruction aligned with students' proficiency levels, knowledge gaps, and interests, AI-driven adaptive learning platforms strive to enhance the efficiency and effectiveness of student learning pathways.

Statement of the Problem

Major breakthroughs in modern technological advancements are founded on the backbone of science, particularly biology. Since the world is increasingly becoming scientific in every aspect of life, nations around the world, Nigeria inclusive, are working hard to improve the scientific literacy of the younger generation.

Recently, the advancements and integration of artificial intelligence (AI) into the educational system have given rise to AI-driven personalized learning platforms, which cater for students' unique learning styles and diverse needs that traditional educational approaches struggle to address effectively. Findings of Khonturaev, (2023) and Burgos (2023) showed that incorporating generative AI into teaching and learning enhance students' academic performance by providing immersive, hands-on environments.

Although, there is growing enthusiasm about the ability of AI-driven personalization to transform education and improve students' academic performance, especially in higher institutions of learning (Okoye & Adigwe, 2023), there remains a need to investigate senior secondary school biology students' perceptions of AI-driven personalized learning and its ability to meet their individual academic needs.

Purpose of the Study

The study investigated students' perception of AI-Driven personalized learning platform as a pathways in addressing the individual academic needs of senior secondary school biology students. Specifically, the study sought to find out:

1. The senior secondary biology students' perceptions of AI-driven personalized learning platform,
2. The extent to which senior secondary school students' challenges and concerns on AI-Driven personalized learning influence their overall satisfaction and motivation to learn biology.

Research Questions

In this research, the following research questions was addressed:

1. What are the senior secondary biology students' perceptions of AI-driven personalized learning platform?
2. To what extent do secondary students' perceptions of AI-driven personalized learning platform influence their overall satisfaction and motivation to learn biology

Methodology

This study employed a descriptive design of the survey type. The population for the study were all biology student in senior secondary schools of Kwara State. The targeted population were senior secondary one (SS



I) biology students in public schools within Ilorin metropolis. This population was preferred because of their novelty, since biology as a subject is freshly introduced to senior students in their year one of study. Simple random sampling technique was used to select both schools and students across public schools within Ilorin metropolis. A total of five hundred and forty three biology students in SSI were selected.

A researcher designed questionnaire titled "Perception, interests and uses of AI-driven personalized learning platforms among senior school biology students" (PIUAIDPL) was used to gather data from the respondents. The instrument was sectionalized into two. Section A was used to obtained general information about the students, section B was used to elicit quantitative data on students' perception of AI Driven personalized learning platform. The research instrument was validated and its reliability was established to be 0.84. Data were analyzed using descriptive statistics.

Results

The data gathered from the research question is presented and described as follows:

Research Question 1: What are the senior secondary biology students' perceptions of AI-driven personalized learning platform?

Table 1: *Perception of Biology students on the use of AI-Driven Personalized Learning Platform*

S/N	Item	Strongly Agree (n / %)	Agree (n / %)	Disagree (n / %)	Strongly Disagree (n / %)
1	AI-driven platforms make learning biology more interesting.	243 (45%)	189 (35%)	81 (15%)	27 (5%)
2	I feel more motivated to study biology using AI platforms.	216 (40%)	205 (38%)	92 (17%)	27 (5%)
3	AI platforms help understand complex concepts better.	227 (42%)	200 (37%)	86 (16%)	27 (5%)
4	Personalized feedback improves my biology performance.	254 (47%)	178 (33%)	81 (15%)	27 (5%)
5	I find AI platforms confusing to use.	54 (10%)	97 (18%)	227 (42%)	162 (30%)
6	I trust AI platforms for accurate biology information.	189 (35%)	216 (40%)	108 (20%)	27 (5%)
7	AI platforms help me learn biology at my own pace.	270 (50%)	162 (30%)	81 (15%)	27 (5%)
8	AI can replace traditional teaching.	135 (25%)	162 (30%)	162 (30%)	81 (15%)
9	I feel anxious when using AI tools.	43 (8%)	92 (17%)	243 (45%)	162 (30%)
10	AI makes studying biology more effective overall.	259 (48%)	173 (32%)	81 (15%)	27 (5%)



The findings show that senior secondary biology students generally have a positive perception of AI-driven personalized learning platforms. About 66% of responses were favorable, indicating that most students find AI tools effective, engaging, and supportive. Students valued personalized feedback and self-paced learning. However, 34% reported concerns such as confusion or a preference for traditional teaching. Trust in AI content was moderately high, and few students experienced anxiety. Overall, AI platforms are well-received but should be supplemented with teacher support to address challenges and improve students' confidence in using the technology.

Research Question 2: To what extent do secondary students' perceptions of AI-driven personalized learning platform influence their overall satisfaction and motivation to learn biology?

Table 2: Showing the Descriptive Statistics of Extent of secondary students' perceptions of AI-driven personalized learning platform on overall satisfaction and motivation

S/N	Item	Strongly Agree (n / %)	Agree (n / %)	Disagree (n / %)	Strongly Disagree (n / %)
1	Using AI -driven platforms increases my interest in learning biology.		243 (45%)	189 (35%)	81 (15%) 27 (5%)
2	I feel more satisfied with my biology learning experience when using AI-based platforms.		216 (40%)	205 (38%)	92 (17%) 27 (5%)
3	AI learning tools make biology topics easier and more enjoyable to study.		227 (42%)	200 (37%)	86 (16%) 27 (5%)
4	Positive experiences with AI platforms encourage me to spend more time studying biology.		254 (47%)	178 (33%)	81 (15%) 27 (5%)
5	When AI tools meet my learning needs, I feel more motivated to learn biology.		243 (45%)	189 (35%)	81 (15%) 27 (5%)
6	I am more confident in my biology knowledge when using AI-driven personalized learning platforms.		189 (35%)	216 (40%)	108 (20%) 27 (5%)
7	Dissatisfaction with AI platforms decreases my motivation to study biology.		54 (10%)	97 (18%)	227 (42%) 162 (0%)
8	I would recommend AI -driven learning platforms to classmates for studying biology.		270 (50%)	162 (30%)	81 (15%) 27 (5%)
9	The personalized approach of AI platforms keeps me engaged in learning biology.		259 (48%)	173 (32%)	81 (15%) 27 (5%)
10	I feel a greater sense of achievement in biology when using AI-driven learning tools.		243 (45%)	189 (35%)	81 (15%) 27 (5%)



Table 2 revealed that most students have a positive perception of AI-driven personalized learning platforms, with 50% to 47% expressing strong agreement that AI increases interest, satisfaction, and motivation in learning biology. However, some dissatisfaction is evident, with about 18% to 42% expressing negative views, particularly in cases of dissatisfaction or difficulty with the platforms. Confidence and engagement are high, though about 30% of students reported that AI dissatisfaction reduces motivation. Overall, AI tools are effective for most students, but challenges remain for a portion of users.

Discussion

The results revealed that senior secondary biology students generally held a favorable perception of AI-driven personalized learning platforms. A considerable percentage of respondents indicated that these tools enhanced their interest and engagement in biology learning. Features such as immediate feedback, adaptive pathways, and interactive content were highly valued. Majority agreed that AI platforms made learning more interesting and improved their understanding of difficult biology concepts. This finding is in line with Chen et al. (2020), who reported that AI-enhanced systems promote greater learner involvement and satisfaction by delivering customized educational experiences.

Students' confidence levels in using AI platforms were also notably high. Many participants acknowledged that personalized learning approaches helped them study biology more effectively at their own pace. This is in line with Kulik and Fletcher (2016), who emphasized that intelligent tutoring systems significantly boost students' academic outcomes by providing tailored instructional support. However, a minority of students expressed dissatisfaction, citing occasional confusion or technical challenges when interacting with AI platforms. This suggests that while the majority benefited, a subset of learners may require additional training or platform improvements to maximize their experience.

The study revealed the influence of students' perceptions on their overall satisfaction and motivation to learn biology. The analysis showed a strong positive correlation between students with favorable perceptions were more motivated and satisfied, while those with negative views showed reduced enthusiasm for biology learning. Students reported that positive experiences with AI platforms not only increased their interest but also their willingness to dedicate more time and effort to studying the subject. These results in line with the findings of Li and Hwang (2021), who noted that positive interactions with AI tools can significantly boost students' intrinsic motivation and engagement levels.

More so, the personalized nature of AI-driven platforms was highlighted as a critical factor influencing motivation. By adapting content to individual needs and providing immediate, targeted feedback, AI systems enable learners to achieve greater academic success and build self-efficacy. Panadero (2017) emphasized the importance of self-regulated learning processes, which are well-supported through AI-based interventions, fostering autonomy and sustained motivation among learners.

Despite the overall positive trend, some students remained hesitant about fully replacing traditional teaching methods with AI technologies. This suggests that while AI platforms serve as effective supplements, human interaction, mentorship, and classroom dynamics remain essential elements of the learning environment. Addressing these concerns by integrating AI with teacher-led instruction could further enhance learning experiences and outcomes.

Recommendations

Enhance AI Platform Training and Support for Students. Schools and educational technology providers should offer orientation sessions and ongoing technical support to help students navigate AI-driven personalized learning platforms effectively. This will reduce confusion, improve user experience, and ensure that all learners — especially those initially struggling — can fully benefit from the technology.

Integrate AI Platforms with Teacher-Guided Instruction. To maximize learning outcomes, AI-driven platforms should complement, not replace, traditional teaching methods. Educators should actively blend



AI tools with classroom instruction, providing human guidance, mentorship, and emotional support, which remain crucial for sustaining student motivation and satisfaction in biology learning.

References

- Adewale, J. G., & Ogunleye, B. O. (2021). *Challenges of Science Education in Nigerian Secondary Schools*. Nigerian Journal of Science Education, 29(2), 34-45.
- Chen, X., Xie, H., Zou, D., & Hwang, G. J. (2020). Application and theory gaps during the rise of artificial intelligence in education. *Computers and Education: Artificial Intelligence*, 1, 100002.
- Holmes, W., Bialik, M., & Fadel, C. (2020). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.
- Li, K. C., & Hwang, G. J. (2021). Investigating the effects of an AI-based learning diagnosis and support system on students' learning achievement, motivation, and engagement. *Computers & Education*, 168, 104193.
- Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2022). *Artificial Intelligence and the Future of Education: Teaching in the Age of AI*. Oxford University Press.
- Kayode, O. O., Ogundokun R. O., Mohammed R.E., & Olorundare A. S. (2020) Review of Innovative Teaching Strategies in Senior Secondary Schools. *Journal of Educational Technology* 17(1), 56-64
- Khonturaev, S. I. (2023). The Evolution of Artificial Intelligence: A Comprehensive Exploration For Higher Education. *Best Journal of Innovation in Science, Research and Development*, 2(11), 700-706.
- Kulik, J. A., & Fletcher, J. D. (2016). Effectiveness of intelligent tutoring systems: A meta-analytic review. *Review of Educational Research*, 86(1), 42–78.
- Mhlanga, D. (2023). Artificial intelligence in higher education: Applications, challenges, and opportunities. *International Journal of Educational Technology in Higher Education*, 20(1), 1-17. <https://doi.org/10.1186/s41239-023-00418-6>
- Ogunniyi, M. B. (2020). *Science Education for Sustainable Development in Nigeria*. African Journal of Research in Science, Mathematics and Technology Education, 24(1), 1-9.
- Oyelekan, O. S., Igbokwe, E. F. & Olorundare, A. S. (2017). Science teachers' utilisation of innovative strategies for teaching senior school science in Ilorin, Nigeria. *Malaysian Online Journal of Educational Sciences*, 5(2), 49-65.
- Okoye, K., & Adigwe, J. (2023). Perspectives on the adoption of AI technologies in Nigerian higher education. *Journal of African Educational Research Network*, 23(3), 122-138.
- Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*, 8, 422.
- Russell, S. J., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.



DEVELOPMENT AND VALIDATION OF TECHNOLOGY-ASSISTED INSTRUCTIONAL MANAGEMENT SOLUTION FOR EFFICIENT INSTRUCTIONAL DELIVERY OF SECONDARY SCHOOL TEACHERS IN OGUN STATE, NIGERIA

By

1 Olufemi Abiodun Ajayi, PhD

Email: ajayioa@tasued.edu.ng; Phone No: 08022680616

2 Jimoh Olufunbi Akorede, PhD

Email: akoredejo@tasued.edu.ng; Phone No: 08056117431

3 Kayode Abayomi Adewale, PhD

Email: adewaleka@tasued.edu.ng ; Phone No: 08050443437

4 Ademola Olaide Adenubi, PhD

Email: adenubiao@tasued.edu.ng; Phone No: 08022680616

&

5 Olawale Yussuf Saka, PhD

Email: saka.tasued2015@gmail.com; Phone No: 07036523544

1, 3 & 5 Department of Counselling Psychology & Educational Foundations,

2 Department of Educational Technology,

4 Department of Computer and Information Science,

Tai Solarin University of Education, Ijagun, Nigeria

ABSTRACT

Literature confirms that public secondary school teachers experienced too much pressure and stress in the discharge of their statutory duties, thus accounting for poor instructional engagement, innovativeness, and a poor attitude towards teaching. The need to ameliorate this challenge necessitated the development and validation of technology-assisted instructional management solutions (TAIMS). The Agile Development Model and descriptive research design were adopted to develop and validate TAIMS. The developed solution underwent end-user validation, with 288 teachers selected with stratified sampling technique across 24 public senior secondary schools in Ogun state constituted the study sample. TAIMS Validation Assessment Scale ($r = .93$) and TAIMS Efficacy Scale ($r = .99$) were the research instruments. Cronbach Alpha and descriptive statistics were used to answer the four research questions raised. The finding showed that TAIMSES scored high on reliability coefficient (.99) and thus was sufficiently considered appropriate for TAIMS validity. Results further revealed that TAIMS performed very well on usability efficiency (mean average = 3.53), instructional delivery efficiency (mean average = 3.41) and in user friendliness efficiency ratings (mean average = 3.46). The authors concluded that TAIMS is an efficient, reliable, and effective solution capable of enhancing a better teaching experience for teachers. It is recommended that the state government, teachers, and educational evaluation experts are encouraged to embrace and integrate TAIMS as an assistive instructional-delivery solution to bridge teachers' classroom instructional delivery gap that plagues our school system. In addition, government should equip teachers with comprehensive practical workshops to enhance effective usage of TAIMS in classroom instruction.

Keywords; Technology-Assisted Instructional Management Solution, Instructional Engagement, Development, Validation, Teachers.



Introduction

Secondary education prepares an individual for useful living within the society and also prepares individuals for higher education.

The Federal Republic of Nigeria (2014), in its National Policy on Education, clearly outlined the goals and objectives of secondary education, including provisions for further education and the preparation of students for meaningful participation in society.

In particular, this level of education produces sub-professionally trained labour in applied science, technology, and commerce; fosters and advances national unity by highlighting the shared characteristics that bind us in our diversity; produces a generation of individuals capable of independent thought, respect for the opinions and feelings of others, respect for the dignity of labour, appreciation of the values outlined in our broad national goals, and good citizenship; and, finally, provides technical knowledge and vocational skills required for agricultural, industrial, commercial, and economic development (FRN, 2014).

Meanwhile, achieving the stated objectives of secondary education depends largely on teachers, who are responsible for translating educational policies into practice. Ajidagba et al. (2018) posited that the development of any society is largely determined by the quality of its teachers, as their role can either make or mar the academic standard of students in all ramifications. Therefore, quality of teacher is seen among measures that enrich the performance of the students in schools. The quality of teachers—and by extension, the quality of secondary education—is largely determined by the nature and depth of students' learning engagement during classroom instruction. Invariably, when teachers fail to actively engage learners during classroom instruction, it not only speaks ill of the quality of the teacher but negatively impedes the quality of instruction, learners' motivation, learners' interest, self-efficacy, and above all, impedes learners' academic performance. Thus, teacher's instructional delivery is crucial to learners' intellectual prowess, learning retention, and academic performance.

Teachers' instructional delivery refers to activities that occur between a teacher and students. For many years, teachers in the school system have adopted the conventional or expository method of instruction to engage learners (Culajara & Luces, 2023). By this method, learners are encouraged to master lessons through constant repetition of facts and drills. The method guarantees the completion of the course outline on time but incidentally encourages learners to memorise and regurgitate content of learning experiences instead of digesting and assimilating them. In many Nigerian schools, teachers predominantly employ the expository or conventional method of instruction, a practice that offers limited opportunities for learners' active engagement in classroom activities. With this approach, students become passive listeners while the teacher dominates the lesson. Balogun (2017) posited that teachers' poor instructional delivery emanates from the constant use of the conventional instructional approach which consequently affects learners' interest in learning, retards learners' problem-solving skills, and above all, impedes their academic performance.

Aside from the negative academic implications of conventional instructional delivery by teachers, it poses serious challenges to teachers, among which are a high level of stress, laborious engagement in formative and summative assessment of learners, difficult and challenging implications of resourcefulness and improvisation of instructional materials, data processing, and recording. Corroborating the above assertion, Johnson (2021) documented a relatively high prevalence of stress among teachers while discharging their statutory duties. Johnson (2021) argued that teachers experience stress from various pedagogical duties involving large classes with multiple arms, assessment and evaluation, improvisation, and other statutory duties like marking of class registers, attendance, and assessment of non-cognitive domains of learning. The findings of the study further revealed that all the effects ultimately impinge on the physical and mental health of teachers.



The foregoing necessitates the need for a technology and learner-based instructional delivery approach. Such an alternative will not only address issues of pedagogical stress of teachers but also position learners as architects of the pace at which they learn, enhance learners brainstorming skills, and avail teachers' opportunity of seamless assessment of cognitive and non-cognitive domains of learning. More importantly, research increasingly suggests that when learners are engaged in shaping and leading their own learning and education, learners, educators, the institution, and the education system as a whole benefit (Crozier & Davies, 2017). Thus, the efficacy of instructional delivery in the overall learning process and students' academic achievement cannot be overemphasised, which explains the focus of previous research efforts (Balogun, 2017, Georgiou & Loannou, 2019) that advocated the need for teachers to actively engage learners with innovative learning approach and the use of modern technology.

Technological-based instruction involves the use of modern ICT tools and software to actively engage learners in classroom instruction. Little wonder there exists a high rate of the adoption in schools. Johnson, Jacovina, Russell and Soto (2016) posited that the use of technology-based instructional approaches has the potency to change the education space. It has also been seen as potential for promoting new pedagogies and instructional engagement (Gopo, 2022).

Judging from the above empirical position, it is evident that the place of technology integration into instruction cannot be underestimated. Despite its relevance, adoption of technology integration in classroom delivery of instruction in Nigeria reveals that many are foreign-based and do not succinctly address the local needs of the stakeholders. Meanwhile, very few locally developed instructional delivery solutions are available. Notable and more recent among such is the Technology Assisted Management Solution (TAMS) developed by Adenubi (2021) for use in public primary and secondary schools in Ogun State. According to the author, TAMS is a multi-tenant cloud-based school management system with a personalised platform for schools and education stakeholders: government, administrators, teachers, parents, and students that offer a whole new user-friendly experience. TAMS is uniquely developed on a well-researched structured framework for basic education systems. The personalised cloud platform comes with essential features.

While the TAM initiative is a welcome development in schools as it addresses key challenges bedevilling teachers in the school system, the software is primarily developed to address administrative challenges in the school system, whereas the core areas of teachers' statutory duties in school, which are classroom instruction, are excluded. The above clearly indicates a gap in literature, thus necessitating the development of a home-grown solution that will significantly address teachers' instructional delivery; thus, the Technology-Assisted Instructional Management Solution (TAIMS) was conceived

TAIMS is an adaptation of TAMS but with a special focus on teachers' instructional delivery. TAIMS is a web-based interactive instructional management solution that seeks to offer learners a great opportunity to be actively involved in learning activities with minimal teacher' intervention. It is a technology-based learning platform involving multimedia dimensions, virtual learning, and collaborative learning. TAIMS not only seeks to foster active learners' engagement but specifically seeks to automate teachers' activities such as time scheduling for online and offline lessons, group activities, formative and summative assessment, attendance marking, classroom monitoring, and much more. While it is hoped that TAIMS will foster efficient teachers' instructional delivery, its development alone is not sufficient for deployment; thus, the need to validate TAIMS to ascertain its efficacy, usefulness, integrity, and to identify its limitations for positive improvement.

Statement of the Problem

Teachers in Nigeria adopt the conventional instructional delivery approach, which is faulted for its deficiency with respect to poor students' learning engagement, weak problem-solving skills, poor learners' innovativeness in the classroom, poor learners' attitude, and poor academic performance. Apart from its



academic implications to students, it also poses serious challenges to teachers, such as stress associated with evaluation stress, stress relating to resourcefulness and improvisation of instructional materials, and class stress attached to management. Meanwhile, observation has shown that when teachers undergo intense stress, it not only affects their level of productivity and instructional quality but also poses serious mental, physical, and emotional challenges to them. Sequel to the aforementioned, there was a need for an alternative approach to remove the deficiencies noticed in the conventional instructional approach, thus the development and validation of Technology-Assisted Instructional Management Solutions (TAIMS). While TAIMS seeks to address teachers' instructional delivery through the implementation of cloud-based learning platforms teachers can facilitate teaching with students' being actively engaged, it is essential to determine its efficacy, efficiency, ease of utilisation, and integrity, thus the need for this study.

Research Questions

Four research questions were raised and answered:

1. What is the reliability estimate of TAIMS?
2. To what extent is the usability efficiency of TAIMS module?
3. How efficient is TAIMS for instructional delivery by secondary school teachers?
4. What is the level of user-friendliness of TAIMS module?

Methodology

Research Design: TAIMS adopted the Agile development model for its development and implementation. In computer programming, the Agile development model is one of the most recent incremental models used in software development owing to its dynamic and flexible approach to software development. Its life cycle is divided into five critical stages, each with its own unique focus and set of activities. TAIMS was fully developed with strict compliance to agile development life cycles, which consist of ideation, development, testing, deployment, and operations, as pictorially illustrated in Figure 1 below:

Fig. 1: Agile Development Life cycle





In the aspect of TAIMS validation, the descriptive research design of survey type was adopted. This design becomes relevant as the software development process in the reference agile framework ends at the deployment and testing stage. In a bid to ensure that TAIMS is capable of fostering better teaching engagement and has demonstrated high reliability and user friendliness, it was subject to end-user evaluation for the purpose of getting objective feedback from them

Population, Sample, Sampling Technique and research instruments

The population of this study comprised all schools and teachers of senior secondary schools in Ogun State, while 288 teachers selected using stratified sampling technique across 24 public senior secondary schools in the three Senatorial districts constituted the study sample. The TAIMS Validation Assessment Scale (TAIMSVAS) ($r = .93$) and TAIMS Efficacy Scale (TAIMES) ($r = .99$) were the research instruments adopted in validating TAIMS.

Procedure for Data Collection (TAIMS validation Process)

At first, ethical and consent letter was obtained from the Head of Department of Counselling Psychology and Educational Foundations to the Ogun State Ministry of Education, Science, and Technology for ethical approval to engage public secondary school teachers to participate in the study. An approval letter received from the Ministry of Education, Science, and Technology was presented to the principals of the selected schools to enlist the consent of the teachers to participate in the study. The detailed procedure followed in data collection is outlined below:

- i. TAIMS awareness and enlistment of teachers' consent was conducted first among the teachers in the selected schools.
- ii. A date was scheduled for each school for the purpose of interaction, during which the researcher introduced TAIMS to the teachers and extensively described its relevance in solving instructional delivery and other pedagogical issues in the school system.
- iii. The participants were adequately trained through physical contact and virtual approaches on how to use TAIMS for two weeks. In addition, a comprehensive video tutorial on TAIMS was made available to the participants.
- iv. After two (2) weeks of intensive training on the use of TAIMS, teachers were provided with login access to TAIMS to engage their students for a period of one (1) month.
- v. To ensure high teachers' participation, each teacher was given 5GB free data access for one (1) month.
- vi. TAIMS was hosted online for the accessibility of the participants for a period of 3 months.
- vii. To ensure active teachers' participation and hitch-free usage of the software, the researcher created a WhatsApp platform for all the sampled teachers to keep in touch with them regularly
- viii. At the expiration of one month, TAIMSES was administered to the 288 sampled teachers to give their expert and objective ratings and perceptions of TAIMS on instructional delivery after their intensive usage of the software.
- ix. The fieldwork was completed within three (3) months.
- x. Participants were appreciated for their time, efforts and interest towards the study and assurance of confidentiality and privacy protection of information provided by them in the field work was guaranteed.

Data Analysis Techniques

Data obtained from end-users (teachers) during TAIMS were used in answering the research questions raised. Research question 1 was answered using Cronbach Alpha statistics, while. Research questions 2 to 4 were answered using descriptive statistics of mean and standard deviation.

Results and Discussion

Research Question One: What is the reliability estimate of TAIMSES?

The test of reliability for TAIMSES, the rating scale for TAIMS was performed with Cronbach alpha since



the approach for the collection of data was a single administration of TAIMSES.

Table 1: Cronbach alpha and item-total statistics

Cronbach's alpha = .985, Sample size = 30				
Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha if item deleted
Item 1	161.47	627.085	.693	.985
Item 2	161.50	627.017	.791	.985
Item 3	161.60	626.662	.609	.985
Item 4	161.53	627.292	.789	.985
Item 5	161.47	623.430	.746	.985
Item 6	161.60	620.179	.809	.985
Item 7	161.67	622.023	.777	.985
Item 8	161.60	623.766	.849	.985
Item 9	161.73	621.237	.716	.985
Item 10	161.60	621.421	.770	.985
Item 11	161.53	626.809	.809	.985
Item 12	161.60	623.007	.721	.985
Item 13	161.77	619.564	.781	.985
Item 14	161.53	622.671	.780	.985
Item 15	161.57	618.599	.848	.985
Item 16	161.63	620.585	.808	.985
Item 17	161.60	623.076	.786	.985
Item 18	161.50	629.638	.686	.985
Item 19	161.57	625.426	.773	.985
Item 20	161.70	622.010	.731	.985
Item 21	161.60	622.662	.678	.985
Item 22	161.60	624.317	.744	.985
Item 23	161.63	620.516	.888	.985
Item 24	161.73	613.789	.872	.985



Item 25	161.87	614.464	.826	.985
Item 26	161.57	623.495	.844	.985
Item 27	161.77	626.668	.621	.985
Item 28	161.60	621.421	.770	.985
Item 29	161.73	621.513	.708	.985
Item 30	161.70	623.114	.698	.985
Item 31	161.77	621.357	.788	.985
Item 32	161.73	614.754	.797	.985
Item 33	161.83	616.282	.806	.985
Item 34	161.83	613.661	.828	.985
Item 35	161.63	619.482	.780	.985
Item 36	161.63	622.240	.756	.985
Item 37	161.73	621.099	.674	.985
Item 38	161.80	620.510	.774	.985
Item 39	161.53	620.051	.796	.985
Item 40	161.63	621.344	.726	.985
Item 41	161.60	622.800	.728	.985
Item 42	161.63	613.964	.829	.985
Item 43	161.47	621.775	.799	.985
Item 44	161.57	621.357	.708	.985
Item 45	161.53	623.154	.701	.985
Item 46	161.60	627.421	.640	.985
Item 47	161.57	624.047	.742	.985
Item 48	161.53	619.154	.717	.985
Item 49	161.73	621.099	.674	.985
Item 50	161.80	620.510	.774	.985



The Cronbach alpha coefficient (.96) on Table 1 indicates that TAIMSES was highly reliable and so was useful in rating the efficacy of TAIMS. The coefficient was the highest achievable (Scale if item deleted =.985) for all the 50 items that make up the scale. The explanation for this finding is that there exists high internal consistency of the items among the respondents' measuring TAIMS efficacy. Specifically, the respondents rated TAIMSES as very effective on user-friendliness and cost effectiveness in assisting teachers to establish digital learning sessions with learners, life class, interactive formative and summative evaluation with appropriate remediation, which is capable of enhancing efficient instructional and learning engagement between teachers and students. The finding for research question one corroborates the findings of Effiong and Esuong (2023), who reported a relatively high reliability estimate in self-developed computer-assisted instruction (CAI) for classroom instructional delivery in secondary school mathematics.

Research Question Two: To what extent is the usability efficiency of TAIMS module?

In order to determine the extent of the usability of TAIMS module, mean and standard deviation were computed as shown in Table 2 for the rating items in TAIMSES.

Table 2: Mean and standard deviation indicating usability efficiency of TAIMS module

S/N	Items	N	Mean	S.D	Remarks
1	Easy account creation without stress	263	3.62	.573	Very high
2	Well illustrative sign-up platform for teachers, students and other stakeholders	263	3.58	.553	Very high
3	Ability to show error prompt due to wrong login credentials	263	3.46	.681	High
4	Customizable teachers profile modification	263	3.51	.604	Very high
5	Easy signup email verification to ensure authentication	263	3.54	.610	Very high
6	Students profile customization	263	3.50	.623	Very high
7	Password retrieval system via email	263	3.49	.676	High
Mean Average = 3.53					



Decision Benchmark: A score of 1-2.4 indicates Not satisfied; 2.5-3.4 indicates Fair; 3.5-4.4 indicates Satisfied and 3.5- 4 indicates Very Satisfied. Satisfaction rating is equivalent of height rating

Considering the mean average (3.53) in Table 2, the usability efficiency of TAIMS was very high. The interpretation is based on a very satisfied level of rating from the teachers, who are the consumers of the solution. The explanation for this finding is that TAIMS was found useful as it allows the teachers to create accounts without stress, allows both teachers and students to sign up on the TAIMS portal, flags errors promptly due to wrong login credentials to prevent intrusion, comes with a customisable teacher and student profile that allows both teachers and students to easily modify their data, and embedded email verification allows only the verified users to have access to the TAIMS portal. The results on research question two are in line with the findings of Ibrahim et al. (2023), who reported that the developed CAI package is highly usable and efficient in performing simulations, drill-and-practice, and greatly assists teachers to teach effectively, and above all, enhances students' cognitive mastery and achievement as against the conventional method of instruction.

Research Question Three: How efficient is TAIMS for instructional delivery by secondary school teachers?

The efficiency level of TAIMS for instructional delivery by the secondary school teachers was determined by the computation of mean and standard deviation for rating items in TAIMSES.

Table 3: Mean and standard deviation indicating efficiency level of TAIMS for instructional delivery by secondary school teachers

S/N	Items	N	Mean	S.D	Remarks
1	Easy teacher setup of virtual class for lesson engagement	263	3.44	.645	High
2	Virtual lesson pre-scheduling function	263	3.33	.727	High
3	Easy sharing of virtual class meeting links to learners	263	3.39	.737	High
4	Easy setup of instant virtual lesson	263	3.46	.658	High
5	Auto-recording of live class	263	3.42	.699	High
6	Auto notification of pre-schedule live class meeting to learners on their dashboard	263	3.40	.707	High
7	Live class virtual attendance features with ease	263	3.43	.637	High
8	Avenue for learner's brainstorming or problem activities during live class	263	3.43	.694	High
9	Students learning collaboration via live chat	263	3.36	.722	High
10	Learners' reaction features during live class	263	3.44	.695	High
11	Question and answer features to the teacher directly or other learners during live class	263	3.44	.657	High
12	Lesson content auto-availability to learners at the end of the live class	263	3.44	.662	High
13	Lesson content auto-download by learners	263	3.36	.701	High
14	Instant formative test quiz function	263	3.43	.643	High



15	Learners' ability to actively interact or present materials during live class	263	3.42	.660	High
16	Direct video lesson content recording function	263	3.39	.706	High
17	Offline recorded and easy video lesson uploading to TAIMS	263	3.27	.735	High
18	Watch and re-watch function of multimedia lesson by learners both online and offline	263	3.44	.614	High
19	Auto notification of video content on the learner's dashboard	263	3.43	.661	High
20	Teachers auto notification about learners who have watch the video lesson	263	3.47	.616	High
21	Learners' ability to react or ask questions in relation to the recorded video lesson	263	3.43	.655	High
22	Easy download of recorded video by learners	263	3.42	.642	High
Mean Average = 3.41					

Decision Benchmark: A score of 1-2.4 indicates Not satisfied; 2.5-3.4 indicates Fair; 3.5-4.4 indicates Satisfied and 3.5- 4 indicates Very Satisfied. Satisfaction rating is equivalent of height rating.

The efficiency rating of TAIMS for instructional delivery among secondary school teachers was high (Mean Average = 3.41) as revealed on Table 3. The mean estimates of 3.44, 3.33, 3.39 and 3.46 indicate high level of efficiency of TAIMS in terms of easy teacher setup of virtual class for lesson engagement, virtual lesson pre-scheduling function, easy sharing of virtual class meeting links to learners and easy setup of instant virtual lesson respectively. The reasons for these high ratings of instructional delivery efficiency of TAIMS is because TAIMS avail teachers the opportunity to easily and conveniently setup virtual class to facilitate classroom lessons and students' active learning engagement. In addition, it allows teachers to pre-schedule virtual lesson, allows teachers easy sharing of virtual class meeting links to learners and easy setup of instant virtual lessons. Also, TAIMS avail teachers the opportunity to automatically record live class, provide auto notification of pre-schedule live class meeting to learners on their dashboard, allow teachers to take class attendance during live class, create avenue for learners to brainstorm, collaborate or solve problems together during live class, allow learners to react to lessons, ask questions, respond to questions raised and avail learners access to pre-recording video lesson, download lesson contents for offline access, instant formative quiz, allows learners' to interact or present materials during live class. On the same note, TAIMS also avail learners watch and re-watch multimedia lesson both online and offline. All the abundant features embedded in TAIMS are tailored towards promoting students-centered learning situation in which learners can learn at their own pace, at their convenience, with ease and where teachers can facilitate lesson. The foregoing explanation account for the high ratings of TAIMS in enhancing instructional delivery efficiency.

The findings agree with the findings of Effiong and Esuong (2023) that teacher's adoption of CAI software enhance classroom instructional engagement and effective delivery of mathematics lessons. In addition, Effiong and Esuong (2023) further affirm that students in the experimental group that were exposed to CAI software performed better than those in the control group. Supporting the above empirical position, Ibrahim et al. (2023) found that the adoption of CAI packages allows learners to learn at their own pace and as many times as possible, and as such, offers learners avenues to learn and re-learn. In the same vein, Salama and Attari (2019) reported that e-gaming programme foster effective mastery of English skills among learners. Yesilyurt et al. (2019) found that computer education software not only foster effective instructional



delivery but also had a significant positive impact on students' achievement and attitudes towards lessons compared to the conventional method.

Research Question Four: What is the level of user-friendliness of TAIMS module?

The level of user-friendliness of TAIMS module was determined with the estimation of mean and standard deviation for the items on the rating scale (TAIMS).

Table 4: Mean and standard deviation for the rating of the level of user-friendliness of TAIMS

S/N	Items	N	Mean	S.D	Remarks
1	Easy navigation across all pages of TAIMS	263	3.49	.641	High
2	Dashboard detailed and graphical illustration of all pages/module of TAIMS	263	3.41	.686	High
3	Colourful and attractive background colours of the software	263	3.46	.657	High
4	Dashboard shortcut function to other parts of the software	263	3.43	.649	High
5	Easy communication between the teacher's module and the students' module	263	3.48	.647	High
6	Menu driven and educative menu that ease TAIMS usage	263	3.45	.669	High
7	Digital lesson content save teacher the stress in writing note of lesson on the chalkboard for learners	263	3.49	.604	High
8	Digital lesson allows learners to have access to lesson notes in real-time	263	3.48	.617	High
9	Instant quiz is highly helpful for teachers in diagnostic assessment of learners	263	3.48	.598	High
10	Provide teachers with accurate information of each learner's cognitive	263	3.44	.627	High
11	Eradicate stress and saves time in marking learners formative test	263	3.48	.658	High
12	Virtual class safe stress and enhance learning convenience to both teacher and students	263	3.45	.645	High
Mean Average = 3.46					



Decision Benchmark: A score of 1-2.4 indicates Not satisfied; 2.5-3.4 indicates Fair; 3.5-4.4 indicates Satisfied and 3.5- 4 indicates Very Satisfied. Satisfaction rating is equivalent of height rating

The mean average (3.46) on Table 4 indicated that the level of user-friendliness of TAIMS was high on the rating scale (TAIMSES). Disaggregating the items, easy navigation across all pages of TAIMS (Mean = 3.49), dashboard detailed and graphical illustration of all pages of TAIMS (Mean = 3.41), aesthetic and attractive background of the software (Mean = 3.46) and dashboard shortcut function to other parts of the software (Mean = 3.43) were rated high for user-friendliness of TAIMS. Further, easy communication between the teacher's module and the students' module (Mean = 3.48), menu driven and educative menu that ease TAIMS usage (Mean = 3.45), digital lesson content saves the teacher the stress in writing notes on the chalkboard for learners (Mean = 3.49) and digital lesson allows learners to have access to lesson in real-time (Mean = 3.48) were rated high on user-friendliness rating scale.

Also, these other items: instant quiz is highly helpful for teachers in diagnostic assessment of learners (Mean = 3.48), provide teachers with accurate information of each learner's cognition (Mean = 3.44), eradicate stress and saves time in marking learners' formative test (Mean = 3.48) and virtual class safe stress and enhance learning convenience to both teacher and students (Mean = 3.45) on the rating scale for user-friendliness were rated high. The explanation for this findings is that a significant number of the sampled teachers perceived TAIMS as highly user friendly as it allows users to navigate TAIMS module with ease, it is embedded with graphical illustrations which makes it easy for users to explore TAIMS module, its interface is colourful and attractive to end users, comes with dashboard shortcut for users to easily navigate different modules and also integrated with interactive menu and instant notification prompt to enhance easy communication of learning activities between teachers and students. In addition, TAIMS is menu driven thereby makes it easy for a novice to easily explore, its digital lesson contents, removes the stress of writing lesson notes on the chalkboard, allows learners to have access to lesson notes in real-time, embedded with instant-quiz which is highly helpful for teachers during diagnostic assessment of learners. It is also embedded with virtual class and instant scoring features of formative and summative quiz, thus eradicates stress among learners and teachers in scoring test and setting up of remedial lesson to students. All the user-friendly features inherent in TAIMS described above, account for high user-friendliness ratings of TAIMS. The results are in agreement with the findings of Encarnacion, et al (2021) who argued that both teachers and students consider the e-learning platforms very user-friendly due to its intuitive, educative and menu driven interface that allows both learners and teachers to seamlessly setup virtual class, download lesson contents, collaborate, evaluate and received immediate learning feedback with ease. In support of the findings, Rashid and Elahi (2022) reported that poor user friendliness of ICT-based software hinders the effectiveness in fostering teachers' instructional delivery and students' learning outcomes.

Conclusion

In view of the foregoing findings, it is concluded that TAIMS is an efficient, reliable, and effective classroom instructional engagement and learning solution that is capable of enhancing better teaching and learning experiences for the teachers in public senior secondary schools in Ogun State and Nigeria at large. More importantly, TAIMS is highly user-friendly and specifically addresses teachers' instructional engagement gaps inherent in the conventional classroom.

Recommendations

In line with the study findings, the author proffered the following recommendations:

1. Teachers are encouraged to complement their traditional classroom instruction by adopting TAIMS for better instructional engagement and learning experience.
2. Government and other relevant stakeholders are encouraged to adopt TAIMS as a home-grown technological-based instructional delivery solution to enhance public senior secondary schools' teachers' classroom instruction delivery.



3. Educational evaluation professionals are encouraged to embrace and promote the TAIMS solution due to its capacity to bridge the educational engagement and delivery gap that plagues our school system.
4. Finally, on acceptance, state governments are also enjoined to organise practical workshops for teachers on how to effectively utilise the TAIMS module in classroom instruction.

References

- Adenubi, A. O. (2021). A service-oriented technical framework for the development of integrated education management information system. *Unpublished Ph.D. thesis*. University Of South Africa. 34-36.
- Ajidagba, U. A., Jamiu, A. & Adisa, I. U. (2018). Teachers' quality and secondary school students' academic performance in islamic studies in Ilorin, Nigeria. *KIU Journal of Social Sciences*. Kampala International University. 4 (3), 85–96.
- Balogun, M. O. (2017) Effect of problem-based learning on students' academic achievement and attitude towards Senior Secondary Chemistry in Ijebu-Ode Local Government Area of Ogun State. *Unpublished M.Ed. Dissertation*. TASUED. 32-34.
- Crozier, G. & J. Davies. (2017). Hard to reach parent or hard to reach schools? A discussion of home school relations, with particular reference to Bangladesh and Pakistan parents. *Educational Research Journal*. 33 (3), 259-313.
- Culajara, C. J., & Luces, B. (2023). Teachers' instructional delivery and students' engagement in mathematics. *Journal of Mathematics Instruction, Social Research and Opinion*, 2(3), 217–232.
- Effiong, A. & Esuong, U. U. (2023). Effect of Computer Assisted Instruction (CAI) on secondary school students' achievements in mathematics in Uyo Local Government Area, Akwa Ibom State. *International Journal of Research Publication and Reviews*. 4 (12), 4157- 4161.
- Encarnacion, R. E., Galang, A. D. & Hallar, B. A. (2021). The impact and effectiveness of e- learning on teaching and learning. *International Journal of Computing Sciences Research*, 5 (1), 383-397. doi: 10.25147/ijcsr.2017.001.1.47
- Federal Republic of Nigeria (2014). National Policy on Education. Nigeria: *Nigerian Educational Research and development council (NERDC) press*.
- Georgiou, Y. & Loannou, A. (2019). Teachers' concerns about adopting technology enhanced embodied learning and their mitigation through professional development. *Journal of Technology and Teacher Education*. 27 (3), 335-371.
- Gopo, C. (2022). The role of technology in the 21st century education of learners.
- Ibrahim A., Umar S. A. & Manu, J. (2023). Impact of Computer Assisted Instruction (CAI) on the performance of senior secondary school biology Students in Katsina Metropolis. *Kashere Journal of Education*. 5 (2), 118-125.
- Johnson, A., Jacovina, M., Russell, D. & Soto, C. (2016). Challenges and solutions when using technologies in the classroom. 12-14.



- Johnson, O. B. (2021). Influence of stress and teachers' productivity and students' academic performance in Secondary Schools in Oyo state. *Unpublished M.Ed. Dissertation*. 16-19
- Nwabufu, J. N. (2016). Curriculum Implementation and instructional plan. *Owerri UP Thrust Publishers*.
- Rashid, M. & Elahi, U. (2022). Use of digital technology in promoting distance education. *Turkish Online Journal of Distance Education*. 13 (1), 79-86.
- Salama, A. H. & Attari, A. (2019). The effect of using electronic games in developing the intuitive English Language skills for basic first grade female pupils. *International Journal of Research in Education Science*. 2 (2), 258-305.
- Yesilyurt, M., Dogan, M. & Acar, S. (2019). The meta-analysis of the effect of computer aided instruction on student attitudes in science and mathematics. *Journal of Primary Education*. 1 (2), 57-69.



LE RÔLE DE LA TRADUCTION DANS L'APPRENTISSAGE DE FRANÇAIS LANGUE ÉTRANGÈRE (FLE) CHEZ LES APPRENANTS DE FRANÇAIS À BENUE STATE UNIVERSITY

Emmanuel Johnny

Department of Languages and Linguistics,
Benue State University, Makurdi.

Email : temeraulayefa@gmail.com

Tel : +234(0)9050555035

&

Gemanen Gyuse

Department of Languages and Linguistics,
Benue State University, Makurdi.

Email : ggyuse@edu.bsum.ng

Tel : +234(0)8065349438

Résumé

Cette étude explore le rôle de la traduction dans l'acquisition de français langue étrangère (FLE) à Benue State University (BSU), Nigeria, un contexte multilingue marqué par l'anglais et des langues autochtones comme le Tiv et l'Idoma. Face à la proximité du Nigéria avec les pays francophones et au besoin de communication transfrontalière, elle évalue l'efficacité de la traduction comme outil pédagogique pour réduire les écarts linguistiques et culturels. Basée sur la théorie de l'interlangue de Selinker (1972) et les perspectives de Cook (2001) sur la conscience métalinguistique, l'étude adopte une approche mixte, combinant les enquêtes auprès de 12 étudiants et entretiens avec 3 enseignants. Les résultats indiquent que la traduction améliore la rétention du vocabulaire et la précision grammaticale mais freine la fluidité orale en raison d'une surdépendance et d'interférences structurelles. L'étude propose une intégration stratégique de la traduction, des comparaisons culturelles et des pratiques immersives pour optimiser l'enseignement linguistique dans des contextes postcoloniaux similaires.

Mots-clés : Traduction, français langue étrangère (FLE), multilinguisme, pédagogie des langues, Nigéria.

Introduction

Le Nigéria, un État anglophone entouré des nations francophones, se trouve dans une position géographique qui, associée à la mondialisation et aux relations du Nigéria avec les organisations internationales, rend impératif l'acquisition et l'apprentissage de langues étrangères telle que le Français. Avec la montée de l'interconnexion internationale, il est devenu impératif d'acquérir et d'apprendre les langues des autres afin de combler les lacunes de communication. Ce besoin a permis l'apprentissage du français en tant que langue étrangère dans plusieurs établissements universitaires du Nigéria.

La traduction représente l'un des moyens les plus efficaces de communication à l'ère de la globalisation. Elle facilite la réduction des inégalités internationales et à la résolution des problèmes de communication en assurant la traduction des textes d'une langue à une autre. D'après Eldaly (2022), la communication interhumaine, qu'elle se déroule au sein d'une même langue ou entre différentes langues, équivaut à un acte de traduction, faisant de l'étude de cette dernière une exploration de la langue elle-même. La traduction apparaît ainsi comme un outil essentiel, favorisant l'apprentissage des langues et aidant à surmonter les barrières linguistiques.

Dans le contexte nigérian, les étudiants doivent acquérir des compétences en français en tant que langue étrangère pour améliorer leurs perspectives de carrière et faciliter la communication avec les pays francophones voisins. Toutefois, de nombreux défis se posent lorsqu'il s'agit d'acquérir une seconde langue dans un environnement multilingue comme celui de Nigéria. Cette étude vise donc à examiner comment



mieux intégrer la traduction dans l'apprentissage du français. Elle veut aussi soulever les bénéfices et les défis rencontrés par les étudiants lorsqu'ils traduisent vers n'importe quelle directionnalité.

Effectivement, au Nigéria, où le français est une langue étrangère enseignée dans un environnement dominé par l'anglais et enrichi par beaucoup d'autres langues autochtones, l'apprentissage du FLE représente un défi significatif. A Benue State University, le français est intégré au programme du Département des Langues et Linguistiques depuis 1992, dans un cadre anglophone où les étudiants apportent des antécédents multilingues (Tiv, Idoma, Igède). Dans ce cadre, la traduction se présente comme un outil potentiel pour faciliter l'acquisition du français, en établissant des ponts entre l'anglais, les langues autochtones et la langue cible. Aussi, l'État de Benue avec sa diversité linguistique et sa proximité avec le Cameroun francophone, constitue un cadre idéal pour cette étude. Alors, cette recherche examine spécifiquement le rôle de la traduction dans l'apprentissage du FLE à BSU, en analysant son efficacité pour améliorer les compétences linguistiques des étudiants (compréhension, expression) et en évaluant son influence sur leur intégration des aspects culturels liés au français. Malgré ceci, l'utilisation prédominante de la traduction comme méthode d'enseignement soulève une question cruciale : cette approche traductologique dans l'enseignement et l'apprentissage de français facilite-t-elle réellement l'acquisition du français par les étudiants, ou constitue-t-elle au contraire un obstacle en favorisant une dépendance excessive à la traduction plutôt qu'une immersion dans la langue cible ? Est-il nécessaire de faire une analyse approfondie de son impact sur le développement des compétences communicatives des apprenants ?

Cette étude vise donc à analyser le rôle de la traduction dans l'apprentissage du français langue étrangère par les apprenants à Benue State University. Elle évalue son efficacité en tenant compte du contexte multilingue et des approches pédagogiques actuelles, tout en identifiant les facteurs affectant son utilisation. De manière systématique, la présente étude a le but :

1. d'analyser le rôle de la traduction dans l'apprentissage du français à Benue State University.
2. d'évaluer l'efficacité de la traduction dans la compréhension et l'expression en français par des étudiants.
3. d'explorer comment l'arrière-plan multilingue des étudiants influence leur utilisation de la traduction dans l'apprentissage du français.
4. d'identifier les défis que rencontrent les étudiants lorsqu'ils utilisent la traduction pour apprendre le français dans un contexte multilingue.
5. de formuler des solutions aux problématiques rencontrées et décrire les modalités de leur mise en œuvre.

2. Source d'inspiration et encadrement théorique de cette étude

Les étudiants à Benue State University en particulier et aux universités nigérianes en général doivent impérativement acquérir une solide compétence en français en raison des débouchés professionnels et des échanges avec les nations francophones limitrophes. Toutefois, ces étudiants font face à des obstacles lorsqu'il s'agit d'acquérir le français en tant que deuxième langue. Cette recherche est alors conçue afin de minimiser ces obstacles en analysant l'influence de la traduction sur la procédure d'acquisition de français au Nigéria. Effectivement, il est essentiel d'interroger l'efficacité de la traduction en tant que méthode pédagogique, afin de déterminer si elle favorise l'apprentissage du français ou si elle entrave l'immersion linguistique en encourageant la dépendance à la langue maternelle. Le contexte multilingue particulier de l'Etat de Benue, caractérisé par la diversité des langues locales présentes, représente également un élément complexe qui exerce une influence sur le processus d'acquisition des connaissances.

Cette étude mettra donc en lumière les obstacles et les bénéfices associés à l'emploi de la traduction, dans le but de recommander des méthodes pédagogiques appropriées, ce qui contribuera à améliorer l'enseignement du français et à faciliter l'intégration linguistique des étudiants. L'étude est basée sur une combinaison de la théorie de l'interlangue de Selinker (1972), qui examine comment les apprenants construisent une compétence linguistique intermédiaire influencée par leur langue maternelle, et des



perspectives contemporaines sur la traduction pédagogique, telles que celles de Cook (2001), qui défend une approche équilibrée intégrant la traduction pour renforcer la conscience métalinguistique. Ces fondements théoriques guideront l'analyse de l'efficacité de la traduction et de son impact dans le contexte spécifique de BSU, en tenant compte des influences multilingues locales comme le Tiv et l'Idoma.

3. Perspectives différentes des autres chercheurs sur ce sujet

La traduction a longtemps été un outil débattu en éducation linguistique, appréciée pour sa capacité à faciliter la compréhension et critiquée pour son potentiel à entraver la compétence communicative (Richards & Rodgers, 2001, p. 3). Cette section explore les perspectives théoriques sur la traduction dans l'apprentissage des langues, les preuves empiriques concernant son efficacité, les défis dans les contextes multilingues et son utilisation spécifique dans le FLE. En synthétisant la recherche existante, on identifierait des lacunes, en particulier dans le contexte nigérian, que cette étude vise à combler.

3.1 Perspectives théoriques sur la traduction dans l'apprentissage des langues

Le rôle de la traduction dans l'éducation linguistique a considérablement évolué au fil du temps. Dans les siècles derniers, la méthode grammaire-traduction, aussi appelée la méthode traditionnelle dominait l'enseignement des langues étrangères, mettant l'accent sur la traduction de textes pour enseigner la grammaire et le vocabulaire (Richards & Rodgers, 2001). Cette méthode suppose que la compréhension d'une langue étrangère est atteinte par une comparaison directe avec la langue maternelle de l'apprenant. Cependant, les critiques soutiennent que cette méthode privilégie la précision au détriment de la fluidité, produisant des apprenants qui excellent dans les exercices écrits mais peinent dans la communication orale (Brown, 2007). Il est nécessaire de constater que, malgré les inconvénients de l'utilisation de la méthode grammaire-traduction en raison de sa rigidité, elle reste utile jusqu'à aujourd'hui. Les avantages de celle-ci semblent la rendre toujours pertinente, mais on constate qu'elle est moins utilisée maintenant et avec plus de précaution.

Effectivement, des approches alternatives se sont émergées. La méthode directe prône l'immersion, évitant la traduction pour favoriser une acquisition naturelle de la langue (Larsen-Freeman & Anderson, 2011, p. 23). De même, l'enseignement communicatif des langues (ECL) met l'accent sur l'interaction et la communication réelle, reléguant la traduction à un rôle secondaire (Savignon, 2002, p. 12). Malgré ces évolutions, des chercheurs comme Cook (2010) défendent la valeur pédagogique de la traduction, soutenant qu'elle renforce la conscience métalinguistique — la capacité à réfléchir sur la structure de la langue — et facilite la rétention du vocabulaire (Källkvist, 2013, p. 506). Cook (2010, p. 56) propose une approche équilibrée, combinant la traduction et les méthodes communicatives pour exploiter ses avantages cognitifs.

Dans le contexte africain, la traduction reste répandue en raison du multilinguisme et des ressources limitées. Gyuse (2020, p. 92) observe que dans les universités nigérianes comme Benue State University (BSU), la méthode grammaire-traduction persiste, reflétant à la fois des influences historiques et des contraintes pratiques. Cette persistance soulève des questions sur l'alignement des perspectives théoriques avec les réalités locales, un thème que cette étude explorera davantage.

3.2 Efficacité de la traduction dans l'apprentissage des langues

L'efficacité de la traduction varie en fonction de la compétence ciblée : compréhension ou expression. Cette section passe en revue les preuves empiriques pour évaluer ses forces et ses limites.

3.2.1 Pour la compréhension

La traduction est largement reconnue comme une aide à la compréhension, surtout pour les apprenants débutants. Thani et Ageli (2021) ont souligné que la traduction était particulièrement efficace pour



l'acquisition du vocabulaire et de la grammaire chez les apprenants d'anglais langue étrangère, bien qu'elle soit moins adaptée pour développer les compétences orales. Kern (1994) a également démontré que la traduction aide à décoder des structures grammaticales complexes en offrant un ancrage linguistique familier. Ces résultats indiquent que la traduction réduit la surcharge cognitive, rendant les concepts abstraits plus accessibles.

Cependant, ses avantages se limitent principalement à la compréhension écrite. Il existe peu de preuves que la traduction améliore les compétences d'écoute, car elle repose sur le traitement textuel plutôt que sur l'entrée auditive. Cette limite est cruciale dans des contextes comme le Nigéria, où la maîtrise orale du français est un objectif éducatif clé.

3.2.2 Pour l'expression

L'impact de la traduction sur les compétences expressives — parler et écrire — est plus controversé. Tandis que Cook (2010) soutient que la traduction renforce la précision grammaticale en permettant aux apprenants de cartographier les structures entre les langues. Cependant, Alroe et Reinders (2015) a constaté que les apprenants dépendants de la traduction peinaient à parler spontanément, composant mentalement des phrases dans leur langue maternelle avant de les traduire. Allahverdiyev (2024) a comparé les méthodes traditionnelles basées sur la traduction et les approches modernes incluant l'immersion, soulignant que les méthodes d'immersion favorisent une plus grande fluidité orale grâce à leur emphase sur la pratique communicative, tandis que les méthodes traditionnelles, centrées sur la grammaire et la traduction, excellent dans le développement de la précision écrite (pp. 105–106).

À Benue State University, Gyuse (2020) a observé que les étudiants, principalement formés par la méthode grammaire-traduction, montraient de solides compétences en écriture mais une faible maîtrise orale (p. 100). Cela suggère que, bien que la traduction soutienne certaines compétences expressives, elle peut entraver la fluidité — un inconvénient que cette étude cherche à traiter.

Ces observations soulignent une tension fondamentale dans l'utilisation de la traduction comme outil pédagogique pour les compétences expressives, tension que cette recherche vise à explorer plus en détail dans le contexte spécifique de Benue State University (BSU). Par conséquent, il est devenu important de s'appuyer sur ces constats pour analyser comment la traduction peut être optimisée dans l'enseignement du français langue étrangère (FLE) à BSU.

3.3 L'utilisation de la traduction dans l'apprentissage du FLE

L'utilisation de la traduction dans l'enseignement du français langue étrangère (FLE) soulève des questions complexes et souvent controversées. D'un côté, elle peut être perçue comme un outil utile pour faciliter la compréhension et établir des liens entre la langue maternelle et la langue cible. D'un autre côté, elle peut être considérée comme un obstacle à l'acquisition naturelle de la langue étrangère, en encourageant une dépendance excessive à la langue première (L1). Jeanmaire, citant Malmkjaer, soutient que la traduction — en particulier la méthode grammaire-traduction qui dominait la pédagogie jusqu'au début du XXe siècle — est critiquée pour favoriser cette dépendance, freinant ainsi l'immersion et le développement des compétences orales indispensables (Jeanmaire, 2019, p. 138).

Quant à Kherfi (2021, p. 167), qui résume les idées de Castellotti, la langue maternelle, y compris son utilisation à travers des stratégies comme la traduction, peut servir de point de départ précieux dans l'apprentissage d'une langue étrangère, à condition qu'elle soit intégrée de manière réfléchie pour répondre aux besoins des élèves. Par exemple, dans les classes de niveau débutant, elle peut faciliter la compréhension des concepts linguistiques de base et réduire les blocages initiaux des apprenants. Toutefois,



pour les niveaux avancés, il est préférable de limiter son usage afin de favoriser une immersion plus profonde dans la langue cible, (Jeanmaire, 2017; Lah, 2020).

3.4 Synthèse et identification des lacunes

La littérature offre une vision nuancée de la traduction dans l'apprentissage des langues. Théoriquement, elle facilite la compréhension et la conscience métalinguistique, mais son impact sur la fluidité est contesté (Cook, 2010 ; Richards & Rodgers, 2001). Empiriquement, elle excelle dans l'acquisition du vocabulaire et de la grammaire, mais échoue à promouvoir les compétences orales (Thani et Ageli, 2021 ; Alroe & Reinders, 2015). Dans les contextes multilingues, la traduction oscille entre interférences et pertinence culturelle, les études africaines soulignant sa persistance et ses défis (Gyuse, 2020, p. 100).

Plusieurs lacunes se dégagent. Bien que le rôle de la traduction dans le FLE soit documenté, son efficacité dans les Universités nigérianes reste peu étudiée. Gyuse (2019) offre un point de départ, mais des recherches plus larges font défaut (p. 81). D'ailleurs, les études sur l'optimisation de la traduction via la formation des enseignants ou des méthodes intégrées sont insuffisantes, notamment dans les contextes multilingues africains. Cette étude comble ces lacunes en analysant les pratiques de traduction à Benue State University, en évaluant leur impact sur l'apprentissage du FLE et en proposant des stratégies pour améliorer leur efficacité. En s'appuyant sur ces recherches existantes, on visera à enrichir les discussions locales et mondiales sur la traduction dans l'éducation linguistique.

Effectivement, cette revue de la littérature a mis en lumière le rôle ambivalent de la traduction dans l'apprentissage des langues étrangères, notamment du français langue étrangère (FLE) à Benue State University (BSU). Théoriquement, la traduction, ancrée dans la méthode grammaire-traduction, facilite la compréhension et la conscience métalinguistique, mais des approches comme l'immersion et l'enseignement communicatif soulignent ses limites pour la fluidité orale (Cook, 2010 ; Richards et Rodgers, 2001). Empiriquement, elle excelle dans l'acquisition du vocabulaire et de la grammaire, mais entrave les compétences expressives dans des contextes multilingues comme le Nigeria (Gyuse, 2020). Malgré sa pertinence dans le FLE, son efficacité reste sous-explorée dans les universités nigérianes, révélant des lacunes que cette étude vise à combler.

4. La méthodologie de la recherche

L'approche méthodologique de cette recherche repose sur une combinaison de méthodes quantitatives et qualitatives, formant une étude mixte descriptive et exploratoire. La composante quantitative s'appuie sur des enquêtes déjà réalisées auprès des étudiants et des enseignants pour recueillir des données mesurables sur l'utilisation, l'efficacité et les perceptions de la traduction. La composante qualitative repose sur des entretiens semi-directifs pour explorer en profondeur les expériences individuelles, les défis et les nuances culturelles. Cette approche permet une triangulation des données, renforçant la validité des conclusions tout en capturant la complexité du rôle de la traduction dans un environnement multilingue.

4.1 Procédures de collecte de données

4.1.1 Enquêtes (Surveys)

Les enquêtes ont été menées en anglais, la langue d'enseignement à BSU, afin de garantir l'accessibilité et la compréhension pour tous les participants.

4.1.2 Participants

12 étudiants (Niveau 200 : 2 sur 9, Niveau 300 : 3 sur 10, Niveau 400 : 7 sur 11) et 3 enseignants du département de langues et linguistiques de BSU, spécialisés dans l'enseignement du FLE, ont participé à cette étape.



4.1.3 Matériel

Deux questionnaires structurés ont été utilisés — un pour les étudiants et un pour les enseignants — chacun divisé en cinq sections correspondant aux objectifs de la recherche. Les questionnaires sont présentés ci-dessous en anglais, la langue dans laquelle ils ont été administrés :

4.1.4 Format

Les enquêtes ont été administrées en anglais, la langue d'enseignement à BSU, soit en personne, soit en ligne via Google Forms. Chaque questionnaire a pris entre 20 et 30 minutes à compléter. Les questions utilisaient des échelles de Likert et des options à choix multiples pour faciliter l'analyse quantitative, ainsi que des espaces pour des réponses ouvertes. La collecte des réponses a été difficile car certains étudiants n'avaient pas de téléphone portable, d'autres manquaient de données pour une connexion internet, et les données primaires ont été recueillies après les examens, lorsque les étudiants n'étaient plus physiquement présents à BSU.

4.2 Entretiens semi-directifs

Les entretiens semi-directifs visaient à recueillir des données détaillées sur les expériences personnelles des enseignants concernant l'utilisation de la traduction dans l'apprentissage du FLE. Les entretiens ont été menés en anglais, qui est la langue d'enseignement à BSU.

4.2.1 Participants

3 enseignants ayant répondu au questionnaire des enseignants ont participé à cette étape.

4.2.2 Format

Les entretiens ont duré entre 10 et 20 minutes chacun et ont été réalisés en anglais. Ils ont été enregistrés avec le consentement des participants et transcrits pour une analyse approfondie. Les questions étaient ouvertes pour encourager des réponses détaillées et des exemples concrets.

4.3 Méthode d'échantillonnage

L'échantillonnage de cette étude a été réalisé en combinant un échantillonnage raisonné et un échantillonnage de convenance :

4.3.1 Échantillonnage raisonné

Les participants ont été choisis en fonction de leur pertinence par rapport aux objectifs de la recherche. Les étudiants ont été sélectionnés pour refléter la diversité des niveaux académiques (200, 300, 400) et des origines linguistiques (Tiv, Idoma, etc.), tandis que les enseignants ont été choisis pour leur expérience dans l'enseignement du FLE.

4.3.2 Échantillonnage de convenance

Les participants ont également été sélectionnés en fonction de leur disponibilité et de leur accessibilité, tout en veillant à une diversité suffisante pour atteindre la saturation des données.

Taille de l'échantillon

- Étudiants pour les enquêtes : 12
- Enseignants pour les enquêtes et entretiens : 3
- **Total** : 15 participants

Justification: La petite taille de l'échantillon permet une analyse qualitative approfondie, adaptée à une étude exploratoire visant à capturer des perspectives riches et nuancées.

4.4 Fiabilité et validité

Pour assurer la fiabilité et la validité des résultats :



- **Triangulation des données** : Les données des enquêtes et des entretiens semi-directifs ont été croisées pour renforcer la crédibilité des conclusions. Par exemple, les tendances des enquêtes sur l'interférence linguistique ont été comparées aux exemples fournis dans les entretiens.
- **Validation des Participants** : Les interprétations préliminaires des entretiens étaient partagées avec les participants pour confirmer que leurs points de vue étaient correctement représentés.

4.5 Analyse des données

Les réponses quantitatives des enquêtes ont été codées et analysées avec Python pour générer des tableaux et figures (ex., fréquences des réponses aux échelles de Likert). Les données qualitatives des entretiens ont été analysées thématiquement pour identifier les tendances, les défis et les expériences liées à la traduction.

1. **Triangulation et validation** : Les résultats des enquêtes et des entretiens ont été comparés pour valider les conclusions. Les interprétations préliminaires des entretiens ont été partagées avec les enseignants pour confirmation.
2. **Rapport des résultats** : Les données analysées seront présentées dans les sections suivantes avec des figures et tableaux pour illustrer les modèles, assurant la transparence de l'approche empirique.

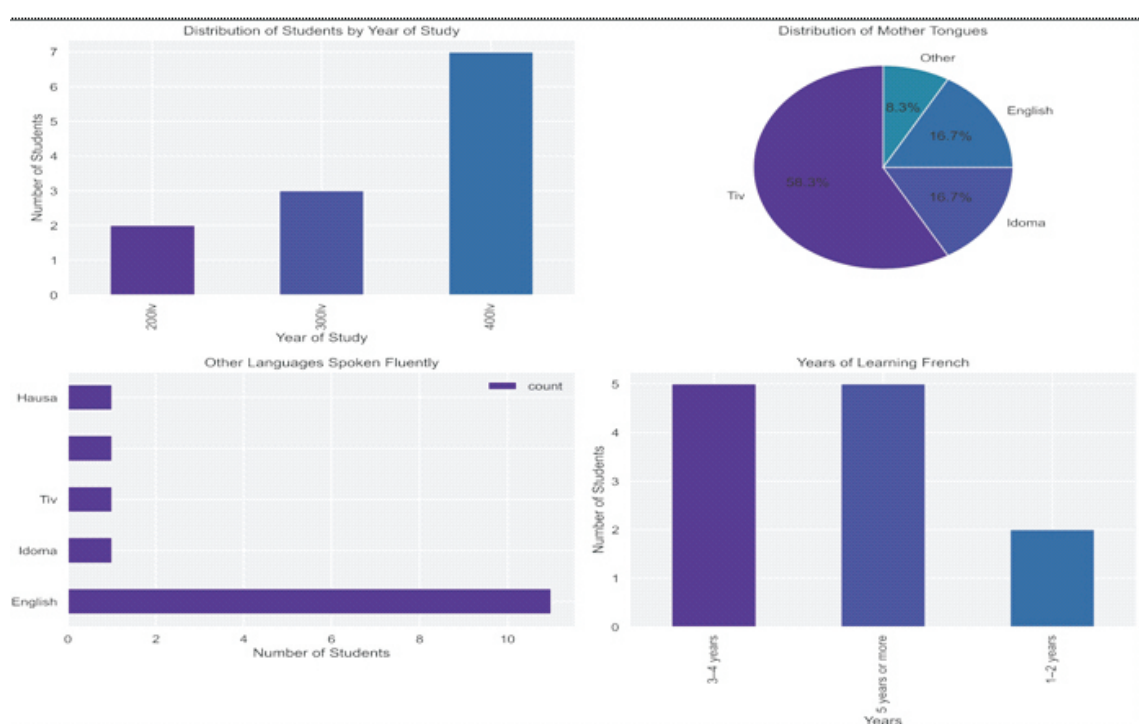
Effectivement, l'approche combinant enquêtes quantitatives auprès de 12 étudiants et 3 enseignants, et entretiens qualitatifs semi-directifs, permet une exploration riche et nuancée des perceptions et expériences dans un contexte multilingue. La triangulation des données renforce la validité des résultats, malgré des limites telles que la petite taille de l'échantillon et les défis logistiques liés à l'accès technologique. Cette méthodologie, soutenue par des considérations éthiques rigoureuses, offre une base solide pour évaluer l'efficacité de la traduction et identifier des stratégies d'optimisation. La section suivante présentera les résultats de l'étude, analysant leur implication pour l'enseignement du FLE à BSU.

5. Résultats et discussion

5.1 Profil démographique des répondants

L'enquête a été menée auprès de 12 étudiants apprenant le français à BSU, représentant un contexte multilingue diversifié (Voir le Schéma 1)

Schéma1 : Analyse démographique





5.1.1. Année d'Étude

Comme illustré dans le Schéma 2, la plupart des répondants étaient en quatrième année d'études, avec un nombre plus restreint en troisième année et le moins en deuxième année. Cette répartition indique que l'échantillon représente principalement des étudiants avancés ayant une exposition substantielle à l'enseignement de la langue française.

5.1.2 Langue Maternelle

Le diagramme circulaire montre que les locuteurs Tiv formaient le groupe linguistique le plus important parmi les répondants, constituant plus de la moitié de l'échantillon. Les locuteurs Idoma et anglophones étaient également représentés, formant des segments plus petits de l'échantillon. Une partie mineure représentait d'autres origines linguistiques. Cette répartition reflète la diversité linguistique typique du contexte nigérian.

5.1.3 Autres Langues Parlées Couramment

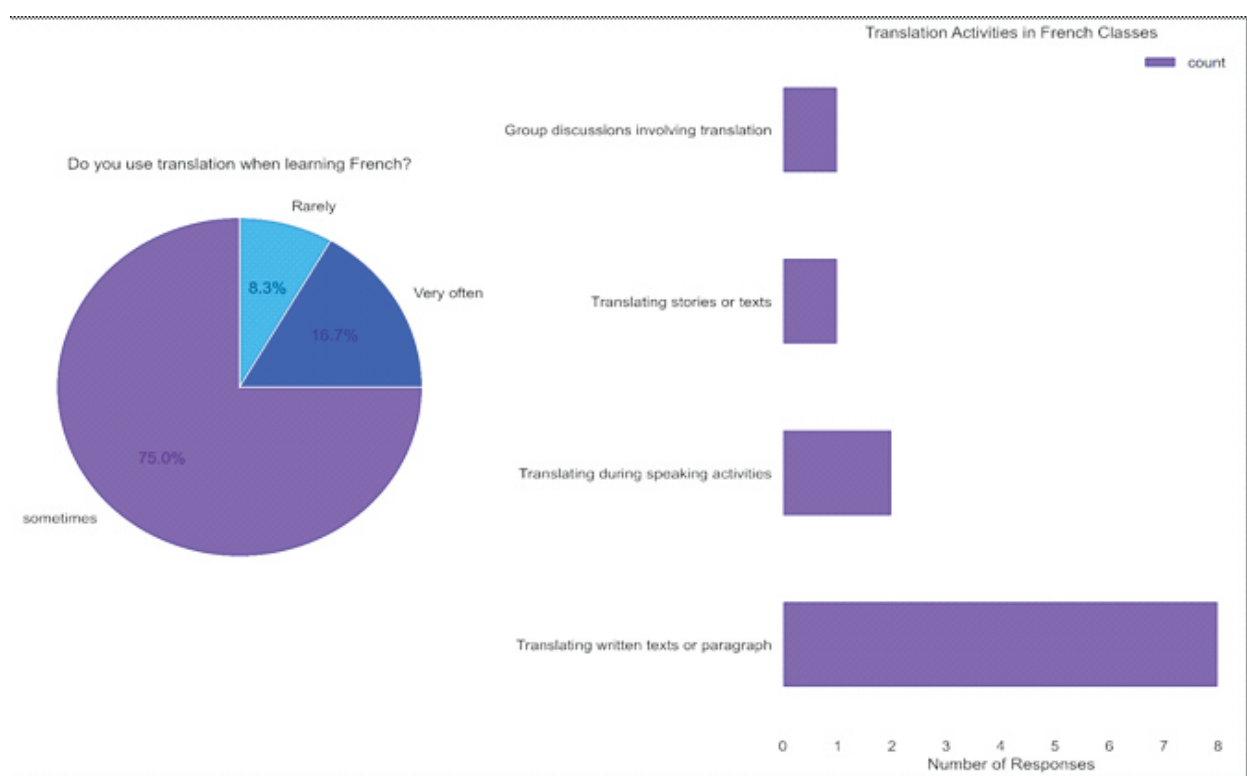
Le diagramme à barres horizontales confirme le profil multilingue des répondants. Tous les participants ont déclaré parler couramment l'anglais, tandis que des nombres plus restreints ont également indiqué une maîtrise du Tiv, de l'Idoma et du Hausa. Cette constatation établit que tous les répondants opèrent dans un environnement au moins bilingue, et souvent trilingue.

5.1.4 Années d'Apprentissage du Français

Le diagramme à barres illustre que les répondants étaient des apprenants de français relativement expérimentés. Des proportions égales ont déclaré étudier le français pendant 3 à 4 ans et 5 ans ou plus, tandis qu'un groupe plus restreint avait étudié la langue pendant 1 à 2 ans. Cela indique que la plupart des participants ont eu une exposition substantielle à l'enseignement du français.

5.2 Pratiques de Traduction dans l'Apprentissage du Français

Schéma 2: Analyse des pratiques de traduction





5.2.1 Utilisation de la Traduction dans l'Apprentissage du Français

Le diagramme circulaire révèle que la grande majorité des étudiants ont déclaré utiliser « parfois » la traduction lorsqu'ils apprennent le français. Des segments plus petits ont indiqué utiliser la traduction « très souvent » ou « rarement », et aucun répondant n'a signalé ne jamais utiliser la traduction. Cette constatation établit la traduction comme une stratégie d'apprentissage courante employée à des degrés divers par tous les participants.

5.2.2 Activités de Traduction dans les Cours de Français

Le diagramme à barres horizontales montre une hiérarchie claire des activités de traduction utilisées dans les cours de français des répondants :

« Traduire des textes écrits ou des paragraphes » était de loin l'activité la plus courante.

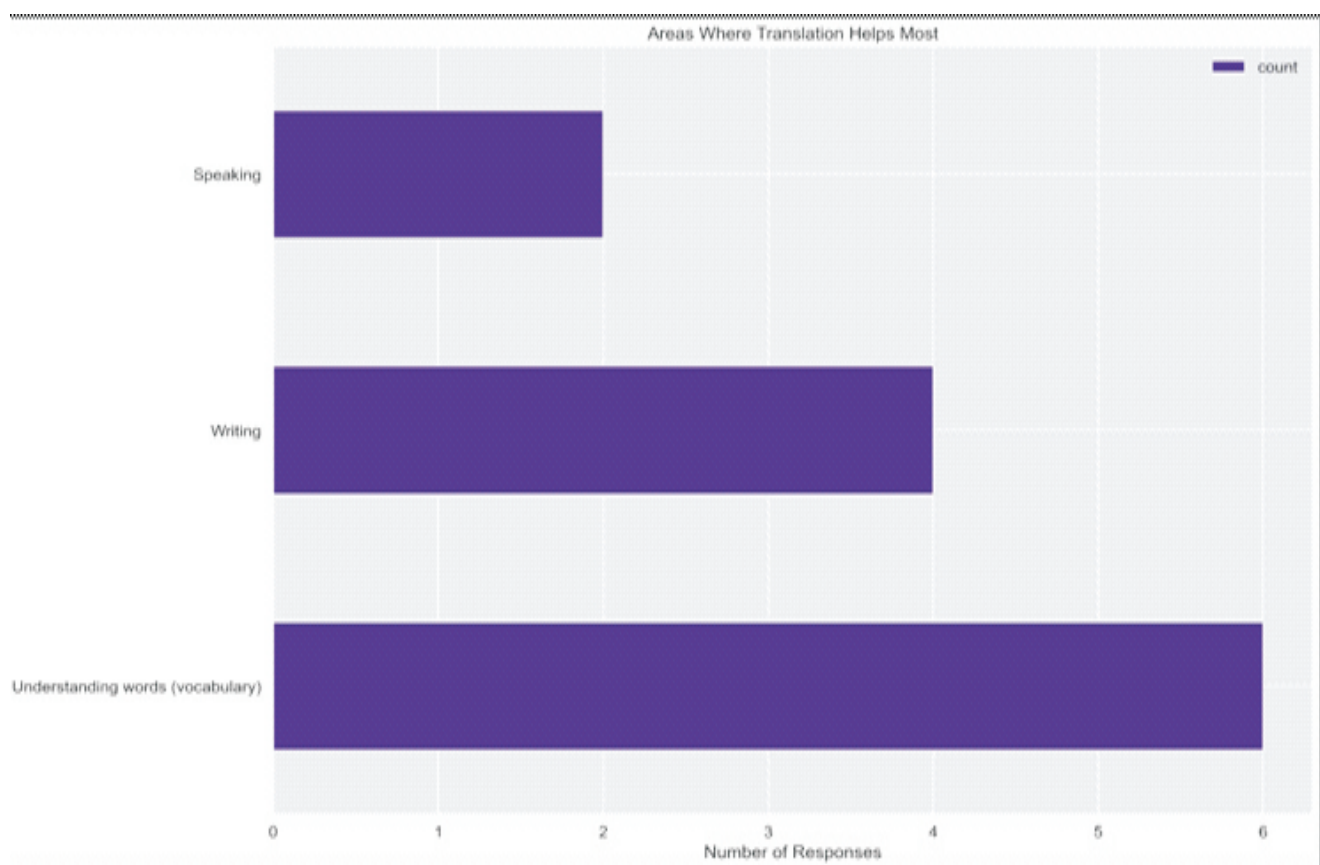
« Traduire pendant les activités orales » était modérément courante.

« Traduire des histoires ou des textes » et « discussions de groupe impliquant la traduction » ont été moins fréquemment mentionnées.

Ce schéma suggère que les pratiques de traduction sont plus couramment appliquées aux tâches écrites qu'aux tâches orales dans les environnements d'apprentissage des répondants.

5.3 Bénéfices Perçus de la Traduction

Schéma 3: Avantages perçus de la traduction





5.3.1 Domaines Où la Traduction Aide le Plus

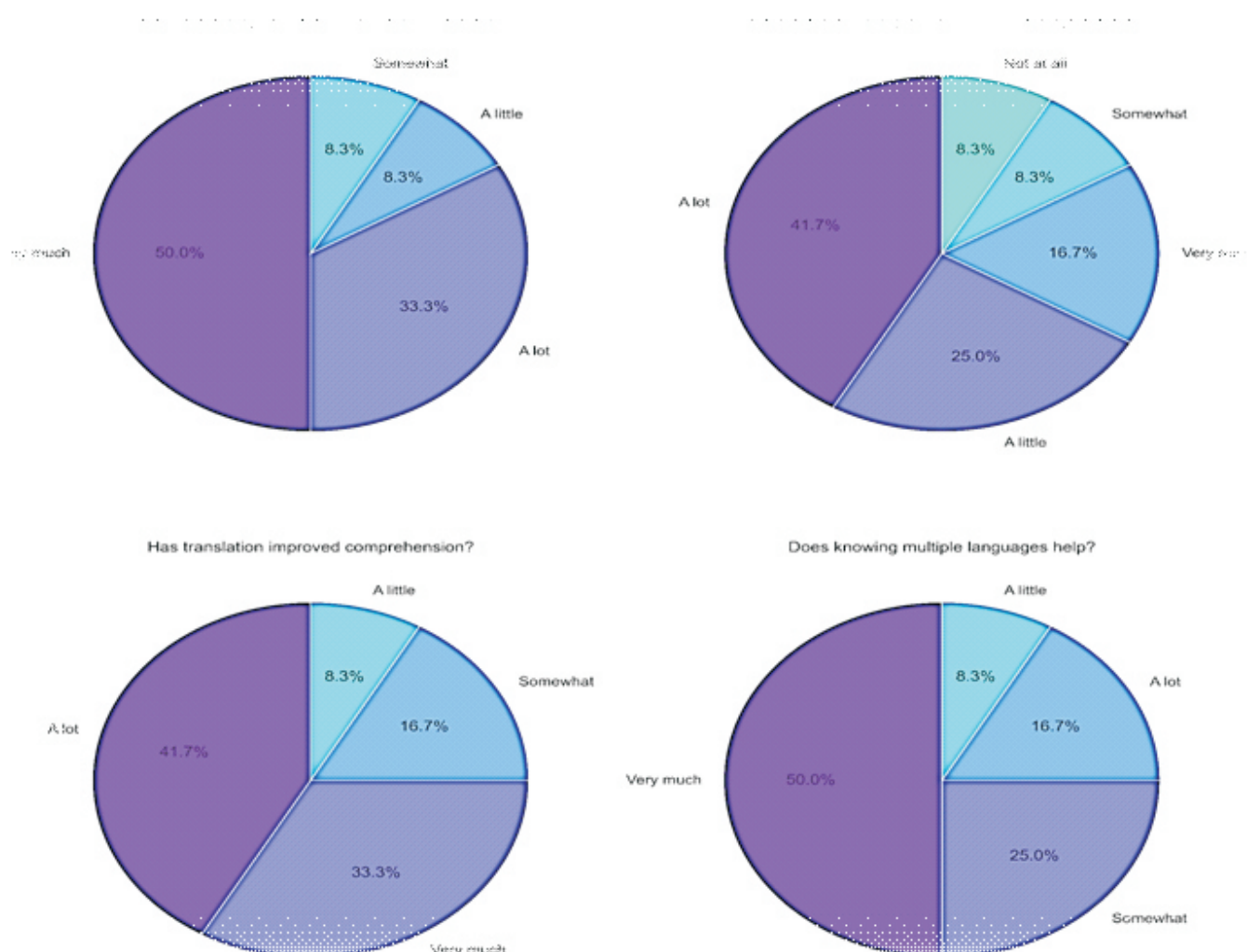
Le diagramme à barres horizontales démontre que « comprendre les mots (vocabulaire) » a été identifié comme le domaine où la traduction offre le plus grand bénéfice, recevant environ deux fois plus de mentions que « l'écriture » et trois fois plus que « la parole ». Cette constatation établit l'acquisition de vocabulaire comme le domaine où les étudiants perçoivent la traduction comme la plus précieuse.

5.3.2 Confiance dans l'Utilisation du Français

Le nuage de mots (Voir le côté gauche d'image) montre que de nombreux étudiants ont signalé une confiance accrue lorsqu'ils utilisent la traduction dans leur apprentissage du français. Des termes comme « beaucoup », « quelque peu » et « parfaitement » apparaissent de manière proéminente, indiquant que les étudiants estiment généralement que la traduction renforce leur confiance dans l'utilisation de la langue.

5.4 Analyse interlinguistique des perceptions des étudiants

Schéma 4: Analyse interlinguistique





Le Schéma 4 présente une analyse interlinguistique des perceptions des étudiants sur l'efficacité de la traduction dans l'apprentissage du français à BSU.

5.4.1 Compréhension de la grammaire française

Le diagramme circulaire (voir le schéma 4 en haut à droite) révèle des évaluations plus variées de l'utilité de la traduction pour la compréhension de la grammaire. Bien que le segment le plus important ait indiqué que la traduction « aide beaucoup » à comprendre la grammaire française, les réponses étaient plus réparties sur l'échelle, incluant « un peu », « énormément », « quelque peu » et un petit segment indiquant « pas du tout ». Cela suggère que, bien que généralement utile, les bénéfices de la traduction pour la compréhension de la grammaire sont perçus comme moins constants que pour le vocabulaire.

5.4.2 Amélioration de la compréhension lors de la lecture ou de l'écoute

Le diagramme (voir le schéma 4 en bas à gauche) montre que les étudiants ont généralement trouvé la traduction bénéfique pour les compétences linguistiques réceptives. Les segments les plus importants représentent « beaucoup » et « énormément », avec des portions plus petites indiquant « quelque peu » et « un peu ». Aucun répondant n'a indiqué que la traduction n'aide pas à la compréhension, suggérant son utilité perçue à travers l'échantillon pour comprendre les entrées en français.

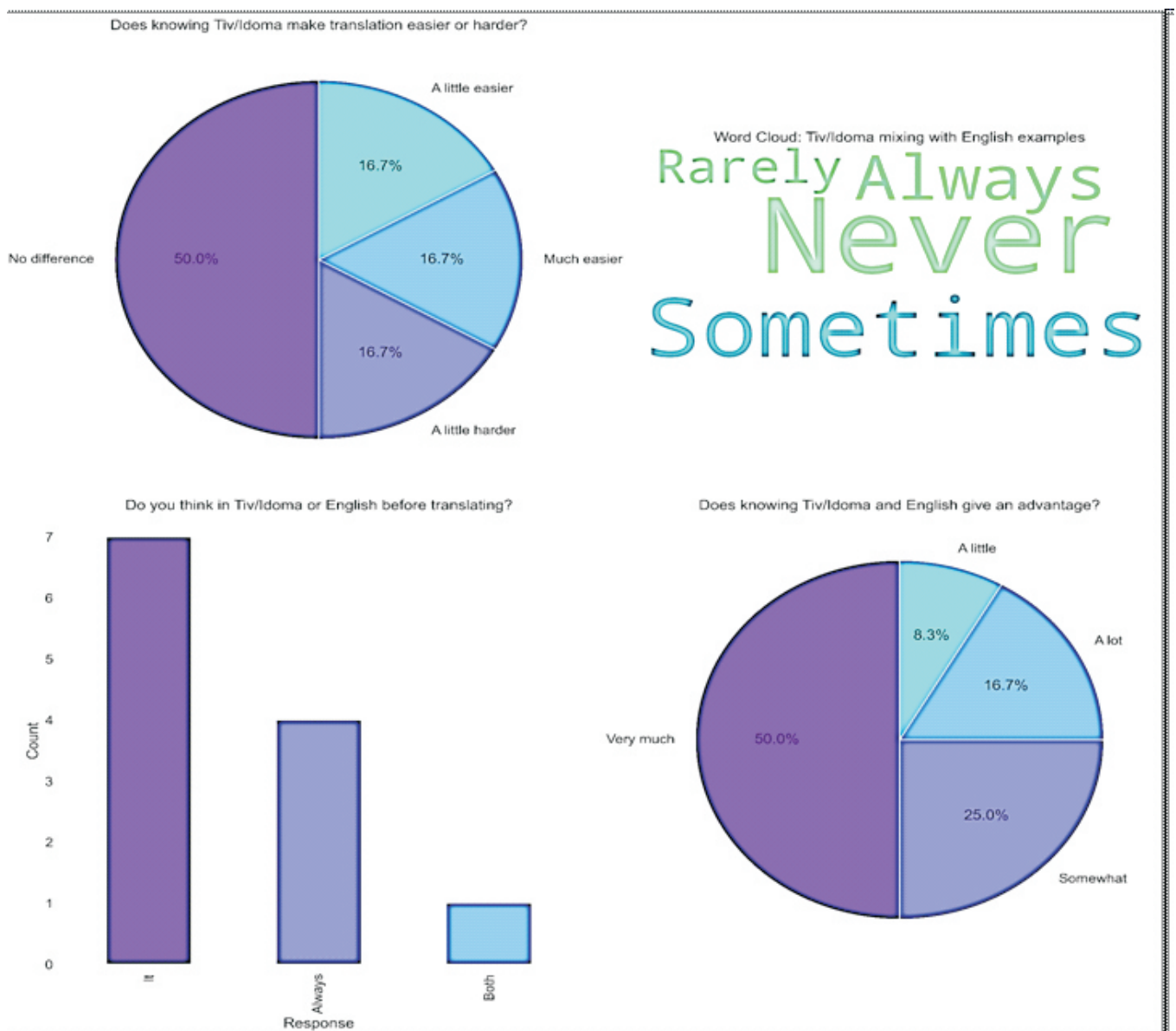
5.4.3 Avantage de connaître plusieurs langues

Le diagramme circulaire (voir le schéma 4, en bas à droite) illustre que les étudiants ont généralement considéré leur contexte multilingue comme avantageux pour l'apprentissage du français par la traduction. La moitié des répondants ont indiqué que connaître à la fois le Tiv/Idoma et l'anglais « offre énormément » un avantage, les réponses restantes étant réparties entre « quelque peu », « beaucoup » et « un peu ». Aucun répondant n'a nié l'avantage du multilinguisme, indiquant une perception positive de leur répertoire linguistique complexe.

5.5 Influences Interlinguistiques



Schéma 5 : Influences interlinguistiques dans l'apprentissage du français.



Les quatre panneaux montrent : (en haut à gauche) l'impact de la connaissance du Tiv/Idoma sur la difficulté de traduction ; (en haut à droite) la fréquence du mélange Tiv/Idoma avec l'anglais pendant la traduction ; (en bas à gauche) la langue de pensée pendant le processus de traduction; (en bas à droite) l'avantage perçu du multilinguisme dans l'apprentissage du français.

5.5.1 Impact de la connaissance du Tiv/Idoma sur la traduction en français

Le diagramme circulaire (voir Schéma 5, en haut à gauche) montre des réponses mitigées concernant la question de savoir si la connaissance des langues indigènes facilite ou entrave la traduction en français. La moitié des répondants ont signalé « aucune différence », tandis que des segments plus petits et égaux ont indiqué « un peu plus facile », « beaucoup plus facile » et « un peu plus difficile ». Cette répartition équilibrée suggère une variation individuelle considérable dans la manière dont les étudiants perçoivent l'influence de leur première langue sur le processus de traduction.



5.5.2 Langue de pensée pendant la traduction

Le diagramme à barres (voir Schéma 5, en bas à gauche) révèle que la plupart des étudiants pensent en anglais avant de traduire en français, avec un nombre significatif mais plus petit indiquant qu'ils « pensent toujours » dans leur langue indigène (Tiv/Idoma). Très peu ont rapporté utiliser « les deux » langues dans leurs processus de pensée. Cette constatation suggère que l'anglais sert souvent de langue médiatrice dans l'approche des étudiants multilingues envers le français, reflétant probablement sa prédominance dans leur expérience éducative.

5.5.3 Mélange linguistique pendant la traduction

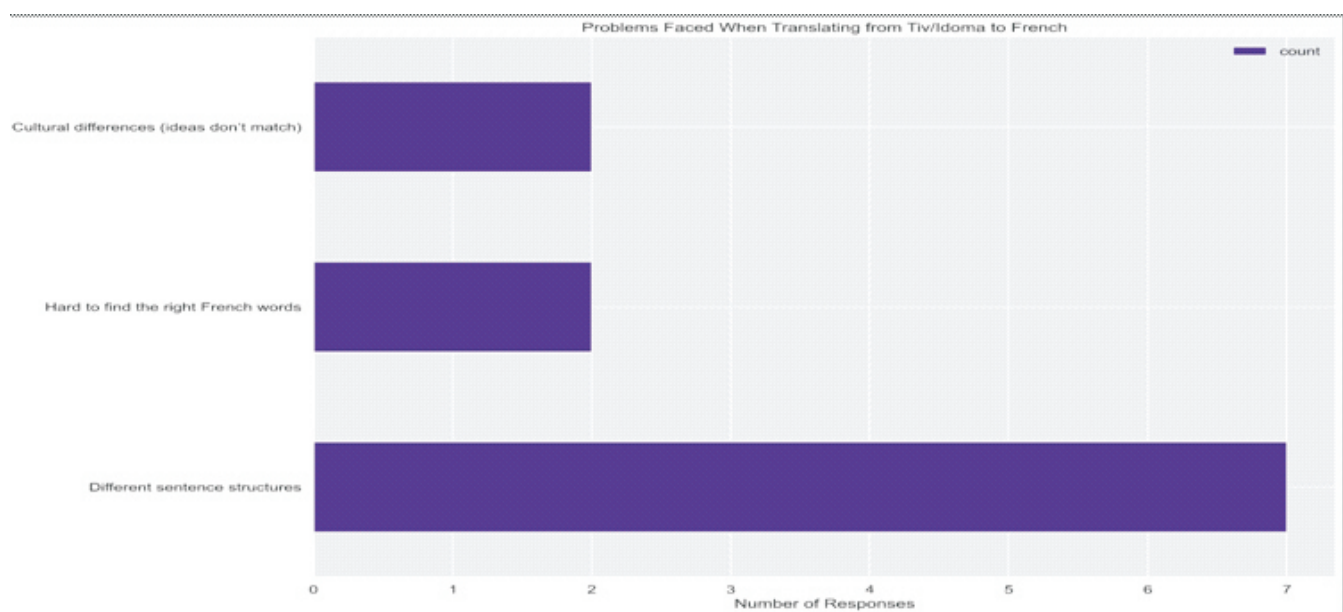
Le nuage de mots (voir Schéma 5, en haut à droite), montrant les réponses sur la question de savoir si les mots ou styles Tiv/Idoma se mélangent avec l'anglais lors de la traduction en français, affiche « Jamais » comme terme le plus proéminent, suivi de « Parfois ». Cela suggère des expériences variées avec l'interférence, certains étudiants signalant peu d'influence interlinguistique tandis que d'autres reconnaissent un mélange occasionnel des langues.

5.5.4 Confusion due à l'anglais lors de la traduction en français

Le diagramme circulaire (voir Image 3, en haut à gauche) montre une répartition équilibrée entre diverses formes de réponses affirmatives et négatives concernant la confusion causée par l'anglais lors de la traduction en français. Les segments représentant « Oui », « Oui », « Structure » et « Non » sont à peu près égaux, avec un segment similaire pour « Non ». Ce schéma équilibré indique qu'environ la moitié des étudiants subissent une interférence de l'anglais, avec une référence spécifique aux problèmes structurels par certains répondants.

5.6 Défis dans la traduction

Schéma 6 : Problèmes rencontrés lors de la traduction du Tiv/Idoma vers le français

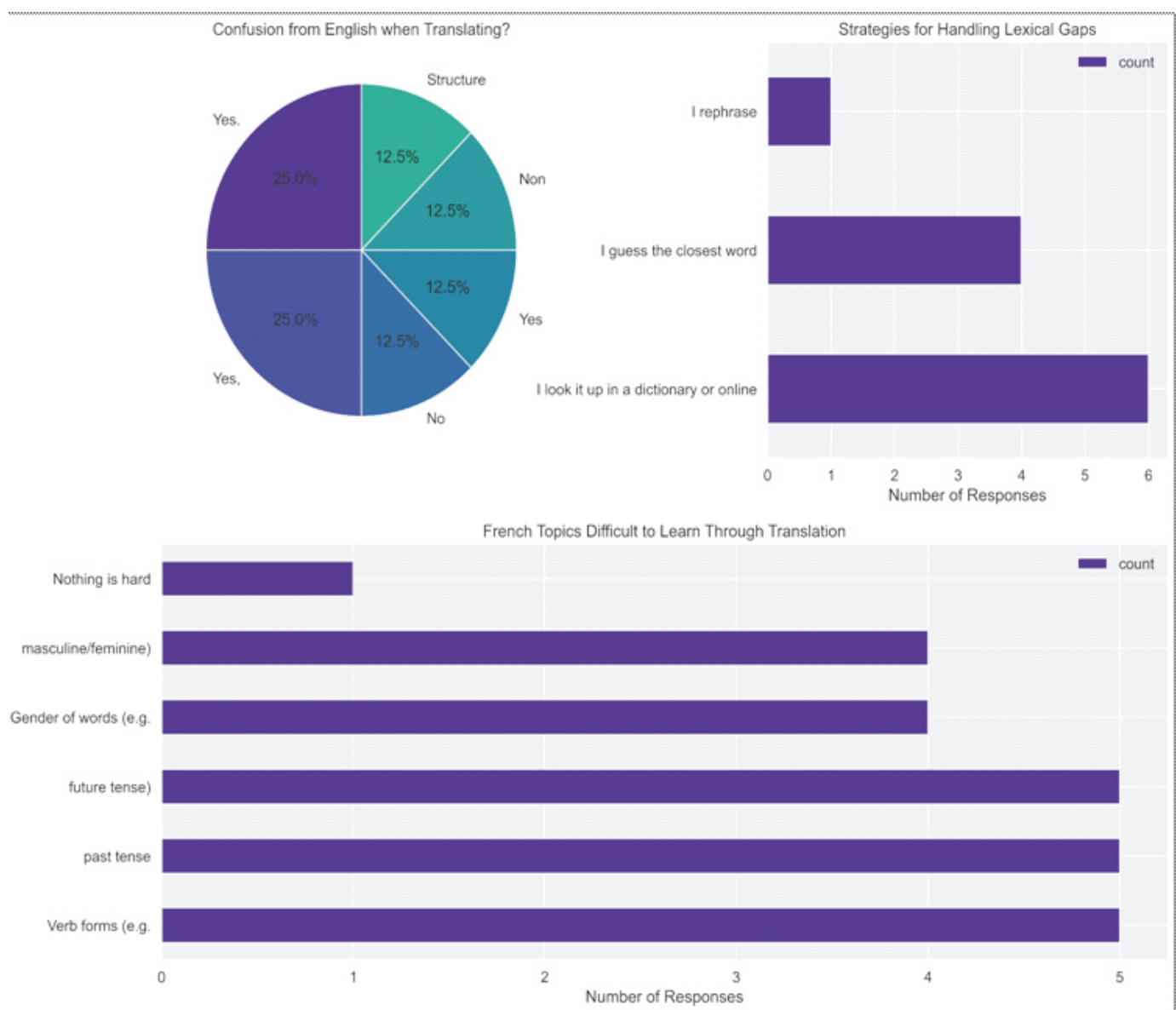


5.6.1 Problèmes rencontrés lors de la traduction du Tiv/Idoma vers le français

Le diagramme à barres horizontales (voir Schéma 6) identifie « les différentes structures de phrases » comme le défi le plus significatif lors de la traduction des langues indigènes vers le français, avec beaucoup plus de mentions que les autres problèmes. « Les différences culturelles (les idées ne correspondent pas) » et « difficile de trouver les bons mots français » ont été également citées comme défis secondaires. Cette constatation met en évidence les différences syntaxiques comme l'obstacle principal dans le processus de traduction.



Schéma 7: Défis de traduction et difficultés d'apprentissage



5.6.2 Stratégies pour gérer les lacunes lexicales

Le diagramme à barres horizontales (voir Schéma 7, en haut à droite) montre que lorsqu'ils rencontrent des concepts Tiv/Idoma ou anglais sans équivalents directs en français, les étudiants « recherchent dans un dictionnaire ou en ligne » de manière prédominante. Un nombre modéré a rapporté qu'ils « devinent le mot le plus proche », tandis que moins nombreux ont indiqué qu'ils « reformulent » le contenu. Cette hiérarchie des stratégies suggère une dépendance principale aux ressources externes plutôt qu'aux techniques compensatoires internes.

5.6.3 Sujets français difficiles à apprendre par la traduction

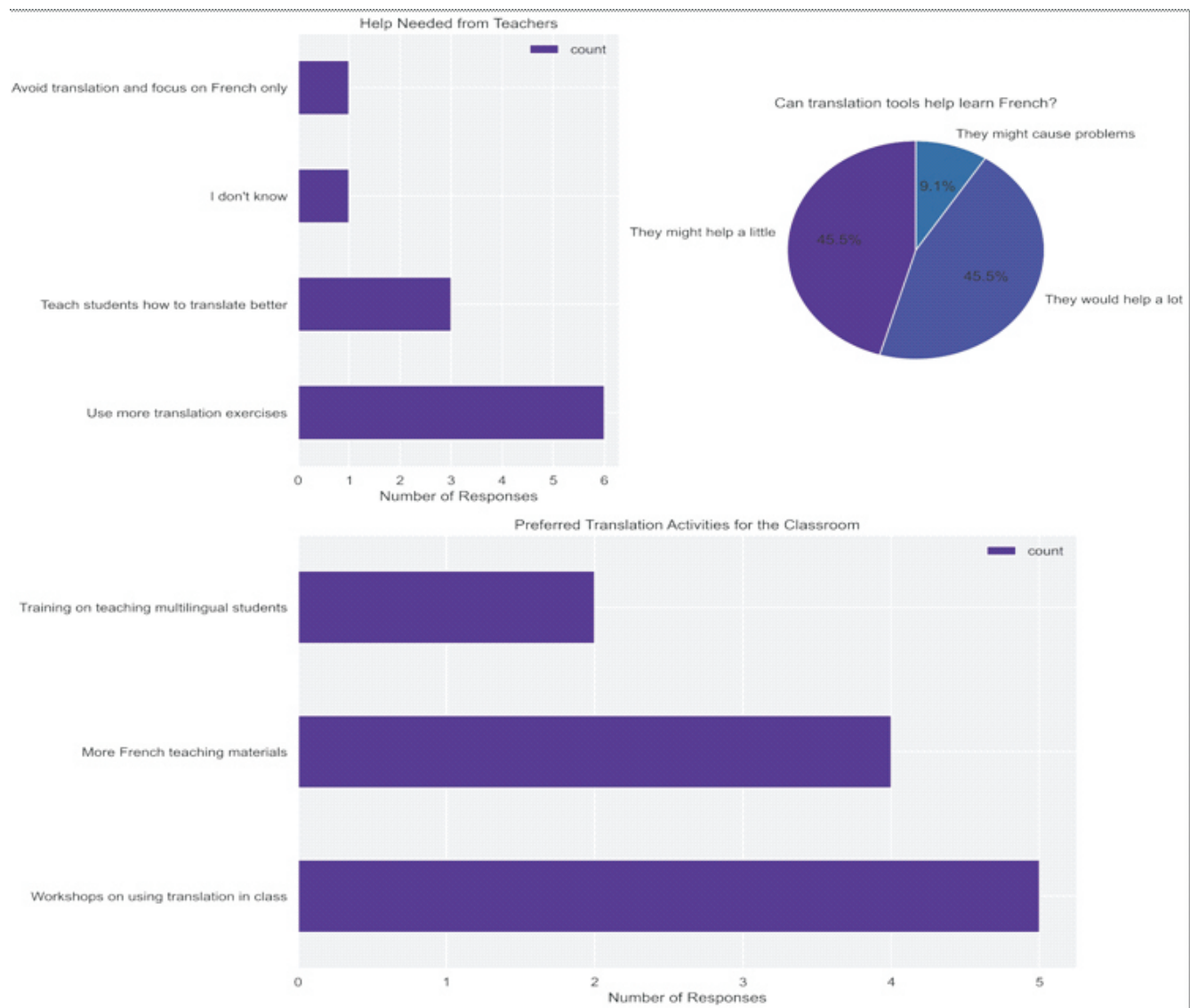
Le diagramme à barres horizontales (voir Schéma 7, le côté bas) démontre que les sujets liés aux verbes présentent les plus grands défis lors de l'apprentissage par la traduction. « Les formes verbales », « le passé » et « le futur » ont reçu le plus grand nombre de mentions, suivis de « le genre des mots » et des distinctions «



masculin/féminin ». Un plus petit nombre d'étudiants ont indiqué que « rien n'est difficile » à apprendre par la traduction. Cette constatation suggère que les caractéristiques grammaticales du français qui diffèrent substantiellement du Tiv/Idoma et de l'anglais — en particulier les conjugaisons verbales et le genre grammatical — sont perçues comme les aspects les plus difficiles à apprendre par la traduction.

5.7 Implications pédagogique

Schéma 8: Préférences des étudiants pour une pédagogie de la traduction



5.7.1 Aide nécessaire de la part des enseignants

Le diagramme à barres horizontales (voir Schéma 8, en haut à gauche) révèle que les étudiants souhaitent principalement que les enseignants « utilisent plus d'exercices de traduction » dans leur enseignement, cette option recevant beaucoup plus de mentions que les autres. « Enseigner aux étudiants comment mieux traduire » a été identifié comme la deuxième forme d'assistance la plus importante, tandis que « éviter la traduction et se concentrer uniquement sur le français » et « je ne sais pas » ont reçu moins de mentions. Cette répartition indique que les étudiants valorisent généralement la traduction comme un outil d'apprentissage et recherchent une intégration plus structurée des activités de traduction dans leurs cours de français.



5.7.2 Opinions sur les outils de traduction

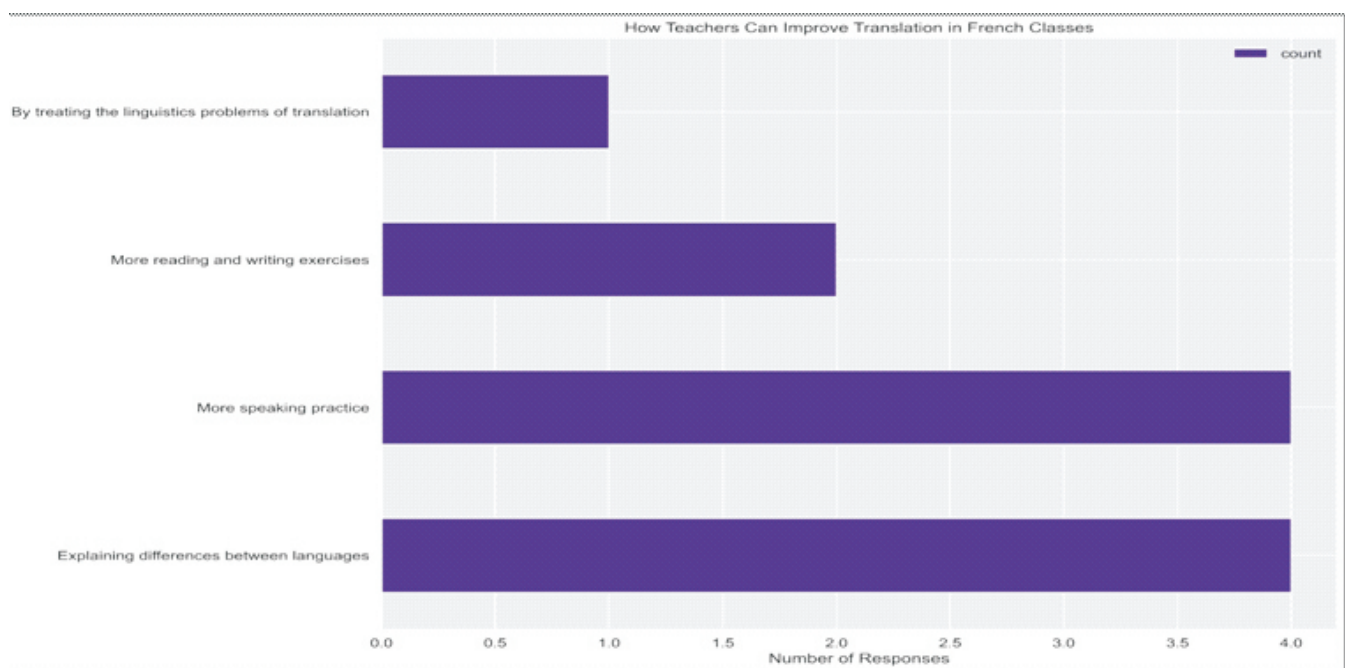
Le diagramme circulaire (voir *Schéma 8*, en haut à droite) démontre des perspectives équilibrées sur la question de savoir si des outils comme Google Translate peuvent faciliter l'apprentissage du français. Des segments égaux représentent « ils pourraient aider un peu » et « ils aideraient beaucoup », avec un segment plus petit indiquant « ils pourraient causer des problèmes ». Cette répartition suggère un optimisme prudent concernant les technologies de traduction, reconnaissant à la fois les avantages potentiels et les limites.

5.7.3 Activités de traduction préférées pour la classe

Le diagramme à barres horizontales (voir *Schéma 8*, le côté bas) montre que « les ateliers sur l'utilisation de la traduction en classe » était l'activité de traduction préférée la plus fréquemment mentionnée, suivie de près par « plus de matériel d'enseignement en français ». « La formation sur l'enseignement aux étudiants multilingues » a reçu moins de mentions mais a été tout de même identifiée comme précieuse par un nombre significatif de répondants. Ce schéma suggère que les étudiants désirent à la fois des conseils pratiques sur les techniques de traduction et des ressources supplémentaires pour soutenir leur apprentissage basé sur la traduction.

5.7.4 Comment les enseignants peuvent améliorer la traduction dans les cours de français

Schéma9: Stratégies des enseignants pour améliorer l'enseignement basé sur la traduction



Le diagramme (voir *Schéma 9*) montre comment les répondants estiment que les enseignants peuvent améliorer l'enseignement basé sur la traduction. « Expliquer les différences entre les langues » et « plus de pratique orale » ont été identifiées comme les améliorations les plus importantes, recevant beaucoup plus de mentions que les autres options. « Plus d'exercices de lecture et d'écriture » a reçu un nombre modéré de mentions, tandis que « traiter les problèmes linguistiques de la traduction » a été mentionné moins fréquemment. Ce schéma indique que les étudiants valorisent l'enseignement linguistique comparatif explicite et les opportunités de production orale pour améliorer leur apprentissage du français basé sur la traduction.



5.8 Perspectives des enseignants sur la traduction dans l'enseignement de français

Alors que les sections précédentes examinaient les expériences des étudiants avec la traduction dans l'apprentissage de français, cette section présente les perspectives des enseignants à Benue State University. L'enquête auprès des enseignants a impliqué trois instructeurs ayant des rangs académiques variés et des spécialisations en enseignement de français.

5.8.1 Utilisation et Attitudes des Enseignants envers la Traduction

Comme illustré (voir *Schéma 10*), les enseignants ont rapporté une fréquence variée des activités de traduction dans leurs cours de français, l'un indiquant « rarement », un autre « parfois » et le troisième « souvent ». Cette répartition suggère une gamme d'approches de la traduction au sein du département. Leurs opinions sur l'efficacité de la traduction pour enseigner le français étaient généralement positives, avec des réponses allant de « aide un peu » à « aide beaucoup » et « très utile », indiquant une acceptation générale de la traduction comme outil pédagogique malgré des variations dans la fréquence d'implémentation.

Schéma 10: Utilisation de la traduction par les professeurs et efficacité perçue





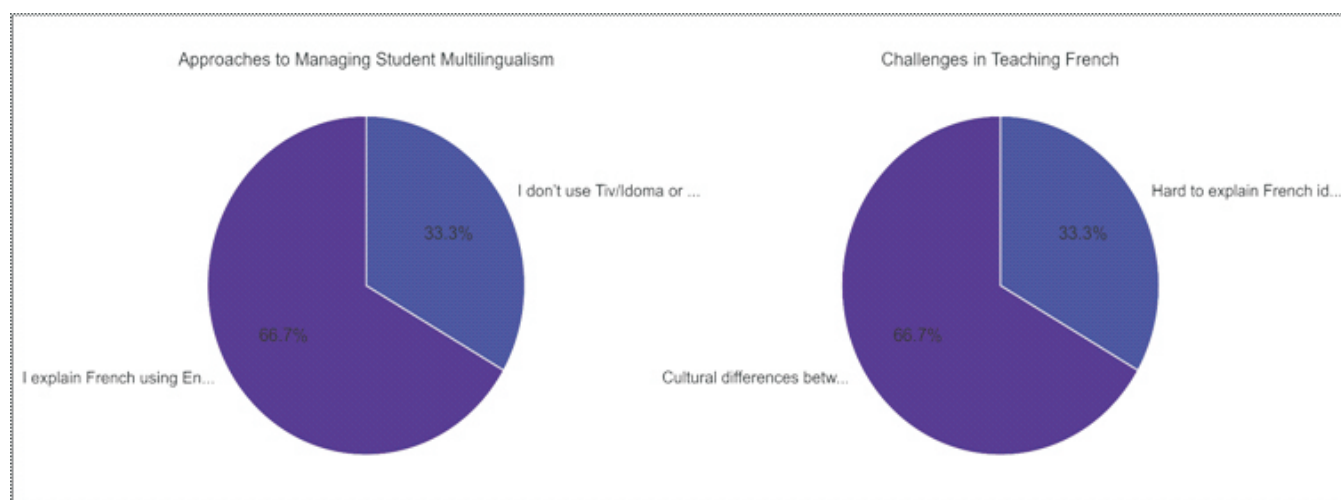
Lorsqu'on leur a demandé les avantages spécifiques de la traduction, les enseignants étaient particulièrement positifs sur son rôle dans l'acquisition de la grammaire, deux des trois indiquant que la traduction « aide beaucoup » à apprendre la grammaire et la construction des phrases en français, tandis que l'un a rapporté qu'elle « aide un peu ». Cette constatation s'aligne avec les perceptions des étudiants sur les avantages de la traduction pour la compréhension grammaticale, bien que les enseignants semblent légèrement plus optimistes à cet égard que les étudiants.

Concernant le confort et la confiance des étudiants, les enseignants ont observé que les étudiants qui utilisent la traduction montrent une certaine augmentation de leur confort pour parler ou écrire en français. Un instructeur a spécifiquement noté que la traduction « construit le vocabulaire », faisant écho à la constatation des étudiants selon laquelle l'acquisition de vocabulaire est un avantage principal des approches basées sur la traduction.

5.8.2 Considérations interlinguistiques dans l'enseignement

Les enseignants ont démontré une prise de conscience du contexte multilingue complexe dans lequel ils enseignent. Lorsqu'on leur a demandé l'influence du Tiv/Idoma sur l'apprentissage du français, un enseignant a indiqué que cela « affecte quelque peu » la manière dont les étudiants apprennent le français par la traduction. Cependant, deux instructeurs ont reconnu une connaissance limitée des impacts spécifiques de la grammaire Tiv/Idoma sur la production en français des étudiants, l'un déclarant explicitement « Je ne suis pas compétent dans ce domaine ».

Schéma 11: Stratégies des professeurs pour gérer le multilinguisme



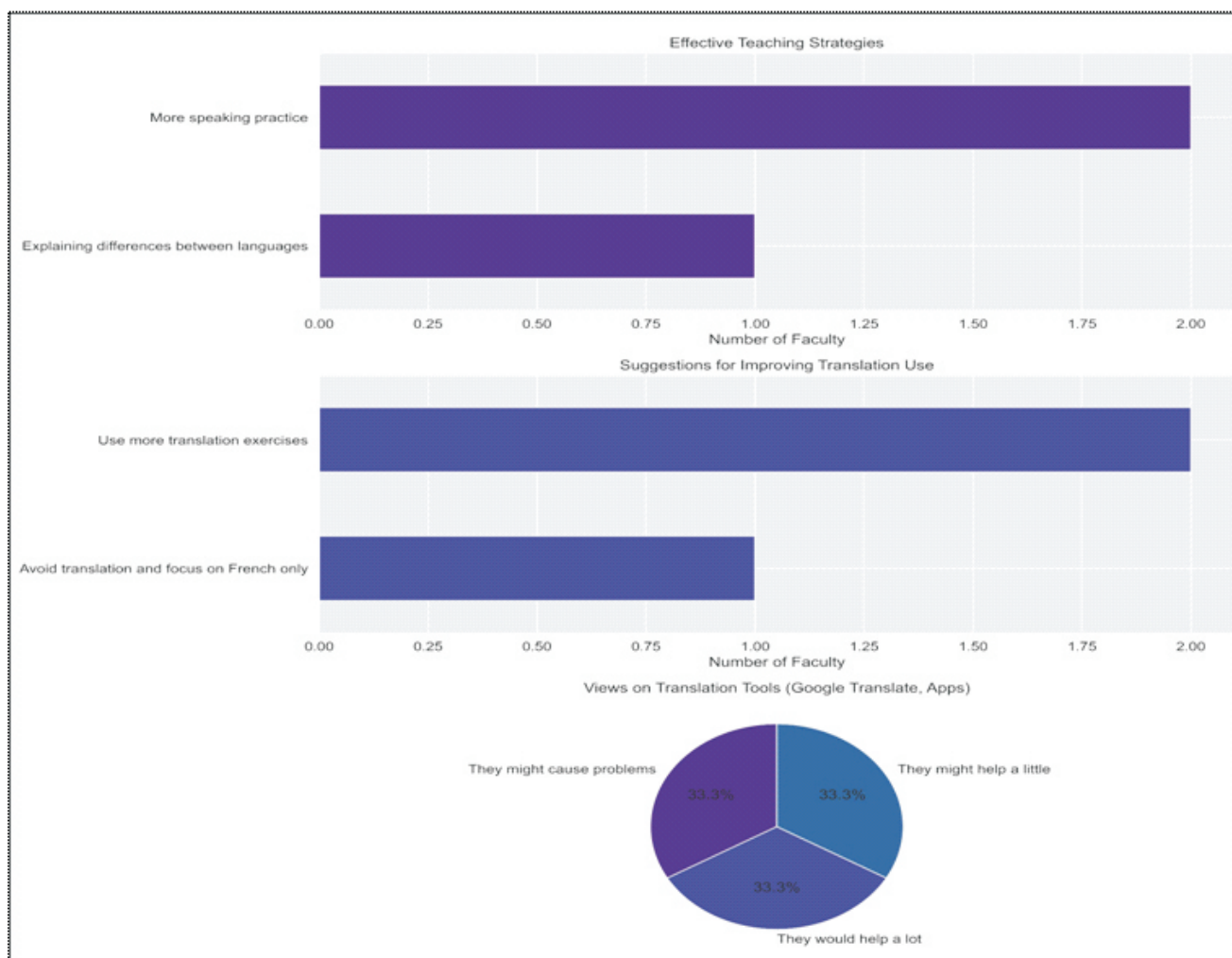
Comme illustré (voir Schéma 11), les approches pour gérer le multilinguisme des étudiants variaient considérablement parmi les enseignants. Un instructeur a rapporté « Je n'utilise pas le Tiv/Idoma ou l'anglais en classe », suggérant une approche strictement monolingue pour l'enseignement du français. En revanche, les deux autres instructeurs ont indiqué qu'ils « expliquent le français en utilisant l'anglais », reconnaissant le rôle médiateur de l'anglais dans leur approche pédagogique. Cette variation dans les stratégies reflète la tension continue dans la pédagogie des langues entre les approches uniquement en langue cible et celles qui exploitent les connaissances linguistiques existantes des étudiants. Les trois enseignants ont signalé avoir rencontré des défis liés aux différences culturelles et linguistiques. Deux ont spécifiquement identifié « les différences culturelles entre les langues » comme une difficulté principale, tandis que le troisième a mentionné qu'il était « difficile d'expliquer les idées françaises en anglais ». Ces observations complètent les rapports des étudiants sur les différences culturelles présentant des défis significatifs lors de la traduction entre les langues.



5.8.3 Approches Pédagogiques et Recommandations

Lorsqu'on leur a demandé des stratégies d'enseignement efficaces, les enseignants ont souligné l'importance de « expliquer les différences entre les langues » et « plus de pratique orale ». Ces recommandations sont parallèles aux préférences des étudiants pour un enseignement linguistique comparatif explicite et des opportunités de production orale, comme illustré (voir *Schéma 12*).

Schéma 12: Recommandations des professeurs pour améliorer les pratiques de traduction



Concernant la manière dont la traduction pourrait être mieux utilisée à BSU, deux enseignants ont suggéré « utiliser plus d'exercices de traduction », tandis qu'un a recommandé « éviter la traduction et se concentrer uniquement sur le français ». Cette divergence reflète le débat méthodologique en cours dans la pédagogie des langues entre les approches communicatives qui minimisent l'utilisation de la première langue et celles qui considèrent la traduction comme un outil cognitif précieux.

Les opinions des enseignants sur les outils de traduction comme Google Translate reflétaient une prudence similaire à celle exprimée par les étudiants, avec des réponses réparties entre « ils pourraient causer des problèmes », « ils pourraient aider un peu » et « ils aideraient beaucoup ». Cette répartition suggère une reconnaissance des avantages potentiels et des limites de la traduction assistée par la technologie dans la salle de classe de langue.

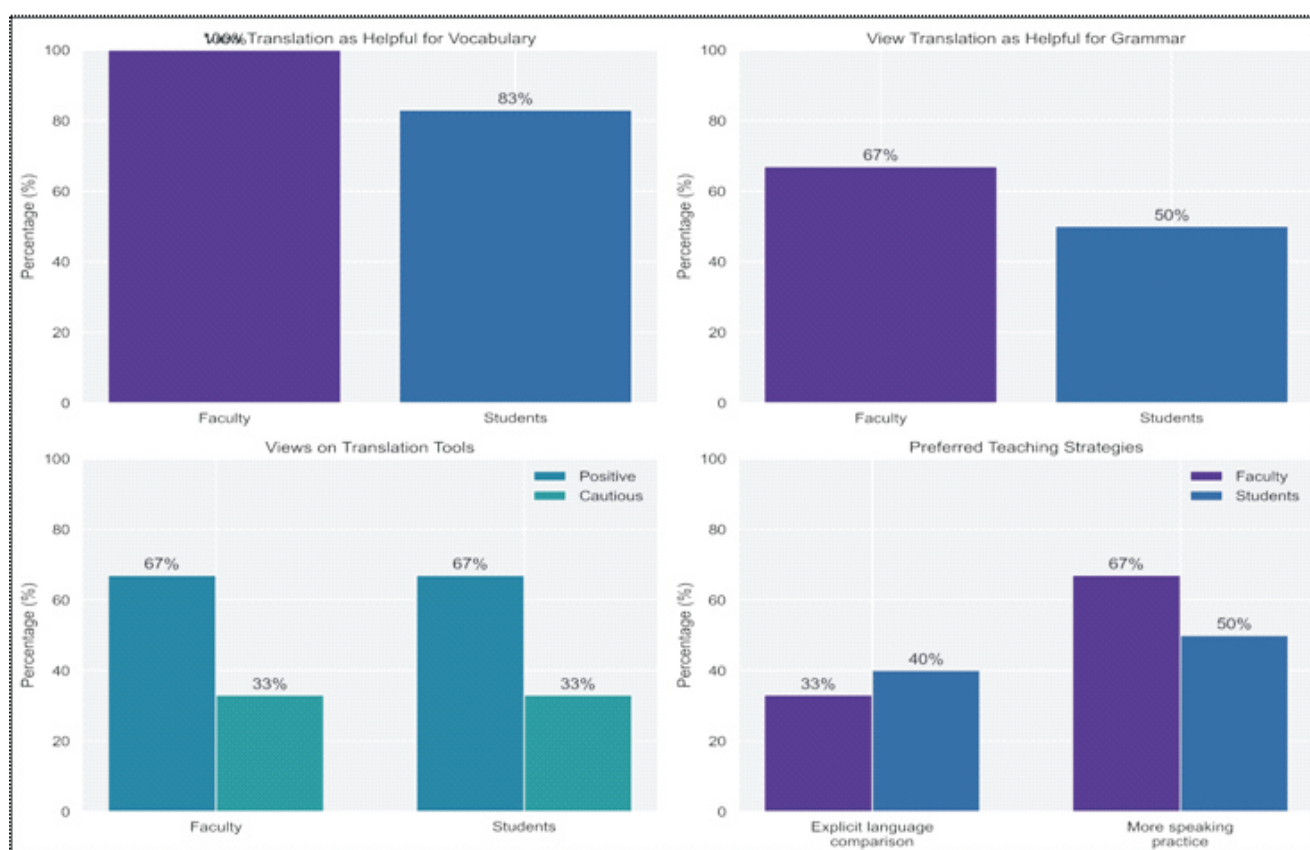
Tous les enseignants ont exprimé un intérêt pour le développement professionnel lié à la pédagogie



multilingue, l'un demandant spécifiquement « une formation sur l'enseignement aux étudiants multilingues ». Cela indique une reconnaissance du besoin de compétences spécialisées pour naviguer efficacement dans le paysage linguistique complexe des salles de classe de français au Nigeria.

5.8.4 Comparaison des Perspectives des Enseignants et des Étudiants

Schéma 13: Comparaison des perspectives des professeurs et des étudiants



Le diagramme ci-dessus illustre les domaines clés d'alignement et de divergence entre les perspectives des enseignants et des étudiants sur la traduction dans l'apprentissage de la langue française. Les deux groupes reconnaissent la valeur particulière de la traduction pour l'acquisition de vocabulaire, les enseignants montrant un optimisme légèrement plus élevé à cet égard. De même, les enseignants expriment une plus grande confiance dans l'utilité de la traduction pour l'apprentissage de la grammaire. Les deux groupes montrent des opinions comparables sur les outils de traduction, environ deux tiers exprimant des attitudes positives tandis qu'un tiers maintient des perspectives prudentes. Cette évaluation équilibrée suggère un potentiel pour une intégration guidée de ces technologies avec un accompagnement approprié. Concernant les stratégies d'enseignement préférées, les enseignants mettent davantage l'accent sur la pratique orale par rapport aux étudiants, tandis que les étudiants montrent une préférence légèrement plus forte pour la comparaison linguistique explicite. Ces différences, bien que modestes, peuvent informer des ajustements ciblés des approches pédagogiques pour mieux s'aligner sur les préférences des apprenants. Les données des enseignants, bien que limitées par une petite taille d'échantillon, fournissent une triangulation précieuse avec les perspectives des étudiants et offrent des perspectives supplémentaires sur le contexte pédagogique dans lequel l'apprentissage basé sur la traduction se déroule à BSU. Les variations dans les approches parmi les enseignants soulignent l'importance de développer des meilleures pratiques sensibles au contexte qui tiennent compte à la fois des principes théoriques et des réalités pratiques de la salle de classe multilingue.



5.9 Analyse qualitative des perspectives des enseignants sur la traduction dans l'apprentissage du Français

L'analyse qualitative fournit des idées précieuses sur les perspectives des enseignants concernant le rôle de la traduction dans l'apprentissage de la langue française. Les enseignants ont souligné la traduction comme un soutien nécessaire, en particulier pour les débutants, aidant les étudiants à saisir les structures complexes, le vocabulaire et les concepts culturels. Cependant, ils ont clairement reconnu que son rôle devrait diminuer à mesure que les étudiants progressent. Plusieurs enseignants ont noté que, bien que la traduction soit essentielle au début, à des niveaux avancés, les étudiants devraient être encouragés à penser directement en français plutôt que de dépendre de la traduction. Une préoccupation significative exprimée par les enseignants était l'influence de l'anglais sur la production en français des étudiants. Beaucoup ont observé que les étudiants transféraient souvent des structures de phrases anglaises en français, ce qui entraînait parfois des formulations maladroites ou incorrectes. Certains soupçonnaient que d'autres langues locales, comme le Tiv et l'Idoma, pourraient également jouer un rôle dans la formation des stratégies de traduction des étudiants, bien que cette influence n'ait pas été largement explorée. Malgré ces défis, les enseignants ont reconnu que les origines multilingues pouvaient offrir à la fois des défis et des avantages dans le processus d'apprentissage.

Les enseignants ont exprimé des opinions mitigées sur l'utilisation de la technologie de traduction en classe. Bien que certains aient reconnu l'utilité d'outils comme Google Translate pour des références rapides, d'autres ont mis en garde contre une dépendance excessive à ces outils, car ils ne parviennent souvent pas à capturer les nuances de la langue. Il y avait toutefois un consensus sur le fait que, lorsqu'elle est utilisée de manière critique, cette technologie pouvait aider les étudiants à mieux comprendre les structures et le

v o c a b u l a i r e f r a n ç a i s .

Le thème le plus courant dans les réponses des enseignants était l'importance de l'apprentissage basé sur la pratique. Beaucoup ont souligné que, bien que la traduction soit un outil utile, elle devrait être intégrée à une utilisation active de la langue à travers des exercices de parole et d'écriture. La traduction ne devrait pas être considérée comme un substitut à l'engagement direct avec la langue, mais comme un outil complémentaire qui aide les étudiants à combler les lacunes de compréhension. Les enseignants plaident pour des méthodes telles que le jeu de rôle et les exercices de traduction collaborative, où les étudiants interagissent activement avec la langue, renforçant ainsi leur fluidité et leur compréhension.

5.10 Discussion et Implications

Les résultats de cette étude fournissent des perspectives précieuses sur le rôle de la traduction dans l'apprentissage de la langue française parmi les étudiants nigériens multilingues et offrent plusieurs implications pour la pédagogie des langues. Il est capital de prendre note des suivants :

5.10.1 La valeur de la traduction comme stratégie d'apprentissage

La perception positive de la traduction à travers divers domaines linguistiques, en particulier l'acquisition de vocabulaire, remet en question le rejet de longue date de l'utilisation de la première langue dans les approches communicatives de l'enseignement des langues. Comme Thani et Ageli (2021) l'ont soutenu, la traduction peut servir d'outil cognitif précieux plutôt que d'obstacle à l'acquisition de la langue. Le Schéma 13 montre que les enseignants démontrent une confiance encore plus forte que les étudiants dans les avantages de la traduction pour l'apprentissage du vocabulaire et de la grammaire. L'association forte entre la traduction et le développement du vocabulaire semble cohérente à travers les perspectives des étudiants et des enseignants. La nature concrète de l'apprentissage lexical semble bénéficier du mappage direct entre les langues que la traduction fournit. Cette constatation s'aligne avec les recherches d'Alroe et Reinders (2015), qui ont trouvé que la traduction est un outil d'échafaudage efficace pour l'acquisition de vocabulaire.



5.10.2 Dynamiques multilingues dans la traduction

L'étude révèle des schémas complexes dans la manière dont plusieurs langues interagissent dans le processus de traduction. La constatation que la plupart des étudiants utilisent l'anglais comme langue médiatrice lorsqu'ils traduisent en français, plutôt que d'utiliser directement leurs langues indigènes, reflète l'interaction dynamique des langues dans les systèmes multilingues. Ce schéma découle probablement du statut de l'anglais comme langue principale d'enseignement dans le système éducatif nigérian et a des implications importantes pour comprendre les processus cognitifs dans l'acquisition d'une troisième langue. Les réponses variées concernant la question de savoir si la connaissance des langues indigènes facilite ou entrave la traduction en français suggèrent une variation individuelle considérable dans l'influence interlinguistique.

5.10.3 Défis et Implications Pédagogiques

L'identification des structures de phrases, des formes verbales et du genre grammatical comme des domaines particulièrement difficiles suggère que l'enseignement basé sur la traduction pourrait être plus efficace lorsqu'il aborde explicitement les différences structurelles entre les langues. Cette constatation s'aligne avec les approches d'analyse contrastive qui mettent l'accent sur la prise de conscience des différences interlinguistiques dans la pédagogie des langues (Richards & Rodgers, 2001). Les étudiants et les enseignants ont exprimé des préférences pour des activités de traduction structurées et des comparaisons linguistiques explicites plutôt que pour une utilisation incidente ou non systématique de la traduction. Cela soutient les arguments de Carreres (2006) pour traiter la traduction comme une compétence à développer systématiquement plutôt que simplement tolérée.

6. Conclusion

Cette recherche a examiné le rôle de la traduction dans l'acquisition de la langue française parmi les étudiants de Benue State University. Les résultats révèlent que la traduction fonctionne comme un outil cognitif essentiel dans le programme de français de BSU, les étudiants et les enseignants reconnaissant son utilité malgré des variations dans sa mise en œuvre. La traduction démontre une efficacité particulière pour l'acquisition de vocabulaire tout en montrant des avantages plus variables pour l'apprentissage de la grammaire. L'anglais sert de langue médiatrice prédominante entre les langues indigènes et le français, reflétant les hiérarchies éducatives établies malgré l'environnement multilingue. De nombreux participants perçoivent leur contexte multilingue comme avantageux pour l'apprentissage du français, suggérant des effets potentiels de transfert positif. Les principaux défis se concentrent sur les différences structurelles entre les langues, en particulier les formes verbales, les expressions de temps et le genre grammatical. Les étudiants et les enseignants expriment une préférence pour une intégration systématique plutôt qu'incidente des activités de traduction, suggérant une reconnaissance de la traduction comme une compétence nécessitant un développement structuré. Cette étude contribue à l'accumulation de preuves remettant en question les hypothèses monolingues dans la pédagogie des langues. Les résultats appellent à des approches nuancées qui reconnaissent la traduction comme un outil cognitif sophistiqué dans les environnements d'apprentissage multilingues plutôt qu'un retour à des méthodologies dépassées.

7. Recommandations

Sur la base des résultats de cette étude, les recommandations suivantes sont proposées:

1. **Intégration culturo-linguistique:** L'enseignement de la traduction devrait aborder explicitement les concepts culturels qui n'ont pas d'équivalents directs, aidant les étudiants à naviguer entre différents cadres conceptuels dans leur répertoire linguistique.
2. **Activités de pratiques ciblées:** Comme souligné par les enseignants, plus de tâches ciblant la pratique active du français devraient être mises en œuvre, car ce n'est pas une langue maternelle. Cela devrait inclure des exercices axés sur la parole et des ateliers interactifs permettant aux étudiants de pratiquer dans des contextes authentiques.
3. **Directives pour l'intégration de la technologie:** Des protocoles clairs pour l'utilisation de la technologie de traduction devraient être établis, mettant l'accent sur leur rôle en tant qu'outils



supplémentaires plutôt que comme substituts à la compréhension fondamentale de la langue.

4. **Soutien personnalisé par niveau annuel:** Les défis de la traduction devraient être abordés avec des interventions adaptées au niveau annuel — orientation culturelle pour les étudiants de première année, analyse structurelle pour les étudiants intermédiaires, et exercices axés sur la précision pour les apprenants avancés. Les recherches futures devraient explorer l'efficacité à long terme de ces recommandations, examiner les stratégies d'intégration de la technologie qui optimisent les avantages de la traduction tout en minimisant les interférences, et mener des études longitudinales pour suivre l'évolution des besoins en traduction tout au long du parcours d'apprentissage linguistique d'un étudiant.

Références

- Allahverdiyev, A. (2024). Analyse comparative des méthodes d'enseignement de la langue française dans l'enseignement supérieur. *Norwegian Journal of Development of the International Science*, (120), 103–108. <https://doi.org/10.5281/zenodo.10138540>
- Alroe, M. J., & Reinders, H. (2015). The role of translation in vocabulary acquisition: A replication study. *Eurasian Journal of Applied Linguistics*, 1(1), 39–58. <https://doi.org/10.32601/ejal.460588>
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Carreres, Á. (2006). *Strange bedfellows: Translation and language teaching. The teaching of translation into L2 in modern languages degrees; uses and limitations*. Sixth Symposium on Translation, Terminology and Interpretation in Cuba and Canada.
- Gao, Y. (2023). Analysis of Eugene Nida's translation theory. *International Journal of Education and Humanities*, 10(1), 203–206.
- Gyuse, G. (2020). (Mis)use of translational method in the teaching of French in Nigeria: The need to enhance students' translation competence. *Ifè Journal of Foreign Languages*, 11, 91–105.
- Gyuse, G., Robert, I. S., & Ureel, J. J. J. (2019). A descriptive analysis of French teaching and the place of translation in bachelor's curricula in Nigerian universities. *Paralleles*, 31(2), 63–85. <https://doi:10.17462/para.2019.02.04>
- Jeanmaire, G. (2017). Traduction pédagogique participative et collaborative dans l'enseignement du FLE. *The French Review*, 90(3), 138–155. <https://doi.org/10.1353/tfr.2017.0287>
- Kern, R. G. (1994). The role of mental translation in second language reading. *Studies in Second Language Acquisition*, 16(4), 441–461. <http://www.jstor.org/stable/44487781>
- Kherfi, I. (2021). Compte-rendu de l'ouvrage de Véronique Castellotti (2001) intitulé « La langue maternelle en classe de langue étrangère », CLE International, Coll. Didactique des langues étrangères, 124 p. *Langues & Cultures*, 2(1), 164–169. <https://doi.org/10.62339/jlc.v2i01.125>
- Ladmiral, J.-R. (1972). La traduction dans l'institution pédagogique. *Langages*, (28), 8–39. <http://www.jstor.org/stable/41680834>



- Lah, M. (2022). La place de la L1 en classe de français langue étrangère : Le cas des lycées slovènes. *Linguistica*, 62(1–2), 387–400. <https://journals.uni-lj.si/linguistica/article/view/11439/10779>
- Lebert, M. (2016). A history of translation and translators. Internet Archive. <https://archive.org/details/translation-history/mode/1up>
- Ogilo, M., & Njosi, F. (2024). Translation as a catalyst to globalization. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(4), 1289–1298. <https://www.multiresearchjournal.com/admin/uploads/archives/archive1725093248.pdf>
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge UNIVERSITY Press.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching*, 10(1–4), 209–241. <https://doi.org/10.1515/iral.1972.10.1-4.209>
- Shagba, E. I. (2018). Geolinguistic survey of minority languages in the Benue Valley, Benue State University, Makurdi. <https://core.ac.uk/download/pdf/322634320.pdf>
- Thani, A. S., & Ageli, N. R. (2021). The use of translation as a learning strategy: A case study of students of the UNIVERSITY of Bahrain. *International Journal of Linguistics, Literature and Translation*, 3(12), 87–101. <https://doi.org/10.32996/ijllt.2020.3.12.12>



IMPACT OF CULTURAL BELIEFS ON INTIMATE PARTNER VIOLENCE AMONG MARRIED ADULTS IN KWARA STATE, NIGERIA

OGUNLEYE, Samson Ayodeji
samogs200@gmail.com

OLADELE Adenike Adepeju
adenikeoladele30@gmail.com

&

Dr. Foluke N. Bolu-Steve
bolu-steve.fn@unilorin.edu.ng
Department of Educational Guidance and Counselling
University of Ilorin
Kwara State

Abstract

Intimate Partner Violence (IPV) is a persistent public health and socio-cultural issue in Nigeria, where cultural beliefs often legitimise and reinforce abusive practices. This study investigated the impact of cultural beliefs on IPV among married adults in Kwara State. Using a descriptive survey design, 393 participants were selected through multistage sampling across local government areas. Data were collected with the Impact of Cultural Beliefs on Intimate Partner Violence Questionnaire (ICBIPQ), which had a reliability coefficient of 0.76. Analysis involved descriptive statistics, t-test, and ANOVA. Results showed that 71.0% of respondents perceived cultural beliefs as having a high impact on IPV. Norms such as male authority in marriage, stigmatization of divorce, and tolerance of emotional abuse were identified as major contributors. While no significant differences emerged across gender and marital duration, significant variations were observed by age and educational level, with older respondents and those with tertiary education demonstrating greater awareness of cultural influences on IPV. The findings highlight the enduring role of patriarchal norms and cultural ideologies in sustaining IPV practices, while education appears to offer a mitigating effect. The study concludes that harmful cultural norms remain a key driver of IPV in Kwara State. Therefore, to lessen the damaging ideas that support intimate partner violence, it is recommended that the government, non-governmental organisations, legislators, and community leaders work to increase awareness, enact stronger legislation, include gender equality into the classroom, and offer culturally appropriate training.

Keywords: *Intimate Partner Violence, Cultural Beliefs, Married Adults*

Introduction

Marital relationship dynamics are shaped by cultural beliefs, which affect how spouses see authority, compliance, and appropriate behaviour. In many households, these ideas dictate how roles are assigned, how conflict is handled, and what behaviours are accepted or disapproved of. These cultural norms may unintentionally foster circumstances where harmful actions are minimised or justified when they place an emphasis on male dominance or female submission. Both the prevalence of intimate partner violence and people's willingness to disclose or oppose it are greatly impacted by these deeply rooted values in Kwara State. This emphasises the necessity of looking at intimate partner violence as a phenomena



supported by social and cultural factors as well as an act of abuse.

Building on this cultural background, Intimate Partner Violence (IPV) is one of the most common types of abuse that occurs in marriages and continues to be a serious human rights and public health issue. Intimate Partner Violence (IPV) is one of the most pervasive forms of gender-based violence globally and constitutes a major public health and human rights concern. It includes physical, sexual, psychological harm, and controlling behaviours inflicted by a current or former partner (World Health Organization [WHO], 2021). It is the act of physical aggression such as hitting, slapping, or kicking, coupled with psychological abuse like humiliation and intimidation, sexual coercion, and behaviours that limit an individual's freedom by restricting access to family, friends, or resources (Adedokun et al., 2023). Similarly, Ezech et al. (2021) expanded the definition to include economic deprivation, neglect, and even spiritual abuse, suggesting that Intimate Partner Violence in Nigeria can assume both traditional and context-specific forms.

The United Nations Population Fund (UNFPA, 2021), through the Violence Against Women Data Portal, described Intimate Partner Violence (IPV) as women's self-reported experiences of physical or sexual violence including threats and coercion committed by a partner since age 15. Adebayo et al. (2022) viewed IPV as harmful behaviours and attitudes such as intimidation, humiliation, physical assault, sexual coercion, or restrictive control over a partner's movement and access to support. While Ogunfowokan and Olajide (2020) maintained that IPV as violent or coercive behaviour within marriage or partnership, including physical assault, psychological abuse, sexual coercion, and restrictions on personal freedom or access to resources.

From a health perspective, Onwukwe et al. (2024) defined IPV as a range of coercive acts physical, psychological, and sexual committed by a current or former intimate partner, particularly affecting women and adolescent girls. This aligns with the public health framing that highlights the health consequences of IPV. The Centers for Disease Control and Prevention (CDCP) and the American College of Obstetricians and Gynecologists (ACOG) describe Intimate Partner Violence (IPV) as abuse or aggression from a current or former partner, which may involve physical or sexual violence, stalking, psychological manipulation, and reproductive coercion (Breiding et al., 2022).

However, Intimate Partner Violence (IPV) has been defined in diverse ways by international bodies and researchers, but there is a common understanding that it involves harmful acts within intimate relationships that threaten the safety, dignity, and wellbeing of victims. There is no way to exempt Intimate Partner Violence from Gender Based Violence. According to Nwankwo and Aginam (2020), Gender Based Violence emanated from the consequence of unequal power relations, where men use violence as a means of control over women which include economic abuse, denial of resources, forced marriages, and harmful widowhood practices as forms of Gender Based Violence. Also, Adebayo (2021) explained Gender Based Violence as violence or threats of violence targeted at individuals on the basis of socially constructed gender roles. Adebayo (2021) particularly situates Gender Based Violence within marital settings in Nigeria, where women often face abuse justified by cultural expectations of obedience and submission to male authority.

Cultural beliefs in Nigeria play a critical role in influencing attitudes toward intimate partner violence (IPV), often reinforcing practices that legitimize or excuse abuse within marital relationships. It has showed that patriarchal cultural norms transmitted across generations serve as one of the strongest predictors of intimate partner violence. Oluku and Abasiekong (2024) argued that patriarchal traditions institutionalize male dominance in households, thereby increasing the likelihood of violence against women. Okenwa-Emegwa, et al. (2016) demonstrated that younger Nigerians internalize traditional values that condone physical abuse as a form of discipline, indicating that IPV is not merely an individual act of aggression but also a socially learned behaviour. Some cultural practices discourage women from reporting abuse to avoid bringing shame to the family, thereby perpetuating silence and continued victimization (Adeoye, 2020). Similarly, bride price and dowry practices often create a sense of male ownership over women, increasing their vulnerability to IPV (Okonkwo, 2022).

In Kwara State, as in other parts of Nigeria, cultural beliefs that stigmatize divorced or separated



women pressure victims of IPV to remain in abusive marriages (Olatunji, 2023). This social pressure sustains cycles of violence and hinders victims from accessing justice or counseling services. Furthermore, community elders and traditional leaders sometimes encourage reconciliation rather than legal action, which may unintentionally protect perpetrators (Ogunyemi, 2021). Therefore, the normalization of IPV due to cultural values also has intergenerational consequences. Children raised in households where violence is justified by cultural or religious beliefs are more likely to replicate such patterns in their future relationships (Ibrahim, 2022). These cultural reinforcements contribute not only to the persistence of IPV but also to the silencing of survivors and the erosion of their mental and physical well-being.

According to recent studies by Dim (2020) and Oyediran (2021), the dynamics of intimate partner violence in Nigeria are intricately shaped by regional and theological differences. In the Northern region, where Islamic traditions and patriarchal norms are deeply embedded, IPV is often justified as part of male authority over women (Adebayo & Kolawole, 2022). In contrast, studies in the Southern region reveal that while Christian communities may discourage physical violence, cultural silence around divorce and separation still pressures women to remain in abusive marriages (Okorie, 2021). Therefore, Religious interpretations play a major role. Some Islamic perspectives emphasize male guardianship, which can reinforce intimate partner violence when misinterpreted, while certain Christian teachings on submission and forgiveness are sometimes misused to discourage women from leaving violent partners (Olayinka & Ayegboyin, 2020). Regional economic disparities further compound these differences, as poverty in Northern rural areas increases women's dependence on men, reducing their ability to resist abuse (Ogunleye, 2023). In addition, cultural institutions such as the payment of bride-price often carry symbolic meanings that reinforce male entitlement, legitimizing spousal control and reducing women's ability to resist abusive behaviours (Adebayo & Kolawole, 2022).

At the same time, cultural and religious expectations tend to suppress women's disclosure of abuse. Onaseso (2023) opined that survivors are often silenced by doctrines portraying IPV as a private family issue or a divine test of endurance. This dynamic is further reflected in Southeast Nigeria, where Ameh and Abdul, as cited in Onaseso (2023), found that gender-based violence is widely perceived as a corrective practice deeply embedded in cultural traditions. Religious leaders also play a role, as their misuse of sacred norms can perpetuate violence by discouraging women from seeking external support or leaving abusive marriages (Onaseso, 2023).

Cultural stigma does not only discourage women from reporting abuse but also complicates mediation processes. Ezema, et al. (2023) contend that victims are often pressured by cultural scripts of silence, making informal conflict resolution ineffective and leaving survivors vulnerable to continued violence. Moreover, men who experience IPV face cultural invisibility, as Onyilor and Ani (2023) explained that Nigerian society predominantly perceives men as perpetrators rather than victims. Consequently, male survivors are stigmatized and discouraged from reporting abuse, rendering their experiences invisible in public discourse. Although, cultural transmission of IPV beliefs begins early in life. Fakunmoju and Rasool (2018) show that Nigerian adolescents exposed to violence in the home or community are more likely to adopt patriarchal worldviews that justify IPV. Such findings indicate that IPV-supportive ideologies are not only normalized in adulthood but also cultivated during formative years, perpetuating intergenerational cycles of abuse.

Intimate Partner Violence (IPV) among married adults in Nigeria is a multidimensional social and public health problem with diverse causes ranging from individual, relational, and socio-cultural to structural factors. However, one of the major causes of IPV is low educational attainment among both women and men. Women with limited education are more vulnerable to abuse, while less-educated men are more likely to resort to violence as a form of control (Onigbogi et al., 2015; Oluwagbemiga, et al., 2023). Closely related to this is substance abuse, particularly alcohol consumption by male partners, which has been strongly associated with increased likelihood of IPV due to impaired judgment and aggression (Onigbogi et al., 2015). Exposure to childhood witnessing of parental violence has also been identified as a predictor of IPV in adulthood. This intergenerational transmission of violence normalizes abusive behaviour and increases vulnerability in marital relationships (Onigbogi et al., 2015; Abimbola et al., 2023).



Similarly, gender inequality and power imbalance rooted in patriarchal norms perpetuate IPV, as men are often socialized to assert dominance and control over women (Oluku & Abasiokong, 2024).

Emotional distress and poor coping mechanisms have been highlighted as significant causes, where partners resort to violence as a maladaptive response to stress and conflict (Olayiwola-Adedola, et al. 2024). Moreover, the structure of polygynous marriages increases the risk of IPV, with senior wives often experiencing heightened abuse due to co-wife rivalry and reduced bargaining power (Owool et al. 2021). Cultural and societal acceptance of violence further reinforces IPV. In many Nigerian communities, IPV is justified as a corrective measure when women are perceived as disobedient or failing in their marital roles (Oluku & Abasiokong, 2024). Research among married men in Ibadan further linked IPV perpetration with negative attitudes toward women, polygamous unions, and alcohol use (Fawole et al., 2011).

Another key determinant is economic hardship and poverty, which exacerbate stress within households and limit women's capacity to exit abusive relationships (Oluwabemiga, et al. 2023). Even when women possess higher levels of education or economic independence, studies reveal that the protective effect of women's status diminishes in communities with strong patriarchal norms that continue to legitimize IPV (Bamiwuye & Odimegwu, 2022). Multilevel analyses of Demographic and Health Survey (DHS) data also confirm that community norms that condone intimate partner violence (IPV) can diminish or override the positive effects of women's individual empowerment (Oluwabemiga et al., 2023). Therefore, while women's status is a crucial factor in reducing IPV, broader cultural and structural contexts must also be addressed to achieve meaningful change.

The prevalence of Intimate Partner Violence (IPV) among married adults in Kwara State and Nigeria at large has remained a persistent public health challenge. Findings from the 2022 Nigeria Demographic and Health Survey (NDHS) reveal that approximately one in three ever-married women (36%) have experienced at least one form of IPV—emotional, physical, or sexual. Among these, emotional IPV was most prevalent (35.8%), followed by physical IPV (16.7%) and sexual IPV (8.2%) (Bamiwuye & Odimegwu, 2022; Olorunsaiye et al., 2022). These figures explained the widespread nature of IPV across Nigerian households, with emotional violence emerging as the most frequent form. Evidence from Kwara State indicates a similarly high burden of IPV, particularly among pregnant women. A multicentre study conducted across Nigeria and Ghana, which included the University of Ilorin Teaching Hospital (UIH), reported a 27.7% prevalence of IPV in pregnancy, with psychological violence (24.6%) as the most common and sexual violence (8.1%) the least reported (Areo et al., 2025).

Corroborating this, a tertiary hospital-based study in Ilorin documented a prevalence of 34.5% domestic violence among antenatal attendees, with intimate partners identified as the predominant perpetrators (Adesina et al., 2022). This highlighted the vulnerability of pregnant women to IPV within marital unions in the state. Comparative findings from other regions of Nigeria further affirm the widespread occurrence of IPV. For instance, a community-based study in Abeokuta South Local Government Area, Ogun State, found that 73.2% of women had experienced at least one form of IPV, indicating even higher prevalence levels in some parts of the country (Ogunlaja et al., 2024). This suggests that IPV is not only prevalent in urban and facility-based settings like Ilorin but also pervasive in community settings across Nigeria. Overall, the evidence shows that IPV prevalence among married adults in Nigeria remains alarmingly high, with about one in three women nationally and between one in four to one in three women in Kwara State reporting abuse. Emotional violence appears to be the most common form, while sexual IPV is the least reported, likely due to cultural stigma and under-reporting. These findings emphasize the urgent need for culturally sensitive interventions and policy responses tailored to both the national and state contexts.

Statement of the Problem

Despite global and national efforts to curb IPV, it remains highly prevalent in Nigeria. National estimates show that over 30% of ever-married women report experiencing IPV, with psychological and physical violence being the most common forms (Amusa & Fawole, 2024). In North-central Nigeria, including Kwara State, IPV prevalence is fueled by cultural norms that uphold male superiority, encourage



wife obedience, and tolerate violence as a form of discipline (Oladipo et al., 2022).

The normalization of IPV through cultural beliefs undermines prevention efforts. Many women who experience IPV do not seek help due to social stigma, family pressure to endure marriage, and the perception that IPV is a private matter (Awe & Ajayi, 2024). In Kwara State, anecdotal reports and hospital-based studies reveal increasing cases of spousal abuse, yet there is little systematic research linking cultural beliefs to IPV among married adults. This gap in evidence limits the development of culturally responsive prevention and intervention strategies in the state.

Given that Kwara is a multi-ethnic and religiously diverse state with strong traditional institutions, understanding how cultural beliefs influence IPV is crucial for designing effective policies. Without addressing these socio-cultural drivers, efforts to reduce IPV will remain ineffective.

Objectives of the Study

The main purpose of this study is to examine the impact of cultural beliefs on intimate partner violence among married adults in Kwara State. Specifically, the study intended to determine whether moderating variables of age, gender, marital duration, educational level, would determine cultural beliefs and intimate partner violence

Research Questions

Only one research question was raised for the purpose of the study:

1. What is the level of impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria?

Research Hypotheses

The following research hypotheses were formulated and tested in this study:

1. There is no significant difference in impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on age.
2. There is no significant difference in impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on gender.
3. There is no significant difference in impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on marital duration.
4. There is no significant difference in impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on educational level.

Methodology

This study focused on impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria. The population for the study comprised all married adult in Kwara state, and they are estimated at 779,996 (National population CommisiionKwara State, 2024). The target population for the study consist of selected married adults living in Kwara state. According to Adedokun (2023) that cited Research Advisor (2006), a sample size of 384 was recommended for a population of this magnitude and the researchers added 5% to the sample size to make up for attrition, therefore the sample size used for this study was 393 in order to take care of attrition. A multi-stage sampling procedure was adopted in gathering data for the study. At stage one, proportional sampling technique was adopted in selecting the local government areas for the study, while at stage two, systematic random sampling technique was adopted to select target audience and facilities; whereas at stage three, simple random sampling technique was employed to draw participants for the study.

The instrument used to elicit responses from the respondents was a researcher-developed questionnaire entitled "Impact of Cultural Beliefs on Intimate Partner Violence Questionnaire (ICBIPQ)." The instrument had a reliability coefficient of 0.76 using a test-re-test method after a period of three weeks and a Cronbach Alpha method of calculating reliability coefficient. The coefficient obtained conformed that the instrument was suitable for use in the study. The data collected was analysed using descriptive and inferential statistics method.



Research Question: What is the level of impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria?

Table 1: Percentage Distribution of Respondents' Level of Impact of Cultural Beliefs on Intimate Partner Violence

Level	Frequency	Percentage
High	279	71.0
Low	114	29.0
Total	393	100

Source: Researcher Field Study, 2025

Table 1 shows the respondents' level of impact of cultural beliefs on intimate partner violence. The table indicates that 279 (71.0%) of the respondents have high level of impact of cultural beliefs on intimate partner violence, while 114 (29.0%) of the respondents have low level of impact of cultural beliefs on intimate partner violence. This indicates that majority

Table 2: Mean, Standard Deviation and Rank Order Analysis on the Respondents' Impact of Cultural Beliefs on Intimate Partner Violence

Item No	As far as I know:	Mean	S.D.	Rank
7	In my community, cultural beliefs assign men authority over women in marriage.	2.98	.589	1 st
4	Divorce or separation is culturally stigmatized, especially for women	2.90	.777	2 nd
5	Verbal and emotional abuse (insults, humiliation, threats) is common in marriages in my community	2.87	.659	3 rd
3	Intimate partner violence is often perceived as a private family matter, not to be reported	2.85	.471	4 th
9	Bride price or dowry is viewed as giving a husband ownership rights over his wife	2.82	.747	5 th
8	Cultural teachings emphasize women's submission even in abusive relationships	2.78	.851	6 th
6	I find my job challenging	2.64	.774	7 th
2	Community leaders often encourage reconciliation rather than legal action in IPV cases	2.60	.779	8 th
10	Victims of IPV are discouraged from reporting abuse to outsiders because of cultural beliefs	2.58	.864	9 th
1	Sexual activity without consent is sometimes justified by cultural or religious beliefs	2.57	.753	10 th

Source: Researcher Field Study, 2025

Table 2 presents the mean, standard deviation and rank order of the respondents' impact of cultural beliefs on intimate partner violence. The table indicates that items 7, 4 and 5 which state that as far as I know: In my community, cultural beliefs assign men authority over women in marriage; Divorce or separation is culturally stigmatized, especially for women; and Verbal and emotional abuse (insults, humiliation, threats) is common in marriages in my community ranked 1st, 2nd and 3rd with the mean scores of 2.98, 2.90 and 2.87 respectively. Similarly, items 2, 10 and 1 which state that as far as I know: Community leaders often encourage reconciliation rather than legal action in IPV cases; Victims of IPV are discouraged from reporting abuse to outsiders because of cultural beliefs; and Sexual activity without



consent is sometimes justified by cultural or religious beliefs ranked 8th, 9th and 10th with the mean scores of 2.60, 2.58 and 2.57 respectively. Since all the items ranked above 2.50 cut-off point, it can be said that respondents believed that cultural beliefs have tremendous impact on intimate partner violence and assign men authority over women in marriage.

Hypothesis one: There is no significant difference in impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on age.

Table 3: Mean, Standard Deviation and t-value Showing Difference in the Impact of Cultural Beliefs on Intimate Partner Violence Respondents Based on Gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value
Male	163	27.90	6.63	391	.912	1.96	.362
Female	230	27.40	4.22				

Source: Researcher Field Study, 2025

Table 3 shows that the calculated t-value of .912 is less than the critical t-value of 1.96 with a corresponding p-value of .362 which is greater than 0.05 level of significance. Since the calculated p-value is greater than the 0.05 level of significance, hence the null hypothesis is accepted. This indicates that there is no significant difference in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on gender.

Hypothesis Two: There is no significant difference in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on age

Table 4: Analysis of Variance (ANOVA) Showing Difference in Impact of Cultural Beliefs on Intimate partner Violence of the Respondents Based on Age

Source	SS	df	Mean Square	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	327.009	2	163.50	5.84*	3.00	.003
Within Groups	10909.067	390	27.97			
Total	11236.076	392				

* Significant, $p < 0.05$

Source: Researcher Field Study, 2025

Table 4 shows the calculated F-ratio of 5.84 is greater than the critical F-value of 3.00 with a corresponding p-value of .003 which is less than 0.05 level of significance. Since the calculated p-value is less than 0.05 level of significance, the null hypothesis is rejected. Hence, there is significant difference in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on age. In order to ascertain where the significant difference lies, Scheffe Post- Hoc was carried out and the output is shown on Table 5.

Table 5: Scheffe post-hoc Showing where the Significant Difference Lies Based on Age

Years	N	Sub set for Alpha = 0.05	
		1	2
26-30 years	210	27.18	
18-25 years	114	27.18	
31 and above	69		29.58
Sig.		1.000	1.000



Table 5 indicates that respondents who were between 26-30 years and 18-25 years of age have the mean scores of 27.18 and 27.18 (in subset 1), respondents who were 31 years and above have the highest mean score of 29.58 (in subset 2) and thus, contributed more to the significant difference.

Hypothesis three: There is no significant difference in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on marital duration

Table 6: Analysis of Variance (ANOVA) Showing Difference in the Impact of Cultural Beliefs on Intimate Partner Violence of the Respondents Based on Marital Duration

Source	SS	df	Mean Square	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	192.24	3	64.08	2.25	2.60	.081
Within Groups	11043.83	389	28.39			
Total	11236.07	392				

Table 6 shows the calculated F-ratio of 2.25 is less than the critical F-value of 2.60 with a corresponding p-value of .081 which is greater than 0.05 level of significance. Since the calculated p-value is greater than 0.05 level of significance, the null hypothesis is accepted. Hence, there is no significant difference in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on marital duration.

Hypothesis Four: There is no significant difference in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on educational level.

Table 7: Analysis of Variance (ANOVA) Showing Difference in the Impact of Cultural Beliefs on Intimate Partner Violence of the Respondents Based on Educational Level

Source	SS	df	Mean Square	Cal. F-Ratio	Crit. F-Ratio	p-value
Between Groups	1797.08	3	599.02	18.59*	2.60	.000
Within Groups	12535.13	389	32.22			
Total	14332.21	392				

* Significant, $p < 0.05$

Source: Researcher Field Study, 2025

Table 7 shows the calculated F-ratio of 18.59 is greater than the critical F-value of 2.60 with a corresponding p-value of .000 which is less than 0.05 level of significance. Since the calculated p-value is less than 0.05 level of significance, the null hypothesis is rejected. This implies that there is significant difference in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on educational level. In order to ascertain where the significant difference lies, Scheffe Post-Hoc was carried out and the output is shown on

Table 8: Scheffe post-hoc Showing where the Significant Difference Lies Based on Educational Level

Years	N	Sub set for Alpha = 0.05		
		1	2	3
Primary Education	156	26.59		
No Formal Education	99		30.45	
Secondary Education	81		30.56	
Tertiary Education	57			32.95
Sig.		1.000	1.000	.396

Source: Researcher Field Study, 2025



Table 8 indicates that respondents who has Primary Education have a mean score of 26.59 (in subset 1), those who has No formal Education and those who has Secondary Educational have mean scores of 30.45 and 30.56 (in subset 2), while respondents who has Tertiary Education have the highest mean score of 32.95 (in subset 3) and thus, contributed more to the significant difference.

Discussion

This finding showed that 71.0% of the married adult believed that impact of cultural beliefs on intimate partner violence is significantly high. One explanation for this result could be that deeply ingrained cultural customs and norms in many societies sometimes normalise or excuse specific types of violence against intimate partners, leading married individuals to believe that cultural values have a significant impact on such conduct. The finding relates to the study of Igbinomwanhia, et al. (2021) who found that more than 80% of respondents supported the cultural belief that wives must obey their husbands, and nearly half agreed that women are obligated to submit to sexual relations even when unwilling. These cultural attitudes were significantly associated with women's experience of IPV. The finding further corroborates the work of Chowdhury et al. (2023), whose cross-national analysis across 151 countries demonstrated that collectivist cultural orientations, when intersecting with gender inequality and limited female educational attainment, significantly increase the prevalence of IPV. Likewise, recent Latin American research underscores how entrenched cultural acceptance continues to shape IPV reporting dynamics. For example, in Brazil, married women were less likely to report IPV due to societal norms that tolerate domestic violence and prioritize marital unity (Silva & Costa, 2025). Taken together, these findings demonstrate that cultural beliefs whether rooted in religion, patriarchy, or collectivism serve as powerful determinants of IPV prevalence and acceptance.

Hypothesis one revealed that there was no significant difference in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on gender. This suggests that male and female respondents were not difference on the impact of cultural beliefs on intimate partner violence. One explanation for this result might be because, in Kwara State, men and women are subjected to comparable cultural norms and belief systems, which similarly influence how they perceive intimate partner violence and reduce the disparities in responses depending on gender. This finding support the study of Kabir, Gafurova and Kholmatova (2021) who stated that in rural Tajikistan, both male and female respondents consistently agreed on men's dominance in decision-making, illustrating that patriarchal norms were internalized across genders. PaintsilAmo-Adjei, and Ahinkorah (2023) found that there was no statistically significant difference in impact of cultural beliefs on intimate partner violence between men and women. This could demonstrate that while some differences exist, cultural beliefs often exert a stronger influence on perceptions of IPV than gender alone. This explained the importance of addressing harmful cultural norms at the community level, rather than assuming that men and women hold fundamentally different views on IPV.

Hypothesis two revealed that there was significant difference in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on age. This suggests that respondents had differences in the impact of cultural beliefs on intimate partner violence across age range. The degree to which different age groups in Kwara State have been exposed to modernisation, education, and shifting societal norms may be one factor contributing to this result. This could affect how strongly people believe that cultural beliefs have an impact on intimate partner violence. The result of Scheffe post-hoc showed that respondents who were 31 years and above contributed more to the significant difference. The finding relates to the study of Chukwuma, Asaolu, and Gage (2023) who reported that sexual IPV increased more among younger women compared to older women over time, although physical and emotional IPV patterns were similar across age categories. This could be that younger women may be disproportionately affected by cultural and structural vulnerabilities that normalize certain forms of violence.

Hypothesis three revealed that there was no significant difference in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on marital duration. This implies that duration of marriage has no correlation with impact of cultural beliefs on intimate partner



violence of the respondents. The fact that cultural ideas that contribute to intimate partner violence are so firmly embedded and continuously maintained in society that a person's marital status has no bearing on how they perceive or experience violence could be one explanation for this result. The finding relates to the study of Adebayo, and Kolawole (2021) who qualitative evidence shown that survivors of IPV in Nigeria often remain in abusive marriages due to cultural and religious obligations, independent of how long they have been married. Similarly, Adebayo and Oginni (2023) demonstrated that community-level cultural acceptance of IPV and educational attainment, rather than marital duration, explained variation in IPV experiences. This could be that cultural beliefs and patriarchal structures put forth a more dominant influence than the length of time spent in marriage. Therefore, deeply rooted cultural ideologies that emphasize female submission and reinforce male authority persistently shape marital relationships, irrespective of the number of years couples have been together.

Hypothesis four revealed that there was significant difference in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on educational level. This suggests that respondents across different educational level were not experience similar level of intimate partner violence. One explanation for this result might be that educational attainment frequently influences people's awareness, sense of empowerment, and attitudes towards cultural norms. Those with higher levels of education are therefore more likely than those with lower levels to question damaging cultural beliefs that support intimate partner violence. Scheffe post-hoc revealed that respondents who has tertiary educational contributed to the significant difference. The finding corroborate with the study of Akinyemi and Akinola (2020) who found in Ekiti State that women's educational background significantly influenced the prevalence of IPV, showing that higher levels of education reduced vulnerability to spousal abuse. Similarly, using Nigeria Demographic and Health Survey data, Ajayi and Somefun (2023) revealed that women with higher educational attainment had significantly lower odds of experiencing physical, emotional, or sexual violence. A meta-analysis across Sub-Saharan Africa also confirmed that higher education is generally associated with lower IPV prevalence, thereby highlighting education as a protective factor (Uthman et al., 2021). This could be that respondents with lower educational levels tend to conform more strongly to cultural norms of female subservience, while those with higher education levels demonstrate greater resistance, autonomy, and ability to challenge harmful practices.

Implications of Findings for Counselling

The findings of this study have several implications for Counsellors. The finding of the study revealed that there was no significant difference in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria based on gender. Since both men and women internalize harmful cultural norms, counselling interventions should not focus only on individual therapy but also emphasize community-based psycho education. Counsellors can collaborate with religious leaders, traditional rulers, and local influencers to challenge deep-rooted patriarchal norms that justify IPV.

Findings revealed age differences in how cultural beliefs influence IPV, with older respondents (31+) contributing more significantly. This suggests that counselling programs should design age-sensitive interventions. For younger couples, focus should be on prevention and early recognition of abuse; for older couples, emphasis should be on unlearning ingrained cultural ideologies and promoting healthier relationship models.

Since higher education was found to reduce IPV vulnerability, Counsellors should integrate literacy, empowerment, and skill-building components into their work. Counselling services can partner with adult education programmes and Non-Governmental Organizations (NGOs) to build awareness and advocacy skills, particularly among less-educated individuals who are more likely to accept harmful cultural norms.

Because cultural and religious ideologies strongly sustain IPV, Counsellors should be trained to integrate cultural sensitivity with transformative counselling. Instead of dismissing cultural values outright, Counsellors should reinterpret them positively for example, reframing religious teachings to emphasize mutual respect and non-violence rather than domination and submission.

The findings imply that harmful cultural norms transcend marital duration, making IPV a persistent risk.



Counsellors should therefore, go beyond therapy to **advocate for institutional and policy reforms**. Training programmes should equip Counsellors with advocacy skills to influence legal frameworks, educational curricula, and workplace policies that dismantle systemic cultural acceptance of IPV.

Conclusion

This study examined the impact of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria. In conclusion, 70 to 76.8% of the married adults experienced high level of intimate partner violence. There were significant differences in the impact of cultural beliefs on intimate partner violence of the married adults in Kwara State based on age and duration in marriage but no significant difference was found based on gender. Finally, there were significant differences in the impact of cultural beliefs on intimate partner violence among married adults in Kwara State based on educational level

Recommendations

This study recommends measures to address the influence of cultural beliefs on intimate partner violence among married adults in Kwara State, Nigeria:

1. Government agencies, counsellors, and NGOs should organize **community-based enlightenment campaigns** to challenge harmful cultural beliefs that normalize intimate partner violence. These programs should engage traditional rulers, religious leaders, and community elders to reinterpret cultural values in ways that promote equality, respect, and non-violence.
2. Educational attainment was shown to reduce vulnerability to IPV. Therefore, government and policymakers should integrate **gender equality, healthy relationships, and IPV awareness** into school curricula from secondary through tertiary levels. This will promote cultural change over time and empower both young men and women to resist harmful beliefs.
3. Given the role of religion and patriarchy in sustaining IPV, faith-based organizations should be encouraged to **incorporate anti-IPV messages** into sermons, marriage counselling, and premarital classes. Counsellors should adopt culturally sensitive approaches that reframe cultural and religious doctrines to emphasize **mutual respect and dignity in marriage**.
4. Policy makers should strengthen the enforcement of **laws against domestic violence**, ensuring that cultural justifications are not used to excuse abuse. Counsellors and advocacy groups should push for **mandatory community sensitization** whenever IPV cases are reported, so that the cultural acceptance of violence is systematically reduced.
5. Counsellors, social workers, and health practitioners should undergo **specialized training** to handle IPV cases within cultural contexts. Training should emphasize **trauma-informed care, advocacy skills, and cultural competence**, enabling counsellors to support victims effectively while also addressing community-wide harmful beliefs.



REFERENCES

- Abimbola, A., et al. (2023). The pattern and socio-cultural determinants of intimate partner violence in a Nigerian rural community. *BMC Women's Health*.
- Adebayo, A. M. & Kolawole, A. O. (2021). Cultural and religious beliefs as a double-edged sword in domestic violence experiences and responses: A case study from Nigeria. *International Domestic Violence Research & Methodology*, 5(2), 45 – 60. <https://idvrm.org>
- Adebayo, A. M. (2021). Cultural norms and gender-based violence in marital relationships in Nigeria. *African Journal of Gender and Society*, 6(2), 45–57.
- Adebayo, A. S. (2022). Patriarchy and intimate partner violence in Nigeria: Understanding the cultural roots. *Nigerian Journal of Gender Studies*, 14(2), 45–58.
- Adebayo, F. A. & Oginni, O. A. (2023). Individual and community-level factors influencing intimate partner violence in Nigeria: A multilevel analysis. *Journal of Interpersonal Violence*, 38(15–16), 8924–8948. <https://doi.org/10.1177/08862605221109896>
- Adebayo, T. A., Owoaje, E. T. & Adeniyi, O. V. (2022). Experiences of intimate partner violence among women in Ibadan, Nigeria. *PLoS One*, 17(11), e0269458. <https://pmc.ncbi.nlm.nih.gov/articles/PMC9590428/>
- Adebayo, T. O., & Kolawole, O. A. (2022). Regional variations in intimate partner violence among women in Nigeria: The role of culture and religion. *Journal of Gender Studies in Africa*, 14(2), 45 – 60.
- Adedokun, A. O., Fawole, O. I., & Balogun, K. S. (2023). Prevalence and patterns of intimate partner violence among Nigerian women. *Nigerian Journal of Clinical Practice*, 26(7), 1124 – 1132. https://journals.lww.com/njcp/fulltext/2023/07000/prevalence_and_patterns_of_intimate_partner_violence.6.aspx
- Adeoye, O. T. (2020). The role of cultural and religious beliefs in perpetuating domestic violence among Nigerian women. *Journal of Social Development in Africa*, 35(1), 101–118.
- Adesina, K. T., Adeniran, A. S., Fawole, A. O., Aboyeji, A. P., & Eno, E. E. (2022). Family and clinical indicators of domestic violence among pregnant women in Ilorin, North-Central Nigeria. *Pan African Medical Journal*, 41(1), 1–9.
- Ajayi, A. I., & Somefun, O. D. (2023). Education, community context, and intimate partner violence among married women in Nigeria: A multilevel analysis. *Journal of Interpersonal Violence*, 38(15–16), 9912 – 9935. <https://doi.org/10.1177/08862605221109896>
- Akinyemi, A. I., & Akinola, A. (2020). Education and religion as correlates of intimate partner violence against women in Ekiti State, Nigeria. *The International Journal of Humanities & Social Studies*, 8(10), 145 – 154.
- Areo, O. O., Ogunjide, O. E., Shiru, M. M., Okpighe, A. C., & collaborators. (2025). Prevalence and determinants of intimate partner violence in pregnancy: A multicentre, binational study. *BMC Pregnancy and Childbirth*, 25(1), 71.
- Bamiwuye, S. O., & Odimegwu, C. O. (2022). Intimate partner violence and the spatial pattern of maternal health care utilisation in Nigeria. *GeoJournal*, 87(5), 5661–5680.
- Breiding, M. J., Basile, K. C., Smith, S. G., Black, M. C., & Mahendra, R. R. (2022). Intimate partner violence: Definitions and descriptions. *CDC/ACOG Clinical Report*.
- Chowdhury, N., Rahman, M., & Lee, J. (2023). Cultural collectivism and intimate partner violence against women: A cross-national analysis of 151 countries. *Journal of Interpersonal Violence*, 38(7–8), NP4275–NP4297
- Chukwuma, A., Asaolu, I., & Gage, A. J. (2023). Trends in intimate partner violence among adolescent girls and young women in Northeast Nigeria. *International Journal of Environmental Research and*



- Dim, E. E. (2020). Ethnoregional dynamics of intimate partner violence against women in Nigeria. *Trauma, Violence, & Abuse*, 21(5), 870–885.
- Eze, C. U. (2021). Socialization, patriarchy and women's vulnerability to intimate partner violence in Nigeria. *African Journal of Sociology*, 9(3), 67–80.
- Ezeh, A. C., Nwankwo, O. C., & Opara, I. (2021). Intimate partner violence among obstetric patients: A Nigerian perspective. *Nigeria Postgraduate Medical Journal*, 28(4), 190–198. https://journals.lww.com/npmj/fulltext/2021/28040/intimate_partner_violence_among_obstetric.4.aspx
- Ezema, J., Diaz, F. J. M., Jaca, M. L. M., & Euwema, M. (2023). Pray for improvement: Experiences with mediation of female victims of intimate partner violence in Nigeria. *Pastoral psychology*, 72(5), 625–646.
- Fakunmoju, S. B., & Rasool, S. (2018). Exposure to violence and beliefs about violence against women among adolescents in Nigeria and South Africa. *Sage Open*, 8(4), 2158244018817591.
- Fawole, O. I., Aderonmu, A. L., & Fawole, A. O. (2011). Intimate partner violence: Prevalence and perceptions of married men in Ibadan, Nigeria. *Journal of Interpersonal Violence*, 26(12), 2465–2481.
- Ibrahim, M. Y. (2022). Intergenerational transmission of violence: The cultural justification of intimate partner violence in Nigeria. *Journal of Family Studies in Africa*, 12(4), 211–225.
- Igbinomwanhia, N. G., James, B. O., & Omoaregba, J. O. (2021). Intimate partner violence among women in Ekiadolor, Nigeria: Prevalence and correlates. *African Journal of Primary Health Care & Family Medicine*, 13(1), a2435.
- Kabir, A., Gafurova, G., & Kholmatova, M. (2021). Perceptions of gender-based violence in rural Tajikistan: Exploring men's and women's perspectives. *BMC Women's Health*, 21(1), 327.
- Nwankwo, O. C., & Aginam, E. (2020). Gender-based violence in Nigeria: A cultural and legal appraisal. *Nigerian Journal of Social Sciences*, 16(1), 112–128.
- Ogunfowokan, A. A. & Olajide, O. (2020). Intimate partner violence among married women in Lagos State, Nigeria. *Pan African Medical Journal*, 37(120), 1–10.
- Ogunlaja, O. A., Fabamwo, A. O. & colleagues. (2024). Prevalence, pattern and effect of intimate partner violence among women in Abeokuta South LGA, Ogun State. *Nigerian Postgraduate Medical Journal*, 31(2), 55–63.
- Ogunleye, A. D. (2023). Poverty, dependence, and intimate partner violence in northern Nigeria. *Nigerian Journal of Sociology and Anthropology*, 21(1), 65–82.
- Ogunyemi, B. T. (2021). Traditional institutions and the management of intimate partner violence in Kwara State. *Ilorin Journal of Social Issues*, 18(2), 90–104.
- Okenwa-Emegwa, L., Lawoko, S. & Jansson, B. (2016). Attitudes toward physical intimate partner violence against women in Nigeria. *Sage Open*, 6(4), 2158244016667993.
- Okorie, C. O. (2021). Christianity, marital endurance, and gender-based violence in southern Nigeria. *African Journal of Social Issues*, 19(3), 110–124.
- Olayinka, A. & Ayegboyin, D. (2020). Faith, submission, and spousal abuse: Religious interpretations and IPV among Christians in Nigeria. *Nigerian Journal of Religion and Society*, 12(1), 88–101.
- Olayiwola-Adedaja, T. O., Adaramoye, T. O., & Dikko, B. (2024). *Investigating perceived causes and consequences of domestic violence by married adults in Ekiti State, Nigeria*. (Unpublished research report, Federal University Oye-Ekiti).



- Olorunsaiye, C. Z., Degarege, A., Hajara, I. J., Odukoya, O. O., & Desmennu, A. T. (2022). Intimate partner violence and its association with skilled birth attendance in Nigeria: Evidence from the 2018 NDHS. *BMC Pregnancy and Childbirth*, 22(1), 383.
- Oluku, O., & Abasiokong, E. (2024). The influence of cultural values on intimate partner violence against women in Nigeria: Evidence from the literature. *Social Facts: FUOTUOKE Journal of Sociology and Anthology*, 4(1), 45-60.
- Oluwagbemiga, A., Johnson, A., & Olaniyi, M. (2023). Education and intimate partner violence among married women in Nigeria: a multilevel analysis of individual and community-level factors. *Journal of interpersonal violence*, 38(3-4), 3831–3863.
- Onaseso, F. (2023). Cultural and religious beliefs as a double-edged sword in domestic violence experiences and responses: A case study from Nigeria. *Institute of Domestic Violence, Religion & Migration*. <https://idvrm.org/evidence/cultural-and-religious-beliefs-as-a-double-edged-sword-in-domestic-violence-experiences-and-responses-a-case-study-from-nigeria/>
- Onigbogi, M. O., Odeyemi, K. A., & Onigbogi, O. O. (2015). Prevalence and factors associated with intimate partner violence among married women in an urban community in Lagos State, Nigeria. *African Journal of Reproductive Health*, 19(1), 91–102
- Onwukwe, C. J., Eze, R. N., & Akpan, U. A. (2024). Intimate partner violence and its health outcomes among women in Abia State, Nigeria. *BMC Women's Health*, 24(88), 1–12.
- Onyilor, V. A., & Ani, K. J. (2023). The socio-cultural cost of men as victims of intimate partner violence (IPV) in Nigeria. *African Journal of Gender, Society and Development*, 12(2), 43–58.
- Owoaje, E. T., OlaOlorun, F. M., & Omobowale, O. A. (2018). Multilevel analysis of intimate partner violence among women in Nigeria. *BMC International Health and Human Rights*, 18(1), 6.
- Owoo, N. S., Agadjanian, V., & Chama-Chiliba, C. M. (2021). Revisiting the polygyny and intimate partner violence connection: The role of religion and wife's rank in Nigeria. *Journal of Marriage and Family*, 83(5), 1251–1269.
- Oyediran, K. A. (2021). Intimate partner violence in Nigeria. In *International Perspectives on Intimate Partner Violence: Challenges and Opportunities* (pp. 85-95). Cham: Springer International Publishing.
- Paintsil, B., Amo-Adjei, J., & Ahinkorah, B. O. (2023). Gender differences in acceptance of wife-beating across Sub-Saharan Africa: Evidence from demographic and health surveys. *BMC Women's Health*, 23(1), 435.
- Silva, L., & Costa, R. (2025). Domestic violence and underreporting among married women in Brazil. *Latin American Journal of Social Sciences*, 27(1), 45–62.
- UNFPA. (2021). Measuring violence against women: Operational definitions and indicators. *Violence Against Women Data Portal*.
- World Health Organization. (2021). *Violence against women prevalence estimates, 2018*. Geneva: WHO. <https://apps.who.int/violence-info/intimate-partner-violence/>





For Learning and Service

